



Student's Engagement in English Language Learning by Using Quizizz at Senior High School

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Abstract

This study investigated students' engagement in English learning using Quizizz at SMAN 15 Padang. Using a qualitative approach, this study explored aspects of behavioral, cognitive, emotional, academic, and social engagement. Data were collected through classroom observations, field notes, and video recordings. The findings revealed that Quizizz significantly increased students' engagement by providing an interactive and enjoyable learning experience. Behavioral engagement was reflected in active participation and persistence during Quizizz sessions. Cognitive engagement was evident in students' ability to critically analyze and discuss learning materials. Emotional engagement was demonstrated through students' enthusiasm and satisfaction. While academic engagement demonstrated consistent progress in class, social engagement highlighted collaboration and interaction among peers and teachers. These results suggest that Quizizz can enhance English learning by encouraging greater student engagement.

Keywords: student engagement, gamification, Quizizz, English

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Introduction

The development of technology in learning has undergone a significant transformation, especially since the COVID-19 pandemic in Indonesia. This transformation is marked by a shift from traditional learning media to digital forms, which brings various challenges and opportunities for teachers and students (Dhawan, 2020). The importance of adapting to the use of this technological media in the world of education is recognized by many institutions which are useful for increasing student engagement, personalizing learning and providing lots of access to learning

resources and other activities. Among various educational technologies, Quizizz has emerged as a media or platform that provides gamification principles in the language learning process which provides features to increase student engagement in the process of learning activities (Akbari et al., 2016). Additionally, Quizizz can also increase students' motivation and engagement in learning (Gusta et al., 2022). This is in line with the finding that gamification-based educational tools increase student engagement (Smiderle et al., 2020); (Ruiz et al., 2024).

In other words, the student's engagement in the learning process is very important to understand because it influences the quality and learning outcomes (De Bruijn-Smolters & Prinsen, 2024). This is supported by (Schnitzler et al., 2021), who show that student engagement has a strong correlation with better academic achievement and the development of important skills such as critical thinking and problem solving. This can help students to think critically and innovatively in their learning process. Therefore, understanding student engagement in the learning process is very important to pay attention to, especially in the use of technology-based media, especially in English language learning in order to create an effective and interactive learning process. Based on the background above, researcher wants to find out what student's engagement activities are in class in learning English using Quizizz. So it is hoped that after the research questions are answered, an overview would be found regarding student engagement in the English learning process by using Quizizz. In addition, this research can also encourage students to collaborate and participate more actively in their English language learning in using Quizizz. Therefore, to be able to answer this research question, the researcher will present several theories regarding student engagement, the first is regarding the concept of student engagement and the second is regarding the types of student engagement in the learning process.

The concept of student engagement is defined by several experts such as (Oga-Baldwin, 2019), who argue that student engagement is a multidimensional concept that includes the active involvement of students behaviorally, emotionally and cognitively in the learning process. In other words, student engagement in the learning process is various forms of active student involvement or participation in learning activities which are characterized by student attention, emotion, interest, behavior, effort, interaction and understanding. Next, the distribution of types of student engagement, according to (Aliabadi & Weisi, 2023) have identified three categories of student engagement that are identical throughout the learning process. Then, (Larasati, 2023), adds two other theories of student engagement aspects. The number of student engagement is based on several studies above, namely five aspects of student engagement. The following is an explanation of each aspect of student engagement. First, behavioral engagement includes students' active participation in learning activities such as attending class, completing assignments, and participating in discussions. Second, cognitive engagement involves the mental effort and strategies students use to understand and master the material, including critical thinking, problem solving, and the use of deep learning strategies. Furthermore, emotional engagement includes students' emotional reactions to the learning process, such as students' interest, enthusiasm, enjoyment or anxiety in the learning process. Furthermore, social engagement emphasizes students' interactions with others in the learning context, including collaboration and social support. Last, academic engagement assesses students' involvement in their academic achievements, including understanding of material and general learning progress. In short, there are five types of aspects of student engagement in the learning process that are important to know, such as behavioral engagement, cognitive engagement, emotional engagement, academic engagement and social engagement.

Based on the theory above, the researcher used it to develop instruments and formulate the methodology of this research. In addition, the theory above will help find out what forms of student engagement are in the English learning process by using Quizizz. In conclusion, the researcher

wants to find out what types of student engagement are in class XII of SMA N Padang 15 based on Appleton's theory regarding five types of student engagement in the classroom including behavioral engagement, cognitive engagement, emotional engagement, academic engagement and social engagement.

Methodology

This research uses a qualitative approach to investigate the impact of Quizizz on student engagement in English language learning. The research employs a phenomenological design with direct observation and video recording for data collection, as this methodology allows for rich exploration and understanding of participants' experiences and perspectives (Creswell, 2018). The research aims to find out and investigate student's engagement in using Quizizz in English language learning. The population of this research is students of SMA N 15 Padang. The sample for this research is determined using a purposive sampling technique. Purposive sampling is a sampling technique that is guided by special considerations. One class at level XII of SMA N 15 Padang is chosen with the consideration of students who already have experience using Quizizz at previous academic levels, consistency in teacher implementation and schedule efficiency, as well as ensuring uniformity of data collection.

Data collection uses an observation checklist based on Appleton's (2008) student's engagement framework, which includes five main aspects: behavioral, cognitive, emotional, academic, and social engagement. The observation instrument consists of ten sub-indicators spread across the five aspects, which are designed to capture various dimensions of student engagement while using Quizizz. The data collection process occurs during two classroom observation sessions to observe various student's engagement activities in the learning process. This approach allows direct observation of phenomena without intermediary factors that might distort the actual data. The observations are supplemented with video recordings to ensure comprehensive data capture and enable detailed analysis of student engagement patterns. After data collection, the researcher analyzes the data using and following Creswell (2014) descriptive analysis framework, which involves six data analysis steps. First, the process of organizing and preparing data from observations and field notes into digital format is done. Next, the researcher conducts a thorough review of the data collected to obtain a thorough understanding of the information obtained. The third step is the data coding process, which uses predetermined engagement categories based on five aspects of student engagement, followed by a detailed explanation of the phenomena or activities that have been observed. Furthermore, the analytical data is presented in a systematic format that includes written reports, field notes, and photo documentation. The final step is that the data is interpreted within a theoretical framework, considering the implications for the relevance of the data to theory or previous research.

Results and Discussion

The results of this research data analysis present research findings and discussion based on the data obtained regarding student engagement in using Quizizz in learning English in senior high school. This research is based on the theory of student engagement in learning which consists of various aspects such as behavioral, cognitive, emotional, social and academic engagement (Joshi et al., 2022). The data results for each aspect are as follows: First, Behavioral engagement is the first aspect of this research, which directs students' attitudes, characterized by the level of participation and activeness in learning. In this aspect, researcher focuses more on the level of student participation and active behavior of students in class in using Quizizz in learning English.

In this aspect, two indicators are observed. At the first observation session the results show that the level of student participation is high as evidenced by all students participating in the Quizizz session. This is evidenced by the results of field notes where students. All students of class XII participate in the Quizizz session and none of them show resistance to the use of quizizz in accordance with the first indicator. At the second observation session, the results show that all students are able to use the code given and are involved in the quizizz session until completion. It can be proven based on the field notes where some students experience code interference but in the end all students are able to enter the Quizizz session. This is in accordance with the second indicator. This finding is in line with (Hollister et al., 2022), statement that active participation, including asking questions and seeking help when needed, is a meaningful behavioral engagement. Consistent completion of Quizizz activities and their sustained attention throughout the session demonstrates strong behavioral engagement.

Second, Cognitive engagement highlights student's engagement in a deep and reflective thinking process regarding subject matter. In this aspect, researcher focuses more on student's participation in responding, understanding, thinking about, and discussing the material studied during the English learning process using Quizizz. In this aspect has two indicators are observed. In the observation by using Quizizz, researcher finds the results show that students participating in discussions and asking questions and reviewing the final results of quizizz questions. This can be seen from the first and second observation session where students are not only actively discussing but also able to connect their answers with their understanding by explaining and connecting questions in Quizizz with previously learned examples. Additionally, this shows that students not only complete the questions, but also understand the concepts taught and are able to apply it in learning situations. In addition, the field notes show that students are able to think critically, such as creating new examples of figurative and argumentative language concepts. This observation is consistent with (Barlow et al., 2020) definition of cognitive engagement as students' psychological investment in learning, characterized by deep thinking and the use of complex cognitive strategies.

Furthermore, the aspect of emotional engagement leads to how students feel happy and motivated in learning (Singh et al., 2022). Emotional engagement shows particularly strong results, with students showing high enthusiasm and positive affective responses during Quizizz activities. In this aspect, researcher focuses more on the level of motivation and interest of students in the learning process, by using of Quizizz in English learning. In this aspect, two indicators are observed. In the aspect of emotional engagement, it shows good results between the first and second indicator which includes the expression of students' excitement and interest in using Quizizz then the second indicator which includes students' enthusiasm in completing Quizizz. It can be proven based on field notes during the first and second observation sessions where students often smile or laugh when they manage to answer the questions correctly and some also look disappointed when answering the wrong questions. Students look enthusiastic when doing Quizizz until they get the highest rank. Students also feel happy when their scores are high. This observation is in line with the characterization of emotional engagement proposed by (Suwarni et al., 2023), through expressions of joy and enthusiasm in learning. Quizizz's gamification features, including its points system and leaderboard, successfully create an engaging learning experience while maintaining an educational focus.

Another aspect is academic engagement, which directs the assessment of student engagement in academic achievement, including understanding of material and general learning progress. In the aspect of academic engagement, researcher focuses more on assessment or seeing the progress of students' understanding of learning material, whether in the form of grades or other things by using Quizizz in learning English. In this aspect, two indicators are observed. In the first

observation session, the results show the consistency of students solving problems but there is no show of a decrease or increase in academic scores in general because this requires longer observation. Meanwhile, in the second observation session, the graph of academic progress or student scores seems to have increased compared to the previous meeting. This can be found in the field notes where the improvement is not only in terms of scores but the quality of students' answers and analysis where in the discussion session students understand what they are saying. According to (Amerstorfer & Freiin Von Münster-Kistner, 2021); (Hu et al., 2023), academic engagement includes more than just physical presence, encompassing sustained effort and active contribution to class discussions. So, in the academic engagement aspect shows the graphic results of academic progress, which can be seen from the grade reports and also the quality of students' answers and analysis during discussion sessions, where students appear to have more confidence and understanding of what they are discussing and learning.

The final aspect is social engagement, which refers to the level of student interaction with other people in the learning context, including collaboration and social support (Benlahcene et al., 2024); (Appleton et al., 2008). In this aspect, researcher focuses more on the way students interact and provide feedback to friends and teachers when using Quizizz in learning English. In this aspect, two indicators are observed. In social engagement, it shows good results between the first and second indicators which include student interaction in class using Quizizz and feedback between teachers and students in english learning. This is evidenced in the field notes during the first and second observation sessions where students often discuss with their friends about questions that are considered difficult and discuss with each other to find the same understanding. In addition, students also encourage each other and work together in understanding the material. Additionally, teachers also provide feedback and involve students in discussions related to concepts that are not understood. Thus in the results of the field notes show that students actively help each other understand challenging questions and engage in spontaneous discussion groups. This finding is in line whit (Huang & Lajoie, 2023), statement that in the learning process, social relationships and social interactions are very important in educational engagement. Quizizz effectively facilitates teacher-student interactions, where students readily seek clarification and teachers provide responsive feedback. This proves that both students and teachers create active interactions.

Based on the findings above, the use of Quizizz in English learning greatly influences student's engagement in the learning process. In addition, the results show that students have good engagement in various aspects of student engagement such as behavioral, cognitive, emotional, and social engagement in using Quizizz in English learning. The media's success in encouraging multiple aspects of engagement simultaneously demonstrates its value as an educational technology resource. Further research with extended observation periods can provide additional insight into long-term patterns of academic engagement and ongoing learning outcomes.

Conclusion

Based on the research results, the researcher concluded that using Quizizz as a learning aid had a significant positive impact on student engagement in the teaching and learning process. The student's engagement included behavioral, cognitive, emotional, social, and academic engagement. In addition, Quizizz provided a more interactive and fun learning experience, thereby encouraging active student participation. The presence of features on the Quizizz platform, such as score competition, time, and feedback, helped increase student motivation to be more involved in learning. Moreover, the use of Quizizz also allowed students to learn at their own pace, providing an opportunity for reflection and better understanding of the material studied. Therefore,

Quizizz was a useful platform to help and encourage students to be involved in the learning process, especially in learning English, so that learning became more interactive and effective.

Conflicts of Interest

The authors declare no conflict of interest.

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