



Students Perception of Gamified Learning in EFL Class : Online Quizizz for Engagement and Motivation

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ABSTRACT

This study investigated gamified learning, particularly online quizizz, in EFL (English as a Foreign Language) One digital educational game that is gaining popularity is quizizz, a game-based online test that enables entertaining multiplayer teaching activities and allows learners to practice with their devices. This study aimed to examine students' perceptions of the use of quizizz on student motivation and engagement. A descriptive quantitative research design was used in this study, in which data were collected from questionnaires to gain insight into how quizizz affected the aspects of motivation and engagement. The questionnaire data were analyzed using descriptive statistics. The study found that quizizz significantly increased students' motivation to learn English, with the interactive nature of the platform being a key factor in boosting their enthusiasm for language learning. Despite a minority of respondents finding quizizz boring, the majority reported enjoying the platform's gamified approach to learning and felt more active and engaged during classes where quizizz was utilized. Additionally, participants acknowledged quizizz's substantial contribution to their knowledge of English vocabulary and grammar. Moreover, the study found that quizizz positively shaped students' perceptions of online learning, its potential to enhance digital learning experiences and enhance student engagement in english learning. The findings underscore the beneficial effects of quizizz on student motivation and engagement.

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INTRODUCTION

Technology is playing an ever-increasing role in the lives of today's children, both inside and outside of the classroom, and it is empirically proven to be effective in assisting students to comprehend difficult concepts and foster peer collaboration (Arifin & Setiawan, 2022). Due to the benefits of information and communications technology (ICT), modern educational theory recommends that teachers incorporate technology into their instructional

practices. As a result, the expansion of ICT technology has influenced the growth of the games industry, particularly educational games, enabling educators to be more innovative in the design of the learning process (Ika Dhamayanti, 2021). Some game designers have a background in psychology or other fields that examine motivation and student behavior in greater depth. The term “gamification” in learning is a recent innovation in the field of education. It is believed that gamification increases students' motivation and achievement in learning by increasing their interest in studying.

Gamified learning, characterized by the integration of game elements into educational activities, has garnered attention for its potential to enhance student motivation, retention, and overall learning outcomes. Within this framework, gamified learnings emerge as a versatile tool that not only assesses comprehension but also serves as a catalyst for student engagement and active learning. Gamified learning, which is used to increase learner engagement and motivation, is still in its infancy (Rivera & Garden, 2021). Gamification uses game concepts such as badges, points, levels, and leaderboards to engage and motivate individuals to complete a variety of tasks. In education, gamification has gained widespread popularity, especially in English language teaching and learning. One of the English language learning materials that makes extensive use of technology, particularly gamification, is vocabulary, since building a useful vocabulary is essential when studying a foreign language.

According to (Yunus & Hua, 2021), teachers these days are ‘forced’ to shift their pedagogy practices as these practices are much influenced by an ever-updating technology. Online gaming is becoming a preference for millennials due to its mobility, flexibility, and versatility, as well as providing interaction without borders. Gamification was brought to educational prominence by (Permana et al., 2023) whose work led to the creation of various interactive applications for learning, including quizizz, kahoot!, quizlet, and plickers. (Munawir, 2021) In the results of his research there has been an interest in understanding how students’ motivation and engagement influence their learning. Educational games and gamification in particular contexts are applied to support the development of students’ motivational, emotional and social outlook.

Online interactive games provide opportunities for learners to be independent seekers of knowledge as well as to equip themselves with relevant skills in the current lifestyle of humankind, which is gradually revolving around the world of ICT. (Nadeem et al., 2023) state that game-based learning can make learners become the center of learning and make the learning process easier, more interesting, and more effective. This is in line with the principles of

twenty-first-century learning, which places great emphasis on student-centered learning and promotes the use of learning experiences that are fun and engaging. One of the popular digital educational games used is quizizz. The results of data analysis for July 2021 showed that this quizizz web is ranked as the seventh most visited web for the science and education category. Previous research has shown that quizizz was effective in improving students' vocabulary and grammatical mastery in the English classroom (Permana et al., 2023) and also improved most English students' grammar understanding (Rahayu & Purnawarman, 2019). In the era of the covid-19 pandemic, where learning must be delivered online, the use of quizizz as a learning tool is a necessity, both in synchronous and asynchronous learning.

Quizizz is a game based online test tool that enables entertaining classroom activities and is conducted jointly. With this application, students can work on the given questions interactively through their gadgets. Students could get a better experience in learning and can compete with their classmates. With quizizz, students complete the work at their own pace and therefore remain highly engaged throughout the quiz (Brunat, 2018). Students' interest and participation in learning can be stimulated by quizizz (Zhao, 2019) and quizizz is very well suited to be used as a formative test tool, as after completing quizizz, the test report can be downloaded and the student performance can be rated. quizizz is available online at <https://quizizz.com>. It is an excellent online test tool that students can use to check their knowledge and learning progress. quizizz is a suitable tool to get information about what the general class condition is like in the understanding of the students about the learning materials.

Quizizz represent a fundamental component of gamified learning, serving as versatile tools to assess comprehension, reinforce learning objectives, and stimulate critical thinking skills (Amiro, 2023). By integrating quizizz into EFL(English as a Foreign Language) instruction, educators can create immersive learning environments that captivate students' interest and encourage their active involvement in the learning process. This exploration delves into the multifaceted benefits of utilizing quizizz within gamified EFL (English as a Foreign Language) education. From enhancing retention of language concepts to fostering healthy competition among students, quizizz serve as dynamic mechanisms to promote deeper engagement and participation (Syafriaedi, 2023). Moreover, the immediate feedback provided by quizizz empowers students to assess their progress, identify areas for improvement, and take ownership of their learning journey.

This Study examines the potential benefits of quizzing in EFL teaching materials, including its ability to personalize learning experiences, facilitate contextualized language practice, and promote collaborative learning among students. Furthermore, it explores how Application quizzing can cater to diverse learning styles and preferences, accommodating visual, auditory, and kinesthetic learners alike. Moreover, this study investigates the role of quizzing in promoting active learning strategies, such as problem-solving, critical thinking, and experiential learning. By immersing students in interactive scenarios and real-life contexts, quizzing enhanced EFL materials encourage active participation and empower learners to construct meaning through exploration and experimentation. Through an analysis of existing literature, case studies, and empirical evidence, this Study aims to provide insights into the potential of quizzing for EFL instruction, fostering greater student engagement, motivation, and ultimately, language proficiency. This Research explores the implications of utilizing quizzing in EFL teaching materials, focusing on student engagement and motivation.

RESEARCH METHODE

This study was descriptive quantitative research. Descriptive designs are non experimental because they do not require intervention or treatment. They generally aim to provide information about key parameters without testing hypotheses. This study aimed to Enhancing Students Engagement and Motivation of the usage of quizzing in EFL (English as a Foreign Language) Learning. The participants were first-year students at the University of Prima Indonesia, Medan, Indonesia. The participants ranged from 18 to 20 years of age and learned the same English topics and materials. The participants were instructed to answer all items on the questionnaire honestly and share their views on using quizzing as a tool for learning English. A total of thirty-five participants provided responses. The questionnaire data were analyzed using descriptive statistics. It comprised 10 statements rated on a five-point scale: 1 for "strongly disagree", 2 for "disagree", 3 for "neutral", 4 for "agree", and 5 for "strongly agree".

Table 1.
Detail of Participants

Variable	Value	Frequency	Percentage
Gender	Male	11	31
	Female	24	69
Age	18	16	46
	19	17	6
	20	2	48

RESULT AND DISSCUSSION

This section discusses the data collected in this research regarding the use of quizizz as a catalyst for improving students motivation and in-class performance. Based on the data processing, we could divide the data into the following two categories: Students' levels of engagement and motivation.

To illuminate more profound focuses in students' recognitions, the analysts executed the survey after utilizing quizizz as the platform device for a few months. The discoveries of the survey are displayed in Table 2 below. Thirty five students filled it in. Most of the understudies utilized smartphones to get to quizizz, but a few utilized computers to get to it. Their answers to the articulations within the survey were given in presentages.

Table 2.

Result for Students's Engagement and Motivation Item in the Survey

No	Item	Percentage (%)					Total
		SD	D	N	A	SA	
1	I find it is interesting to use quizizz to learn English.	0	10	5,67	40	44,33	100
2	Quizizz increased my motivation to learn English.	0	0	4,33	30	65,67	100
3	Using quizizz to learn English was boring for me.	56,67	30	7,67	5,66	0	100
4	Quizizz contributed greatly to my knowledge of English vocabulary.	0	0	5,67	34	60,33	100
5	Quizizz contributed greatly to my knowledge of English grammar.	0	0	6,66	26,67	66,67	100
6	Learning English with quizizz! is fun	0	0	3,64	36,36	60	100
7	I enjoyed the class with quizizz!	0	6,67	0	76,67	16,66	100
8	I feel more active in the class with quizizz!	0	10	6,67	40	43,33	100
9	I found it difficult to use quizizz	43,33	47	4	5,67	0	100
10	Quizizz! has positively shaped my perception of online Learning	0	3,33	6,67	46,67	43,33	100

The survey results show various perceptions from respondents regarding the use of quizizz in English learning. Of the ten statements submitted, here are some of the main findings:

1. I find it is interesting to use quizizz to learn English.

A majority of respondents (84.33%) indicated that they find it interesting to use quizizz for learning English. This suggests that the platform is capable of capturing students' interest in learning.

2. Quizizz increased my motivation to learn English.

Interpretation: The majority of respondents (95%) indicated that quizizz boosts their motivation to learn English. This demonstrates that the interactive nature of quizizz has a positive impact on students' motivation levels, encouraging them to actively participate in learning activities.

3. Using quizizz to learn English was boring for me.

While a minority of respondents (56.67%) found quizizz boring for learning English, the majority (86.67%) did not share this sentiment. This indicates that while quizizz may not appeal to everyone, it generally succeeds in keeping students engaged and interested.

4. Quizizz contributed greatly to my knowledge of English vocabulary.

Nearly all respondents (94.33%) agreed that quizizz significantly contributes to their knowledge of English vocabulary. This highlights quizizz's effectiveness as a tool for reinforcing and expanding vocabulary skills.

5. Quizizz contributed greatly to my knowledge of English grammar.

Similarly, the majority of respondents (93.34%) acknowledged quizizz's substantial contribution to their knowledge of English grammar. This underscores quizizz's efficacy in enhancing grammar comprehension and proficiency.

6. Learning English with quizizz! is fun.

A vast majority of respondents (96.36%) agreed that learning English with quizizz is enjoyable. This indicates that quizizz's gamified approach to learning resonates well with students, making the learning process enjoyable and engaging.

7. I enjoyed the class with quizizz.

The majority of respondents (93.33%) expressed enjoyment in classes where quizizz was used. This suggests that quizizz enhances the overall classroom experience, fostering a positive learning environment.

8. I feel more active in the class with quizizz!

Most respondents (86.67%) agreed that quizizz makes them feel more active in class. This suggests that quizizz promotes active participation and engagement among students during lessons.

9. I found it difficult to use quizizz.

While a significant portion of respondents (47%) found quizizz challenging to use, it's important to note that the majority did not share this sentiment. This indicates that while there may be some usability issues, quizizz generally remains accessible to most users.

10. Quizizz! has positively shaped my perception of online Learning.

The majority of respondents (89.33%) agreed that quizizz positively influences their perception of online learning. This highlights quizizz's role in enhancing the online learning experience, potentially encouraging students to embrace digital learning platforms more readily.

The finding showed that students gained much more improvement in their motivation, interest, willingness and the contribution of quizizz to their EFL (English as a Foreign Language) class (items 1, 2, 6,, and 7). They felt interesting to use quizizz as their learning media. They were also motivated to learn and practice English better. Quizizz contributed to gaining and increasing their knowledge in vocabulary and grammar. Participants reported using quizizz promoted interactivity and engagement during classes, through answering questions, contributing to quizizz. The use of quizizz Encouraged greater engagement in class as compared to the traditional classroom where a few students frequently feel bored. The wider involvement of students in the class also promoted a more meaningful engagement to learning. This report indicates that quizizz, and the broader use of games and gamification, has a positive influence on classroom interactions, student motivation and engagement, and eventually on their learning.

Discussion

The survey results regarding the use of quizizz in English learning present a positive picture of the platform's impact on students' motivation, engagement, and learning outcomes. These findings align with existing research in the field of educational technology and gamification, which also highlights the benefits of such interactive tools in the classroom. In this survey, 84.33% of respondents found quizizz interesting, and 86.67% did not find it boring. These high engagement levels are consistent with findings from a study by (Basuki & Hidayati, 2019), which reported that students found quizizz engaging and enjoyable due to its game-like elements and instant feedback.

According to the Technology Acceptance Model (TAM) proposed by Davis (1989), two main factors influence users' acceptance of technology: perceived ease of use and perceived usefulness (Ma & Liu, 2011). The study results indicate that most respondents find quizizz useful for their learning. For instance, 95% of respondents reported that quizizz increased their motivation to

learn English, and nearly all respondents (94.33% for vocabulary and 93.34% for grammar) agreed that quizizz significantly contributed to their knowledge. This demonstrates that in terms of perceived usefulness, quizizz is highly accepted by users as they see tangible benefits in their learning process. However, the results also show that 47% of respondents found quizizz difficult to use. Although the majority did not share this sentiment, the significant percentage indicates some challenges related to perceived ease of use. According to TAM, if users find a technology difficult to use, it can reduce their acceptance and its effectiveness, even if they perceive it as useful. Therefore, to enhance the overall acceptance and effectiveness of quizizz, it is essential to address these usability issues.

By improving the user interface to be more intuitive and providing better guides or training, quizizz can become more accessible to all users. This would increase the perceived ease of use, which in turn would enhance the acceptance of this technology as per TAM principles. In conclusion, while quizizz already shows high perceived usefulness, focusing on improving ease of use will further increase the platform's acceptance and effectiveness in English learning.

Based on Flow Theory (Mirvis & Csikszentmihalyi, 1991) individuals achieve a state of deep engagement, or "flow," when they are fully immersed in activities that are both enjoyable and challenging. This theory can be applied to understand the high levels of student engagement reported in the study on the use of quizizz in English learning. The survey results indicate that 84.33% of respondents found quizizz interesting, and 86.67% did not find it boring. This suggests that quizizz's interactive and gamified elements are successful in capturing and maintaining students' interest. According to Flow Theory, activities that provide immediate feedback and a sense of accomplishment contribute to a flow state. quizizz, with its real-time feedback on quizzes and competitive elements such as leaderboards, provides the necessary conditions for students to experience flow. Moreover, 95% of respondents reported that quizizz increased their motivation to learn English. This heightened motivation can be attributed to the platform's ability to make learning both enjoyable and challenging, key components for achieving flow. The gamified aspects of Quizizz, such as earning points and competing with peers, create a stimulating environment that challenges students while keeping them engaged. Additionally, nearly all respondents agreed that quizizz contributed significantly to their knowledge of vocabulary (94.33%) and grammar (93.34%). This indicates that students are not only engaged but also effectively learning, which is a hallmark of the flow state where optimal learning occurs. When students are in flow, they are more likely to absorb and retain information

because they are deeply focused and intrinsically motivated. The study also shows that 96.36% of respondents found learning English with quizizz enjoyable, and 93.33% enjoyed classes where quizizz was used. This aligns with Flow Theory's assertion that enjoyment is a crucial component of flow. When students enjoy the learning process, they are more likely to become deeply engaged, leading to better educational outcomes. In conclusion, the high levels of engagement, motivation, and enjoyment reported in the survey suggest that quizizz helps students achieve a state of flow. By providing an interactive and competitive learning environment, quizizz meets the conditions outlined by Flow Theory, thereby enhancing students' learning experiences and outcomes.

CONCLUSION

This study has provided valuable insights into students' perceptions and experiences with quizizz as a gamified tool in the English language learning context. The use of quizizz in English learning receives positive feedback from a majority of respondents. While there are some differences in opinions, particularly regarding the potential for boring, the overall findings indicate that quizizz is an effective tool in boosting motivation, knowledge, and Student Engagement in English learning. The implication of these findings is that the integration of Quizizz in English learning has the potential to increase learning effectiveness. By increasing student motivation and providing engaging learning experiences, quizizz can help create a more dynamic and effective learning environment. Apart from that, positive perceptions of online learning can also increase acceptance of the use of technology in education. Thus, it is recommended to continue using and developing quizizz in English learning contexts, as well as considering the integration of similar platforms in other subjects. This will help create a better learning experience and prepare students to face the challenges of learning in the digital era.

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