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Students' Perception of Using Quizizz Gamification for English learning in Islamic Education.

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| **Abstract** | Gamification, or the use of game qualities outside of a game setting to influence learning-related behaviors or attitudes, is seen as a novel approach to meeting the various requirements of students with learning or behavioral issues. Quizizz, a game-based online exam that enables engaging multiplayer teaching activities and allows learners to practice with their devices, is one of the most popular digital educational games. The purpose of this study was to find out how Quizizz, a formative assessment tool, was perceived by students at the "State Islamic Institute" Ponorogo (IAIN Ponorogo) in English class. The participants of this study were first-year Islamic education students studying English who were given a formative test using Quizizz for a half of first semester. This study employed a descriptive qualitative research approach, gathering data via questionnaires to understand the ways in which Quizizz impacted the areas of motivation, engagement, satisfaction, and enjoyment. All of the questionnaire's questions had a strongly positive response, according to the results, which were supported by the secondary data from the interview, demonstrating how positively students felt about Quizizz in the classroom. The excellent reception of Quizizz in English language learning suggests that it could be utilized more broadly as a formative evaluation tool in language acquisition. The findings indicate that gamification can be an effective strategy to engage and motivate students to learn. As a result, educators may wish to consider incorporating further gamified tools and strategies into the classroom to create a more pleasurable and engaging learning environment. |

INTRODUCTION

The use of game features outside of a game's environment to influence learning-related behaviors or attitudes is known as gamification. Given the potential cognitive, emotional, and

social effects of gamification in education, its application in the classroom seems unavoidable in the current digital age.[1] The concept behind gamification is that certain conventional educational activities are boring by nature and fail to hold students' interest. According to Zainuddin et al. (2020), gamification is also acknowledged as a cutting-edge approach to meet the various demands of students who are experiencing behavioral or academic difficulties.[2]

There are currently many different digital educational games accessible as a result of the growing popularity of gamification in education.[3] According to the literature, digital educational games have a positive impact over traditional teaching methods, are essential for maintaining high levels of motivation and engagement, and are effective at keeping students engaged.

The Quizizz was also already applied in English Class of Islamic Education students in the 1st semesters of the 2024/2025 academic year at IAIN Ponorogo. Quizizz was considered one of the formative evaluation instruments, namely to measure how students master the material in each learning unit. This study on student perceptions of the usage of Quizizz is one of several initiatives to evaluate the use of Quizizz in learning that have been conducted thus far, as well as to obtain insight into how students experience and perceive the application of Quizizz in the classroom. Understanding perceptions is critical for increasing the quality of learning delivery and interacting effectively with learning tools. To promote the use of gamification in education, it's crucial to understand students' perceptions.[4] This study aims to collect input from students on the benefits and drawbacks of Quizizz, which will be used to improve the quality of learning in the future.

Quizizz is available online at https://quizizz.com. It is a good online test instrument for students to assess their knowledge and learning progress (Bury, 2017). Quizizz is an appropriate tool for determining the general class condition in terms of students' grasp of learning materials. Quizizz provides rapid feedback, flexibility, and the capacity to assess and reinforce students'

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[1] Eric Sanchez et al., "Gamification," in *Encyclopedia of Education and Information Technologies* (Springer, 2020), 816–27; Kevin Bell, *Game on!: Gamification, Gameful Design, and the Rise of the Gamer Educator* (JHU Press, 2018).
[2] Annetta R Dolowitz, "The Road to Gamification," *TechTrends* 67, no. 5 (2023): 774–76.
[3] Stuart Hallifax et al., "Adaptive Gamification in Education: A Literature Review of Current Trends and Developments," in *Transforming Learning with Meaningful Technologies: 14th European Conference on Technology Enhanced Learning, EC-TEL 2019, Delft, The Netherlands, September 16–19, 2019, Proceedings 14* (Springer, 2019), 294–307; Santa Dreimane, "Gamification for Education: Review of Current Publications," *Didactics of Smart Pedagogy: Smart Pedagogy for Technology Enhanced Learning*, 2019, 453–64.
[4] Tugce Aldemir, Berkan Celik, and Goknur Kaplan, "A Qualitative Investigation of Student Perceptions of Game Elements in a Gamified Course," *Computers in Human Behavior* 78 (2018): 235–54; A Gulinna and Youngjin Lee, "College Students' Perceptions of Pleasure in Learning–Designing Gameful Gamification in Education," in *International Journal on E-Learning* (Association for the Advancement of Computing in Education (AACE), 2020), 93–123.

comprehension of course material. Quizizz is free and works in a variety of browsers, including Android and iOS. Quizizz's user-friendly interface allows teachers to test both their language learning skills and their curricular knowledge (Bury, 2017). Quizizz offers hundreds of quizzes, which we can use or design ourselves. Quizizz is a game-based learning tool that helps improve students' attentiveness, participation, joy, motivation, and happiness with learning. The Quizizz was created as a method of leveraging "gamification" to increase student engagement and participation in the evaluation.

To take a test or quiz using the Quizizz program, teachers/lecturers must log in using their account. After logging in, they can search for and select usable quizzes. They can also design quizzes based on their needs. It is incredibly simple to use. Then, Teachers or Lecturers can set prepared questions, which include a picture. It can also be organized arbitrarily or not. They can also choose whether to display the quiz publicly or privately. Teachers can display a student progress dashboard on the projector to track each student's progress and instantly observe how many questions the class answered correctly or incorrectly.[5]

When the quiz is established for the students, educators must provide them with a code number so that they may access it. Students are not required to log in to take the quiz. The continuing quiz can take the shape of a live-game that is played simultaneously in the classroom, or it can be agreed upon as a homework assignment. Quizizz allows us to construct student-paced formative exams that are tailored to each student's speed. Student-paced also means that no one is frustrated because their gadget did not load the game quickly enough to compete.

Quizizz is an excellent tool for educators wishing to incorporate a gamified element into their lessons. It is a platform that enables teachers to design quizzes, surveys, and other evaluations and then distribute them to their pupils. The site is simple to use, and teachers can tailor the quizzes to match their curriculum and learning objectives. One potential novelty of studying students' attitudes about gamification in learning is that it can provide a thorough and in-depth understanding of how gamification affects student engagement, motivation, and learning. Researchers can acquire useful insights on gamification's effectiveness as a teaching and learning technique by gathering data from students about their experiences and perceptions of it.

Furthermore, doing research on students' opinions of gamification in learning can provide

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[5] Netty Huzniati Andas and Karman Karman, "A Need Analysis of Learning Listening Based on the Online Quizizz Application at English Language Education Department of Universitas Sembilanbelas November Kolaka," *EduLine: Journal of Education and Learning Innovation* 2, no. 3 (2022): 339–49; Rahmad Risan, "Identifying the Use of Quizzes for Students during Online Learning," *Jurnal JOEPALLT* 9, no. 02 (2021).

empirical data on the effectiveness of gamification in education and assist in identifying areas for development in gamified activities. Researchers can identify common obstacles and barriers to the use of gamification in education by collecting data from students about their experiences and perspectives. They can then give recommendations for addressing these challenges and improving the effectiveness of gamified learning materials.

Overall, studying students' perceptions of gamification in learning can provide a new and in-depth understanding of how gamification affects student engagement, motivation, and learning, as well as help build effective gamified learning materials and tactics. Based on the rationale presented above, this study seeks to evaluate the attitudes of first-year Islamic Education students learning English as a foreign language toward the usage of Quizizz in the classroom. This study intends to describe how Quizizz influences students' opinions of enjoyment, motivation, engagement, and satisfaction. Thus, the following research questions are developed: (1) How do students perceive the use of Quizizz for learning? (2) How are the students' enjoyment, engagement, motivation, and satisfaction after utilizing Quizizz for learning?

METHOD

This study was carried out in the English Language Class of The State Islamic Institute's Islamic Education Study Program using a qualitative descriptive approach, including a survey and an interview. Because the goal of this study was to collect data on student perceptions, the survey technique was chosen because it allows for the collection of information on a wide range of topics, including people's attitudes, beliefs, and experiences, from a large number of participants in a short period of time.

The sample for this study was chosen using the criterion that participants had prior experience with Quizizz. Purposive sampling refers to selecting a sample depending on certain features. Participants in this study were students who had used Quizizz for learning and were asked to provide extensive information on their experiences with the tool. The study included two classrooms of first-year students learning English: class A and class B of Islamic Eduction, each with 24 students. At the end of each learning unit, both classrooms were given the same formative exams administered by Quizizz. This formative exam treatment was created to provide students the opportunity to comprehend and practice using Quizizz for learning before delivering their answers. At the end of the mid semester, students were asked to complete an

anonymous questionnaire about their experiences using Quizizz. This allowed us to learn about the students' experiences and perspectives on utilizing Quizizz for learning. 48 students who joined the class offered comments via surveys. There are 40 items questionnaire to access students perception. The questionnaire was used to access student perceptions and focus on the identified aspects. It will be supported by conducting interview to get deeper insight of it.

In this sense, enjoyment stems from the pleasure and fulfillment that comes from participating in activities. This enjoyment is the good emotion that learners experience when they achieve goals, develop new skills, and collaborate with others in game-based learning. Motivation is the driving force behind learning and can be fueled by a desire to learn, accomplish a goal, receive rewards or recognition, or compete with others. Engagement refers to how involved, interested, and focused learners are during the learning process. Satisfaction assesses how satisfied or content students are with their experience with gamification in their studies.

Likert scale with four categories of rating scale was used to measure students' opinions and attitudes, namely strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). As described by Allen & Seaman (2007), for the purposes of analysis, the responses can be collapsed into condensed categories. Therefore, scales are truncated to an even number of categories to eliminate the "neutral" option. Using this Likert scale with an even number of scale points was used so that there is no escape category that students use when they cannot or do not want to make a decision. Even-numbered Likert scales force the respondent to commit to a certain position. As a result, students are obliged to choose a tendency and position themselves in support or opposition to a proposition.

To analyze the results of the data collected from the questionnaire, each item on the scale was scored, namely 4 points for strongly agree (SA), 3 points for Agree (A), 2 points for Disagree (D), and 1 point for Strongly Disagree (SD). To facilitate the interpretation of the data, the mean scores were converted to a scale of 00 - 4,00 and interpreted using criteria modified from Ary et al. (2014). This approach allowed for a standardized and easily understandable format for the data, ensuring comparability with previous research. The converted mean scores were divided into four categories: 0,0 – 1,0 (strongly negative), 1,1 – 2,0 (negative), 2,1 – 3,0 (positive), and 3,1 – 4,0 (strongly positive). This criteria was used to provide a clear and practical interpretation of the data, simplifying the communication of the study's outcomes. Although alternative criteria could be considered, adopting this approach was preferred due to its practicality, comparability with existing research, and alignment with established methodologies in the field.

RESULTS AND DISCUSSION

Students' Perception Towards the Use of Quizizz in Formative Assessment

Before sending the questionnaire to students, Quizizz was utilized as a formative test instrument for learning English throughout the first part of the 2024/2025 academic year. This exam was administered once a week and consisted of 10 to 30 multiple-choice questions with four options. It served as a formative evaluation at the end of each chapter.

The questionnaire data processing revealed that students generally responded positively to the employment of Quizizz in learning. Table 1 displays the mean score derived from each questionnaire item, which is divided by each aspect.

Table 1. Mean Score of Aspects of Students' Perception toward the Use of Quizizz

No.	Aspect	Items	Mean	Interpretation
1	Enjoyment	10	2,9	Positive
2	Motivation	10	3,1	strongly positive
3	Engagement	10	3,1	strongly positive
4	Satisfaction	10	3,2	strongly positive

Table 1 shows that the students responded positively to all parts of the questionnaire. Motivation, engagement, and contentment were all very positive, while enjoyment was also positive. In other words, students generally have a positive opinion of Quizizz's utilization in the classroom. The findings presented above demonstrate that using Quizizz in English class can create a pleasant classroom environment, boost motivation, increase engagement, and offer students with satisfaction during the learning process. These findings are consistent with a recent study, which discovered that students perceived gamified e-quizzes in a formative assessment environment as exciting, motivating, and engaging emotionally, intellectually, agentically, and behaviorally compared to standard paper-based quizzes.

Table 2 lists the questionnaire items pertaining to the enjoyment category along with the percentage of replies from the students. The pupils replied well to almost every thing. Every student concurred that using Quizizz is simple. Students generally expressed satisfaction with Quizizz's utilization in the classroom. Most students concurred that Quizizz added a lively, engaging, and non-boring ambiance to the classroom. These findings are consistent with earlier research showing that Quizizz is simple and handy to use for both students and teachers and that

it encourages students to feel interested, excited, curious, and like they are having fun. In addition, teachers from different nations concurred, according to Lim & Yunus (2021), that Quizizz is beneficial in a lot of ways, particularly when it comes to assisting students in learning in an engaging, dynamic, and enjoyable setting.

Table 2. Statements in Aspect of Enjoyment

No.	Items	Students' Responses			
		SD	D	A	SA
1	Quizizz is easy to use	2,10%	2,10%	70,80%	25,00%
2	I enjoy using Quizizz in studying	0,00%	16,70%	50,00%	33,30%
3	I don't like Quizizz in studing	56,30%	33,30%	6,20%	4,20%
4	Quizizz makes fun in learning activity	2,10%	4,20%	47,90%	45,80%
5	Quizizz makes learning interesting	4,20%	4,20%	47,80%	43,80%
6	Quizizz makes learning boring	58,30%	33,30%	6,30%	2,10%
7	I enjoy competing with others using Quizizz	2,10%	8,30%	52,10%	37,50%
8	I'm so happy when I get better rank than others	8,30%	8,30%	60,40%	23,00%
9	I'm enjoy if I get good result in Quizizz	0,00%	0,00%	34,00%	66,00%
10	I'm dissapointed if I get bad result in Quizizz	12,50%	17,50%	34,60%	35,40%

Table 2 also shows that the majority of students are delighted to be able to compete with their classmates while also feeling happy if they achieve good Quizizz results and outperform other students. This excitement about competing with friends implies that Quizizz might push pupils to learn. This finding is consistent with a previous study, which found that Quizizz encourages students to compete with their classmates, and it also confirms that implementing game theory and competition-based learning can increase student motivation and learning performance.

Table 3 shows the percentage of student responses connected to motivation. Table 3 shows that the majority of students agreed that Quizizz might encourage and boost their interest in learning. They also demonstrated a motivation to achieve good outcomes with Quizizz and outperform their peers, as well as a sense of pride if they were successful. A comparison of the findings with those of other studies reveals that game-based scoring systems, such as Quizizz, contributed in raising students' confidence, motivation, and learning performance. In addition, Razali et al. (2020) also stated that students will prefer to participate in competitive social activities and are more likely to be motivated in showing off their achievements.

As seen in Table 3, the majority of students prefer Quizizz's Leaderboard function. Students also responded that this feature motivates them to learn. This is related to feedback,

which is an important component of gamification in learning. A leaderboard, for example, could be used to provide feedback on students' achievements and status in relation to the rest of the class. This Leaderboard gives students with rapid or summative feedback so that they are aware of their own progress and achievements, as well as those of their classmates.

Table 3. Statements in Aspect of Motivation

No.	Items	Students' Responses			
		SD	D	A	SA
1	Quizizz motivates me to learn more	0,00%	4,20%	50,00%	45,80%
2	Quizizz increases my interest in learning	2,10%	4,20%	58,30%	35,40%
3	I always want to get better score in using quizizz	0,00%	6,30%	33,30%	60,40%
4	I always try to get better score than others	0,00%	2,00%	43,80%	54,20%
5	I'm so proud when I get better result than others	2,10%	6,30%	43,80%	47,80%
6	I'm dissapointed if I get lower score than others	10,40%	20,00%	34,60%	35,00%
7	I like Leaderboard feature in using Quizizz	0,00%	10,60%	61,70%	27,70%
8	The Leaderboard feature motivates me in learning	0,00%	4,20%	62,50%	33,30%
9	The Leaderboard feature eliminates my motivation in learning	41,30%	39,10%	19,60%	0,00%
10	Quizizz decreases my anxiety in test	4,30%	14,80%	68,10%	12,80%

From the motivational aspect, it shows that Quizizz increases students' motivation and interest, as well as the desire to compete with their friends to get better grades in learning, especially when there is a leaderboard feature that makes students more enthusiastic. The questionnaire results show that most students agree and strongly agree. In addition, Quizizz is also able to reduce student anxiety when taking exams, this is evidenced by the results of the questionnaire that agrees as much as 68.10%. This finding is consistent with a recent study, which found that gamification can increase students' confidence and reduce anxiety, as well as encourage students to take the exam.

In terms of engagement, table 4 lists each student's response to each item asked. Table 4 demonstrates that the majority of students feel that Quizizz boosts their engagement in learning, passion for studying, and ability to focus on their studies. This is backed by the fact that students may identify their strengths and shortcomings in relation to the content being taught. They also mentioned that they took the Quizizz questions seriously when answering them. Gamified learning improves learner engagement in various classroom settings. Huang & Hew (2018) also added that students enjoyed gamification, not because of the single badges or points, but because

the overall gamification design can help them learn.[6]

Table 4. Statements in Aspect of Engagement

No.	Items	Students' Responses			
		SD	D	A	SA
1	quizizz makes me more engaged in learning	2,10%	8,30%	50,00%	39,60%
2	Quizizz increase my passion in learning	0,00%	2,10%	70,80%	27,10%
3	Quizizz makes me focus on learning	0,00%	8,30%	60,40%	31,30%
4	Quizizz helps me to know my own competence	2,10%	4,20%	52,10%	41,60%
5	Quizizz helps me to figure out my own weaknesses	0,00%	2,10%	70,80%	27,10%
6	I do quizizz seriously	2,10%	4,20%	64,60%	29,10%
7	I take a Quizizz casually	18,80%	31,30%	39,60%	10,30%
8	I hope Quizizz will be used more often in future learning	0,00%	10,60%	51,10%	38,30%
9	I prefer to do Quizizz by live mode rather than homework	4,30%	10,60%	48,90%	36,20%
10	I prefer to do Quizizz by homework mode rather than live mode	19,20%	34,00%	31,90%	14,90%

Table 4 reveals that all students intend to use Quizizz more frequently in the future. This could imply that Quizizz is tough for kids, provides clear control, can immerse them in the activities, stimulates engagement, and offers worthwhile goals. Students in this survey indicated that they prefer Quizizz as a live mode over homework in the classroom. This demonstrates how engaged students are in learning with Quizizz.

Table 5 shows the percentage of students' replies to the feature of Satisfaction. According to the data shown in this table, all students agree that Quizizz is useful for learning. They also say that Quizizz is useful for reviewing information, understanding lectures, and increasing learning performance and productivity. These findings align with those of Çakiroğlu et al. (2016), who found that gamification can significantly enhance student engagement and improve academic achievement. Furthermore, Amri and Shobri (2020) discovered that students are satisfied with the use of Quizizz during lectures and consider it an entertaining application.

Table 5. Statements in Aspect of Satisfaction

No.	Items	Students' Responses			
		SD	D	A	SA
1	Quizizz is usefull for Learning	0,00%	4,20%	45,80%	50,00%

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[6] Shurui Bai, Khe Foon Hew, and Biyun Huang, "Does Gamification Improve Student Learning Outcome? Evidence from a Meta-Analysis and Synthesis of Qualitative Data in Educational Contexts," *Educational Research Review* 30 (2020): 100322.

2	Quizizz helps me to get better understanding of the material	0,00%	10,60%	46,80%	42,60%
3	Quizizz helps me to review material in learning	0,00%	8,30%	45,90%	45,80%
4	Quizizz helps me to increase my performance in learning	0,00%	8,30%	58,40%	33,30%
5	Quizizz helps me to improve my productivity in learning	0,00%	8,30%	64,60%	27,10%
6	Quizizz helps me to achieve my statisfactory learning result	0,00%	8,30%	62,50%	29,20%
7	Quizizz helps me to get better grade	0,00%	8,30%	66,70%	25,00%
8	Quizizz helps me to improve effectiveness of learning	0,00%	10,40%	64,60%	25,00%
9	Quizizz is more usefull than paper-based test	10,40%	18,80%	60,40%	10,40%
10	I prefer to take exams using quizizz rather than using paper sheets	10,00%	14,60%	37,80%	37,60%

According to the data in table 5, the majority of students feel that Quizizz helps them achieve satisfactory learning outcomes and improve their grades. They also stated that Quizizz is beneficial in enhancing learning effectiveness. These findings appear to be consistent with other research, which found that Quizizz is effective because students achieve self-satisfaction while using the platform, and that gamification met the basic requirements of learning environments and could provide engaging learning experiences for students.

According to the results of a questionnaire distributed to students, Quizizz was utilized as a formative test tool for learning English. The findings revealed that students had a generally positive opinion of Quizizz's use, with factors such as enjoyment, motivation, and engagement obtaining a significant positive response, as well as satisfaction. The majority of students said that Quizizz was simple to use and made learning more enjoyable and engaging. Furthermore, most students were eager to compete with their peers and were pleased when they performed well on Quizizz.

In addition to administering questionnaires, the researchers conducted interviews with a group of students, who provided valuable insights into their experiences with and perceptions of the Quizizz feature in formative assessment of English language learning, such as motivation, enjoyment, engagement, and satisfaction. The results of these interviews largely demonstrated the good impact of utilizing Quizizz. First, students stated that quizzes are an excellent way to conduct tests and that they enjoy them; they also agreed that Quizizz played an important role in increasing their drive to learn English. They mentioned the interactive element of these quizzes as a crucial factor that kept them engaged in the learning process. Furthermore, the rapid

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feedback offered after finishing questions increased their desire and sense of accomplishment.This increased drive was viewed as a motivating element in their sustained participation in language learning activities.

Second, the interviews demonstrated that the Quizizz feature improved student engagement in English lessons. Respondents underlined that Quizizz motivated them to get good scores and satisfactory learning results. They also claimed that quizzes were useful in enhancing their language skills. Finally, pupils have preferred the Quizizz when used in the classroom. Quizizz could be used more widely as a formative evaluation tool in language acquisition, as indicated by the positive feedback received from participants studying English. The interview results are shown in table 6. The findings show that students have a positive attitude toward utilizing Quizizz.

Table 6. Result of interview about students' perception Towards the Use of Quizizz in Formative Assessment

No.	Aspect	Questions	Students' Answer
1	Perception and Enjoyment	What is your perception about using quizizz in learning English for formative assessment based on your experience using quizizz feature? Do you like it and enjoy using of Quizizz?	a. I think using Quizizz in English class for formative assessment is quite good. It is easy to access and do a test. I like the feature offer of quizizz that's make me feel enjoy the test and decrease my anxiety. I hope that quizizz will be used for future learning, not only for English lesson but also another lessons. b. I love it because I think the feature shown in the Quizziz is like in the game, it makes me enjoy the test like doing a fun game. c. In my opinion, using Quizizz is very helpful in learning English, especially when presenting quizzes in live mode which usually provides ranking features and a fun test-taking experience.
2	Motivation	Could you provide more details on how you personally used the Quizizz tool to learn English? Are there particular things that have boosted your motivation?	a. after the test, there is one thing that greatly inspires me, it is I can see my results immediately . When I succeed, I feel good about myself, and when I fail, I learn from it. b. I feel enjoy in learning when I use quizizz, it makes me forget if we are conducting assessment, I feel like doing a game with my friends, it motivates me learn better and getting better result. c. The Quizizz makes English lesson more interesting and fun. The quizizz is easy to access of everyone.

3	Engagement & motivation	In your opinion, how does quizizz feature influence your engagement in English learning process? Are there particular aspects that specifically influence your motivation?	a. In my view, make learning more interesting and easier to follow. b. when I see my progress in quizizz, it makes me want to keep learning. c. The nicest part is when I perform well on the quiz and receive high marks, which increases my desire to study.
4	Satisfaction	Do you feel that quizizz feature has a positive impact on improving your English language skills and are you satisfied with using Quizizz for formative assessment? Can you provide specific examples?	a. Yes, I think quizzes helps me get better at English Lesson. For example, I find it easier to remember new words when I take vocabulary quizzes. Quizzes on grammar also aid in my understanding of proper English usage. b. Yes, I do. When we make a mistake we will be shown the correct answer so we can repeat it with the correct answer.Thus, these tests enhance my english skill. c. Yes, in using quizzes that display interesting features and clear evaluations, this really helps me to evaluate my abilities and improve my English skills, because we can correct previous mistakes.I think Quizizz helps me to achieve my statisfactory learning result

The current study's findings are consistent with previous research on gamification in education, which has shown the effectiveness of using tools like Quizizz to create a fun and engaging learning environment (Chaiyo & Nokham, 2017; Fotaris et al., 2016; Yildirim, 2017; Licorish et al., 2018; Tsay et al., 2018; Göksün & Gürsoy, 2019; Zhao, 2019; Zuhriyah & Pratolo, 2020; (Jiménez-Sánchez & Gargallo-Camarillas, 2020)). These research discovered that gamification can improve students' attitudes toward the subject being taught, boost motivation and engagement, and result in higher learning outcomes. Furthermore, Zhao (2019) discovered that students prefer using gamification tools such as Quizizz to traditional techniques, and that they can help students concentrate and reduce test anxiety. Overall, recent research suggests students have a positive opinion of Quizizz as a gamified formative assessment tool in the classroom.

Several research have demonstrated that using gamification for evaluation can increase. Bury (2017) looked especially at the usage of online assessment tools like Kahoot and Quizizz and discovered that they improve student engagement, involvement, and learning. Furthermore, these tools have been shown to improve students' grammatical understanding and are popular among students who want to obtain fast feedback on their performance.

To summarize, the rise of gamification in education has resulted in the development of a variety of digital educational games, like Quizizz. Quizizz has been proved to be an effective formative assessment tool in English language classes, enhancing student attitudes, motivation, and engagement.Previous research has supported the use of gamification in education and shown that it can boost student achievement. To maximize the benefits of gamification in the classroom, educators must carefully consider the design and functionality of gamification tools and evaluate their effectiveness, as suggested by studies by Yildirim (2017), Göksün and Gürsoy (2019), Chaiyo and Nokham (2017), and Zhao (2019). Overall, Quizizz appears to be an effective tool for establishing a pleasant and engaging learning environment in the classroom.

CONCLUSION

Finally, this study has provided on students' opinions and experiences with Quizizz as a gamified formative assessment tool in the English language learning environment. The impact of Quizizz on students' enjoyment, engagement, motivation, and satisfaction during the learning process was investigated through the use of study questions and interviews. The outcomes of this study demonstrate an overall good perception of Quizizz in English learning among first-year students of the Islamic Education Study Program at FTIK IAIN Ponorogo, as evidenced by their high levels of interest, enthusiasm, and involvement. They usually approve of utilizing Quizizz as a formative test tool for English learning. Notably, the tool's interactive and competitive aspects, such as the Leaderboard, helped to build motivation and concentration in the learning environment.

The positive response to Quizizz's use in learning English may imply that it could be utilized more extensively as a formative evaluation tool in language learning. Furthermore, the data indicate that gamification can be a useful tool for engaging students and motivating them to study. Quizizz's gamified nature tends to be very enticing to kids, and it helps to build a good classroom environment, which is critical for maintaining interest and active involvement. Furthermore, students' positive perceptions of competition suggest that introducing elements of competition into the learning process could be an effective strategy to increase motivation and engagement.

However, it is critical to recognize the diversity of student responses, as some showed different preferences for gamified learning experiences. As a result, educators should consider individual learning styles and preferences while utilizing gamification tools in the classroom. This study only included first-year students. Thus, the findings of this study may not be applicable to

all students at IAIN Ponorogo. Further research on the current topic with a more representative sample profile and size is therefore advised.

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