



## Students' Perceptions of Learning Vocabulary Through Quizizz Word Formation Games: A Qualitative Case Study at Senior High School

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### Abstract

*This qualitative case study explores students' perceptions and learning experiences in using Quizizz word formation games to learn vocabulary at MAN 1 Pamekasan. Thirty eleventh-grade students participated in two Quizizz sessions (Basic and Advanced levels) covering prefixes and suffixes. Data were collected through classroom observations, student worksheets, and semi-structured interviews with fifteen purposively selected students. The findings reveal that students perceived Quizizz as enjoyable, engaging, and more effective than conventional methods. Students particularly favored the leaderboard and avatar features, while the timer was reported as a source of anxiety for the majority of students. Students demonstrated improved morphological awareness through repeated analysis of prefixes, suffixes, and root words, particularly in their ability to analyze complex words using a word-breaking strategy (identifying the root word before analyzing affixes). The instant feedback feature helped students learn from mistakes immediately. This research contributes to the understanding of morphology-based vocabulary learning through digital game-based platforms and provides practical insights for teachers seeking innovative strategies to enhance student engagement and vocabulary mastery.*

## 1. Introduction

English as a global lingua franca plays a central role in international education and professional communication. In Indonesia, English is taught as a foreign language at every school level to prepare students for global academic and career competition (Mauliska & D'Angelo, 2024); (Tenenti, 2023). As the foundation of language skills, vocabulary serves as an important basis for mastering reading, writing, speaking, and listening. (I.S.P.Nation, 2001) states that vocabulary knowledge is important for communication skills because it supports fluency and accuracy. To strengthen vocabulary learning, students should understand how words are formed through morphological processes such as prefixes and suffixes. According to (Yule, 2010), morphology is the study of word structures and the way morphemes combine to form new meanings.

Based on observations at MAN 1 Pamekasan, students still tend to use simple and repetitive vocabulary, indicating their limited vocabulary knowledge, particularly in word formation. Many students experienced difficulties in mastering vocabulary and forming words correctly. This condition shows that students' understanding of morphological processes remains weak. Furthermore, there is a need for interactive learning media to make students more interested and active in the learning process.

In response to these challenges, game-based learning has gained significant attention. Quizizz is an interactive game-based learning platform that allows educators to create formative assessments in a quiz format (Zuhriyah & Pratolo, 2020). Several studies have investigated the use of Quizizz in language learning. (Zuhriyah & Pratolo, 2020) found that Quizizz was perceived as an engaging tool that boosted students' confidence and motivation. (Maming et al., 2023) reported that Quizizz significantly enhanced vocabulary achievement compared to conventional methods. (Dehghanzadeh et al., 2021) in their systematic review found that gamification elements such as points, leaderboards, and levels create positive learning experiences for language learners.

Despite its advantages, gamification in language learning is not without limitations. Studies have shown that game-based platforms can sometimes lead to digital distraction, where students focus more on competitive elements than on linguistic accuracy. Additionally, the pressure of timers and leaderboards may trigger anxiety among lower-proficiency learners, potentially discouraging rather than motivating them.

Technological dependency and unequal access to devices or stable internet connections also pose challenges in classroom implementation. These limitations highlight the need for a balanced approach that integrates gamification with explicit instructional support, which the present study addresses by examining students' cognitive processes in word formation.

While Quizizz has been widely used for general vocabulary testing, this research specifically explores the cognitive processes involved in word formation, such as the word-breaking strategy (identifying root words before analyzing affixes), which has rarely been discussed qualitatively in the context of digital game-based platforms. This focus on morphological awareness through interactive gamification distinguishes this study from previous research that primarily examined Quizizz for general vocabulary retention or reading comprehension.

Therefore, this present study aims to fill this gap by exploring students' perceptions and learning experiences in using Quizizz word formation games in learning vocabulary. The research questions are: (1) What are the students' perceptions of learning vocabulary through Quizizz word formation games at MAN 1 Pamekasan? (2) How are students' learning experiences in using Quizizz word formation games in learning vocabulary? The novelty of this study lies in its specific focus to combine the Quizizz Word Formation Game with a qualitative case study method to explore students' cognitive processes in learning vocabulary through morphological awareness.

## **2. Method**

This research employed a descriptive qualitative case study design. A case study approach was chosen because it allows an in-depth, contextualized investigation of a bounded system, as described by (Hays, 2004) who states that case studies involve an in-depth examination of an individual, topic, issue, or program to produce detailed descriptions and interpretations. The descriptive qualitative nature of this research aimed to describe students' perceptions and learning experiences as they naturally occurred, without manipulating any variables.

The research was conducted at MAN 1 Pamekasan, a public Islamic senior high school in Pamekasan, East Java, Indonesia. The research took place over two meetings: Meeting 1 (Basic Level) on April 20, 2026, and Meeting 2 (Advanced Level) on April 21, 2026. Semi-structured interviews were conducted individually from April 22 to April 23, 2026.

The participants of this research were thirty eleventh-grade students from class XI A. From this group, fifteen students were purposively selected for in-depth interviews to represent a range of learning experiences (coded S01-S15). The selection of fifteen students was based on the principle of data saturation in qualitative research, ensuring a range of perspectives from different performance levels while maintaining depth of analysis. Although achievement levels were initially considered during selection, the analysis ultimately focused on identifying common themes across all participants to capture shared experiences and perceptions.

Three data collection techniques were employed in this research. First, classroom observation was conducted during both meetings (ninety minutes each) using an observation checklist. The researcher acted as a participant observer, actively involved in the learning process by answering students' questions and assisting those with technical issues. To ensure objective data collection, a research assistant was also present to complete the observation checklist when the researcher was distracted or occupied.

The researcher's dual role as teacher and participant observer may have influenced students' behavior, as students might have performed more attentively under observation. To minimize this potential bias, the researcher limited verbal interaction during Quizizz sessions and relied on a research assistant to record observations when the researcher was actively assisting students. Students were also informed that their participation was voluntary and that their responses would be anonymized. The observation focused on recording students' engagement, reactions to Quizizz features (leaderboard, timer, music, avatar), morphological awareness behaviors, and technical constraints.

Second, semi-structured interviews were conducted individually with fifteen selected students. Each interview lasted twenty to thirty minutes and was conducted in Indonesian to ensure rich responses. According to (Hays, 2004), interviews in qualitative research are instrumental in providing a deeper understanding of the thoughts, perceptions, and lived experiences of individuals. The interview protocol consisted of fifteen main questions covering students' perceptions of Quizizz (enjoyment, features, difficulties) and their learning experiences (understanding of prefixes and suffixes, strategies, and overall impressions). All interviews were audio-recorded and transcribed verbatim.

Third, document collection was conducted by gathering Quizizz score reports, morphological analysis worksheets (where students analyzed complex words into prefix, root word, suffix, and meaning), and sentence production worksheets (where students created sentences using words with prefixes and suffixes).

The instruments used in this research included an observation checklist adapted from classroom observation guidelines covering learning process, Quizizz session, response to features, and morphological awareness; an interview protocol of fifteen semi-structured questions validated by two expert lecturers; Quizizz word formation games consisting of two sets of quizzes (Basic and Advanced levels) covering prefixes (un-, re-, dis-, im-, mis-) and suffixes (-ness, -ful, -less, -able, -ment); and morphological analysis and sentence production worksheets completed by students during both meetings.

Data were analyzed using thematic analysis, following the six-phase framework proposed by (Braun & Clarke, 2006), which includes familiarization, generating initial codes, searching for themes, reviewing themes, defining themes, and producing the report. The analysis proceeded through three main stages adapted from (Campbell et al., 2011): data reduction, data presentation, and

conclusion drawing. In the data reduction stage, interview transcripts from fifteen students were coded inductively to identify significant statements and initial themes.

The coding process was conducted manually, with themes discussed and refined between the researcher and a research assistant to enhance reliability. Observation data from field notes were organized and summarized to focus on key student behaviors. In the data presentation stage, the analyzed data were presented in narrative descriptions and thematic matrices. In the conclusion drawing stage, the researcher interpreted the meaning of the data and drew conclusions based on emerging patterns.

To ensure trustworthiness, two triangulation techniques were applied based on (Carter et al., 2014): data source triangulation and method triangulation. Data source triangulation was implemented by gathering information from multiple sources, including students (through interviews and observations), classroom observation notes, and supporting documents such as Quizizz activity reports and student worksheets. Method triangulation was employed by utilizing three complementary data collection methods: observation, semi-structured interviews, and document analysis.

This dual approach enabled cross-verification of data, enriched contextual understanding, and minimized potential bias throughout the analytical process. Ethical considerations included informed consent from students and parents, voluntary participation, anonymity through the use of student codes (S01-S15), and secure data storage.

### **3. Result**

#### *Thematic Overview*

The findings of this research are organized into four main themes that emerged from the data analysis: (1) Perceived Enjoyment and Engagement, (2) Preferred Features and Challenges, (3) Development of Morphological Awareness, and (4) Word-Breaking Strategy as a Cognitive Tool. Data were collected from classroom observations, student worksheets, and semi-structured interviews with fifteen students (coded S01-S15).

Table 1. Thematic Matrix of Research Findings

Theme	Sub-Theme	Key Finding	Student Code
Perceived Enjoyment	Fun and interactive	Students found Quizizz more enjoyable than conventional methods	S01, S02, S06, S11
Preferred Features	Leaderboard	Students enjoyed seeing their rankings	S01, S06
Preferred Features	Avatar	Students liked personalizing their learning experience	S02, S03, S08
Perceived Challenges	Timer	Timer caused anxiety and panic during quizzes	S01, S06, S07, S09
Perceived Challenges	Internet connection	Technical constraints disrupted participation	S02, S08, S10
Morphological Awareness	Prefix/suffix recognition	Students could identify affixes in complex words	S01, S02, S11
Morphological Awareness	Root word identification	Students struggled with root words in long words	S02, S07, S10
Word-Breaking Strategy	Analytical approach	Students found root word first, then analyzed affixes	S01, S03, S11

### *Perceived Enjoyment and Engagement*

The most prominent theme emerging from the data was students' strong sense of enjoyment when learning vocabulary through Quizizz. Across different performance levels, students consistently described their learning experience as fun, enjoyable, and not boring. During both meetings, observation checklists recorded that students showed enthusiastic expressions, clapped, and immediately prepared their smartphones when the teacher announced they would play Quizizz. The classroom atmosphere became lively, with students actively participating throughout the sessions.

One student (S01) expressed his excitement: "Happy, Ma'am. It's fun and not boring."

Another student (S06) shared: "Happy, Ma'am. Quite fun, especially when seeing the leaderboard."

Even a student who initially struggled with the material (S11) acknowledged her growing enjoyment: "Quite happy, Ma'am. In the first meeting, I got many wrong answers, but in the second meeting, I could do quite well."

When asked to compare Quizizz with conventional methods such as taking notes or listening to lectures, all interviewed students unanimously agreed that Quizizz was more enjoyable and effective. Students reported that conventional methods often made them feel sleepy or bored, while Quizizz kept them focused and alert. One student (S02) explained: "More enjoyable and effective. I remember better because it's repeated."

Another student (S06) stated: "More fun, Ma'am. Usually I get sleepy, but when playing Quizizz I become focused."

#### *Preferred Features and Challenges*

Students showed varying preferences for Quizizz features. The leaderboard and avatar emerged as the two most frequently mentioned favorite features, while the timer was reported as the most disturbing element.

Regarding the leaderboard, one student (S01) enthusiastically stated: "The leaderboard, Ma'am. I like seeing the rankings."

Another student (S06) agreed: "The leaderboard and visuals make it fun."

The observation checklist recorded that when a student achieved first position, he smiled and shouted with joy, while another student in the last position appeared disappointed and sighed. These reactions indicate that the leaderboard created a healthy competitive atmosphere.

However, not all students responded positively to the competitive atmosphere. Several students admitted that the leaderboard created anxiety, particularly when they fell to lower positions. One student (S06) explained that the pressure to maintain a high rank sometimes distracted her from carefully reading the questions. Another student (S10) noted that she felt embarrassed when her name appeared at the bottom of the leaderboard. These responses indicate that while competition motivates some learners, it may also discourage others, suggesting the need for teachers to balance gamified elements with supportive feedback.

The avatar feature was particularly popular among students. One student (S02) explained: "The avatar, because I can change it."

The mountain climbing visual theme also received positive comments. The same student (S02) described: "The visual display is very interesting because the theme is an adventure like climbing a mountain."

However, the timer caused significant anxiety for the majority of students. One student (S01) commented: "The time is a bit fast, Ma'am. But I can still follow."

Another student (S09) stated: "Sometimes the timer makes me panic."

Interestingly, despite the pressure caused by the timer, one student (S01) noted that it also had a positive effect: "The timer sometimes makes me panic, but it's also good to make me fast."

Students' responses to the music feature were mixed. While the observation checklist recorded that no students complained about the music during the sessions, several students admitted during interviews that the music disturbed their concentration. One student (S02) stated: "Yes, except for the music."

Another student (S07) confirmed: "Sometimes the music disturbs concentration, Ma'am."

Technical constraints were also reported. Several students experienced internet connection problems, and the observation checklist confirmed that one student failed to login multiple times in Meeting 1 and had to borrow the teacher's phone. The student (S10) who experienced this issue stated: "The connection and time are limited, Ma'am."

### *Development of Morphological Awareness*

The majority of students reported improved understanding of prefixes and suffixes after learning with Quizizz. This finding was supported by students' ability to analyze complex words in their worksheets and interviews.

One student (S01) explained his growing understanding: "Yes, now I understand the difference between prefixes and suffixes."

He further demonstrated his understanding by analyzing the word "unforgettable": "'Unforgettable' has the prefix 'un-', root word 'forget', and suffix '-able'."

Another student (S02) expressed a significant transformation: "Changed a lot. I used to be confused about which is prefix and which is suffix."

Even a student who initially struggled (S11) showed progress: "Yes, Ma'am. In the second meeting, I understood more."

One of the main difficulties students faced was identifying the root word, especially in long words with multiple affixes. This challenge was particularly evident in Meeting 2, where words such as "unforgettable," "disrespectful," and "misunderstanding" appeared. One student (S02) admitted: "Sometimes it's difficult to find the root word."

Another student (S07) elaborated: "Finding the root word in long words, Ma'am. Finding the root word is difficult."

When asked to identify the most difficult questions, students consistently mentioned words that contained both a prefix and a suffix. The word "disagreement" was cited most frequently as the most challenging. One student (S01) explained: "Number 17 about 'disagreement', have to think about the prefix and suffix."

Another student (S06) shared his experience: "Number 17 about 'disagreement', Ma'am. At first, I was confused looking for the prefix and suffix, but after a while I could answer."

#### *Word-Breaking Strategy as a Cognitive Tool*

When encountering long or unfamiliar words, the majority of students reported using a systematic word-breaking strategy: finding the root word first, then identifying the affixes to determine the meaning. This strategy was consistently mentioned by students across different performance levels and represents the most unique finding of this research.

One student (S01) clearly described his analytical approach: "Yes, I find the root word first, then look at the affixes."

He then demonstrated this strategy with the word "unforgettable": "I find 'forget' first, then I see 'un-' means not, '-able' means can be."

Another student (S03) used a slightly different sequence, prioritizing the prefix first: "Yes, I look for the prefix first, then the suffix."

Even a student who initially struggled with the material (S11) reported attempting this strategy in Meeting 2: "In the second meeting, I tried to break it down, Ma'am. I find the word 'forget' first."

The observation checklists and student worksheets confirmed that students who used this strategy were more successful in identifying the correct meanings of complex words. The morphological analysis worksheets showed that students

could correctly break down words such as "unforgettable," "disagreement," and "reusable" into their constituent morphemes: prefix, root word, and suffix.

Students across all levels also reported that the instant feedback feature helped them learn from their mistakes. The observation checklists noted that most students immediately read the feedback after answering incorrectly, and some were even seen writing down the correct answers. One student (S01) stated simply: "Yes, the feedback helps."

Another student (S06) elaborated: "Yes, the feedback helps me know the correct answer."

During the observation, one student was heard saying: "Oh yes, wrong, it should be the suffix -ness."

This spontaneous self-correction demonstrates how the feedback provided immediate corrective guidance and helped students internalize morphological patterns.

#### **4. Discussion**

##### *Students' Perceptions of Quizizz Word Formation Games*

The findings of this research reveal that students across different performance levels perceived Quizizz word formation games as an enjoyable and effective tool for learning vocabulary. This positive perception aligns with previous studies by (Zuhriyah & Pratolo, 2020) who found that Quizizz was perceived as an engaging tool that boosted students' confidence and motivation. Similarly, (Maming et al., 2023) reported that game-based learning platforms like Quizizz create a fun and competitive atmosphere that enhances vocabulary mastery. The present research extends these findings by specifically focusing on word formation (prefixes and suffixes) at the senior high school level, an area that has received limited attention in previous Quizizz research.

The finding that students preferred Quizizz over conventional methods such as note-taking and lectures is consistent with the characteristics of digital native learners who are accustomed to interactive and visually engaging media. As (Dehghanzadeh et al., 2021) noted in their systematic review, gamification elements such as points, leaderboards, and levels create positive learning experiences for language learners. The present research confirms that these elements are particularly effective for teaching morphological aspects of vocabulary, as students reported that the game format helped them stay focused and remember new words more effectively.

### *Preferred Features and Pedagogical Implications*

The leaderboard emerged as the most preferred feature among students, consistent with the observation that students reacted emotionally to their rankings. These results align with (Degirmenci, 2021) assertion that competitive elements in Quizizz increase students' attention and participation. However, the present research also revealed that the competitive nature of the leaderboard created anxiety for some students, particularly those in lower positions. This suggests that while competition can be motivating, teachers should balance it with supportive feedback to prevent discouragement among lower-achieving students.

However, the competitive nature of gamification also presents potential drawbacks. Some students in this study reported that the pressure to maintain a high leaderboard position distracted them from focusing on morphological analysis. This finding aligns with concerns raised in previous research that gamification can sometimes shift learners' attention from learning objectives to extrinsic rewards. In the context of word formation, over-emphasis on competition may lead students to prioritize speed over accuracy, potentially reinforcing incorrect morphological patterns. Therefore, teachers should carefully calibrate the intensity of competitive elements, perhaps by offering private feedback on individual progress rather than publicly displayed rankings.

The avatar feature was particularly popular among students, who enjoyed personalizing their learning experience. This finding aligns with (Wulandari, 2021) observation that Quizizz features such as avatars and themes create a pleasant learning atmosphere. The mountain climbing visual theme received positive comments, indicating that thematic consistency enhances student engagement. Teachers may consider selecting or designing Quizizz themes that resonate with students' interests to maximize engagement.

### *Timer: A Double-Edged Sword*

The timer was the most frequently reported challenge, with the majority of students stating that it caused panic or anxiety. The discrepancy between observed behavior and reported perception is particularly noteworthy: although students appeared able to complete questions within the time limit, many reported feeling anxious. (Maming et al., 2023) noted that time limits in Quizizz increase students' engagement, but the present research suggests that time limits may also create unintended pressure.

**Pedagogical Implication:** Teachers should consider adjusting time limits based on question difficulty and student proficiency levels. For students who struggle with word formation, longer time limits may reduce anxiety and allow them to focus on morphological analysis rather than racing against the clock.

*Development of Morphological Awareness and the Word-Breaking Strategy*

The finding that students improved their understanding of prefixes and suffixes after two Quizizz sessions supports the theoretical position that morphological awareness can be developed through systematic practice (Yule, 2010). Students demonstrated their ability to analyze complex words such as "unforgettable" (un + forget + able) and "disagreement" (dis + agree + ment), indicating that repeated exposure to word formation exercises in a game format effectively reinforces morphological knowledge.

This finding is particularly significant given that (Johansen & Ticak, 2024) found no statistically significant improvement in vocabulary acquisition through explicit morphological instruction alone. The present research suggests that the gamified, interactive nature of Quizizz may address the limitations of conventional morphology instruction by providing immediate feedback and repeated practice in an engaging format.

*Table 2. Example of Students' Word-Breaking Strategy*

<b>Complex Word</b>	<b>Prefix</b>	<b>Root Word</b>	<b>Suffix</b>	<b>Student's Explanation</b>
Unforgettable	un-	forget	-able	"I find 'forget' first, then I see 'un-' means not, '-able' means can be" (S01)
Disagreement	dis-	agree	-ment	"I can, 'dis-' and '-ment'" (S01)
Reusable	re-	use	-able	"Reusable has the prefix 're-', root word 'use', suffix '-able'" (S02)
Disrespectful	dis-	respect	-ful	"Disrespectful → dis (prefix) + respect (root) + ful (suffix)" (S02)

*The Word-Breaking Strategy as Metacognitive Awareness*

The word-breaking strategy reported by students reflects the development of metalinguistic awareness and metacognitive skills in morphological analysis. The analysis demonstrates that vocabulary knowledge involves understanding word forms and morphological structures (I.S.P.Nation, 2001).

What makes this finding unique compared to previous research is that students did not merely memorize word meanings but developed an analytical approach to decoding unfamiliar words. This strategy represents a shift from passive vocabulary reception to active morphological construction. When a student encounters a new word such as "unbelievable," they can now systematically break it down into "un-" (not), "believe" (root), and "-able" (can be), rather than relying on dictionary lookup or guessing from context alone.

This strategy demonstrates three levels of cognitive processing:

1. Identification: Students first identify the root word as the core carrier of meaning.
2. Segmentation: Students then identify the prefix (attached to the beginning) and suffix (attached to the end) separately.
3. Synthesis: Finally, students combine the meanings of each morpheme to construct the overall meaning of the word.

For example, when analyzing "unforgettable," one student (S01) first identified "forget" as the root, then recognized "un-" (negation) and "-able" (capability), and finally synthesized the meaning: "cannot be forgotten."

The evidence indicates that Quizizz word formation games can stimulate higher-order thinking skills (HOTS) by encouraging students to analyze word structures systematically. Unlike traditional vocabulary drills that focus on memorization, the gamified format with instant feedback allows students to test their morphological knowledge, receive immediate correction, and internalize the pattern through repetition.

Comparison with Previous Research: Unlike (Zuhriyah & Pratolo, 2020) who focused on reading comprehension, or (Maming et al., 2023) who examined general vocabulary achievement, the present research specifically documents the cognitive strategies students use when learning morphology through Quizizz. The word-breaking strategy identified in this study has not been explicitly discussed in previous Quizizz research, representing a unique contribution to the field. This strategy demonstrates that game-based learning can go beyond surface-level engagement and foster deep, analytical thinking about language structures.

#### *The Role of Instant Feedback in Reinforcing the Word-Breaking Strategy*

Students' positive responses to the instant feedback feature support (Zuhriyah & Pratolo, 2020) finding that immediate feedback in Quizizz supports self-correction and autonomous learning. Importantly, the instant feedback feature played a crucial role in reinforcing the word-breaking strategy. When students answered incorrectly, the feedback immediately showed them the correct answer, allowing them to compare their own morphological analysis with the correct one.

One student was observed saying: "Oh yes, wrong, it should be the suffix -ness."

This spontaneous self-correction demonstrates that students actively processed the corrective information and adjusted their understanding of suffix functions. Over time, this process of trial, error, and immediate correction helped students internalize the morphological patterns.

**Pedagogical Implication:** Teachers should encourage students to read the instant feedback carefully and take notes on their mistakes. The teacher can also model the word-breaking strategy explicitly before the Quizizz session, showing students how to identify root words and affixes systematically. This explicit modeling, combined with the gamified practice, creates a powerful learning cycle.

### *Pedagogical Implications*

Based on the findings of this research, several practical recommendations can be offered for English teachers:

1. **Adjust timer settings:** Teachers should consider adjusting time limits based on question difficulty and student proficiency levels. For students who struggle with word formation, longer time limits may reduce anxiety and allow them to focus on morphological analysis rather than racing against the clock.
2. **Explicitly teach the word-breaking strategy:** Before starting Quizizz sessions, teachers should model how to break down complex words into prefix, root word, and suffix. This explicit instruction will help students who may not discover this strategy independently.
3. **Utilize instant feedback:** Teachers should encourage students to read the instant feedback carefully and take notes on their mistakes. This turns each incorrect answer into a learning opportunity rather than a source of frustration.
4. **Design progressive difficulty:** Starting with words that have single affixes (e.g., "unhappy," "rewrite") before introducing words with multiple affixes (e.g., "unforgettable," "disagreement") allows students to build confidence gradually.

### *Limitations of the Research*

This research has several limitations. First, as a qualitative case study conducted at a single school with fifteen participants, the findings are contextual and may not be generalizable to other settings. Second, several students were absent in Meeting 2, limiting the data available for certain performance levels. Third, this research did not measure long-term retention of morphological knowledge; it remains unclear whether the observed improvements persist over

time. Fourth, the researcher acted as a participant observer, which may have introduced bias, although a research assistant was present to support objective observation.

#### *Recommendations for Future Research*

Future research should investigate the long-term effects of Quizizz word formation games on vocabulary retention using longitudinal designs. Experimental studies comparing Quizizz-based morphology instruction with conventional instruction could provide quantitative evidence of effectiveness. Research involving larger and more diverse samples would enhance the generalizability of findings. Additionally, future studies could explore the integration of Quizizz with other game-based platforms to identify the most effective features for teaching word formation.

## **5. Conclusion**

This research aimed to explore students' perceptions and learning experiences in using Quizizz word formation games to learn vocabulary at MAN 1 Pamekasan. Based on the findings from classroom observations, student worksheets, and semi-structured interviews with fifteen students, several conclusions can be drawn.

Regarding the first research question on students' perceptions, the findings revealed that students perceived Quizizz word formation games positively. Students found the platform enjoyable, engaging, and more effective than conventional methods such as note-taking and lectures. The leaderboard and avatar were the most preferred features, while the timer was identified as the most disturbing element. Technical constraints, particularly internet connection issues, also affected students' experiences.

Regarding the second research question on students' learning experiences, the findings demonstrated that students improved their understanding of prefixes and suffixes after two Quizizz sessions. Students developed a word-breaking strategy (identifying the root word first, then analyzing affixes) to decode unfamiliar words. This strategy reflects the development of metalinguistic awareness and metacognitive skills. The instant feedback feature helped students learn from their mistakes immediately. The word-breaking strategy emerged as the most unique finding of this research, distinguishing it from previous studies on Quizizz that focused on general vocabulary achievement or reading comprehension.

This research has several limitations: it was conducted at a single school with fifteen participants; several students were absent in Meeting 2; the researcher acted as both teacher and participant observer; long-term retention was not measured. For future research, longitudinal studies examining long-term retention, experimental studies comparing Quizizz-based instruction with conventional methods, and research involving larger and more diverse samples are recommended.

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