



## UNRAVELING STUDENT INSIGHTS: QUIZIZZ IN ENGLISH LEARNING AT A VOCATIONAL HIGH SCHOOL IN CIREBON

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### Abstract

Along with the times, the use of technology in learning becomes dominant. One alternative online learning tool that can be utilized is Quizizz. This research examined how students view the incorporation of Quizizz for English learning. Student perceptions were utilized as a metric to gauge the effectiveness of the teaching and learning process, as well as to assess the methodologies employed by educators. The success of teaching and the learning process is significantly influenced by students' perceptions. By understanding these perceptions, educators can better grasp students' learning requirements and tailor their teaching approach accordingly. Consequently, the students' perceptions can influence their motivation in learning English. Thus the interactive online media was chosen in order to increase their engagement throughout the learning journey. Furthermore, the qualitative case study was designed for this study by spreading questionnaires and conducting interviews to collect the data. The Likert Scale was employed for data analysis. The subjects involved were 11th-grade students from a vocational high school. The results of this study revealed that students have a positive perception towards the utilization of Quizizz. Quizizz was a fun and interesting web-based online learning that was easy to use and encouraged students' motivation toward the leaderboard and display. Hence, utilizing Quizizz positively influenced students' perspectives. Quizizz serves as a viable web-based alternative for online learning and facilitating the acquisition of essential 21st-century skills.

**Keywords:** Quizizz, Student's perception

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### INTRODUCTION

Technology is extensively employed in the realm of education nowadays. There are many reasons why the technology utilization for learning is considered appropriate for this time. Firstly, Ki Hadjar Dewantara as the Father of Indonesian Education has a few ideologies in educating the children. He believed that the main point of education is a process of guidance. The process of education is about guidance which considers nature and the era transformation (Jumiarti, 2023). Meanwhile, technological advancements are regarded as indicative of the era's transformation. Nowadays, using media and online platforms has become a trend. Many teachers suit the teaching and learning activity by integrating with technology and it considers to TPACK. According to Mishra & Koehler (2006) in Sancar & Yanpar (2015) stated that the TPACK framework refers to the knowledge of effectively facilitating students' learning of a particular subject matter through the appropriate

combination of pedagogical strategies and technology integration. Furthermore, the concept of technological pedagogical content knowledge (TPACK) itself has become popular (Adipat, 2021). Given that today's students commonly utilize and access the internet wherever they are, incorporating technology into education aligns with their daily practices and preferences (Zuhriyah & Pratolo, 2020). Thus, integrating technology into the teaching and learning process aligns with the philosophy of Ki Hadjar Dewantara in order to suit the nature or essence of the era.

Furthermore, technology can aid teachers in fulfilling their tasks with greater efficiency and effectiveness (Zuhriyah & Pratolo, 2020). The customized and specially designed technology can contribute to effective teaching and learning. Additionally, technology has improved access for students with special circumstances and needs. On the other hand, this statement is also supported by the result of study from McKnight et al. (2016) that technology has enhanced access for both teachers and students to contemporary learning resources, enabling them to access materials anytime and anywhere. Besides, it also can be customized based on the students' needs and characteristics of the student. So, technology can help both teacher and students to feel more effective and efficient learning journey with the specially design class.

Technology plays an important role in education. This innovation has facilitated the shift from traditional textbooks to innovative forms of multimodal technology tools utilization in the classroom (Blyth, 2009 in Başaran et al., 2015). As cited by Almusharraf et al. (2023) generation Z students have shown a growing preference for learning through mobile apps over traditional methods. Meanwhile, Insuk, Shin & Ko (2017) stated that recently, technology-related factors have gained importance in teacher education, paralleling traditional teaching-related factors. This shift acknowledges that younger generations, highly acquainted with emerging technologies, bring their personal tech experiences into classrooms. This may impact to their motivation in English learning.

The use of technology, especially digital media, is believed to enhance student's motivation in learning, moreover, increasing their knowledge. These media provide better education for students at every level (Lim & Yunus, 2021). Meanwhile, Liu & Fu (2018) emphasized the significance of embracing teaching strategies that encourage and facilitate active, generative learning experiences. Almusharraf et al. (2023) cited some findings from researchers that the use of technology could build the bond with their students, helped teachers to attract students to the lesson, and created a positive learning atmosphere where the students feel connected to the teachers. Absolutely, integrating technology into education can certainly bolster student motivation in learning.

The utilization of technology in education is believed to cultivate in students the skills necessary for the demands of the 21st century. Whereas Solano, Cueva, & Cuesta (2023) stated that one way to guarantee innovation in teaching and learning process is through the utilization of information, communication, and technologies (ICTs). ICT serves not only as a valuable communication tool but also as a means to broaden the array of educational resources, including interactive whiteboards, computers, tablets, online platforms with ready-to-use materials, and beyond (Marchlik et al., 2021). Technologies offer educational and training opportunities by fostering collaboration, innovation, and creativity (Ala Mutka et al., 2008 in Solano et al., 2023). Those capabilities offered are in line with some skills that should be possessed in the 21st century. Hakinen et al. (2016) summarized the skills encompass core subjects and twenty-first-century themes, along with life and career skills such as communication, collaboration, creativity, critical thinking, and proficiency in

information, media, and technology. Moreover, based on some findings by Almusharraf et al. (2023) that In Saudi Arabia, the adoption of digital teaching and learning methods has been extensively employed to align with the requirements of the 21<sup>st</sup> century. Thus, it reminds the teacher to conduct the teaching and learning process integrated with technology that can fulfill the 21<sup>st</sup> demand. In short, from all the statements above we can conclude that the use of technology may bring some good impacts into teaching and learning processes.

Meanwhile, the incorporation of game-based elements or principles into educational contexts to boost learners' motivation and overall learning experience is referred to as *Gamification* (Leaning, 2015). A gamification platform refers to any software or tool that employs game mechanics in a non-game setting to enhance engagement (Zainuddin et al., 2021). Whereas the purpose of gamification has made the learner's experience enjoyable and improved their engagement and comprehension of the lesson (Almusharraf et al., 2023). Besides, gamification could improve the experience and increase the users' participation in non-game environments (Hamari et al., 2014). Meanwhile, Mahbubah & Anam (2022) defined gamification as the application of game principles and mechanics in a non-game context. There are many kinds of gamification's software such as Kahoot!, Quizizz, Duolingo, FlipQuiz, etc. (Priyanti et al., 2019). So, it can be meant that gamification involves integrating game-based principles into the teaching and learning process.

Besides, students' perceptions can significantly impact their motivation to learn English. Using technologies in the English classroom, which enable students to engage in various new literacies, is believed to be an effective strategy. It can captivate students by catering to their interests and acknowledging the multiculturalism and diversity among them (Bailey, 2009; The New London Group, 1996 in Kearney et al., 2020). Meanwhile, motivation is important to learn, therefore diverse educational learning strategies were implemented to encourage understanding especially when learning English (Gamlo, 2019). Then human perceptions play a crucial role in shaping attitudes and intentions, often serving as predictors of future actions (Lee, 2022). Absolutely, students' perceptions of learning English can indeed influence their motivation, particularly when technology is involved, as it's believed to have a good impact.

One of the online learning platforms which focus on this paper is Quizizz. There are some advantages in utilizing Quizizz on teaching and learning activity. Quizizz is recognized as one of the most widely used gamification and assessment tools in online teaching and learning (Niek & Abdul Aziz, 2022). As Sánchez & Camarillas (2020) stated that this popular application enables teachers to create quizzes and share them with other users (Sánchez & Camarillas, 2020). Besides, by using Quizizz students have the opportunity to engage in interactive activities within the classroom and employing their smartphones or tablets to improve their educational experience not only they have to sit in a classroom and listen to a teacher, because as the means of communication doesn't always depend on books and paper (Zuhriyah & Pratolo, 2020). In fact, learning can happen in various ways and settings, which makes it a valuable and versatile process. Lim & Yunus, (2021) argued that to fulfill the wants and needs of the students nowadays, teacher is increasingly engaged in utilizing online platforms that prioritize learning through games and to assist in delivering their educational materials in a more enjoyable and captivating way, for example teacher are now more active to use online platforms which focus on game-based learning. According to Zhao (2019), Quizizz is described as a game-based educational app that introduces multiplayer activities to classrooms, rendering in-class exercises interactive and enjoyable. Distinguishing itself from other educational apps, Quizizz incorporates game features such as avatars, themes, memes, and music, enhancing the entertainment value within the learning

process. While Basuki & Hidayati (2019) also has the similar statement that Quizizz is characterized as a fun multiplayer game platform or application for classroom activities, where students take control of their pace in quiz-based games. It can be inferred that Quizizz is a game-based platform or application which serves a fun educational game. Besides, methods and types for evaluating student learning outcomes are increasingly diverse, not only by paper but also online (Surip et al., 2021). From the various explanations above, it can be ascertained that Quizizz has many advantages for teaching and learning process, such as: Quizizz is popular game-based online platforms, Quizizz is fun a educational game, Quizizz has many features, by utilizing Quizizz the students have an interactive learning activity, it's aligning with students wants and needs nowadays, and Quizizz simplifies the process for teachers to generate and distribute a wide range of quizzes. For this reason, analyzing the student's insight on using Quizizz in teaching and learning English activity is interesting to study for the researcher.

Meanwhile, one of the subjects on the PPG Prajabatan program is PPL. In this program, the researcher does some teaching and learning process to support their role as a professional teacher. The researcher was intrigued to investigate variations in the utilization of digital platforms rather than using traditional methods. Such traditional class is considered as a chalk talk condition (Licorish et al., 2018). Hence, the researcher is looking forward to the study on assesing the effect of Quizizz utilization in English teaching and learning activity. The study intends to find some outcomes about student insight on using Quizizz. Meanwhile, a couple of studies have been conducted related to perspective on activities of teaching and learning by Quizizz utilization (Zuhriah & Pratolo, 2020; Zhao, 2019; Basuki & Hidayati, 2019). The result of study in Lim and Yunus (2021) stated that the use of Quizizz from teacher' perspective is many educators acknowledge the effectiveness of Quizizz for English teaching and learning activities, it remains crucial to ensure that all learners have equitable access to learning resources, including equal Internet access.

The researcher discovered various findings from each of the studies. The research of Zhao (2019) investigates students feedback on the use of Quizizz in an accounting course and finds that this educational tool enhances students' learning experiences. And the result of the research from Basuki & Hidayati (2019) is that Quizizz surpasses Kahoot! in terms of meeting students' preferences. Thus, the researcher pointed out some outcomes from Zuhriyah & Pratolo (2020) that Quizizz proves to be an engaging and enjoyable resource for completing assignments in university-level English classes. The second outcome is that Quizizz encourages their confidence. Third, Quizizz could increase a student's motivation, and lastly it could improve a student's reading ability. The study is conducted in a private university and involves 6 students. They utilized a semi-structured interview format for data collection. In this preliminary research, the research focused on the student's perception in using Quizizz for doing some assessment, as they said that the Quizizz application can serve as both a summative and formative assessment tool (Zuhriyah & Pratolo, 2020).

Differently with this current research, the researcher aimed to uncover outcomes and student insight about the utilization of Quizizz in English language learning. The researcher utilized Quizizz for students not only in doing exercise but also giving some explanation about the material related to the questions. The students responded to the quiz questions; the teacher elaborated the content of the questions and discussed the reason for the correct answer. It was in the same way with Licorish et al., (2018) that stated exploring the answers and comprehending why they were correct or incorrect facilitated a deeper understanding, significantly enhancing participants' engagement. Besides, this current research involved more students than previous study from Zuhriyah & Pratolo, (2020) it involved around 35

students. The data is collected not only by using interviews but also by giving questionnaires. Questionnaire is a set of questions given to gather personal information and statements (Dörnyei, 2007). In short, this research aims to bridge the gap left by previous studies by unraveling the students' insight on using Quizizz for English learning in a larger classroom setting.

## **METHOD**

This qualitative research represents a case study aimed at uncovering outcomes related to students' insight on utilizing Quizizz for English learning. According to Cohen, Manion & Morrison (2017) stated that case studies aim to depict "what it is like" to be in a specific situation, capturing thoughts and feelings regarding that circumstance. They also stated that the object for case study can be a class, they stated the single instance pertains to a bounded system, such as a child, a clique, a class, a school, or a community. Thus, case study is one of qualitative study design (Nimehchisalem, 2018). This current research adopts a case study approach because delving into students' perceptions aligns with capturing their thoughts and feelings regarding the use of Quizizz in English learning. Therefore, the researcher intends to find the students' insight of using Quizizz in learning English. The participants of this study were about 35 of grade eleventh students in one vocational high school in Cirebon. The class comprises 4 male students and 31 female students with the proficiency in English language skills often appears to be deficient. It was an office management class where the researcher engaged in teaching and learning activities as part of their training as a pre-service teacher in the Program Profesi Guru Prajabatan 2022. Moreover, the data is collected by giving questionnaires and interviews to the students. The researcher conducted the questionnaire by sharing the link of Google Form after the teaching and learning activity. The questionnaire consisted of ten questions, each utilizing a Likert Scale for responses. It was start from Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). Then, the interview was conducted by Google Form and face-to-face to know more their perception on using Quizizz in English learning. The questionnaire was adapted and modified from Zhao (2019), Amalia (2020) and Wulandari (2022) because those preliminary research aligns with the rationale. Zhao utilized Quizizz in teaching and learning activities as well Wulandari who utilized Quizizz in online class, while it is different from Amalia who took Quizizz specifically for assessment. Furthermore, this current research utilized Quizizz both in doing exercises and learning English for the students. Meanwhile, to support the result of the questionnaire, it also conducted the interview to the students who are in a key position (Cohen, Manion & Morrison, 2017). Some findings on interviews are in line with some outcomes from Zuhriyah & Pratolo (2020). Meanwhile, the procedure to analyze the data from the questionnaire was adapted from Amalia (2020) and Wulandari (2022). The procedure for data analysis involved examining the results of each response to every question and converting them into percentages. For instance, for the first question, 13 students selected "Strongly Agree," 20 students chose "Agree," 1 student chose "Neutral," 1 student chose "Disagree," and none chose "Strongly Disagree." To calculate the percentages, the researcher divide the number of students who chose each option by the total number of students (35 in this case) and then multiply by 100.

**RESULTS AND DISCUSSIONS**

**1. Result**

This section elaborates some findings on the given instruments and discusses the result. The first instrument is a questionnaire to know the student’s perception on using Quizizz in learning English. The Likert Scale was implemented as coded SA for Strongly Agree, A for Agree, N for Neutral, D for Disagree and SD for Strongly Disagree. The use of such a scale is useful for the researcher to know the differentiation of response (Cohen, Manion & Morrison, 2017). Here are the results of the Questionnaire:

**Table 1 Students’ perception on using Quizizz in learning English.**

No	Statements	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
1	Quizizz is interesting and fun	(13) 37.1%	(20) 57.1%	(1) 2.9%	(1) 2.9%	0
2	Quizizz is easy to use.	(12) 34.3%	(21) 60%	(1) 2.9%	(1) 2.9%	0
3	Quizizz reduces my boredom when learning English.	(11) 31.4%	(23) 65.7%	0	(1) 2.9%	0
4	Quizizz helps me to understand the lesson.	(6) 17.1%	(26) 74.23%	(2) 5.7%	(1) 2.9%	0
5	I enjoy doing the exercises using Quizizz	(9) 25.7%	(25) 71.4%	0	(1) 2.9%	0
6	Quizizz has an attractive display.	(7) 20%	(25) 71.4%	(2) 5.7%	(1) 2.9%	0
7	The leaderboard motivates me to be in high position.	(8) 22.9%	(23) 65.27%	(4) 11.4%	0	0
8	Quizizz feels like a game.	(6) 17.1%	(28) 80%	(1) 2.9%	0	0
9	Quizizz fosters a competitive environment.	(6) 17.1%	(25) 71.4%	(3) 8.6%	(1) 2.9%	0
10	Using Quizizz is more helpful in doing exercise than by the paper.	(9) 25.7%	(22) 62.9%	(3) 8.6%	(1) 2.9%	0

Based on the result of the data above, students mostly gave positive perceptions on using Quizizz in learning English. As the first category, around 57.1% students agreed that Quizizz is interesting and fun. Then 60% of students agreed that Quizizz is easy to use. It showed 65.7% of students agree that Quizizz reduces boredom in learning English. Whereas to help their understanding, around 74.23% students agreed that Quizizz helps them to understand the lesson. Surprisingly, 71.4% of students enjoyed using Quizizz in doing exercises. Having the same percentage, around 71.4% of students agreed that Quizizz has an attractive display. Then 65.27% of students agreed that the leaderboard motivates them to be in a high position. Furthermore, 80% of students agreed that Quizizz is like a game. 71.4% of students agreed that Quizizz fosters a competitive environment. And the last, 62.9% students agreed that Quizizz is more helpful in doing exercise rather than by using paper. Besides that, none of the students strongly disagreed with the statement. Meanwhile, one student gave a disagreement in around eight statements. Then a few percentages were shown in eight statements for neutral response.

### **Students' Perception of Quizizz as Evidenced by Interview Responses**

Moreover, to support some findings from a given questionnaire, the researcher conducted an interview in getting information deeply about a student's perception. Several indicators found are in accordance with the findings from the study of Zuhriah & Pratolo (2020); Zhao (2019). Some indicators are as follows:

#### **1. Interesting tool**

Students mostly said that Quizizz is such an interesting tool for learning English. Here are the results of their interviews:

“The use of Quizizz is interesting because it can practice self-ability. By using Quizizz, we will have fair competition with our friends, in order to fight over the rankings that are usually in Quizizz. Quizizz is also equipped with memes that make us smile and even laugh for a moment. This meme can also be a pause between one question and another, which can minimize our tension when answering other questions, so it will make us more focused in choosing answers and digesting questions.” (Participant 8)

“I feel interested in using Quizizz because it doesn't make me feel bored quickly in working on existing questions, it's not only that, there are options, plus funny animations in Quizizz.” (Participant 1)

“Using Quizizz is enjoyable and fun, because there are many interesting features, so I don't get bored. In my opinion Quizizz has an attractive appearance and interesting features that can be used, for example when we enter the application to work on questions there are many characters that we can use. In addition, there is a score rating that we can see if we work on the questions. So that makes people ambitious about doing the questions well so that their names appear on the scoreboard. With these features, learning is more enjoyable using the Quizizz application.” (Participant 4)

“In my opinion, using Quizizz in learning English is very exciting and interesting. learning to use Quizizz we can learn better from previous mistakes, because the wrong ones are immediately recorded.” (Participant 7)

“Learning by using Quizizz is pleasure and interesting because it's enough to practice speed in answering the question” (Participant 12)

Based on the results, it can be inferred that the majority of students interviewed find Quizizz to be an engaging tool. They appreciate its interesting features that foster healthy competition among them when answering questions. Moreover, Quizizz prevents boredom due to its attractive appearance, and students enjoy the freedom of choosing their names, often incorporating memes. They also emphasized that Quizizz provides enjoyment and excitement because it allows them to learn from their mistakes while answering questions.

## **2. Increasing Student Motivation**

The second indicator is that Quizizz can increase student's motivation. There are so many reasons why Quizizz increases student's motivation. Here are some reasons that students had elaborated:

“I feel motivated to study when using Quizizz because on Quizizz there are options for answer choices, there is also a second chance to answer questions that were answered incorrectly. It can make students feel good too.” (Participant 1)

“As I mentioned before, in the Quizizz application there is a scoreboard that shows our score when answering questions. This can make students motivated to enter the top device so that students compete in answering questions correctly.” (Participant 4)

“In my opinion, the use of Quizizz is highly recommended for additional learning, to help students understand the material in depth. Besides that, it's because with the competition for grades and rankings, those of us who previously didn't care about grades became very concerned. Because we usually see people who get top rankings are very happy and many friends are proud. Therefore, we want to be the person in the top row, out of curiosity why so many people want to get it. And getting to the top is not easy; it requires thoroughness and mature knowledge. From there we can learn even more.” (Participant 8)

“In learning using Quizizz is more relevant and gives me experience in learning, moreover Quizizz can immediately see the result of my own abilities” (Participant 5)

Most students highlighted that Quizizz boosts their motivation due to the presence of a leaderboard. They feel compelled to compete for the top position, driving their motivation even when they aren't consciously aware of it. This autonomy and gamified approach also motivate them to strive for the highest rank.

## **3. Easy to Use**

The last indicator found that Quizizz is easy to use because it's accessible by phone, laptop, or other gadget by visiting the browser and input the code. After that they write the username and click the button to play. Here are some students view related to the easy use of Quizizz:

“Using Quizizz is Easy to use because it can be used on cell phones, laptops, etc. that have an internet network. It's also easy because it's not difficult to write, you just have to pick and choose the right answer.” (Participant 1)

“Using Quizizz is easy and makes me more understand the material” (Participant 10)

“Quizizz is easily accessible with smartphones either via the web or from the application directly. In use it is also not complicated like other applications.” (Participant 4)



“Using Quizizz is very easy, we only have to go to the browser, and search for the keyword "Quizizz", and we choose "join my Quiz". After that we can enter the code and username. The use of Quizizz does not only have to use a laptop or computer, Quizizz can also be accessed via a mobile phone. Apart from that, we don't have to install the application because we can also access Quizizz from a browser, as before. As a result, the memory is not full due to the addition of applications.” (Participant 8)

Students find Quizizz easy to use because it's user-friendly and accessible. They can access it through a web browser, which is available on various devices such as smartphones and laptops. In addition, using Quizizz is straightforward and uncomplicated compared to other applications.

#### **4. Boosting Students Understanding in Learning English**

The majority of students expressed that using Quizizz helped them to become more engaged with the lesson and facilitated their understanding of the material. Here are the students view in learning English by using Quizizz

“This makes it easier for us to do it and also makes it easier for us to understand” (Participant 4)

“I think it is good to train students about the material taught through games so that students can understand better.” (Participant 1)

“In my opinion, using quiziz is highly recommended for additional learning, to help students understand the material in depth.” (Participant 10)

“Quizizz is very helpful because with lots of features or images it can be easier to work on” (Participant 5)

“In learning using Quiziz it is more relevant and gives me experience in learning, moreover Quiziz can immediately see the results of my abilities.” (Participant 8)

It can be inferred that Quizizz enhances students' understanding of English learning material. Through Quizizz, students can assess their abilities based on the results shown, and the user-friendly interface aids their engagement with the lesson, potentially impacting the study's outcomes.

## **2. Discussion**

By those findings, the use of Quizizz gave a positive impact and ignited a good perception from the students in learning English. Regarding the result of the questionnaire, none of the responses for Strongly Disagree, one student gave the response for Disagree in eight statements, and the response for Neutral showed only a few percentages. While most of the students were in Agree and Strongly Agree responses. Around twenty students or 57.1% of students agreed that Quizizz is interesting and fun. It's supported by the statement of Zhao (2019) that Quizizz is a game-based learning educational app that brings multiplayer activities while doing exercises becomes interactive and fun. Basuki & Hidayati (2019) also found that that Quizizz is perceived as more engaging, motivating, and enjoyable compared to other alternatives. The second finding was that about 60% of students, which consisted of twenty-one students, agreed that Quizizz is easy to use. This result was in line with the outcome from Zhao (2019) that stated Quizizz is easy to use. The third finding was Quizizz reducing the student's boredom when studying English. It was agreed by twenty-three students or 65.7% of students. With the characteristics Quizizz have such as various format

quizizz like true or false, multiple choices, etc, then flexibility of modes as like private and public. Additionally, Quizizz incorporates game elements such as avatars, themes, memes, and music, enhancing the entertainment value within the learning process. Students also could create their profiles as their needs. Those may cause Quizizz to reduce boredom because the students are amused by memes (Zhao, 2019). It was also suitable with the statement of Zuhriah and Pratolo (2020) that Quizizz is an effective and interesting tool for completing tasks, avoiding boredom, and controlling their focus while completing tasks and assessments. Next outcome was that Quizizz helps the student to understand the lesson. Around 74.23% of students agreed with this statement. It was in line with the outcome from Zhao (2019) that students can review all the questions, ask for some explanation and the teacher highlighted the important questions when students needed to improve. Moreover, the next outcome was that 71.4% of students agreed with the statement that students enjoy doing exercises by using Quizizz. It's supported by Zhao (2019) who stated students experience a sense of relaxation and motivation as they prepare to tackle the subsequent question. Thus, 71.4% of students agreed that Quizizz has an attractive display. It was in line with the statement of Singh (2019) in Ariati & Iswahyuni (2023) that it contains colorful visuals and audio that may attract the student's motivation. Furthermore, the outcome agreed by 65.27% of students was that the leaderboard motivates students to be in high positions. It was supported by Zhao (2019) that distinctive feature of Quizizz is its leaderboard, which displays the real-time ranking of students. Therefore, it can stimulate their interest and improve their engagement (Zuhriah & Pratolo, 2020). The leaderboard feature in Quizizz aligns with participants' preferred learning styles, contributing to the creation of a positive learning atmosphere (Huei, Yunus & Hashim, 2021). It was also supported by Sánchez & Camarillas (2020) that the positive impact of gamification on student motivation indicates that students can become enthusiastic about EFL learning. A common challenge students face during complex learning is a lack of motivation, which can be addressed through the adoption of new technologies as teaching tools. The next finding was about how Quizizz feels like a game. Around twenty-eight students agreed with this statement. According to MacNamara & Murphy (2017) the concept of Quizizz incorporates gamification principles. Besides, the colorful interface, avatars, and music offer students a gaming-like experience. (Miller, 2017 in Zhao, 2019). The next outcome was agreed by 71.4% of students that Quizizz fosters a competitive environment. It may be attributed to the fact that when learning through digital games, students transition from passive receivers to active participants. This active engagement enables them to experience various learning styles, acquire new skills, and employ strategies that contribute to effective learning and heightened motivation (Gee & Hayes, 2012 on Sánchez & Camarillas, 2020). Basuki & Hidayati (2019) also supported the use of Quizizz to enhance the student's classroom participation, collaboration, and competitiveness. Thus, the last finding from the given questionnaire is that Quizizz is more helpful in doing exercise than by the paper. The data showed that 62.9% of students agreed with this statement. This outcome was supported by Zhao (2019) that students prefer doing exercises using Quizizz than on paper. This last outcome is one of the alternative ways that can be used in 21st century learning.

In order to support some outcomes from such a questionnaire, the researcher also conducted an interview to know student's perception of using Quizizz deeply. First, Quizizz is an interesting tool. This outcome was in line with the previous study found in Zuhriyah & Pratolo (2020); Zhao (2019) and Amalia (2020). Some reasons that caused Quizizz to be such an interesting tool were related to the display and features in Quizizz. The funny memes attracted them to enjoy answering the questions, so it could avoid boredom. The features which displayed a leaderboard encouraged them to compete with each other moreover when

the score was displayed. The students also could learn to race in speed on answering the questions. Furthermore, they were able to learn from previous mistakes in taking the second chance to answer the questions again. It's supported by Mohamad & Noor (2020) that the participants were able to reflect on their mistakes after answering multiple choice questions in Quizizz. Subsequently, it enables students to learn from their mistakes in an enjoyable manner and make necessary corrections (Wood et al., 2013). The next outcome proved that Quizizz increases students' motivation. The students argued that the leaderboard in Quizizz motivated them to be in first position. They would study hard to reach that position. The students were proud and happy if they were on top. Besides, Quizizz also helped the students to understand the lesson in depth. Additionally, it could help them measure their ability. According to Licorish et al (2018) that motivation serves as the driving force that persuades individuals to actively engage and interact within the classroom. Thus, Quizizz could make students happy and enjoy the activity (Ariati & Iswahyuni, 2023). Then the enjoyment factor increases learner motivation (Delgado, 2023). Therefore, after doing such gamified tests in Quizizz the students were motivated and intended to learn more material, so it could enhance and increase students' motivation (Dhamayanti, 2021; Pham, 2022; Zhang & Crawford, 2023; Pitoyo, Sumardi & Asib, 2020). Lastly, the researcher found that Quizizz is easy to use. The students acknowledged that Quizizz can be accessed either through a web browser or through an application. The advantage of being accessible via a web browser was to minimize the full memory without having to install it. Moreover, Quizizz can also be used on smartphones, laptops, or other gadgets that support internet access. The students only needed to visit the web browser and then search Quizizz, after that choose "Join my quiz" then input the code and enter the username. This finding was in line with Zhao (2019) that Quizizz's user-friendly interface, ability to stimulate interest, aid in concentration during class, and mitigate distractions caused by electronic devices make it a valuable tool for students. Additionally, Zulfa & Ratri (2022) also confirmed that Quizizz is easily accessible, and its features are considered user-friendly, making it easy for users to navigate and utilize. In short, the students argued that Quizizz is an engaging tool that is user-friendly and easy to navigate. The appearance keeps them enjoying using it, while the leaderboard makes them ambitious to reach the highest position hence it could motivate them to study. Lastly, Quizizz has been demonstrated to effectively aid students in comprehending English learning material. Its appealing interface boosts their motivation to delve deeper into the subject matter. Engaging elements like pictures, memes, avatars, and music contribute to making English learning more enjoyable for students. This is reinforced by findings from Zuhriyah & Pratolo (2020), which indicate that Quizizz assists EFL students in gaining confidence in English learning and reduces anxiety, largely attributed to its user-friendly interface, so it could help them to understand more material.

## CONCLUSION

From the result above, this study found a few findings from student's perception in using Quizizz. Student perceptions of using Quizizz in learning showed some positive benefits from using Quizizz. Quizizz was an interesting learning medium with a variety of features available. Colorful displays, memes, and leaderboards made Quizizz attractive to students. Quizizz also made it easy for users. The existence of a leaderboard motivated students to reach the highest position. This makes the atmosphere fun and reduces boredom. The findings from the questionnaire were supported by findings based on interview results which show that Quizizz is an interesting online web-based learning that is easy to use and fosters student motivation in learning. This motivation, in turn, influences them to grasp the lesson more thoroughly. Then by utilizing Quizizz the students have an interactive learning activity,

it's aligning with students wants and needs nowadays. With a mode like a game, Quizizz can be an alternative learning media that teachers can use at this time. In accordance with the demands of the times and the philosophy of Ki Hadjar Dewantara, Quizizz can serve as a platform for developing students' skills relevant to the 21st century. One limitation of this research is the small sample size, restricted to a single class. For future research, the authors hope that similar research can be applied to more classes in one school by investigating the Quizizz utilization in larger sample with additional different questions in questionnaire. In summary, the study findings suggest that Quizizz has a positive impact on English learning, aligning with students' preferences and needs, as well as the demands of the current era. This could potentially enhance learning outcomes in a modern classroom environment.

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