



The Benefits and Challenges in Learning English Through Quizwhizzer

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Abstract

Quizwhizzer is one of the ICT tools that can bring positive impacts on students' performance. On the other hand, since Quizwhizzer contains game elements, it potentially distracts students from the learning process, and teachers and students face several challenges when utilizing it in the classroom. In line with these issues, the present study aims to investigate the benefits and challenges of learning English through Quizwhizzer, as well as to uncover suggestions for overcoming these challenges. To address these issues, a mixed method was used and collected data through observation, open-ended questionnaire and interview over 4 months. Our sample of participants studies in a public school particularly SMPN 189 Jakarta. This study took the data from one classroom from the seventh grade students. 33 students who had participated in answering an open-ended questionnaire and 5 students who had participated in an interview. The findings in general revealed that Quizwhizzer can bring positive impacts in learning English, which are increasing students' motivation (59%), reducing time consumption (34%) and interaction (7%). Furthermore, there are several challenges with the use of Quizwhizzer which are related to the lack of infrastructure (83%) and training (17%). The findings suggest the importance of providing good infrastructure (81%) and training (19%) for students and teachers to overcome the problems. The study offers theoretical insights for educators seeking to integrate Quizwhizzer into language learning.

Keywords: Quizwhizzer; Learning English; Benefits; Challenges; Suggestions

Introduction

The Indonesian government realizes how important it is to have the ability to communicate in English because in Indonesia itself, English is a Foreign Language (EFL). However, students find it difficult to understand the learning, especially in learning English because English is a foreign language. As a foreign language,

students often find it difficult to learn English because it requires certain situations and interactions with others that are not commonly faced in their daily activities (Susanto et al., 2020). To solve that problem, choosing the interactive Information and Communication Technology (ICT) tool is needed.

Information and Communication Technologies (ICTs) are the technology tools used to access or exchange information. Nowadays, the educational sector is affected by ICTs (Youssef et al., 2022). Moreover, teaching and learning tools have been enhanced with internet-enabled situations. ICT-encouraged activities have a positive impact on students' performance, such as interactive learning. Consequently, the use of ICT has transformed how students learn and teachers teach (Abbas et al., 2023). The ICT tool is expected to be able to improve understanding of language learning, one of the ICT tools is Quizwhizzer.

Wahyuningsih et al. (2021) stated that Quizwhizzer is one of ICT tools. Additionally, Quizwhizzer is an example of application available by utilizing technology to educators who are interested in utilizing gamification in their classroom (Prastiwi, 2022). Further, Prastiwi (2022) stated that gamification is the software of game design elements to non-game settings in an effort to boost user engagement. Quizwhizzer has attractive board games and songs that can be used to make learning more interesting and fun for the students. Quizwhizzer also provides convenience for teachers in delivering learning materials because Quizwhizzer is one of the flexible educational game applications since teachers can implement and integrate learning materials into interactive quizzes flexibly. Teachers can monitor students' progress through ranking displays. Quizwhizzer also has a feature to prevent students from exchanging or seeing other friends' answers. Through Quizwhizzer, students cannot cheat because every question given to students will be randomized automatically.

Moreover, Tagie et al. (2023) revealed several students' perceptions about learning with the Quizwhizzer application. Students supposed that this method can enhance their knowledge and felt satisfied in learning. Students also believed that this is the best strategy for learning. Furthermore, Oktika et al. (2023) stated that Quizwhizzer has shown a notable enhancement in students' vocabulary proficiency based on their pretest and post-test results. Additionally, the engaging features of the Quizwhizzer game leads to a positive transformation in students' abilities as they learn vocabulary enthusiastically and actively while playing the game.

Nevertheless, Quizwhizzer contains games. There is a potential issue that the game in Quizwhizzer would bring distraction to students. Students can be distracted from the learning content because they are focused on the technology in gamification (Elsherbiny & Al Mammari, 2021). Additionally, a study conducted by Efendi and Sutiyarti (2023) have found several challenges that are related to lack of infrastructures during the implementation of Quizwhizzer in the classroom. They found that students experienced lag because of unstable networks and the poor quality of students' devices.

Many studies have been conducted to explore the use of ICT in English learning (Dewi et al., 2023; Mohammed et al., 2023; Prastiwi, 2022). However, these previous studies have primarily focused on ICT tools in general, while the current study focused on Quizwhizzer. There are studies about Quizwhizzer that have been conducted before, but they are conducted in different schools from the current study. Based on a study conducted by Oktika et al. (2023) who implemented Quizwhizzer in SMPN 2 Rembang, students' English knowledge has increased through Quizwhizzer. Furthermore, the study conducted by Dohny and Soekarno (2024) has implemented English learning through Quizwhizzer for pre-university students in Malaysia and obtained significant improvement in their students' English knowledge. However, these previous studies have been conducted in schools other than SMPN 189 Jakarta.

According to Data Pokok Pendidikan (2024), SMPN 189 Jakarta has received A accreditation. SMPN 189 was chosen as the location of this study because it has an A accreditation, which indicates the quality of the school in providing education. This accreditation ensures that SMPN 189 has a structured curriculum, qualified teachers and good facilities. It means that SMPN 189 Jakarta has appropriate facilities that can support the teaching and learning process with Quizwhizzer. Furthermore, the research questions in this study can be described specifically: (1) What are the benefits and challenges of learning English through Quizwhizzer? (2) How do the problems need to be overcome? In line with the research questions presented above, this study aims to: (1) Find out benefits and challenges of learning English through Quizwhizzer. (2) Reveal the suggestions in overcoming the problems of learning English through Quizwhizzer.

Method

In this study, the researcher employs the mixed method. According to Creswell (2012), a mixed method is a type of process in collecting and analyzing the data by mixing both quantitative and qualitative methods to gain a deeper understanding of the research problem in a single study. The current study used a mixed method to obtain a more comprehensive understanding related to the research questions. This study included students enrolled in an English subject. This study took the data from one classroom from the seventh grade students in SMPN 189 Jakarta.

The researcher decided to choose the seventh grade rather than the eighth and ninth grade because the seventh grade is in the transition stage from elementary schools to junior high schools and it will impact their English knowledge and learning motivation. As cited in Utomo et al. (2020), some students have a lack of motivation in learning English because they did not get English learning from elementary school. Further, data collection techniques used in this study include observation sheets, open-ended questionnaires and interviews.

The researcher started by conducting the treatment first. The researcher

conducted the Quizwhizzer treatment four times. Student devices, a projector, internet access, and electricity were essential technical requirements for Quizwhizzer treatment. Each treatment lasted 20 minutes and was video recorded. The open-ended questionnaire was distributed through Google Forms to 33 students. The interviews were conducted with five selected students. The researcher administered open-ended questionnaires and conducted interviews which included three questions about the benefits of Quizwhizzer, two questions about its challenges, and one question about suggestions for overcoming the problems. Each student was allocated 30 minutes to complete the questionnaire and 5-10 minutes to answer the interview questions in person.

After collecting the data from recorded observations, open-ended questionnaires and interviews, the researcher analyzed the data. First, the researcher watched the videos and took any notes that referred to the research questions. Second, the researcher analyzed the transcriptions of interviews and student answers from the questionnaire. While analyzing the transcriptions and student answers, the researcher highlighted findings, identified key patterns, and matched related ideas into major themes.

Furthermore, this study conducted the two types of data validation which are investigator and within-method triangulation. The investigator or evaluator in this study is involved in analyzing and interpreting data to gain the same conclusions. Moreover, Tobin and Begley (2010) stated that within-method triangulation contains the combination of two or more related data collection approaches to assess the similar variable in the same project and reduce biasing effect on the interpretation of data. This study used within-method triangulation by integrating observation sheets to cross-reference the data from questionnaires and interviews of the phenomenon. Informed consent from participants and school approval were obtained for ethical considerations.

Results

The benefits and challenges in learning English through Quizwhizzer.

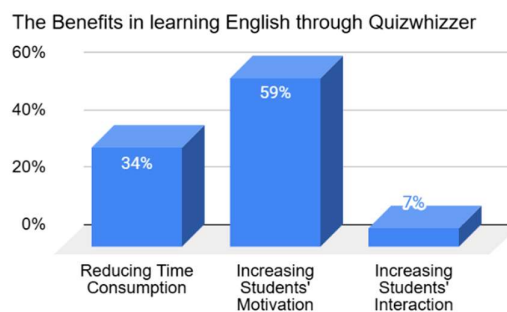


Figure 4.1 The Findings of Benefits based on the Questionnaire

Based on Figure 4.1, the research findings revealed three main aspects of benefits, which are reducing time consumption, increasing students' motivation, and increasing students' interaction. Among these aspects, increasing students'

motivation appeared as the most frequent benefit, namely 59% of the total frequency with 36 occurrences. Further, the second most significant benefit was reducing time consumption, namely 34% of the total frequency with 21 occurrences. Moreover, increasing students' interaction was the least frequently observed benefit, comprising only 7% of the total with 4 occurrences.

Regarding the analyzed data from the interview session, Quizwhizzer could increase students' motivation in learning English. As one seventh-grade student at SMPN 189 Jakarta said that learning English became more exciting and fun by using Quizwhizzer. This triggers motivation, especially intrinsic motivation. As a student said:

"Yes, it's fun and interesting. It's just fun like being able to hurry up, play quickly, and it's also interesting because I can change the characters." (Student 4-Interview)

In addition, interviewees seem to be motivated in learning English by using Quizwhizzer because they can compete to reach top rank in the game by answering the questions correctly which is related to the extrinsic motivation. One of the five seventh-grade student at SMPN 189 Jakarta said:

"Because in Quizwhizzer there are several people, there are quite a lot of people, so it's like a competition... a competition... who gets first place." (Student 3-Interview)

As the researcher asked the interviewee about their perception in using Quizwhizzer for learning English. All of interviewees at SMPN 189 Jakarta mentioned that Quizwhizzer helps them to reduce time consumption in learning by tracking their development, as stated by a student:

"Can train my speed, so that I can think quickly and remember the lessons that I have forgotten." (Students 4-Interview)

Besides Quizwhizzer helps them to reduce time consumption in learning by tracking their development, an interviewee experienced a positive benefit in learning English through Quizwhizzer. As one seventh-grade student at SMPN 189 Jakarta stated that learning English became easier through Quizwhizzer.

"Learning on Quizwhizzer is easier and more fun." (Student 2-Interview)

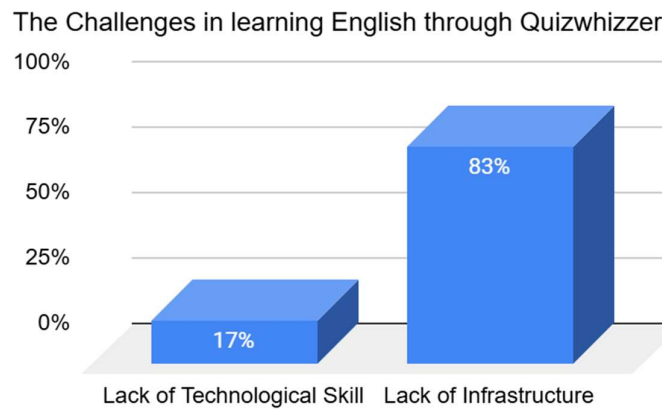


Figure 4.1 The Findings of Challenges based on the Questionnaire

This study identified two main challenges which are lack of technological skill and lack of infrastructure. Based on Figure 4.2, this study revealed that lack of infrastructure was the predominant challenge, namely 83% of the total frequency with 15 occurrences. Further, the lack of technological skill appeared as a second position of challenge, namely 17% of the total frequency with only 3 occurrences.

Based on the analysis from the interview result, most participants at SMPN 189 Jakarta experienced an inadequate internet connectivity. As a student said:

"The problem is the network; sometimes it lags, sometimes it doesn't." (Student 5-Interview)

In addition to inadequate internet connectivity, some students also experienced a problem caused by insufficient devices, specifically the physical condition of the device. As stated by a student:

"Probably because there was a problem with the network and my phone, the touch screen was no longer usable." (Student 5-Interview)

The suggestions in overcoming the problems of learning English through Quizwhizzer.

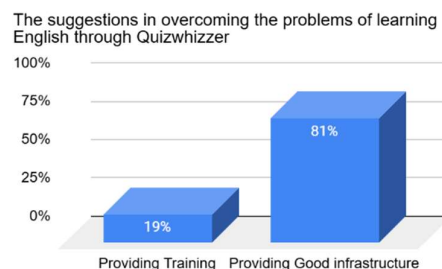


Figure 4.3 The Findings of Suggestions based on the Questionnaire

Based on the Figure 4.3, this study identified two main aspects of suggestions which are Providing Training and Providing Good Infrastructure. The data shows

that providing good infrastructure was the dominant suggestion, namely 81% of the total frequency with 13 occurrences. Furthermore, the aspect of Providing Training appeared as the second position, representing 19% of the total frequency with 3 occurrences.

According to the result of interview, most of participants at SMPN 189 Jakarta gave suggestions for the teacher to provide digital infrastructure especially the internet access during the learning process, as a student said:

"Give free Wi-Fi." (Student 4-Interview)

Besides the teacher needing to provide internet access, one of five participants gave a suggestion to the teacher to provide devices during the learning process because of insufficient devices. As a student stated:

"The suggestion is that if the phone's condition is really bad, perhaps you could lend it if you don't mind." (Student 1-Interview)

In addition, a participant also gave suggestion related to the providing digital infrastructure which is allowing students to work with other students in the same devices, as he said:

"Together with my friend." (Student 4-Interview)

Discussion

The benefits and challenges in learning English through Quizwhizzer.

Based on the findings, it was revealed that most of students feel motivated in learning English when they used Quizwhizzer. This is in line with Nofryanti et al. (2023) that Quizwhizzer have increased students' motivation in learning. Further, this study was found that there are two kinds of motivation during the use of Quizwhizzer which are intrinsic and extrinsic motivation. For intrinsic motivation, students feel fun and excited in learning English by using Quizwhizzer. This can be happened because of the game features provided by Quizwhizzer, one of which is that participants can freely choose the characters (or Quizwhizzer named these as avatars) they like.

In selecting game avatars, Quizwhizzer provides many avatar packs or selection menus that can be selected by teachers when making quizzes in Quizwhizzer where in the avatar packs menu there will be many interesting avatar designs with 2D animation such as superheroes and other famous animations. The avatar design keeps students motivated in learning because the students' selected avatar will be as a agent on the game board display that can be seen by other students. By choosing avatar, it will help to build their emotional connection and participate actively in the learning through the Quizwhizzer game that related to

intrinsic motivation.

This statement is in line with Ivanova and Borisov (2021) that by giving the participants to create or choose the own avatar, it will assist to build an emotional connection and the emotional connection will serve the intrinsic motivation of the participants to actively involve in all actions in the game. Besides the intrinsic motivation, the findings also revealed that Quizwhizzer attracts students' extrinsic motivation by motivating students to reach top rank or first position in Quizwhizzer. Students who want to get the first position in Quizwhizzer need to answer all questions correctly and quickly.

This is in line with Mahadi and Jafari (2012) that extrinsic motivation is the tendency to participate in certain activities to achieve a target like reward. Additionally, the badge system is one of rewards that is commonly used in gamification efforts especially in Quizwhizzer. The badge system is a reward that participants are given badges when they completed the task or reached the requirement and it will be displayed for all players (Hanus & Fox, 2015). Thus, students who have reached the first position may feel motivated and have a positive impact on their academic performance.

Another benefit should be noted, students in the current study stated that Quizwhizzer could help to reduce time consumption in the learning process. Quizwhizzer allows students to track their development in learning directly as the findings highlighted that Quizwhizzer allowed them to improve their skill in answering the quizzes faster and recall previous learning materials. This finding is in line with Haleem et al. (2022) that the use of digital technology in the classroom can save a lot of time and allow students to track their development.

Furthermore, Quizwhizzer is beneficial because it is an efficient learning tool. The finding revealed that Quizwhizzer is an efficient learning tool because it is easy to use. Students can access Quizwhizzer through their own smartphone easily through the link or barcode given. This is in line with Haleem et al. (2022) that digital technologies can help students to learn efficiently. Potentially, Quizwhizzer becomes beneficial for students because it can increase students' interaction during the learning process.

This relates to Nofryanti et al. (2023) research that Quizwhizzer can increase students' interaction because it can stimulate the collaboration and interaction between students. This finding is also supported by the observation data. Based on the finding of observation, the researcher noted that students became interactive when the teacher gave several times to students to choose their animated character or avatar. The chosen character or avatar will be the agent that represents the student where the character will move according to the student's progress.

In addition, the teacher showed the main menu of Quizwhizzer on the projector that contained the game board and the animated avatar and it can be seen by all students in the classroom. During that time, some students gathered and talked with other friends about their avatar. The classroom was noisy with the sound of

students talking and they looked happy. This is supported by Lester et al. (as cited in Gamage and Ennis, 2018) that interactive animated agents can significantly enhance a student's learning experience, regardless of the level of the agent's expressiveness.

It means that animated avatars would bring a positive impact on students' learning experiences, especially increasing students' interaction in learning English. The use of Quizwhizzer also has challenges that students faced in this current study. The biggest problem that students face when they use Quizwhizzer in learning English is the lack of infrastructure, especially inadequate internet connectivity. Some students experienced lags because they used their own mobile data to access the internet.

This finding is in line with Efendi and Sutiyarti (2023) that students experienced lag because of unstable networks during the use of Quizwhizzer in the classroom. Additionally, based on the findings of the observation, the current study noted that some students experienced lags and suddenly exit Quizwhizzer by system. Consequently, English learning was disrupted as students had to wait for their signal to stabilize and log back into Quizwhizzer. Furthermore, some students also faced problems related to insufficient devices used for Quizwhizzer which disrupted English learning.

The current study found that several students' devices are insufficient in using Quizwhizzer because of the lack of device's specification and the physical condition of the device. According to Efendi and Sutiyarti (2023), the poor quality of students' devices will cause students to exit the Quizwhizzer abruptly and they need to restart the Quizwhizzer. Therefore, this implies that lack of infrastructure will disrupt English learning during the use of Quizwhizzer and this challenge needs to be overcome.

In contrast, the lack of technological skill shows a significant gap compared to the lack of infrastructure. Based on current findings, the low percentage of technological skill challenges implies that teachers and students generally have adequate basic digital competencies in using ICT. This finding aligns with study conducted by Supardi et al. (2021), the majority of students have basic skills of ICT including software applications, web skills, internet skills and computer operations. This indicates that the integration of ICT in education is running properly, as students already possess the basic skills to utilize these technologies.

However, in using Quizwhizzer in class, some students found some problems related to the lack of infrastructure and training in the use of ICT. This indicates that there are things that should be reviewed and improved in the use of Quizwhizzer in the classroom.

The suggestions in overcoming the problems of learning English through Quizwhizzer.

The most stated suggestion in this current study is related to providing good infrastructure. This emphasizes that improving infrastructure is a major suggestion in the education sector. Most students suggest that the teacher or educational institution need to provide or establish digital infrastructures especially for the internet access. This is in line with Dias and Victor (2022), educational institutions must ensure their wireless internet infrastructure can support the mobility needs of mobile devices.

Additionally, the dominant suggestion for improving infrastructure, particularly internet access, aligns strongly with a study conducted by Voogt et al. (as cited in Timotheou et al., 2023) that high-quality broadband connections in schools will give a positive impact on the quality and quantity of learning activities. Providing high-quality internet infrastructure-related suggestions implies students' perception that good internet connectivity is fundamental to enhance educational activities.

In addition, some students also gave suggestions related to providing good infrastructure, especially insufficient devices. These students suggested that teachers may provide mobile phones and lend them to them during lessons. However, the purchase price of mobile devices is high, and their ongoing maintenance costs are even more considerable (Dias & Victor, 2022). This means that teachers have limits to overcome in the case of providing mobile devices.

To overcome the insufficient devices, educational institutions may provide digital infrastructures, especially devices for students who come from low-income families and need help (Paul et al., 2023). Further, based on this current finding, students who have insufficient devices suggested that the teacher may allow them to play Quizwhizzer with their friends on the same devices. To support the finding, a study conducted by Vanwelsenaers (2012) suggested that educational institutions should supply necessary technologies, such as mobile devices, to students who lack access and encourage students to share devices during group activities when technology is not accessible to all students.

The research finding showed 19% of suggestions related to the needs of ICT training. Students suggest teachers to provide training for them, aligns with Higgins et al. (as cited in Timotheou et al., 2023) have findings about teachers and students' difficulties using technology due to lack of technological skills or inadequate training. It suggests that students can recognize that they need additional support or training in using Quizwhizzer. To ensure Quizwhizzer is effectively integrated into the classroom, teachers may provide structured training for students.

For example, teachers can incorporate Quizwhizzer into various learning activities, such as warm-up exercises or supplementary practice, to enhance students' English skills and help them become familiar with using Quizwhizzer. In the study of Pham and Nguyen (2024), the use of gamified tools for warm-up activities would bring several benefits, such as enjoyment, promoting competitiveness, and reinforcing knowledge for EFL students.

Furthermore, Quizwhizzer has several types of questions that can be used to help students acquire three of the four language skills which are listening, reading and writing skills (Efendi and Sutyarti, 2023). Quizwhizzer can be used in English learning, especially for reading and listening by adding reading text, pictures and audios. Additionally, teachers can use the features in Quizwhizzer to integrate writing activities, such as short answers and open-ended answers. Additionally, the students suggest that teachers need to obtain training and assistance in ICT implementation directly in line with suggestions by Abbas et al. (2023) about teachers requiring further training and assistance for adequate ICT tool implementation. This alignment between student suggestions and previous studies' suggestions validates the importance of providing ICT training for teachers.

Implication

This study presented the findings that offered valuable insights and implications, especially for teachers at junior high school. This study provides new insight that is related to the benefits and challenges of learning English through Quizwhizzer, as well as suggestions for overcoming these challenges. Based on the new perspectives explained in this study, those who are in the educational field, especially in language teaching and learning, can be aware of their problems that can appear when learning through Quizwhizzer and they already have the solutions to overcome these problems.

Limitation

The researcher realizes several limitations that should be considered when identifying and interpreting the data in this study. Further, this study was conducted at a public junior high school in Jakarta with 33 seventh-grade students completing questionnaires and 5 students participating in interviews. This sample size and single location may limit the generalizability of findings to other educational contexts or grade levels. Future research is suggested to consider larger samples, including eighth or ninth grades and different types of schools, to obtain a more comprehensive understanding of Quizwhizzer implementation in English learning.

Conclusion

It can be concluded that students experienced benefits of the use of the Quizwhizzer for learning. This study found that Quizwhizzer can attract both the intrinsic and extrinsic motivation of students, as well as enhance students' interaction. Further, Quizwhizzer can help students to reduce time consumption during the learning process because it can help students to track their

development and provide efficient learning platforms. Students also said their challenges, such as insufficient devices and internet connection problems. In addition, some students experienced a lack of technological skills because of lack of training for using ICT. This study revealed that educational institutions need to provide high-quality internet connections and mobile devices to address problems related to a lack of infrastructure. Lastly, students suggest that the teacher provide training on using ICT for students, especially the use of Quizwhizzer, and seek assistance to help the teacher implement ICT effectively.

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