



EXPLORING EFL STUDENTS' EXPERIENCES IN USING QUIZZZ TO ENHANCE WRITING SKILLS AND ITS IMPACT ON WRITING MOTIVATION: A QUALITATIVE STUDY

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Article Info

ABSTRACT

Keywords:

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This study explores the experiences of fifteen tenth-grade students from a secondary school in Medan, Indonesia, using the Quizizz platform to improve their English writing skills and enhance their writing motivation. A phenomenological qualitative approach was employed, with data collected through questionnaires and semi-structured interviews, then analyzed using thematic analysis. The findings indicated that Quizizz had a positive impact on students' motivation, self-confidence, and learning autonomy. The platform's gamification features and instant feedback encouraged students to write more actively, take risks, and independently correct mistakes. However, the effectiveness of Quizizz was found to depend largely on the teacher-designed tasks and the technical conditions supporting the platform. This study suggests integrating Quizizz into well-designed, sustainable, technology-based writing lessons to foster improved writing skills and sustained motivation among students.

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1. INTRODUCTION

In today's era of globalization, there is an increasing need for practical communication skills, especially in the context of English as a Foreign Language. (Andika & Mardiana, 2023). Globalization and international communication are two factors that have led to an increased interest in English as a Foreign Language (EFL) in recent decades (Jiménez-Sánchez & Gargallo-Camarillas, 2020). Writing proficiency in English is essential for achieving academic success and professional advancement. In addition, this writing skill plays a vital role in Education, allowing one to share ideas, thoughts, and views on various global platforms (Safitri et al., 2024). However, many EFL learners also find it challenging to develop their writing skills due to multiple obstacles, such as limited or lack of use of English, lack of vocabulary, poor grammar, lack of effective teaching strategies, and lack of motivation to learn (Moses & Mohamad, 2019).

Previous studies have shown that technology plays a vital role in enhancing EFL learners' writing skills by increasing engagement, providing immediate and effective feedback, and improving overall writing performance compared to traditional methods (Kashani et al., 2013; Abdel-Baqi et al., 2017; Al-Wasy, 2020;). How technology teaches languages has been thoroughly studied, and the findings show that digital devices create a more interactive, engaging, and efficient learning environment (Gündüz & Akkoyunlu, 2020). Adding gamification software, such

as Quizizz, Kahoot!, and Duolingo, has increased students' engagement and motivation in learning English, including writing assignments (Lim & Yunus, 2021). Mobile-supported language learning (MALL) enables students to practice writing skills flexibly outside the classroom (Fahada & Asrul, 2024). Quizizz is an online learning platform that uses gamification elements, such as points, leaderboards, and instant feedback, which makes learning more enjoyable and motivating (Yunus & Hua, 2021). Students can complete writing assignments using the app. The app allows students to complete writing exercises through customizable quizzes, helping them improve their vocabulary, grammar, and sentence structure.

In recent years, gamified learning tools such as the Quizizz app have attracted attention because they provide a more interactive and engaging learning environment. Online platforms and interactive tools provide a more engaging and customizable way of learning to suit the needs of students (Lim & Yunus, 2021a). In addition, they can also address the challenges faced by EFL learners. Quizizz, a popular online quiz platform, attracts students due to its fun and gamified approach to learning and assessment (Andreata & Anwar, 2022). Quizizz, as a gamified learning tool, provides real-time feedback, interactive exercises, and a competitive yet enjoyable learning environment. In the context of writing instruction, Quizizz can support students in developing essential writing components such as grammar, vocabulary, and sentence structure. Additionally, it allows students to practice in a low-stress environment, reducing anxiety associated with traditional writing assessments. Although its primary function is to practice vocabulary and grammar, Quizizz's potential to improve writing skills is under-researched and needs further exploration.

Despite Quizizz's growing popularity in educational settings, little research has investigated its effectiveness in improving EFL students' writing skills and motivation. Motivation is very important in the learning process, especially for tasks that require significant effort, such as writing (Adam et al., 2021). Low intrinsic motivation in students engaged in writing tasks can make it difficult for them to make consistent progress (Taye & Mengesha, 2024). Gamified learning, defined as a game-based learning approach in the practice of the learning process, has attracted significant attention due to its prominent role in enhancing motivation, retention, and overall learning outcomes (Gündüz & Akkoyunlu, 2020; Jiménez-Sánchez & Gargallo-Camarillas, 2020a). In this study, gamified learning operates as a flexible and adaptive approach, facilitating the assessment of learners' understanding, active engagement, and deeper participation in the educational process (Fahada & Asrul, 2024).

Although the Quizizz application has been widely studied in gamified learning, some studies have focused only on its use for vocabulary acquisition and assessment (Abelino & Exiquio, 2024; Fithriani, 2021; Zhang & Crawford, 2024). Leaving a gap in understanding its potential for writing processes. Furthermore, research exploring students' perspectives and experiences of using Quizizz for writing-related activities is limited. While much research has focused on the impact of gamification on language learning in general, little attention has been paid to its role in improving writing skills specifically. This study aims to bridge this gap in the literature by using a qualitative approach to explore EFL students' experiences of using Quizizz for writing practice. Understanding the challenges and benefits of students' perspectives will provide deeper insights into the potential of gamification in writing instruction. This qualitative study addresses this gap by exploring EFL students' experiences using Quizizz to improve their writing skills and its impact on their writing motivation. This study will provide valuable insights into the perceived benefits and challenges of using Quizizz for writing instruction, inform pedagogical practices, and contribute to the broader field of technology-enhanced language learning. Therefore, the research questions that arise in this study are:

- 1) How do EFL students experience using Quizizz as a tool to enhance their writing skills, and what aspects of the platform contribute to developing their writing abilities?
- 2) What are EFL students' perceptions of how their motivation to write has changed due to using the Quizizz application during English lessons?

2. RESEARCH METHOD

This study used a qualitative phenomenological approach to examine students' experiences using Quizizz to improve their writing skills and its impact on their writing motivation. This design was chosen to provide in-depth insight into students' lived experiences as they engage in the process of using Quizizz. In addition to being a description, phenomenology is also considered an interpretive process in which researchers offer interpretations. Furthermore, this study collects information from individuals who have witnessed the phenomenon and creates a comprehensive report of the core experience of each person. This is a description of "how" they see it. According to Moustakas (1994), Hegel defines phenomenology as conscious knowledge connected to expressing what is observed, felt, and known from individual experience. Like Hegel's phenomenological explanation, Lourer (1967) suggests that an individual's thoughts, feelings, and perceptions are different sources of absolute existence. According to Moustakas (p. 26), phenomena are "what appears in consciousness."

This study involved 15 students: 10 females and five males. Participants were selected by purposive sampling, guaranteeing the inclusion of students with relevant expertise in utilizing Quizizz for writing (Etikan,

2016). This method is widely employed in qualitative research to concentrate on individuals who can provide significant insights into the issue under investigation. The participants were tenth-grade EFL students at a senior high school in Medan, Indonesia. Who utilized Quizizz in their English writing pedagogy? Only students who have actively engaged with Quizizz for at least two months will be included to ensure their proficiency with the platform. The minimum utilization period requirement is essential for students to thoroughly comprehend Quizizz's influence on their writing abilities and motivation (Lim & Yunus, 2021). Employing students with at least two months of experience may produce more thorough data, as they have sufficient exposure to Quizizz to evaluate its advantages and drawbacks.

Previous studies indicate that limited exposure to gamified learning aids may be inadequate to alter students' learning behaviour substantially (Jiménez-Sánchez & Gargallo-Camarillas, 2020). This study attempted to gather more significant insights into the quiz's effect on participants' writing skills and motivation by selecting individuals with prolonged engagement. The results from this specific cohort of participants offer an understanding of gamification's impact on EFL writing instruction and enhance the expanding study on technology-facilitated language acquisition.

The research data comes from two sources: questionnaires and in-depth interviews. To collect data, a questionnaire with closed-ended questions requires participants to respond using a five-point Likert scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), or Strongly Disagree (1). The questionnaires and interviews were adapted with minor modifications from Pham's (2023) a study, which examined the impact of gamified learning using Quizizz on ESL learners' grammar achievement; Amalia's (2020) study, which explored students' perspectives on the Quizizz website as an online assessment tool for English teaching and learning; and Bindiya & Fediyanto's (2023) A study investigated EFL students' perceptions of Quizizz usage in English subject formative assessment.

This study conducted semi-structured interviews to better understand participants' perceptions, attitudes, and experiences regarding Quizizz, with a focus on its impact on writing development and overall motivation. According to Ritchie et al. (2018), semi-structured interviews allow researchers to examine and thoroughly understand people's opinions and reactions to a particular event. Each interview was conducted individually and lasted approximately five to ten minutes. Interviews were recorded live using the participants' native language and translated into English.

This research examines the data collected using thematic analysis. This process involves systematic coding of the data, identification and organization of emerging themes, and interpretation of patterns across the dataset (Guest, Macqueen, & Namey, 2012). Thematic analysis allows researchers to systematically analyze qualitative data by identifying, organizing, and interpreting meaningful patterns in the data set (Braun & Clarke, 2006). Responses from closed-ended questionnaires and semi-structured interviews were analyzed to identify recurring themes and patterns. Data were coded systematically by categorizing responses based on similarities and differences. Through this coding process, key themes were developed, allowing for a common interpretation of the findings. The researcher carefully checked the interview transcripts and questionnaire responses to ensure accuracy and consistency in data interpretation.

3. RESULT AND ANALYSIS

3.1. Students' Experiences with Quizizz in Enhancing Writing Skills and The Platform Features That Support Their Development (RQ1)

This section presents the Findings from exploring EFL Students' Experiences in using Quizizz to Enhance Writing Skills and Its Impact on Writing Motivation. The questionnaire and interviews reveal in-depth perspectives on how EFL students use Quizizz to improve their writing skills. The data reflect students' perceptions of the platform's motivational impact as well as the features that contribute to their writing development.

Table 1. Results of the Questionnaires

No	Statement	SA	A	N	D	SD
1	Quizizz makes writing activities more enjoyable.	65%	23%	7%	5%	0%
2	Quizizz encourages me to write more actively in English.	73%	21%	4%	2%	0%
3	I feel more confident writing in English when using Quizizz.	80%	15%	4%	1%	0%
4	Quizizz helps me remember vocabulary and grammar for writing.	70%	21%	6%	3%	0%
5	Using Quizizz improves my motivation to practice writing.	68%	23%	6%	3%	0%
6	The time-limited format of Quizizz helps me focus and write faster.	50%	30%	15%	5%	0%

7	The game elements (points, leaderboard) increase my writing motivation.	60%	28%	7%	5%	0%
8	Quizizz gives me useful feedback that helps improve my writing.	83%	10%	5%	2%	0%
9	Quizizz helps me understand grammar and sentence structure better.	55%	30%	10%	5%	0%
10	I enjoy competing with classmates while practicing writing on Quizizz.	62%	26%	8%	4%	0%

SA=Strongly Agree; A= Agree; N= Neutral; D= Disagree; SD= Strongly Disagree

The results of the analysis, as shown by the questionnaire and interviews, indicated that students had a positive view of the potential use of Quizizz in supporting writing skill development. One of the most significant findings showed that 83% of respondents stated "agree" or "strongly agree" that Quizizz provides useful feedback that helps improve their writing. This is supported by Participant 4, who said:

"I like the automatic feedback feature the most. So after I write, I can immediately know which parts need to be fixed."

This shows that Quizizz serves as an engaging digital platform that provides instant, personalized feedback to students, allowing them to identify and correct their mistakes independently. Such immediate feedback supports students' metacognitive awareness and facilitates continuous improvement in their writing. However, while most students agreed with its benefits, concerns were raised about the lack of depth in automated feedback, which may not fully replace detailed teacher responses. Without guided explanation, some students may struggle to understand more complex writing issues such as coherence, organization, or tone.

In addition, 70% of students strongly agreed or agreed that Quizizz helps them remember vocabulary and grammar relevant to writing. This is in line with the foundational components of effective writing, which include lexical knowledge and grammatical accuracy. Quizizz's interactive format offers engaging repetition and contextualized examples, promoting retention and practical application. However, 6% of students expressed neutrality or disagreement due to challenges with the limited scope of vocabulary and grammar exercises provided. While useful for reinforcement, some students felt that the questions sometimes lacked variation or contextual richness. Another important finding was that 80% of respondents felt more confident writing in English when using Quizizz. This is supported by Participant 10, who stated:

"I feel more confident in writing. I now know where my mistakes are and how to fix them."

This statement indicates that the platform creates a pressure-free environment where students can practice and revise their work without the fear of judgment. Increased confidence is an important affective factor in writing development, and Quizizz appears to reduce anxiety commonly associated with writing tasks. Still, a small portion of students (5%) remained neutral, suggesting that while the platform supports general confidence, it may not address deeper writing insecurities such as fear of public evaluation or lack of idea generation.

The results also revealed that 88% of students agreed or strongly agreed that the game elements such as points and leader boards enhance their motivation to write. This suggests that the gamification features of Quizizz contribute to students' engagement and sustained interest in writing tasks. Participant 3 confirmed this by stating:

"Because there is a leaderboard and scores, I feel challenged to write better than my other friends."

However, some students (5%) expressed concerns that the competitive nature might distract from the actual writing process. They noted that the focus on speed and scores could lead to superficial writing rather than depth and creativity. Moreover, 73% of students agreed that Quizizz encourages them to write more actively in English, which reflects the platform's ability to promote frequent practice—an essential aspect of skill development. Nevertheless, concerns were raised about the limitations of multiple-choice formats or short-answer prompts, which may not offer enough opportunity for extended writing practice. Participant 2 remarked:

"Sometimes I have trouble typing fast because of the limited time. So I have to learn to type faster and think more effectively."

This illustrates that while time-limited tasks encourage fluency, they may pose challenges for students who require more time to organize and express complex ideas.

These findings suggest that while most students recognized the potential of Quizizz to aid writing practice, they emphasized that the platform should be integrated thoughtfully within a larger instructional framework. Participant 6 highlighted:

"Quizizz is indeed helpful, but you still need teacher guidance so you know how to write correctly and in context."

This statement reinforces that although Quizizz supports autonomous writing practice, teacher involvement remains essential to ensure effective learning outcomes. The data also showed that 68% of students strongly agreed and 23% agreed that Quizizz improves their motivation to write, indicating its strong motivational value. However, a few students remained neutral, highlighting a need for more personalized or varied tasks to fully engage all learners.

These findings highlight that Quizizz is a promising tool for supporting writing development among EFL students. It offers immediate feedback, increases motivation, and builds confidence in a gamified and low-pressure environment. However, its effectiveness depends on how it is integrated with teacher guidance and other instructional strategies. A blended learning approach combining Quizizz with teacher-led instruction and more comprehensive writing tasks will likely yield the most meaningful improvements in student writing skills.

3.2. *Factors affecting EFL students' motivation to write after using the Quizizz application (RQ2)*

Based on the results of the analysis, several key factors influenced how EFL students perceived changes in their motivation to write as a result of using the Quizizz application during English lessons. These factors include increased engagement through gamified features, enhanced confidence through instant feedback, and the development of learner autonomy through interactive writing activities. Each of these themes illustrates the ways in which digital tools like Quizizz can shift the writing experience from one of obligation to one of curiosity, self-discovery, and personal investment.

Theme 1: Increased engagement through gamified features

Gamification elements in Quizizz, such as leaderboards, time limits, badges, music, and colourful visuals, significantly impacted students' emotional responses toward writing tasks. The competitive yet fun environment encouraged participation, even from students who were previously reluctant to engage in classroom writing activities.

As Participant 2 explained:

"Writing through Quizizz is more fun than traditional methods. I feel free to try different styles because it doesn't feel as formal as writing in a notebook."

This sense of enjoyment plays a critical role in enhancing students' intrinsic motivation. When students are emotionally engaged, they are more likely to take academic risks, such as experimenting with new vocabulary or writing longer responses. The shift from "task completion" to "enjoyable challenge" also encouraged higher levels of focus and creativity.

Participant 5 reinforced this idea:

"The timer and point system make me more excited to write. Even if I make mistakes, I still want to try again because it feels like a game."

Interestingly, this kind of motivation did not rely on external rewards alone. Many students mentioned a sense of achievement and personal satisfaction when they could beat their own previous scores or climb the leaderboard. In this sense, the gamification mechanics served as scaffolds for intrinsic motivation, especially important in skills like writing that require sustained effort.

Moreover, students who were less confident in English writing reported feeling less intimidated when writing within a game-like structure. The platform's informal tone helped reduce anxiety, especially among lower-level learners. As a result, more students participated in writing activities and demonstrated persistence even when tasks became challenging.

Theme 2: Enhanced confidence through instant feedback

Another significant factor affecting students' motivation was the instant feedback provided by Quizizz. The real-time correctness indicators, answer explanations, and progress tracking features gave students immediate insight into their writing Performance, which contributed positively to their confidence.

Participant 6 noted:

"I like that I can know if my answer is wrong or right instantly. It helps me understand what I need to fix."

Students no longer had to wait for teacher corrections, which could take days. Instead, they could reflect and improve on their writing in real-time, leading to faster learning cycles. This dynamic learning process created a sense of achievement, especially when students saw tangible progress after repeated attempts.

Participant 8 expressed a similar sentiment:

"I feel more confident in writing now. After several times using Quizizz, I understand my mistakes better and know how to improve."

This feedback loop supported metacognitive awareness—students became more aware of their strengths and weaknesses and took more initiative in their own learning. Rather than feeling discouraged by errors, they viewed mistakes as opportunities for growth. Several participants stated that because the app didn't penalize them harshly for mistakes, they were more willing to try. Additionally, the anonymity and privacy of digital feedback helped reduce embarrassment, which often accompanies peer or public correction in traditional classrooms. Students could make mistakes without fear of judgment, which helped build resilience and self-trust in the writing process.

Theme 3: Development of learner autonomy through interactive writing activities

The third major theme that emerged was the growth of learner autonomy. Through various interactive tasks such as sentence arrangement, word choice challenges, fill-in-the-blank responses, and short written answers, Quizizz encouraged students to construct knowledge rather than passively receive it actively.

Participant 1 shared:

"I used to think Quizizz was only for multiple choice. But when I had to arrange sentences or write answers, it made me think more creatively."

This kind of engagement demanded more than surface-level recall. Students had to pay attention to grammar, syntax, context, and meaning while crafting responses. They also had to read questions carefully, reflect on their choices, and think critically about how to improve with each attempt. These activities promoted deeper learning and stronger writing habits.

Participant 4 said:

"I found a lot of new words on Quizizz. Even though I still need to practice more, it motivates me to write better."

Many students began exploring new vocabulary and experimenting with sentence structures beyond their comfort zone. This exploration was often self-initiated, suggesting a high degree of autonomy in the learning process. Unlike traditional assignments, Quizizz allowed students to work at their own pace, repeat activities, and see improvements independently.

Moreover, students perceived writing in Quizizz as less intimidating because of the digital format. Typing responses into an interactive platform was seen as more natural and familiar compared to handwriting long compositions. This digital comfort contributed to greater willingness to write, revise, and reflect three crucial aspects of writing development. In some cases, students even reported that they began looking forward to writing tasks, particularly when they could track their progress through scores and personal bests. The motivation came not from fear of grades but from a desire to improve and succeed on their own terms.

3.3. Discussion

The results of this study indicate that the use of Quizizz in learning to write in English as a foreign language (EFL) can significantly contribute to increasing students' motivation, engagement, and learning autonomy. This platform provides instant feedback, game features, and interactive exercises that allow students to learn actively and independently (Amalia, 2020; Andresta & Anwar, 2022). Through features such as sentence construction, short answers, and word selection, students engage in high-level thinking processes that include grammatical comprehension, idea coherence, and sentence structure skills. This encourages students to not only remember information but also understand and apply it in real writing contexts. In addition, a fun and non-intimidating learning atmosphere helps reduce students' anxiety in writing, especially for those who still have low self-confidence (Morris, Grehl, Rutter, Mehta, & Westwater, 2022). Thus, Quizizz is proven to be a learning medium that supports a constructivist and student-centred approach.

The gamification offered by Quizizz through scores, leaderboards, and time limits not only increases the excitement of writing activities but also provides a strong intrinsic motivational boost for students (Morris et al., 2022). In the context of learning productive skills such as writing, this game element changes the way students view academic tasks from being forced to being fun challenges (Manzano-León et al., 2021). Many students stated that they felt more motivated to try to rewrite and improve themselves just to achieve a higher score or move up in rank than their classmates (Zhang & Crawford, 2024). The desire to compete healthily and improve on previous achievements is a real form of reflective learning and self-regulated learning. Through repetition of activities and positive reinforcement of scores or feedback, students show increased participation and willingness to continue learning independently. Thus, this platform is effective in fostering learning persistence and long-term motivation towards writing in English (Gündüz & Akkoyunlu, 2020).

Although the results of the study show significant benefits, some limitations need to be considered. The study only involved 15 students from one high school in Medan, Indonesia, so the generalization of

the results to a wider EFL population is still limited. In addition, the data obtained were based on student perceptions through questionnaires and interviews, which tend to be subjective and do not reflect objective achievements in technical aspects of writing skills such as fluency, grammatical accuracy, and paragraph coherence. Another limitation lies in the dependence on teacher task design. If the questions are not challenging enough or are only simple repetitions, then the full potential of Quizizz in developing complex writing skills will not be achieved. Technical aspects such as internet connection and device limitations are also potential barriers, especially in areas with limited access to technology. Therefore, the effectiveness of this platform needs to be viewed contextually and cannot be separated from the readiness of the supporting infrastructure and pedagogy.

Based on these limitations, a number of further research directions can be developed to broaden the understanding of the effectiveness of Quizizz in EFL writing learning. First, a quantitative study with a quasi-experimental design can be used to objectively measure the improvement of writing skills before and after using Quizizz. Instruments such as essay assessment rubrics, writing portfolios, or text analysis can help see the real impact on the mechanical and ideational aspects of writing. Second, the study population can be expanded to different educational levels and geographic areas to see the consistency of findings across contexts. Third, further research can explore how the combination of Quizizz with other pedagogical approaches, such as peer review or project-based writing, can improve the quality of writing learning. Integrating digital platforms with collaborative learning strategies can open up opportunities for richer and more meaningful learning experiences for students.

In addition, it is also important to consider students' affective and emotional factors in future studies. Self-confidence, writing anxiety, and perceptions of errors and feedback are psychological aspects that contribute to success in writing learning (Ling et al., 2021; Rong & Madhawa Nair, 2021; Wright, Hodges, Enright, & Abbott, 2021). In-depth research on how gamification affects these aspects will enrich the understanding of the holistic impact of using Quizizz. On the other hand, the development of features within the platform itself, such as support for open-ended writing assessments, AI-based feedback, and collaborative writing integration, needs to be of concern to developers so that Quizizz becomes not only a repetition tool but also a tool for developing advanced writing skills. With the right integration between technology, teacher roles, and creative learning design, Quizizz has the potential to be an important part of the transformation of writing learning in the digital era. Therefore, further implementation needs to consider a blended learning approach that is comprehensive and adaptive to students' needs

4. CONCLUSION

This study has explored the impact of using Quizizz, a gamified digital platform, on EFL students' writing skills and motivation. The findings revealed that Quizizz plays a positive and influential role in enhancing students' engagement, fostering learner autonomy, and increasing writing confidence. Through its interactive writing activities, such as sentence construction, vocabulary selection, and short written responses, the platform encourages students to actively participate in the learning process and develop essential components of writing proficiency. The availability of real-time feedback, point-based competition, and self-paced repetition enables learners to reflect on their progress, address their mistakes, and develop metacognitive awareness. These elements contribute not only to skill improvement but also to students' intrinsic motivation to write, which is often a major challenge in EFL contexts.

Moreover, the digital and game-like environment of Quizizz was shown to reduce writing anxiety and create a more relaxed and enjoyable atmosphere for practicing writing. Students reported that the informal nature of the platform helped them explore different writing styles and take risks without fear of judgment. This sense of safety and personal achievement supports the development of a more confident and independent learner identity. However, the effectiveness of Quizizz is not absolute; it depends significantly on how teachers design the writing tasks and integrate the tool into the overall instructional framework. Without thoughtful task design and guidance, the potential of the platform may be underutilized.

Given its potential, Quizizz should not be seen as a replacement for traditional instruction but rather as a complementary tool that enhances and personalizes the writing experience. Future implementation should consider a blended learning approach that combines the strengths of technology with human interaction and pedagogical support. Overall, this study highlights the importance of integrating digital platforms like Quizizz into EFL writing instruction to create more dynamic, motivating, and learner-centered educational environments.

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