



DOI: <https://doi.org/10.52714/dthu.14.06S.2025.1695>

ENHANCING VOCABULARY LEARNING THROUGH QUIZIZZ: A CASE STUDY OF RURAL HIGH SCHOOL STUDENTS IN VIETNAM

Le Thi Kim Lang^{1*} and Vo Phan Thu Ngan²

¹*Postgraduate, Dong Thap University, Cao Lanh 870000, Vietnam*

²*Foreign Languages Faculty, Dong Thap University, Cao Lanh 870000, Vietnam*

**Corresponding author, Email: maithy.ngole@gmail.com*

Article history

Received: 03/11/2025; Received in revised form: 23/11/2025; Accepted: 29/11/2025

Abstract

Up to now, the effectiveness of using technology tools like Quizizz in language teaching and learning has been supported in various studies. This research focuses on (1) the effectiveness of Quizizz in vocabulary learning among the students at a high school, (2) the students' perceptions towards their teacher's application of Quizizz in Foreign Language teaching and learning. This research is a case study applied to 94 students of grade 10th at a high school in An Giang province, in Mekong Delta, south of Vietnam. Data was collected through pre-tests, post-tests and questionnaires (including two open-ended questions) and analyzed quantitatively with SPSS 26. Results confirmed Quizizz's effectiveness in vocabulary learning and revealed students' positive perceptions toward its classroom use. This study contributes new evidence by focusing on rural high school students, a group that has been under researched.

Keywords: *Effectiveness, high school EFL learners, , Quizizz, vocabulary learning.*

Cite: Le, T. K. L., & Vo, P. T. N. (2025). Enhancing vocabulary learning through Quizizz: A case study of rural high school students in Vietnam. *Dong Thap University Journal of Science*, 14(06S), 306-318. <https://doi.org/10.52714/dthu.14.06S.2025.1695>

Copyright © 2025 The author(s). This work is licensed under a CC BY-NC 4.0 License.

NÂNG CAO VIỆC HỌC TỪ VỰNG THÔNG QUA QUIZIZZ: MỘT NGHIÊN CỨU VỀ HỌC SINH Ở TRƯỜNG TRUNG HỌC PHỔ THÔNG NÔNG THÔN VIỆT NAM

Lê Thị Kim Lang^{1*} và Võ Phan Thu Ngân²

¹*Học viên cao học, Trường Đại học Đồng Tháp, Việt Nam*

²*Khoa ngoại ngữ, Trường Đại học Đồng Tháp, Việt Nam*

**Tác giả liên hệ, Email: maithy.ngole@gmail.com*

Lịch sử bài báo

Ngày nhận: 03/11/2025; Ngày nhận chỉnh sửa: 23/11/2025; Ngày duyệt đăng: 29/11/2025

Tóm tắt

Từ trước đến nay, hiệu quả của việc sử dụng các công cụ công nghệ như Quizizz trong dạy và học tiếng anh đã được chứng minh trong nhiều nghiên cứu. Nghiên cứu này tập trung vào: (1) hiệu quả của Quizizz trong việc học từ vựng của học sinh tại một trường trung học phổ thông, và (2) thái độ của học sinh đối với việc giáo viên sử dụng Quizizz trong dạy và học ngoại ngữ. Đây là một nghiên cứu tình huống được áp dụng trên 94 học sinh khối 10 tại một trường trung học phổ thông thuộc tỉnh An Giang, khu vực Đồng bằng sông Cửu Long, miền Nam Việt Nam. Dữ liệu được thu thập thông qua các bài kiểm tra đầu và cuối học kì ra cùng với bảng câu hỏi (kèm hai câu hỏi mở) và được phân tích định lượng dùng SPSS 26. Kết quả khẳng định hiệu quả của Quizizz đối với việc học từ vựng và phản hồi thái độ tích cực của học sinh đối với việc sử dụng Quizizz trong lớp học. Nghiên cứu này góp thêm minh chứng mới khi tập trung vào nhóm học sinh trung học phổ thông vùng nông thôn, một nhóm bị bỏ sót trong các nghiên cứu trước.

Từ khoá: *Hiệu quả, Quizizz, học sinh EFL, trung học phổ thông, việc học từ vựng.*

1. Introduction

English is universally accepted as a common language for international communication, and the 2018 English curriculum for high school emphasizes the outcome which requires students to use English efficiently in daily life and prepares students for further education or work employment. To communicate successfully, learners need to develop all language skills including listening, speaking, reading, and writing, while vocabulary development is crucial for mastering the other skills. According to Kamariah and Muhamad (2019), vocabulary is necessary to improve the four language skills, and effective vocabulary learning strategies are key for students to develop language proficiency.

Numerous researchers have consistently confirmed that the integration of online platforms like Kahoot, Word wall, Quizizz, etc. into teaching and learning languages truly brings positive outcomes (Elhefni et al., 2023; Kıyançık & Uzun, 2022). Studies have explicitly highlighted Quizizz's specific influence on improving memory, retaining vocabulary, and boosting motivation. Vo and Nguyen (2023) demonstrated that using games made the vocabulary learning process more enjoyable and engaging. Furthermore, Vo (2023) concluded that educational games proved effective in improving high school students' ability to acquire and retain vocabulary. Most students felt that Quizizz was convenient and efficient, and helped them retain more specific information and enhance their memory (Pham, 2022). However, most of these studies focused on university students or general online learning contexts (Le, 2024; Ngo & Tran, 2022). Existing studies involving high school learners are still limited and used small samples, which restricts the generalizability of their findings (Fahada & Asrul, 2024; Luu, 2022). This gap indicates the need to explore how Quizizz works in less advantaged settings, where conditions such as poor infrastructure and limited resources may affect both learning outcomes and students' engagement.

In fact, little is known about how Quizizz functions in rural Vietnamese high schools, where infrastructure constraints may influence its effectiveness. Phu Tan High School was chosen as the research site because it reflected the shared challenges of rural education in the Mekong Delta, including many students from economically disadvantaged families, modest facilities, and large classes (often over 40 learners). These factors created difficulties for effective English learning and contribute to lower vocabulary proficiency compared to urban peers. By examining Quizizz in this context, the study not only tested the tool's effectiveness under real constraints but also provided insights into the learning experiences of a student population that had been largely overlooked in the literature.

The present study aimed to examine the effects of Quizizz and students' opinions as well as address the gaps in the literature by answering two following questions:

1. How does Quizizz help students improve vocabulary?
2. What are the students' perceptions of their teacher's integration of Quizizz into vocabulary instruction?

2. Literature review

2.1. Vocabulary in Language Learning

Vocabulary plays a vital role in mastering the four language skills among learners (Webb & Nation, 2017). Nation and Chung (2009) define vocabulary not as separate words, but as multi-faceted concepts with different layers of meanings (Nation & Chung, 2009). Webb and Nation (2017) described vocabulary as the words essential for effective communication (Webb & Nation, 2017). Learners can acquire listening, speaking, reading, and writing skills easily if they have sufficient vocabulary (Vitasmo & Candra, 2019).

Hestiana and Anita (2022) verified in their study that if students lacked adequate knowledge of a word and its meaning, they are unable to use the language productively. It is clear that suitable vocabulary expands communication, boosts reading comprehension, improves writing skills and fosters critical thinking.

2.2. Quizizz in Teaching English Vocabulary

Among the online learning games, Quizizz has emerged as a prominent application., attaining momentous attention from both teachers and students. Quizizz is an interactive, web-based platform that can be used effectively for vocabulary learning (Hussain et al., 2023). The use of Quizizz is hands-on and easy to apply, appropriate for both in-class and homework use (Noviasmy et al., 2023). According to Ali, Quizizz proposes numerous interactive features like multiple choices, surveys, essays, and fill-in-the-blank quizzes that can be used for distance learning and evaluating learners' performance (Ali et al., 2023). The use of Quizizz, an educational application with online quizzes, is gaining popularity for teaching vocabulary and Quizizz can be successfully applied to facilitate vocabulary learning due to its accessibility, flexibility, and ability to improve vocabulary levels (Hussain et al., 2023).

2.3. Previous Relevant Studies

According to Dhamayanti (2021), most EFL students had positive perception and motivation towards using Quizizz as an e-learning tool in their English classes (Dhamayanti, 2021). His study was conducted on 143 eleventh grade students on motivation of Quizizz, and the 10-item questionnaires were his only instrument, which was not fully discovered the effects of Quizizz. Similarly, Fahada and Asrul (2024) in their study on students' perception of gamified learning in the EFL class, found that Quizizz was an effective tool for improving students' knowledge of English vocabulary and grammar. In another major study, Nugraheni and Fakhurriana (2023) designed quantitative research with 30 students on the efficacy of Quizizz, found that using the Quizizz game application had a positive effect on improving English vocabulary for EFL students at IAIN Kediri, a university in Indonesia (Nugraheni & Fakhurriana, 2023).

Pham (2022) confirmed that undergraduate students showed good review towards the Quizizz games used in learning English, with the affective component (feelings and emotions) being the most positive. Also, he stated that university students felt highly satisfied with the use of Quizizz, and their fulfillment was most strongly associated with their behavioral attitudes (responses and reactions) towards Quizizz. The third finding of Pham's study was that most students confirmed that Quizizz was convenient and efficient, and it enables them to memorize more details and boost their memory (Pham, 2022).

Le (2024) conducted research on 103 university students on their motivation and engagement towards Quizizz. She concluded that both students and the teacher had a positive attitude towards using Quizizz, which helped boost student engagement and motivation in learning English (Le, 2024). However, the time for intervention of this research was 10 weeks, which was insufficient to improve a language skill. Another limitation of this research was that it did not deeply concentrate on the influence of Quizizz on one particular component of language.

Moreover, Luu (2022) in her study with forty-five first-year students on their perceptions towards Quizizz, pointed out that the use of gamified e-quizzes was found to stimulate students' intellectual effort and help them review and retain knowledge better. According to Ngo and Tran (2022), the use of Quizizz games increased vocabulary retention for the students was clarified in the research on forty-one first-year students. Their research also showed that with the application of Quizizz games, vocabulary learning became more effective and more motivating for the students.

Although prior studies have shown students' positive perceptions of Quizizz, most were conducted in universities with small samples, leaving high school learners in rural contexts underexplored. This was the reason for conducting this research at Phu Tan High School.

3. Methods

3.1. Research design

This study focused on the effectiveness of the practice of Quizizz games and the insights of tenth-grade students in English classrooms. To more closely examine the study's outcomes, quasi-experimental research was employed. To figure out the effect of using Quizizz in teaching vocabulary, a pre-test and a post-test were delivered to collect data and evaluate students' vocabulary competencies before and after the treatment. Also, the questionnaire used in this study collected data from participants from the experimental group, using mainly closed-ended questions and two open-ended questions to explore students' perceptions of Quizizz in language teaching.

The subjects in this study were selected by using convenience sample. It is a technique in which respondents are chosen based on the researcher's convenience and availability (Creswell, 2017). There were ninety-four tenth-grade students from two classes which are taught by the same instructor, so it is easier to deliver the test, collect the data and determine the effects of the treatment on the experimental group. The study subjects were divided into a control group (50 students) and an experimental group (44 students).

3.2. The intervention

The Quizizz games were applied for the experimental group in 14 weeks, from week 20 to week 33 of the second semester of the 2024-2025 academic year. Before the games were designed, students were instructed to use Quizizz and took part in some small games to get used to the procedure of logging in and joining the games. Then, the teacher designed five Quizizz games corresponding to the five topics in the second semester of the book *Tieng Anh 10 – Global Success (Gender Equality, Vietnam and International Organizations, New Ways to Learn, Protecting the Environment, Ecotourism)*. The games were delivered after students had learned eight lessons on each topic. In each game, students gave answers to twenty multiple-choice questions which were fixed on vocabulary related to the topics. In each Quizizz game, the teacher played the role of an organizer, who create and send the Quizizz game to students. The teacher functioned as an organizer, instructor, observer, and reviewer during the Quizizz sessions.

3.3. Data collection instruments

3.3.1. Pre-test and post-test

At the beginning of the study, teachers gave students a pre-test to evaluate students' vocabulary ability. The content of the pretest was carefully chosen to make it close to the topics in the first semester of grade 10. The pre-test was designed with twenty multiple-choice questions which were adapted from the reading passages and the tasks from unit 1 to unit 5 in *Tieng anh 10, Global Success* (Vietnam Education Publishing House, 2018). The pre-test was directed to detect the students' capability in vocabulary. The test focused on the semantic aspects of vocabulary such as meaning, synonym, antonym, and spelling. The pre-test was calculated based on the result of the test. Then teachers analyzed the data collected and determined what support students' need.

At the end of the second semester, the teacher delivered a post-test to both groups to check the students' understanding and ability as well as their approval of the lessons. The post-test, which had the same format as the pre-test was conducted after the intervention to examine

the effect of Quizizz games on student's competences and perceptions. The twenty multiple-choice questions in the post-test were also adapted from unit 6 to unit 10 in *Tieng Anh 10, Global Success*. The same test format and material source ensured the equivalence between pre-test and post-test, which clearly indicated the influence of the Quizizz intervention. The results of post-test were compared to that of the pre-test to check how the intervention affects the participants' vocabulary learning.

3.3.2. Questionnaires

After the post-test, the questionnaire was designed and sent to students to investigate their perceptions towards the use of Quizizz. The questionnaires were adapted from Pham (2022). The questionnaires were conducted in the written form with twenty closed questions following the Likert scale and two open-ended questions. There are five points on the Likert scale used in the questionnaire ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), with 3 as a "Neutral" option. The items in the questionnaires were checked and revised by three colleagues for accuracy before being sent to the students. The teacher clearly introduced the aims of the questionnaire, the importance of honest responses and how to complete it. Then, the 22-item questionnaire in Google Form was released on the internet for the students to reply within one week.

3.4. Data analysis

3.4.1. Pre-test and post-test

The data collected from the pre-test and post-test were entered into SPSS and were computed as mean, median, and standard deviation. The validity and reliability of the pre-test and post-test were also checked using Cronbach's Alpha coefficients. Then a t-test was used to find the difference between the mean scores of the pre-test and the post-test which would be convincing evidence for the impact of the intervention.

3.4.2. Questionnaire

To analyze the data of the questionnaire, the researcher used mainly quantitative methods. The Cronbach's Alpha coefficient was computed to ensure the reliability of the questionnaire. For the twenty Likert scale statements, the data collected was inserted into SPSS and descriptive statistics (mean, standard deviation) were computed to determine the perceptions of the participants. The two open-ended questions involved qualitative approach to confirming a comprehensive understanding of the students' perspectives and collecting their expectation to the use of Quizizz in the classroom.

3.5. Ethical considerations

To uphold the highest standards of participants' protection and truthfulness, informed consent from stakeholders, including all participants, the form teachers and the school administrators were obtained. It was ensured that the participants fully understood the study's purpose and the right to withdraw at any time. All collected data was kept anonymously and confidentially to protect the participants' privacy. Moreover, the data would be securely stored and processed only for this research.

4. Results and discussion

4.1 Pre-test and post-test

The results of the pre-tests and post-tests were entered into SPSS and computed. Table 1 showed that all the pre-tests and post-tests of the two groups had reliable Cronbach's alpha from .605 to .700, so they could be used for analysis.

Table 1. The reliability statistics of the pre-tests and post-tests

Reliability Statistics				
	Pre-tests		Post-tests	
	Cronbach's Alpha	N of Item	Cronbach's Alpha	N of Item
The experimental group	.700	20	.617	20
The control group	.624	20	.605	20

The findings of the paired sample t-test, which have the sig. value of 0.000 (the experimental group) and 0.005 (the control group), are far less than 0.05. This means that there were definitely differences between the mean scores of the pretest and post-test from both groups.

Table 2. The paired samples test

Paired Samples Test							
		Experimental group			Control group		
		Mean	Std. Deviation	Sig. (2-tailed)	Mean	Std. Deviation	Sig. (2-tailed)
Pair 1	Pre Test - Post Test	-16.250	19.975	.000	-7.000	16.812	.005

The Pearson correlation coefficient was 0.343 which clarified the influence of the intervention. However, the relationship between pre-test and post-test was only weak to moderate, or roughly small amount of the variation in students' post-test scores could be predicted from the pre-test scores. This implied that the Quizizz intervention played a significant role in improving students' vocabulary.

The pair samples correlation of control group was .404, which implied that students who started with higher initial knowledge or skills generally tended to end with higher final scores, and vice versa. However, the pre-test scores are not the sole determinant to the post-test scores, they just explain a portion of the variability in post-test scores.

Table 3. The paired samples correlations of the experimental group and control group

Paired Samples Correlations							
		Experimental group			Control group		
		N	Correlation	Sig.	N	Correlation	Sig.
Pair 1	Pre Test & Post Test	44	.343	.023	50	.404	.004

The pre-test and post-test results were analyzed based on the mean, the median and standard deviation of the two groups. The results from the pre-test and post test verify that Quizizz notably affects students' vocabulary acquisition. The results of the pre-test and post-test of the experimental group and control group can be summarized in table below:

Table 4. Comparing the results of the two groups

		Control Group	Experimental Group
Pre-test	Mean	34.80	45.80
	Middle	40	50
	Std. Deviation	14.284	18.202
Post-test	Mean	41.80	62.05
	Middle	40	60
	Std. Deviation	16.343	16.577
Pair (pre-post)	Mean	-7.000	-16.250

From Table 4, it is clear that the pre-test's mean scores and post-test's mean scores from both groups increased (34.80 - 41.80; 45.80 – 62.05) . However, the mean score of the experimental group rose much higher than the mean score of the control group (16.250 > 7.000). The mean score of the control group increased by 7.000 (41.80-34.80) whilst the experimental group's mean score was boosted by 16.250 (62.05-45.80). This provides convincing evidence of Quizizz's effectiveness in teaching English vocabulary. The middle score of the post-test of the experimental group also increased from 50 to 60 while that of the control group stays the same (40 – 40). This suggests the impact of Quizizz in teaching English is apparently positive. While the standard deviation of the control group increased from 14.284 to 16.343, the standard deviation of the experimental group fell from 18.202 to 16.577. This demonstrates that the post-test scores of the control group are more diverse than the pre-test scores. In brief, this study clarified that students' vocabulary acquisition improved remarkably after using Quizizz.

4.2. Questionnaires

Before finding the mean of each question in the questionnaire, the reliability statistics of the questionnaire – the Cronbach's Alpha - was computed to ensure the results of the questionnaire were reliable. As can be seen in table 5, the questionnaire had a trustworthy Cronbach's alpha of 0.730.

Table 5. The Reliability of the Questionnaires

Reliability Statistics	
Cronbach's Alpha	N of Items
.730	20

According to the data analysis of the questionnaires, most of the questions had higher mean scores than the average score (3.00). There were especially 8 questions (Q1, Q3, Q5, Q8, Q12, Q19, Q20) that had the mean of over 4.00, which indicated high agreement among students.

Table 6. Descriptive statistics of the questionnaires

Descriptive Statistics							
Questions	Frequency					Mean	Std. Deviation
	1	2	3	4	5		
Q1			5	19	20	4.34	0.680
Q2	1	5	13	16	9	3.61	1.017
Q3			10	21	13	4.07	0.728
Q4		1	14	18	11	3.89	0.813
Q5		2	1	14	27	4.50	0.762
Q6	1	1	8	23	11	3.95	0.861
Q7			10	26	8	3.95	0.645
Q8		2	5	22	15	4.14	0.795
Q9	3	9	22	7	3	2.95	0.963
Q10	1	7	15	11	10	3.50	1.089
Q11			18	14	12	3.86	0.824
Q12			12	20	12	4.00	0.747
Q13	5	14	16	8	1	2.68	0.983
Q14	3	21	11	5	4	2.68	1.073
Q15		2	13	20	9	3.82	0.815
Q16		2	9	26	7	3.86	0.734
Q17		2	17	18	7	3.68	0.800
Q18	2	1	8	21	12	3.91	0.984
Q19		1	6	22	15	4.16	0.745
Q20			4	11	29	4.57	0.661

The data provided vigorous practical evidence proving that integrating Quizizz games into the high school setting brought significant benefits in various aspects. Quizizz helped motivate students and improve their engagement. Eventually, Quizizz received students' positive perceptions on its effectiveness, and resulted in higher outcomes in the context of vocabulary learning.

The strongest finding of the study was that participants were particularly motivated and enthusiastic about using Quizizz. They felt motivated and actively looked forward to using Quizizz games. The games promoted a positive emotional state, provided motivation, energy, confidence, excitement, and relaxation in learning vocabulary. This encouraging attitude transformed into a desire to study harder to win the games. As can be seen in question 1, "I feel motivated to learn vocabulary with Quizizz games" received a really high mean score of 4.34 and the standard deviation of 0.680. With 20 students ranked 5 and no students ranked 1 or 2, which means a considerable proportion of the participants strongly agreed on the

motivation of Quizizz games. In question 12, “I look forward to playing Quizizz Games” also received a positive mean score of 4.00 and the medium standard deviation of 0.747, question 12 got 20 ranks of 4 and 12 ranks of 5, this indicated that most of students agreed on the excitement of Quizizz games. Question 11, with mean score of 3.86, indicated that students studied harder to win the games and the higher scores of the post-test were credible evidence. Not only did Quizizz aid students learning vocabulary, but to nearly 85% of participants, Quizizz also helped them develop more skills (question 19 with the mean score of 4.16).

Quizizz was perceived as an efficient and suitable tool for learning vocabulary, which was associated with better learning outcomes. Quizizz helped students remember more English words and use the new words more contextually. This is supported by the results of the post-test scores which increased noticeably after the Quizizz intervention. In response to question 20, “Quizizz is suitable for learning vocabulary” 40 participants give positive answers with 4 and 5 points on the Likert scale. The Mean score is extremely high with 4.57, which gives good evidence for the effectiveness of Quizizz games in teaching vocabulary at high school. Question 15, “Quizizz helps me remember more English words”, question 16, “Quizizz helps me use my English vocabulary better.” and question 17, “Quizizz helps me use my English vocabulary more contextually.” had the mean score of 3.82, 3.86 and 3.68, respectively. These results agreed with the findings of pre-test and post-test.

Although the benefits are clear, there were also challenges in applying Quizizz games to rural high school students. This was reflected in question 13 and 14, of which only 9 students agreed that they had no difficulty in understanding unfamiliar words and in using Quizizz. Both question 13, “I have no difficulty understanding new words through Quizizz” and question 14, “I have no difficulty in using Quizizz” received the same Mean score of 2.68 and remarkably high standard deviation of 0.983 and 1.073. This could be explained by the students’ limited vocabulary and the unstable internet connection because a considerable number of students had experienced the discontinuity of Quizizz games. Question 9, “I respond as quickly as possible to the questions”, got the mean score of 2.95, but the standard deviation was rather high (0.963). This verified that students tended to think carefully before giving the answers when playing Quizizz, which might be due to the difficulty of the content or the lack of confidence from students.

The most shared challenges discovered were the poor internet connection and students’ outdated smartphones. This is proved by 32 students cited poor internet connection in question 21, and 5 students cited their outdated mobile phones as an obstacle. Then question 22 demanded the students suggest some solutions to the challenges. Most of them had a desire that their classroom was equipped with a more stable internet connection at school or an alternative solution.

From the above analysis, it can be concluded that Quizizz obviously helped students improve vocabulary since they studied harder and felt more confident in doing the tasks. They also felt motivated, excited and relaxed with Quizizz games, so students expressed highly positive perceptions towards Quizizz games although they encountered certain difficulties when using it.

4.3. Discussion

Numerous studies support the efficiency of applying Quizizz games on vocabulary learning. Research by Le (2024) and Ngo and Tran (2022) verified that using Quizizz enhanced vocabulary retention and brought better learning outcomes to students. The present research reinforces this, presenting that at the end of the semester, the experimental group with Quizizz intervention achieved better grades in the post-test than the control group.

Quizizz also encourages students in learning a language. Luu (2022) found that gamified quizzes arouse intellectual effort, and the current study indicated that over 80% of participants agreed that Quizizz games are decent to practice vocabulary because they encourage both intrinsic and extrinsic motivation. Students agreed that this platform boosted motivation, enjoyment, and competitiveness. This is aligned with findings from Fahada and Asrul (2024) and Suharni et al. (2021), who reported that students identified Quizizz as fun, exciting, and engaging. This very research strengthens the finding that students perceived the use of Quizizz games in class motivating.

Additionally, in their studies, Pham (2022), Yuniar and Suryaman (2022), and Sari et al. (2023) all agreed that students had a constructive viewpoint toward Quizizz, finding it convenient, efficient, and helpful for learning. This viewpoint was also supported by this research since the participants showed high consensus with using Quizizz in learning vocabulary.

However, like any other scientific works, the current study did have limitations. First, the time for the intervention was just fifteen weeks, which implied a lack of long-term observation. Second, the researcher used the convenient sampling method, so the number of participants were limited and restricted to a single grade level. Moreover, student participation was unstable due to external factors like poor internet connection and students' exhaustion after the final exams. Overall, the research cited that Quizizz is an effective and well-received tool for English vocabulary learning in spite of those limitations.

5. Conclusion and Implications

From this study's findings of the pre-test and post-test, it can be concluded that Quizizz Games had a positive influence on the English vocabulary learning and teaching at high school. Furthermore, the results of the questionnaires demonstrate that students have positive perceptions towards their teacher's use of Quizizz. Especially, most participants strongly agreed that Quizizz is suitable for learning vocabulary and looked forward to playing Quizizz games.

Considering the findings of this research and its limitations, more research is required to determine the effects of Quizizz with careful preparations on internet connections to make sure all participants in the experimental group take part in the games, which will bring a significant result. Additionally, further long-term study which could evaluate the influence of Quizizz games should be conducted with a larger number of students in various high schools. Moreover, the research findings can be beneficial for educational administrators in making decisions regarding policies and the implementation of information technology applications, specifically Quizizz Games in teaching any foreign language.

References

- Ali, S. S., Nikmah, A., Khurin'ain, K. A., & Kahfi, M. R. (2023). Pemanfaatan media quizizz dalam proses pembelajaran. *Muta'allim: Jurnal Pendidikan Agama Islam*, 2(4), 254-266.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Dhamayanti, F. I. (2021). EFL Students' Perception and Motivation Toward Quizizz as E-Learning Media in English E-Classroom. *EDUCAFL: Journal on Education of English as Foreign Language*, 4(2), 70-77. Retrieved from <https://educafl.ub.ac.id/index.php/educafl/article/view/200>.

- Elhefni, E., Adib, H. S., Ariani, R., & Safitri, R. (2023). Use of word wall learning media to improve learning outcomes indonesian learning in elementary schools. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1556-1562. <https://doi.org/10.35445/alishlah.v15i2.1447>.
- Fahada, N., & Asrul, N. (2024). Students perception of gamified learning in EFL class: Online Quizizz for engagement and motivation. *Journal of Education and Teaching Learning (JETL)*, 6(2), 142-151. Retrieved from <https://www.pusdikra-publishing.com/index.php/jetl/article/download/1828/1601>.
- Hestiana, M., & Anita, A. (2022). The role of movie subtitles to improve students' vocabulary. *Journal of English Language Teaching and Learning*, 3(1), 46-53. Retrieved from <https://jim.teknokrat.ac.id/index.php/english-language-teaching/article/download/1715/565>
- Hussain, M. N. M., Anuar, N. N. A. N., Jalil, N. A., Majid, N. A. A., & Mohamad, M. (2023). Utilising Quizizz in vocabulary learning: A literature review. *International Journal of Academic Research in Progressive Education and Development*, 12(1), 1149-1160.
- Kamariah, Y., & Muhamad Syahir, S. (2019). Vocabulary learning strategies among English as second language learners. *Journal of Qualitative Social Sciences*, 1(1), 12-19.
- Kıyanççek, E., & Uzun, L. (2022). Gamification in English language classrooms: The case of Kahoot! *Bilim Eğitim Sanat ve Teknoloji Dergisi*, 6(1), 1-13. <https://doi.org/10.46328/bestdergi.63>.
- Le, T. N. H. (2024). The effectiveness of using Quizizz in teaching English as a foreign language at a tertiary level. *Journal of Knowledge Learning and Science Technology ISSN: 2959-6386 (online)*, 3(1), 207-222. Retrieved from <https://jklst.org/index.php/home/article/download/98/75>.
- Luu, T. H. (2022). Students' perceptions towards e-quizzes in online EFL classrooms. *VNU Journal of Foreign Studies*, 38(6), 94-107. Retrieved from <https://jfs.ulis.vnu.edu.vn/index.php/fs/article/download/4867/4385>.
- Nation, P., & Chung, T. (2009). Teaching and testing vocabulary. *The handbook of language teaching*, 543-559.
- Ngo, T. B. N., & Tran, T. K. P. (2022). The application of quizizz games on vocabulary retention of non-English majors students: A case study at Thai Nguyen University of Education. *International Journal of Scientific and Research Publications (IJSRP)*, 12(5), 37.
- Noviasmy, Y., Hasanah, N., & Dalle, A. (2023). Applying Quizizz application as an assessment tool for EFL students. *INSPIRING*, 12-22. <https://doi.org/10.35905/inspiring.v6i1.4835>.
- Nugraheni, R., & Fakhurriana, R. (2023). Boosting English vocabulary proficiency in EFL learners: A study on the efficacy of Quizizz at IAIN Kediri. *Indonesian Journal of Multidisciplinary Educational Research*, 1(2), 161-177. Retrieved from <https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/ijomer/article/download/1379/699>
- Pham, A. (2022). University students' attitudes towards the application of Quizizz in learning English as a foreign language. *International Journal of Emerging Technologies in Learning (iJET)*, 17(19), 278-290. Retrieved from https://www.learntechlib.org/p/222894/article_222894.pdf.

- Sari, F. K., Nisa, E. K., Listyanto, M. E. D., & Iskandar, K. (2023). Students' perception of Quizizz uses as English learning media. *Jurnal PAJAR (Pendidikan dan Pengajaran)*, 7(4), 824–831. <https://doi.org/10.33578/pjr.v7i4.9507>.
- Suharni, S., Amelia, M., Asty, H. J. J. o. A. S. C. (2021). *EFL students' perception on using quizizz application: A survey study*. 2(2), 81-87. Retrieved from <https://journal.haqipub.com/index.php/jas/article/viewFile/35/27>.
- Vietnam Education Publishing House (VNEPH). (2018). *General Education Program: English Subject Program* (Circular No. 32/2018/TT-BGDĐT). Ministry of Education and Training.
- Vitasmoro, P., & Iwan Candra, A. (2019). Improving student's English vocabulary mastery through animation cartoon. *Paper presented at the International Conference on Social Science 2019 (ICSS 2019)*.
- Vo, T. P., & Nguyen, T. P. P. (2023). High school students' perceptions of learning english vocabulary through games. *Conhecimento & Diversidade*, 15(38), 190-216.
- Webb, S., & Nation, P. (2017). *How vocabulary is learned*. Oxford University Press.
- Yuniar, A., & Suryaman, M. (2022). Students' perception of online learning using quizizz. com as a learning media in learning English. *Academy of Education Journal*, 13(2), 263-272.