

## Research Article

**Cite this article:** Suwartono, T., Wakhudin, W., Wijayatiningsih, T. D., Mulyadi, D., Pangesti, O. D., & Wahyuningsih, I. (2026). Battling against Motivational Challenges in EFL Classroom through Quizizz: A Novice and Experienced Educators' Reflective Practice. *Educational Process: International Journal*, 21, e2026024.  
<https://doi.org/10.22521/edupij.2026.21.24>

**Received** October 9, 2025

**Accepted** December 30, 2025

**Keywords:** Quizizz, engagement, English, educators, reflective, process

### Author for correspondence:

Tono Suwartono

✉ [suwartono@ump.ac.id](mailto:suwartono@ump.ac.id)

✉ Universitas Muhammadiyah Purwokerto, Indonesia.



OPEN ACCESS

© The Author(s), 2025. This is an Open Access article, distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted re-use, distribution, and reproduction, provided the original article is properly cited.

# Battling against Motivational Challenges in EFL Classroom through Quizizz: A Novice and Experienced Educators' Reflective Practice

Tono Suwartono , Wakhudin Wakhudin , Testiana Deni Wijayatiningsih , Dodi Mulyadi , Olivia Dika Pangesti , Ima Wahyuningsih 

## Abstract

**Background/purpose.** Fun learning is one of the key factors determining student achievement. Happy learners are more likely to experience enhanced retention, motivation, and cognitive abilities. As technology advances, teachers can use media such as games in classroom activities to help students overcome the challenges of learning English as a foreign language. This study aims to promote student motivation in learning English using Quizizz educational games.

**Materials/methods.** Action research involving two university graduates majoring in English language teaching, a mentor teacher, a professor, and a cohort of 35 students was conducted in a state junior high school in the town of Banyumas, Indonesia. The data was collected via classroom observations and questionnaires. The data were analyzed using descriptive statistical techniques.

**Results.** Results showed a rise in student learning motivation following the intervention across research cycles. It is most likely that the results have reached the predefined criteria for intervention success with revised plans over time, because in practice, Quizizz provided a pleasant learning atmosphere, minimized academic boredom, and encouraged students to compete. Furthermore, the achievement was most probably attributed to reflective practice among parties involved in the collaborative classroom action project.

**Conclusion.** In summary, apart from its status as a common persistent issue in EFL classes, students' low learning motivation can be promisingly raised through the adoption of Quizizz within the framework of a classroom action research study.

## 1. Introduction

As English is a crucial international language for students to master, the government of Indonesia has launched a policy mandating English teaching and learning from junior high school through university (Isadaud et al., 2022). At the junior high school level, English as a foreign language is taught twice a week with a couple of 40-minute sessions each. However, the teaching and learning of the language is still considered weak and boring. As a result, many English classrooms have shown low student engagement and dynamics (Azahra et al., 2025; Fauzi et al., 2024; Jon et al., 2021).

A fun learning process is needed to enhance students' motivation in learning English. To support lesson delivery, the teacher needs to prepare learning media (Wahyuni et al., 2016) and design innovative learning media that can liven up the teaching and learning atmosphere according to students' needs (Hae et al., 2021). In addition, using learning media helps students easily understand and absorb the materials presented by teachers (Ally, 2004; Basuki, 2015).

Fun learning is one of the most important factors influencing students' learning process and achievement. With it, students can learn happily and comfortably, are better prepared and more motivated to learn, and are more likely to accept and understand what the teacher conveys. According to Wangge, one way to create a more enjoyable learning atmosphere is to implement educational games (Barnes & Shirley, 2007). As technology advances, teachers can use media, such as games, whether offline or online, to reduce boredom in English learning and make students more excited to learn (An-nisa et al., 2022).

Motivation is a crucial variable that influences a person's behavior, achievement, and success. Motivation arises within students to engage in specific activities to achieve a learning goal. Motivation plays an important role in the learning and teaching process. Based on observations made during the implementation of Teaching Practice Experience 2 course in the Pre-Service Teacher Professional Training, in the 2022/2023 Academic Year, which was held in a cohort of students labelled as Class 8 C at a state primary school in the town of Banyumas, Indonesia, it was found that there were still many students who were poorly motivated in learning English due to several factors. The first factor is that students receive English lessons only after attending primary school, where English is new to them, so they perceive it as difficult to understand. In addition, the lack of use of learning media has made students quickly feel bored with learning.

Given that students constitute an important aspect of education, it is necessary to take action in the learning process. An effort to lift students' moods could be an alternative way to optimize their learning. A professional teacher does not merely act as a material presenter but also serves as a motivator, evaluator, and facilitator (Rahmat & Jannatin, 2018). Teachers have a role and responsibility to improve the quality of education. Teachers in the learning process must be able to adapt skills to students' level of development.

Learning and motivation influence each other (Uno, 2021). Learning is a relatively permanent behavior change, and it can result from goal-based reinforcement to achieve a particular goal. Motivation can be increased by making learning activities more engaging and interactive, and by involving students through media games. Students can play an active role in groups and individually through games. The use of media games in English learning is expected to motivate students. Game-based learning entails achieving learning objectives through game-based materials and boosting learning through problem-solving (Groening & Binnewies, 2019). This can allow students to learn in a meaningful way. While another source claims that games can encourage students to participate (Lopez & Tucker, 2019). This is relevant to learning in the 21st century, as it supports critical thinking skills, entertains, and increases motivation.

Learning motivation, whether intrinsic or extrinsic, can arise due to several factors (Qizi, 2022). Internal factors, such as the need for learning and the support needed for that need, as well as hopes and ideals. External aspects include acknowledgment, a supportive learning environment, and engaging learning activities. Students' intrinsic motivation does not need encouragement from others; it has developed on its own because of their own desires or has been motivated. Extrinsic motivation, namely, motivation that comes from outside, for example, when students are given a reward for getting the highest score. The characteristics of motivation that exist in students include: a) Perseverant, an attitude and behavior that shows full sincerity continuously and remains enthusiastic about doing something, b) Tenacious, where in the face of adversity, it means persistent, tough, not giving up in learning, working to achieve your hopes and dreams, c) Hard work, doing something seriously to achieve something an individual wants, d) Creative and innovative in asking questions related to the material being taught (Sadiman et al., 2007).

To increase teacher motivation, it is necessary to innovate by developing learning media. From an educational perspective, learning media are a strategic instrument for determining success in the learning process (Arsyad, 2014). Learning media, such as methods, tools, and techniques, are used to increase the effectiveness of communication and interaction between teachers and students in school learning (Hamalik, 1989). The learning process can run effectively and efficiently if the right learning media support it, as they can help boost students' development. In line with Arsyad (2014), learning media are tools, environments, and all forms of activities utilized to improve knowledge and instill skills in everyone who uses them.

The function of learning media covers: a) Communicative function, used to facilitate communication between the sender of the message and the recipient of the message, b) The function of learning motivation media, which is expected to be able to make students motivated in learning, c) Meaningful function Learning media, which not only increases data and fact information but also can improve students' ability to analyze and create as a high-level cognitive aspect, d) Perception equalization function through the use of learning media, where it is expected to be able to equate the perceptions of each student in such a way that students have the same view of the information provided, e) Individuality function learning media, which function to accommodate the different needs of each individual (Sanjaya, 2014). One of the learning media is games. Games are often considered to hurt students. In fact, games serve positive functions for students, including helping them recognize technology, practice problem-solving and logic, and providing entertainment. Games are activities that involve interaction among participants by following predetermined rules to achieve a goal (Sadiman et al., 2007). Educational games are designed specifically for educational purposes (Wijayanto, 2017).

The advantage of adopting media games is that they incorporate elements that can improve memory, such as animation, enabling students to better store and retain material over a longer period than with conventional media (Vitianingsih, 2016). One such game is Quizizz. Quizizz Educational Game is a game-based educational application that offers a variety of fun, interactive activities and exercises (Purba, 2019; Hamzah, 2023). Students can use Quizizz educational games at home on their electronic devices, such as smartphones and laptops. Quizizz educational games differ from other educational apps in that they feature thematic characters, memes, avatars, and music. They also allow students to compete with one another, making them more engaged in learning and motivated to complete exercises and quizzes in the hope of achieving high quiz scores.

As aforementioned, the Quizizz technology game for education would be promising to adopt in the current study, in our effort to address the most common problem in English as a foreign language classrooms in Indonesia, namely, low student motivation. We the classroom investigators sought to find out answers to the following questions: 1) Does teaching English as a foreign language through Quizizz we design collaboratively improve students' learning motivation?; 2) How do we implement

our planned instruction for a positive learning motivational change within collaborative classroom research framework?; 3) Does the learning and teaching scenario we develop have impact on students' learning achievement?.

## 2. Methodology

### 2.1. Research Design

In this classroom investigative project, we employed action research. Classroom action research (CAR) aims to address deficiencies in classroom teaching and learning by implementing interventions to enhance learning quality. CAR is a reflective study that requires taking specific steps to improve professional learning practices in the classroom (Garpersz & Uktolseja, 2020).

We adopted Kemmis & McTaggart's CAR Model in this study (Kemmis & McTaggart, 1988). The model takes four steps throughout the CAR: 1) Planning, 2) Action, 3) Observing, and 4) Reflecting, as best illustrated in Figure 1 below.

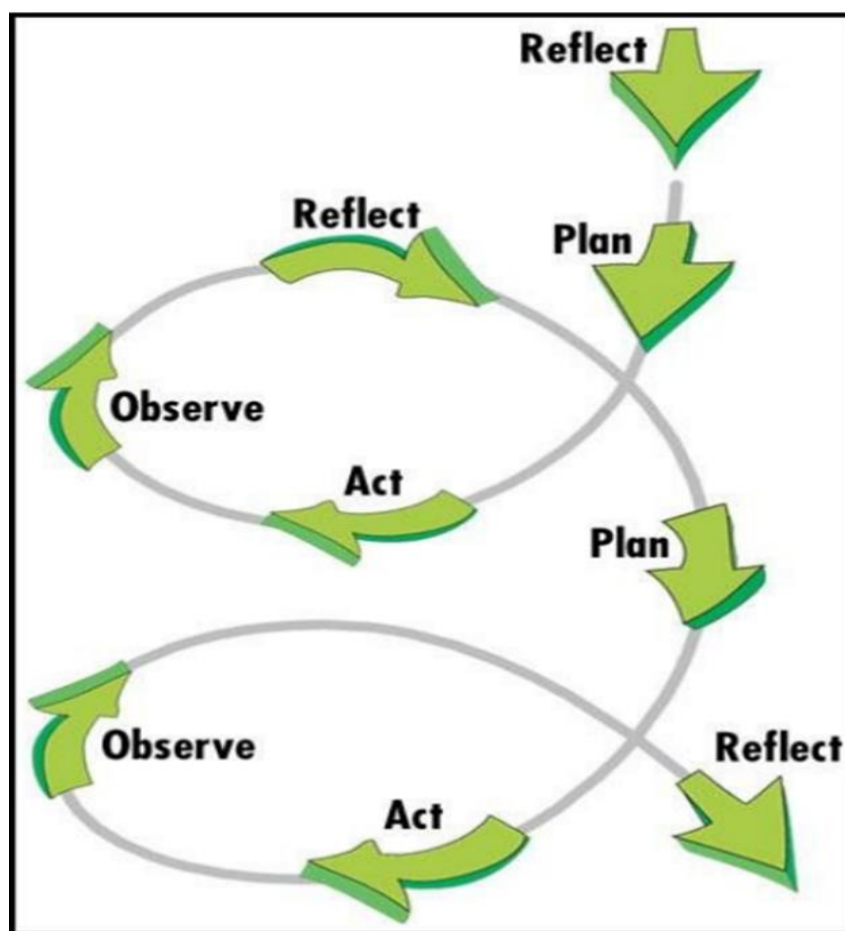


Figure 1. CAR Cyclical Process

Planning includes creating a lesson plan, selecting instructional materials, and choosing evaluation criteria. The next step is to put the lesson plan, learning resources, and designed interactive learning into practice. In order to observe, one must pay attention and use an observation sheet to track classroom activities during the lecture. Reflection also involves analyzing and assessing each cycle's actions to determine whether the outcomes meet the pre-set standard. The outcomes of reflection might serve as a starting point for a discussion to revise the instructional design in the following cycle.

## 2.2. Participants

The study involved two university graduates majoring in English language teaching joining a pre-service teacher professional training program granted by the government, a mentor teacher, a university-based teacher ranked as professor, and a cohort of 35 students (15 males and 20 females) labeled as Class 8 C at a state junior high school in the town of Banyumas, Indonesia. Class 8 C was selected for this classroom action research after the research team made initial observations across parallel cohorts and determined that it had the weakest learning motivation. This study was conducted over two months in the 2022/2023 Academic Year.

## 2.3. Data Collection

In this research, the obtained data must be clear, in-depth, and specific. We collected data using the following methods: classroom observations and questionnaires.

In this research, we conducted participatory classroom observations. Observation sheets were developed based on characteristics that indicate motivated behavior, including four indicators: perseverance in learning, persistence in the face of difficulties, hard work, and creativity and innovation (Sadirman, 2007). This was meant to assist us in describing the actual situation in the implementation of English-language instruction using the chosen games.

We also administered a questionnaire at the end of each research cycle to assess the success of intervention implementation in relation to student learning motivation. The professor led the team in developing the questionnaire. We adopted logic validity, where the instrument was constructed based on the following dimensions/aspects: a) Desire for success in learning, b) Presence of motivation and needs in learning, c) Eagerness to pursue future aspirations, d) Recognition in learning, e) Engaging learning activities, and f) Conducive learning environment (Uno, 2021). The Likert scale was applied in the questionnaire. The rating scale we applied is displayed in Table 1 (Widoyoko, 2012; Taherdoost, 2022) below.

**Table 1.** Likert Rating Scale

Response	Positive Statement	Negative Statement
Strongly agree	4	1
Agree	3	2
Disagree	2	3
Strongly disagree	1	4

## 2.4. Data Analysis

Data from classroom observations and student questionnaires were processed using descriptive statistical techniques to depict achievement of the preset standard for student participation and motivation in learning English in each cycle. Descriptive statistics include central tendency such as mean (average), percentage, frequency distribution, and a number of measures, including variability and standard deviations (Suwartono, 2014). Tables and charts were created to better communicate the data. We established a predefined criterion for intervention success. The observational and questionnaire data should attain a minimum percentage score of 75 as per the pre-set standard.

## 2.5. Ethical Considerations

The research team met with the school principal. The professor established a shared understanding that we do care for confidentiality and data protection, integrity, and accountability,

including ensuring voluntary participation via informed consent, avoiding doing no harm to the students, teacher, and school where the study was conducted, and avoiding conflicts of interest within the team and among parties during the research, dissemination of findings, and publication.

### **3. Results and Discussion**

Data obtained from classroom observations and student questionnaires were then analyzed. Results of data analysis shall provide sound answers to the formulated research questions and shall be presented with reference to classroom action research reporting, which follows a cyclical process of preparation, implementation, observation, and reflection.

#### ***3.1. Pre-Cycle***

The purpose of the current study is to determine whether Quizizz educational games can enhance students' motivation to learn English in the study cohort. Based on initial observations we made, we found students who were less enthusiastic in learning and low learning motivation as indicated by low persistence in doing assignments, less tenacious, not trying to complete assignments well, lack of confidence in expressing opinions, lack of interest in learning, and low desire to learn the lesson material. Only 11 out of 35 students had good motivation, so the pre-cycle achieved 31 percent.

24 (69%) students were less motivated to learn. Students were reluctant to learn English because they thought it was difficult to understand. This constitutes the most possible causal factor of the students' low learning motivation. In addition, most students formally receive English for the first time in primary school, which is a challenge to either teachers or students regarding the English language class because English is a new subject for the students, so they feel unfamiliar with it.

#### ***3.2. Cycle 1***

The team focused on problems identified at an earlier stage. The learning process has been arranged by firstly preparing a teaching scenario – the so-called 'Teaching Module'. It included games for teaching in the class. We selected a game that would be applied and created data collection instruments.

The intervention was applied in one meeting in the last week of July 2023 with two 40-minute sessions about the Recount Text. The teacher started the learning process with greetings and prayer together, checked students' presence, expressed appreciation for students' understanding of recount text material and related motivations, and connected lessons previously studied and the material to be studied this time.

The teacher provided an offline game action "Bingo", in which students were asked to write as many verbs in the second form as possible on the whiteboard, and then the other students were invited to choose nine of the many verbs on the board. Students looked enthusiastic but were not sufficiently enthusiastic. The game should have been stopped for a moment when a student won, so that other students had no opportunity to play anymore.



**Figure 2.** The Class in Action (Blurred for Privacy Reasons)

After the main activities were completed, the closing activities were continued. The teacher invited students to conclude what had been studied at this meeting. The teacher then ended the teaching and learning activity. The teaching and learning process proceeded in accordance with the prepared Teaching Module, including an instructional game.

Students' learning motivation was observed through the observation sheets we completed and the questionnaires students completed online via Google Forms. The observation and questionnaire results show that the learning activities in the first cycle were quite effective, with an increase from 31% in the pre-cycle (baseline) to 57% in the first cycle. However, some students exhibited lower levels of motivation. Some of them had difficulty understanding the subject matter or felt less confident in expressing opinions in front of the class. This result did not meet the set standard, and therefore, a next cycle was required. Table 2 exhibits the data.

**Table 2.** Student Learning Motivation in Cycle 1

Source of Data	Percentage (%)
Observation	57
Questionnaire	70

The learning process in cycle 1 ran quite effectively, despite a few obstacles. Based on our discussion, an agreement emerged that one apparent condition was that the practice of games was less interactive. Besides, there were still too few students who took part in it. Therefore, it is necessary to revise the action implemented to achieve optimal impact on student learning motivation in the next cycle.

### **3.3. Cycle 2**

In cycle 2, we began by preparing the Teaching Module. We also prepared the game to use. We chose Quizizz, an interactive online game, to boost students' learning motivation.

Cycle 2 intervention was carried out. The teacher began the learning activities with a greeting and a prayer together. Then, the teacher checked the students' attendance. After that, appreciation and motivation related to the learning that has taken place and the instructional material that will be delivered were given. Before the main activities, the teacher gave an icebreaker, a physical activity, to help students focus on the learning activities.

The core activity began with the teacher's guidance in helping students understand what a recount text is, its structure, function, use of linguistic rules in recount texts, and time connectives. The teacher asked the students to read the text and identify the parts and time connectives. After that, the teacher asked the students to prepare their cellphones to play the Quizizz online game. Apart from some initial problems with the students' cellphones, the game ran effectively. The problems were resolved properly.

The difference lies in the use of games in cycles 1 and 2. In cycle 2, the games were conducted online, and each student could monitor their scores. In addition, there were winners 1, 2, and 3, the top 3, who achieved the highest scores in the class. As a closing activity, the teacher and students reflected together on the material studied.

Based on the observation results, the teaching and learning activities were effective, with students appearing enthusiastic and engaged in the learning process. This was slightly different from the previous cycle, in which they competed for the highest score. It can be seen from the fact that the students monitored their respective scores via cellphones, and some even went far from their seats in order to monitor their own scores. Results of observation regarding learning motivation of the study cohort showed that there was significant variation in the level of motivation among students. Most students seemed to demonstrate a high level of motivation across various academic areas. Student motivation has increased significantly, as can be seen in Table 3.

**Table 3.** Student Learning Motivation in Cycle 2

Source of Data	Percentage (%)
Observation	80
Questionnaire	77.14

As can be seen from the table, the students' motivation initially stood at 57% and increased to 80%. Furthermore, the questionnaire data showed a score of 77.14%, which exceeded the pre-set standard for intervention success, i.e., 75%.

Based on the observation and questionnaire results regarding learning English using games in cycle 2, it ran well. The students were more enthusiastic about participating in learning activities. In the learning process, the teacher gave praise and rewards to students who achieved the top 3 scores in the game. The observation results show a significant increase. Nevertheless, the next cycle was still required to determine whether the game would be able to further enhance students' learning motivation to a higher level.

In cycle 2, the students were more enthusiastic and engaged in learning activities than in cycle 1. They were seen monitoring their scores on mobile phones, and some even left their seats to check. Students looked more motivated to fight for the highest position.

### **3.4. Cycle 3**

Cycle 3 intervention was carried out in the third week of August, 2025. This action plan focused on improving or stabilizing the learning activities from the previous cycle. We created another teaching scenario and prepared instruments to gather data on the teaching and learning process.

The teacher's initial activity began with a greeting and a prayer together. After that, the teacher checked the students' attendance. The teacher gave appreciative feedback on the learning activities from the previous lesson. Then, the teacher and students did some icebreaking, namely, singing while clapping together.

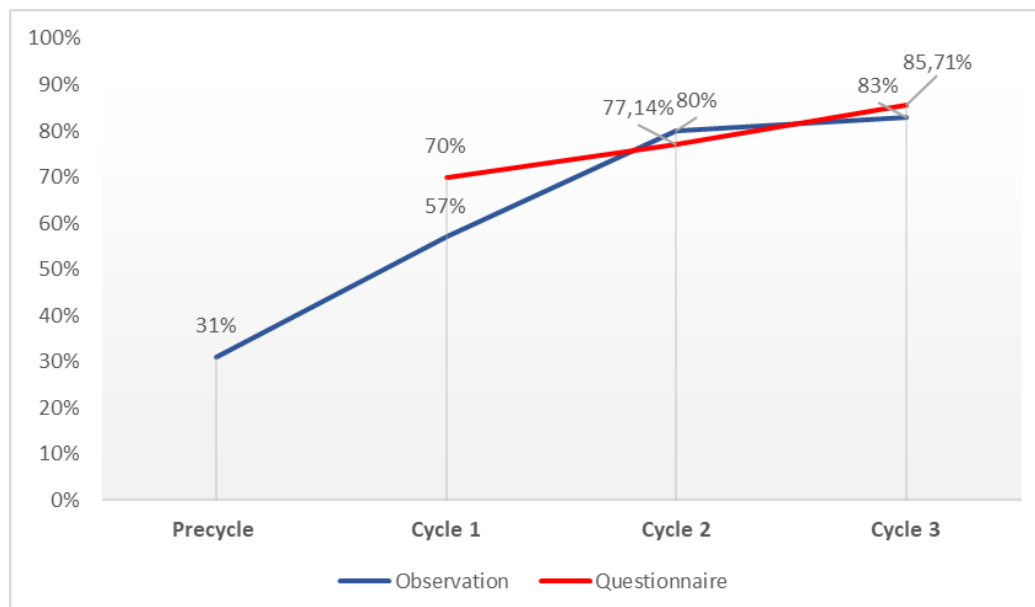
The core activity began with a review of previously learned material and continued with a Quizizz game. This time, the students' scores were accumulated in groups. The teacher randomly split the students into eight groups for the Quizizz game so they could not choose their own group. The activity went smoothly. After completing the game, they were asked to group according to the groups that had been divided earlier to work on a worksheet on matching paragraphs with pictures. As a closing activity, the teacher invited students to reflect on today's lesson. After that, the teacher closed the class with a prayer together.

Based on the observational data, there has been an increase in student motivation for learning. The observational data on motivation further increased to 83%, and the questionnaire data rose to 85.71%. Students competed to reach the highest position. Some students looked very enthusiastic and intensely engaged. Additionally, some had inquiries when they encountered obstacles or when there were things they did not understand. Students seemed to strive to compete in order to become the "winner." Since in this cycle all students were working under a mechanism in which scores were accumulated with the group, it added another challenge for them.

**Table 4.** Student Learning Motivation in Cycle 3

Source of Data	Percentage (%)
Observation	83
Questioner	85.71

The learning activities in cycle 3 were quite effective, as the students were actively engaged in the English language classroom. The students appeared calm, dedicated, and highly motivated to achieve top rankings and grades in the class. In addition, the students encountered a few obstacles. The results of the intervention implementation and the data gathered have met the pre-set standard. Hence, the research was conclusively ended at cycle 3. Overall, the results of the study can be illustrated in Figure 2.



**Figure 3.** Learning Motivation in English Class Pre- and Post-Intervention

Based on the results of the present study and previous research, the use of games in learning can improve students' motivation to learn. This corroborates what Lopez & Tucker pointed out earlier, where games can encourage motivation and increase student participation (Lopez & Tucker, 2019). This is essential to 21st-century learning, as it will promote and improve critical thinking

capacities, engage students, and motivate them. Games are suitable for learning, making it livelier and more fun.

Based on observations and questionnaires, students' learning motivation has increased, as indicated by their desire and enthusiasm to learn and succeed. It is consistent with Uno's findings showing that indicators of motivation include: a) Desire for success in learning, b) Presence of motivation and needs in learning, c) Eagerness to pursue future aspirations, d) Recognition in learning, e) Engaging learning activities, f) Conducive learning environment (Uno, 2021). About these indicators, the study cohort has shown a motivated attitude.

Throughout the first, second, and third cycles, the data show a rise in motivation intensity. The use of interactive game media made students even more tenacious in completing the tasks assigned by the teacher. Based on the results, it can be said that the classroom action research adopting Quizizz with adjustments to its implementation has met the research team's expectations and, therefore, is considered a great success. One possible explanation for this success is that in practice, Quizizz games provide a fun learning atmosphere, reduce boredom, and encourage students to compete. This confirms a study by Meilani et al., which reveals that gamification techniques can also encourage students to study more assiduously (Meilani et al., 2023). Students will feel more certain and motivated to keep learning after completing a challenge or reaching a certain score in a game. Gamification techniques can therefore aid in improving student performance and motivation during the learning process.

Game can be a successful alternative to boost student enthusiasm and involvement in the learning process, according to a review of research and literature supporting its application in education. Therefore, games should be taken into consideration as one of the techniques for creating an engaging and effective English class. All these challenges require English teachers to be creative and innovative in their role as learning facilitators (Suwartono, 2016). They should be open-minded and enjoy taking risks and experimenting with new teaching methodologies.

#### **4. Conclusion**

The current study has shown that integrating the Quizizz educational game into EFL classes has enhanced students' motivation to learn the language. Bringing Quizizz into the EFL classroom while making necessary revisions along the way, its implementation within the framework of a collaborative action research study has had a much stronger impact on common, persistent challenges in EFL teaching and learning, such as student motivation. As there is a huge opportunity that allows the team in this project to critique teaching practice and its impact on student learning, the success of this motivation-raising is also likely to be associated with reflective practice emerging among the educators (with different levels of teaching experience), co-working.

Two apparent limitations of this study are addressed here. In the first place, there was a shortage of time for intervention implementation, and therefore, we did not manage to evaluate student learning outcomes after integrating Quizizz. Bearing this in mind, future research is warranted to assess not only the students' learning process but also their learning outcomes. Another major weakness is that, regarding the research design, the results of this study are not generalizable. It is hoped that many future classroom action research studies focusing on educational games for similar purposes will be conducted to assess consistency.

#### **5. Suggestions and Practical Implications**

Based on the current study results, we suggest that classroom practitioners in the field of English language teaching enjoy working collegially to activate, develop, and sharpen their reflective processes, as well as to create a good academic atmosphere. We also recommend involving more experienced educators on every classroom action research project team to support teachers'

professional development more contextually. The presence of a university-based educator (professor) in this study seems to be a very good practice for this purpose.

## Declarations

**Author Contributions.** All authors contributed to the original manuscript preparation. All authors have read and approved the final version of the article.

**Conflicts of Interest.** The authors declare no conflict of interest exists.

**Funding.** This research received no external funding.

**Data Availability Statement.** The data that support the findings of this study are available from the corresponding author upon reasonable request.

## References

- Ally, M. (2008). Foundations of educational theory for online learning. In T. Anderson (Ed.), *The theory and practice of online learning* (pp.15-44). Athabasca, AB: Athabasca University Press. <https://www.aupress.ca/books/120146-the-theory-and-practice-of-online-learning/>
- An-nisa, N., Astika, G. A., & Suwartono, T. (2022). Millennials, technology, and English language teaching. *Tarling: Journal of English Language Teaching*, 5(1), 15-28. <https://doi.org/10.24090/tarling.v5i1.4072>
- Arsyad, A. (2014). *Instructional media*. Jakarta: PT. Raja Grafindo Persada.
- Azahra, M., Abdulrahman, T., & Tamela, E. (2025). The challenges and best practices of English language teaching in Indonesian secondary school: A systematic literature review. *Research and Innovation in Applied Linguistics*, 3(2), 237-256. <https://doi.org/10.31963/rial.v3i1.5478>
- Barnes, J., & Shirley, I. (2007). Strangely familiar: Cross-curricular and creative thinking in teacher education. *Improving Schools*, 10(2), 162-179. <https://doi.org/10.1177/1365480207078580>
- Basuki, N. (2015). Improving students' learning activities and attainment using the jigsaw as cooperative teaching model in teaching mathematics at State Junior High School 2 of Bumiratu Nuban in the Academic Year 2014/2015. *Jurnal Pendidikan Matematika*, 4(1), 78-91. <http://dx.doi.org/10.24127/ajpm.v4i1.96>
- Fauzi, A., Daulay, H. S., Utami, D., & Irham, N. R. (2024). Indonesian elementary students' achievement in learning English speaking through viewing Hello Talk: effectiveness. *Jurnal Inovasi Teknologi Pendidikan*, 11(3), 246-255. <https://doi.org/10.21831/jitp.v11i3.6368>
- Garpersz, S., & Uktolseja, L. J. (2020). The use of serial picture media to improve English speaking ability at SMP YPK Syaloom Klademak in Sorong City. *Jurnal Pendidikan Bahasa*, 7(2), 36-45. <https://doi.org/10.36232/jurnalpendidikanbahasa.v7i2.589>
- Groening, C., & Binnewies, C. (2019). Achievement unlocked!: The impact of digital achievements as a gamification element on motivation and performance. *Computer in Human Behavior*, 97, 151-166. <https://doi.org/10.1016/j.chb.2019.02.026>
- Hae, Y., Tantu, Y. R. P., & Widiastuti, W. (2021). Applying visual teaching media in an effort to build elementary school kids' learning motivation. *Edukatif: Jurnal Ilmu Pendidikan*, 3(4), 1177-1184. <https://doi.org/10.31004/edukatif.v3i4.522>
- Hamalik, O. (1989). *Educational media*. Bandung: Citra Aditya.
- Hamzah, I. (2023). Improving students' vocabulary through paper-mode Quizizz: Classroom action research in Indonesian EFL setting. *English Learning Innovation*, 4(1), 1-11. <https://doi.org/10.22219/englie.v4i1.22513>

- Isadaud, D., Fikri, M. D., & Bukhari, M. I. (2022). The urgency of English in the Indonesian curriculum to prepare human resources for global competitiveness. *DIAJAR: Jurnal Pendidikan dan Pembelajaran*, 1(1), 51-58. <https://doi.org/10.54259/diajar.v1i1.177>
- Jon, B. R., Embong, R., Purnama, B., & Wadi, S. A. (2021). The challenges of English language teaching in Indonesia. *International Journal of English and Applied Linguistics*, 1(3), 158-168. <https://doi.org/ijeal.v1n1.1157>
- Kemmis, S., & McTaggart, R. (1988). *The action research planner*. Victoria: Deakin University Press.
- Lopez, C. E., & Tucker, C. S. (2019). The effects of player type on performance: A gamification case study. *Computers in Human Behavior*, 92. <https://doi.org/10.1016/j.chb.2018.10.005>
- Meilani, M. N., Julianti, A. R., Drajat, A. Z., Utami, M., Rozak, R. W. A., & Mulyani, H. (2023). Gamification in accounting learning: Can it increase student motivation and interest? *Journal of Learning Improvement and Lesson Study*, 3, 6–11. <https://doi.org/10.24036/jlils.v3i1.41>
- Purba, L. S. L. (2019). Improving students' learning concentration through Quizizz in the evaluation of learning Physics Chemistry 1. *Jurnal Dinamika Pendidikan*, 12(1), 29-39. <https://doi.org/10.51212/jdp.v12i1.1028>
- Qizi, G. Y. U. (2022). Intrinsic and extrinsic motivational factors in foreign language learning. *European Scholar Journal*, 3(3), 7-13. <https://media.neliti.com/media/publications/401984-intrinsic-and-extrinsic-motivational-fac-d51702c0.pdf>
- Rahmat, H., & Jannatin, D. M. (2018). The relationship between the teachers' teaching style and students' motivation in learning English. *Elmidad: Jurnal PGMI*, 10(2), 98-111. <https://journal.uinmataram.ac.id/index.php/elmidad/article/view/775/436>
- Sadiman, A. S., Rahardjo, A., & Haryono, A. (2007). *Educational media: Definition, development, and its use*. Jakarta: PT. Raja Grafindo Persada.
- Sadirman, A. M. (2007). *Interaction and learning motivation*. Jakarta: PT. Raja Grafindo Persada.
- Sanjaya, W. (2014). *Media komunikasi pembelajaran [Instructional communication media]*. Jakarta: Kencana.
- Sugiyono. (2018). *Quantitative research method*. Bandung: Alfabeta
- Suwartono, S. (2016). *Teacher's creativity in ELT. New streams and challenges in EFL teaching and learning*. Annual International Seminar on English Language Teaching, Universitas Sultan Ageng Tirtayasa, Serang. <http://dx.doi.org/10.30870/aiselt.v0i0.10856>
- Suwartono. (2014). *Dasar-dasar metodologi penelitian [Fundamentals of research methodology]*. Yogyakarta: Andi Publisher.
- Taherdoost, H. (2022). Designing a questionnaire for a research paper: A comprehensive guide to design and develop an effective questionnaire. *Asian Journal of Managerial Science*, 11, 8-16. <http://ff10.51983/ajms-2022.11.1.3087ff.ffhal-03741836>
- Uno, H. B. (2021). *Motivation theory and its measurement: Analysis in the educational area*. Solo: Bumi Aksara.
- Vitianingsih, V. A. (2016). Educational game as instructional media in young learners' education. *Jurnal Inform*, 1(1), 1-8. <https://doi.org/10.25139/inform.v1i1.220>
- Wahyuni, H. T., Setyosari, P., & Kuswandi, D. (2016). Implementation of the thematic instruction at grade 1 of elementary school. *Edcomtech*, 1(2), 129–136. <http://journal2.um.ac.id/index.php/edcomtech/article/download/1799/1039>

Widoyoko, E. P. (2012). *Teknik penyusunan instrumen penelitian* [Research instrument construction]. Yogyakarta: Pustaka Pelajar.

Wijayanto, E. (2017). Impact of the use of games as educational media on learning achievement of science lesson at grade 4 of Kajartengguli Prambon Sidoarjo Elementary School. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 5(3), 44-55.  
<https://doi.org/10.14710/pwk.v13i1.14969>

### About the Contributor(s)

**Tono Suwartono**, Professor, Universitas Muhammadiyah Purwokerto, Indonesia.

Email: [suwartono@ump.ac.id](mailto:suwartono@ump.ac.id)

ORCID: <https://orcid.org/0000-0002-9615-2257>

**Wakhudin Wakhudin**, Lecturer, Universitas Muhammadiyah Purwokerto, Indonesia.

Email: [wakhudin@ump.ac.id](mailto:wakhudin@ump.ac.id)

ORCID: <https://orcid.org/0009-0000-9810-5617>

**Testiana Deni Wijayatiningsih**, Lecturer, Universitas Muhammadiyah Semarang, Indonesia.

Email: [testiana@unimus.ac.id](mailto:testiana@unimus.ac.id)

ORCID: <https://orcid.org/0000-0001-9252-8272>

**Dodi Mulyadi**, Lecturer, Universitas Muhammadiyah Semarang, Indonesia.

Email: [dodi@unimus.ac.id](mailto:dodi@unimus.ac.id)

ORCID: <https://orcid.org/0000-0002-1443-7567>

**Olivia Dika Pangesti**, Pre-service Teacher, Universitas Muhammadiyah Purwokerto, Indonesia.

Email: [oliviadikaaaa08@gmail.com](mailto:oliviadikaaaa08@gmail.com)

ORCID: <https://orcid.org/0000-0002-9615-2257>

**Ima Wahyuningsih**, Master's Student, Universitas Muhammadiyah Purwokerto, Indonesia.

Email: [wahyuima827@gmail.com](mailto:wahyuima827@gmail.com)

ORCID: <https://orcid.org/0009-0007-1873-8379>

---

**Publisher's Note:** *The opinions, statements, and data presented in all publications are solely those of the individual author(s) and contributors and do not reflect the views of Universitepark, EDUPIJ, and/or the editor(s). Universitepark, the Journal, and/or the editor(s) accept no responsibility for any harm or damage to persons or property arising from the use of ideas, methods, instructions, or products mentioned in the content.*

---