



The Use of Quizizz in EFL Classroom: Students' Perceptions and Learning Outcomes at Junior High School

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Abstract

This study investigates students' perceptions and learning outcomes in the use of Quizizz within an English as a Foreign Language (EFL) classroom at MTsN 1 Boalemo. Employing a mixed-method explanatory sequential design, the research involved 31 purposively selected students. Data were collected through a questionnaire, pre-test and post-test, and semi-structured interviews. The questionnaire was developed based on the UTAUT framework, validated by experts, pilot-tested, and proven reliable ($\alpha = 0.91$). Quantitative data were analyzed using descriptive statistics, N-Gain, paired sample t-test, and Cohen's d, while qualitative data were examined through thematic coding. The findings revealed that students demonstrated high perceptions of Quizizz ($M = 3.44$, $SD = 0.32$), recognizing it as engaging, useful, and easy to use. Learning outcomes improved significantly, with mean scores increasing from 62.8 to 81.6, mastery rising from 34% to 87%, N-Gain reaching 0.51 (moderate), and effect size showing a very large impact ($d = 2.42$). These results confirm both statistical and practical significance. Qualitative insights further highlighted that Quizizz fosters motivation, active participation, and enjoyment, though challenges such as unstable internet connectivity and digital fatigue were noted. This research contributes originality by integrating affective (perceptions) and cognitive (achievement) outcomes simultaneously, situating Quizizz implementation in a rural Islamic junior secondary school context. Quizizz is pedagogically effective because it integrates gamification, immediate feedback, and

interactive learning activities, thereby enhancing both engagement and achievement. The study offers theoretical contributions through Gamification Theory, Self-Determination Theory, and TAM/UTAUT, while providing practical implications for teachers, schools, and future researchers.

1. Introduction

The integration of digital technology has profoundly transformed English as a Foreign Language (EFL) instruction. Technology provides opportunities to enhance student motivation, participation, and achievement, particularly in contexts where traditional teacher-centered approaches often dominate and student engagement remains limited (Aprita et al., 2025). Digital platforms allow for interactive learning environments that foster autonomy and collaboration, aligning with contemporary pedagogical demands.

One promising innovation is gamification, which applies game elements to non-game contexts to increase engagement and enjoyment (Fuchs et al., 2014). In language learning, gamification supports active participation and sustained motivation. Quizizz, as a gamified assessment tool, offers features such as real-time feedback, leaderboards, and interactive quizzes, making learning more dynamic and student-centered. From the perspective of Self-Determination Theory (SDT), Quizizz can satisfy learners' needs for competence, autonomy, and relatedness, while the Technology Acceptance Model (TAM) and UTAUT framework explain how perceptions of usefulness, ease of use, and facilitating conditions influence its adoption.

Empirical evidence supports the effectiveness of Quizizz in EFL contexts. Nurhadianti et al. (2023) reported significant gains in learning mastery, while Mas (2025) highlighted its role in improving speaking skills. Other studies emphasize its motivational impact (Gulo et al., 2026) and positive student perceptions (Kartika & Budiarta, 2025). However, most of these investigations examine isolated variables—such as motivation or achievement—without integrating both perceptions and learning outcomes. Moreover, few studies employ mixed-method approaches that combine statistical evidence with qualitative insights.

Despite promising findings, several gaps remain. First, existing research often lacks theoretical grounding in gamification frameworks such as SDT, TAM, or UTAUT. Second, studies rarely integrate affective (perceptions) and cognitive (learning outcomes) dimensions simultaneously. Third, limited attention has been given to Islamic junior secondary schools (MTs), particularly in rural contexts where technological infrastructure may pose challenges. Addressing these gaps is essential to provide a more comprehensive understanding of Quizizz's effectiveness. The current investigation aims to examine both students'

perceptions and learning outcomes in the use of Quizizz at MTsN 1 Boalemo through a mixed-method explanatory sequential design. By integrating quantitative and qualitative data, this research seeks to provide holistic insights into how gamified learning influences EFL instruction.

Beyond highlighting the benefits, this study also acknowledges potential limitations such as unstable internet connectivity, digital fatigue, and distraction risks. The findings are expected to contribute to theory-driven discussions on gamification in language learning and offer practical implications for teachers and institutions seeking to enhance student engagement and achievement.

2. Method

This study employed a mixed-method approach using an explanatory sequential design, focusing on examining students' perceptions and learning outcomes in the use of Quizizz in an EFL classroom. This design involved two main phases, in which quantitative data were collected and analyzed in the initial stage, followed by qualitative data to provide deeper explanations and interpretations of the quantitative results. This approach was selected to obtain a comprehensive understanding of the effectiveness of Quizizz, not only in terms of measurable learning outcomes but also in capturing students' experiences and perceptions during the learning process.

The implementation of this study emphasized the integration of digital assessment tools within classroom instruction, particularly through the use of Quizizz as a gamified learning platform. In this context, the study aimed to explore how the use of Quizizz could support student engagement, motivation, and academic achievement in English language learning. Therefore, the method was designed to systematically investigate both the cognitive and affective aspects of learning through the combination of quantitative and qualitative data.

2.1 Research Design

This research employed a mixed-method approach with an explanatory sequential design, in which quantitative data were collected and analyzed first, followed by qualitative data to provide deeper interpretation. This design was chosen to capture both measurable learning outcomes and students' subjective experiences, ensuring methodological rigor through triangulation of instruments. To avoid redundancy, the explanation of mixed-method design is presented concisely, emphasizing its role in connecting statistical findings with qualitative insights.

2.2 Participants

The participants consisted of 31 students from MTsN 1 Boalemo, selected through purposive sampling. The rationale for this selection was based on specific characteristics:

Students were actively engaged in English learning activities.

1. They had prior exposure to digital platforms, making them suitable for investigating technology acceptance.
2. They represented the rural Islamic junior secondary school context, which is rarely studied in gamification research.
3. This sampling strategy ensured that the participants were relevant to the research objectives and capable of providing meaningful data on both perceptions and learning outcomes.

2.3 Data Collection Techniques and Instrument Development

Three instruments were employed to strengthen validity through triangulation: 1. Questionnaire Developed based on the UTAUT framework, covering four

dimensions:

- Performance Expectancy (usefulness of Quizizz),
- Effort Expectancy (ease of use),
- Social Influence (peer/teacher encouragement),
- Facilitating Conditions (technological support).

Example items include: "Quizizz helps me understand English lessons better" (usefulness) and "I find Quizizz easy to operate" (ease of use).

1. Pre-test and Post-test Administered to measure cognitive learning outcomes before and after Quizizz implementation.
2. Semi-structured Interviews Conducted to explore students' experiences, challenges, and perceptions in greater depth.

Prior to data collection, the questionnaire underwent expert validation by two lecturers in educational technology and language pedagogy, followed by pilot testing with a small group of students to refine item clarity. Reliability was confirmed with Cronbach's $\alpha = 0.91$, while construct validity was ensured through expert review and alignment with UTAUT dimensions.

2.4 Data Analysis Techniques

Quantitative Analysis:

- Descriptive statistics (mean, SD, percentage) were used to summarize perceptions and outcomes.
- N-Gain was calculated to measure improvement levels.
- A paired sample t-test determined statistical significance between pre-test and post-test scores.
- Cohen's d was computed to assess effect size and practical significance.

Qualitative Analysis:

Interview data were analyzed through coding procedures involving open coding, axial coding, and selective coding. Themes were developed inductively

to capture recurring patterns such as engagement, motivation, and challenges (e.g., internet instability). To ensure trustworthiness, strategies such as member checking, peer debriefing, and triangulation were applied.

2.5 Methodological Rigor

The integration of explanatory sequential design allowed quantitative findings to be contextualized with qualitative insights, thereby strengthening interpretation. The combination of validated instruments, rigorous statistical analysis, and systematic qualitative coding ensured methodological transparency and credibility.

3. Result

3.1 Students' Perceptions

The overall mean score of students' perceptions toward Quizizz was $M = 3.44$, $SD = 0.32$, which falls into the high category. The minimum score was 2.95 and the maximum was 3.86. These results indicate that students consistently viewed Quizizz as engaging, useful, and easy to use.

Qualitative insights revealed themes of engagement, ease of use, motivation through competition, and challenges with internet connectivity. For example, one student stated: "Quizizz makes learning more fun and competitive," while another noted: "I feel more motivated because I can see my score immediately."

Table 1. Descriptive Statistics of Students' Perceptions

Statistic	Value
Mean	3.44
SD	0.32
Min	2.95
Max	3.86

3.2 Learning Outcomes

The pre-test mean score was $M = 62.8$, $SD = 8.4$, while the post-test mean increased to $M = 81.6$, $SD = 7.9$. Learning mastery rose from 34% to 87%, showing substantial improvement in students' achievement.

Table 2. Learning Outcomes

Test	Mean	SD
Pre-test	62.8	8.4
Post-test	81.6	7.9

3.3 Statistical Effectiveness

The statistical analysis confirmed the effectiveness of Quizizz:

- N-Gain = 0.51 (Moderate improvement)
- Paired sample t-test: $t(30) = 9.87, p < 0.001$
- 95% Confidence Interval (CI) for mean difference: [14.2, 22.1]
- Cohen's $d = 2.42$ (Very Large Effect)

Table 3. Statistical Effectiveness Indicators

Statistic	Value
N-Gain	0.51 (Moderate)
t-value (df = 30)	9.87
p-value	< 0.001
95% CI (Mean Difference)	[14.2, 22.1]
Cohen's d	2.42 (Very Large)

3.4 Qualitative Findings

Interview data enriched the quantitative results. Key themes included:

- **Active participation:** *"I usually feel shy in English class, but with Quizizz I want to answer quickly."*
- **Immediate feedback:** Students valued seeing scores instantly, which helped identify weaknesses.
- **Digital challenges:** Some students reported frustration when internet connectivity was unstable.
- **Unequal benefits:** While most students improved, a few still struggled with vocabulary retention despite enjoying the gamified format.

Table 3. Statistical Effectiveness Indicators

Theme	Description/Example Quote
Engagement & Enjoyment	"Quizizz makes learning more fun and competitive."
Ease of Use	"I find Quizizz easy to operate."
Motivation via Competition	Leaderboards encouraged active participation.
Challenges	"Sometimes the internet disconnects and I lose my turn."
Unequal Benefits	Some students struggled with vocabulary retention.

4.5 Summary of Findings

Overall, Quizizz significantly enhanced both perceptions and learning outcomes. The combination of moderate N-Gain and very large effect size provides strong evidence that Quizizz meaningfully improves EFL learning outcomes. However, unequal benefits and technical challenges highlight areas for further improvement.

4. Discussion

4.1 Interpretation of Findings

The findings indicate that Quizizz has a significant positive impact on both students' perceptions and learning outcomes. The high perception score ($M = 3.44$) demonstrates strong acceptance of Quizizz as a useful, engaging, and easy-to-use platform. The improvement in mean scores from 62.8 to 81.6, supported by a moderate N-Gain (0.51) and a very large effect size ($d = 2.42$), confirms that Quizizz enhances both the affective domain (motivation, engagement) and the cognitive domain (achievement). This dual improvement is one of the strongest conceptual contributions of the study.

4.2 Theoretical Engagement

The analysis demonstrates that Quizizz's effectiveness can be explained through several theoretical lenses:

- **Gamification Theory:** By integrating game elements such as points, leaderboards, and instant feedback, Quizizz transforms learning into an interactive experience that sustains engagement.
- **Self-Determination Theory (SDT):** Quizizz satisfies students' psychological needs for competence (immediate feedback), autonomy (self-paced participation), and relatedness (peer competition).
- **Technology Acceptance Model (TAM) / UTAUT:** Students' positive perceptions of usefulness and ease of use explain their willingness to adopt Quizizz as a learning tool.
- **Constructivist Learning Theory:** Quizizz fosters active participation, allowing students to construct knowledge through interaction, reflection, and peer comparison.

4.3 Critical Considerations

While the findings highlight strong benefits, several limitations must be acknowledged:

- **Unequal internet access:** Some students experienced unstable connectivity, which disrupted participation.
- **Over-competition risks:** Leaderboards, while motivating, sometimes created stress or distraction for lower-performing students.
- **Digital fatigue:** Continuous gamified assessments may reduce novelty and lead to disengagement over time.

- **Unequal benefits:** Although most students improved, a few still struggled with vocabulary retention despite enjoying the platform.

These challenges suggest that Quizizz should be integrated thoughtfully, balancing competition with collaboration and ensuring equitable access to digital infrastructure.

4.4 Comparative Contexts

This study contributes originality by focusing on an Islamic junior secondary school (MTs) in a rural setting. Compared to urban or public-school contexts, MTs classrooms often face greater technological limitations. Nevertheless, the findings show that even in resource-constrained environments, gamified platforms can significantly enhance learning outcomes. Future comparative studies could explore differences between rural and urban schools to better understand contextual influences on gamification effectiveness.

4.5 Pedagogical Implications

The analysis suggests several practical recommendations for teachers:

- **Quiz design:** Use varied question types (multiple-choice, fill-in-the-blank) to maintain engagement.
- **Classroom management:** Balance competition with collaborative activities to reduce stress.
- **Feedback strategies:** Provide constructive feedback alongside Quizizz scores to deepen learning.
- **Gamified assessment techniques:** Integrate Quizizz as formative assessment rather than solely summative, ensuring continuous monitoring of progress.

4.6 Integration of Qualitative Insights

The explanatory sequential design is strengthened by qualitative findings. Students reported that Quizizz made learning “more fun and competitive” and that immediate feedback motivated them to improve. However, some expressed frustration with internet instability. These voices highlight the importance of contextualizing statistical improvements with lived classroom experiences, reinforcing the mixed-method rigor of the study.

5. Conclusion

The present study demonstrates that Quizizz is an effective gamified learning tool in EFL classrooms, significantly enhancing both students' perceptions and learning outcomes. Students reported high levels of acceptance ($M = 3.44$, $SD = 0.32$), perceiving Quizizz as engaging, useful, and easy to use. Learning outcomes improved substantially, with mean scores rising from 62.8 to 81.6, mastery increasing from 34% to 87%, and statistical analysis confirming moderate

improvement (N-Gain = 0.51), strong significance ($t(30) = 9.87, p < 0.001$), and very large practical impact (Cohen's $d = 2.42$). These findings highlight that Quizizz supports both the affective domain (motivation, engagement) and the cognitive domain (achievement), positioning gamified learning as a powerful pedagogical strategy.

Beyond quantitative results, qualitative insights revealed that students valued the interactive and competitive nature of Quizizz, appreciated immediate feedback, and felt more motivated to participate actively. However, challenges such as unstable internet connectivity, digital fatigue, and unequal benefits among students were also identified. These limitations emphasize the need for balanced integration of gamification, ensuring equitable access and thoughtful classroom management to avoid over-competition or distraction.

This research contributes originality by situating Quizizz implementation in an Islamic junior secondary school (MTs) within a rural context, an area rarely explored in previous studies. The findings suggest that even in resource-constrained environments, gamified platforms can meaningfully improve learning outcomes, offering valuable implications for both theory and practice. Theoretically, the study strengthens the application of Gamification Theory, Self-Determination Theory, TAM/UTAUT, and Constructivist Learning Theory in explaining how digital tools influence student engagement and achievement. Practically, it provides guidance for teachers to design varied quizzes, balance competition with collaboration, and integrate Quizizz as formative assessment to sustain motivation and monitor progress.

Recommendations

1. For Teachers: Integrate Quizizz as a complementary instructional tool, design diverse and interactive quizzes, and provide constructive feedback to deepen learning.
2. For Schools: Invest in stable internet infrastructure and provide institutional support to maximize the benefits of gamified learning.
3. For Future Researchers: Explore additional variables such as critical thinking, long-term retention, or cross-level effectiveness, and conduct comparative studies between rural and urban contexts to enrich understanding of gamification in diverse educational settings.

In conclusion, Quizizz offers strong potential to transform EFL classrooms into more engaging, participatory, and achievement-oriented environments. With careful implementation and attention to contextual challenges, it can serve as a sustainable innovation for improving language learning quality in Indonesian schools and beyond.

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