

TEACHERS' PERCEPTION OF USING QUIZIZZ TO ENHANCE STUDENTS' MOTIVATION IN LEARNING ENGLISH IN JUNIOR HIGH SCHOOL

Afrohul Fadhilah Batubara¹, Yani Lubis²
Universitas Islam Negeri Sumatera Utara, Medan, Indonesia^{1,2}

afrohul0304213150@uinsu.ac.id¹, yanilubis@uinsu.ac.id²

Received: 05/08/2025

Accepted: 21/08/2025

Publication: 21/08/2025

Abstract

Most students found English learning at school less interesting because it still used one-way and teacher-centered methods. Therefore, this study explored how using Quizizz could enhance students' motivation in learning English at the junior high school level. Traditional learning methods, such as lectures and practice questions without interactive media support, made students feel bored and less motivated to learn. To overcome these problems, digital media was considered one solution. Quizizz is a digital learning platform accessed via smartphones and an internet connection, providing interactive features such as multiple-choice Quizzes, real-time feedback, points, music, and leaderboards. These elements are designed to turn conventional learning into a fun, game-like experience that promotes competition and engagement among students. Unlike traditional methods that rely on passive listening and textbook exercises, Quizizz offers a more dynamic approach that encourages active participation. Based on this potential, the present study examined how using Quizizz could enhance students' motivation and improve their learning outcomes in English subjects, especially in a junior high school context where maintaining student interest is a key challenge. This study employed a descriptive qualitative approach. Data were collected through questionnaires and semi-structured interviews. The participants in this study consisted of four English teachers and thirty-one grade 7 students. Data analysis was conducted by reducing, presenting, and drawing conclusions from the collected data. The results showed that the use of Quizizz had a positive impact on increasing students' motivation and learning outcomes. The findings suggested that integrating technology in learning could be an innovative solution for improving the quality of English education in schools.

Keywords—English Language Learning, Student Engagement, Teacher Perception, Quizizz

Introduction

English has been considered an essential subject in the modern educational context, as it functions as a global communication tool and a fundamental skill for academic and professional success (Efendi & Sejati, 2024; Hasanah et al., 2025). Despite this, many junior high school students in Indonesia had perceived English learning as difficult and uninteresting (Ahmad Zulbani & Syafryadin, 2025). This perception often emerged due to the persistence of traditional teaching methods such as lectures and textbook-based assignments, which had rarely engaged students effectively or encouraged active participation during lessons.

Motivation has been identified as a key factor significantly affecting students' success in language learning (Wedell & Grassick, 2012). It influences their willingness to participate, persistence in overcoming learning challenges, and ultimate academic performance. Studies have repeatedly confirmed that students with high motivation are more likely to engage actively in classroom activities and achieve better results. Therefore, enhancing student motivation has

become a central focus for educators seeking to improve English language instruction (Musa & Salim, 2025).

Digital technology has been increasingly integrated into classrooms to enhance student motivation and engagement. One such tool that had gained popularity was Quizizz, a gamified learning platform that allowed teachers to conduct interactive quizzes. By incorporating game-like elements such as points, leaderboards, background music, and instant feedback, Quizizz has transformed traditional assessments into fun and competitive activities. These features were designed to foster a more dynamic and enjoyable learning environment (Suwarni et al., 2023b).

In addition to Quizizz, other game-based applications have proven effective in enhancing vocabulary mastery and student engagement. Sukma & Lubis (2025) found that the Words of Wonders (WoW) application successfully supported vocabulary learning through interactive, flexible, and student-centered gameplay. Their findings showed that students perceived WoW as enjoyable and motivating, and that it promoted critical thinking while helping students learn new words. This reinforces the view that technology-based tools can create more engaging learning experiences in English classrooms.

A study by Pangestika (2021) demonstrated that using Quizizz in junior high school English classes significantly increased student motivation and academic achievement. Her research showed that students' motivation levels improved notably, while their average test scores rose after Quizizz was integrated into the learning process. This supported the notion that gamified tools like Quizizz could effectively address motivational challenges in language learning. Although the study emphasized positive learning outcomes, it did not specifically explore how teachers adapted and applied the platform during classroom activities, an essential component of successful implementation.

Another study by Nurlela et al. (2024) revealed that Quizizz helped create a more engaging, comfortable, and stress-free learning atmosphere for students at Kampung Inggris Semarang. Both students and teachers reported higher levels of enthusiasm, reduced anxiety, and greater focus during English lessons conducted through Quizizz. These findings aligned with the classroom observations in this study, where students became more enthusiastic and active during lessons involving Quizizz. However, the study focused more on affective factors from students' perspectives, leaving out how educators perceive and manage the instructional process using gamified tools like Quizizz.

In addition to boosting student motivation, Quizizz has also been linked to student responsibility and task completion improvements. Through features like time limits and instant feedback, students were encouraged to focus and complete tasks more diligently. Hidayati et al. (2023) had reported similar results in their study on reading comprehension, noting that Quizizz helped students concentrate better and improved their reading performance. This corresponded with the findings in this research, where students showed increased commitment to completing assignments when using Quizizz. Despite these advantages, few studies have examined the teacher's role in sustaining student responsibility and managing digital learning effectively in varied school environments.

Moreover, Quizizz has been found particularly effective for specific English topics, especially vocabulary and grammar. Ananda Safitri & Wahyuningsih (2024) found that students responded positively to Quizizz when it was used for structured topics like vocabulary and grammar, as they saw these quizzes easier to follow and more enjoyable. This matched this study's results, where students strongly preferred Quizizz-based activities involving vocabulary and grammar exercises.

Nevertheless, previous research has not sufficiently addressed whether these preferences are influenced by how teachers choose and present the material using Quizizz, especially in contexts with varying levels of digital literacy or access. However, most of these studies focused mainly on students' academic outcomes, with limited attention given to teachers' perspectives and experiences in implementing Quizizz in real classroom settings. In addition, the school context, such as infrastructure readiness, student background, and teaching methods, can significantly affect the success of gamified learning tools, but remains underexplored in previous research. Thus, there is a need to investigate how Quizizz is perceived and utilized by teachers in specific learning environments, such as junior high schools. By focusing on teacher

perceptions, this study provides a deeper understanding of the practical challenges and benefits of Quizizz integration, contributing both to pedagogical insights and context-sensitive implementation strategies.

Teachers' perceptions also played a crucial role in determining the success of technology-based learning tools. Nur & Abubakar (2022) had explored English teachers' views on Quizizz and found that most teachers considered it practical, interactive, and easy to use, particularly for assessments. However, they also noted concerns regarding internet connectivity and students' access to digital devices. These insights were also reflected in this study, where teachers reported positive experiences with Quizizz but highlighted similar technical issues. This is in line with the Technology Acceptance Model (TAM) developed by Lestari & Nugraha (2021), which states that two main factors, Perceived Usefulness (PU) and Perceived Ease of Use (PEOU), influence individuals' acceptance of technology. When teachers perceive Quizizz as helpful in enhancing student engagement and find it easy to operate, their intention to use the tool in classroom practice increases. Thus, understanding teachers' perceptions is essential for predicting and supporting successful technology integration.

Despite the many benefits of using Quizizz, several challenges remained, particularly regarding technical infrastructure. Unstable internet connections, difficulty accessing the platform, and limited availability of digital devices were consistently reported as barriers to effective implementation. These technical limitations had occasionally disrupted classroom activities and reduced students' enthusiasm for learning, a challenge that had also been observed in this study (Kristiani et al., 2022).

However, there are still gaps in previous studies. A study by Citra and Rosy (2020) shows that using Quizizz effectively improves the learning outcomes of vocational high school students in Office Technology subjects. However, this study focused on the vocational context and cognitive aspects (learning outcomes), not on English learning motivation or teacher perceptions. Meanwhile, Affini, (2022) highlight that Quizizz has received positive responses in English language learning, few studies still delve into how teachers' perceptions specifically influence the implementation and effectiveness of this medium in the classroom. Therefore, this study aims to fill this gap by exploring English teachers' perceptions of using Quizizz to increase student motivation at the junior high school level, considering contextual and practical aspects in the learning process.

In summary, previous studies have consistently demonstrated that Quizizz is a valuable tool for enhancing student motivation, engagement, responsibility, and learning outcomes in English language classes. However, its effectiveness largely depended on the availability of sufficient technological infrastructure and the teachers' ability to integrate it effectively into their teaching practices (Munawir & Hasbi, 2021). The present study built on these findings by exploring how English teachers at SMP 17 Medan perceived Quizizz and how it influenced student motivation and engagement in their classrooms.

Research Method

This study adopted a descriptive qualitative method to explain teachers' perspectives on using Quizizz to improve students' motivation in English learning. This approach was considered suitable for a natural description of social phenomena, focusing on the participants' experiences. The research employed a descriptive qualitative design commonly used in previous studies related to educational technology. Ananda Safitri & Wahyuningsih (2024) noted that this method effectively explored teachers' and students' perceptions of digital learning platforms like Quizizz. Similarly, Nurlela et al. (2024) highlighted that this design was appropriate for examining classroom situations and students' learning behaviors.

The participants in this study consisted of four English teachers and thirty-one seventh-grade students from SMP 17 Medan. The researchers used purposive sampling to select participants based on their prior experiences using Quizizz in English learning activities. According to Ananda Safitri & Wahyuningsih (2024), purposive sampling was suitable for identifying participants with specific experiences related to the use of educational technology.

The data collection methods included semi-structured interviews and questionnaires. The interviews were conducted with four English teachers to explore their insights and experiences regarding using Quizizz in their teaching. Five interview questions focused on their instructional practices and perceptions of student motivation. Meanwhile, questionnaires were distributed to thirty-one seventh-grade students to examine their learning motivation when using Quizizz. These questionnaires consisted of five questions, and a Likert scale was applied to measure students' responses. Hidayati et al. (2023) explained that the combination of interviews and questionnaires provided a comprehensive approach to collect both qualitative and quantitative data in educational research.

The study followed data reduction, presentation, and conclusion drawing for the data analysis. Nurlela et al. (2024) also applied this analytical approach, explaining that organizing data through these stages helped researchers identify and interpret key findings from participants' responses. The process involved selecting essential data, organizing it into a clear format, and analyzing the results according to the study's focus.

Results and Discussion

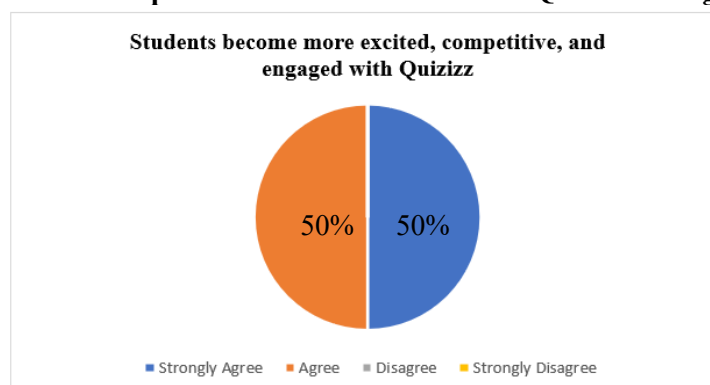
This study aimed to explore teachers' perceptions of using Quizizz in English language learning and its impact on student motivation at SMP 17 Medan, based on the results obtained from the questionnaires. Both students and teachers generally showed that most respondents gave positive responses. This indicated that implementing learning through innovative methods, such as Quizizz, significantly increased students' motivation to learn English.

To provide a more detailed picture, the following section describes the questionnaire results from students and teachers, which have been analyzed based on the percentage of answer choices for each item. In addition, the results of interviews with teachers are also presented to support and further elaborate on the findings obtained from the questionnaire data.

Enhancement of Student Motivation

The findings indicated that using Quizizz in English learning significantly increased students' excitement, competitiveness, and engagement. The classroom atmosphere became more active, with students showing greater enthusiasm and motivation to participate in learning activities. The interactive and game-like format of Quizizz encouraged even quieter students to participate, promoting a more inclusive and dynamic learning environment. Students' excitement, engagement, and competitiveness in using Quizizz during English learning were reflected in the results of the teachers' questionnaires, as presented below.

Figure 1. Teacher Perceptions of Student Reactions to Quizizz in English Learning

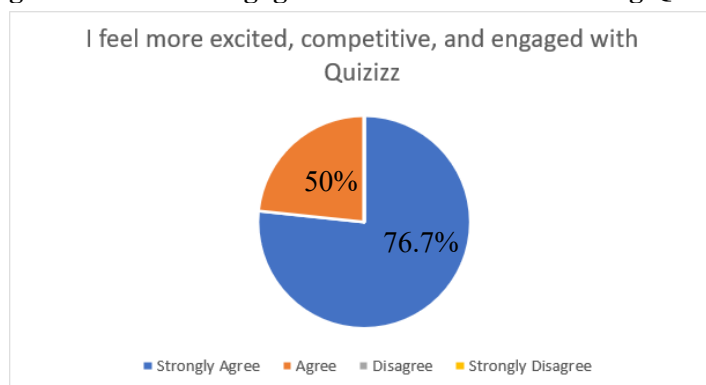


The results showed that two out of four respondents (50%) selected "Strongly Agree," while the other two (50%) selected "Agree," resulting in a 100% positive response toward the statement that "students become more excited, competitive, and engaged with Quizizz." Notably, none of the respondents chose "Disagree" or "Strongly Disagree," which suggests a unanimous consensus among the teachers regarding the effectiveness of Quizizz in enhancing student participation.

This data indicates that teachers observed clear behavioral changes in the classroom, such as increased enthusiasm, active participation, and positive student competition. The equal split between “Agree” and “Strongly Agree” may reflect varying intensity levels in how strongly teachers perceived these effects, but all recognized the positive impact.

The absence of negative responses also highlights that the integration of gamified platforms like Quizizz was well-received by both teachers and students, and aligns with the core principles of student-centered, interactive learning strategies. These findings support previous research emphasizing the motivational benefits of using digital game-based learning tools in language classrooms.

Figure 2. Student Engagement and Motivation Using Quizizz



Based on the picture above, 76.7% of students chose "agree," while 23.3% chose "strongly agree." The data showed that most students felt more motivated to learn English when the teacher used Quizizz. Notably, none of the students selected "disagree" or "strongly disagree," indicating an entirely positive response toward the statement. This suggests that Quizizz was accepted and appreciated as a practical learning tool by all students involved. The dominance of "agree" responses may imply that although students were positively impacted, some might still adapt to gamified learning environments. Furthermore, the teacher described the class situation during the learning process with Quizizz, as shown below:

Teacher 1: *"When I used Quizizz in my English class, students became excited. They enjoyed the game-like format and became more active and focused. Even the quiet ones joined in. The competition motivated them—they wanted to be on top of the leaderboard, so they answered quickly but carefully. It boosted their engagement and interest in learning English."*

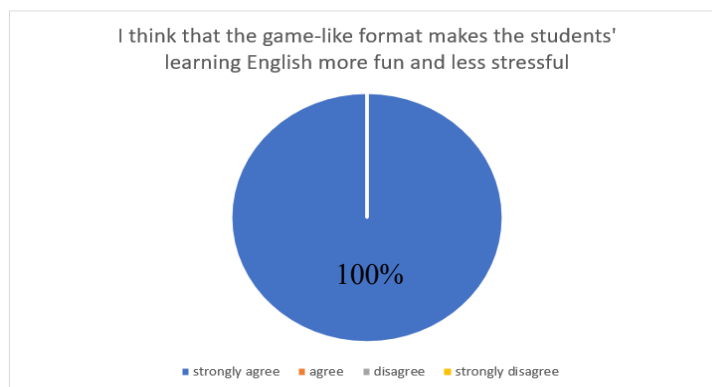
According to Teacher 1, using Quizizz in English lessons significantly enhanced student excitement and engagement. The teacher observed that students became more active and focused due to the game-like format of the platform. Even typically quiet students participated more willingly. The competitive element, particularly the leaderboard feature, motivated students to answer questions quickly and accurately. This engagement was not limited to participation alone but also extended to how students processed language content such as vocabulary, sentence structure, and grammar in real time. Overall, the teacher emphasized that Quizizz boosted students' motivation, participation, and interest in learning English. These findings directly support the study's aim to examine how Quizizz influences students' motivation and classroom participation in English learning contexts. This teacher observation closely aligns with the student responses shown in Figure 2, reinforcing the consistency between qualitative insights and quantitative data regarding the positive impact of Quizizz on student engagement.

In conclusion, the use of Quizizz showed a positive impact on student engagement and enthusiasm for learning English. The combined results from teacher observations and student feedback revealed that Quizizz created a more interactive and competitive learning environment. Students were not only more willing to participate but also became more focused and motivated through the platform's gamified features. Therefore, incorporating Quizizz into English lessons could effectively promote active learning and improve student involvement in the classroom.

Interactive Application

The findings indicated that learning with Quizizz created a more enjoyable and relaxed classroom atmosphere. The game-like features, such as colorful visuals, music, and instant feedback, helped reduce stress and made learning feel less like a test. Many students felt more comfortable participating, and the learning experience became more engaging and less intimidating. The reduced pressure encouraged active involvement and allowed students to enjoy learning while still focusing on the content.

Figure 3. Teacher Perception of the Quizizz Format in Making English Learning Fun and Stressful



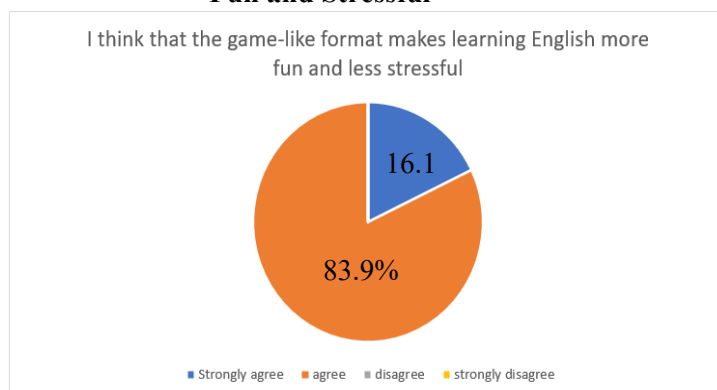
All respondents (100%) selected "strongly agree" for this statement. This confirmed that Quizizz's gamification approach effectively helped students feel more relaxed and enjoy the learning process. Teachers noted that, with Quizizz, the stress commonly experienced during tests or exercises was significantly reduced.

The data were collected through a structured questionnaire employing a Likert scale, which aligns with the descriptive qualitative method adopted in this study. This approach facilitated a systematic understanding of teacher perceptions, while also allowing for the interpretation of their experiences within the natural context of the classroom.

The data were analyzed through stages of reduction, presentation, and conclusion drawing, as Miles and Huberman (1994) outlined, enabling the researcher to identify recurring themes related to emotional responses in English learning. These quantitative responses were further corroborated by qualitative data obtained from semi-structured interviews, which consistently highlighted the effectiveness of Quizizz in fostering a relaxed, enjoyable, and engaging learning environment.

Consequently, this analysis illustrates how integrating multiple data sources within a descriptive qualitative framework provides a comprehensive understanding of teacher perspectives regarding Quizizz's emotional and pedagogical impact.

Figure 4. Student Perception of the Quizizz Format in Making English Learning Fun and Stressful



Most students (83.9%) agreed, and 16.1% strongly agreed with the statement that the game-like format of Quizizz made learning English more enjoyable and less stressful. This unanimous agreement indicates that Quizizz's gamified elements positively influenced students' affective learning experiences.

Teacher: *"Quizizz made learning fun because it felt like a game rather than a test. The colorful design, music, and instant feedback helped students stay relaxed while still focusing on the questions. They did not feel pressured because it was not just about getting the right answer; it was also about enjoying the process. Even if they made mistakes, they could laugh them off and try again. This environment reduced anxiety and made students more willing to participate and learn."*

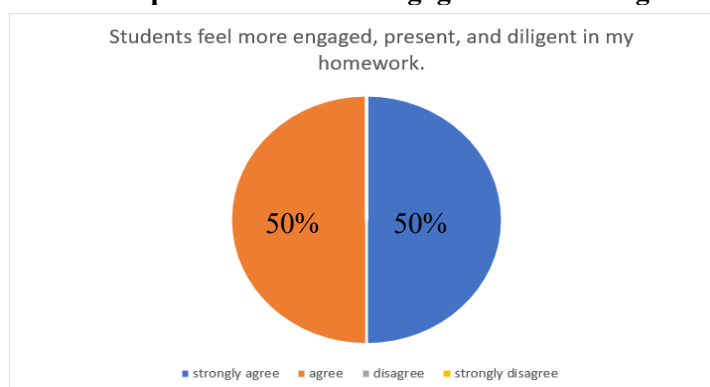
This teacher's statement reinforces the quantitative findings, illustrating how the platform's interactive features helped reduce anxiety and foster a safe learning environment. Students were focused on achieving correct answers and engaged in the process, promoting enjoyment and motivation. Such results align with the descriptive qualitative method used in this study, wherein questionnaire data and teacher interviews were triangulated to provide a comprehensive understanding of student emotional responses in technology-enhanced learning contexts.

In conclusion, Quizizz effectively created a more enjoyable and stress-free learning experience. The gamification approach, including visual elements, music, and instant feedback, contributed to a favorable emotional climate that enhanced student motivation. This finding aligns with the Technology Acceptance Model (TAM) proposed by Davis (Lestari & Nugraha, 2021), emphasizing that perceived ease of use and usefulness are key factors influence users' acceptance of technology. In this context, students perceived Quizizz as easy to use and beneficial for their learning, which increased their emotional engagement and willingness to participate. Thus, integrating Quizizz into English lessons supported academic development and addressed students' affective needs, making the learning process more holistic and practical.

Increased Student Engagement and Responsibility in Homework

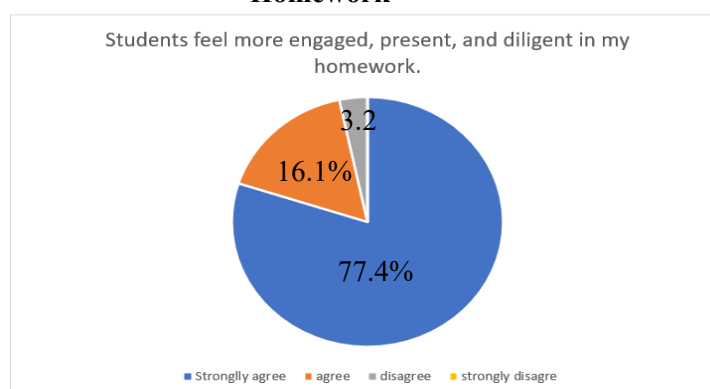
The findings indicated that Quizizz positively influenced student behavior, particularly in discipline and task completion. Many responses agreed that students became more diligent and responsible when learning through this platform. The interactive and enjoyable nature of Quizizz helped maintain student focus and encouraged consistent participation, even during activities such as homework. Compared to traditional methods, Quizizz appeared better to support student engagement and commitment throughout the learning process. This shift in behavior may be attributed to the immediate feedback and time constraints embedded in the platform, which subtly train students to manage their time and accuracy. In addition, the competitive atmosphere fostered by Quizizz, such as the leaderboard feature, served as external motivation for students to complete tasks more seriously and punctually. These behavioral improvements reflect increased engagement and a stronger sense of academic responsibility among students.

Figure 5. Teacher Perceptions of Student Engagement and Diligence in Homework



Fifty percent of the teachers strongly agreed, and the other fifty percent agreed. This suggested that Quizizz impacted the lesson and improved students' discipline and responsibility, particularly in completing homework tasks.

Figure 6. Students' Perceptions of Student Engagement and Diligence in Homework



Seventy-seven-four percent of students agreed, and sixteen-point one percent strongly agreed. Only three-point two percent of students disagreed, and the other three-point two percent strongly disagreed. This result indicates that most students perceived higher engagement and responsibility when using Quizizz for homework assignments. The analysis focused on two core aspects: student engagement, which includes attention, consistency, and active participation throughout the session; and student diligence, defined as task completion, time management, and willingness to review materials independently. These behavioral indicators were drawn from both quantitative data and qualitative teacher reflections.

Teacher: *"Students tended to be more diligent when learning with Quizizz than the traditional model. The interactive format kept them focused and encouraged them to participate until the end of the session. Unlike regular lessons, where some students might lose interest or get distracted, Quizizz maintained their attention because they enjoyed the challenge. They put more effort into answering questions correctly and reviewing material independently to prepare. The fun, competitive environment boosted their commitment to learning."*

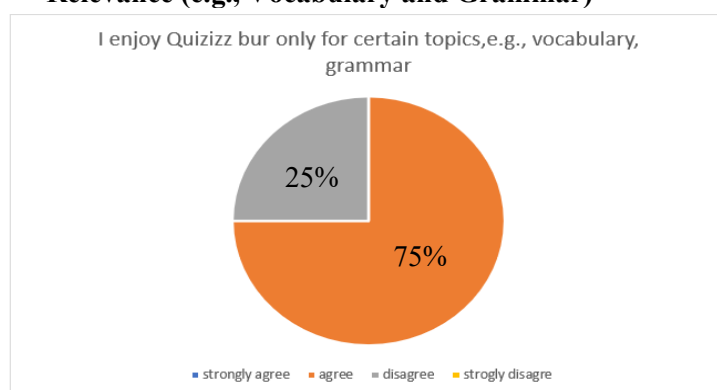
Students showed much more perseverance when learning with Quizizz compared to traditional methods. The interactive and game-like format of the platform helped maintain focus and encouraged consistent participation throughout the session. Unlike conventional lessons, where students could lose interest or become distracted, Quizizz maintained their attention by offering fun challenges. This motivated them to try harder to answer correctly and even review the learning material independently. The engaging and competitive environment ultimately increased their commitment to the learning process. This finding aligns with the Technology Acceptance Model (TAM), which emphasizes that perceived usefulness and ease of use influence individuals' technology acceptance. In this case, students' positive response to Quizizz reflected its ability to support academic responsibility in a fun and manageable way.

In conclusion, Quizizz not only increases engagement in the classroom but also fosters student responsibility and discipline. Its game-based features kept students motivated and focused, reducing distractions and increasing their desire to complete tasks. The platform's fun format contributed to a more productive learning environment, where students were more likely to stay committed, actively participate, and take greater ownership of their learning.

The Preference for Quizizz in Vocabulary and Grammar Topics

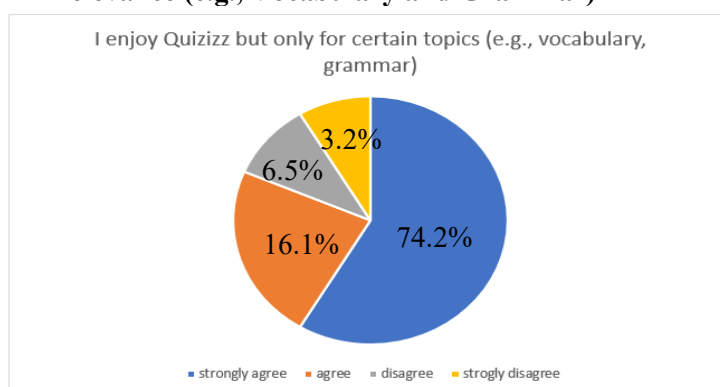
The findings showed that students enjoyed using game-based learning tools more when the material was structured and familiar. Topics such as vocabulary and grammar were often preferred because they offered clear rules and predictable answers, which helped students feel more confident and focused. In contrast, more complex or abstract subjects led to lower levels of engagement, as students found them more challenging to follow in a quiz format. This suggested that the type of content played a role in determining how effectively students responded to game-based learning platforms.

Figure 7. Teacher's Perception of Student Enjoyment of Quizzes Based on Topic Relevance (e.g., Vocabulary and Grammar)



Most teachers (75%) agreed that students enjoyed using Quizizz, but only when it covered specific topics such as vocabulary and grammar. Meanwhile, 25% disagreed. This suggested that student engagement with Quizizz depended on the subject matter, with greater interest in more familiar or structured topics.

Figure 8. Students' Perception of Student Enjoyment of Quizzes Based on Topic Relevance (e.g., Vocabulary and Grammar)



Based on the questionnaire results, most students agreed that they enjoyed using Quizizz only for specific topics such as vocabulary and grammar, with 74.2% selecting "agree." Additionally, 16.1% of students strongly agreed, showing strong support for the statement. On the other hand, 6.5% of students disagreed, and only 3.2% strongly disagreed. These results indicated that while Quizizz was generally well-received by students, their enjoyment tended to depend on the topic, with a clear preference for structured and familiar subjects like vocabulary and grammar.

Teacher: *"I saw that students preferred Quizizz for vocabulary and grammar because these two topics had clear rules and answers, so they found it easier to understand and complete the questions. Also, students were used to this question format from previous lessons, so they felt confident and challenged. For topics that were more abstract or required in-depth analysis, students tended to find it difficult and enjoyed the quiz game less."*

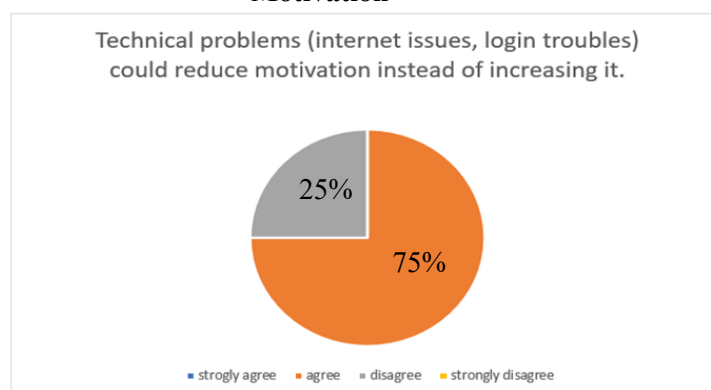
This insight aligns with the Technology Acceptance Model (TAM), which posits that perceived ease of use and perceived usefulness significantly shape users' acceptance of technology. Students perceived Quizizz as more beneficial and manageable when applied to concrete and familiar material. Therefore, their enjoyment and engagement were closely linked to how intuitively the content could be navigated. This pattern was also reflected in the qualitative responses, where teachers and students expressed stronger enthusiasm for Quizizz when it was used to reinforce rule-based material. These findings emphasize that while gamification can enhance learning, its effectiveness is contingent upon the nature of the content and the students' prior familiarity with the topic. In conclusion, aligning the design of gamified learning activities with topic relevance is essential to maximize the effectiveness of platforms like Quizizz, particularly by ensuring that students perceive the tools as both easy to use and pedagogically meaningful.

In conclusion, the effectiveness of game-based learning tools varies depending on the subject matter. Students were generally more engaged when the material was straightforward and familiar, while more abstract content reduced their interest. Aligning gamified platforms with suitable topics could help maintain student motivation and support more effective learning experiences.

The Impact of Technical Disruptions on Student Motivation

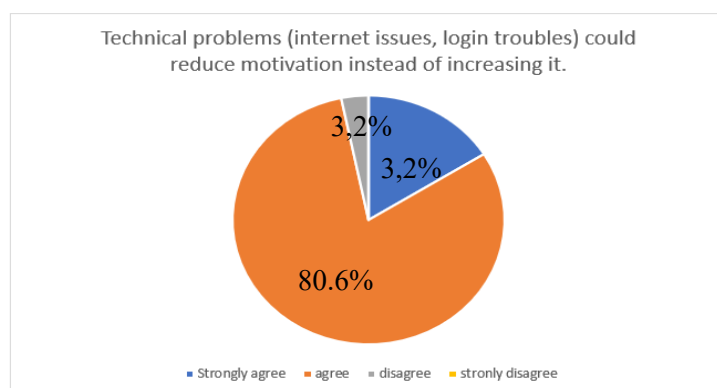
Integrating digital tools into the classroom has introduced a new level of engagement and excitement to the student learning experience. Many educators and students found these tools effective in supporting learning, especially when they offered interactive and game-like features. However, challenges such as unstable internet connections, login issues, and incompatible devices often disrupted the learning process. Teachers recognized that technical difficulties could hinder the overall success of technology-based teaching. Nevertheless, when the necessary infrastructure was in place, students generally showed a positive attitude towards digital learning and remained motivated to participate.

Figure 9. Teachers' Perceptions of the Impact of Technical Problems on Student Motivation



Most respondents (75%) agreed, and 25% disagreed. Issues such as poor internet connection, login problems, or incompatible devices were found to hinder the effective use of Quizizz. Teachers acknowledged that technical aspects were a challenge that could affect the success of technology-based learning.

Figure 10. Students' Perceptions of the Impact of Technical Problems on Student Motivation



Eighty-six percent of students agreed, 16.1% strongly agreed, and only 3.2% disagreed. This result underscores the pivotal role of technological reliability in maintaining student motivation and engagement when using digital platforms like Quizizz. While students generally responded positively to the gamified learning format, technical issues such as unstable internet connections or login failures significantly affected their emotional state and learning focus.

Teacher: "Usually, students were enthusiastic and excited when using Quizizz because they felt like they were playing a game. However, when they experienced internet problems or had trouble logging in, I could see their faces change; they became frustrated and confused. Some became upset and impatient because they could not join the quiz immediately. They often tried to log in repeatedly, but if the problem lasted too long, their motivation dropped, and they lost focus. However, when I could help them quickly, they usually regained their enthusiasm and tried their best to finish the quiz."

When students used Quizizz, they were generally very enthusiastic and excited because the platform felt like a game. The gamified elements, such as points, leaderboards, and visual feedback, stimulated intrinsic motivation and created a dynamic, enjoyable learning experience. However, this enthusiasm was highly vulnerable to technological disruptions. When students encountered issues like unstable internet or login failures, their engagement declined noticeably, sometimes leading to frustration or withdrawal from the activity. These fluctuations highlight the fragile dependency of digital learning engagement on infrastructure quality and real-time support.

Such findings reinforce the significance of facilitating conditions, a key construct in the Technology Acceptance Model (TAM), which asserts that users are more likely to adopt and sustain a technology when external conditions such as internet availability, device access, and technical assistance are adequate. In this study, the teacher's ability to resolve problems quickly functioned as an essential support mechanism, allowing students to re-engage with the learning process. Therefore, while Quizizz inherently possesses motivational and pedagogical advantages, its practical effectiveness is conditional on contextual readiness. Without robust infrastructure and active facilitation, even highly engaging platforms may fail to deliver their intended impact. This underscores that technological integration in education must be approached holistically—not only by selecting engaging tools, but by ensuring that the learning environment is structurally and operationally equipped to support them.

Overall, while digital platforms offered great potential to enhance learning, their effectiveness depended heavily on consistent and reliable technological access. Students tended to be highly motivated and enthusiastic when using interactive tools, but technical problems could quickly lead to frustration and loss of focus. Teachers recognized these challenges and played a key role in helping students stay engaged. Ensuring proper support and infrastructure was essential to making digital learning tools effective in the classroom.

As discussed, this study revealed five key findings regarding the use of Quizizz in English language learning in junior high school: increased student enthusiasm and engagement, reduced stress through game-based learning, enhanced student responsibility in completing tasks, student preference for vocabulary and grammar topics, and technical issues that reduced learning motivation.

First, using Quizizz increased student enthusiasm and engagement in English language learning. Features like leaderboards, background music, and instant feedback created a fun and competitive classroom atmosphere. This observation aligns with the Perceived Usefulness (PU) construct in the Technology Acceptance Model (TAM), which posits that users are more likely to adopt a technology if they perceive it as beneficial in improving performance. In this case, students felt that Quizizz made learning more enjoyable and effective, which led to higher participation and motivation. These findings are in line with Nurlela et al. (2024), who found that Quizizz enhanced student engagement in English classes. Pratiwi & Waluyo (2023), who emphasized the platform's role in supporting student discipline and active involvement during online learning.

Second, Quizizz helped reduce students' stress and anxiety by offering a game-based approach to learning. The playful interface, music, and real-time feedback created a relaxed learning environment, helping students stay motivated. From the perspective of TAM, this reflects the dimension of Perceived Ease of Use (PEOU), which suggests that when technology is easy to use and does not impose additional stress, it increases the likelihood of acceptance and sustained use. The positive emotional experience described by students also supports their willingness to continue engaging with the platform. This is consistent with findings by (Suwarni et al., 2023; Hidayati et al., 2023), who reported that gamified quizzes fostered affective engagement and increased learning motivation.

Furthermore, implementing Quizizz encouraged students to take greater responsibility in completing their learning tasks. Features such as time limits, scoreboards, and instant feedback prompted students to manage their time, complete assignments punctually, and strive for better results. This again corresponds to Perceived Usefulness in TAM, wherein students felt that the platform supported their learning process and allowed them to track their progress effectively. Research by Capinding (2022) supports this, indicating that students were more engaged and motivated when learning tasks were integrated with game-based elements that allowed for self-monitoring and performance tracking. Students preferred using Quizizz in vocabulary and grammar learning more than in speaking or writing skills. This was likely due to the multiple-choice question format being more suitable for such topics. Wulaningrum & Novitasari (2024) found that Quizizz effectively enriched students' vocabulary at vocational schools.

However, this study also identified technical obstacles that could reduce student motivation, such as unstable internet connections and login difficulties. Hoang (2024) noted that technical issues during quizzes could affect students' perceptions of the effectiveness of gamified assessments. Moreover, Pratiwi & Waluyo (2023) highlighted that various factors, including technical problems, influenced student learning outcomes. These findings underscore the importance of adequate technological infrastructure in supporting digital-based learning.

The findings of this study were in line with Bindiya & Fediyanto (2023), who discovered that English as a Foreign Language (EFL) students generally perceived Quizizz as a supportive and engaging assessment tool. Their research indicated that the gamified features of Quizizz, including leaderboards and instant feedback, significantly increased students' enthusiasm and motivation in the English learning process. This supported the result of the current study, where students also expressed heightened excitement and participation when engaging with Quizizz during English lessons. These similarities suggested that using gamified digital tools like Quizizz effectively enhanced student learning engagement across different educational contexts.

Similarly, the results of this study were supported by Ananda Safitri and Wahyuningsih (2024), who found that students regarded Quizizz as an effective tool for facilitating English learning. Their case study revealed that Quizizz's interactive elements helped students focus better and promoted deeper involvement in language tasks. This finding mirrored the current study's results, which showed that teachers and students viewed Quizizz positively, particularly its ability to create a fun, stress-free, and competitive learning environment. These consistent outcomes indicated that Quizizz enhanced motivation and played an important role in facilitating active participation in language learning.

The present study also aligned with the research by Ayuningtyas & Handayani (2022), who explored the correlation between Quizizz and students' reading skills in English. Their findings demonstrated that the interactive quiz format improved students' reading comprehension by encouraging consistent practice and offering immediate feedback. Similarly, this study confirmed that Quizizz increased student engagement and diligence, particularly in completing reading and vocabulary tasks. These findings strengthened the argument that gamified learning platforms like Quizizz could effectively support English reading skills by fostering student motivation and consistent learning habits.

Furthermore, Putri et al. (2024) concluded that Quizizz effectively enhanced students' academic performance in English learning. Their research revealed significant improvements in students' vocabulary mastery after using Quizizz as a learning medium. This aligned with the current study's findings, where students demonstrated strong preferences for using Quizizz in vocabulary and grammar activities due to its structured and straightforward question format. The similarity in results suggested that using Quizizz in English classes increased student engagement and contributed positively to students' academic achievements, particularly in vocabulary acquisition.

Lastly, the systematic literature review by Rizkiawati et al. (2024) also supported the findings of this study. They reported that Quizizz consistently improved EFL students' vocabulary mastery across various educational settings. The review highlighted key aspects such as immediate feedback, competitive features, and engaging content that drove student motivation and learning effectiveness. This review corroborated the present study's results, indicating that the fun and interactive nature of Quizizz encouraged students to actively participate in vocabulary-focused learning activities, making it a valuable tool for enhancing language acquisition in English classes. The positive influence of Quizizz on improving student engagement and motivation in English learning at the junior high school level aligns with the research of (Sulaiman & Ramadhana, 2022), which highlights that Quizizz successfully enhances various aspects of student engagement, including emotional, behavioral, and cognitive dimensions.

Conclusion

The study concluded that Quizizz effectively enhanced student motivation and engagement in English learning at SMP 17 Medan. Key findings demonstrated its success in fostering enthusiasm, reducing stress through gamification, and encouraging responsibility in task completion. Students particularly favored Quizizz for vocabulary and grammar due to its structured, interactive format, which aligned with behaviorist principles of instant feedback and reinforcement. However, technical challenges like internet instability occasionally disrupted learning and diminished motivation.

Theoretical frameworks, including Self-Determination Theory and flow theory, supported these results, emphasizing the importance of autonomy, competence, and enjoyment in learning. Schools must address technical limitations to maximize Quizizz's benefits by ensuring reliable infrastructure and teacher preparedness. For educators, these findings underscore the value of gamified learning tools in creating dynamic, student-centered classrooms. Future research could explore Quizizz's long-term impact across diverse subjects and learner demographics. Ultimately, this study advocated for the strategic integration of technology in education, balancing innovation with practical solutions to sustain student motivation and achievement.

Acknowledgements

The authors would like to sincerely thank everyone who contributed to the successful completion of this research. Special gratitude is directed to the English teachers and students at SMP 17 Medan for their willingness to participate and collaborate throughout this study.

The authors are also truly grateful to their academic supervisors for their valuable advice, helpful suggestions, and continuous support, which were essential in guiding the direction of this research.

Additionally, the authors would like to thank their families and friends for their constant encouragement, patience, and motivation during the entire research process. This research would not have been completed without the support and contributions of all those involved.

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