INVESTIGATING ENGLISH LEARNING MOTIVATION BY APPLYING GAME ELEMENT

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Abstract

This research aimed to analyze how first semester students in Early Childhood Education Program at Universitas Muhammadiyah Surabaya were motivated through the Quizizz game-based learning method. Using a descriptive qualitative method, data were gathered via observation, questionnaires, and interviews. The findings indicated that Quizizz enhanced motivation by fostering enjoyment, engagement, and concentration. The research concluded that while Quizizz temporarily increases enthusiasm, sustained motivation requires diverse learning approaches and active lecturer facilitation.

Keywords: English learning, Quizizz, Game Element, Motivation

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Introduction

English plays a vital role in global communication and academic development. In higher education, motivation is a key element influencing students' success in mastering English. The first-semester students in the Early Childhood Education Program of Universitas Muhammadiyah Surabaya often face transitional challenges as they adapt to new learning environments, academic expectations, and digital tools. Consequently, fostering motivation during this initial phase is crucial. Learning media encompasses a variety of instructional tools that develop in tandem with improvements in educational technology (Hamsia & Ro'ifah, 2023). The intricacy of learning English is linked to student motivation and learning strategies in addition to vocabulary and grammar proficiency, as Gede and his colleagues have noted. Numertayasa

and Yasa (2023). Educational gamification integrating game elements into learning has proven effective in increasing engagement and motivation. Quizizz, a game-based learning platform, offers interactive quizzes with features such as leaderboards, points, and instant feedback. These elements turn traditional lessons into enjoyable, competitive, and collaborative experiences. Prior research (Jiménez-Sánchez & Gargallo-Camarillas, 2020; Purba, 2021) highlights that platforms like Quizizz enhance learners' interest, focus, and active participation in English classrooms. However, little research has focused on its impact on university-level learners, particularly first semester students adapting to higher education.

One type of motivation originates from sources outside of ourselves. This suggests that in a learning environment, students are motivated to study not because they are interested in the material but rather because they want to benefit from it, such as receiving high marks, recognition from their peers, or praise from their parents or professors (Putri & Trisnawati, 2024). Rewards, contests, or the simple desire to stay out of trouble can occasionally serve as additional motivators for students. Although this type of motivation can be quite effective in keeping pupils on task and focused, it does not always result in a sustained or profound interest in the subject unless it is accompanied by internal motivation as well (Ningsih, 2021).

Students' motivation and engagement in the learning process can be raised by gamifying the process (Jusuf, 2020). The use of game features in educational activities or processes to boost motivation and efficiency in reaching learning objectives is known as the gamification method. This approach creates enjoyable and captivating activities by utilising components like leaderboards, challenge levels, and badge points. Since it makes learning more effective and interesting, instructional media is essential to the learning process (Karlina et al., 2018). Gamification is frequently used to boost learning engagement among students. The research indicates that the Genially platform's gamification approach improves student interest, comprehension, and motivation in English language acquisition (Sibghatullah Mujadidi et al., 2023).

One of the game-based learning platforms for making and administering quizzes is Quizizz. The lecturer can set up questions in several formats using Quizizz. Learning is made more enjoyable and competitive with Quizizz. One benefit of Quizizz is that it may be used both asynchronously (homework mode) as an independent task and immediately (live quiz) in the classroom. Compared to other applications, Quizizz is an appealing option due to its features that enhance learning. Regarding the classroom setting, it can be said that this approach and the gamification

phase might motivate students to work hard in their studies and enjoy themselves (Roman et al., 2025).

Therefore, this research aimed to fill that gap by using qualitative method to investigate English Learning Motivation using the Quizizz Game Method. Based on this phenomenon, it is seen that interactive learning media such as Quizizz can be an alternative solution to increase students' Motivation. However, there is still limited research that examines in depth how forms of Motivation emerge and how this game method affects students' learning experiences, this is especially the first semester students in Early Childhood Education Program of Universitas Muhammadiyah Surabaya who are in the early stages of adapting to college. Therefore, this study aims to explore how Quizizz, as a game-based learning platform, influences the motivation of first-semester students in the Early Childhood Education Program at Universitas Muhammadiyah Surabaya. Specifically, it examines the types of motivation that emerge and how game elements contribute to engagement and learning enthusiasm.

Research Methods

Design

This qualitative descriptive method collected data through classroom observations, student questionnaires, and interview with the English lecturer. The focus was on students' participation, enthusiasm, and motivation during lessons that utilized Quizizz. The interview explored motivational aspects such as competition, collaboration, rewards, and lecturer encouragement. The questionnaire, containing ten Likert-scale items, measured students' perceptions and motivation toward Quizizz. This approach follows Creswell and Creswell's (2018) framework, which emphasizes the integration of both data types to strengthen the validity and reliability of the findings.

Targeting students who have had direct experience using Quizizz during English lessons. The data can be collected through observation, questionnaire, and supporting interview. Interviews can be done to lecturer and selected students to explore in depth the students' motivational factors, such as competition, rewards, and teacher encouragement. The questionnaire consists of ten question with likert scale and will be measured using Likert scale. It can examine about students' motivation and perception.

In this digital era, learning is increasingly shifting toward more interactive and technology-based approaches. One populer innovation widely used by lecturer was game-based learning, such as Quizizz. Quizizz is an interactive online quiz platform that allows students to answer question in a

fun and competitive environment using theor digital devices (Jiménez-Sánchez & Gargallo-Camarillas, 2020)

Participants

The research was conducted at Universitas Muhammadiyah Surabaya with participants consisting of 20 first-semester students in Early Childhood Education Program. These students were selected because they are at the beginning of their academic journey and have been introduced to technology-enhanced learning, including Quizizz. The research investigated how Quizizz affects their English learning motivation during classroom and independent study activities.

Instrument

The researcher collects the data through, observation, questionner, and interview to gain a deeper understanding of how the Quizizz method influences students' motivation. The instruments used in this research, interviews and documentation sheet.

1.   Observation

Observation was one of the main instruments used in this research to collect data about students' motivation during English lessons with the Quizizz game method. The observation focused on students' participation, enthusiasm, collaboration, and responses during the teaching and learning process. The researcher attended the English class to record and describe the classroom activities.

2.   Questionnaire: consisting of ten statements with a five-point Likert scale. This was designed to measure students' motivation and perceptions toward the use of Quizizz

3.   Interview

The researcher conducted the interview with English lecturer. The purpose of these interviews was to explore lecturer's experiences, strategies, and perspectives on the use of Quizizz in the classroom and how it affects students' motivation in learning English. The interviews provided in-depth insights that supported and enriched the findings of other research instruments. The researcher shared 10 questions for English lecturer to identify students' motivation level in learning English with Quizizz. The questions refer to motivation indicators such as the desire to provide material, rewards, recognition, and competition.

Data Collection

This research procedure was conducted in several stages.

1. Preparation

The preparation stage included identifying the research focus, preparing interview guidelines, and obtaining the necessary permits. Includes identifying the research focus, purposive selection of participants, and preparing questionare and interview guidelines.

2. Data Collection

The research used the Quizizz game to conduct observations in the classroom while English was being taught. Additionally, in order to investigate students' motivation for learning English and their theoretical impressions of using the Quizizz program, the research also administers questionnaires to them and conducts interviews with lecturers.

3. Data Reduction and Catagorization

The method of gathering, choosing, and organising information according to recurring themes about the enjoyment of game-based motivational aids.

Data analysis

A number of data research approaches were employed in this data study, including the following:

Activities to gather, choose, and organise information pertinent to the study's main focus—students' motivation to learn English using the Quizizz game—were part of this approach. Additionally, the researcher displays the data in a descriptive format to highlight the trends discovered. Conclusions are then derived from the interpretation of the data and the resulting findings. Additionally, to check for consistency and bolster the accuracy of the information, compare data from observations, questions, and interviews. This method allows data analysis to offer a thorough and detailed understanding of students' motivation during the Quizizez learning process.

Results and Discussion

Results

Observation showed that the students used Quizizz-based activities to actively participate in the learning process. While team-based sessions promoted peer cooperation, the introduction of real-time leaderboards created excitement and healthy rivalry. Compared to typical lessons, the children seemed more engaged and focused. The instructor pointed out that Quizizz offered immediate feedback, which supported comprehension and kept students interested.

The statement "I enjoy competing with my classmates in Quizizz" had the highest mean score (4.55) according to the questionnaire findings. It was

followed by "I enjoy working with my friends when using Quizizz" (4.5) and "I feel excited when learning English with Quizizz" (4,9). These findings showed that social interaction and competitiveness both greatly boost motivation. The lively atmosphere, according to the students, made them less stressed and more eager to contribute to class debates.

These results were corroborated by interview findings. During Quizizz sessions, the lecturer noticed that pupils who had previously been passive became more involved. Instant feedback, points, and rankings all worked together to create a lively and encouraging learning environment. But the professor also pointed out that if Quizizz was used too often without variation, the incentive effect would wane.

Observation

The Early Childhood Education Program's first semester students' English instruction was observed as part of the data collection for this study, particularly when the lecturer used the Quizizz app to deliver Introduction Material. The purpose of this observation was to comprehend how students react to the activity and how the teaching process works.

a) Opening

The lecturer starts the learning session by extending pleasantries, monitoring student attendance, and outlining the objectives. The speaker indicates that the primary focus of the lesson would be how to introduce themselves. The instructor makes use of the Quizizz Presentation function to keep students' attention and interest from the start. Given the restricted resources in the classroom, this function enables the lecturer to manage the flow of presentation slides without using a projector. Through the students' devices, the lecturer provided a connection to the Quizizz presentation; nevertheless, only the professor had the authority to modify the slides. In order to prevent pupils from becoming sidetracked by launching other applications, including social media, this is done.

b) Main activity

Material distribution with Quizizz presentation: The instructor demonstrated how to introduce themselves using Quizizz Presentation. Students were able to concentrate on one discussion topic at a time since the speaker controlled the presentations. Practice with the Quizizz game: The students engaged in an interactive Quizizz game following the presentation of the topic. The game consisted of multiple-choice questions about the students know how to introduce themselves. The competitive leaderboard motivated students to participate actively. After the introduction, the teaching activity continues to explain what are the identities to introduce through an interactive slide show in Quizizz presentation. The material is presented

gradually and interestingly , starting from text structure (present tense). The lecturer also adjust the text length and visual design to make it comfortable to read on the students mobile phone screens. After the material, the lecturer proceeds to the Quizizz game session as an evaluation formative assesment. After the discussion is complate, the lecturer continues with and interactive game session using Quizizz which contains multipale choice qustions.
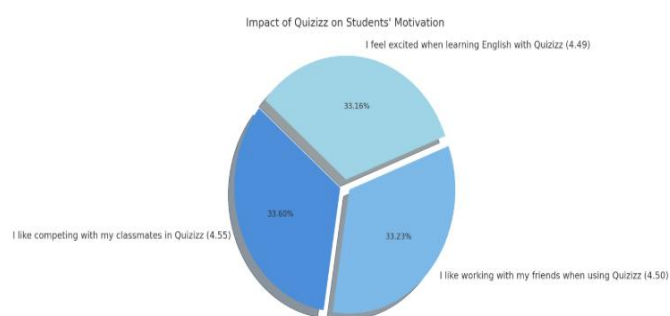
c)   Closing

By going over the game results and offering comments on typical errors, the lecturer concluded the class. She asked pupils to consider the moral lesson of the story while restating the key ideas of the narrative text. Lastly, she commended the children for actively participating in the Quizizz activity and urged them to continue honing their English.

The lecturer provides comments on the quiz results and restates the main ideas of the subject at the conclusion of the class. The present tense structure is reviewed by the instructor. The speaker concludes the exercise with a brief reflection and encouragement to keep students motivated to learn not just because it's crucial to comprehend the subject.

Interview

The usage of Quizizz was deliberate, according to a transcript of an interview with an English lecturer. The instructor clarified that she selected the Quizizz Presentation function because it allows students complete discretion over how the material slides are presented. According to her interview, the teacher uses Quizizz as a learning tool that promotes focus and a methodical learning process in addition to being an enjoyment tool.

Questionnaire

Impact of Quizizz on Students' Motivation

I feel excited when learning English with Quizizz (4.49)

33.16%

I like competing with my classmates in Quizizz (4.55)

33.60%

33.23%

I like working with my friends when using Quizizz (4.50)

Figure 1 Impact of Quizizz on Student's Motivation

Based on the bar chart above, it can be that statement Q7 received the highest average score, that shows the most students strongly agree that they can improve their English skills through Quizizz games. Thus, it can be

concluded that students feel the direct benefits of using Quizizz in learning. Furthermore, statetments Q4 and Q5 also received high scores close to 4.0, indicating that students greatly enjoy the aspects of collaboration with peers and competition in learning using Quizizz. It suggested that social elemnts such as collaboration and competition also strengthen students' motivation.

Meanwhile, statements Q10, Q9, Q8, and Q3 showed average scores between 4 and 5 this indicates that students have a positive perception of various other motivational aspects of Quizizz, such as increased focus, interest, confidence, and intensity of communication with teachers and friends during thr learning process. On the other hand, statements Q1 and Q2 have the lowest average scores, around 3.3. while still indicating a positive attitude, these result suggest that not all students fully enjoy learning with Quizizz or directly feel an improvement in their skills through the platform. This difference may be influenced by variations in students' personal experiences using digital learning applications.

This implementation has been shown to have a positive impact on student motivation, as supported by the results of questionnaire complated by 20 students. The statement with the highest score was "I like competing with friends in Quizizz" with an average score of 4.53 on a Likert scale of 1-5 indicating that the competitive element in the game successfully fostered motivation in students. Futhermore students also stated that collaborating with friends when Quizziz was fun (mean=4,51) and that Quizizz helped them communicate more frequently with lecturer and friends (mean=4.50).

Therefore, it can be said that the lecturer used the Quizizz method in a planned and strategic way, both technically and pedagogically, and that they were able to increase students' motivation to learn through a variety of strategies, including competitiveness, visualisation, interactivity, and social support. Data from teachers and students demonstrated that Quizizz might be an enjoyable learning tool, improve concentration, and boost students' enthusiasm to learn.

The results of the survey attest to the fact that using Quizizz boosted students' enthusiasm for learning English. While attention and communication were present but at a moderate level, competitiveness was the dominant influence, followed by passion and teamwork. These outcomes are in line with the observations, which showed that students were most engaged and driven during the Quizizz exercise.

Interview Result

The lecturer's interview yielded a number of significant insights regarding the use of Quizizz in English language instruction. Because Quizizz was adaptable and simple to incorporate into her class plan, the lecturer

explained, she frequently used it. She claimed that this feature simultaneously made the classroom environment more dynamic and manageable. In summary, the findings of the interviews indicate that the instructor thought Quizizz was a helpful tool for boosting motivation, increasing engagement, and creating more dynamic English courses. In order to optimise its advantages in classroom practice, she was also conscious of the necessity of balance and variation.

Discussion

Students demonstrated motivation by listening intently, working in groups, and presenting their work, according to the research's findings, which lends credence to the notion that motivation may be seen in outward classroom behaviours. Furthermore, the findings support Deci and Ryan's Self-Determination Theory explanation of extrinsic and intrinsic drive. While extrinsic motivation predominated during the Quizizz session, when students were motivated by scores, leaderboards, and competitiveness, intrinsic motivation emerged in this study when students were eager to participate in conversations and repeat stories without external rewards.

Both intrinsic and extrinsic motivation are present, demonstrating their complementary roles in maintaining learning engagement (Deci & Ryan, 1985). Lastly, game-based learning theory (Prensky, 2001), which contends that games enhance learning by fusing difficulty, feedback, and enjoyment, is compatible with Quizizz's efficacy in promoting motivation. These ideas are supported by Quizizz's competitive character, quick response feedback, and enjoyable environment. Quizizz effectively implemented the incentive components of game-based learning, as seen by the students' enthusiasm and eagerness to compete.

Conclusion

The application of the Quizizz game-based learning approach has a favourable impact on student motivation, according to the findings of data analysis from observations, questionnaires, and interviews. Quizizz fosters fun, teamwork, and competitiveness, making the learning environment more dynamic and captivating. Leaderboards, immediate feedback, and time-limited tasks are just a few of the game elements that help students stay focused and enthusiastic during class. However, the results also show that Quizizz's motivational effects are primarily transient and may diminish with repeated use. As a result, lecturers are essential in creating engaging and diverse learning opportunities. Quizizz should not be the only source of inspiration, but rather a helpful tool.

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