

## Students' Perceptions of English Language Learning Game-Based: A Case Study of Google Quizzes

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### ABSTRACT

The purpose of the problem formulation regarding the experience of using Google Quizizz in English language learning is to explore its impact on grade 6 students' comprehension of the material, motivation, and enthusiasm for learning. It is important to understand students' perceptions of this technology-based learning method. Google Quizizz is implemented as an interactive learning tool where teachers create quizzes according to teaching materials. Students take the quiz in a competitive and fun atmosphere, stimulating their spirit to try better. After the quiz, the teacher analyzes the results to provide feedback and to see areas of understanding that need improvement. Student responses to using Google Quizizz are generally positive; many feel more motivated to learn English. The game element in the quiz makes the learning experience more interesting and less boring. In this way, students actively participate in the learning process, creating a dynamic classroom atmosphere. Overall, the implementation of Google Quizizz positively impacted students' motivation and passion for learning. With good preparation and implementation, this application can be an effective tool for educators to create an interactive learning environment. This research is expected to provide recommendations for educators to continue integrating technology in education to improve the quality of learning in Indonesia. One widely used platform in this context is Google Quizizz, which allows teachers to create interactive quizzes that students can access online. This study used a descriptive qualitative approach with 29 students as participants. The instruments used were observation, interview, and literature study. The results showed that using Google Quizizz game-based learning can increase learning motivation and understanding of English materials.

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## 1. INTRODUCTION

Learning English is one of the main challenges for many students, especially in a foreign language. Conventional methods are often considered boring and less interactive, thus decreasing students' interest in learning. To overcome this problem, using technology, such as game-based learning, is an effective alternative. In today's digital era, English language learning is growing, with various methods and approaches used to improve teaching effectiveness. Game-based learning has good potential to be used as a practical learning media because it can stimulate visual and verbal components (Aditiyawarman et al., 2022). One method that is gaining popularity is game-based learning, which utilizes game elements to create a more engaging and interactive learning atmosphere. One widely used platform in this context is Google Quizizz, which allows teachers to create interactive quizzes that students can access online. According to research conducted by Hamari et al. (2014), gamification in education can increase student motivation and engagement, positively affecting learning outcomes (Setyawan, 2024).

Google Quizizz is an online application-based learning tool or media comprising quizzes, games, and discussion features. This Quizizz application contains learning material packaged in interactive questions on various themes at various levels, subjects, and others, with educators choosing their content. Quizizz is a web tool for creating interactive quiz games using electronic devices. This application will make the learning process conducive, interesting, and fun. According to research conducted by (Susanti, 2020), Unlike other educational applications, quizizz educational games have theme characters, memes, avatars, and music that can entertain students during the learning process, practice, or take quizzes independently.

Along with technological developments, students are expected to be more active in learning. Data from the Ministry of Education and Culture of the Republic of Indonesia shows that technology in education can improve student learning outcomes. Therefore, it is essential to explore how Google Quizizz affects game-based English learning to measure its impact on learning motivation and material understanding.

Some research states that using quizizz learning media can improve learning outcomes. Quizizz's varied features make students feel happy and comfortable when conducting assessments. In addition, students will also feel more confident when working on assessments. So that students are motivated to complete the assessment with maximum results (Karyoto et al., 2020; Soeprajitno et al., 2019). This is based on previous research conducted by Susanti (2020), which states that Quizizz, an educational game-based learning media, can improve student learning outcomes in online learning on the theme of Globalization. Furthermore, in research conducted by (Pendidikan et al., 2022), the use of Quizizz during the learning process can also increase students' understanding of the material that has been and will be learned in class. This also aligns with research conducted by (Tiana et al., 2021) that Quizizz game media can increase student motivation and learning outcomes.

At SDN 1 Sidoharjo, grade 6, Tanjunganom District, Nganjuk Regency, Google Quizizz has been implemented as an English learning tool has been implemented in recent months. This study examines students' perceptions of game-based English learning through this platform. It uses a descriptive qualitative approach through observation with grade 6 students, and the instruments used are individual interviews and a literature study. The results of this study are expected to provide insight

into how game elements in learning can influence students' motivation and engagement in learning English.

Through this research, the author wants to learn more about student perceptions in learning English by using Google Quizizz. With the use of Google Quizizz, students find it easier to understand the material, and it can increase motivation in learning English. With this research, the author hopes to provide recommendations to educators and policymakers regarding the importance of technology in learning English. By understanding students' perceptions of game-based learning, it is expected that more effective strategies can be found to improve the quality of education in Indonesia, especially in foreign language learning.

## 2. METHOD

This research used a qualitative approach with a case study design to explore students' perceptions and experiences of game-based English learning using Google Quizizz. The location of this research is SDN 1 Sidoharjo, grade 6, Tanjunganom District, Nganjuk Regency. The research subjects comprised 29 students who participated in English learning using Google Quizizz for half a semester.

Data were collected through observations and interviews to measure students' perceptions of game elements in learning. Direct observation methods play a significant role in English language teaching and learning. Classroom observations provide valuable feedback to improve instructional techniques (Bendoukha & Belkheir, 2023; Sa'diyah Et Al., 2024). The interview questions comprised motivation, material understanding, and learning experience. Interviews were conducted after students completed the quiz on Google Quizizz to gain a deeper understanding of their experiences. In addition, the author also uses supporting data sources following the discussion related to this research. These supporting data sources were obtained from several journals and books.

## 3. RESULTS AND DISCUSSION

The results of this study show that most students positively learn game-based English using Google Quizizz. As many as 80% of students stated that they felt more motivated to learn English and that they grasped the material more easily when using this platform. This is in line with research by Jong and Tacoh (2024), which shows that learning activities delivered using Quizizz game media can improve motivation and learning outcomes in the subject.

The implementation of Google Quizizz in English language learning in grade 6 began with careful preparation. The first step is to determine the purpose of making this learning media to increase students' motivation and understanding of English materials. Teachers coordinate with the school to plan using Quizizz, including preparing relevant materials and creating quizzes following the curriculum. In addition, teachers also provide training to students on how to use the app, ensuring that all students have access to the necessary devices, such as smartphones or laptops, and a stable internet connection (Puspitasari et al., 2022).

One of the most exciting elements of the game for students is competition. In the Quizizz platform, students can see their ranking after completing the quiz, which encourages them to strive better. This element of competition increases student engagement and creates a more dynamic learning atmosphere. According to Al-Jannah et al. (2023), competition in game-based learning can improve students' enthusiasm for learning, which can be seen from their enthusiasm for taking quizzes.

In addition, the interactive features in Quizizz, such as avatars, music, and memes, also contribute to a fun learning experience. Students report that these elements make them feel more entertained and

engaged in learning. Research by Pusparani (2020) shows that the use of attractive media can increase students' interest in participating in learning, which is also seen in the findings of this study.

Once the preparation stage is complete, the implementation process begins. On the implementation day, teachers invited students to participate in an interactive quiz using Google Quizizz. Students were given access codes to join the prepared quiz session. In a competitive and fun atmosphere, students started answering questions with limited time, encouraging them to think fast and actively participate. The game element in this quiz makes students feel more engaged and enthusiastic. During this process, the teacher monitors student engagement and provides support.

After completing the quiz, an evaluation assesses students' understanding of the material taught. The automated quiz results provide immediate feedback to students regarding their answers. In addition, the teacher also conducted interviews with students to get their feedback on the learning experience using Google Quizizz. Students also reported feeling more engaged and active during the learning process. Many students revealed that the element of competition in the quiz made them more enthusiastic to participate. For example, one student stated, "I like learning while playing. Using Quizizz makes me more excited to learn and compete with my friends. It makes learning English more fun. Besides, the features in Quizizz are not boring." This statement shows that the game element can create a more dynamic and interesting learning atmosphere.

From the interviews, many students reported that they found the material easier to understand and were more motivated to learn English. They enjoyed the competition element and felt that learning became more fun.

However, not all experiences were positive; some students also revealed obstacles to using Google Quizizz, such as technical problems or unstable internet connections. This aligns with research by (Putri & Aisiah, 2021). several technical issues have been identified, including unstable internet connections, login difficulties, time constraints, and device compatibility problems. Nonetheless, most students felt that the ease of accessing the materials and the interesting format of the questions made them more eager to learn. They felt an improvement in their ability to understand English vocabulary and sentence structure.

However, while many students benefit from using Google Quizizz, they also face some challenges. Some students report that they experience technical difficulties, such as internet connection issues, which can interfere with their learning experience. This shows the importance of adequate infrastructure to support the use of technology in education. Research by Herlinda et al. (2024) also highlights that technical challenges can hinder the implementation of technology-based learning.

Overall, this study's results show that game-based English learning through the Google Quizizz platform has significant potential to increase students' motivation and understanding of the material. These findings provide valuable insights for educators and policymakers on integrating technology into the learning process and pave the way for further research in this area.

Regarding technology utilization, using Google Quizizz has a positive impact on students. This technology not only makes learning more interactive but also helps students learn in a more fun way (Setyawan, 2020). This application allows students to learn independently and collaborate with their friends, thus creating a dynamic learning atmosphere. Implementing Google Quizizz in English learning in grade 6 shows great potential to improve students' motivation and understanding of the material. The novelty of this research lies in its focus on the use of game-based learning at the primary school level, as well as an in-depth analysis of students' perceptions of this application in the context of

English language learning. This research is expected to contribute to developing more innovative and engaging teaching methods.

#### 4. CONCLUSION

Game-based English learning through the Google Quizizz platform shows significant potential in increasing student motivation and understanding of the material. This method presents a more interactive, engaging, and fun learning atmosphere through game elements such as competitions, avatars, music, and memes. This is evident from the research results, which show that 80% of students feel more motivated and easily understand lessons when using Quizizz. The competition element in the platform also encourages active student engagement in the learning process.

Nonetheless, some technical challenges, such as internet connection constraints, still need attention. Therefore, educators need to prepare adequate infrastructure. Overall, Google Quizizz, as a game-based learning media, cannot only increase students' learning motivation but also provide an innovative learning experience. By understanding students' perceptions of this method, educators can effectively integrate technology to improve the quality of learning, particularly in English language teaching (Mulyani et al., 2024). It also provides a foundation for the development of future technology-based educational strategies.

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