

**STUDENTS' PERCEPTIONS ADVANTAGES
OF USING QUIZIZZ AS GAMIFICATION
IN MA MUHAMMADIYAH 1
MALANG**

THESIS

**This thesis is submitted to meet one of the requirements to achieve a Bachelor
Degree in English Language Education**



By:

Anggi Rifky Afisyah

201910100311005

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG**

2024

APPROVAL

This thesis was written by Anggi Rifky Afisyah and was approved on March 21 date,
2024



By:

Anggi Rifky Afisyah

Advisor,

Laela Hikmah Nurbatra, S.Pd., M.A., M.Edlead

MOTTOS AND DEDICATION



This thesis was defended in front of the examiners of the Faculty of Teacher Training and Education of University of Muhammadiyah Malang and accepted as one of the requirements to achieve Bachelor Degree in English Language Education

On March 16 2024

Approved by:

Faculty of Teacher Training and Education

University of Muhammadiyah Malang

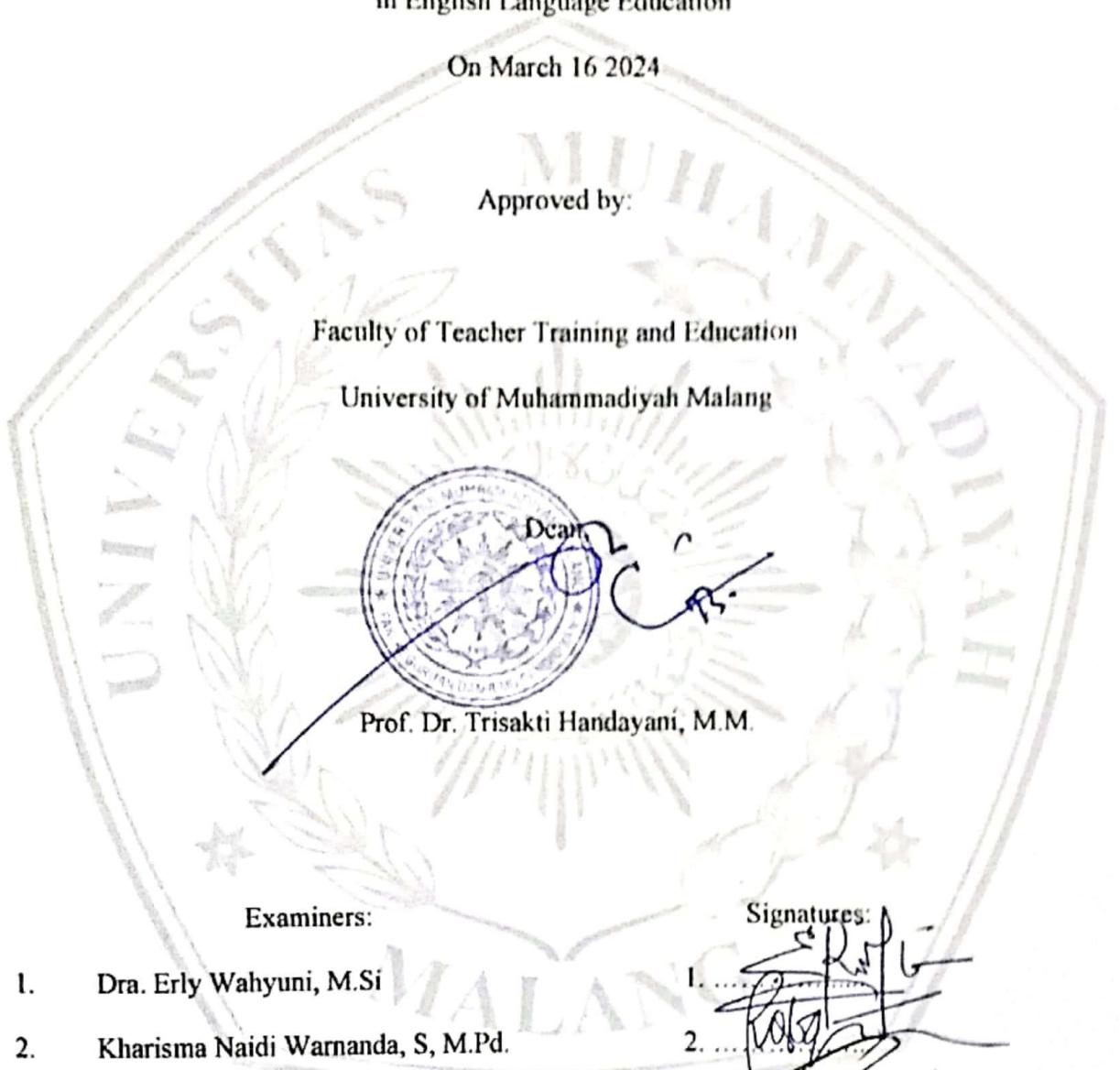
Dean

Prof. Dr. Trisakti Handayani, M.M.

Examiners:

1. Dra. Erly Wahyuni, M.Si
2. Kharisma Naidi Warnanda, S, M.Pd.
3. Laela Hikmah Nurbatra. S.Pd., M.A., M.Edlead

Signatures:

1.
 2.
 3.
- 

AUTHOR'S DECLARATION OF ORIGINALITY

I hereby declare that the intellectual content of this thesis is the product of my own work and has not been submitted to any other University or Institution.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

I also declare that this is a true copy of my thesis, as approved by my thesis committee and the English Language Education Department office.

Malang, 25 -04 - 2024



ANGGITA RIKY AFISYAH

**ADVANTAGES OF USING QUIZIZZ AS GAMIFICATION IN MA
MUHAMMADIYAH 1 MALANG**

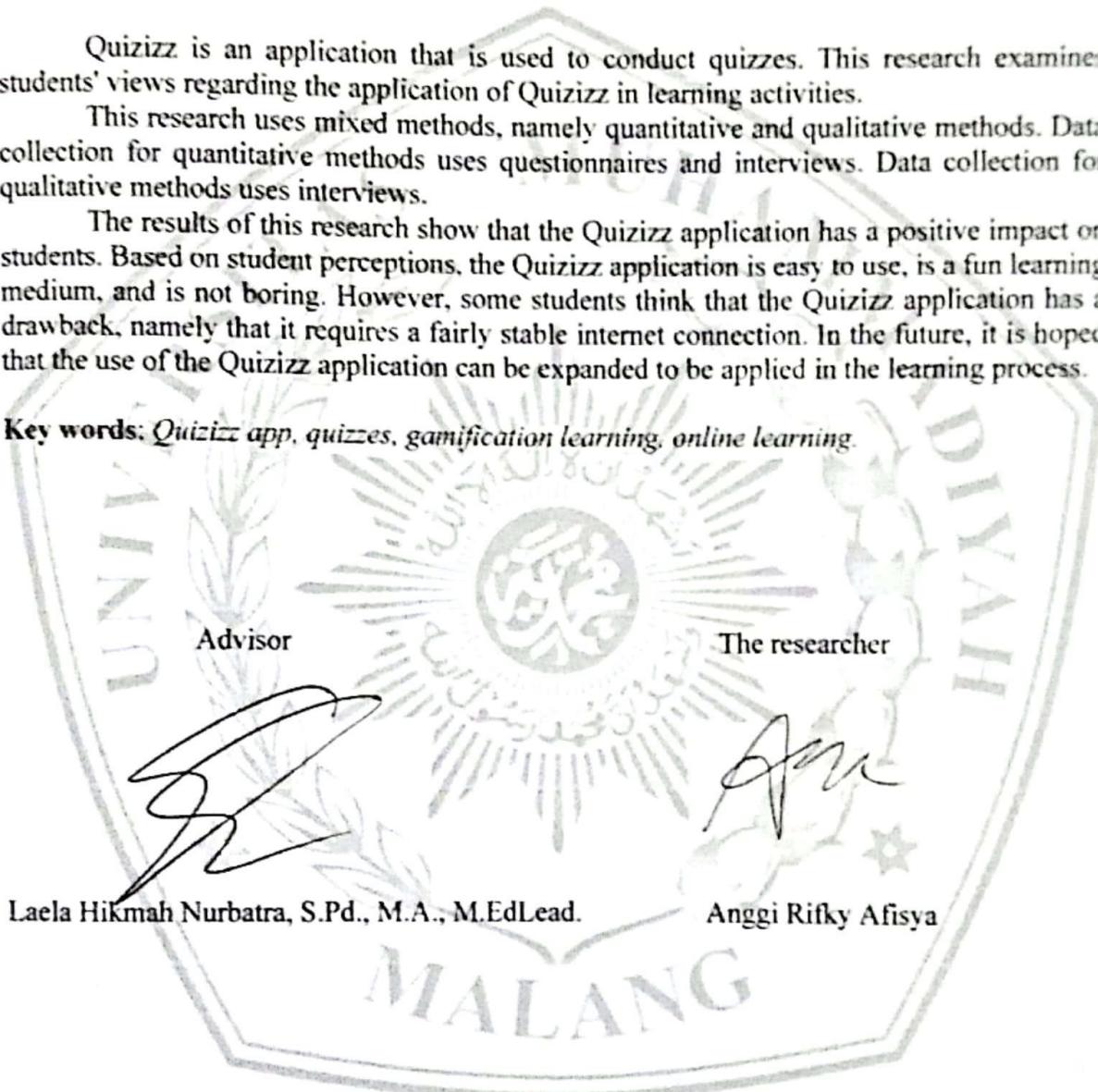
ABSTRACT

Quizizz is an application that is used to conduct quizzes. This research examines students' views regarding the application of Quizizz in learning activities.

This research uses mixed methods, namely quantitative and qualitative methods. Data collection for quantitative methods uses questionnaires and interviews. Data collection for qualitative methods uses interviews.

The results of this research show that the Quizizz application has a positive impact on students. Based on student perceptions, the Quizizz application is easy to use, is a fun learning medium, and is not boring. However, some students think that the Quizizz application has a drawback, namely that it requires a fairly stable internet connection. In the future, it is hoped that the use of the Quizizz application can be expanded to be applied in the learning process.

Key words: *Quizizz app, quizzes, gamification learning, online learning.*



ACKNOWLEDGMENTS

Firstly, the researcher expresses his gratitude to the Almighty Allah, the One true God, for His blessing, power, and help, in this research that finally is completed. Also, the researcher does not forget to give greetings and blessings to the Prophet Muhammad (Peace Be Upon Him). Allowing the writer to complete this thesis as a requirement for pursuing the Sarjana degree. The author is also truly thankful to the following people:

1. My advisor, Laela Hikmah Nurbatra, S.Pd., M.A., M.EdLead., who patiently guided me and always looked to me for guidance, supported me and gave me proper direction so that my thesis could be completed
2. My parents always helped me and prayed for my college. who has been patiently waiting for his son to graduate.
3. To my brother who has supported and wished me well in lecture activities. His son is embarrassed to show but I know and thank you my brother I hope it will be smooth also college.
4. To my 5 friends who always struggle together to work on this thesis, and share their thoughts until stressed with you guys cool, thank you I met a very good friend to me, love you guys.
5. To the special person who did not want to be named, thank you for accompanying me from the beginning to the end of graduation. Thank you for the time set aside to help encourage you not to give up.

I am writing this sincerely as an expression of my deepest gratitude and gratitude to everyone who has supported me.

TABLE OF CONTENT

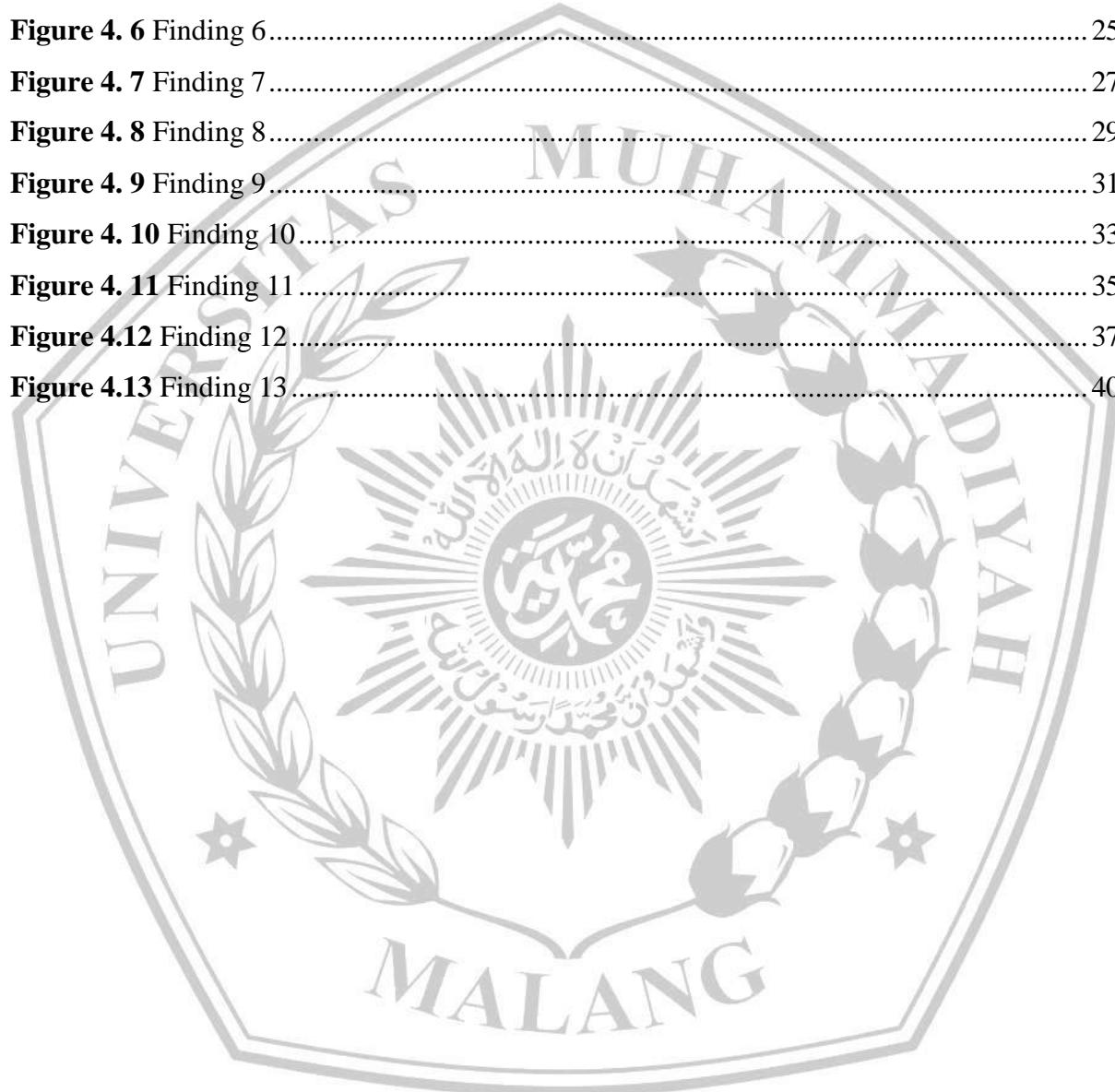
APPROVAL.....	i
MOTTOS AND DEDICATION	ii
AUTHOR'S DECLARATION OF ORIGINALITY	iv
ABSTRACT	v
ACKNOWLEDGMENTS	vi
TABLE OF CONTENT	vii
LIST OF FIGURES.....	ix
LIST OF APPENDICES	x
CHAPTER I: INTRODUCTION	1
1.1 Research Background	1
1.2 Research Problem	3
1.3 Research Objective	3
1.4 Scope and Limitation.....	4
1.5 Research Significance.....	4
1.6 Definition of Key Terms.....	4
CHAPTER II: REVIEW OF RELATED LITERATURE.....	4
2.1 Gamification	4
2.2 Quizizz as gamification.....	5
2.3 Benefits student's perception in using Quizizz.....	6
CHAPTER III: RESEARCH METHOD.....	9
3.1 Research Design	9
3.2 The Research Subject.....	10
3.3 Data Collection	10
3.3.1 Questionnaires	10
3.3.2 Interview.....	12
3.3.3 Procedures for collecting data.....	12
3.4 Data Analysis.....	13
CHAPTER IV: FINDINGS AND DISCUSSIONS.....	13
4.1 Research Findings.....	13
4.1.1 Easy Indicators	13
4.1.2 Material mastery indicators	20
4.1.3 In Satisfaction indicators	25
4.1.4 Indicators of Motivation	31
4.1.5 Liveliness indicator.....	37

4.2 Discussion.....	42
CHAPTER V: CONCLUSION AND SUGGESTION.....	45
5.1 Conclusion	45
5.2 Suggestion.....	45
REFERENCES	45
APPENDICES.....	48



LIST OF FIGURES

Figure 4.1 Finding 1	14
Figure 4. 2 Finding 2	16
Figure 4. 3 Finding 3	18
Figure 4. 4 Finding 4	20
Figure 4. 5 Finding 5	23
Figure 4. 6 Finding 6	25
Figure 4. 7 Finding 7	27
Figure 4. 8 Finding 8	29
Figure 4. 9 Finding 9	31
Figure 4. 10 Finding 10	33
Figure 4. 11 Finding 11	35
Figure 4.12 Finding 12	37
Figure 4.13 Finding 13	40



LIST OF APPENDICES

APPENDIX 1	48
APPENDIX 2	55
APPENDIX 3	56



REFERENCES

- Aristovnik, A., Keržič, D., Ravšelj, D., Tomažević, N., & Umek, L. (2020). Title Impacts of the COVID-19 Pandemic on Life of Higher Education Students: *Sustainability (Switzerland)*, 12(20), 1–34.
- Basuki, Y., & Hidayati, Y. (2019). *Kahoot! or Quizizz: the Students' Perspectives*. <https://doi.org/10.4108/eai.27-4-2019.2285331>
- Bicen, H., & Kocakoyun, S. (2018). Perceptions of students for gamification approach: Kahoot as a case study. *International Journal of Emerging Technologies in Learning*, 13(2), 72–93. <https://doi.org/10.3991/ijet.v13i02.7467>
- Chaiyo, Y., & Nokham, R. (2017). The effect of Kahoot, Quizizz and Google Forms on the student's perception in the classrooms response system. *2nd Joint International Conference on Digital Arts, Media and Technology 2017: Digital Economy for Sustainable Growth, ICDAMT 2017*, 178–182. <https://doi.org/10.1109/ICDAMT.2017.7904957>
- Elmahdi, I., Al-Hattami, A., & Fawzi, H. (2018). Using Technology for Formative Assessment to Improve Students' Learning, *Turkish Online Journal of Educational Technology - TOJET*, 2018-Apr. *TOJET: The Turkish Online Journal of Educational Technology*, 17(2), 182–188. Retrieved from <https://eric.ed.gov/?id=EJ1176157>
- Fies, C., & Marshall, J. (2006). Classroom response systems: A review of the literature. *Journal of Science Education and Technology*, 15(1), 101–109. <https://doi.org/10.1007/s10956-006-0360-1>
- Gallego-Durán, F. J., Villagrá-Arnedo, C. J., Compañ-Rosique, P., Satorre-Cuerda, R., Molina-Carmona, R., & Llorens-Largo, F. (2016). Title-Gamification of the learning process: lessons learned. *Vaep-Rita*, 4(1), 25–32.
- Jannah, R. N., Wulandari, N. L., & Budi, S. (2020). Pengalaman Belajar Daring Siswa Berkebutuhan Khusus Pada Pandemi Covid-19 Di Sd Inklusif. *ELEMENTARY: Islamic Teacher Journal*, 8(2), 359. <https://doi.org/10.21043/elementary.v8i2.8040>
- Kiryakova, G., Yordanova, L., & Angelova, N. (2017). Can we make Schools and universities smarter with the Internet of Things? *TEM Journal*, 6(1), 80–84. <https://doi.org/10.18421/TEM61-11>
- Iamsari purba, leony sanga. (2019). Peningkatan konsentrasi Belajar Mahasiswa Melalui Pemanfaatan Evaluasi Pembelajaran Quizizz Pada Mata Kuliah Kimia Fisika I. *Jurnal Dinamika Pendidikan*, 12(1), 29–39.
- Licorish, S. A., Owen, H. E., Daniel, B., & George, J. L. (2018). Students' perception of Kahoot!'s influence on teaching and learning. *Research and Practice in Technology Enhanced Learning*, 13(1). <https://doi.org/10.1186/s41039-018-0078-8>
- Llorens-Largo, F., Gallego-Duran, F. J., Villagra-Arnedo, C. J., Compan-Rosique, P., Satorre-Cuerda, R., & Molina-Carmona, R. (2016). Gamification of the Learning Process: Lessons Learned. *Revista Iberoamericana de Tecnologias Del Aprendizaje*, 11(4), 227–234. <https://doi.org/10.1109/RITA.2016.2619138>
- Mac Namara, D., & Murphy, L. (2017). Online versus offline perspectives on gamified learning. *CEUR Workshop Proceedings*, 1857, 47–52.
- Moha, D. S. & M. I. (2015). Ragam Penelitian Kualitatif. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Mulyati, S., & Evendi, H. (2020). Pembelajaran Matematika melalui Media Game Quizizz untuk Meningkatkan Hasil Belajar Matematika SMP. *GAUSS: Jurnal Pendidikan Matematika*, 3(1), 64–73. <https://doi.org/10.30656/gauss.v3i1.2127>
- Rahayu, I. S. D., & Purnawarman, P. (2019). *The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment*. 254(Conaplin 2018), 102–106. <https://doi.org/10.2991/conaplin-18.2019.235>
- Ratnasari, E., Hikmawati, R., & Ghifari, R. N. (2019). Quizizz Application As Gamification Platform To Bridge Students in Teaching Reading Comprehension. *Prosiding Seminar Nasional Pendidikan*, 1(2003), 1333–1337. Retrieved from <https://prosiding.unma.ac.id/index.php/semnasfkip/article/view/195>

- Santika, I. G. N. (2020). *Optimalisasi Peran Keluarga Dalam Menghadapi Persoalan Covid-19: Sebuah Kajian Literatur* / Santika / Jurnal Ilmiah Ilmu Sosial. 6(2), 127–137. Retrieved from <https://ejournal.undiksha.ac.id/index.php/JIIS/article/view/28437/17119>
- Santika, T., Meijaard, E., Budiharta, S., Law, E. A., Kusworo, A., Hutabarat, J. A., ... Wilson, K. A. (2017). Community forest management in Indonesia: Avoided deforestation in the context of anthropogenic and climate complexities. *Global Environmental Change*, 46(August), 60–71. <https://doi.org/10.1016/j.gloenvcha.2017.08.002>
- Setiawan, A., Wigati, S., & Sulistyaningsih, D. (2019). Implementasi Media Game Edukasi Quizizz Untuk Meningkatkan Hasil Belajar Matematika Materi Sistem Persamaan Linear Tiga Variabel Kelas X Ipa 7 Sma Negeri 15 Semarang Tahun Pelajaran 2019 / 2020. *Edusainstek*, 167–173. Retrieved from <http://prosiding.unimus.ac.id>
- Sim, S. L., He, T., Tscheliessnig, A., Mueller, M., Tan, R. B. H., & Jungbauer, A. (2012). Protein precipitation by polyethylene glycol: A generalized model based on hydrodynamic radius. *Journal of Biotechnology*, 157(2), 315–319. <https://doi.org/10.1016/j.jbiotec.2011.09.028>
- Swarniti, N. W. (2021). Efektivitas Penggunaan Aplikasi Quizizz Dalam Proses Pembelajaran Bahasa Inggris Bagi Mahasiswa. *Seminar Nasional Teknologi Pembelajaran*, 133–144.
- van Hout-Wolters, B., Simons, R.-J., & Volet, S. (2000). Active Learning: Self-directed Learning and Independent Work. *New Learning*, 21–36. https://doi.org/10.1007/0-306-47614-2_2
- Vargas-Macías, Z. L., Rodríguez-Hernández, A. A., & Sánchez-Saenz, C. L. (2020). Digital Games (Gamification) in Learning and Training: an Approach to Adaptation and Integration in the Classroom. *GIST – Education and Learning Research Journal*, 20(20), 171–188. <https://doi.org/10.26817/16925777.765>
- Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning – A literature review. *Computers and Education*, 149(May 2019), 103818. <https://doi.org/10.1016/j.compedu.2020.103818>
- Yan Ju, S., & Yan Mei, S. (2018). *Online European Journal of Social Sciences Education and Research*. 12(1), 170–176.
- Yurissa, P. N., Kamadi, L., & Haeruddin, S. (2022). Gamification learning framework for improving students' learning motivation. *Indonesian Journal of Research and Educational Review*, 1(2), 234–242.
- Zhao, F. (2019). Using quizizz to integrate fun multiplayer activity in the accounting classroom. *International Journal of Higher Education*, 8(1), 37–43. <https://doi.org/10.5430/ijhe.v8n1p37>
- Zuhriyah, S., & Pratolo, B. W. (2020). Exploring students' views in the use of quizizz as an assessment tool in english as a foreign language (efl) class. *Universal Journal of Educational Research*, 8(11), 5312–5317. <https://doi.org/10.13189/ujer.2020.081132>



PENDIDIKAN BAHASA INGGRIS

english.umm.ac.id | b.inggris@umm.ac.id

LEMBAR HASIL CEK PLAGIASI

Koordinator Plagiasi Program Studi Pendidikan Bahasa Inggris FKIP UMM menyatakan bahwa:

*Nama : Anggi Rifky Afisyah

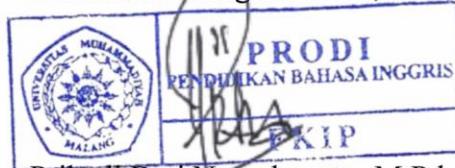
*NIM : 201910100311005

Bagian Skripsi (CHAPTER)	Prosentase Hasil Kesamaan
CHAPTER I Introduction	9%
CHAPTER II Review of Related Literature	10%
CHAPTER III Research Method	6%
CHAPTER IV Findings and Discussion	5%
CHAPTER V Conclusion and Suggestions	0%

Berdasarkan prosentase hasil uji kesamaan, dapat disimpulkan bahwa hasil deteksi plagiasi telah memenuhi syarat dan ketentuan yang telah diatur pada Peraturan Rektor No. 2 Tahun 2017.

Malang, 15 Februari 2024

Koordinator Plagiasi Prodi,



Prihadi Dwi Nurcahyanto, M.Pd

Visi: Menyelenggarakan pendidikan dan pengajaran Bahasa Inggris yang berbasis pada teori pembelajaran constructivism dan intercultural communication

Kampus I

Jl. Bandung 1 Malang, Jawa Timur
P: +62 341 551 253 (Hunting)
F: +62 341 460 435

Kampus II

Jl. Bendungan Sutami No.188 Malang, Jawa Timur
P: +62 341 551 149 (Hunting)
F: +62 341 582 060

Kampus III

Jl. Raya Tlogomas No.246 Malang, Jawa Timur
P: +62 341 464 318 (Hunting)
F: +62 341 460 435
E: webmaster@umm.ac.id



