



GAMIFICATION FOR ENHANCING STUDENTS' INTEREST IN LEARNING ENGLISH: A SURVEY ON THE ROLE OF QUIZZZ AT MTS N 4 SIDOARJO

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Abstract:

Since Quizizz appeared and became a web-based learning platform, MTsN 4 Sidoarjo are used for learning English in class using Quizizz as a Gamification. Quizizz has a variety of features for learning English activity at MTsN 4 Sidoarjo such as multiplayer activities, interactive quizzes, avatars, themes, memes, and music to make learning more engaging and dynamic. Quizizz uses game-like elements such as points, leaderboards, and rewards to make learning more enjoyable and competitive. This study investigates students' and teachers' perceptions of using Quizizz web-based learning as a popular learning platform, in English language teaching (ELT) at MTs Negeri 4 Sidoarjo. A qualitative research design was employed, involving the distribution of an observation, interview and focus group discussion to 10 students and English Teacher in class 7 A & 7 G. The findings reveal that the majority of students found Quizizz to be an engaging and Fun tool for learning English speaking, reading, listening, writing and other language skills. Specific features that engaged students while using this platform such as Leaderboards, Meme Feedback and Music Options, and Question Timers. The study highlights the potential of using Quizizz and interactive learning platforms to create immersive and enjoyable learning experiences, fostering curiosity and a deeper connection with the subject matter. Recommendations for future research include investigating the long-term impact on academic performance, knowledge retention, and the effectiveness of such platforms across different age groups and learning styles.

Keywords: *Gamification, Learning English, Role of Quizizz, Students Interest*

1. INTRODUCTION

The rapid advancement of technology, the internet, and multimedia has become an essential part of our lives, influencing various aspects, including education. These technological advancements have significantly transformed language learning and teaching (Valizadeh, 2020). The ease of use, practicality, and engaging features of modern technology has made it popular (Teshaboyeva, 2023). All individuals, particularly the younger generations, are significantly connected to technology. Its daily use has become an integral part of our lives and has made human interaction more dynamic. Integrating technology into any daily activities such as learning, working, or playing is a proven method to enhance the effectiveness of life things. Integrating technology into daily activities like learning, working, and even leisure has been shown to improve their effectiveness. In education, for example, technology enables personalized learning, allowing students to progress at their own pace while accessing a wide range of resources tailored to their specific needs. It has also made learning more interactive and accessible by removing geographical barriers and allowing students from all over the world to participate in collaborative and innovative learning environments. As technology advances, its role in shaping the future of education, work, and play will undoubtedly expand, becoming more integrated into the fabric of our daily lives.



This study is using Keller's Theory about ARCS that having a similar condition in terms of Attention, Relevance, Confident and Satisfaction (Keller, 2009). ARCS, can be apply to the learning environments whether it learning by online or offline and by individual or groups. So this learning style is believed by Keller to filling out the process of needs by the student, especially in the learning environments so it can giving more improvement for the student when learning.

Technology has made education more accessible, removing geographical and financial barriers. Learners from all over the world can now take online courses, collaborate with international peers, and access high-quality resources that were previously only available at privileged institutions. In addition to serving as a beneficial training aid, technology has also dramatically increased productivity in the workplace and led to innovative practices. Digital tools and platforms facilitate communication and project management as well as providing for data analysis on a team-wide basis (Wu et al., 2014). This makes it possible to operate more effectively not only by itself, but also error-free. Technology for fun and performance is in constant development, and it has resulted in morality plays like virtual reality, interactive video games, and social networking in our free time. As technology continues to shape the future, its influence can only become greater. To encourage further innovation and change the manner in which we do routine tasks through greater efficiency is all part of this ongoing process for success. Whether in learning, working, or playing, the seamless integration of technology will continue to drive progress in our lives.

Language is playing a increasingly important role in our lives and may be said to perform the primary function of communication between people. Of the hundreds of languages spoken in the world today, English is used as a global language and a leading international medium (Márquez & Porras, 2020). Part of this attraction may be because it is one of the most widely-studied languages in the world. The English language is still the only real global language, with its reach extending people all around the world love during the 20th century. English is a unique player in today's global discourse—from supplying people with unprecedented opportunities, resources, and cross-cultural experiences it also legitimizes forms of exploitation that were not viable before (Sukmawan et al., 2021). For millions of people in non-English speaking countries, learning English is not simply a great challenge and creative journey; it means higher education opportunities, improved employment prospects, and wider freedom of choice around the world. English-speaking ability helps promote mutual understanding and global collaboration by breaking down language barriers which often lead to misunderstanding, division or social conflict between different nationalities. So in English has become in order to global language through which the world is connected. Therefore, English was officially recognized as the first foreign language and taught in all schools included in national education curriculum of Indonesia. English is introduced to students at the primary level and learnt till the university. The students in question are the 7th and 8th grade of MTsN 4 Sidoarjo who get English exposure as their academic subjects without any exception.



Gamification and game-based learning are very popular mobile and technology trends that use game elements to promote desired behaviors and achieve learning outcomes in organizations (Khan et al., 2020). This method is based on constructivist learning, which assumes the need for experiential learning through social interactions with the environment and peers (York et al., 2021). The term "game-based learning" refers to the use of gamified content as an e-learning technique to achieve instructional goals (Tobon et al., 2020). In a corporate environment, organizational learning refers to a strategic goal with a critical purpose, regardless of the level of game-based technology used. For example, word games use semantic and phonological skills to make critical connections between words, helping learners to increase their vocabulary and develop better language skills (Wu et al., 2014). Similarly, strategy-based math games and logic puzzles like Math Playground help sharpen learners' logical thinking.

Gamification or gameful design refers to the strategic application of game design principles, mechanics, and elements in non-game environments (Zeybek & Saygi, 2024). It is often achieved using digital platforms with the goal of solving problems, increasing engagement, and motivating individuals to achieve their goals. The scientific definition of gamification is the process of applying game elements to non-game contexts (Baiden et al., 2022). The most commonly used game elements across different research fields are levels, points, badges, leaderboards and avatars (Barata et al., 2017). Many other mechanisms are also available in gamified systems, such as: combat, content unlocking, gifts, boss battles, quests, social graphs, certificates and memes (Buckley & Doyle, 2017). These mechanisms, called "elements" in gamification, encourage learners to become more goal-oriented by increasing persistence, repetitive learning, cooperation and inspiring fun and friendly competition with peers (Dai et al., 2019). The seminal work on the gamification concept by Malone (1980) and the origins of the "Serious Games Initiative" described by Sawyer and Rejeski (2002) were seen as efforts to raise awareness among the general public and encourage them to consider the use of serious game -based approaches in educational contexts due to the potential of game elements to affect learners' motivation, engagement, and social impact (Zhonggen, 2019). With the emergence of gamification in education, further emphasized that the systematic use of gamified learning techniques could lead to new breakthroughs in gamification research. There is growing evidence that gamification is increasingly accepted as an effective learning strategy to create highly engaging learning experiences.

Based on empirical evidence from recent studies, the success of digital games in education has helped validate the impact of gamification and reinforce its potential to improve motivation, engagement, and social impact while immersing students in experiential learning (Groening & Binnewies, 2021). Despite the development of technology and its significant impact on learning and teaching, supporting and sustaining engagement in gamification pedagogy remains a challenge (Ding, 2019). As gamification is a relatively new concept in the field of education (Göksün & Gürsoy, 2019), we believe that new questions need to be addressed in order to gain a more advanced understanding of its nature and process. The innovation cultivates lively,



intelligently encounters that increment client independence, competence, and association. With roots in areas such as instruction, commerce, showcasing, and administrations, gamification may be a flexible device outlined to enhance and include esteem to client encounters in a assortment of situations. The broad affect of gamification over different segments has changed conventional strategies of engagement; particularly in instruction. The technology fosters playful, interactive experiences that increase user autonomy, competence, and connection. With roots in fields such as education, business, marketing, and services, gamification is a versatile tool designed to enrich and add value to user experiences in a variety of environments. The widespread impact of gamification across various sectors has transformed traditional methods of engagement, especially in education.

The students and teachers at MTsN 4 Sidoarjo have become highly accustomed to using Quizizz as an essential tool for learning English. Quizizz is an e-learning web app that is used by educators to create online quizzes, which are common today (Degirmenci, 2021). Quizizz is a competitive game where students answer questions prepared by teachers. Learners can take the online quiz multiple times and track their progress (Rahayu & Purnawarman, 2019). Teachers create quizzes online interactively and students learn in an active and interactive way by participating in the activity using their own devices (Zhao et al., 2019). So, it is true that Quizizz is a useful and fun application for learners to manage their self-study. In self-study, students evaluate their progress and define the appropriate path that suits their learning style (Blanche & Merino, 1989; McMillan & Hearn, 2008). In recent years, researchers have observed that Quizizz is one of the most used digital tools in language learning. When we, educators, incorporate this application into our lessons, students become more engaged and participate in the lessons. Quizizz is an online quiz platform where learners compete with each other to score the most points. Teachers create quizzes themselves or select quizzes from the library, including other quizzes created by other educators. This reduces the burden on teachers and helps share the responsibility among teachers. After creating a quiz, teachers share the code with learners. Then, learners can complete the quiz at any time when the teacher clicks "Start Live Quiz". The types of questions available in Quizizz are multiple choice, fill in the blanks, and open-ended questions.

This interactive platform offers a fun and engaging way to reinforce lessons, making it easier for students to retain information (Rapp et al., 2019). However, to ensure the effectiveness of Quizizz in the long run, the need to investigate is important because what are the most significant features that have the most interest from various features in Quizizz should be known. As Zuhriyah and Pratolo (2020) explain, Quizizz is unique in that it has a leaderboard feature (Zuhriyah & Pratolo, 2020). Students answer the quiz simultaneously and see their live rankings on the leaderboard. Teachers can monitor the process and download reports once the quiz is complete to evaluate student performance. Furthermore, Pitoyo and Asib (2020) state that memes are one of Quizizz's unique features, which are demonstrated by each student's answer to a question (Pitoyo & Asib, 2020). The test uses two types of memes: incorrect and correct. If the student answers the several question in quizizz by correctly, there will be



several meme of each aptricular condition when answer wrong or correct, and takes the form of a thank you note and if the student answers are wrong, and if correct there will be motivational note.

In terms of student interest in learning English at MTsN 4 Sidoarjo, it was found that nearly fifty percent half the grade seven and eight students initially find difficult to mention their interest in quizizz feature. In contrast, the diversity of individual preferences was already apparent among all students after which some prefer audio-visual methods; in following others aspire toward visual or kinesthetic approaches and other again are for teaching models and education media used. Both anecdotally, and backed up by research on student engagement in the classroom; these varied interests are absolutely vital. Because it is important to thoughtfully explore and work with these differences — they are key learning opportunities. An interest serves as the foundation of learning; it is that first seed from which students start paying attention to you, stay attentive and participate in your presentation. If students are not fully engaged, their progress can be hindered in mastering the English language (Farrah & Halahlah, 2020). This exposure helps them to learn the language by practice and repetition, two things that formal classroom methods sometimes have more trouble in providing. A simple way to do it is you just need to make passive learners interested in what they are learning which makes them an active learner from a passive leaner. Long term interest also predicts perseverance through challenging problems. Learning a new language, especially one as popular as English.

A various scholars also stressed the role of interest in learning and a stimulating learning climate also contribute towards the interest of students (Syaifuddin & Rahmasari, 2023). Instructors who establish effective class environment and interest the learners will provoke their active participation. Regarding how to sustain interest and effective cooperation, the following strategies were outlined; positive reinforcements, cooperative jobs or tasks, and culturally sensitive support. Another factor which helps keep the student motivated is the exciting and encouraging context of studying (Al-Dosakee & Ozdamli, 2021). On the other hand, methods which are perceived as boring and mechanical also work directly against students' enthusiasm, and thus may cause such students to lose interest altogether. It is incumbent upon educators to adapt their pedagogical approaches in a manner that ensures the learning experience remains both engaging and pertinent. It is important to ensure that the content is relevant to the students. When lessons connect to students' personal interests, goals or future career aspirations, they will find the content more relevant. For example, students interested in technology or business may find learning English more interesting when it is put into the context of those fields (Rofiah & Waluyo, 2024). Teachers can improve this by incorporating real-life examples, multimedia resources and interactive activities that match the students' interests, making the language more relevant and real. The student will get easier to understand and being active when the material or the tools that they used while learning English especially using Quizizz is way more fun



Combining the technology and the student interest itself and also to gain student interest while learning English in this modern era is using one of their tools also, especially in learning English, is Quizizz (Arufe-Giráldez et al., 2022). Unlike traditional teaching methods, Quizizz provides an interactive and competitive platform for students to complete quizzes and answer questions online. The platform's appealing design, catchy background music, and real-time feedback make learning more dynamic and enjoyable. Using Quizizz during remote learning, for instance, can make lessons more interactive and competitive, motivating students to actively participate and improve their language skills. Engaging students in English language learning requires innovative approaches that match their interests. Quizizz is a valuable tool that brings a new perspective to the classroom. Interactive quizzes, engaging images, and real-time feedback turn traditional learning into a fun experience. The platform's competition features encourage active student participation and motivate them to improve. Whether learning face-to-face or remotely, Quizizz offers students an exciting opportunity to improve their language skills while having fun. Other than that, understudies moreover thought that Quizizz is curiously fun since they cannot deceive amid the test which makes a competitive environment and makes it more challenging for the understudies (Amalia, 2020). The objective of this study is to know and discover the understudy discernment and instructor of utilizing Quizizz as learning English stages.

What distinguishes this research from previous studies is the more in-depth exploration of the specific features of the Quizizz web platform. Previous studies have often lacked a detailed discussion of the individual features of Quizizz and how they contribute to increasing students' interest in learning English. In contrast, this research looks at the particular elements of Quizizz that are not only appealing to students, but also effective in increasing their engagement in the English classroom. By examining which features are most valued by students and identifying what drives their preference for using Quizizz in the classroom, this study aims to shed light on the reasons for the increased enthusiasm and motivation observed in students when using the platform (Pratama, 2021). Ultimately, this research provides a clearer understanding of how tailored interactive features can increase student interest and facilitate more dynamic learning experiences in English language teaching.

2. METHOD

This This study aimed to explore what are the most enjoyable and useful features of quizizz that can enhance students' learning. Beside that the teachers can have various perceptions of which one is becoming the useful part to take a look at the students interest while learning through the features of quizizz in as a gamification learning. A qualitative approach was employed to answer the research question by compiling the participants' perceptions, experiences, and views related to the research questions.

This study also attempted to investigate deep understanding of the use of quizizz for learning as gamification, Gamification in education can have cognitive, emotional, and social impacts and is considered an innovative way to support the diverse needs of students with learning or behavioral challenges Zainuddin et al. (2020) to the teachers who can broadly have more knowledge to operate quizizz effectively, and also gaining



the true role of quizizz that can enhance students interest while learning using quizizz (Zainuddin et al., 2020).

The participants in this Research Interview and Observation there are 34 students in class and for the interview are 10 Students and 2 English Teachers. Data was collected using an interview activity. The Interview contained a series of questions designed to elicit detailed responses. The Interview question was administered offline. The participants answered questions offline that were given by the interviewee. By utilizing qualitative methods with an observation and interview, this study aimed to capture rich, detailed perception from the Teachers and students in case of increasing their motivation or desire to learn and whether it could be used for further learning. The methodology allowed participants' voices and experiences to be represented in their own words.

3. FINDING AND DISCUSSION

The survey results revealed valuable insights into students' views and teachers' sight with Quizizz, an interactive learning platform. The respondent giving the statement about the challenges about using online learning tool like quizizz,

“In this quiz, there are advantages, there are disadvantages. However, this quiz learning media has the advantage of being fun, real time effective too, but the disadvantage is that it depends on the internet network. This is what usually cannot revise answers depending on their cellphone or laptop device that they use. But so far it can improve their skills in listening, speaking, writing, or also reading”.

According to the respondent, the students appreciated the simplicity of using Quizizz but acknowledged frustrations when encountering errors such as The Internet connection. The activities and exercises on Quizizz were widely credited with making the learning topics more engaging and interesting, as students found the comfort zone while learning. Notably, a majority of students reported being more focused and engaged while using Quizizz but less understanding while using it in the beginning. Sutanti provide several statement that using quizizz is giving the student enjoyable, fun and challenging situations while learning (Sutanti & Fadhilawati, 2021).

The finding showed that the majority of students found quizzes to be an engaging and fun tool for learning various English skills such as speaking, reading, listening and writing. The respondent giving another statement about the suitable tools for student about the use of quizizz,

“I think it's a web tool for creating interactive quizzes that is very suitable for distance learning. That's what I know, so it's very suitable for students”.

So, it's found that the activities and exercises on Quizizz were widely credited with making the learning topics more engaging and interesting, as students found the comfort zone while learning. Key features like leaderboards, meme feedback, music options,



question timers, redeemable questions, and customizable avatars went a long way in making learning more interactive and fun. These features not only increased student participation but also fostered deeper curiosity and interest in the learning material.

Certain features on Quizizz and activities stood out as particularly enjoyable, such as when students answered wrong questions there is a feature called Redemption Question and There was Profile Changer with various Avatar and Color, so the student gets more engaged and interested when learning by using Quizizz (Roshdan et al., 2021). Notably, using Quizizz for a particular topic often sparked students' curiosity and desire to learn more about that subject or related areas. Respondent is giving another statement about the effectiveness of using Quizizz learning tools.

“This quiz media is an educational application in the form of an interactive quiz game, so this game is one of the media in e-learning that is based online and this is an individual game, a team game so that students will be more active in collaborating with their team to beat other teams, even if it is in a team So this is very effective”.

Explain that, learning using quizizz is also growing up the “gamification deepness” in each of learners or by group/team. Certain features like customizable avatars can build up the desired behaviors and achieve learning outcomes in a group or individually. This method is based on constructivist learning, which assumes the need for experiential learning through social interactions.

Overall, the findings and discussion underscore the role of using quizizz as an English learning Platform in enhancing student Interest, motivation, and understanding. Application such as Quizizz incorporates learning and competition aspects that could make the class period more enjoyable and engaging thereby perhaps improving on results retention. As Keller implies that, ARCS can be apply to the learning environments whether it learning by online or offline and by individual or groups. So this learning style is believed by Keller to filling out the process of needs by the student, especially in the learning environments so it can giving more improvement for the student when learning (Keller, 2009). However, there is definitely a lot more for future studies to elaborate; this study unveils successfully how the usage of the interactive learning platforms could positively affect the performance of the students on the long-term base for knowledge retention. In addition, if the utilization of such platforms is investigated according to the age of learners, the subjects and learning styles, one would determine how such may be used.

4. CONCLUSION

As this study demonstrate that Quizizz is an interactive and effective online tool for improving the learning and testing of ELT in MTs Negeri 4 Sidoarjo. An observational method of qualitative approach interviewing 10 selected 7th-grade students and their 7A & 7G grade English teacher considering their perception and experience. This research also has a great potential for a web-based learning platform,



Quizizz to understand the level of engagement, motivation, learning experiences with a special reference to ELT. As technology emerges in the classroom more attention is shifted to the working methodology on how it is possible to give an energetic presentation in that could equally engage the students as well provides the students with a better relation to the content provided through identifying the students' attitude towards Quizizz.

This research also has major implications for elucidating the applicability of Quizizz as a web-based learning tool in terms of promoting engagement, motivation, and learning outcomes of learners to ELT. The increasingly presence of technology in education calls for more investigations on how to engage students' interest and elicit their positive attitude toward the academic content with regard to the actual use of Quizizz. The outcome showed that majority of the student described quizzes in as an informative and entertaining way of doing achievement of various tasks concerning the English language particularly speaking, reading, listening and writing masters. We could create avatars, use memes as feedback, select songs, use the timer for questions, redeemable questions and leader boards especially the fun part is majestically boosted and made very interesting to learn. These features not only improved the student participation but also student curiosity and interest in the learning information which includes speaking, reading, listening and writing. Some of the bellwether features included leader boards, meme feedback, music selections, question timers' redeemable questions, and even avatars that students could personalize all aided to shift the learning paradigm from the traditional approach of tedious and boring to creative, fun- filled sessions. These features did not only enhance client involvement but also desire and interest in the content that was to be learned related to master of English especially in speaking, reading, listening and writing. We could customize avatars, use meme feedback, select songs, timers for questions, redeemable questions and leader boards especially boosted the fun part and made it incredibly interesting to learn. We could even design own avatars, use memes feedback, choose songs, timers for questions, redeemable questions and leader boards especially fueled the fun factor and made this process incredibly engaging to learn. These features apart from improving students' activity stimulated and developed their curiosity and interest in the learning information's, for instance, speaking, reading, listening and writing.

Additional features which included leader boards for evaluation, availability of nurses to feedback on memes chose by students, ability to select preferred types of music, time limits for questions, questions which could be redeemed, and creation of avatars contributed a lot in enhancing fun in learning. Apart from increasing the share of learning activities it also increases students' true interest in the material in question. "The fun part was also greatly enhanced and it became very interesting to learn." These feature not only increased students' interest but also their curiosity and interest in the learning information's which includes speaking, reading, listening and writing. Leaderboards, meme feedback, music selections, question timers, sticky questions, and avatars added a fun component to help make learning more enjoyable while having the ability to be modified for certain learning preferences of these features it was evident



that they not only enhanced student engagement, but also made the study content more compelling to students.

Furthermore, this study contributes to the understanding of how Quizizz can engage learning of English students at MTs Negeri 4 Sidoarjo. This research can inform the optimal integration of platforms like Quizizz into existing English language teaching Learning Platform and classroom activities. By exploring the challenges and limitations associated with the use of Quizizz, this study also provides a foundation for addressing potential barriers and refining the implementation of such platforms in educational settings. Identifying areas for improvement, such as Web features can guide the development and enhancement of future interactive learning tools. In summary, Quizizz has proven to be a valuable tool in ELT education, increasing student interest, motivation, and understanding through its engaging and interactive features. Future research should focus on investigating the long-term effects of using interactive learning platforms.

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