

Increasing Students' Motivation in Learning English Through Quizizz at Tenth Graders Of SMK Negeri 1 Ulumoro'o

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Abstract

This study aims to determine how a quizzes application can increase students' learning motivation in the tenth grade at SMK Negeri 1 Ulumoro'o. The method used was Classroom Action Research (CAR) conducted in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. Data were obtained through pre-test and post-test. The population in this study consisted of all tenth-grade students at SMK Negeri 1 Ulumoro'o. The sample was selected using the following method. Researchers generally use the cluster sampling method. The study demonstrates that Quizizz application substantially boosts student learning motivation and performance, as evidenced by the progressive rise in average scores from Cycle I (64.73) to Cycle II (86.84). This improvement aligns with action research cycles, where iterative application resolves initial motivation deficits in tenth-grade students at SMK Negeri 1 Ulumoro'o.

Keywords: motivation, learning motivation, quiziz app, classroom action research.

Introduction

Learning is fundamentally a process that involves interaction between students and their environment, which eventually leads to observable behavioral changes. This process is influenced by both internal and external factors such as

interest, attitude, teaching strategy, and learning environment. Teachers rank among the top influencers in education, doing far more than just passing along lessons. As Munawir et al. (2022) point out, they need to serve as educators, guides, trainers, and mentors too. These days, teachers have access to all sorts of methods and tools that make learning more fun and relevant. That said, not every classroom keeps up with these changes. Early findings from SMK Negeri 1 Ulumoro'o show that tenth-grade students lack motivation in English classes.

A key contributor to this issue is the monotonous, teacher-centered instructional style that fails to stimulate student interest. Lessons are often delivered through lectures and paper-based tasks without utilizing interactive or technological elements. Consequently, students become passive, unmotivated, and find it difficult to relate classroom learning to real-life contexts, which impacts their academic achievement and personal growth.

This lack of student buy-in stands out most in Class X English lessons, where students barely bother with homework or joining chats. Without fun, student-focused activities, their curiosity fizzles out and motivation drops off. Teachers seldom mix in media or tech tools, sticking mostly to the same old worksheets and textbook rundowns. Students end up seeing class as a drag instead of something cool. Without that mental spark, their focus fades fast, and homework feels pointless or out of touch with what they care about. Situations like this call for real changes in how teachers approach lessons. Methods need to adapt to kids' emotional and thinking needs via hands-on, worthwhile activities. Otherwise, classes turn into rote drudgery with little buy-in from students, leaving key education goals like sharp thinking, creativity, and growth way short. All this gives solid ground for checking out how tech tools like quiz apps can spark new life into students' motivation and involvement in language classes.

Tying into these issues, a bunch of recent studies highlight how crucial motivation is for school success and the way tech boosts involvement in learning. Alfiyah & Habiby (2025) point out motivation as a key driver of student success. Lately, studies have started digging into digital tools as ways to fire up that motivation. As digital tech races ahead, apps like Quizizz, Kahoot!, and Duolingo get tapped more to liven up classes. They pack in game like features points, badges, rivalries that turn learning into something fun and hands-on. Solikah's 2020 study found students on Quizizz way more pumped and engaged,

especially for quick checks. Similarly, Degirmenci (2021) shows how online quiz sites spark real involvement via fun rivalries. That said, even as studies rave about digital apps' upsides, certain drawbacks linger. For example, plenty of studies keep things vague, homing in on elementary or college kids, but vocational high schools especially rural, cash-strapped ones like Ulumoro'o.

Some gap in new literature lies in the contextual mismatch. While independent, student focused learning is stressed in the Merdeka Curriculum, few studies explore how it's put into practice with digital tools at underprivileged schools. Khoirurrijal et al., (2022) greater freedom is provided by the Merdeka Curriculum for teachers and students to explore content in creative ways, while Rahmadhani et al. (2022) affirm its positive influence on motivation. Sari et al. (2022) also demonstrate a significant correlation between Merdeka Curriculum implementation and increased student motivation. Yet, how technological innovations are applied within this curriculum isn't covered well by these studies. In particular, little proof exists on whether quiz apps match the curriculum's aims in real classrooms. On top of that, the teacher's part in crafting and weaving in these tools to lesson plans isn't delved into by most studies. So, even though digital aids are backed in theory as ways to lift motivation, solid evidence is missing on their real world success amid ongoing curriculum changes at vocational high schools particularly in out of the way or underdeveloped spots.

The condition that was observed at SMK Negeri 1 Ulumoro'o shows a gap between the benefits of theoretical of the Merdeka Curriculum and the actual classroom practices. Although this curriculum gives the flexibility for teachers to be creative, it can remains underutilized. As long as the researcher's internship at this school, it made apparent that English teachers still adhere to old methods, rejecting the opportunities given by digital learning tools. This disconnect reveals a significant research gap: despite having a curriculum that encourages creativity and student agency, its implementation lacks technological integration that could improve motivation and learning outcomes. A key question is raised about how well the Merdeka Curriculum boosts motivation without digital tools. Plus, though quiz apps are noted in the literature as motivation helpers, ways they're put into practice at rural or low-resource schools to close the divide between curriculum aims and daily class life aren't explored. This current study is designed to fill that theoretical and practical gap by investigating how quiz-based platforms can boost motivation for English language learning within the Merdeka Curriculum framework.

Drawing from the background and the identified research gap, this study is shaped by the key question: "In what ways do quiz-based apps boost learning motivation among Class X students at SMK Negeri 1 Ulumoro'o?" The goal here is to

elevate student motivation via the Quizizz app, assess engagement levels before and after its use, and explore how students respond to these tools in English classes. This study holds importance beyond just its academic worth—its practical benefits stand out too. Teachers in vocational schools, in particular, are equipped with a straightforward model for leveraging basic tech tools to ramp up student learning motivation. It adds to the body of knowledge on digital education by situating gamified platforms within rural school environments under the Merdeka Curriculum. What makes this study fresh is its specific angle: though past work has noted the value of quiz apps, their effects are uniquely examined here in the context of the Merdeka Curriculum at a rural vocational high school. The results are anticipated to connect theory with real-world practice, enabling educators to refine their teaching approaches in ways that better match today's learning demands and students' actual needs.

Methodology

This research adopts a Classroom Action Research (CAR) design to examine and enhance students' learning motivation through the integration of Quizizz media in English classes. Syah 2009 state the scale or classifications of students' motivation where 0-45% classified in Bad Category, 50-59 is satisfactory, 60-69 is Enough, 70-79 is Good and 80-100 is very good.

As Rasuan (2019) points out, CAR is valued as a key tool for teacher growth, with student learning results being boosted at the same time. It's especially well-suited for enhancing classroom methods and student results in everyday, real-life settings. The research draws on the Kemmis and McTaggart model, featuring four repeating stages: planning, acting, observing, and reflecting. Through this ongoing cycle, teaching methods can be fine-tuned using real evidence from the classroom. Collaboration was carried out between the researcher and the Grade X English teacher to carry out the study and collect data. This teamwork made sure that student reactions and classroom interactions were closely watched and properly understood. The main thrust of the intervention centered on using the Quizizz app right in the learning sessions, so its effects on students' drive for English materials could be pinpointed.

The study took place at SMK Negeri 1 Ulumoro'o in Lawelu Village, Ulumoro'o District, West Nias Regency, North Sumatra. All 19 students from Class X-TKJ served as the research participants, made up of 11 males and 8 females. This class was chosen based on observations made by the researcher during the internship, when low motivation in English lessons stood out clearly. The entire class was used as the sample through total sampling, as the group size was small

enough to handle well in action research. To gather comprehensive and accurate data, the researcher employed several instruments, namely observation, test (pre-test and post-test), questionnaire and interview. Observation was used to observe students' activities or responses during teaching. Test was used to identify students score during teaching. Give a test before something (like a lesson or program) starts to check starting knowledge, then test again after to see what changed or improved. Questionnaire was used to find out a list of questions for students to answer some questions based on what they felt after experiments givem. It's a fast way to get opinions or facts from lots of folks. Interview used to ask follow ups for richer details.

The instrument used included a Likert scale from 1-5 that contained students' opinions about their motivation during the use of the Quizizz application. Motivation indicators show a person's drive through simple signs that consists of interest that is curiosity about a topic. Leads to focus and wanting to learn more. Second, engagement is active involvement in a task. Includes effort, enthusiasm, and attention. Next, Persistence is keeping at it despite obstacles. Stems from belief in success and progress. Last is enjoyment shows feeling good while doing the activity. Creates satisfaction without rewards.

There are two observation sheets were used: one for the teacher's activities and one for student engagement. These were completed by a collaborator teacher who observed the implementation and student behavior during lessons. Tests were administered to evaluate students' motivation before and after the application of Quizizz. These tests consisted of multiple choice and fill-in-the-blank questions focused on the material being taught about Expository Text that asses their motivation improvement. Structured interviews were conducted with selected students to gather insights on their motivation, learning difficulties, and perceptions of the teaching strategy.

This study employed a mixed-methods approach combining quantitative and qualitative analyses. The specific issue in English Text classes at SMK Negeri 1 Ulumoro'o centers on motivations deficiencies, which hinder overall comprehension and motivation were analyzed using the mean score formula (Syah, 2009):

$$X = \frac{\Sigma X}{N}$$

Where:

X : Average

ΣX : Number of scores (grades) of existing students

N : Total sample

To find out the average percentage of student learning motivation, the following formula can be calculated:

Where:

$$P = \frac{F}{N} \times 100\%$$

P : Percentage

F : The frequency being sought for percentage

N : Number of frequencies or number of individuals

Qualitative data from observations, field notes, interviews, and reflections were analyzed using the following steps (Amrullah et al., 2019), namely data reduction, data display, drawing conclusion and verification.

In conducting this research, researcher needs to determine a standard success rate as a basis for determining whether a test has been successful. In this study, researcher used the minimum passing criteria (KKM) for English subjects at SMK Negeri 1 Ulu Moroo as the standard score, which is 70. If students do not meet this score, they will be given another test.

Findings

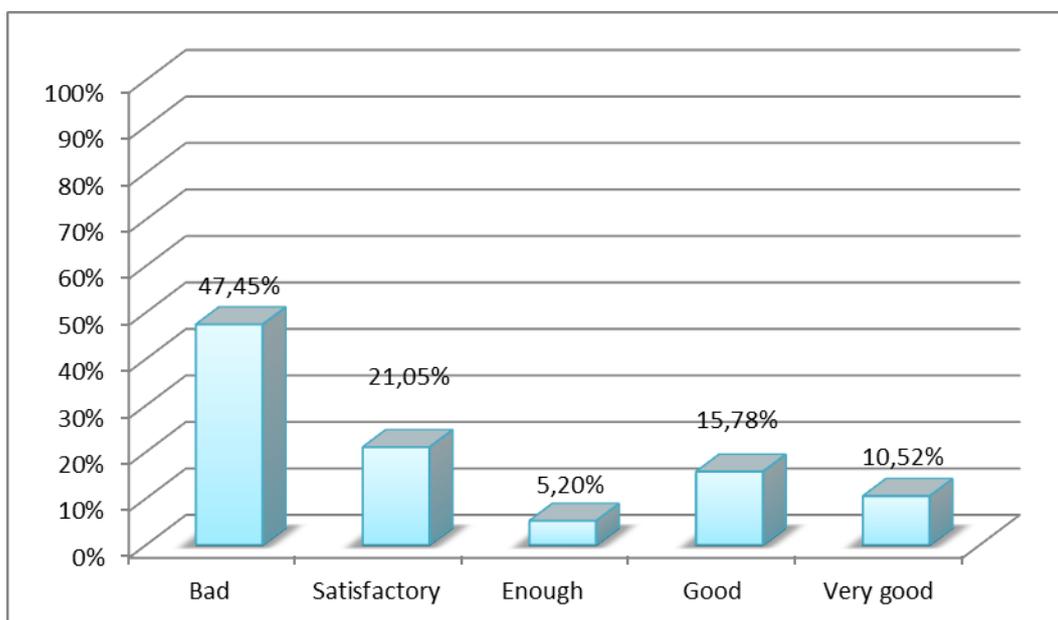
This classroom action research was undertaken to boost tenth-grade students' motivation in English classes at SMK Negeri 1 Ulumoro'o, using the Quizizz app as engaging learning media. The study was run over two cycles, with each one involving two sessions, sticking to the classic four phases of Classroom Action Research: planning, acting, observing, and reflecting.

Analysis of Learning Achievements

Pre-Test Results

Prior to the intervention, a pre-test was conducted to assess students' initial motivation in learning English. The results showed an average score of 45.78, with nearly half of the students (47.45%) categorized as "poor" in terms of performance and motivation. Only two students (10.52%) achieved the "excellent" category, while the rest demonstrated low engagement and poor academic performance. It can be seen in the following chart below:

Figure 1. Students' Score (Pre-test)



These results confirm that traditional teaching methods fail to motivate students, leaving them passive learners with minimal participation. These findings validate the need for innovative learning approaches. Therefore, Quizizz, a gamified quiz platform, was introduced to increase engagement, provide immediate feedback, and create a competitive yet fun learning environment.

Cycle I Result

In Cycle I, Quizizz was rolled out in the classroom across two planned sessions. Students were divided into groups and shown how to access the app on their phones. In the first session, enthusiasm was shown by the students, though some struggled with navigating the app and grasping the directions. Classroom control got a bit rowdy from all the excitement. Even with those hurdles, the lessons went smoothly, and active participation was kept up by the students.

During the second meeting, better classroom discipline and stronger grasp of the app were noted. The post-test at the end of Cycle I revealed an average score rise to 64.73. "Very good" marks (80–100) were hit by eight students (42.13%), while several others moved up to "good" and "sufficient" levels.

The result of observations during the teaching and learning process at the second meeting of cycle 1 were as follows:

1) Observation Sheet for the Researcher activities

Based on the results of observations of researcher activities, activities carried out and undone during the teaching and learning process can be described as follows.

Table 1 Presentation of researcher activities

Cycle I		
Meeting I	Done	15 activities (88.23 %) of 17 activities
	Undone	2 activities (11.70 %) of 17 activities
Meeting II	Done	17 activities (94.44 %) of 18 activities
	Undone	1 activity (5.55 %) of 18 activities

The researcher teaching performance was rated as "Good" in the first session and improved to "Very Good" in the second meeting.

2) Observation sheet for the students activities

Table 2 Presentation of students activities

Cycle I		
Meeting I	Done	10 activities (83,33 %) of 12 activities
	Undone	2 activities (16,66 %) of 12 activities
Meeting II	Done	13 activities (92,85 %) of 14 activities
	Undone	1 activity (7, 14 %) of 14 activities

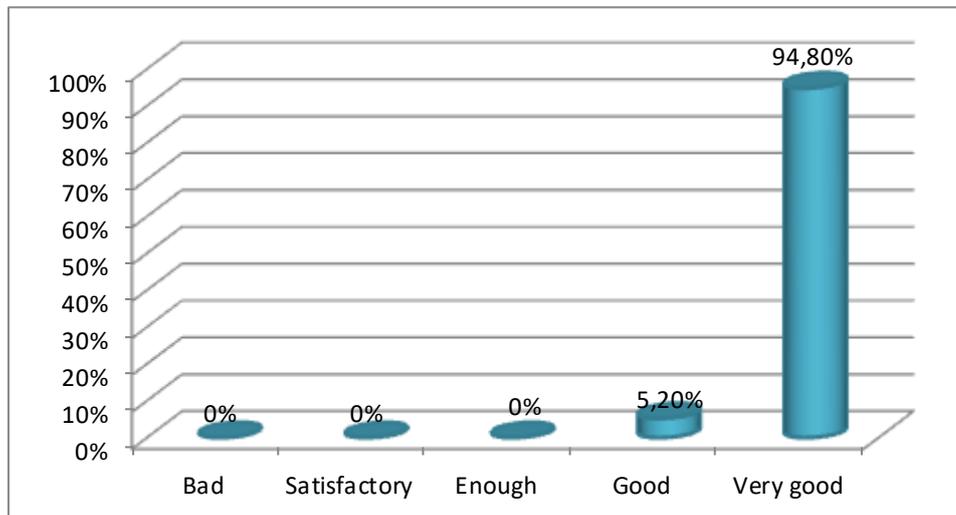
This cycle indicated a positive shift in students' learning motivation. However, reflection showed that further improvements in instructions, classroom management, and individualized support were still necessary especially for passive students and those struggling to adapt to the new learning model.

Cycle II Result

In Cycle II, adjustments were applied drawing from the observations and reflections of the previous cycle. These tweaks covered simpler guidance on Quizizz usage, better group management, and a stronger emphasis on lesson goals. Greater confidence, teamwork, and discipline were shown by students when working with the app.

The results of the post-test in the second meeting of Cycle II showed a substantial increase in performance, with the average score rising to 86.84. As many as 18 out of 19 students (94.8%) were categorized as "very good," while the remaining student (5.2%) was in the "good" category. No students remained in the "poor," "satisfactory," or "enough" categories. This achievement demonstrated that the Quizizz application was highly effective in increasing students' motivation and active participation in the learning process. It can be presented in graph below.

Figure 2. The Classification of the students' score in Cycle II



Observation data also confirmed this development. During both meetings in Cycle II, all planned activities were successfully implemented (100%). Students actively asked questions, showed high enthusiasm, and responded positively to interactive tasks. The classroom environment became more dynamic, with visible improvements in students' confidence and enjoyment during learning. The result of observations during the teaching and learning process at the second meeting of cycle 2 were as follows:

1) Observation Sheet for the Researcher activities

Based on the results of observations of researcher activities, activities carried out and canceled during the teaching and learning process can be described as follows.

Table 3. Presentation of researcher activities

Cycle II		
Meeting I	Done	1616 activities (100 %) of 16 activities
	Undone	0 0 activities (0 %) of 12 activities
Meeting II	Done	1717 activities (100 %) of 17 activities
	Undone	0 activity (0 %) of 17 activities

2) Observation Sheet for the Students activities

Table 4. Presentation of students activities

Cycle II		
Meeting I	Done	16 activities (97,33 %) of 12 activities
	Undone	0 activity (2,5 %) of 12 activities
Meeting II	Done	14 activities (100 %) of 14 activities
	Undone	0 activity (0 %) of 14 activities

Analysis of Students' Motivation

Questionnaire Results

Student perception questionnaires at the end of Cycle II provide qualitative evidence complementing quantitative score gains (64.73 to 86.84), revealing how Quizizz impacts motivation subjectively, such as enjoyment, engagement, and perceived usefulness. The results were overwhelmingly positive, with the average motivation score reaching 94.73%. Several indicators even reached 100% agreement, such as students feeling excited about learning English and enjoying the gamified format. The majority of students strongly agreed that Quizizz made learning more fun, engaging, and motivating. Even the lowest motivation indicator scored above 88%, which still falls into the “very high” category. These results suggest that Quizizz not only enhanced cognitive outcomes but also supported affective development by making students feel more enthusiastic, confident, and socially connected during the learning process.

Discussion

General Response of Research Problem

This research tackles the problem of weak student drive, stemming from dull, repetitive teaching styles that cause kids to tune out in class. To tackle it, the effects of rolling out Quizizz, a fun, game-style learning tool are examined to spark new life in the classroom and lift motivation levels. Passive learning is turned into an active, captivating experience through the addition of this digital tool to lessons, with students' attention grabbed and their concentration sharpened.

Quizizz application can improve students' learning motivation

Prior to the use of Quizizz media, traditional learning tended to be monotonous and made students only passive recipients of information. This often led to a decrease in student motivation and engagement in the learning process. With the inclusion of Quizizz and similar digital media, there is a paradigm shift in learning to be more collaborative, interactive and competitive.

After the implementation of the Quizizz application in the learning process, positive changes began to appear. Students became more active, enthusiastic in answering questions, and more focused on following the material. They respond to learning enthusiastically because they feel like playing while learning. These results show that the use of media that matches students' interests and characteristics is very important in increasing learning motivation and creating a more lively and effective classroom atmosphere.

Quizizz increases student motivation through several ways such as Providing a gamified learning experience, so that students feel learning is a fun and challenging activity. Furthermore, the real-time feedback and leaderboard features encourage students to compete healthily and want to achieve the best rank. In addition, the interactive quiz system allows students to practice questions independently and get immediate feedback, so they better understand the material and feel confident. Then, the classroom atmosphere becomes more dynamic, students interact more actively, both with the teacher and fellow friends, thus increasing social engagement and intrinsic motivation. The results of this study indicate an increase in student motivation through Quizizz in line with and strengthen the findings of previous research.

So, it can be concluded that the use of the Quizizz application significantly increases student learning motivation, both in terms of engagement, learning outcomes, and a more interactive and fun classroom atmosphere. This finding is consistent with previous research comparing conventional and digital methods, where Quizizz proved more effective in increasing student motivation. Your CAR strengthens the empirical evidence that gamification based learning innovations such as Quizizz are very relevant to be implemented in today's digital era.

Quizizz make students feel not bored and focus in learning

Based on the observations made by both the collaborating teachers and researchers, student engagement in learning showed significant improvement. The Quizizz application played a key role in this increase, as its interactive and visually appealing format captured students' attention effectively. The tool also contributed to a more lively and enjoyable classroom atmosphere. Additionally, the interactive nature of the tasks encouraged students to think on their feet, respond promptly, and receive immediate feedback, further enhancing their learning experience. In fact, this process helps students learn from their mistakes and strengthens their understanding of the subject matter.

Analysis and Interpretation of Research Findings

Once the research wrapped up, data from student tests, observation forms, and surveys was analyzed by the researcher. A pre-test was given at the start to gauge learning motivation, showing that most students fell short of the 70-point Minimum Completion Criteria (KKM), averaging only 45.78. These poor scores underscored the urgency for action, leading to Classroom Action Research (CAR) being carried out with Quizizz as the tool to lift learning results.

During the second session of Cycle I, a follow-up test was run to check student gains. Progress was evident in the results that 10 students hit the KKM, though 9 were still below it. While this was a step up from the pre-test (pre-Quizizz),

the lingering shortfall for some meant more work was needed. To make sure every student reached the goal score, a decision was made by the researcher to move into the next cycle for additional tweaks and help.

The results demonstrated a clear improvement in learning motivation compared to both the initial pre-test and the first cycle. An average score of 86.84 was reached by the students, showing real improvement. These outcomes prove that Quizizz, as a learning aid, successfully ramped up student drive over the course of the study.

Research Findings versus Theory

The research findings were evaluated in relation to established educational theories. According to the theory (Al Mawaddah et al., 2021) which states that Quizizz is important to use for the learning process because it can increase students' learning motivation. Similarly, Astari Zuri's (2023:59-65) research highlights that the quiz application can be used as a learning medium that can increase student motivation in learning with various interesting features. The current study confirms these theoretical perspectives, demonstrating how Quizizz's engaging format successfully captures students' interest and enhances their learning drive.

Research findings were compiled, analyzed, evaluated, interpreted, and compared against recent studies to validate Quizizz's impact on student motivation at SMK Negeri 1 Ulumoro'o. Current results showing average scores rising from 64.73 in Cycle I to 86.84 in Cycle II align closely with Al Mawaddah et al. (2021), who emphasized Quizizz's gamification for boosting motivation in learning processes, a pattern replicated here in vocational English classes. Similarly, Astari Zuri (2023, pp. 59-65) highlighted Quizizz as an engaging medium with features that enhance student drive, directly matching this study's score improvements and questionnaire feedback. Rahman et al. (2024) reported significant effects (Wilcoxon $p < 0.05$, 21% gain), paralleling the pre/post-test progress observed, while Suwarni (2023) found 70.3% effectiveness on motivation—surpassed here by over 34% gains attributed to iterative cycles. Heriyanto (2024) further corroborated Quizizz's role in improving engagement, as confirmed by end-Cycle II perceptions in this cluster-sampled vocational context, demonstrating robust consistency and unique application beyond single-class designs. This study confirms Quizizz as an effective tool for overcoming low motivation among tenth-grade students at SMK Negeri 1 Ulumoro'o, with sustained implementation recommended for English instruction.

Conclusion

It's clear from the results that Quizizz, serving as an engaging learning aid, greatly lifted students' motivation and involvement at SMK Negeri 1 Ulumoro'o. Average marks climbed steadily from 45.78 on the pre-test to 64.73 in Cycle I and up to 86.84 in Cycle II, with post-study surveys showing 94.73% of students reporting strong motivation. Gamification elements such as competition and instant feedback were found to create a more enjoyable atmosphere, and observation results showed that participation increased from 88.23% to 100%.

Suggestion

Quizizz should be woven into English classes on a regular basis by teachers to keep motivation levels up. Down the line, its lasting impact could be investigated across various vocational topics, or it could be stacked up against other game-based tools.

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