

Exploring Teacher's And Student's Perspectives On The Use Of Quizizz In Vocabulary Learning

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Abstract

This study explores teachers' and students' perspectives on the use of Quizizz in vocabulary learning at SMA Negeri 1 Parepare. It aims to understand how Quizizz supports vocabulary acquisition, student engagement, and classroom interaction, as well as the challenges that may arise from its implementation. By examining both teacher and student perspectives, the study seeks to provide insights into the role of gamified digital platforms in enhancing English vocabulary learning. A qualitative descriptive design was employed, involving one English teacher and ten students as participants. Data were collected through semi-structured interviews, classroom observations, and documentation to capture authentic experiences with Quizizz. The collected data were then analyzed thematically to identify patterns, themes, and insights regarding the use of the platform in vocabulary instruction. The findings reveal that Quizizz enhances student engagement and fosters a more dynamic classroom environment. Its game-based features such as timers, leaderboards, and instant feedback were found to improve student motivation, participation, and vocabulary retention. Despite these benefits, challenges such as unstable internet connections and limited device access sometimes disrupted learning activities. Overall, Quizizz proved to be an effective supplementary tool for vocabulary learning, especially when combined with traditional methods in a blended learning model.

Keywords: Gamification, Language_Learning, Student_Engagement, Quizizz, Vocabulary_Learning.

1. Introduction

The integration of digital tools into educational settings has accelerated significantly, particularly during and after the COVID-19 pandemic. This rapid shift toward technology-enhanced learning has encouraged educators to explore innovative approaches that can maintain student engagement in both online and blended learning environments. Digital platforms are no longer viewed merely as supplementary tools but have become integral components of instructional practices across various subjects, including language learning.

One notable innovation within digital education is gamification, which involves incorporating game design elements such as points, competition, leaderboards, and instant feedback into non-game learning contexts. According to Deterding et al. (2011), gamification enhances learner motivation by making learning activities more enjoyable and interactive. In language learning, gamification is particularly effective because it creates low-anxiety

environments that encourage participation while reinforcing learning objectives through repetition and immediate response.

Among various gamified learning platforms, Quizizz has gained widespread popularity, especially in English language classrooms. Its interactive features allow teachers to create engaging quizzes that provide instant feedback, promote healthy competition, and support autonomous learning. Previous studies (Basuki & Hidayati, 2019; Pham, 2022) indicate that the use of Quizizz contributes positively to students' motivation, engagement, and vocabulary retention. These findings suggest that gamified learning environments can effectively support vocabulary acquisition by making practice more dynamic and student-centered.

Despite these positive findings, existing research on Quizizz has largely focused on higher education contexts, leaving its implementation at the high school level relatively underexplored. Understanding how gamified platforms function in secondary education is essential, as students' cognitive development, learning preferences, and classroom dynamics differ from those of university learners. Therefore, this study aims to address this research gap by examining both teachers' and students' perspectives on the use of Quizizz for vocabulary learning at SMA Negeri 1 Parepare, providing insights into its pedagogical value in a senior high school context.

2. Methodology

This study employed a qualitative descriptive design. Participants included one English teacher and ten students selected purposively based on their active use of Quizizz in class. Data collection involved: (1) Observation – capturing classroom practices using Quizizz, (2) Semi-structured interviews – exploring experiences and perspectives, and (3) Documentation – reviewing Quizizz activities, quiz results, and field notes. Data were analyzed using thematic analysis (Braun & Clarke, 2006), which involved coding transcripts, identifying themes, and organizing findings into meaningful categories.

3. Result and Discussion

3.1 Results

Five major themes emerged: Enhanced Engagement: Teacher observed higher student focus and enthusiasm with Quizizz compared to traditional methods. Motivation and Enjoyment: Students found Quizizz enjoyable, describing it as “like playing a game.” Vocabulary Retention: Repetition and instant feedback helped students memorize words faster. Challenges: Internet instability and limited access to devices disrupted some sessions. Positive Attitudes Toward Future Use: Both teacher and students supported continued use, preferably in combination with traditional methods.

3.2 Discussion

The findings of this study indicate that Quizizz effectively increases student motivation and classroom engagement. Students described their learning as “fun and game-

like,” which supports previous research by Basuki and Hidayati (2019), who noted that gamified learning platforms foster enthusiasm and create a more interactive classroom atmosphere. This suggests that gamification elements—such as points, leaderboards, and instant feedback—align with students’ digital habits, making learning more relevant and enjoyable.

In terms of vocabulary retention, the repetitive exposure and immediate correction provided by Quizizz were seen as highly beneficial. This resonates with Nation (2001), who emphasized the importance of repeated encounters with words in different contexts to achieve mastery. The interactive format of Quizizz provides these repetitions in an engaging way, which differs from the monotony of traditional memorization methods. Another significant point is the balance between competition and collaboration. While the leaderboard and time limits created excitement and encouraged competition, they also motivated students to share strategies with peers and engage in friendly rivalry. This supports Lim and Yunus (2021), who argued that gamification not only enhances individual achievement but also promotes cooperative learning. Such dynamics contribute to building a positive classroom environment that fosters peer interaction and active participation.

However, the study also highlights challenges related to technological infrastructure, such as unstable internet and limited devices. These findings confirm earlier observations by Gikas and Grant (2013), who pointed out that access to digital infrastructure is critical for the success of technology-enhanced learning. Without addressing these barriers, the implementation of Quizizz may not be fully effective, especially in schools with unequal access to resources.

From the teacher’s perspective, Quizizz provides real-time feedback that helps identify students’ learning difficulties and adjust teaching strategies accordingly. This aligns with Pham (2022), who highlighted that instant feedback is a key advantage of Quizizz for both teachers and learners. The ability to adapt instruction based on immediate data demonstrates how digital platforms can support differentiated learning.

Moreover, this research highlights the pedagogical value of integrating Quizizz into a blended learning model. While students appreciated the interactive nature of Quizizz, they also suggested that it should not entirely replace traditional methods. Combining gamification with conventional instruction ensures variety, reduces dependency on technology, and allows teachers to maintain control over learning objectives. This echoes the recommendations of Albadri et al. (2022), who noted that gamified platforms are most effective when used as a

complementary rather than a primary teaching method. Finally, the broader implication of this study is that gamification platforms like Quizizz can serve as a bridge between students' digital lifestyles and academic learning. By leveraging tools that resonate with learners' daily experiences, teachers can create more engaging, motivating, and effective learning environments. Nevertheless, sustained success requires teacher readiness, institutional support, and adequate infrastructure.

4. Conclusion

This study concludes that Quizizz positively supports vocabulary learning by fostering student engagement, motivation, and retention. Although challenges such as poor connectivity and limited devices exist, both teacher and students valued Quizizz as an effective supplementary tool. Blended implementation is recommended to optimize its benefits in EFL classrooms.

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