Journal of Innovative and Creativity
Journal Homepage: https://joecy.org/index.php/joecy
e-mail: journaljoecy@gmail.com

Faculty of Education
University of Pahlawan Tuanku Tambusai
ISSN 2775-771X (Online)
ISSN 2962-570X **(Printed)**
6 (1) 2026, Page 8976-8981

The Use of Quizizz Platform to Improve Students' Mastery of English Vocabulary

Tiara Putri Salsabila[1], Lusia Alvika Florence Susar[2], Zinedine Zidane[3], Cici Situmorang[4]
[1,2,3,4]Institut Prima Bangsa
Corresponding Author: Tiara Putri Salsabila, tiaraputrisalsabila09@gmail.com

Published: Februari, 2026

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi penggunaan platform Quizizz dalam meningkatkan penguasaan kosakata bahasa Inggris mahasiswa. Penelitian ini menggunakan deskriptif metode kualitatif yang berfokus pada persepsi, pengalaman belajar, dan motivasi mahasiswa dalam memanfaatkan Quizizz sebagai media pembelajaran. Partisipan penelitian terdiri atas tujuh belas mahasiswa Program Studi Pendidikan Bahasa Inggris di IPB Cirebon yang dipilih melalui teknik purposive sampling berdasarkan pengalaman mereka dalam menggunakan Quizizz. Pengumpulan data dilakukan melalui wawancara semi-terstruktur, kuesioner, dan observasi kelas. Data dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penggunaan Quizizz memberikan dampak positif terhadap penguasaan kosakata bahasa Inggris mahasiswa dengan meningkatkan motivasi belajar, keterlibatan aktif, dan partisipasi dalam pembelajaran. Fitur gamifikasi serta umpan balik instan membantu mahasiswa dalam menghafal kosakata secara lebih efektif dan menciptakan suasana belajar yang menyenangkan. Dengan demikian, dapat disimpulkan bahwa Quizizz merupakan media pendukung yang efektif dan relevan untuk meningkatkan pembelajaran kosakata bahasa Inggris di perguruan tinggi.

Kata Kunci: Quizziz. Penguasaan kosakata, pembelajaran bahasa Inggris, gamifikasi

ABSTRACT

This study aims to explore the use of the Quizizz platform in improving students' English vocabulary mastery. This study uses a descriptive qualitative method that focuses on students' perceptions, learning experiences, and motivation in utilizing Quizizz as a learning medium. The research participants consisted of seventeen students from the English Education Study Program at IPB Cirebon who were selected through purposive sampling based on their experience in using Quizizz. Data collection was conducted through semi-structured interviews, questionnaires, and classroom observations. The data were analyzed through the stages of data reduction, data presentation, and conclusion drawing. The results showed that the use of Quizizz had a positive impact on students' English vocabulary mastery by increasing their learning motivation, active involvement, and participation in learning. The gamification feature and instant feedback helped students memorize vocabulary more effectively and created a pleasant learning atmosphere. Thus, it can be concluded that Quizizz is an effective and relevant supporting medium for improving English vocabulary learning in higher education.

Keywords: Quizziz. Vocabulary mastery, English learning, gamification

© The Author(s). 2021 Open Access This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. To view a copy of this licence, visit http://creativecommons.org/licenses/by/4.0

PENDAHULUAN

Vocabulary is a very important component in foreign language proficiency because it forms the basis for the development of language and character skills, such as reading, writing, listening, and speaking. However, vocabulary learning is often considered boring and repetitive by students (Mukhtar et al., 2023).

In recent years, the use of digital technology for foreign language vocabulary learning in education has become increasingly widespread. One such tool is Quizizz, an online platform that allows lecturers to design quizzes and interactive activities in a game-like environment. By combining elements of competition, immediate feedback, and fun, Quizizz offers a dynamic approach to vocabulary learning that can increase student engagement and motivation. This study aims to explore the use of Quizizz to improve students' English vocabulary mastery. Specifically, this study focuses on students' experiences and responses to the use of the Quizizz platform in the learning process (Djamdjuri et al., 2023)

According to (Kunci, 2024), the benefit of using Quizziz is that it clarifies the presentation of material and information, thereby clarifying and improving the learning process and outcomes. Learning media can also direct

students' attention, thereby motivating them to learn, which in turn has an impact on their activity and learning outcomes in following digital-based learning challenges. This is in line with the development of technology and information, which encourages the creation of innovative, effective, and efficient learning media. Therefore, digital-based learning media is needed to improve student learning outcomes. Learning media is needed by lecturers as a tool to deliver lesson material.

The Quizizz platform itself has the advantage of allowing questions to be created very quickly and easily. This mode is intended for serious summative assessment. In this mode, students are prevented and warned to focus on completing Quizizz and are not allowed to open other tabs or applications. This type of feedback has been proven to improve students' understanding of the material and help them correct their mistakes quickly. In the context of research, this feature can be used as a variable that shows the effect of instant feedback on student learning outcomes. Along with the development of the digital era and post-pandemic education policies, the blended learning system (a combination of face-to-face and online learning) has become a growing trend. Quizizz supports this model because it can be used in real-time in face-to-face classes as well as asynchronously (done at home). Thus, students can still learn independently without losing the elements of interaction and evaluation (Pakudu & Safaat, 2024).

For researchers, this is an advantage because it allows data collection in various learning conditions (online and offline), so that the research results are more relevant to the current educational needs of lecturers and researchers. They do not need to correct students' answers manually because the Quizizz system performs automatic assessment. This is very helpful when the number of research respondents is quite large, such as one class or more.

This time efficiency makes Quizizz ideal for quantitative research, as data collection and analysis can be done more quickly. Quizizz also encourages positive social interaction in the classroom. When students compete in quiz games, they can learn from each other, discuss, and share strategies for answering questions. This fosters a spirit of cooperation, communication, and critical thinking, all of which are important parts of 21st-century competencies.

Vocabulary in a language consists of all the words that a person uses to communicate, and interjections, each of which has a different role in forming sentences. In terms of usage, vocabulary is divided into active vocabulary, which are words that are frequently used in speaking and writing, and passive vocabulary, which are words whose meanings are understood but are rarely used.

The use of English through various means, such as gemification, academic journals, and online learning platforms, is key to accessing and utilizing a wide range of knowledge sources.

The benefits of learning English vocabulary go far beyond communication skills. This language broadens students' horizons, fosters an international perspective, and enhances their ability to interact across cultures. Proficiency in English is not only a tool for academic and professional development, but also a bridge to various global opportunities. (Hasibuan et al., 2025), According to etymology, improve means to repair or make better.

This journal focuses on verbs, which are the most effective choice when learning English, because verbs are the core of a sentence and without verbs, a sentence can hardly be formed. Verbs are also the most frequently used and encountered type of word in everyday conversation, so mastering them will directly improve communication skills. Compared to nouns or adjectives, verbs allow for more complete explanations and sentence construction. Therefore, starting to learn verb vocabulary yields quick results and is very helpful in improving overall English skills. Verbs consist of action, linking, auxiliary, modal, transitive, and intransitive verbs, each of which has a different function in a sentence.

According to Marcella Frank (1972), action verbs are used to express what a person or thing does, not a state. For qualitative research, one of the most suitable verbs to use is the action verb "identify," because it describes the process of finding and recognizing patterns or important information from data. However, Bal research focuses specifically on improving English vocabulary as its main object of study (Hasibuan et al., 2025).

In this learning context, students' experience in utilizing digital technology or gamification for learning foreign languages is very limited. The teaching process is still one-way, with the lecturer at the center of learning activities. As a result, student interaction with learning materials and evaluation is mostly done manually, for example, by answering questions on paper or in exercise books without any gamification or technology-based evaluation. Learning evaluation in this class is still done traditionally, through daily tests, written assignments, and oral assessments. Lecturers have never used interactive evaluation applications or

websites such as Quizizz, which can provide immediate feedback and increase student participation in learning activities. In addition, the use of learning media plays an important role in fostering students' interest in improving their English vocabulary (Sudarma et al., 2023)

However, there are still gaps in previous studies. Research conducted by (Pakudu & Safaat, 2024) shows that the effective use of Quizizz can improve student learning outcomes. This study focused on the vocational context and cognitive aspects (learning outcomes), rather than motivation to learn English or student perceptions. Meanwhile, (Batubara & Lubis, 2025) highlighted that Quizizz has received positive responses in English language learning. Therefore, this study aims to improve students' English vocabulary and explore students' perceptions of the use of Quizizz in increasing learning motivation by considering contextual and practical aspects in the learning process.

In summary, previous studies have consistently shown that Quizizz is a useful platform for increasing student motivation, engagement, responsibility, and learning outcomes in English language learning. However, its effectiveness is highly dependent on the availability of adequate technological infrastructure and the ability of students to integrate it effectively into teaching practices (Munawir & Hasbi, 2021) This study then developed these findings by examining how English students at IPB Cirebon viewed the use of Quizizz and how this medium affected student motivation and engagement in their classes.

METODE PENELITIAN

This study uses a qualitative descriptive method to explain and change students' views on the use of Quizizz in increasing their motivation to learn English. Qualitative descriptive is a type of qualitative research method that aims to describe a phenomenon, event, activity, or condition in depth and as it is based on facts in the field. The stages in qualitative descriptive research basically begin with determining the focus and formulation of the problem, namely deciding what the research wants to achieve, including choosing the location, determining who will be the participants, and preparing interview or observation guidelines to be studied and why it is important. After that, the researcher develops a design. As widely used in previous research related to educational technology. According to (Batubara & Lubis, 2025) this method is effective for exploring students' perceptions of gamification learning platforms such as Quizizz. Similarly (Puji Ayu Dewi Lestari et al., 2024) stated that this design is suitable for researching classroom situations and student learning behaviors.

The participants in this study consisted of seventeen English language students from IPB Cirebon. The researcher used purposive sampling to select participants based on their previous experience in using Quizizz in English language learning activities. According to (Batubara & Lubis, 2025), the purposive sampling technique is appropriate for determining participants who have specific experience related to the use of educational technology.

The data collection method involved semi-structured interviews. According to Sugiyono (2017) and Creswell (2014), semi-structured interviews are interview techniques that use a set of questions, but the interviewer can still develop additional questions, dig deeper, and follow the flow of conversation according to the respondent's answers. Interviews were conducted with fifteen English education students to explore their views and experiences in using Quizizz gamification in the learning process. Ten interview questions focused on learning practices and their perceptions of using the Quizizz application to improve their English vocabulary. The questionnaire consisted of five questions and used a Likert scale to measure student responses. According to (Hidayati et al, 2023), the combination of interviews and questionnaires provides a comprehensive approach to data collection.

The initial stage involved data reduction, which consisted of simplifying the raw data collected during the research to make it easier to understand and analyze. In the data presentation stage, the reduced information was systematically organized in the form of descriptions and summaries of the interview results. The interview data is presented in themes such as the effectiveness of Quizizz in improving students' English vocabulary, while the questionnaire results are summarized to show the students' response trends to the use of the platform. This presentation makes it easier for researchers to see patterns and relationships between data.

The final stage is drawing conclusions, which is done by interpreting the meaning of the data patterns that emerge. Researchers found that Quizizz has a positive impact on improving and mastering students' vocabulary. Thus, the use of Quizizz is considered effective as a supporting medium in English language learning.

HASIL

The results of the study show that respondents' initial experiences with Quizizz were positive. This platform is considered easy to use, convenient, and has interesting and easy-to-understand features, thus helping students adapt quickly to the vocabulary learning process. Quizizz not only functions as an evaluation platform, but also as an interactive learning medium that can increase student motivation and engagement. Increased activity and participation can be seen from the intensity of interaction and student engagement in completing quizzes, which shows the effectiveness of learning compared to previous methods. The ease of use and instant feedback reinforce a positive learning experience, while the gamification element has an affective impact in the form of increased enjoyment, focus, and concentration. Overall, students expressed a high level of satisfaction and considered Quizizz to have long-term benefits, making it acceptable as a supporting medium in learning activities.

PEMBAHASAN

The role of digital learning media and gamification

The findings of this study are in line with previous theories and research results that emphasize the importance of using digital-based learning media in increasing student motivation and engagement. According to (Mukhtar et al., 2023). Vocabulary learning is often considered monotonous when delivered through conventional methods. Therefore, gamification features such as those found in Quizizz can make the learning atmosphere more interesting and less boring.

Increased learning motivation and student engagement

The findings of this study support the view of (Kunci, 2024), who states that digital learning media can direct students' attention, foster interest in learning, and increase activity in the learning process. The instant feedback feature on Quizizz also reinforces the findings of the study (Pakudu & Safaat, 2024), which confirms that quick feedback plays an important role in improving material comprehension and helping students correct their mistakes immediately.

Positive impact of using the Quizziz application

The results of this study reinforce the findings (Hasibuan et al., 2025) and Bal, which state that the use of Quizizz has a positive impact on improving English vocabulary mastery. This platform is easy to use and provides a sense of comfort from the first time it is used. The available features are interesting and easy to understand without causing confusion, thus helping respondents adapt quickly in the learning process, especially in helping them understand and memorize the material.

Quizziz as an interactive learning medium

The results and discussion of this study show that Quizizz not only functions as an evaluation tool but also as an effective interactive learning medium in improving English vocabulary learning, motivation, and student engagement in English learning. These findings confirm that the use of learning technology using gamification media, when supported by appropriate learning design, can contribute significantly to the quality of English learning in higher education.

Effectiveness of Quizizz features and instant feedback

Respondents revealed that interactive features and real-time feedback make Quizizz a digital learning medium that is not only effective in evaluation, but also capable of continuously improving student motivation, participation, and understanding. Instant feedback aids the process of self-reflection, accelerates understanding of the material, and improves memory retention of the information that has been learned. By knowing the results in real time, students become more aware of their level of mastery of the material, and immediate responses to their answers foster a sense of achievement and encourage students to continue improving their learning outcomes. This condition is in line with the principles of technology-based learning, which emphasizes the importance of quick responses in building active engagement among learners.

Satisfaction and acceptance of use

In terms of satisfaction with usage, respondents showed a high level of satisfaction with Quizizz. Ease of access, instant feedback, and easy-to-understand features were the main factors influencing this satisfaction. Students felt comfortable using Quizizz without requiring a long adaptation period, allowing learning to take place effectively and efficiently. Ease of use and an enjoyable learning experience make Quizizz an effective and relevant digital learning platform to support modern learning.

KESIMPULAN

This study concludes that the use of Quizizz has a positive impact on improving students' English vocabulary mastery. The results show that Quizizz is able to increase students' motivation, engagement, and comfort in learning vocabulary through its game-based features and instant feedback system. Students' experiences and perceptions of using this platform show that Quizizz can improve English vocabulary and make learning more interactive compared to traditional learning methods. In addition, the instant feedback provided by Quizizz helps students recognize mistakes and improve their vocabulary understanding in a timely manner. The interactive nature of this platform encourages active student participation and helps the vocabulary memorization process to be more effective. Based on these findings, Quizizz can be considered an effective learning support medium in English vocabulary learning. This study supports previous research findings on the application of gamification in language learning and shows that the integration of Quizizz in English language learning can improve the quality of vocabulary learning when supported by appropriate learning design and adequate technological readiness.

UCAPAN TERIMA KASIH

The author would like to express his deepest gratitude to the students of the English Education Study Program at IPB Cirebon who were willing to assist in this research and share their experiences during the data collection process. The author also thanks the lecturers at IPB Cirebon for their support and cooperation during the research. The author sincerely appreciates all parties who have provided advice, guidance, and moral support, which have been very helpful in completing this research and writing this scientific article.

DAFTAR PUSTAKA

Bal, S. (2018). Using Quizizz.com to enhance pre-intermediate students' vocabulary knowledge. International Journal of Language Education, 2(1), 1–8.

Batubara, H. H., & Lubis, M. A. (2025). Students' perceptions toward the use of Quizizz as a gamified learning platform in English classrooms. Journal of Educational Technology and Innovation, 7(1), 45–56.

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Sage Publications.

Djamdjuri, D. S., Putri, R. A., & Rahman, A. (2023). Gamification-based learning platforms in English vocabulary instruction. Journal of Language Teaching and Research, 14(2), 356–364.

Frank, M. (1972). Modern English: A practical reference guide. Prentice Hall.

Hasibuan, R., Nasution, S., & Lubis, A. (2025). The effectiveness of digital platforms in improving English vocabulary mastery. Journal of English Language Studies, 10(1), 22–34.

Hidayati, N., Sari, D. P., & Putra, A. (2023). Combining interviews and questionnaires in educational research. Indonesian Journal of Educational Research, 5(2), 101–110.

Kunci, M. (2024). Digital learning media and students' motivation in higher education. Journal of Educational Media, 6(1), 15–25.

Mukhtar, A., Rahmawati, Y., & Suryani, I. (2023). Vocabulary learning challenges and the role of gamification. Journal of Applied Linguistics and Language Education, 4(2), 89–98.

Munawir, M., & Hasbi, M. (2021). Technology integration in English language teaching: Opportunities and challenges. Journal of English Education and Technology, 3(1), 11–21.

Nurlela, S., Wahyuni, T., & Arifin, Z. (2024). Qualitative data analysis techniques in educational research. Journal of Research Methodology in Education, 8(1), 33–41.

Pakudu, S., & Safaat, A. (2024). The impact of instant feedback on students' learning outcomes through Quizizz. Journal of Digital Learning and Education, 5(2), 67–78.

Sugiyono. (2017). Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D. Alfabeta.

Sudarma, I. K., Putra, I. M., & Dewi, L. P. (2023). Interactive learning media and students' engagement in English classes. Journal of Language and Education, 9(2), 140–150.
Zainuddin, Z., & Perera, C. J. (2019). Gamification in learning and instruction: A systematic review. Educational Technology & Society, 22(1), 1–15.