

GAMIFIED DIAGNOSTIC ASSESSMENT USING QUIZIZZ: INVESTIGATING MOTIVATION AND PERCEPTIONS OF INDONESIAN ESL STUDENTS

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ABSTRACTS

This study explores the impact of Quizizz as a diagnostic assessment platform on the motivation and perceptions of third-grade students at SMPN 3 Tigaraksa in their English lessons. A quantitative research design was employed, using a questionnaire distributed to 35 students, with results analyzed through descriptive statistics. The ages of the samples in this research are between 14 and 15 years old. The questionnaire utilized a four-point Likert Scale based on their agreement and disagreement. This questionnaire was distributed through Google Forms. The study's findings revealed that using Quizizz increased students' intrinsic motivation and positive perceptions of learning English. The students found learning English to be more enjoyable and engaging. The competitive and engaging use of Quizizz resulted in greater interest and confidence in English language learning. Related to the limitation of this research is that it focuses solely on Indonesian ESL students, which may restrict the generalizability of the findings to learners in other cultural or linguistic contexts. This study offers insightful information for teachers to use technology-integrated learning methods, such as Quizizz, as a diagnostic assessment platform. It can motivate and help teachers design more effective teaching strategies according to ESL students' needs in learning English.

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INTRODUCTION

English is an indispensable tool for global communication, having become the most widely spoken language in the world. It is vital in intercultural communication as the primary language of international business, diplomacy, science, and technology (Crystal, 2003). For students, especially in non-English speaking countries, learning English is an academic requirement and a vital skill for future success. Strong English language abilities can lead to employment prospects abroad, make it easier to enter college, and make it easier to gain knowledge from various sources (Candrawati et al., 2024; Carvalho et al., 2021; Taufik Hidayat, 2024). Furthermore, English improves students' critical thinking, which helps them find ideas from various perspectives. (Fandiño et al., 2019).

English is often used in schools and universities to teach subjects like science, math, and social studies (Delgado, 2023). So, good English skills help students do well in these subjects.

Speaking English also makes students more confident about joining international seminars, student exchanges, and group projects, which can help their careers and personal growth (Mohamad, 2020). Today, English is not just a way to talk to others but also a key to learning from the world and building an international career.

Many students feel bored with traditional learning methods because they are considered monotonous and uninteresting (Pham, 2022). Using traditional methods such as memorizing, grammar, and listening exercises without response makes English learning boring and does not follow real-world practices. As a result, students lose interest, reducing motivation and participation in English learning classes. This is especially true for students in the digital era, who are accustomed to engaging and interactive technology. For these students, learning English with traditional methods is boring and less interesting (Mai et al., 2024). As a result, teachers are challenged to find interesting and dynamic learning methods using technology.

One effective method to overcome these challenges is Computer-Assisted Language Learning (CALL), integrating technology into English language learning to improve student learning outcomes and participation. CALL provides a multimedia and interactive learning experience, combining games, quizzes, videos, and adaptive exercises to suit the different learning styles of students. Barzani et al., (2021) highlight that integrating technology into English language learning in Northern Cyprus results in more engaging and effective learning, thus motivating students to learn. Additionally, Eragamreddy (2024) found that students have a good perception of CALL to improve their listening, speaking, reading, writing, and vocabulary skills. Technology-based learning can make English teaching effective, interactive, and meet students' learning needs.

One example of CALL is Quizizz. One game-based learning application that can help teachers organize interactive and fun learning and assessments for students is Quizizz. By changing game-based learning and assessment, students are encouraged to participate more actively in their learning so that the learning process becomes more challenging and fun. According to Aksu (2024), students are more likely to retain knowledge and improve their language abilities when actively participating in their education. The use of the Quizizz platform not only increases learning motivation but also student engagement in English learning.

Quizizz's potential to increase student engagement has been used in real classroom settings, including at SMPN 3 Tigaraksa, where Quizizz was implemented with third-grade students. By integrating Quizizz into English learning, teachers observed increased students' motivation and enthusiasm for learning. The interactive, game-based format of Quizizz appealed to students familiar with digital technology, offering them a fun way to review lessons, practice vocabulary, and improve their understanding of English. A. T. Pham (Pham, 2022) reported that students participated more actively in learning, and quiz results showed a better understanding of the material.

The competitive element, combined with instant feedback from Quizizz, allows students to see their progress and set their own achievement targets. This method not only fosters a more positive learning environment but also increases self-confidence in learning and practicing English, students' motivation, and their participation in learning (Fatoni & Santoso, 2024).

The application of Quizizz in teaching English in Southeast Asia and Asia has gained attention in recent years, due to its effectiveness in improving student learning outcomes and participation. Several researchers have explored students' motivation and perceptions of using Quizizz in English learning. For instance, a study by Halim et al. (2020) demonstrated how students' motivation and favorable perceptions of utilizing Quizizz and Kahoot for English language learning have increased. Then, Milandari et al. (2024) found that students had favorable opinions of Quizizz as a tool for studying English grammar. The respondents consisted of 18 students (12 female and 6 male) from a 6th-grade class at a public elementary

school in Buleleng, Bali. Furthermore, Zhang & Crawford (2024) investigated whether there was a significant increase in motivation and academic achievement using Quizizz. The subjects of the research were 45 elementary school students from China. In addition, Solikhah & Galuhwardani (2023) assessed very positive perceptions and motivations among EFL students concerning using Quizizz. There were forty-two first-semester students enrolled in Universitas Bina Sarana Informatika. Lestari (2019) has revealed that both Quizizz and Kahoot positively impacted students' motivation during the learning process, but Quizizz had a more significant effect. The respondents of the research were nineteen students in the fourth semester of the STKIP PGRI Tulungagung English language education study program. Therefore, studies on students' motivation and perceptions about utilizing Quizizz for junior high school in learning English have been conducted infrequently.

Quizizz is a digital platform used as a learning tool and a practical diagnostic assessment. Teachers can design custom quizzes that provide immediate feedback for monitoring student progress and addressing learning gaps. According to Huong (2022), Quizizz increases student engagement and creates fun learning, thus enhancing the student experience during assessment. With the platform's flexibility, teachers can create assessments that align with learning objectives, and students have the freedom to participate at their own pace. This encourages the learning process to be more individualized. This individualized learning is beneficial in diagnostic assessments because teachers can easily identify the challenges faced by each student. Overall, the use of Quizizz in English teaching not only enriches the assessment process but also contributes to more effective teaching strategies that are tailored to the needs of each student.

While previous studies have examined gamified platforms like Quizizz, they have primarily focused on university students and emphasized outcomes such as engagement and motivation. Limited research has explored how these platforms function as diagnostic assessment tools, particularly in identifying students' learning gaps. Moreover, studies involving junior high school students, especially third-grade learners in Indonesian contexts, remain scarce. As such, little is known about how younger ESL students perceive and are motivated by gamified diagnostic assessments. This study addresses that gap by focusing on junior high students at SMP N 3 Tigaraksa and investigating their motivation and perceptions toward using Quizizz as a diagnostic tool in English learning.

The research question in this study is whether Quizizz, as a diagnostic assessment platform, can increase students' motivation and positive perception of learning English. The main goal of the current study is to investigate the motivation and perceptions of third-grade students at SMPN 3 Tigaraksa regarding the application of Quizizz as a diagnostic assessment in English classes. This study hypothesized that the application of Quizizz enhances students' motivation and perception of learning English by making assessments more engaging and interactive. The significance of this study is to provide insight into how the application of Quizizz as a diagnostic assessment tool impacts third-grade students' motivation and perceptions in English language learning, helping educators improve assessment strategies and student engagement.

RESEARCH METHOD

This research used a quantitative research design to examine students' motivation and perception of using Quizizz as a diagnostic assessment in English learning. Data were collected using a questionnaire given to 35 students at SMPN 3 Tigaraksa. The research process included designing the questionnaire, distributing the questionnaire via Google Forms, calculating the number of frequencies and percentages using Microsoft Excel, and analyzing the responses using descriptive statistics.

Research Design

This research employed a quantitative research design, especially descriptive methods. This method was chosen to systematically collect and analyze numerical data regarding students' motivation and perception in using Quizizz as a diagnostic assessment tool in English language learning. This method is appropriate because the researcher aims to measure motivation and perception variables quantitatively (in the form of data that can be calculated). This method allows for an objective analysis of students' attitudes, which is in line with the goal of identifying general trends and drawing generalizable conclusions from a group of 35 participants. Data collection was carried out through a structured questionnaire using a four-point Likert scale to assess students' level of agreement or disagreement with the statements given. The survey was open for one week, and ethical approval was obtained from the school. All participants provided informed consent and were assured of the confidentiality of their identity and responses.

Population and Sample

The population of this research was 9th-grade students of SMP N 3 Tigaraksa, Tangerang, Banten. In this school, there are 9 classes for grade 9 with a total of 322 students. The sample in this research was a class of 35 students. The ages of the samples in this research are between 14 and 15 years old, with a gender distribution of 21 females and 14 males. The sampling technique used in this study was purposive sampling. The researchers intentionally selected a class of 35 ninth-grade students who had frequently used Quizizz during English lessons, ensuring the participants had relevant experience with the platform to address the research objectives. The students were asked to participate in filling out the questionnaire via Google Forms voluntarily. They were informed that their personal data would be kept confidential. Because all participants were drawn from one class in one school, there is a risk of sampling bias, as findings may be influenced by particular classroom conditions or teaching practices that do not reflect the broader student population.

Instruments

The instrument used in this study was a structured questionnaire compiled based on an adaptation of Halim et al. (2020), then modified by the researcher to suit the research context. This questionnaire consists of 15 closed-ended statements designed to measure two main variables, namely student motivation and perception of the use of the Quizizz platform in diagnostic assessment of English language learning. Participants were asked to select their responses by ticking based on their agreement or disagreement with each item. The survey questionnaire was distributed via Google Forms, which allowed participants to easily provide their responses online. Although expert validation has not been carried out formally, the use of instruments that have been proven in previous studies provides a strong theoretical basis and shows that the questionnaire has been adapted to the context of SMPN 3 Tigaraksa students, who are the subjects of the study.

Each item in the questionnaire is arranged using a 4-point Likert scale, namely: Strongly Disagree, Disagree, Agree, and Strongly Agree. The selection of a four-point scale was carried out to avoid neutral choices so that students are encouraged to show a clearer attitude towards the statements given. This is important to obtain more definitive data in measuring student motivation and perception. Several examples of items in the questionnaire reflect the two domains. Examples of the motivational aspect, such as the statements "I enjoy learning English using Quizizz" and "I feel more confident to use English if I learn English in a fun way". Meanwhile, in the perception aspect, examples of items include "Learning English using Quizizz increases my interest to learn" and "Using games to learn English makes me feel less nervous in the class".

Data Analysis

Frequency counts and percentages were calculated using Microsoft Excel. Then, they were used to describe the participants' responses. This study used descriptive statistics (specifically frequency counts and percentages) to analyze students' motivations and perceptions about using Quizizz in English language learning. The use of inferential statistics was inappropriate due to the small sample size ($n=35$) and the exploratory nature of the study, which aimed to describe students' responses rather than generalize them to a larger population.

The questionnaire items were grouped into two main sections: Motivation (Section A) and Perception (Section B). For each section, aggregate scores (or averages) were calculated to provide a broader interpretation of students' overall attitudes toward using Quizizz. This allowed the researcher to identify general trends in motivation and perception separately. Each response was assigned a numerical value based on a 4-point Likert scale, namely: (1) Strongly Disagree, (2) Disagree, (3) Agree, and (4) Strongly Agree. However, it should be noted that item A.6 is a negative statement "I think my English class is boring", so the interpretation of the score is reversed: a score of 4 (Strongly Disagree), (3) Disagree, (2) Agree, and (1) Strongly Agree.

Measures of central tendency, such as the mean and standard deviation (SD), were calculated to determine the average level and the variability of students' responses in both categories. This helped summarize the overall trends and consistency in students' motivation and perceptions of using Quizizz as a diagnostic assessment tool. Although the questionnaire was adapted from a previously validated instrument (Halim et al., 2020), the researcher conducted additional calculations of validity and reliability to ensure that the adapted items remained suitable and consistent within the current research context. Validity was analyzed through item-total correlation, while reliability was measured using Cronbach's Alpha to determine the internal consistency of the instrument.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The fifteen questions in the survey aimed to examine students' motivation and perception about learning English as a second language (ESL) using Quizizz. To better understand students' responses, the findings were grouped thematically into three categories: confidence-building, enjoyment, and classroom engagement toward English learning. This thematic analysis aims to provide deeper insight into the data obtained.

Motivation (Enjoyment)

The results of the questionnaire on student motivation (Enjoyment) are shown in Table 1.

Table 1
Students' motivation (Enjoyment) in the use of Quizizz

Frequency Counts and Percentages					
Item	Statements (Enjoyment)	Strongly Disagree	Disagree	Agree	Strongly Agree
A.1.	I enjoy learning English using Quizizz.	-	2 (5.7%)	24 (68.6%)	9 (25.7%)
A.2.	I am interested to learn English at school.	1 (2.9%)	1 (2.9%)	18 (51.4%)	15 (42.8%)
A.3.	I prefer to spend more time in English class than in other classes.	-	8 (22.9%)	23 (65.7%)	4 (11.4%)
A.6.	I think my English class is boring.	9 (25.7%)	23 (65.7%)	3 (8.6%)	-
Average		7.1%	24.3%	48.6%	20%

The four items in Table 1 relate to students' enjoyment and interest in learning English using Quizizz. In general, the majority of students showed positive responses. In item A.1 shows that 94.3% of students enjoy learning English using Quizizz, with 68.6% agreeing and 25.7% strongly agreeing. This shows that the use of game-based technology has its own appeal in increasing the enjoyment of learning. Item A.2 also shows similar results, with 94.2% of students expressing interest in learning English at school. This strengthens the finding that Quizizz is not only fun but also fosters students' academic interest in English.

However, item A.3 shows more varied results. Only 11.4% strongly agree and 65.7% agree that they prefer to spend time in English class compared to other subjects. As many as 22.9% disagree. This shows that although students enjoy English lessons, they still have an interest in other subjects, so their motivation is not only in English. On the other hand, A.6 is a negative statement ("I think my English class is boring") and 91.4% of students rejected the statement (65.7% disagree, 25.7% strongly disagree), indicating that the majority of students do not feel bored when learning English. This is consistent with the data in items A.1 and A.2.

Based on the average data on the enjoyment aspect, most students showed a positive response to the use of Quizizz in learning English. The average number of students who agreed was 48.6%, and those who strongly agreed were 20%, so a total of 68.6% of students showed a high level of agreement with items related to the enjoyment of learning using Quizizz. Conversely, only 24.3% disagreed and 7.1% strongly disagreed. These results indicate that Quizizz creates a fun learning atmosphere and encourages students' motivation to learn English. However, although most students feel happy and motivated, there are still a small number who do not feel the benefits or enjoyment of this approach, which is likely influenced by individual learning preferences, competition, or interest in other subjects.

Confidence-Building

The results of the questionnaire on student motivation (Confidence-Building) are shown in Table 2.

Table 2
Students' motivation (Confidence-Building) in the use of Quizizz

Frequency Counts and Percentages					
Item	Statements (Confidence-Building)	Strongly Disagree	Disagree	Agree	Strongly Agree
A.4.	I think I can improve my English using Quizizz.	1 (2.9%)	7 (20%)	24 (68.5%)	3 (8.6%)
A.5.	I feel more confident to use English if I learn English in a fun way.	-	1 (2.9%)	20 (57.1%)	14 (40%)
Average		1.4%	11.5%	62.8%	24.3%

The data in Table 2 focuses on increasing students' self-confidence. Item A.5 is the strongest motivational driver in this theme, with 97.1% of students stating that fun learning increases their confidence in using English (57.1% agree, 40% strongly agree). Item A.4 also shows strong support, with 77.1% of students believing that they can improve their English skills through Quizizz. However, 22.9% (7 disagree and 1 strongly disagree) showed some doubt about the effectiveness of Quizizz in improving English skills.

Based on the average data on the confidence-building aspect, it can be concluded that the use of Quizizz has a positive influence on increasing students' self-confidence in learning English. The average percentage of students who agreed with the statements in this category was 62.8%, while those who strongly agreed were 24.3%. Thus, 87.1% of students overall showed a positive attitude towards increasing self-confidence through learning using Quizizz. On the other hand, only about 11.5% of students disagreed, and 1.4% strongly disagreed, indicating that the rejection of statements in this aspect was very small. These results reflect that the gamification approach through Quizizz is not only fun but also able to create a more

comfortable learning environment and encourage students to be more active and confident in using English, both orally and in writing.

Classroom Engagement

The results of the questionnaire on student motivation (Classroom Engagement) are shown in Table 3.

Table 3
Students' motivation (Classroom Engagement) in the use of Quizizz

Frequency Counts and Percentages					
Item	Statements (Classroom Engagement)	Strongly Disagree	Disagree	Agree	Strongly Agree
A.7.	I like to compete with my friends when playing games like doing exercises using Quizizz.	1 (2.9%)	7 (20%)	21 (60%)	6 (17.1%)
A.8.	I think it is fun to work together with my friends when learning English.	1 (2.9%)	5 (14.2%)	26 (74.3%)	3 (8.6%)
Average		2.9%	17.1%	67.1%	12.9%

Two items in Table 3 reflect students' engagement in class through competition and collaboration. In item A.8, most students (82.9%) agreed that working with friends while learning English is fun, indicating that collaborative elements in learning play an important role in maintaining student engagement. Meanwhile, in Statement A.7, 77.1% of students enjoyed competing with friends using Quizizz, but the other 22.9% showed disinterest or rejection. This could be due to differences in individual preferences, such as a dislike of competition or the pressure of playing quizzes.

Based on the average data on the classroom engagement aspect, it can be seen that most students feel more actively involved in learning English when using Quizizz. The average number of students who agreed with the statement in this category was 67.1%, and those who strongly agreed were 12.9%, so that a total of 80% showed a high level of engagement during the learning process. Meanwhile, only 17.1% of students disagreed, and 2.9% strongly disagreed, indicating that the rejection of the engagement aspect was quite low. These findings indicate that the integration of Quizizz in learning not only increases interest and self-confidence but also encourages active student participation in class, either through competition, cooperation, or increased attention to the subject matter.

Mean and Standard Deviation Score of Students' Motivation

The mean and standard deviation of scores on each item A.1 – A.8 were calculated and displayed in Table 4.

Table 4
The mean and standard deviation of scores on students' motivation in the use of Quizizz

Item Questionnaire	Mean Score	Standard Deviation
A.1	3.2	0.5
A.2	3.3	0.7
A.3	2.9	0.6
A.4	2.8	0.6
A.5	3.4	0.5
A.6*(Reverse)	3.2	0.6
A.7	2.9	0.7
A.8	2.9	0.6
Average	3.1	0.6

*Note: A.6 was reverse-coded, as it was a negatively worded item ("I think my English class is boring").

The overall mean of all questions in the student motivation questionnaire is 3.1. This value indicates that in general, students' responses tend to be in the "Agree" category, because the highest score for each item is 4 (Strongly Agree) and the lowest score is 1 (Strongly Disagree). Thus, the average value of 3.1 indicates that most students have a fairly high level of motivation towards learning English using Quizizz.

The highest score is on item A.5 ("I feel more confident to use English if I learn English in a fun way") with a mean value of 3.4, which indicates that a fun learning approach has a significant effect on increasing students' self-confidence. Meanwhile, the lowest score is 2.8 on item A.4 ("I think I can improve my English using Quizizz"), which indicates that some students still have doubts about the effectiveness of Quizizz to improve their language skills. To clarify the results of the mean score analysis, see Figure 1.

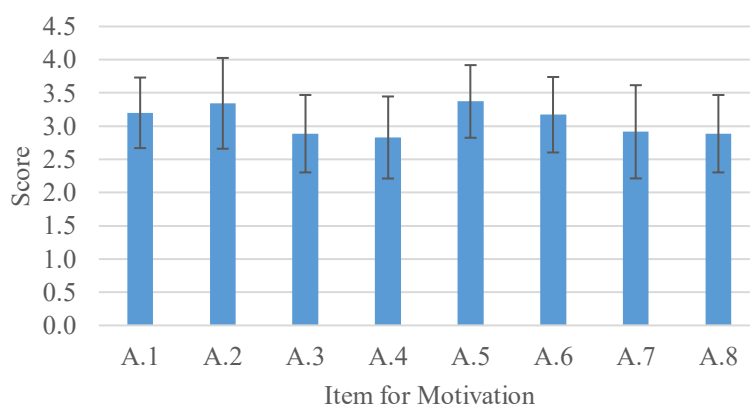


Figure 1. The mean score of each item in the student motivation questionnaire

After discussing the mean scores of each item, the next discussion focuses on the standard deviation value to determine the extent of the variation or distribution of student responses to each statement in the questionnaire. The standard deviation value of the entire item is 0.6. This shows that the variation or distribution of students' answers to each statement is in a relatively low to moderate range. This means that most students' responses do not deviate too far from the average value (3.1), so it can be concluded that there is a similarity in students' perceptions of the use of Quizizz in learning English. The smaller the standard deviation value, the more consistent the students' responses to the statements given. In this case, because the standard deviation value ranges from 0.5 to 0.7, it can be said that most students have relatively similar views on the use of Quizizz, both in terms of enjoyment, confidence, and their involvement in class.

Perception (Enjoyment)

In the next discussion, the frequency counts and percentages of the students' perceptions (Enjoyment) about learning English as a second language (ESL) using Quizizz are shown in Table 5

Table 5
Students' perception (Enjoyment) of the use of Quizizz

Frequency Counts and Percentages					
Item	Statements (Enjoyment)	Strongly Disagree	Disagree	Agree	Strongly Agree
B.1.	Learning English using Quizizz increases my interest to learn.	-	5 (14.3%)	23 (65.7%)	7 (20%)
B.4.	Using online games like Quizizz to learn English is a fun method.	-	2 (5.7%)	27 (77.2%)	6 (17.1%)
Average		0%	10%	71.4%	18.6%

The items in this table represent the enjoyment aspect of learning English using Quizizz. Based on Table 5, Most students showed a positive response, 71.4% agreed, and 18.6% strongly agreed that they enjoyed learning with Quizizz. Item B.4 shows that the learning method through online games is considered enjoyable by 94.3% of students (a combination of agree and strongly agree), making it one of the strongest motivators in this category.

However, about 10% of students still disagree, indicating that although the majority feel motivated by the enjoyment element, a small number may not be interested in this method, perhaps due to different learning preferences. The average data shows that 90% of students agree or strongly agree that Quizizz is fun and increases interest in learning, making the enjoyment factor one of the strongest motivators in students' perceptions of learning English with Quizizz.

Confidence-Building

The results of the questionnaire on students' perception (Confidence-Building) are shown in Table 6.

Table 6
Students' perception (Confidence-Building) in the use of Quizizz

Frequency Counts and Percentages					
Item	Statements (Confidence-Building)	Strongly Disagree	Disagree	Agree	Strongly Agree
B.5.	Using Quizizz makes me want to study English more to be good in it.	1 (2.9%)	3 (8.6%)	25 (71.4%)	6 (17.1%)
B.7.	Using games to learn English makes me feel less nervous in the class.	-	1 (2.9%)	25 (71.4%)	9 (25.7%)
Average		1.5%	5.6%	71.4%	21.5%

Two statements (B.5 and B.7) reflect the confidence-building aspect. Most students felt more confident: 71.4% agreed and 21.5% strongly agreed on average. Specifically in item B.7, 25.7% strongly agreed that Quizizz helped them feel calmer, indicating a positive impact on students' emotional well-being. However, there were 5.6% of students who disagreed, which may have come from students who still felt anxious or did not enjoy the digital game. On average, 92.9% of students showed a positive perception of Quizizz's role in building their confidence while learning English, making this aspect another strength in using Quizizz in the classroom.

Classroom Engagement

The results of the questionnaire on students' perception (Classroom Engagement) are shown in Table 7.

Table 7
Students' perception (Classroom Engagement) in the use of Quizizz

Frequency Counts and Percentages					
Item	Statements (Classroom Engagement)	Strongly Disagree	Disagree	Agree	Strongly Agree
B.2.	Using online quiz-games like Quizizz is helpful to improve my English.	-	9 (25.7%)	23 (65.7%)	3 (8.6%)
B.3.	Learning English through games enables me to communicate more with my teacher and friends.	-	2 (5.7%)	26 (74.3%)	7 (20%)
B.6.	Learning English through Quizizz increases my attention in class.	1 (2.9%)	2 (5.7%)	30 (85.7%)	2 (5.7%)
AVERAGE		1%	12.4%	75.2%	11.4%

This table reflects the classroom engagement aspect with three statements in items (B.2, B.3, and B.6). Item B.6 showed the most positive response: 85.7% agreed, and only 8.6%

disagreed. However, item B.2 showed the highest number of disagreements (25.7%), indicating a more varied perception of the direct benefits of Quizizz on improving English skills. Item B.3 shows that communication in the classroom has improved through the use of Quizizz, with around 94.3% of students responding positively.

Overall, around 86.6% of students felt actively involved in learning through Quizizz, although perceptions about the direct benefits of improving academic skills were still varied. This shows that engagement is quite high, but can still be improved by integrating more structured learning methods.

Mean and Standard Deviation Score of Students' Perception

The mean and standard deviation of scores on each item B.1 – B.7 were calculated and displayed in Table 8.

Table 8

The mean and standard deviation of scores on students' perception in the use of Quizizz

Item Questionnaire	Mean Score	Standard Deviation
B.1	3.1	0.6
B.2	2.8	0.6
B.3	3.1	0.5
B.4	3.1	0.5
B.5	3.0	0.6
B.6	2.9	0.5
B.7	3.2	0.5
Average	3.0	0.5

The average mean score of students' perception regarding the use of Quizizz in English learning is 3.0. This indicates that, in general, students tend to agree with the positive statements about using Quizizz, placing their perception in the "Agree" category on a 4-point Likert scale. It suggests that students perceive the use of Quizizz as a supportive tool in learning English, especially in terms of enjoyment, confidence-building, and classroom engagement. Among the items, the highest mean score is 3.2 (Item B.7: "Using games to learn English makes me feel less nervous in the class"), showing that students perceive game-based learning as helpful in reducing classroom anxiety. The lowest mean score was 2.8 (Item B.2: "Using online quiz games like Quizizz is useful for improving my English"), indicating a slightly more neutral and varied attitude towards the direct academic benefits of Quizizz. To clarify the results of the mean score analysis, see Figure 2.

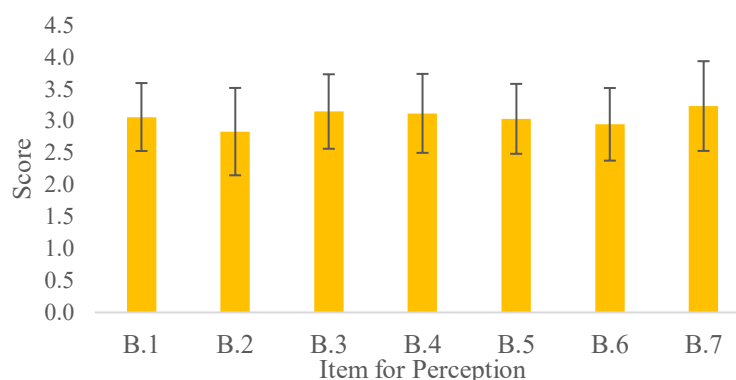


Figure 2. The mean score of each item in the student perception questionnaire

After discussing the mean scores of each item, the next discussion focuses on the standard deviation value. In terms of consistency, the overall standard deviation is very low, only 0.5.

This small value reflects a high level of consistency in student responses across all questionnaire items. This means that student perceptions are relatively similar, and there is minimal variation in how they rate each statement. The low standard deviation also strengthens the interpretation that the use of Quizizz is perceived consistently and positively among students. The mean score of 3.0 and the low standard deviation of 0.5 indicate that students have a positive and consistent perception towards the use of Quizizz in English lessons. This finding highlights the potential of game-based digital tools such as Quizizz to increase students' engagement, enjoyment, and confidence in a language learning environment.

In summary, the findings suggest that the use of Quizizz can increase students' motivation and foster positive perceptions towards learning English. This is evidenced by the high percentage of students who agreed with the positive statements in the questionnaire, as well as the active engagement observed during the implementation in class. Thus, the research question—"Can Quizizz enhance students' motivation and positive perceptions towards learning English?"—can be answered based on the data collected in this study.

Validity

To ensure that the items used in the questionnaire effectively measure what they are intended to assess, a validity test was conducted using the Pearson Product-Moment correlation technique. The critical value of r (r -table) for $N = 35$ respondents at a significance level of 5% is 0.34. The results showed that the calculated r -values (r -count) for all 15 items ranged from 0.35 to 0.67. Since all r -count values are higher than the r -table value (r -count > 0.34), it can be concluded that all items in the questionnaire are valid. This indicates that each item has a significant correlation with the total score and contributes meaningfully to measuring students' perceptions.

The highest validity was found in Item B.4 ($r = 0.67$), while the lowest was in Item B.6 ($r = 0.35$). However, both items remain above the minimum limit and are therefore still considered valid. So, all 15 questionnaire items meet the validity requirement, meaning they are appropriate and statistically proven to measure students' perceptions toward the use of Quizizz in English language learning. For more details, the results of the validity test of each questionnaire item are presented in Table 9.

Table 9
Questionnaire validity test

Validity Test			
Item of Questionnaire	r -table (N=35)	r -values/count	Status
A.1	0.34	0.48	Valid
A.2	0.34	0.61	Valid
A.3	0.34	0.54	Valid
A.4	0.34	0.40	Valid
A.5	0.34	0.63	Valid
A.6	0.34	0.49	Valid
A.7	0.34	0.42	Valid
A.8	0.34	0.46	Valid
B.1	0.34	0.61	Valid
B.2	0.34	0.66	Valid
B.3	0.34	0.45	Valid
B.4	0.34	0.67	Valid
B.5	0.34	0.38	Valid
B.6	0.34	0.35	Valid
B.7	0.34	0.59	Valid

Reliability

To determine the extent to which this research instrument is consistent in measuring student perceptions, a reliability test was conducted using the Cronbach's Alpha (α) formula. This test aims to see the internal consistency of all items in the questionnaire. Based on the calculation results, the Cronbach's Alpha value obtained was 0.8. This value is above the minimum recommended reliability limit, which is 0.6. Thus, it can be concluded that all items in the questionnaire have a high level of reliability and can be trusted for use in data collection. The value of $\alpha = 0.8$ is included in the reliable category, which means that this instrument can provide consistent results if used in repeated measurements under similar conditions. So, the questionnaire instrument in this study meets the reliability criteria because it has a Cronbach's Alpha value of 0.8 (> 0.6). Therefore, this questionnaire is reliable and suitable for use to measure student motivation and perceptions of using Quizizz in English learning.

Discussion

The findings of this study revealed that the majority of students responded positively to the use of Quizizz, demonstrating increased confidence, engagement, and enjoyment in the English learning process. Almost all participants expressed enthusiasm about learning English through this game-based platform. Interestingly, even students who initially lacked confidence in their English abilities or were unfamiliar with digital tools reported similar levels of excitement. This widespread positive response suggests that the novelty of the tool may have played a significant role in shaping students' initial perceptions. As pointed out by Huang and Hew (2018), the appeal of gamified learning platforms often lies in their novelty and interactivity, which can initially boost motivation and participation. However, it is important to recognize that such enthusiasm may be temporary. Previous research by Hamari et al. (2014) notes that the motivational effects of gamification can decline over time as students become accustomed to the platform, suggesting the need for sustained instructional strategies to maintain engagement.

In addition to general positive trends, this study observed some gender-based differences in motivation and perception scores. Of the 35 participants, 21 were female and 14 were male. Descriptive statistics showed that female students had a slightly higher average motivation score (3.09) compared to male students (3.05). Similarly, their perception scores were marginally higher (3.09 for females versus 3.00 for males). While these differences are relatively small and not statistically tested, they provide an initial insight that may align with previous research. For example, Yukselturk and Bulut (2009) suggest that gender can influence attitudes toward technology use in education, with female students often displaying higher levels of motivation in structured digital learning environments. This preliminary finding could help educators tailor their approaches by considering gender-related preferences when integrating digital tools into the classroom.

Despite these encouraging results, the study is not without limitations. It was conducted in a single school and involved a relatively small sample size of 35 students, limiting the generalizability of the findings. As Creswell (2014) emphasizes, sample size and context significantly influence the transferability of educational research outcomes. Moreover, the study relied solely on self-reported questionnaires, which can be subject to social desirability bias, where students may provide responses they believe are expected rather than reflecting their true opinions. Another limitation lies in the absence of a control group, which restricts the ability to make causal inferences regarding the effectiveness of Quizizz compared to traditional teaching methods or other digital tools. Without such comparisons, it is difficult to isolate the platform's impact from other potential influencing factors.

Nonetheless, the study offers valuable pedagogical insights. For educators, the positive student responses suggest that platforms like Quizizz can enhance motivation and classroom engagement, particularly when used thoughtfully and responsively. This finding is supported

by prior research (Wang, 2015; Bicen & Kocakoyun, 2018), which highlights the effectiveness of game-based learning in promoting student interest and active participation. Features such as instant feedback, gamified point systems, and competitive quizzes can increase students' sense of involvement. However, it is essential to acknowledge that not all students thrive in competitive or time-pressured environments. As highlighted by Su and Cheng (2015), overly competitive gamification elements can lead to anxiety or disengagement among some learners. Therefore, teachers should consider customizing Quizizz features, such as extending time limits or disabling rankings, to accommodate diverse student needs and foster a more inclusive learning environment.

From a broader perspective, these findings contribute to the growing body of literature supporting the integration of educational technology in English as a Second Language (ESL) instruction. The preference for Quizizz over traditional "chalk-and-talk" methods, as also noted by Rajendran et al. (2019), reflects a shift toward more interactive and student-centered learning models. In the Indonesian context, where classroom practices tend to be teacher-centered and dominated by passive learning approaches (Serin, H., 2018)), tools like Quizizz can offer a refreshing and effective alternative. Furthermore, the cultural emphasis on social harmony and group cooperation in Indonesian classrooms may enhance the acceptance of collaborative and gamified learning platforms, making them especially suitable for local educational settings.

In conclusion, while the current study has limitations, it highlights the potential of game-based platforms like Quizizz to enhance student motivation and engagement in ESL learning. Future research with larger, more diverse samples and experimental designs could provide more definitive evidence on the long-term effects and educational value of such tools.

CONCLUSION

In conclusion, the results of this study clearly show that the use of Quizizz as a diagnostic assessment can increase ESL students' motivation and positive perception toward learning English. This is demonstrated through survey questionnaires used in this study. Students' positive reactions indicate that they are more motivated, have a good perception, and accept learning English by using Quizizz. The fun and challenging quiz game using Quizizz makes students more enthusiastic and motivated to learn English. In this study, the use of interactive quizzes such as Quizizz succeeded in increasing student motivation so that they were more interested and enthusiastic about learning English, which is the main objective of this study.

The limitations in technology access significantly hinder the effective use of platforms like Quizizz in English language learning. The lack of access to reliable internet and devices can create a significant barrier, as highlighted by the findings of Pratama et al. (2024), which noted that online learning during the pandemic was often marred by technological limitations that affected students' motivation and academic achievement.

The results of this study indicate that the impact of using the Quizizz platform as a gamification learning tool in EFL classes is very large and broad. This finding highlights the importance of intrinsic motivation in learning English. Students will be easier and more active in learning English. Students in this study, who were ninth-grade students at SMPN 3 Tigaraksa, showed increased motivation when learning English through Quizizz as a diagnostic assessment because it provided more engaging and interactive learning and assessment. Students receive instant feedback and compete with peers, thereby fostering a sense of achievement and confidence in learning English. This shows that integrating learning and assessment with games such as the Quizizz platform can increase participation, increase student engagement, and support differentiated learning, as it allows students to learn at their own pace while enjoying the learning process.

To implement Quizizz meaningfully, teachers are encouraged to use the platform not only for review quizzes but also for formative assessment and vocabulary reinforcement activities. For example, teachers can design weekly mini-quizzes that align with lesson objectives or incorporate collaborative game modes to promote teamwork. Additionally, by adjusting features such as time limits or hiding the leaderboard, teachers can reduce pressure and create a more inclusive learning atmosphere for students with varying levels of confidence and digital literacy. On a broader scale, the integration of platforms like Quizizz should be reflected in curriculum development. Curriculum designers can include digital literacy components and gamified assessment strategies as part of language learning goals. Training for teachers should also be embedded within professional development programs to ensure they are equipped with the skills to design and implement game-based learning activities effectively.

These findings will be helpful to everyone involved, especially teachers. Teachers are encouraged to try integrating other interactive technologies, such as Kahoot, Mentimeter, or Google Forms, to make students more motivated and active in learning. These findings are expected to provide additional insights and practical references for teachers who want to implement innovative and interactive technology-based learning and assessment methods that cater to students' learning styles and digital developments.

For future research, a more robust approach is recommended. Employing a mixed-methods design that combines quantitative data with qualitative insights, such as interviews or classroom observations, can provide a more nuanced understanding of student experiences. Longitudinal studies could also help determine whether the motivational effects of using Quizizz are sustained over time or simply a response to the novelty of the platform. Moreover, further studies across diverse school settings and larger sample sizes would enhance the generalizability of the findings and support more comprehensive policy decisions.

In conclusion, while this study supports the use of Quizizz as a tool to increase student motivation in learning English, its success ultimately depends on careful implementation, curriculum alignment, and support from more in-depth research.

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