



Sociology Students' Perspectives on Quizizz Implementation in Formative Assessment for English Language Learning

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Abstract

In the educational sphere, technology has brought about significant changes, prompting English teachers to adopt innovative digital solutions to enhance their teaching practices. Quizizz, a dynamic and engaging platform, is one such tool that has gained considerable attention in educational settings. This study explores students' perceptions of Quizizz at Islamic University Balitar, using the Unified Theory of Acceptance and Use of Technology (UTAUT) as a framework. Researchers gather insights through customized interviews and observations, derived from previous research interviews. This tailored approach allows for a more relevant investigation into students' experiences with Quizizz. Once the data collection process is completed, the researcher analyzes the data using methods such as data condensation, data display, and coding. The findings suggest that students generally hold a positive attitude towards Quizizz. They recognize its capacity to augment their learning experiences, making studying more interactive and enjoyable. However, the investigation also reveals several challenges. For instance, unreliable internet connectivity and insufficient technological resources emerge as significant issues. These challenges can hinder the effective use of Quizizz and other digital learning tools. The study recommends that further research in different ESP contexts, such as management studies, could provide a deeper understanding of Quizizz among students. By conducting similar studies in various educational settings, researchers can gain a more comprehensive insight into the impact and effectiveness of Quizizz.

Keywords: Assessment tool, formative assessment, Sociology Students, Unified Theory of Acceptance and Use of Technology (UTAUT), Quizizz

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I INTRODUCTION

School used to be all about books and blackboards, but now things are getting high-tech. English language Learning does not stay in classrooms anymore, it can be a zoom meeting or can be a google meeting. It effectively communicates that technology is transforming the way students do their homework, with the help of educational apps and mobile quizzes. This tech wave in education is exciting, but like any new tool, the lecturer and the students need to use it wisely. Teachers are still the stars of the show, guiding the students through these digital adventures and making sure the students get a chance to explore. As technology gets more advanced, it will help the lecturer reach the goals in education. This means that teachers at all levels need to use and make new tools that are available today (Dewi & Astuti, 2021).

For English teaching, educators can leverage a wide array of online educational platforms. The lecturer can utilize Quizizz, TED talk, Coursera and so on. Quizizz is one of the educational innovations that offers engagement and fun during lecturing. A user interface can be structured in a way that it supports learners in enriching their academic journey (D'Mello & Calvo, 2013). It turns an educational application into a game, like friendly competition in class and leaderboards. It brings a touch of excitement and participation to classes through team-based tasks, making the process of learning more vibrant and enjoyable (Zhao, 2019).

Teaching without using computers or the internet has its challenges, but it is important for the lecturers to be initiative-taking and plan things well to make sure students learn effectively. The lecturers are key to making the classroom a lively and helpful place where the students who are majoring in Sociology not only learn facts but also gain important skills. Much sociological information is available in text, but the technology will help the sociology students to analyze it (Blank et al., 2019). Educational media is important in shaping how students act during learning activities (Ika Dhamayanti, 2021). Besides the tools used for grading, what students think is important for the success of teaching and learning in person. By understanding what students think, the teacher can better meet the students' learning needs (Zulfa & Ratri, 2022).” Learning attitude is the perception concerned about how to learn. Sari (2023) agree that a person's learning habits and attitudes are a reflection of their perception.

It has been acknowledged that Quizizz is a useful tool for teaching and studying English. Amalia (2020) emphasized its role in formative assessments, while PradnyaDewi and Kristiani (2021) highlighted its effectiveness in improving reading skills. Syafriadi (2023) emphasised its capacity to foster 21st-century competencies even more. All these studies point to the possibility that Quizizz can greatly improve the standard of English instruction and learning.

The studies by Amalia (2020), PradnyaDewi and Kristiani (2021), and Syafriadi (2023) provide a comprehensive understanding of the role of Quizizz in English learning. The purpose of the current research is to bridge the research gap in the existing literature by employing practical gap. There is limited study need by sociology students in English for specific purposes context. The aim of this study is to provide a detailed explanation of Sociology students' perceptions of using Quizizz to measure their understanding of the lessons taught by the lecturer. Hence, the researchers developed the following research questions: What are the Sociology students' views on the use of the Quizizz application as a formative assessment tool?

II METHOD

Research design

This study investigated how Sociology students at the Islamic University of Balitar utilized the Quizizz application for learning. Employing a qualitative descriptive approach, the researcher observed and interviewed students while they used the application, opting for a natural setting rather than a formal lab environment. The research aimed to understand the perceived benefits and challenges of using Quizizz in a Sociology classroom. Participants experienced the issue in a natural setting, not in a lab. (Creswell & Creswell, 2023). Because the design of this study was to understand sociology students using the Quizizz application for

learning, the type of this study was case study research. To do so, the researcher conducted an in-depth analysis of students' perceptions, including the process and the activity. This research was bound by the time and place, so a case study was the type of the research (Creswell & Creswell, 2023).

Research Subjects

There were eighteen students in this class, but only fourteen Sociology students who were selected to be informant in this study. They were selected because they could attend the class regularly and wanted to share their opinion using the Quizizz application for learning. If the participant tend to hide the information, they were not selected to be the participants (Raco, 2010).

Research setting

Islamic University of Balitar was the research setting in this research because there was Sociology students who was the informants in this study. There must be a correlation between sample and research site in doing a research (Heryana, 2020).

Research instrument

The researcher was the only person who collected the data or human instrument. Human instrument meant that the person is responsible all kind of stimulus and environment to collect the data and then, display the data (Sari, 2023). For example, the researcher conducted in-depth interview to the students. If the lecturer sensed a bias in interview question, the researcher would revise the interview question.

Data collection

To get insight into student's perception about the application, the researcher utilized semi-structured interview to Sociology class as the main data collection. The researcher tended to use face to face interviews rather than e-mail in data collection. Data collection in qualitative could be in form of interviews and e-mail interviews (Creswell & Creswell, 2023). Observational field notes were also utilized by the researcher as secondary data collection. The researcher had maintained a detailed field journal, which acted as a secondary data source, enabling the recording of personal thoughts, feelings, and experiences during the research process (Creswell & Creswell, 2023). The researcher believed that the secondary data collection would increase opportunities to catch the reality in Sociology class. This research would modified Bindiya and Fediyanto's (2023) study. The modification was in the subject the study because the application or the technology should increase the language learning in ESP context.

Data analysis

The researcher believed that data analysis from Miles et al.'s (2014) study was simpler yet effective, so Miles et al.'s (2014) perspective was used in this study. In the first step, a personal note and the printed table were prepared by the researcher. The researcher tried to classify the things related to Quizizz application from interview data. Still in the first process, the researcher tried to classify sociology students that can provided information about the use of the application in ESP class. Some of the students failed to provide the information because they cannot attend the class regularly, so they could not be a participant in this study. Simplifying was the core of data condensation in qualitative research (Miles et al., 2014). The second step was making a simpler table. It included the participant and why they were selected to be participants and. The simpler table also showed the category of interviewed data. Frequency table or simpler tables was the mean of data display in qualitative (Suparman, 2020). The last

step was the researcher interpreted the data from sociology class into the general findings and the specific findings. Then, the findings would answer the research questions in this study.

In terms of reliability and validity, this research was greatly helped by research from Sugiyono's (2013) study. The observation helped the researcher to do "the extension of research" because it could be the decision the depth of the information from Sociology students. Then, "the extension of research" could be the discussion of two colleagues in this study. They discuss the process, the result, and the depth of the information. And based on data collection in this study, triangulation technique was utilized by the researcher based on Sugiyono's (2013) study about reliability and validity in qualitative research.

III RESULT

The research findings provide a detailed insight into Sociology students' perspectives on Quizizz as an assessment tool in English subjects, enriching the educational technology landscape and formative assessment methodologies. Through a thorough exploration of various dimensions, the study not only highlights the positive attributes of integrating Quizizz but also uncovers the challenges associated with its implementation. The identified criteria, including performance expectations, user effort, personal beliefs, and technical infrastructure, offer a nuanced understanding of how students perceive and interact with Quizizz within the educational context.

By examining the four key criteria derived from the research, educators and policymakers can gain valuable insights into enhancing the efficacy of Quizizz as a formative assessment tool. Understanding students' performance expectations, the effort required to engage with Quizizz, their personal beliefs, and the technical support available for its utilization are crucial in optimizing the integration of this technology into English subjects. These findings not only contribute to the academic discourse on educational technology but also provide practical guidance for educators seeking to leverage Quizizz effectively for formative assessment practices in English language learning.

Furthermore, the findings in this study offer a detailed exploration of various aspects related to its integration as a formative assessment tool, focusing on performance expectations, user effort, personal beliefs, and technical infrastructure support. In contrast, the findings from the experts, Amalia (2020), PradnyaDewi and Kristiani (2021), and Syafriadi (2023), provide additional perspectives on the positive impacts of Quizizz in educational settings. Amalia's (2020) study highlighted the positive perspectives of students towards Quizizz, emphasizing its engaging display, anti-cheating features, promotion of competitiveness, and superiority over traditional offline tests, showcasing students' favorable views towards this technology-based assessment tool.

PradnyaDewi and Kristiani's (2021) literature review reveal Quizizz as an effective learning medium for teaching reading, offering students meaningful and enjoyable activities to enhance their reading skills. This perspective underscores the benefits of Quizizz in providing engaging learning experiences that contribute to students' academic development and teachers' instructional strategies. Similarly, Syafriadi's (2023) qualitative research highlights Quizizz's role in modern learning environments, emphasizing its effectiveness in promoting interactive and engaging learning experiences, providing instant feedback, and fostering the development of essential 21st-century skills such as critical thinking and collaboration. These insights collectively showcase the diverse advantages of Quizizz in enhancing student motivation, interest, and learning outcomes across various educational contexts.

IV DISCUSSION

Performance expectations

The use of digital tools like Quizizz motivated learning among sociology students. These platforms incorporated features such as real-time feedback, which encouraged active

participation. For instance, students were more motivated to study sociological theories when they could compete against their peers on Quizizz.

S1: "this app makes me know more about the social education"

S6: "I can compete with my friend to gain high score"

The data above showed that the use of Quizizz as a formative assessment tool in English subjects proved beneficial based on student interviews. These interviews revealed that students found Quizizz helpful in gauging their understanding of the content taught by their previous teacher. By quickly assessing their scores, students gained insights into their grasp of the material. Achieving a high score on Quizizz served as a motivating factor for students, encouraging them to engage in healthy competition with their peers. This competition fostered a desire to study more frequently and effectively, aiming to improve their scores in subsequent assessments. Thus, Quizizz not only served as a tool for evaluating learning but also to drive student motivation and academic excellence. This new learning perspective using this approach was beneficial both students and lecturers (Slamet & Fatimah, 2022).

Moreover, the instant feedback provided by Quizizz allowed students to track their progress and identify areas where they needed to focus more attention. This application provided instant feedback for better correction (Rahayu & Purnawarman, 2019; Zhao, 2019). This real-time assessment feature enabled students to adapt their study habits and strategies based on their performance in each quiz. By analyzing their results on Quizizz, students could tailor their learning approach to address their weaknesses and reinforce their strengths. This personalized feedback loop enhanced the learning experience, promoting a deeper understanding of the subject matter. Slamet and Fatimah (2022) suggested to use this app to maximize learning outcomes. Ultimately, the integration of Quizizz as a formative assessment tool in English subjects empowered students to take ownership of their learning journey, leading to increased engagement, motivation, and academic success.

S13:"I don't know how to cancel my answer. My friend has the same experience in short time"

S15:"I dislike the ranking feature"

Despite the positive feedback from many students, there was a cohort who believed that Quizizz fell short as an assessment tool for evaluating student learning outcomes. These students expressed concerns about the effectiveness of Quizizz, citing challenges that hindered their ability to fully engage with the platform. One commonly raised issue was the time constraint imposed during quiz sessions, which led to students feeling rushed and overwhelmed when answering questions. This time pressure impeded their thought process and hindered their performance, resulting in less accurate assessments of their comprehension and knowledge retention. Slamet and Fatimah (2022) said that this application was not perfect, so that the lecturer must prepared online quiz to suit the students' need.

Additionally, some students found themselves struggling to keep pace with the rapid nature of Quizizz quizzes, which may not have catered to all learning styles and preferences. The fast-paced environment of Quizizz left certain students feeling left behind, unable to process information quickly enough to provide accurate responses. As a result, these students perceived Quizizz as a tool that did not align with their learning needs, potentially diminishing its effectiveness as a comprehensive assessment medium. The lecturers had to provide online quizzes that could accommodate students with varying levels of ability and cover all the topics covered in the course curriculum (Slamet & Fatimah, 2022) . These quizzes had to be designed to be easy to administer and grade, reducing the workload for the lecturers. Addressing these concerns and adapting Quizizz to accommodate a wider range of learning styles could have

enhanced its utility as a formative assessment tool and ensured that all students benefited from its use in the classroom.

S4: "I have to think fast because there is a limit of the time"

S6: "short time feature, teach me about the accuracy in understanding Social Education in English"

Based on interview transcripts above, the integration of technological solutions like Quizizz demonstrated the potential to improve efficiency and streamline work processes within educational settings. Students who endorsed the use of Quizizz highlighted its capacity to expedite the assessment of student learning outcomes in a more efficient and practical manner. By eliminating the need for traditional pen-and-paper methods of documenting questions and answers, Quizizz enabled swift evaluation of student understanding. Slamet and Fatimah's (2022) found that the students did not have any issues with the speed or frequency of the assessments. This digital platform offered a convenient alternative that not only saved time but also enhanced the overall assessment process by automating the collection and analysis of student responses.

Moreover, the transition to digital assessment tools like Quizizz introduced a level of convenience that resonated with modern students who were adept at navigating technology. The shift away from manual question preparation and grading allowed educators to focus more on analyzing student performance and providing targeted feedback. Students benefited from the immediate feedback provided by Quizizz, which aided in identifying areas of strength and weakness, thereby facilitating a more personalized approach to learning. The personalized approach based on the students' needs did not provide them with enough time to cheat or discuss the test during the assignment (Nugraha et al., 2021). As technology continued to play a pivotal role in education, tools like Quizizz served as valuable resources that promoted efficiency, engagement, and effective assessment practices in the classroom.

S2:"my connection is bad, so I prefer paper test"

S3:"the Wi-Fi connectivity is not reliable in my class"

For Sociology students who utilized Quizizz as an educational tool, the efficiency of the platform's operation hinged on external factors such as data quota and signal strength. The speed at which Quizizz functioned, whether rapid or sluggish, was intricately linked to the accessibility and quality of these essential components. A stable and robust data connection was paramount to ensuring seamless interaction with Quizizz, allowing students to engage with questions, submit responses, and receive instant feedback without interruptions. However, Slamet and Fatimah's (2022) study found external problems faced by the students, for example, the quiz started only after all participants had joined, and those who had already joined waited for the others. In instances where data quota was limited or signal strength was compromised, the operational speed of Quizizz was affected, potentially impacting the overall user experience and hindering the effectiveness of the platform as a learning resource. Therefore, maintaining a reliable data connection and optimizing signal strength were crucial considerations for sociology students who sought to leverage Quizizz for academic purposes.

S8:"there is a challenge for each question, but It boost my creativity using this application"

S11:"direct feedback give me what to do next"

S12:"I like how my lecture told us about the factors of social interaction using the application "

Based on the interview data above, it was found that this application had a positive impact on Sociology students' productivity, and this could potentially lead to enhanced learning

and improved academic results. Productivity had improved due to the students' enthusiasm for the application, as opposed to their previous experience of boredom with the PowerPoint platform. This demonstrated the value of engaging tools in learning processes. (Sylvia et al., 2024).

Quizizz served as a valuable tool for sociology students in the field of education by providing real-time feedback on sociological concepts and materials. This feature enabled participants to receive instant responses as they engaged with quiz questions, fostering a dynamic learning environment where feedback was promptly delivered. The immediacy of feedback offered by Quizizz not only enhanced the learning experience but also promoted active participation and comprehension among sociology students. By receiving immediate insights into their responses, students could quickly assess their understanding of sociological topics and identify areas that required further clarification or review. The use of technology in education offered significant opportunities to develop students' creativity and prepared them for the increasingly digital demands of the workforce (Octavianna et al., 2024). This real-time feedback mechanism contributed to a more interactive and engaging educational experience for sociology students, aligning with contemporary pedagogical approaches that prioritized timely assessment and personalized learning journeys.

Moreover, S12 reported that using the application significantly enhanced her creativity and motivation while studying social interaction factors in English. Unlike traditional platforms restricted to multiple-choice, true-false, or matching questions, the application offered a "comprehension" menu specifically designed to stimulate creative thinking. Within this menu, lecturers could enrich learning by incorporating text and video-based explanations of social interaction factors. Additionally, the AI-powered question generation feature allowed for tailored assessments based on provided content. This innovative approach transformed the educational landscape, optimizing both student engagement and learning outcomes. Quizizz application boosted their problem solving (Huei et al., 2021). Interactive questions, unlike traditional paper-based tests, are more engaging and effective in capturing students' attention and stimulating critical thinking. By incorporating multimedia elements and real-world scenarios, interactive questions could create a more immersive learning experience. Additionally, they allowed for immediate feedback, enabling students to correct misconceptions and reinforced their understanding (Dhamayanti, 2021).

Effort expectations

The effectiveness of using Quizizz for sociology students hinged on a reliable technology infrastructure. A stable internet connection was crucial for seamless interaction with the platform, as it enabled real-time feedback. A reliable internet connection and functioning devices were a must to optimize the benefits of incorporating Quizizz into their sociology courses.

S7: "I can log in and join the class, but I forgot to top up internet quota"

When the Wi-Fi signal was weak, Sociology students struggled to participate actively in online assessments. During a quiz, a poor internet connection caused delays in submitting answers, leading to missed opportunities and frustration. This was particularly challenging for students who relied on the online platform to demonstrate their knowledge and understanding of the material. Students and Lecturer need stable and fast internet access to have a full advantage of this platform (Göksün & Gürsoy, 2019).

To tackle this problem, students had put forward some practical ideas. One recommendation involved pinpointing locations in the classroom where the Wi-Fi signal was stronger. Unresponsive application caused by unstable internet access (Harahap & Kembaren, 2023). By identifying an area with a more dependable connection, students could enhance their

quiz experience, focusing on the assessment rather than dealing with technical issues. This proactive strategy minimized the effects of a weak Wi-Fi signal, ensuring that students engaged fully in the online assessment. Sociology students discovered that the A5 class had poor signal reception, while the A1 class emerged as a solution due to its stronger signal strength.

S6: "my challenge is only bad signal, not the use of application"

The interview result indicated that Quizizz was viewed as a user-friendly platform by students. This aligned with the fact that teachers were already knowledgeable about Quizizz and could effectively instruct students on its use. However, a significant challenge arose when unstable internet connections disrupted the learning experience. The lecturer and the students can log in easily and set the difficulty of the assignment (Syafriaedi, 2023).

Observation results showed that they had no problems in signing. Using this application, online teaching could have been implemented easier. All sociology students had joined remote classrooms, and they had said that they were enthusiastic to achieve a higher rank on the leaderboard. The evaluation revealed that the application provided an enjoyable and user-friendly experience for the students (Indrayana, 2022).

Social influence

Examining the usage and educational value of digital tools like Quizizz in sociology education informed the development of effective teaching strategies and tailored platforms. This research maximized the social influence of technology in shaping sociology education, contributing to a better understanding of its role and impact on students' learning experiences.

S2: "I think this is new way to learn about Sociology "

S5: "I feel happy to use it because my lecturer motivates us to use it"

In the realm of technology, subjective norms referred to the impact of significant individuals in users' lives and actions regarding technology usage. During the interviews, the students said that their lecturer underscored the role of Quizizz in enhancing their comprehension and assessing their educational progress. Teacher could introduced the technology to students to enhance their learning experience (Kurniawan et al., 2022). By emphasizing the advantages of Quizizz for self-evaluation, this subjective norm set by the teacher boosted the students' drive to utilize Quizizz for learning purposes.

Based on observation data, peer interactions also played a crucial role in shaping students' attitudes towards technology. When classmates shared positive experiences and encouraged each other to use Quizizz for studying sociology, it created a social norm that reinforced the value of incorporating technology into their learning process. This collective influence from peers contributed to a supportive environment where students felt motivated to engage with Quizizz regularly, fostering a culture of technological integration within the sociology education landscape. Trust could be established through loved ones or close friends to support learning experience (Kurniawan et al., 2022).

Facilitating condition

A reliable technical infrastructure was crucial for seamless access to digital tools, maximizing their potential to enhance student engagement and learning outcomes using Quizizz in the sociology course. Strategic investments in technology infrastructure were essential for the successful integration and optimization of digital tools in modern educational settings because this kind of investment ensured the effective use of digital resources.

S9: "I don't think the campus support the application because of unstable Wi-Fi"

Based on interview data, Sociology students faced challenges during their study of social infrastructure due to limited data quotas and poor internet connectivity. The fluctuating

Wi-Fi signal often disrupted their learning experience, causing frustration among the students. The intermittent nature of the internet connection, with frequent disconnections and reconnections, not only hindered their access to online resources but also resulted in feelings of annoyance and impatience among the learners.

Based on observation data, The combination of restricted data quotas and unreliable Wi-Fi signal posed significant obstacles for sociology students trying to engage with social infrastructure materials. This encouraged students to use their own quota for learning. As a result, many students found themselves frequently running out of quota while the lesson was still in progress. This situation often led to interruptions in their learning process, as they had to find alternative ways to continue participating in the lesson. Despite these challenges, the students remained motivated and continued to engage with the material, demonstrating their commitment to their education. In addition, unstable internet connection also affected their emotional state, leading to occasional outbursts of frustration. These technical challenges highlighted the importance of stable internet access in facilitating effective learning experiences for students studying social infrastructure. The solution provided by the lecturer was to move to another class who had better access to internet connections. Relocation helped some students regain access to the online lessons, reducing interruptions and allowing them to participate more effectively (Slamet & Fatimah, 2022).

V CONCLUSION

When implementing Quizizz as a formative assessment tool for sociology students, it's crucial to understand the performance expectations, the effort required for users, personal beliefs about the tool, and the availability of technical infrastructure. These aspects collectively provide a comprehensive understanding of the user experience and the system's effectiveness in enhancing sociology education.

In the context of language teaching, educators utilizing technology should ensure they have a robust network signal to optimize the network connection and minimize connectivity issues. Lecturers may encounter various problems related to internet quota limitations when using technology, making it essential to prepare thoroughly for such tasks.

It is important to note that this research has a limited geographical scope, focusing on the use of Quizizz in sociology education. Future studies could broaden the understanding of this subject matter by exploring the utilization of alternative media platforms. For instance, investigating the use of Quizizz in management classes with a mixed-methods approach could provide valuable insights.

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