

THE STUDENTS' VOICES ON GAMIFICATION USING QUIZIZZ
APPLICATION IN GRAMMAR CLASSES AT UNIVERSITAS
MUHAMMADIYAH MAKASSAR

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Article Info	Abstract
<p>Received: January 22, 2023 Revised: March 02, 2023 Accepted: April 10, 2023 Published: June 28, 2024</p> <p>Keywords: Students' Voices, Gamification, Quizizz, Grammar</p>	<p>This research aimed to find out the students' voices toward Gamification using Quizizz in grammar classes at Universitas Muhammadiyah Makassar. This research used descriptive quantitative method. The data was collected through online questionnaire and presented in descriptive and numerical form. The population were the 7th semester students, namely 7D, 7E, and 7F of English Education Department at Universitas Muhammadiyah Makassar and the sample were the 10 students from each class of the population. The sampling technique used in this research was purposive random sampling technique. This research findings showed that the students voices based on questionnaire's answer toward the used of Quizizz in grammar classes. the result showed most of the students chose agreed on the positive statements and chose disagreed on the negative statements. The total highest mean score in terms of stimulation aspect was 4.47, attractiveness aspect was 4.40, perspicuity aspect was 4.27, and dependability aspect was 4.17. It means that students have a good voice toward Quizizz in grammar classes activities. Based on the findings, it can be concluded that Gamification using Quizizz in grammar classes was approved by the students in English Education Department at Universitas Muhammadiyah Makassar.</p> <p>This is an open access article under the CC BY-SA license</p> 
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INTRODUCTION

The development of information and communication technology nowadays has a significant impact on how things are taught and learned. Teachers have utilized the accessibility of technology to accelerate up the learning process. Technology access can also enhance standards of education. Since the invention of internet technology, almost everything has become possible in the world of education. Presently, education is focused on TPACK-based learning (Technological Pedagogical Content Knowledge), where the use of technology

in learning, both in the use of teaching materials and teaching media, as well as in the evaluation of learning, is also a measure of learning successful that is applied today.

According to Keengwe (2012) The approach of teaching and learning are conducted is changing as a result of technology advancements. Information technology can be used as a tool to support the educational process, which also entails discovering sources of information and supporting the teaching and learning process that are expected to create an interesting and fun learning atmosphere. One technique in teaching that utilizes technology in the teaching and learning process is Gamification. Gamification is a learning strategy that applies game elements to non-game things with the aim of binding and motivating users to solve a problem (Kapp, 2017). In other studies, Gamification is defined as a derivative of the use of games to solve a problem through a way of thinking when playing games (Buckley, 2016).

In addition, the researcher also has personal experienced where the lecturer implemented Gamification technique using Quizizz and Kahoot! application in Advanced grammar class. The benefits of applying Gamification are totally give positive impact for students in learning process as written above. The learning process become more interesting but still serious; student can focus on doing the test as it already has a time setting in each question. The application of innovative learning techniques and approaches by teacher can effectively develop students who are full of creativity. The more creative, the higher the level of student stimulation will be, so that it has a positive impact on the learning process.

Then, the initiative emerged to find out the responses of other students to the application of Gamification in learning so that it can be known whether this technique is really wanted and expected by students. Therefore, the researcher observed some of 7th semester students in English Education department at Universitas Muhammadiyah Makassar who already joined one of the grammar classes by using Quizizz application and found that there were some students had experienced toward Gamification using Quizizz application during grammar classes. Based on the statement above, the researcher would like to investigate the students' voices of Gamification using Quizizz application in grammar classes at Universitas Muhammadiyah Makassar.

LITERATURE REVIEW

Each person has their own views of something. In education field, both teacher and student have different opinion in determining which learning approach that effective to apply in the classroom. To make the teaching and learning process become effective, teachers need the students' voices or well known as perception. The contention which students have an authentic and valuable voice in the decisions that impact their learning and education has become a phenomenon as known as 'student voice' (Matthews, 2022).

Students' voices of utilizing a website, application, or other product can be referred to their experience a user. Moreover, one of components to measure the user's views based on their experience is the user experience questionnaire as it allows faster and more accurate data. In order to measure a person's perception of using an application, Paredes and Hernandez (2017) outlined in their research what the User Experience Questionnaire can be used for. Therefore, the researcher adapted four aspects from User Experience that were supported by User Experience Questionnaire to explore how is the students' voices on Quizizz in grammar classes when using it. The following four aspects, such as attractiveness, perspicuity, dependability, and stimulation. Attractiveness; users' opinions on web services' attractiveness provide insight into whether or not they consider the web to be useful. It implies that students will express their ideas or opinions about using Quizizz. Perspicuity; can be used to assess how simple it is to use and understand a website. It is about how simple Quizizz is to use and understand. Dependability; used to analyze a website's predictability and security features. It reflects the students' perceptions of the Quizizz predictability and security. Stimulation; user's interest and enthusiasm are measured by their level of stimulation. This may indicate whether the user is inspired or motivated to use the website. It concerns the students' feelings of excitement, enthusiasm, and motivation when using Quizizz.

In recent years, Gamification has been used in different disciplinary areas such as environment, health, employment, commerce, and many more, including this research subject, education. According to the Oxford dictionary, Gamification is the application of elements in a game such as a point scoring, competition, and game rules into other activities. Moreover, Kapp (2012) defines Gamification can be defined as a concept that combines play, aesthetics, and skill of thinking to attract attention, motivate, promote learning, and solve the problem. In education, Gamification is a technique that comes up with the dynamics

associated with game design in an educational environment, to stimulate and interact directly with students, enabling them to significantly establish their curricular, cognitive, and social competencies, (Manzano-León et al., 2021).

Additionally, teaching and learning should be accompanied by engaging activities which are appropriate for the students' needs to create enjoyable and effective classroom learning environment to motivates students well (Abdul, 2016). Therefore, Gamification expected can enhance the students' participation in teaching and learning process as evidence that the students are motivated to learn. Moreover, using Gamification expected can enhance the students' participation in teaching and learning process as evidence that the students are motivated to learn.

There are some basic characteristics of Gamification adapted from Erenli (2013); Glover (2013); Kapp (2013); O'Donnovan (2013). At least the majority of the elements contained in the game include: points, badges, leaderboards, levels, and avatar. One of the applications provided characteristics of Gamification that can be applied to the classroom interaction is Quizizz. Quizizz is a game-based online quiz application that is intentionally designed for learning activities. Founded in 2015, Quizizz is easy to use and accessible on any device. In its usage, Quizizz requires an internet connection to be able to access its content and a device such as a computer or smartphone as its operating medium. It is packaged with a public quiz for use in class. Quizizz is used by teachers for group projects, assessments, pre-test reviews, and spontaneous assessments. It is an enjoyable and interesting platform that stimulates students' self-reflection and student-led learning, enabling students to self-assess. Students can compete with each other, create live games, and even control their study groups using Quizizz. Students are able to learn at their own rhythm and receive feedback immediately.

Quizizz takes advantage of aspects of fun, curiosity, and inclusiveness that exist in humans. Playing is the first language that humans learn. When the learning process is turned into entertainment, then the learning will be interesting for everyone. Curiosity is part of human nature; it drives the creation of a great effort. With curiosity, humans will always be motivated to keep learning. Curiosity is part of human nature; it drives the great effort created. With curiosity, humans will always be motivated to keep learning. While inclusive means accessible to everyone because it can be played by various groups ranging from students to employees.

METHODS

In this research the researcher used a descriptive quantitative research method, the data presented in descriptive and numerical form. It is with the objective research to identify the students' voices on Gamification using Quizizz application in grammar classes. The variable of this research was the students' voices based on their views, feeling, and experiences with Gamification using Quizizz application in grammar classes. The population in this research was English Department students in the 7th semester which consisted of three class, namely 7D, 7E, and 7F. The total number of the population is around 75 students. The sampling technique used was purposive random sampling which is a type of sampling by looking the sample based on the certain characteristic, namely the students who have already used Quizizz application in grammar classes. The researcher took 10 students in every level of grammar class, so the subject of this research consists of 30 students from the population.

Instrument

In this research, the researcher used online questionnaire by Google-Form to collect the data about students' voices or perceptions toward Gamification using Quizizz application. The questionnaire consisted of 37 statements included 19 positive statements and 18 negative statements which divided into 4 aspects, namely attractiveness, perspicuity, dependability, and stimulation. The students answered truthfully what they felt about the statements related to the use of Gamification using Quizizz application during the learning process in grammar classes.

Data Analysis

To analyze the data, the researcher used the Likert scales and IBM SPSS 25 to measure income attitudes and perceptions of the students toward Gamification using Quizizz application in grammar classes. The score for positive statements was strongly agree (SA)=5, agree (A)=4, undecided (U)=3, disagree (D)=4, and strongly disagree (SD)=5. While, negative statements were strongly agreed (SA)=1, agree (A)=2, undecided (U)=3, disagree (D)=4, and strongly disagree (SD)=5. Each item of questionnaire was given score based on above criteria. Then, calculating the sum of the score and finding out the mean score of each aspect. The mean score of all aspects was classified as follow:

If $1.50 \leq \text{mean score} < 2.50$, it classified as less good.

If $2.50 \leq \text{mean score} < 3.50$, it classified as enough good.

If $3.50 \leq \text{mean score} < 4.50$, it classified as good.

If $4.50 \leq \text{mean score} < \text{max}$, it classified as very good.

RESULT AND DISCUSSION

This section shows the results of exploring the students' voices toward Quizizz in grammar classes. The result of questionnaire from four aspects was shown in table 1 below:

Table 1 The Mean Score of Questionnaire

No.	Aspect	Mean Score
1.	Attractiveness	3.96
2.	Perspiciuity	3.85
3.	Dependability	3.75
4.	Stimulation	4.08
		$\sum x = 3.91$

The table 1 above points out the students' mean score of their voices toward Gamification using Quizizz in grammar classes. It contained of four aspects and the total number of items was 19 items. The analysis focused on the students' voices in attractiveness, perspiciuity, dependability, and stimulation aspects toward Quizizz. The highest means' score of the aspects was stimulation aspect (4.08). It classified as good. It means that the students voices toward Quizizz on Stimulation aspect was good as can be proved that most of students agreed they felt encouraged and motivated to learn grammar through Quizizz. In stimulating students to learn and doing assignment or test of grammar through Quizizz, students facilitate with features which make students encouraged to be number one on the leaderboard. However, Quizizz delivers alternative learning strategies and assignment-completing experiences to students that really helpful to encouraged their interesting in learning grammar. A similar finding was obtained in Damayanti (2021) that Quizizz can stimulate students to feel more excited about learning for getting satisfactory score since the students' rank on the leaderboard will be automatically showed after completed the test, so that each student can see the rank and their friends. From the table also shows the second rate was attractiveness aspect (3.96) and the classified was good. It indicates that the majority of students concur that

the Quizizz's features can strengthen and encourage their learning activities especially in doing grammar test. Moreover, the features provided in Quizizz namely attractive display, avatar, music and memes makes the students feel encouraged to learn grammar. This statement is supported by previous research Zuhriyah (2020) due to the various features provided in Quizizz, students approved Quizizz as an interesting assessment tool because it can be modified in some variation of settings, including fill-in-the-blank, multiple-choice, true or false, and open-ended which can be used to answer the questions. The questionnaire result also displays the students' voices toward Quizizz on perspicuity aspect as mean score (3.85) and classified as good. On perspicuity aspect, students generally chose agreed from the four items of statements which means they also have positive view toward Quizizz in grammar classes. Quizizz gave some positive impact for students as the game elements can reduce the students' anxiety by making the learning process was fun. Furthermore, the appropriate level difficult of practice questions about grammar is beneficial to enhance the students' engagement and relieve their boredom. Zulfa (2022) also confirmed that Quizizz's game elements can assist students feel less bored and fatigued while attempting the test. It offers the same effect as playing games and helps students become more comfortable during assessments. Lastly, the students' voices toward Quizizz on dependability aspect as mean score (3.75) and also classified as good. Students mostly agreed that Quizizz create competitive atmosphere as it equipped with direct feedback which the system shown on the screen to review the wrong answer including the points students get and the time left to answer the questions. Thus, students do not have any chance to cheat in doing an assignment or a test. In addition, Quizizz make the process of completing the assignment or test more flexible than traditional test that will take time to get the feedback and answers' review. In line with Elmahdi (2018), Immediate feedback on assessments encourages students to learn more, participate more actively in class, shorten learning time, and create engaging teaching and learning environments as well as making it possible for students to take tests wherever they are at the same time.

CONCLUSION

Based on the results of research findings and discussion in the previous chapter, the researcher concludes that the students' voices on Gamification using Quizizz in grammar classes which divided into four aspects, namely attractiveness, perspicuity, dependability, and stimulation is most of students chose strongly agree and agree on the positive statements. It

can conclude that the students' approved the use of Quizizz in grammar classes. Moreover, most of students chose strongly disagree and disagree on the negative statements. It can conclude that the use of Quizizz in grammar classes did not have negative effect for students. From the result of data analysis and conclusion, the researcher would like to give some suggestion related to this research. The researcher hopes this suggestion would be contribute benefit to all of us. For the lecturer, considering to use Gamification method that integrated with ICT such as using Quizizz, Kahoot!. Quizlet and many more in grammar classes as we know it helps to make the learning process enjoyable, easy to understand, fun, but still serious. For students, trying to do practice test that provided in Quizizz as much as you can do to improve knowledge of grammar and for next researcher, exploring more deeper other kinds of application like Quizizz that can be used.

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