

**THE USE OF QUIZZIZ APPLICATION IN TEACHING
VOCABULARY AT ELEVENTH GRADE OF SENIOR HIGH
SCHOOL AMID AND POST PANDEMIC ERA**



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By:

Dian Adhi Prasetyo

S400200001

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF GRADUATE SCHOOL
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APPROVAL

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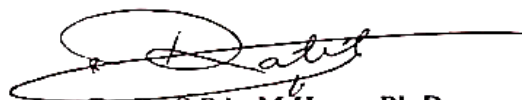
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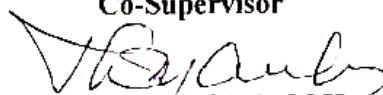
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Supervisor



Koesoemo Ratih, S.Pd., M.Hum., Ph.D.

NIDN. 0605026901

Co-Supervisor



Mauliy Halwat Hikmat, S.Pd., M.Hum., Ph.D.

NIDN. 0613066801

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DIAN ADHI PRASETYO

S400200001

Acceptance and Approved by Board Examiner
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Team of Examiner:

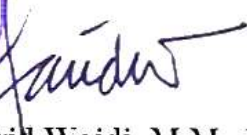
1. Koesoemo Ratih, M.Hum., Ph.D.
(Head of Examiner)
2. Mauliy Halwat Hikmat, M.Hum., Ph.D.
(Member I of Examiner)
3. Agus Wijayanto, Ph.D.
(Member II of Examiner)







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NIDN. 605056501

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DIAN ADHI PRASETYO

S400200001

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ABSTRAK

Tujuan utamanya adalah untuk membantu siswa meningkatkan keterampilan mereka: mendengarkan, berbicara, membaca, dan menulis. Tujuan penelitian ini adalah: Untuk menggambarkan desain kegiatan belajar mengajar selama implementasi aplikasi Quizziz di kelas bahasa Inggris, penggunaan Aplikasi Quizziz yang kompatibel untuk pengajaran penguasaan kosa kata di SMA di tengah era pandemi, dan respon siswa terhadap penggunaan Aplikasi Quizziz untuk mengajar kosa kata. Temuan menunjukkan bahwa guru merancang kegiatan belajar mengajar selama penerapan Quizziz di kelas bahasa Inggris meliputi tahap persiapan, penerapan, dan evaluasi. Penggunaan Quizziz sebagai media pembelajaran yang cocok untuk pengajaran kosa kata pada tingkat SMA di masa pandemi adalah: Quizziz adalah aplikasi pendidikan berbasis game yang dapat digunakan oleh sekelompok orang untuk menyelesaikan masalah dengan cara yang menyenangkan dan interaktif. Tanggapan siswa terhadap penggunaan Quizziz sebagai media pengajaran untuk pengajaran kosa kata yaitu: Quizziz dianggap sebagai aplikasi yang mudah digunakan Kedua, Quizziz dapat membantu mereka untuk memahami pelajaran dengan lebih baik, Quizziz memiliki kemampuan untuk mengurangi beban dan membuat siswa menikmati pelajaran. pelajaran dan lebih termotivasi dalam prosesnya, meskipun dilakukan secara online.

Kata kunci: *quizziz, pengajaran kosakata, masa pandemi*

ABSTRACT

The main goal of teaching English is to assist students in developing their skills in speaking, listening, reading, and writing. The objectives of this study are: To illustrate the design of teaching learning activities during the implementation of *Quizziz* application in English class, the use of *Quizziz* Application compatible for teaching vocabulary mastery at Senior High School amid pandemic era, and students' responses on the use of *Quizziz* Application for teaching vocabulary. Findings show that the teacher design teaching learning activities during the implementation of *Quizziz* in English class includes preparation, application, and evaluation stages. The use of *Quizziz* as teaching media compatible for teaching vocabulary at Senior High School amid pandemic era are: A group of individuals can utilize the educational game software Quizziz to answer problems in a fun and engaging manner. Students' responses on the use of *Quizziz* as teaching media for teaching vocabulary namely: Quizziz was considered as easy to use application Secondly, Quizzes can aid students in better understanding the course. Even though the course is taught online, Quizziz has the power to lighten the load, help the Students enjoy it, and increase their motivation.

Keywords: *quizziz, teaching vocabulary, pandemic era.*

1. INTRODUCTION

Language teaching has benefited greatly from the usage of the internet. Students' skills in reading, writing, speaking, and listening are to be improved as a whole. Language instructors can create fresh approaches to use the internet in the classroom in order to reap its full educational benefits. (Bygate, 2001:51). The Indonesian government was enforcing several regulations that restricted the amount of individuals moving about in public areas as the Covid-19 Pandemic progressed. These regulations have interfered with how schools and universities typically operate. Since these restrictions have been in place for a time, administrators of both public and private educational institutions have developed alternate strategies so that instructors and students can continue their teaching and learning outside of the classroom.

The government implemented an emergency curriculum (kurikulum darurat) as a follow-up to remote learning during the Covid-19 epidemic phase. The emergency curriculum conforms to the 2013 Curriculum and simplifies fundamental competencies. Additionally, online learning, sometimes known as e-learning, is the process of teaching and learning through an online environment (Baihaqi, 2020). E-learning is instruction arranged via online communities. The teacher uses a variety of media, such as LMS, YouTube, WhatsApp, and/or a combination of many media, to apply the online learning paradigm. Each subject offers content in the form of videos or slideshows, along with assignments with due dates and a range of evaluation styles (Ahmed, 2019). The teacher used a device to send questions, materials, and assignments to the students' cellphones and laptops as part of the study from home program. Then, the students studied the subject matter and completed the teacher's assignments. Parents could pick up their children's assignments from school or send the outcomes of the work or assignment back to the teacher using an internet application.

Before beginning online learning, it is necessary to prepare the necessary infrastructure, facilities, human resources, and auxiliary platforms and technologies. The platforms or tools to be used must be appropriate for the context and requirements of the learning process. Message apps on smartphones and mobile phones are available to English teachers. One of

application is Quizziz. By incorporating multiplayer activities into the classroom, an educational game application makes in-class work engaging and fun. On their mobile devices, students can utilize Quizziz to finish in-class work. Quizziz features game-like elements, such as avatars, themes, memes, and music, which make learning more enjoyable than in other educational apps. Additionally, Quizziz allows for interclass rivalry, which motivates students to learn. All of the pupils in the class take the quiz at the same time, and the leaderboard shows the results instantly. Instructors can monitor the process and get the report after the quiz is over to evaluate students' performance. In the English classroom, teachers can engage their pupils more and pique their interest by using this program. (MacNamara & Murphy, 2017).

Several studies (Chaiyo & Nurkhom, 2017; Göksün, & Gürsoy, 2019; Basuki & Hidayati, 2019) to enhance students' learning, gamified quizzes have been published. The findings were consistent in that the use of gamification tools has greatly enhanced student learning and achievement. The usefulness of using gamified quizzes as formative assessment was the topic of those investigations. In line with the studies mentioned above, this one examines the advantages of using Quizziz as a mobile technology to teach English during the Covid-19 pandemic as well as its applicability to teaching vocabulary to senior high school students.

In the Covid-19 epidemic era, teachers and students must run Quizziz for vocabulary instruction, making its necessity inevitable. Including English lessons, this program is also used for SMAN Colomadu. The teacher gave the pupils assignments and content via Quizzes or Videos, and they were then expected to learn the subject or complete the assignments.

Having adequate vocabulary helps the students to express their ideas fluently and effectively in speaking. Vocabulary learning is not a simple process because the students are expected to be able to master how to pronounce and spell the words. Regarding with the use of Quizziz application as teaching media of English teaching at SMAN Colomadu, it appears writer's curiosity to reveal it. SMAN Colomadu is one state high school school in Karanganyar. During the pandemic, SMAN Colomadu held online learning. Online learning can connect students with various learning sources that is

physically separated or far apart so that they can still communicate, both directly (synchronous) or indirectly (asynchronous). Online learning is carried out by making learning instruments as complete as possible in online learning applications (google classroom) with the hope that students can understand well the material, assignments, assessments and attendance given by the teacher such as face-to-face learning. One of online learning applications used by the teacher is Quizziz.

The researcher is interested to study the use of quizziz in SMAN Colomadu because it is a method of learning through interactive games that contain elements of competition. It encourages me and students to interact face-to-face in the class. The quiz questions make students feel so excited during the teaching and learning process through the atmosphere interactive learning.

2. RESEARCH METHOD

The type of research is qualitative research. Qualitative research refers to meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things (Berg, 2001). The primary data consists of written records that are connected to the interview findings and the data. The researcher can gather the necessary information about Quizziz's employment as a teaching tool for vocabulary mastery instruction at SMAN Colomadu by using the approaches. The lesson plan, the reading list, the interview script, and the test results are among the documents. The researcher employs a variety of data gathering procedures, such as observation, interviewing, and documenting, to obtain the data.

3. RESULT AND DISCUSSION

- a. The teacher design teaching learning activities during the implementation of *Quizziz* Application in English class

Findings show that there were three stages in implementing the Quizziz in class namely preparation, application, and evaluation. It is in line with research by Rahayu & Purnawarman (2019) stating that students were able to do self-assessment as a result of their ability to identify their strengths and weakness prompted by Quizziz: do the first quiz – receive

feedback – review - replay the quiz – do the next quiz. Based on the study, it can increase student English skill in grammar. In this case grammar must be integrated with vocabulary mastery. But the one important thing is use of quizziz has a significantly improvement in teaching learning English.

Moreover, a study by Junior (2020) explained teaching design using quizziz. He stated that Students must learn how to communicate, collaborate, be creative, and think critically, among other abilities needed in today's culture. Regarding mobile technology, teachers can create content using smart phones and the digital cameras, audio recorders, and video recorders that come with them. Additionally, teachers can develop a range of methods to evaluate students more swiftly and innovatively while constantly taking into account the unique goals of technological applications. Indeed, some of those applications are specifically designed or can be adapted to evaluation purposes. For example, Quizzes applications are practical and dynamic ways of proving students' knowledge.

- b. The use of *Quizziz* Application compatible for teaching vocabulary at Senior High School amid pandemic era

Findings show that Quizziz is effective to improve students' vocabulary mastery. A group of individuals can utilize Quizziz, a game-based educational tool, to solve problems in a light-hearted and engaging manner. It has the capacity to grab students' interest and boost their involvement in the teaching and learning process. It is comparable to a vocabulary study done by Salmat (2018). She did research on the topic of using a bingo game to help kids learn more vocabulary. The study's findings demonstrated the pupils' zeal for the game. For the students to readily learn and comprehend new terms, the Bingo Game and its related activities are successfully used. To help teachers understand their students' level of difficulty, Quizziz quickly generates a complete analysis of the test answers submitted by students.

In this epidemic era, Quizziz may be one way to mix up teaching methods and assessments as other online platform are too prevalent and monotonous for both teachers and students to use. Rahayu and Purnawarman (2019) carried out the research and aimed to show Quizziz's

effects on self-assessment and properties to promote vocabulary comprehension of students. Self-assessment was done, and then students' progress on vocabulary was examined as well. Fourteen high school students who were eleventh graders in Bandung involved in the study. As data collection tools, observation, tests to examine learners' progress in terms of vocabulary, and interviews to get in-depth knowledge about learners' self-assessment activity were employed. The result of the research revealed that the learners could manage to do self-assessment because they could determine the strength and weaknesses that Quizizz produced. They firstly completed the first quiz, got feedback, went over, played the quiz again, and completed the following quiz respectively. Additionally, many learners provided important progress in terms of vocabulary comprehension because they enhanced their grades among three quizzes they completed in turn.

Quizizz offers amusing elements that students can use to enjoy learning and assessment. It raises kids' and teachers' digital proficiency. As a result, Quizizz assisted teachers and students in being more effective and creative during the teaching, learning, and assessment processes. This outcome is also consistent with a study by Singh (2021), which discovered that students saw the Quizizz app as a straightforward, user-friendly, and universally accessible program. The researchers discover that using Quizizz in the classroom can help students become more proficient in their use of language. The test results support this. We may conclude that using Quizizz in "Kurikulum Merdeka Belajar" can make English learning more engaging and enjoyable.

The study by Razali, et.al (2020) is hoped to make contributions to self-assessment with the help of Quizizz. Also, the study aims to investigate the effect of Quizizz on intrinsic and extrinsic motivation levels of the learners. The gamification was implemented to the learners, and then their motivation levels were examined. Non-experimental was a research design in this study. 63 learners receiving a Mathematical Engineering course participated in the study. The result indicated that after being implemented Quizizz, intrinsic and extrinsic motivation of the participant was at a

moderate degree. The result also showed that the gamification concepts utilized in the Quizizz are important in the connection with motivation of the students. Hence, educators can use this online application in their classroom in order to promote their students' extrinsic and intrinsic motivation.

What is more, Wibawa (2019) conducted research to figure out the Quizizz application and its contribution to the learning process. Descriptive qualitative method was employed in the research, and a case study approach was utilized. 42 students who study accounting and economic education involved in the study. The participants were observed while using Quizizz, and interviews were applied to the teachers. The result of the study indicated that Quizizz makes learners eager to involve in learning actively.

Second result of this recent study is that Quizziz can be used as media to learn vocabulary individually and teams. Even if they must study English on their own, some students believe that using Quizziz to deliver the English lesson will help them comprehend it more fully. Even when students must study online at home, according to certain studies, Quizziz can increase their attention span, focus, and understanding of the material. One such study was conducted by Huei, Yunus, & Hashim (2021), Irwansyah & Izzati' s study (2021) and a study by Islam (2019).

In addition, Lim & Yunus (2021) conducted research to explore effectiveness of gamified classroom and students' engagement with the help of Quizizz. Quizizz was applied to two groups. Group A included 23 students and group B included 24 students. 47 participants in total who were Technical and Vocational Education and Training pupils involved in the study. The teacher firstly covered brief lectures to pupils and then gave them quizzes via Quizizz. The teacher observed the performance of the participants for five classes and assessed efficiency of gamified classroom. The findings of the study stated that the students showed positive progress. Entertaining, competitive, and engaging properties of Quizizz motivated the participants. Besides, millennial generation is accustomed to gaming settings, their psychological needs can be met through Quizizz that has gamification environment.

The third result of this recent study is the students enjoyed using Quizizz to revise their vocabulary in class. It has the power to grab students' interest and boost their involvement in the learning process. A good way to kill time is to play Quizizz. Students can enjoy themselves while they learn. Students can use Quizizz to review their vocabulary and remember game-related events. It might aid students in remembering the corresponding language. Some researchers have been conducted on the utilization of Quizizz, such as Zhao (2019). He conducted research on using Quizizz to improve the learning opportunities for students in an accounting classroom. He claimed Quizizz is an entertaining multiplayer classroom activity program that enables students to take part in entertaining educational activities.

c. Students' response on the use of *Quizizz* as teaching media for teaching vocabulary

Findings show students' responses on the use of *Quizizz* as teaching media for teaching vocabulary namely: Quizizz was considered as easy to use application. Degirmenci (2021) did research to examine the impact of Quizizz as an assessment tool on the students. A midterm exam was the tool used in this research and so as to carry out the midterm, Quizizz was preferred. 29 students attended the exam. This exam included 20 questions and the types of questions were multiple choice. Ten seconds were provided to the participant to complete each question. In the last part, a questionnaire including 2 questions was implemented to figure out the response of the participants about utilizing Quizizz as an assessment instrument. The results of the study revealed that Quizizz has a positive effect and students are enthusiastic while using this application. Additionally, Quizizz triggers encouragement to conduct the exam. Hence, we can prevent students from worrying and the fear of exams thanks to Quizizz.

Secondly, Quizizz has the power to lighten the load, make the students enjoy the lesson, and increase motivation even though it is delivered online. Quizizz can aid in their understanding of the subject. A research done by Dewi and et al (2020) was aimed to examine the impact of MALL via Quizizz on vocabulary competence of the students. Quasi-experimental

research was employed as a research design. 246 participants in English Language Education and at 4th semester were the research population. As choosing the sample, cluster random sampling technique was applied. The experimental group involving 33 students learned via Quizizz while the control group including 32 students was taught by utilizing traditional methods. Later, the post-test was implemented. The result of effect size was calculated and there was the largest effect. This largest effect indicated that the use of MALL with Quizizz was suitable in terms of covering vocabulary. In other words, students using Quizizz can be more successful in terms of vocabulary.

Quizizz is not only considered fun for presenting lessons, but it also makes students love conducting assessments because of its difficult, competitive, and game-like aspects. Student perception of Quizizz's attractive design is quite positive. While learning English online, they can continue to concentrate on Quizizz. Some studies provided evidence for these claims (Amalia, 2020; Rahmawati, 2021; Irwansyah & Izzati, 2021). It has also been demonstrated that Quizizz makes the kids feel good. Including a leaderboard system in the application is one of them. Because there is a difficulty there, it can increase the pupils' enthusiasm for completing the work. This characteristic fits the personalities of the students, who prefer to complete tasks that resemble games. It has been demonstrated that the leaderboard feature might encourage students to study the material more.

Quizizz also brings positive learning atmosphere to the students, and Quizizz is able to increase students' confidence in learning English. Students can improve their grades on the teacher assessment by utilizing Quizizz. Cohen and Sasson (2016) carried out a different investigation. Through Quizizz, they attempted to look at the academic outcomes and attitudes of the pupils. The study contrasted the results of the final exam, the average of the students' written examinations, and the results of the entire class on online Quizizz. Researchers can enhance instructional design and show formative assessment in higher education by using Quizizz.

Moreover, one other research was carried out to investigate whether Quizizz is effective and students' beliefs about utilizing Quizizz as an

assessment instrument in an English class. A case study was implemented and in order to collect the data, a semi-structured interview was used. Students from a private university located in Yogyakarta participated in the study. The findings revealed that Quizizz helps in enhancing students' confidence, promoting students' motivation, and developing reading ability. In addition to these findings, students are in favor of utilizing Quizizz in the learning setting (Zuhriyah, S., and Pratolo, B., 2020).

Likewise, Bal (2018) carried out the research to explore whether Quizizz is effective in teaching Vocabulary and observe the relationship between Mobile Assisted Language Learning (MALL) and vocabulary learning. 60 students studying at a university in Turkey involved in the study. Two groups were formed and they were monitored over a four-week session. Both groups fulfilled an achievement test including 40 multiple-choice questions. While the experimental group utilized Quizizz throughout four weeks, the control group continued acquiring vocabulary by using conventional tasks. Results indicated that the experimental group outperformed compared to the control group but there was not a significant difference when looked the scores of both groups.

If studying is done under duress and without fun, it can become a burden. Even though the course is taught online, Quizizz has the power to lighten the load, help the pupils enjoy it, and increase their motivation. Zuriyah and Pratolo (2020) conducted a study that found using it increased pupils' motivation to learn English. This is further corroborated by the study's findings, which showed that the majority of students said Quizizz made online English learning enjoyable. Quizizz's real-time functionality makes it challenging for pupils to cheat. This personality is useful for giving pupils' abilities a more accurate judgment.

A study by Nugraha et al. (2021) found that students believed that using Quizizz for online tasks was more competitive and difficult than using a paper and pencil quiz format. Students stated they couldn't cheat on the test because of the real-time nature of the application, according to a second study by Amalia (2020).

Finally, Additionally, Quizziz is thought to increase pupils' self-confidence in their English-language acquisition. The survey's results show it to be the case. According to Dhamayanti's research from the year 2021, Quizziz helps students feel more confident in their English-language learning abilities because they can utilize the app to instantly verify whether or not their answers are accurate.

Soto and Larenas (2020) tried an attempt to determine whether participation of the learners advanced after applying Quizziz or not. Besides, the objective of the study was to examine the learners' views about attendance levels. Three tools namely the teacher's diary, a classroom map, and the perception scale of a student were employed in the data collection process. The findings showed that all the participants developed their eagerness in order to attend lessons but the students' perceptions about attendance did not indicate any specific difference. To be clearer, the learners' eagerness to attend classes changed in a positive way. However, their perceptions about attendance kept being the same.

Another research was done to compare Kahoot and Quizziz that are types of e-learning applications in terms of motivation. Both applications might be utilized in enhancing the motivation of students but the researcher carried out research to find out which application is better regarding the motivation issue. The research design was a mixed-method. To gather the data, the field note and questionnaire were utilized. The results pointed out that students showed more motivated performances throughout the application of Quizziz compared to Kahoot!. Additionally, more learners indicated Quizziz is better than Kahoot! in terms of motivation, attraction, and challenging. In brief, the study concluded that Quizziz is better to promote the motivation of the learners (Lestari, 2019).

In addition to these studies, Pitoyo and et al. (2020) aimed at examining the washback effect of Quizziz on participating students' learning. A questionnaire, observation, and in-depth interviews were utilized to explore the matter. The research has a conclusion that learners felt more motivated and after completing various gamified quizzes through Quizziz, their willingness to learn was more thorough. Quizziz also provided positive

washback effect on students' learning because they completed the test like playing a game.

Likewise, Jiménez-Sánchez & Gargallo-Camarillas (2020) aimed to investigate how gamification impacts the intrinsic and extrinsic motivation of learners. 51 participants studying at a state school in Spain contributed to the research and two questionnaires were employed. They were divided into an experimental group and a control group since the aim was to compare digital and conventional strategies. The study found that the utilization of Quizizz motivated learners and they had positive perceptions toward Quizizz.

There are a lot of e-learning applications and Quizizz is one of these applications. Quizizz should be preferred by the English teachers because it includes the components of entertainment and competition, students are willing to participate in the lessons and they will be more motivated. This is in agreement with Halim's (2020) findings. In brief, integrating Quizizz into the English classroom has many benefits and advantages. Nevertheless, it is interesting and observable that many English teachers do not use this application in their classrooms. It may be due to the fact that teachers do not have enough knowledge about how to use technology effectively.

4. CONCLUSION

The teacher design teaching learning activities during the implementation of *Quizizz* in English class includes preparation, application, and evaluation stages. The use of *Quizizz* as teaching media compatible for teaching vocabulary at Senior High School amid pandemic era are: A group of individuals can utilize Quizizz, a game-based educational tool, to solve problems in a light-hearted and engaging manner.

Students' responses on the use of *Quizizz* as teaching media for teaching vocabulary namely: Quizizz was considered as easy to use application Secondly, Quizizz has the ability to reduce the workload, make the students enjoy the lesson, and increase motivation throughout the process, despite the fact that it is delivered online. Quizizz can aid in their understanding of the lesson.

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