

UTILIZING QUIZIZZ AS A LEARNING TOOL FOR ESL STUDENTS IN A PRIVATE UNIVERSITY IN IPOH

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Abstract: The study aimed to determine the motivational factors influencing ESL students' engagement through gamification in online learning, particularly QUIZIZZ, which can be used as an effective, online educational tool to integrate into the academic curriculum. By using Self-determination theory (SDT) as the theoretical framework, the theory brought multiple understandings into basic motivational behaviour and personality that promote mental health into quality of life. A quantitative approach was employed through a total of 25 undergraduate TESL students from a private university in Ipoh, Perak, who participated via a random sampling method. Data were collected from a structured questionnaire in a survey using a 5-point Likert scale and analysed with the Statistical Package for Social Science (SPSS). Descriptive statistics revealed that while some students were highly motivated by gamified elements like leaderboards and interactivity, others showed moderate motivation due to personal learning styles. The findings also suggested that QUIZIZZ can effectively enhance engagement and learning when used strategically because students were motivated by the rewards in the online platform, requiring individuals to feel the ownership of their motivation and personal development. The study implies that when integrating gamification into the academic curriculum, it must be tailored to diverse learning preferences. Teachers should consider students' psychological needs and individual motivation levels in online learning environments. Future research is recommended to adopt mixed-method approaches and explore broader student perspectives to deepen understanding of engagement factors.

Keyword: QUIZIZZ, gamification, self-determination theory (SDT), motivation, online learning

INTRODUCTION

Online learning (e-learning) has become a priority in higher education, as the teaching scope has been impacted by technology in providing multiple techniques to utilize and understand the modern materials, as it is important to learn English (Erbaş et al., 2021). One element from the staple was gamification, a strategy that provides a gaming element in a non-gaming context to motivate students to participate and be active. Individuals interested in gaming tend to enjoy the entertainment, encouraging them to progress further to achieve their target of completing the level (Bányai et al., 2020), thus utilizing the concept as learning material (Saleem et al., 2021). The advancement of technology would also provide numerous challenges to ESL teachers who wish to apply the method. The statement would include the lack of engagement in traditional methods, as poor retention of language skills and low engagement would be common because they find the method monotonous and boring. Low motivation among ESL learners is another factor, as motivation is a struggle for most ESL students due to limited access to enjoyable and personalized learning experiences, leading to poor language acquisition and practice outcomes. The priority of the research is to evaluate the utilization of QUIZIZZ, an online application where teachers can create questions and discussions for students to answer. The practice is effective because it

motivates students by igniting enthusiasm while reinforcing their learning through creativity in the classroom, providing a sense of achievement and purpose. From the research, the study provides teachers with a different perspective on incorporating technology into their lesson plans, as certain teachers may find it difficult to incorporate e-learning due to their limited knowledge of technology. Additionally, the features of utilizing QUIZIZZ as a learning material will also be evaluated based on students' motivation for the application.

Research Objective

To identify the motivational factors influencing ESL students' engagement with QUIZIZZ as a learning tool in a private university in Ipoh.

LITERATURE REVIEW

The study uses Self-Determination Theory (SDT), a well-known theory that brings multiple understandings into basic motivational behaviour and personality that promote mental health into quality of life (Ryan & Deci, 2024; Ryan & Deci, 2017). This theory is considered a metatheory due to the 'mini theories', segmented to summarize the function of motivation in human beings. SDT is beneficial for an effective learning environment because it allows individuals to be more creative in doing activities and tasks, resulting in better persistence, well-being, and performance (Ryan et al., 2022). The concept of the theoretical framework is provided in Figure 1.

Self-determination theory of motivation

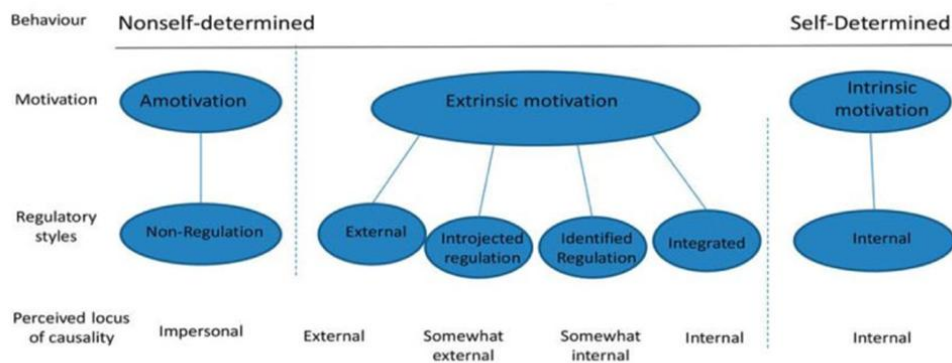


Fig. 1. Self-determination theory of motivation

Based on SDT, there are two determined behaviours. There is non-self-determined behaviour that relies on controlled motivation, which determines the requirements to complete regardless of the individual's opinion. This behaviour often allows individuals to drive rewards like fame, money, praise, and grades (Razali et al., 2020); There is also self-determined behaviour that relies on autonomous motivation, as the individual's

motivation is determined by both personal preferences and intrinsic regulation such as interest, enjoyment, and satisfaction, which contributes by guiding, initiating, and maintaining goal-oriented behaviours of individuals (Razali et al., 2020).

There are three types of motivation found in SDT. Firstly, amotivation is a lack of motivation where competence is absent, as the individual is incapable of attaining their desired goals due to the weight of expectations. Students who are influenced by amotivation would participate in classroom activities organized by teachers without engaging deeply due to fear of students' beliefs (Schwan, 2021). Secondly, extrinsic motivation is external rewards that drive individuals to achieve their goals. The individual's reason tends to be shifted to promote an action that is not particularly interesting (Legault, 2020), thus benefiting them to move forward to do tasks and aspects and take responsibility in life. Thirdly, Intrinsic motivation is internal rewards and self-satisfaction that drive individuals to achieve their goals. The individuals would actively find fascinating factors required to flourish and be nurtured by perceiving autonomy and competence in individuals (Legault, 2020), thus benefiting them to apply to all aspects of their perspective.

By applying the theory in the ESL field, QUIZZZ can be utilized effectively for students' progress in education, as applying the concept of video games to teaching practice can positively influence the students' mindset. In recent years, GBL (game-based learning) has been recognized as an innovative learning technique that can contribute to the emotional involvement and motivation of the student (Hartt et al, 2020). It can also provide students with effective social skills as learning is made easy and fun for students to engage in, which often results in students actively participating in activities cognitively and physically (Karakoç et al, 2022). Thus, QUIZZZ is one of the few major instances that contribute to the practice of game-based learning, providing motivation and engagement in the ESL classroom.

Overall, the theory provided was used as a guide to propose the conceptual framework, as shown in Figure N, to study the utilization of QUIZZZ as a learning method for ESL students. The study determines whether QUIZZZ effectively teaches private university students in ESL classrooms.

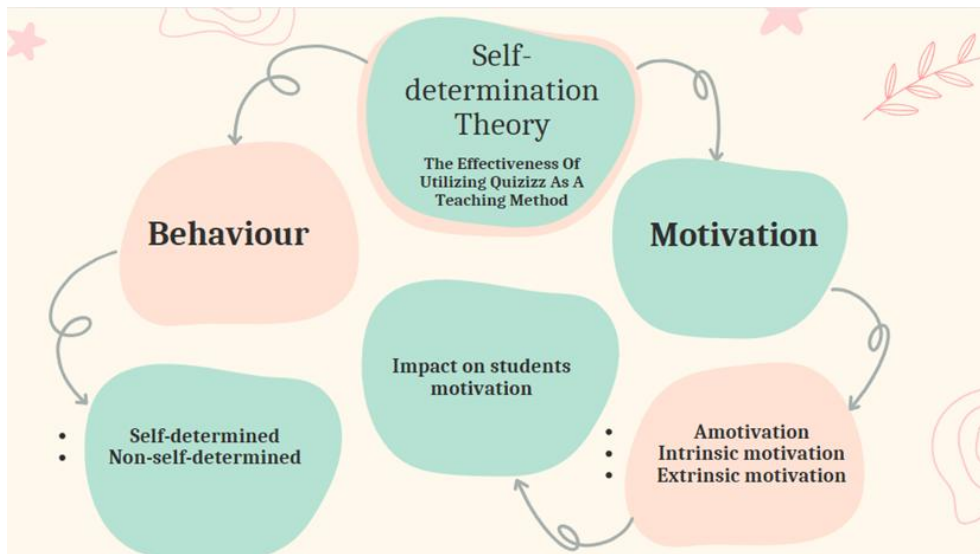


Fig. N: *Self-determination Theory: The Effectiveness of Utilizing Quizizz as A Teaching Method*

METHODS

Quantitative research was applied with an observation of the phenomena that can be reflected upon evaluations, as the approach determines the standard to fulfil a particular policy, and then the data was collected and analysed with mathematical methods (Taherdoost, 2022). Questions in the survey were adapted from previous studies, and then the researcher modified the questionnaire for the current research with the assistance of a supervisor and ran through pilot testing to ensure reliability and validity with no language and grammatical, and technical errors before distribution to participants (Aithal & Aithal, 2020). Then, the researcher evaluated the research on 25 participants selected and gathered data based on the answers given in the survey. The survey consists of closed-ended questions to determine the motivation for utilizing QUIZIZZ as a teaching method based on the answers from the TESL students, consisting of 10 male and 15 female respondents. Simple random sampling was used to portray the target population in equal measure in deploying the technique (Bhardwaj, 2019). The objective motivates the decision to follow the path, as the study allows proper precision and accuracy for a better understanding (Campbell et al., 2020). Therefore, those who fit the criteria for the research were asked, and the data based on their answers were gathered using a 5-point Likert scale (Jebb et al., 2021), ranging from *Strongly Disagree (1)* to *Strongly Agree (5)*.

FINDINGS

Based on the responses gathered, the quantitative findings of this research were analysed using the Statistical Package for Social Science (SPSS) application. A frequency analysis was applied, and all the data were correctly coded and entered. Descriptive statistics, including mean, standard deviations, percentages, and frequencies, were used. The primary instrument used in this research is the questionnaire. The 30th version of SPSS was utilized to determine the motivational factors in QUIZIZZ based on the features of the online platform that engages ESL students. These questionnaires were adapted from valid and reliable sources to ensure accuracy and reliability in the findings.

Table I*Descriptive Statistics on the Motivational Factors of QUIZIZZ*

<i>Item Distributed Across Sections</i>	<i>N</i>	<i>Mean</i>	<i>Level</i>	<i>Standard Deviation</i>
1. I feel motivated to complete assignments when using QUIZIZZ.	25	3.56	Moderate	1.044
2. The gamified features (e.g., points and leaderboards) on QUIZIZZ make learning more enjoyable.	25	4.20	High	0.913
3. QUIZIZZ fosters a sense of healthy competition among peers.	25	3.72	High	1.061
4. I feel more confident in my abilities after completing a QUIZIZZ activity.	25	3.52	Moderate	0.714
5. QUIZIZZ increases my willingness to participate in classroom activities.	25	3.96	High	0.790
6. I enjoy learning English more when using QUIZIZZ compared to traditional methods.	25	3.80	High	0.816
7. The quizzes on QUIZIZZ help me set and achieve personal learning goals.	25	3.28	Moderate	1.021
8. QUIZIZZ encourages me to practice English outside the classroom.	25	3.36	Moderate	0.810
9. I feel more engaged during lessons that include QUIZIZZ activities.	25	4.16	High	0.746
10. The interactive nature of QUIZIZZ keeps me focused and prevents boredom during lessons.	25	4.20	High	0.816

TABLE I shows the descriptive statistics of Questions 1 to 10 based on the information of the respondents in their opinion on QUIZIZZ. Questions 2 and 10 both have the highest mean score ($M=4.20$, $SD=0.816$). Similarly, Questions 3, 5, 6, and 9 have a high mean score, which indicates that students are motivated by the online platform in some aspects. On the other hand, Questions 1, 4, 7, and 8 have a moderate mean score, which indicates that the respondents have mixed opinions on the other aspects of the online platform regarding engagement in ESL classrooms.

In simpler terms, the table shows that SDT aids in determining student engagement, as the applied learning method was beneficial for motivation and personal development because students were motivated by the rewards in the online platform. The presence of amotivation is absent, and extrinsic and intrinsic motivation vary based on the data. In short, the study showed that students' self-reports of learning behaviours were accurate,

supporting the scale with factual information regarding activities. As mentioned by Ryan & Deci (2017, as cited in 2024), engaging activities require individuals to feel the ownership of their motivation and personal development. Therefore, actual behaviours in the online class corroborate the validity of self-reports of engagement. Thus, the goal of the study is achieved.

CONCLUSION

This study indicates how Self-Determination Theory influences students in their academics. Teachers can benefit from structuring course materials and using online teaching approaches to help students feel emotionally, cognitively, and socially connected throughout the online learning experience, using QUIZZZ as a learning tool. Teachers' online feedback and communication skills can also be improved. The school administration may spend time conducting continuing evaluations of the effectiveness of online instruction, student satisfaction with courses, and learner engagement, and use the evaluation results to inform academic management and policy decisions (Baloran et al., 2021). The research aims to contribute to further studies where SDT can contribute to a deeper understanding of how guiding language learning can assist in establishing the conditions under which learners can flourish and thrive, as well as serve as a gauge to assess how successful it is. That being said, recommendations can also be made for researchers who are interested in this area and may aid them in future research. Since the study was conducted in minimal timing in quantitative form, the results of the strategies cannot be generalized in the full demonstration, which suggests that a mixed method would have collected more data and given a proper insight to enhance the results and guide the online pedagogical development in the future (Chiu, 2021). Self-Determination Theory is also not concluded in detail; thus, more studies should be conducted from a perspective of students' involvement that influences different incentive factors (Chiu, 2021). All in all, even though demands and student engagements vary in strengths and rely on the setting, addressing students' needs is always critical in online learning; thus, QUIZZZ can be used as an effective, online educational tool to integrate into the academic curriculum.

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DISCOURSE STATEMENT

The findings of this study contribute to the broader academic discourse on gamification in education, particularly in the field of English as a Second Language (ESL) learning. By applying Self-Determination Theory, this study highlights how Quizizz promotes intrinsic motivation, resulting in increased student engagement and improved learning outcomes. The discourse on digital tools in education often centres around their effectiveness, and this study provides empirical evidence supporting the role of gamified learning in satisfying psychological needs. Moreover, it addresses the ongoing debate on the balance between traditional and technology-enhanced learning, advocating for an integrative approach that maximizes student motivation and performance.

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