

## STUDENTS' PERSPECTIVES ON THE USE OF QUIZIZZ AS A GAMIFIED PLATFORM FOR LEARNING ENGLISH SPEAKING

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Submitted: 2024-02-10

Accepted: 2024-07-17

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**Abstract:** This research described students' perspectives on using Quizizz as a gamified platform for learning English speaking and how they learn through it. It is descriptive qualitative research. The research subjects were twenty-four Indonesian National Army in Regional Military Command (KODAM) XII Tanjungpura Pontianak personnel. The data were gathered using open-ended questionnaires and semi-structured interviews and analyzed thematically. It showed that Quizizz is a fun platform for learning English speaking. Quizizz positively impacted students' motivation, assistance, comfort, engagement, and focus during learning. With the support of Quizizz, the students were enthusiastic about learning English speaking more seriously. This gamified platform has increased their self-assurance to speak, competitiveness during learning, and goal awareness. Students are suggested to have an adequate internet connection to do Quizizz with ease and invite their friends to join and explore more English materials available there to gain more challenges in learning through play. The teachers should use the timer feature to reduce students' ability to look up answers as they work through Quizizz and alert them.

**Keywords:** perspectives; Quizizz; gamified platform; English speaking; KODAM XII Tanjungpura Pontianak

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## INTRODUCTION

The concept of perspective-taking allows individuals to consider diverse beliefs and experiences, promoting empathy and deeper understanding by evaluating situations from multiple angles. Birch et al. (2017) define perspective-taking as the ability to reason about others' mental states, including intentions and beliefs, crucial for human interactions. Xie et al. (2022) further describe it as stepping into another's shoes to understand their viewpoint. Perspectives are shaped by past experiences, beliefs, and familiarity with situations, influencing how individuals perceive and solve problems. Johnson (2019) emphasizes its importance in teaching and learning, fostering better relationships and innovative instructional methods. Technology, such as Quizizz and multimedia tools, enhances engagement and learning by providing interactive and visually appealing educational experiences in various settings.

Quizizz is a popular, entertaining, game-based student response system widely used as an assessment tool at various learning stages (Zuhriyah & Pratolo, 2020). Furthermore, it offers immediate feedback, a review section, repeated tests, and tracks new quizzes (Pradnyadewi & Kristiani, 2021). Students join the game using a unique access code and a nickname to remain anonymous, participating with their internet-enabled devices to answer multiple-choice questions displayed on a wide screen with a countdown timer.

According to Darmawan et al. (2020), using Quizizz can motivate students by allowing them to focus and use their mobile phones as a fun learning medium, enhancing their reading skills. Roshdan et al. (2021) found that most diploma students at Universiti Teknologi Mara (UiTM) viewed Quizizz positively, leading to increased enthusiasm and active participation in class. Fadillah and Maryanti (2021) discovered that Quizizz is simple, enjoyable, and similar to playing a game, reducing the burden of tasks and boosting students' motivation to learn. Rahmadani et al. (2022) also found that students felt satisfied with Quizizz, considering it user-friendly and effective in increasing their enthusiasm for learning English structure.

This research investigated the use of Quizizz for teaching English speaking skills to the Indonesian National Army Forces at KODAM XII Tanjungpura Pontianak. Unlike previous studies that focused on advanced students, this study involved a diverse group of twenty-four army students. The researcher regularly used Quizizz quizzes at the end of lessons covering conversational English topics. The students faced challenges such as difficulty understanding the teacher and reluctance to participate due to past negative experiences with learning English. The research aimed to improve their speaking skills for military and everyday communication and to capture their perspectives on using Quizizz for learning basic conversational English, an area previously unexplored for army students.

## **METHOD**

The research conducted at KODAM XII Tanjungpura Pontianak used a qualitative design, focusing on participants from the Indonesian National Army Forces. It employed a descriptive qualitative method to gather extensive data, emphasizing participants' perspectives on using Quizizz for learning English speaking skills. The study involved 24 participants, including enlisted soldiers and non-commissioned officers aged 20 to 35, selected based on their familiarity with Quizizz and enrollment in English classes.

The researcher employed an open-ended questionnaire to explore students' views on using Quizizz for learning English speaking. This method aimed to understand how students perceive and engage with Quizizz. The questionnaire, distributed via a WhatsApp group to 24 KODAM XII/TPR army personnel and their teacher, consisted of 20 open-ended questions in both English and Indonesian for clarity. Subsequently, semi-structured interviews were conducted with participants to gather further insights. These interviews, conducted offline after obtaining consent, focused on the army's perspectives on Quizizz as a gamified tool for enhancing English speaking skills. Thematic analysis, following Braun and Clarke's method in Campbell et al. (2021), was used to analyze interview data, with coding and thematic development guided by Chaiyo and Nokham's schema (2017) to capture participants' perceptions and experiences effectively.

## FINDING AND DISCUSSION

### 1. Thematizing and Coding

The data revealed five main themes related to students' perspectives on using Quizizz. The thematizing and coding information is provided in Table 1 below.

**Table 1.**

Construct	Theme	Sub-Theme	Code	Total Trend
The Impact of Quizizz	Students' Motivation for Learning	-	TIQ/SMFL	87,5%
	Students' Assistance in Learning	-	TIQ/SAIL	54,17%
	Students' Comfort in Learning	-	TIQ/SCIL	37,5%
	Students' Engagement During Learning	-	TIQ/SEDL	12,5%
	Students' Focus During Learning	-	TIQ/SFDL	8,3%

Based on Table 1 above, Quizizz's trendiest theme was as follows:

- Students' motivation for learning: Quizizz increased students' motivation and engagement, making learning enjoyable and competitive (Filgona et al., 2020).
- Students' assistance in learning: Quizizz helped students understand and retain material, supporting their learning goals (Sreena & Ilankumaran, 2019).
- Students' comfort in learning: the platform's user-friendly design and game-like features made learning comfortable and less monotonous (Yusuf et al., 2023).
- Students' engagement during learning: Quizizz enhanced students' attention and participation, contributing to better learning outcomes (Bernstein, 2022).
- Students' focus during learning: the platform helped students concentrate on tasks and avoid distractions, improving their learning efficiency (Sari et al., 2021).

### 2. Students' Perspectives on the Use of Quizizz as A Gamified Platform for Learning English Speaking

#### 2.1. Students' Motivation for Learning

Students get motivated during learning and enthusiastic to learn English. The data from the questionnaire indicate that students found Quizizz pleasant and entertaining to play. Besides, they gain knowledge and study the lessons provided happily, as shown in the following excerpt:

"...getting motivated to learn English, especially in speaking, is supported by playing the game Quizizz." (Questionnaire, S22)

The importance of motivation in teaching and learning, especially during the learning phase, is emphasized. Utilizing learning media as triggers can significantly enhance motivation. Puspitarini and Hanif (2019) suggest that integrating learning media into education positively influences students, boosting their motivation and learning outcomes. Interviews with students echoed these findings, noting that tools like Quizizz help maintain motivation in learning English and encourage them to study more diligently.

“... I get motivated by Quizizz, which shows the scores and ranks at the end, so I will try to study harder and improve on the next Quizizz.” (Interview, S7)

Learning media such as Quizizz can enhance student motivation by preventing frustration, fostering a gamified environment that boosts enthusiasm for future classes. Zhao (2019) notes that Quizizz encourages competitiveness among students through interactive practice questions and real-time rankings, motivating them to compare their abilities and strive for higher ranks.

## **2.2. Students' Assistance in Learning**

Lestari and Khairuna (2022) argue that integrating media inventions into learning enhances students' understanding of lectured material and helps achieve educational objectives. They highlight Quizizz as a particularly effective and innovative technology that supports teaching and learning. Participant perspectives indicate positive learning experiences when using Quizizz: Moreover, Quizizz is beneficial and encouraging because it allows them to improve their speaking skills while maintaining up with English:

“Quizizz makes it easy for me to learn.” (Questionnaire, S19)

“I think Quizizz is an exciting platform, it helps me to study well, ...” (Interview, S6)

Asria et al. (2021) highlighted that teachers can utilize the Quizizz platform to assess student learning outcomes effectively. This approach not only fosters a stimulating and enjoyable study environment but also enhances student engagement in learning assessments. Consequently, students are more motivated to participate in assessments, allowing teachers to maintain focus on delivering class lessons.

## **2.3. Students' Comfort in Learning**

The use of technology, including computers, smartphones, and multimedia, has become indispensable in modern life. Multimedia tools are essential in education to enhance teaching and learning processes. However, effective learning also hinges on student engagement and enjoyment in the classroom environment. Therefore, technologies like Quizizz are crucial for facilitating more effective teaching and learning experiences (Dhawan, 2020).

“...each one holds their gadgets with questions on them.” (Questionnaire, S15)

“Quizizz is a platform for playing while learning; it has exciting features, memes, jokes, and designs. Even if we choose the wrong answers, the correct option will appear.” (Interview, S2)

The researcher concludes that Quizizz enhances students' comfort and motivation in English-speaking learning. According to Fakhruddin and Nurhidayat (2020), Quizizz integrates education and play effectively, offering user-friendly features that make learning more successful and enjoyable for students.

#### **2.4. Students' Engagement During Learning**

The use of Quizizz significantly enhances student engagement, attention, and concentration during learning activities, motivating them to participate actively.

“I would like to practice more, especially my speaking skills and I hope it will help me get assigned abroad on special missions in the army.” (Interview, S3)

“...supporting me to get involved and speak up.” (Questionnaire, S24)

Students perceive Quizizz as a serious learning tool, particularly beneficial for achieving their goals related to qualifying for specific Army missions outside Indonesia. Findings from a questionnaire and interviews with eight participants indicate that using Quizizz during classes improves student engagement and learning outcomes. Engaged students demonstrate increased focus throughout the educational process (Purwati, 2022).

#### **2.5. Students' Focus During Learning**

According to Lestari and Khairuna (2022), media innovation, such as Quizizz, enhances learning by helping students understand subjects and achieve learning outcomes. Quizizz, as an integrated technology, significantly aids teaching and learning, motivating students and improving their classroom performance (Junior, 2020). Students who engage sincerely in lessons are likely to be more productive and creative.

“...That's why making us seriously in absorbing the lessons given.”  
(Questionnaire, S16)

Quizizz is noted for enhancing student focus during quizzes, aligning with Dewi and Astuti (2021), who found that it helps students concentrate without disrupting their assessment focus.

“...we are trying to focus and determine the answers correctly...”  
(Interview, S8)

The research by Lestari (2019) highlights that students perceive Quizizz as enhancing their focus by encouraging them to engage deeply with problem-solving processes, stay committed to answering questions, and refrain from multitasking. The randomized presentation of questions and answers also grants them autonomy, thereby improving their concentration during learning sessions. Additionally, Munir et al. (2022) suggest that using Quizizz for learning English speaking fosters a playful learning environment that motivates students. They emphasize the importance of clear explanations and real-life conversation examples in English classes, indicating Quizizz's potential effectiveness across various subjects beyond just mathematics. Moreover, according to Tanalina et al. (2021), Quizizz stimulates students' competitiveness by allowing them to compete with classmates, aiming for higher ranks and leaderboard positions. This competitive aspect of Quizizz increases students' enthusiasm and motivation, making them eager to participate and learn more seriously to perform better in subsequent Quizizz sessions.

In addition, Quizizz as a learning media can encourage students to participate in learning activities, allowing them to focus and maximize their mobile phones as a fun learning media (Pahamzah et al., 2020). The research found that Quizizz effectively captures students' attention, reducing the inclination to cheat as they focus on answering quizzes via their phones. The timer feature enhances urgency, motivating timely responses. Disconnected students benefit from rejoining games to correct mistakes. Additionally, correctly answered questions earn power-ups for extra points, with students having the choice to use them. Quizizz maintains student engagement, fostering enthusiasm and interaction in classrooms, leading to enhanced learning outcomes, including improved English skills demonstrated through increased participation, questioning, volunteering, and vocabulary retention (Rivas-García & Magadán-Díaz, 2022).

The research found that students enjoy playing Quizizz because it is fun and exciting, which enhances their knowledge and understanding of English. This enthusiasm motivates them to improve their English-speaking skills and eagerly prepare for future Quizizz sessions. The use of Quizizz promotes fair competition among students, leading to increased competitiveness and optimism as observed through questionnaire and interview data in English-speaking classes (Harefa et al., 2020).

The use of Quizizz in education enhances students' confidence through regular practice, quizzes, and point accumulation, alongside everyday conversation topics and vocabulary building. It offers accessibility, minimal quota usage, competitive elements, and diverse question formats. However, like other internet-dependent tools, Quizizz requires a stable internet connection to avoid disruptions. The timer feature encourages quick thinking and



focused reading but may also lead to rushed or careless answers under time pressure, contrasting findings on its impact on student performance.

## CONCLUSION

The researcher concluded that that Quizizz benefits students learning English speaking by enhancing motivation, engagement, and focus. The platform's interactive features and game-like design make learning enjoyable and effective. Despite challenges related to internet connectivity, Quizizz remains a valuable tool for improving English-speaking skills. The findings highlight the need for supportive teaching methods and the potential of technology to transform educational experiences.

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