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The Effectiveness of Using Quizizz in Teaching English as a Foreign Language at a Tertiary Level

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Abstract

This study focuses on the effectiveness of using Quizizz on reviewing lessons for university students who learn English as a compulsory subject in their curriculum. A quasi-experimental quantitative study was employed by analyzing score data of Quizizz tests for 12 weeks and a questionnaire about the impacts of using Quizizz on English lesson revision, motivation, and engagement. A pre-test and post-test design was employed, with one group exposed to Quizizz and another group learned in traditional method. The results show that the application has positive influence on lesson revision and most EFL students are motivated and engaged to learn vocabulary, grammar, and general knowledge in lessons.

Keywords: Quizizz; language learning; student engagement; learning motivation

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1. Introduction

In the era of technology like in this century, many new teaching methods and approaches have been introduced. There always exists a need for teachers to find out solutions to engage or motivate their students to learn English more effectively. Among modern teaching approaches, Game-based approaches have drawn the attention of educators to investigate its impacts on teaching and learning English as Second Language (ESL) or English as a foreign language (EFL). Quizizz is a gamed-based application allowing teachers to create mini games on particular purposes. Since its first introduction in 2015, Quizizz has been widely used in teaching and learning English in different education levels.

In Vietnam, innovation in education has been discussed seriously to improve the teaching quality at all levels. In her research on gamification at university level, Phuong (2020) claimed that students are ready for gamified learning and have a positive attitude toward this approach. At Ho Chi Minh University of Industry and Trade (HUIT), game-based applications such as Kahoot and Quizizz are used by some lecturers to engage students into the lessons as well as enhance their vocabularies and grammar. However,

there are rare studies on its impacts on EFL teaching and learning process at HUIT where students learn English with both Vietnamese and foreign teachers.

Teaching and learning English at university level for non-English majored students plays important role in preparing for their future jobs and higher education. Like other schools in Vietnam, at HUIT, non-English majored undergraduates are required to learn at least three courses of English with Vietnamese and foreign teachers. Beside the coursebook and digital materials, teachers can apply modern methods and approaches to bring as many benefits to their students as possible. Although HUIT students learn English in three courses, English 1, English 2 and English 3 respectively, their English abilities in a class are diverse, which causes some difficulties for the teachers to engage them into lessons. And not like at lower level, university students are rarely checked old lessons orally due to the pressure of time and a large number of students in a class. Study without revision cannot bring good results so that along with transferring new lessons, teachers need to help the students revise main points in each unit to prepare for their final exam. In addition, the students learn vocabulary, grammar, reading and writing skills with Vietnamese teachers while practicing speaking skill with foreign teachers. Although the Vietnamese teachers often teach vocabulary, grammar and reading and writing skills before the foreign teachers give them topics related to the same theme of each unit to speak, many students face difficulties in vocabulary bank and grammar point application in conversation. One of the reasons is that many students learn but do not retain and recall vocabulary and grammar. Each week, they are exposed to different language knowledge of this subject as well as knowledge from many other subjects in their curriculum, which may demotivate them in learning language more effectively. EFL students at HUIT may learn English as a compulsory subject with different perceptions which can even motivate or demotivate them in their learning process. Teaching English in crowded classes with more than 50 students, teachers are required to research and find out teaching aids or teaching methods and approaches that can assist them in working with students more effectively.

The development of technology has brought many innovations in teaching and learning languages. Teachers, these days, have more choices in finding suitable teaching methods and approaches for their students. Most research on applying technology into language acquisition shows positive results; gamification has positive influence on engaging, motivating, enhancing students' learning productivity and performance (Simões, Redondo, & Vilas, 2013; Mohammad et. al., 2018). Many different game-based platforms are introduced and implemented in the classroom. Among them, Quizizz seems to be a good choice in teaching English because it is user friendly, and teachers can design the questions on their own purposes. This free application allows teachers to hold live quiz show for all students in the class and all of them can see their results changing on the leading board, or the teachers can assign homework with due day for their students to practice at home in interesting manner. The teacher can control the time of the games which is very important in teaching plan. One of the benefits of Quizizz is that the teacher can review

questions with the numbers of correct and incorrect answers to give feedback or explain the answer for students.

Many studies have investigated gamification and game-based approach from different aspects like its effects or attitude of students toward them. Quizizz has been investigated in much research in global context and in Vietnam. However, each context contains its own characteristics, and it is required study to examine the effectiveness of using Quizizz for different purposes. This study aims to measure the impacts of using Quizizz on a specific aspect of learning English, reviewing lessons- vocabulary and grammar as well as investigate how this application engages and motivates the students in learning English at university level. HUIT students learn speaking skill with foreign teachers while other skills like reading, listening, writing, grammar, and vocabulary with their Vietnamese teachers. If the study shows positive results, Vietnamese teachers can confidently apply this game platform into their teaching collaborating with foreign teachers as well as their own assessment.

The research aims to answer the following questions:

1. *To what extent does Quizizz help EFL students review old lessons?*
2. *What is the attitude of EFL students and the teacher towards using Quizizz to review lessons?*
3. *What challenges do they encounter when implementing Quizizz in the classroom?*

2. Literature review

According to Ellis (1997), second language acquisition is defined as “the way in which people learn a language other than their mother tongue, inside or outside of a classroom” (p. 3). ESL students have more chances to practice their English in social activities, which is different from EFL students who learn and practice English in life-like pedagogical contexts. English is compulsory taught at tertiary levels as a continual process from lower levels because it is the global language and a requirement for students entering their workforce and higher education. Unlike English-majored students, EFL learners study English as a subject including 4 main skills reading, speaking, listening, and writing besides vocabulary and grammar. Therefore, there are many challenges impacting on their learning which can be both objective and subjective factors (Nariswariatmojo, 2011). Jacob (2018) mentioned unqualified teachers, learning environment, and teaching materials as well as students’ perception as main factors causing challenges in learning English at university level.

To help EFL students overcome their difficulties to achieve better learning outcomes, many studies are conducted. McDonough (1983) and Ellis (1994) considered motivation as a crucial factor which decides the success or failure in learning English of learners. Between 2 types of motivation- intrinsic motivation and extrinsic motivation, Arnold (2000) claimed that students with intrinsic motivation will have desire of

learning for themselves so that Lightbown & Spada (1999) said that it was difficult for teachers to affect this kind of motivation because their different education background. Harmer (1991) claimed that extrinsic motivation refers to rewards and punishments, which teachers can focus on to increase interest and motivate learners to complete the goal. Woolfolk & Margetts (2007) agreed that engagement and motivation increase learners' outcome. Therefore, modern teaching methods have been introduced to boost the engagement and motivation of students in their language learning. Gamification or game-based approach is rather popular nowadays because of its effectiveness in teaching and learning EFL at tertiary level.

2.1. History and the development of game-based teaching approach and Quizizz

Game-based teaching approach has been examined and implemented widely in education' in second language acquisition, previous studies on this approach gave positive results. Several research confirmed that game-based approaches engage, motivate students, and contribute positively to their study outcomes (Annetta et al., 2009; Clark et al., 2019; Miller & Hegelheimer, 2006;). Different studies investigated this approach from different aspects of their own teaching and learning context, but the results consistently confirm the positive influence of this method.

Quizizz was first introduced in 2015, this online learning application has been used widely as a teaching and learning tool because of its property which enhances the interaction between the teacher and learners through interactive games (Junior, 2020). According to Syariafdi (2023), Quizizz's original purpose is to enhance the satisfaction and involvement of students into their education, and it is increasingly popular with more than 20 million users globally. Despite its popularity, there are not many research papers on the application of this specific app.

Quizizz is considered as a good teaching tool because of its various functions. Quizizz provides interesting features like leading board, memes, sounds, tricks, and feedback so that teachers with their creativity can create their own quiz, modify existing quiz, or use available games designed by others for their own purposes (Pitoyo & Asib, 2020; Rahayu & Purnawarman, 2019). Mukhtar et al. (2019) made it clearer by explaining that the teacher can creatively design the questions in quizzes for their teaching and learning context and they can also create quizzes to assess their students understanding after lesson, which brings benefits to both the teachers and their students.

It is a useful tool to create learning environment in which students find fun and interesting with interactive and engaging activities (Degirmenci, 2021). Mulatsih (2020) confirmed this advantage and added that Quizizz can boost students' concentration and learning motivation. Zhao (2019) and Rizki & Kurniawati (2022) confirmed the usefulness of this app because of its enhancing positive learning experience. (Pramudita, 2023) also added that Quizizz was a useful learning app which can increase the involvement and active performance of students into their learning English.

In addition, like other games, Quizizz provides live game show in which learners can retain, recall their knowledge while competing with their classmates in the leading board, engaging them into classroom activities (Syariafdi, 2023). Competition may engage learners into doing the quizzes and motivate them to improve their knowledge to compete with their classmates or rivals.

Rahayu & Purnawarman (2019) added another advantage of Quizizz which was it allows students to review the questions and understand the questions or the lesson better. Quizizz is considered as an assessment tool because the teachers can create the questions, save the score, and give feedback based on the students' correct and incorrect answers (Mulatsih, 2020; Risan, 2021).

Several research has given positive attitude towards Quizizz application in teaching and learning English skills and revision from students' perception. This game platform helps students develop their confidence when studying online (Dhamayanti, 2021). Students have positive attitude towards Quizizz which inspires them to learn English (Irwansyah & Izzati, 2021). According to Zulfa & Ratri (2022), students have favorable perception towards Quizizz because its interesting features such as music, various and funny avatars, colorful displays engaged students in learning and motivated them to complete assignments, which made the learning more enjoyable. Dewi & Astuti (2021) and Zuhriyah & Pratolo (2020) supported the positive perception of students towards this game platform implementation when they found out that Quizizz had effective influence on students' learning English motivation, attention, and concentration on their online learning. Fakhruddin & Nurhidayat (2020) shared that students were more keen on learning activities and found learning English grammar enjoyable. Pitoyo, Sumardi, and Asib (2019) found out that Quizizz could reduce anxiety of students in doing tests and exams.

Through many studies, researchers agreed on the positive perception of both teachers and students towards using Quizizz in teaching and learning English online and offline contexts. It can be consumed that Quizizz may bring benefits to both teachers and learners, and it may become more popular and widely implemented in teaching and learning English as second language, English as foreign language (EFL).

2.2. The challenges of implementing Quizizz in classroom

Besides advantages, there are challenges in implementing Quizizz in teaching and learning English, but very rare studies examine this aspect. Syariafdi (2023) synthesized challenges in the literature review. Firstly, to launch a live quiz, there is a need for stable and strong internet connection (Göksün & Gürsoy, 2019) because weak internet access may negatively affect the quality of the quiz like unresponsiveness (Harahap & Kembaren, 2023). Another challenge is that teachers have less control over the game (Wen & Aziz, 2022) so that students can easily cheat (Colodeeva, 2021).

3. Methodology

The study employs quasi experimental research, in which a pre-test and posttest are aimed to collect the data about the effectiveness of using Quizizz in teaching EFL undergraduates.

In the current study, 103 students from two classes who were not majoring in English made up the sample that will be examined. Convenience sampling was used to choose research participants so as not to interfere with the university's training program. Participants were divided into experimental groups (EG, n=52) and control group (CG, n=51). Table 1 contains further information about the individuals.

Table 1. Participants demographic information

Gender_CG					Gender_EG						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	28	53.8	54.9	54.9	Valid	MALE	31	59.6	59.6	59.6
	FEMALE	23	44.2	45.1	100.0		FEMALE	21	40.4	40.4	100.0
	Total	51	98.1	100.0			Total	52	100.0	100.0	
Missing	System	1	1.9								
Total		52	100.0								

In order to gather quantitative data, students took a pretest and a posttest before and after utilizing Quizizz to teach English to non-major students. This allowed researchers to determine how the two groups' performance differed. These students who study the first level of English in their curriculum taking the pre-test belong to 2 classes: one class study with traditional teaching method in which teachers give instruction and check students' understanding through exercises and oral revision while the experimental class study with Quizizz application after each unit to revise vocabulary, grammar and reading comprehension. After 10 weeks, these 103 students take the post-test. The pre-test and post test results will be analyzed to find out whether using Quizizz improves their English outcomes. The test that is used as pre-test and post-test is designed based on their syllabus with 20 multiple choice questions. Before conducting the study, the test was carefully checked for the validity and reliability by official lecturers of faculty of Foreign Languages at HUIT. After that, six students and the teacher in the experimental class are interviewed to understand their attitudes towards using Quizizz as well as the impacts of using Quizizz on students' engagement and motivation. Both the students and the teacher were asked open questions about using Quizizz and its influence.

The research employs 103 first year EFL students, including 59 males and 44 females who are in their second semester at HUIT. The participants all have at least 7 years of learning English as a compulsory subject at lower level and all of them have just passed the national entrance exam to win their slots at the university. Non-English majored students start to learn subject English from their second semester. They have different majors but are required to study three courses of English at the university. They also have

different education background because not all of them come from Ho Chi Minh city; therefore, they may have different exposure to English at lower education levels. For 10 weeks, both classes study five units in the textbook with vocabularies of different themes such as journey, appearance, entertainment, learning, and tourism as well as grammar points, including comparative, superlative, tenses, modal verbs, and indefinite pronouns. Besides that, the students in both classes have four meetings with foreign teachers to practice speaking topics similar to themes they learn with the Vietnamese teachers.

After each unit, the Vietnamese teacher lets her students in the experimental group review vocabulary and grammar and even short comprehensive paragraph by doing Quizizz. There are about 10 items in each quiz lasting about 15 minutes including instruction, doing quiz, and giving feedback. The teacher can use the results of the quizzes as contribution points or a small part of progress results. All classes are well equipped with Wi-Fi connection, projector, a large rolling screen, and sound system. Both the teacher and students are familiar with using technology in their teaching and learning at school.

Prior to conducting the research, the researcher asked permission from the Dean and the Vietnamese teachers as well as explained the purpose of the study to make sure that the students find comfortable and cooperative during the examined period. After 10 weeks, six students and the teacher in the experimental group are voluntarily interviewed. To release the pressure of interview session, the researcher conducts group interviews with these six students and a separate interview with the teacher.

4. Results and findings

4.1. The effectiveness of implementing Quizizz to revise old lessons

The pretest mean scores were computed. The pretest scores mean for CG and EG are 6.18 and 5.66, respectively, as indicated in Table 2. There is obviously not much of a difference between the two numbers. In comparison to the mean score of EG ($M = 5.66$, $SD = 1.69$, $n = 52$), the mean score of CG ($M = 6.18$, $SD = 1.38$, $n = 51$) is marginally lower.

Table 2. The Effectiveness of Using Quizizz in Teaching English as a Foreign Language at University Level

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Grade_Pre_CG	51	2.20	7.70	6.1843	1.38179
Grade_Pre_EG	52	1.10	8.30	5.6558	1.68853
Valid N (listwise)	51				

The two groups' posttest score correlation has been looked at. An association between the CG and EG posttest scores was shown in Table 3.

Table 3. Posttest results comparison

Descriptive Statistics			
	Mean	Std. Deviation	N
Grade_Post_CG	7.1843	2.13217	51
Grade_Post_EG	8.8346	1.43443	52

Correlations			
		Grade_Post_CG	Grade_Post_EG
Grade_Post_CG	Pearson Correlation	1	.627**
	Sig. (2-tailed)		<.001
	N	51	51
Grade_Post_EG	Pearson Correlation	.627**	1
	Sig. (2-tailed)	<.001	
	N	51	52

** . Correlation is significant at the 0.01 level (2-tailed).

There was a significant association between Class EG and CG for Posttest scores, as indicated by Table 3's Sig (2-tailed <0.01, r = 0.63). Consequently, a remarkable connection between the two groups' scores guaranteed the posttest's excellent reliability.

The basic descriptive statistics of the CG and EG posttest scores, as shown in Table 4, indicate that the EG posttest mean score (M = 8.83, SD = 1.43, n = 52) is higher than the CG posttest mean score (M = 7.18, SD = 2.13, n = 51). A test would then be performed to determine if there was a statistically significant difference between the mean scores of CG and EG.

Table 4. Basic descriptive statistics of the Control Group (CG) and the Experimental Group (EG) posttest scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Grade_Post_CG	51	2.20	10.00	7.1843	2.13217
Grade_Post_EG	52	4.40	10.00	8.8346	1.43443
Valid N (listwise)	51				

Table 5 shows that the Independent Sample T-test indicates that there was a statistically significant difference (t=-4.62, df=101, p<0.01) between the posttest averages of CG and EG. As a result, following treatment, CG and EG's language performance altered. In particular, EG's language performance was noticeably better.

Table 5. Group statistics and independent samples test

Group Statistics					
Grade_Post	Group	N	Mean	Std. Deviation	Std. Error Mean
	CG	51	7.1843	2.13217	.29856
	EG	52	8.8346	1.43443	.19892

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Grade_Post	Equal variances assumed	14.521	<.001	-4.617	101	<.001	-1.65030	.35744	-2.35936	-.94124
	Equal variances not assumed			-4.600	87.365	<.001	-1.65030	.35876	-2.36334	-.93727

Independent Samples Effect Sizes					
		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Grade_Post	Cohen's d	1.81371	-.910	-1.314	-.502
	Hedges' correction	1.82732	-.903	-1.304	-.498
	Glass's delta	1.43443	-1.150	-1.592	-.700

Table 6 provides visual evidence of the improvement. As be shown in the table below, there is a difference between the results of two groups and it serves as evidence for how using Quizizz improves the students' vocabulary, grammar, and general knowledge of previous lessons in their learning program.

Table 6. Paired samples statistics and correlations

Paired Samples Statistics					
Pair 1	Grade_Post	Mean	N	Std. Deviation	Std. Error Mean
	Grade_Post_CG	7.1843	51	2.13217	.29856
	Grade_Post_EG	8.8314	51	1.44852	.20283

Paired Samples Correlations				
Pair 1	Grade_Post_CG & Grade_Post_EG	N	Correlation	Sig.
		51	.627	<.001

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Grade_Post_CG - Grade_Post_EG	-1.64706	1.66473	.23311	-2.11527	-1.17884	-7.066	50	<.001

Paired Samples Effect Sizes						
		Standardizer ^a	Point Estimate	95% Confidence Interval		
				Lower	Upper	
Pair 1	Grade_Post_CG - Grade_Post_EG	Cohen's d	1.66473	-.989	-1.322	-.650
		Hedges' correction	1.67735	-.982	-1.312	-.645

By comparing the results of pretest and posttest, the researcher can strongly conclude that implementing Quizizz has clear effectiveness in recalling vocabulary and grammar as well as knowledge of previous lessons, which plays an important role in preparing students for the final exams and partly contributing to improving their English ability.

4.2. Attitudes towards using Quizizz and challenges during the process

To have an insight into the attitude of the students towards implementing Quizizz to recall previous lessons and improve their English ability, the study analyses the interviews of the teachers and six random students in experimental class.

In the interview with students, for the first interview questions “Do you like to use Quizizz in your English class? Why or why not?” All of them consistently prefer using Quizizz and then each of them gives out their point of view. Student 1 said that using Quizizz is easy and exciting like when they are playing games, which engages them in revising vocabulary, grammar and even information in each unit to compete with other classmates. She added that the top ten on the billboard will get plus points, which serves as a bonus initiative for all of them to work harder. Additionally, student 2 agreed with that idea and added Quizizz encouraged her to revise lesson, which she had rarely done before in traditional class with oral checking previous lessons. She also claimed that “the more correct answer you get, the more strikes and other power tools you can get. It is amazing to see your name in the top ten and it is definitely a victory to see that you beat other opponents.” Student 3 shared that this activity served like a motivation and encouragement for him to go to class because he likes competitive games in which he can play as well as learn or revise old knowledge because “after the game is finished, I can review my answer and compare with correct answer.” Student 4 showed enthusiasm about Quizizz and said that this activity encourages him to revise the main point in each unit because the questions in Quizizz are not just only multiple choice but also in written format. Therefore, to get correct answer, it is required to enter correct spelling and grammar. He added that “Quizizz is a relaxing way to learn English.” Student 5 agreed that playing with friends is interesting and fun. She added that “This activity is a kind of test, but it is not as stressful as tests. Specifically, you have another chance to answer one of questions that you gave incorrect answer. It is like an award for your working hard.” Student 6 said that she preferred studying and reviewing lessons by this method more than learning by heart and trying her best to survive the tests. She also said that she liked the way her teacher walking around the classroom during the Quizizz show to make sure that all students were playing fairly. That makes all the students learn harder instead of cheating to get high score. Additionally, after completing the quiz, students have a chance to review their answers and figure out the correct answers. Student 6 also shared that some students even asked the teacher for more explanation of their incorrect answers. It can be seen that the students have positive attitude towards using Quizizz and they seriously

treat Quizizz as a good tool to revise the lesson as well as to improve their English instead of a competitive game for fun.

When being asked “Can you share in detail how implementing Quizizz helps you revise your old lesson?” and “How does this activity help you with your learning English?” two students said that they focus more on their learning; specifically, they took notes more often and had a quick look at their notes when they had time. Another student shared that she even revised vocabulary and grammar with her classmates the night before the quiz day because she wanted to be in the top ten of the billboards. At first, it took her a lot of time to learn and check with classmates, but after about two weeks, she caught up with the pace of the class and gained more confidence and found Quizizz helps her revise lessons more effectively and comfortably. The others shared that Quizizz improved the classroom atmosphere when most of the students being engaged into the activity. In their first time doing Quizizz, the teacher let them open the book if they were not sure about the answers, but after that time they knew that they should carefully learn every unit because the next quiz could include a few items from previous lessons instead of only one lesson. One student also added her own case that she did not like learning English because it was boring and she often forgot new vocabularies and grammar; however, she was engaged with Quizizz firstly because it was fun, and it was also a bit embarrassment if you got low score. Therefore, she tried to listen to the teacher in the classroom and revise old lessons more often. She said, “I have never thought that each lesson has many interesting things until I pay attention to them.” Furthermore, another student shared that “I am lazy about learning new vocabulary and grammar structures, so I often give up on tests and get bad results. However, when I learn and revise vocabularies and grammar by Quizizz, I can see that when I have more vocabularies and grammar knowledge, I can read and understand lesson easier, and I like to learn English more.”

For the question “do you encounter any problem when using Quizizz to revise old lessons?” Some of the students agreed that technical problems sometimes could be an interrupting factor. One said that “the faster you answer the question and of course answer it correctly, the more points you can get. Therefore, when the internet is bad, I find it so annoying.” Another added that it was definitely a nightmare if you had forgotten to charge your cell phone before the class. In general, they claimed that they found it rather difficult to read and understand questions in English at first, but after a few weeks, they were familiar with that style and caught up with the Quizizz activity better and more effectively. Additionally, they shared that the teacher always observed and gave them encouragement to get better results next time. The teacher used the Quizizz results as bonus points for their progress recording, which encourages them to work hard and improve themselves. They also agreed that the feedback the teacher gave after the quiz helped them revise the vocabulary and grammar points better, especially, the questions that they got incorrect answers. These

problems about the internet, digital devices, or anxiety when students got low scores seem not to affect the advantages that Quizizz brings to the students.

In the interview with the teacher, the research focus on exploring their experiences with implementing Quizizz to recall vocabulary and grammar of previous lessons as well as challenges that the teacher encounters during that time. The teacher shared that she understood most of her students enjoy playing games more than learning in traditional ways because these students were born and grew up in the era of technology; however, that was just her own consumption and experience without real research to confirm the effectiveness of technology into her teaching at university level. Both control class and experimental class were taught by the same teacher so that she could clearly share her observation and experience. She claimed that both classes studied rather well because they had studied English at their lower educational levels. However, she confirmed the effectiveness of Quizizz in recalling previous lessons, especially the vocabulary and grammar by saying that “my students are engaged into their learning, specifically, they take note the vocabulary and grammar theory when I write them on the board or show on the slides. They actively prepare the lessons and contribute to new lesson more enthusiastically in experimental group than in the other group.” Additionally, the teacher also saw the differences in the classroom atmosphere in the two classes. In control group, the number of students skipped the class are much higher than in the other class because they were not motivated to learn and revise lesson in the interesting way of playing Quizizz. In the experimental class, the students have become more active and encouraged to learn better in class, self-study at home and perform better in Quizizz activities. She said, “when they saw the Quizizz on the screen, they become excited and actively joined the quiz and even asked me for more exciting sound themes to increase the competitive atmosphere.” The teacher showed a positive attitude towards the implementation of Quizizz in her class because her students played in comfortable atmosphere and learned seriously instead of playing for points. She gave evidence that she always showed the questions and explained the answers for the students, especially, she gave more examples to illustrate the grammar points or vocabularies questions that many students had got incorrect answers. She felt happy when her students asked her for explanations and took notes on important knowledge because it meant that they learned seriously and wanted to improve themselves. She also shared that the number of students engaged in the activity increased and after a few weeks, a vast majority of her students gained more confidence, and their results improved a lot. She also said that the students revising old lesson with Quizizz remembered the vocabulary and grammar better and even showed that they could use these vocabularies and grammar in different contexts in different quizzes whereas most of the students in the control group easily forgot them after about two units.

In terms of challenges in implementing Quizizz, the teacher shared that she had to invest more time and effort to create a library of quizzes because the questions should encourage the students to understand and apply their knowledge in different contexts instead of learning by heart and then forgetting easily. The

quality of the quizzes needs to be improved to engage the students in this activity. According to her, the feedback and support promptly were very important because students found this activity important and meaningful instead of a just-for-fun game. She emphasized the importance of reflecting after each quiz for more innovation because if the teacher did not manage the class well or give necessary supports, Quizizz can demotivate the students or they could cheat to get high scores instead of learning for themselves. She also claimed that “always in the position of well preparing for unpredicted problems is very important.” She said that sometimes she let some students use her own Wi-Fi or even let them borrow digital devices to do the quiz. Finally, she strongly believed that Quizizz brings a lot of benefits to her students not only recalling their old lessons but also their general knowledge that they have learnt in each unit.

In general, the study confirms the effectiveness of implementing Quizizz in learning English, especially to recall the vocabulary and grammar points by comparing the pretest and posttest results of two groups. According to the interviews results, Quizizz can be used as a useful tool because like Degirmenci (2021), Mulatsih (2020), Zhao (2019), Rizki & Kurniawati (2022), Rizqi (2023), and Pramudita (2023) claimed that Quizizz can boost students' concentration and motivate them into their learning. Additionally, this research shows that the students were engaged in the quizzes and revised their lessons more effectively, which supports Syariafdi's (2023) conclusion.

Regarding to the attitudes towards using Quizizz, although at HUIT, students used Quizizz in their classroom instead of online learning like Dhamayanti (2021), the results in both studies are the same and contribute to confirming factors that Quizizz attracts students and makes learning English vocabulary and grammar enjoyable. In general, students have positive perspective towards using Quizizz in learning English, vocabulary, and grammar like Zulfa & Ratri (2022), Dewi & Astuti (2021), Zuhriyah & Pratolo (2020), Nurhidayat (2020), Pitoyo, Sumardi & Asib (2019) concluded. This study adds that students also have positive attitudes towards using Quizizz in recall vocabulary and grammar as well as general knowledge in previous lessons. Therefore, it can encourage students to self-study better than learning with traditional methods. Furthermore, the teacher also expressed positive perspective towards implementing Quizizz in her classroom to revise old lessons and improve her students' English vocabulary and grammar.

In terms of challenges in challenges when implementing Quizizz, the study also mentions difficulties related to technical problems and class management like Göksün & Gürsoy (2019) Harahap & Kembaren (2023), Wen & Aziz (2022) and Colodeeva (2021) claimed. However, these challenges are minor, and the teacher and students overcome them easily. The teacher in this research added more challenges related to teacher's investment into the quiz question quality, feedback, support, and reflection after each quiz.

In general, the study confirms other previous research related to the effectiveness of implementing Quizizz as well as the positive attitudes of students towards this implementation. The paper also adds more valuable aspects when using the game application to revise old lessons.

5. Conclusion

Game-based approach has been widely introduced and applied in tertiary educational level for a long time. Among applications, Quizizz has been proved to be an effective tool for English learning and teaching. This study once again confirms the effectiveness of Quizizz as well as the positive attitude of both the teacher and the students in using Quizizz in revising vocabulary and grammar points. These findings are carefully interpreted from quantitative and qualitative data from control and experimental groups. As can be seen from the findings, the teacher is experienced and can apply technology rather well into her teaching. In the future, more studies should be conducted to deeply investigate the challenges of most of the teachers to suggest effective ways to widely implement Quizizz in not only revising old lessons but also in other sections.

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