

CHAPTER II

LITERATURE REVIEW

This chapter provides a comprehensive overview of theoretical frameworks, previous studies, and research gaps relevant to the use of Quizizz in improving young learners' English achievement. It begins with a discussion on gamified learning platforms, followed by an exploration of young learners' characteristics in language acquisition, the role of Quizizz in English education, and finally a synthesis of related empirical studies.

2.1 Gamified Learning

2.1.1 Overview of Gamified Learning in Education

Gamified learning has emerged as an innovative approach in modern educational practices, leveraging elements typically found in games to enrich learning experiences. It involves integrating components such as scoring systems, levels, challenges, feedback, and competitive or collaborative dynamics into instructional settings. The growing use of digital technologies has further accelerated the adoption of gamification strategies, making them accessible across various educational levels and subjects. According to Deterding et al. (2011), gamification refers to the use of game design elements in non-game contexts to enhance user engagement and motivation. Similarly, Kapp (2012) emphasizes that gamified learning can foster problem-solving skills, sustain motivation, and improve learning outcomes by applying game mechanics within educational environments. In line with this, Hamari et al. (2014) state that gamification significantly increases learners' engagement and encourages active participation in various learning activities. Sailer and Homner (2019) further highlight that gamified learning improves motivation and academic performance, especially when social interaction and narrative elements are embedded. More recently, Al-Ahdal (2024) demonstrated that gamification substantially enhances young learners' language skills—including vocabulary, fluency, and pronunciation—while also fostering long-term retention and higher motivation.

In language learning contexts, gamified approaches have gained particular traction as they offer a means to transform repetitive tasks like vocabulary drilling and grammar exercises into engaging activities. This is crucial because language acquisition often requires substantial repetition and practice, which can become monotonous without stimulating formats. Gee (2007) argues that games provide situated learning opportunities where learners

acquire knowledge through active participation and contextual practice. Supporting this view, Salen and Zimmerman (2004) state that the interactive and rule-based nature of games allows learners to experience challenges, make decisions, and receive immediate feedback, which aligns with effective language learning principles. Empirical evidence from the past decade also supports this claim: for instance, a meta-analysis by Sailer and Homner (2019) revealed that gamification significantly improves motivation and learning performance, particularly when narrative and social interaction elements are integrated. Similarly, a study by Özhan and Kocadere (2020) showed that gamified formative assessment in language classes not only enhanced vocabulary mastery but also reduced learning anxiety. More recently, Al-Ahdal (2024) conducted an experimental study with elementary school learners and found that gamification substantially improved speaking skills—covering pronunciation, fluency, accuracy, and vocabulary—while also fostering higher motivation and better retention.

2.1.2 Definition of Gamified Learning

Gamified learning refers specifically to the incorporation of game design elements into non-game contexts to increase motivation and engagement. Deterding et al. (2011) describe gamification as the use of game mechanics—such as point scoring, competition with others, and rules of play—to encourage participation and reinforce desired behaviors. In educational settings, this means reshaping learning tasks to resemble games, thereby making them more enjoyable and compelling for students. Kapp (2012) adds that gamification provides learners with challenges, rewards, and feedback loops that stimulate persistence and deeper engagement. Werbach and Hunter (2012) also argue that gamification transforms routine learning into meaningful experiences by combining motivation theory with playful design. According to Zainuddin et al. (2020), the integration of gamified platforms in classrooms not only enhances motivation but also reduces test anxiety, leading to better learning outcomes. Likewise, Sailer and Homner (2019) emphasize that gamified learning significantly improves academic achievement and student participation, particularly when it incorporates social and narrative elements.

2.1.3 Theoretical Framework Underpinning Gamified Learning

The application of gamification in education is grounded in several contemporary learning theories. Constructivist learning theory, as emphasized by recent scholars such as Jonassen (2020), posits that learning is an active, contextualized process of constructing knowledge through experience and reflection. Gamified environments align with this theory

by enabling learners to interact with content dynamically, explore options, and receive feedback.

Self-Determination Theory (Ryan & Deci, 2020) remains a relevant and evolving framework in understanding student achievement. It emphasizes that optimal achievement is attained when learners' psychological needs—autonomy, competence, and relatedness—are met. In this context, gamified platforms like Quizizz contribute to achievement by allowing students to exercise autonomy through self-directed learning, strengthening competence with adaptive challenges and immediate feedback, and fostering relatedness through opportunities for collaboration and healthy competition. These elements not only sustain learner engagement but also directly enhance their academic performance and language learning outcomes.

Moreover, the Cognitive Theory of Multimedia Learning (Mayer, 2021) supports gamification by arguing that learners understand complex material better when it is presented through multiple modalities—such as text, visuals, and audio—working together. This theory validates the multimedia nature of gamified tools. Finally, Reinforcement Theory remains significant, particularly through the work of recent researchers such as Domínguez et al. (2013), who illustrate how rewards and feedback loops in gamified systems promote positive behavioral patterns in learning.

2.1.4 Benefits of Gamified Learning

There is substantial evidence suggesting that gamified approaches can positively influence educational outcomes. By integrating enjoyable game mechanics into learning tasks, gamification increases students' intrinsic motivation and engagement (Hamari et al., 2014). This heightened involvement leads students to spend more time on task and approach learning with greater enthusiasm. In a more recent study, Pham (2023) found that gamified assessments using Quizizz significantly enhanced students' grammar proficiency and engagement in EFL contexts.

One of the primary benefits of gamified learning is its ability to enhance motivation and engagement. Game elements such as points, badges, and leaderboards sustain learners' interest by creating a sense of achievement and fun. This aligns with the perspective of Deci and Ryan (2020), who emphasize that fulfilling learners' psychological needs of competence,

autonomy, and relatedness fosters positive learning behaviors. In line with this, Sailer and Homner (2019) in their meta-analysis reported that gamification significantly increases learners' motivation and engagement, particularly when narrative and social interaction are integrated into the learning design. Such findings demonstrate that gamified learning does not merely attract attention in the short term, but also cultivates deeper and more sustained involvement in learning activities.

Gamification has also been proven to improve academic achievement. Previous research has indicated that gamified activities contribute to better learning outcomes across various language skills. For instance, Qomariyah and Taufiq (2022) revealed that the use of Quizizz significantly improved reading comprehension, while Pham (2023) found that gamified grammar tasks led to measurable progress in students' mastery of linguistic structures. Similarly, Al-Ahdal (2024) demonstrated that gamified strategies in elementary schools substantially enhanced speaking skills—including pronunciation, fluency, accuracy, and vocabulary—while also fostering students' confidence and willingness to communicate in English. These findings confirm that gamified learning does not only make the process enjoyable but also results in tangible academic gains across diverse language competencies.

Another important benefit is the reduction of learning anxiety. By incorporating playful features such as avatars, background music, and humorous memes, platforms like Quizizz help transform assessments into enjoyable experiences. According to Zainuddin et al. (2020), such elements make students feel more relaxed, thereby lowering test-related stress and enabling them to perform better academically. In a similar vein, Özhan and Kocadere (2020) reported that the use of gamified assessments in language classrooms reduced learners' anxiety and improved their confidence in performing tasks, which in turn led to higher levels of academic achievement. This highlights the critical role of gamification in creating a low-stress, supportive environment that empowers students to take risks, practice more frequently, and ultimately achieve better learning outcomes.

2.1.5 Challenges of Gamified Learning

Despite these advantages, gamified learning is not without its challenges. Overemphasis on competitive aspects, such as leaderboards, can create stress or discourage learners who consistently rank lower, potentially harming self-esteem and reducing participation (Su & Cheng, 2015). Additionally, if gamification is not meaningfully

integrated into the broader instructional goals, it may promote superficial engagement focused on earning points rather than deep understanding of content. Zainuddin et al. (2020) highlight the importance of aligning game elements with pedagogical objectives to avoid diminishing educational value.

In addition, Hanus and Fox (2015) found that poorly designed gamification can decrease intrinsic motivation and academic performance, showing that balance between fun and pedagogy is crucial. Liu and Chen (2022) also warn that students may become overly focused on competition and rewards, neglecting the actual learning objectives. Similarly, Ismail et al. (2019) reported that technical barriers such as unstable internet connections or limited device access can hinder the effectiveness of gamified learning. Moreover, Nicholson (2015) argues that shallow gamification focused only on points and badges may reduce long-term engagement, advocating instead for meaningful gamification that connects game elements with deeper learning values.

2.1.6 Gamified Learning in the Classroom: The Case of Quizizz

2.1.6.1 Definition of Quizizz

Quizizz is a widely adopted platform that exemplifies the principles of gamified learning. It allows teachers to create interactive quizzes that students can complete at their own pace, incorporating features such as points, avatars, music, and humorous memes. Zainuddin et al. (2020) note that such features make assessments more enjoyable and reduce test anxiety, transforming them into opportunities for playful learning. Research by Qomariyah & Taufiq (2022) demonstrated that Quizizz improved students' reading comprehension and motivation in junior high school settings. Similarly, Inayati & Waloyo (2023) found that gamified learning via Quizizz increased student participation and self-discipline in grammar lessons.

In line with this, Bury (2017) defines Quizizz as a game-based learning platform that supports both formative and summative assessment while maintaining high levels of student engagement. Bal (2018) further emphasizes that Quizizz is flexible because it can be accessed synchronously in classrooms or asynchronously as homework, giving students autonomy in learning. According to Wang and Tahir (2020), Quizizz combines the benefits of gamification with immediate feedback, which enhances motivation and improves learning retention. Likewise, Yunita (2020) highlights that Quizizz creates a

low-anxiety environment by transforming traditional tests into playful, interactive experiences that boost learners' confidence.

2.1.6.2 Benefits of Using Quizizz

Numerous studies have highlighted the educational benefits of Quizizz in classroom contexts. Qomariyah & Taufiq (2022) demonstrated that Quizizz significantly improved junior high school students' reading comprehension while simultaneously boosting their learning motivation. Similarly, Inayati & Waloyo (2023) found that the use of Quizizz in grammar lessons enhanced student participation, engagement, and self-discipline. These findings align with the broader literature on gamified learning, which emphasizes its ability to increase learners' achievement, sustain attention, and foster active learning (Sailer & Homner, 2019). Moreover, the instant feedback provided by Quizizz supports learners' competence development, a crucial factor in sustaining academic achievement.

Rahmawati & Firmansyah (2021) showed that Quizizz improved young learners' vocabulary mastery while making lessons more enjoyable and less stressful. Pham (2023) reported that university students taught with Quizizz achieved higher grammar proficiency compared to those taught conventionally, highlighting its effectiveness across different education levels. Degirmenci (2021) also found that both teachers and students perceived Quizizz positively, noting improvements in classroom participation and comprehension. Furthermore, Putri et al. (2023) revealed that integrating Quizizz into blended learning environments enhanced student engagement and improved reading achievement.

2.1.6.3 Challenges of Using Quizizz

Despite its many advantages, the implementation of Quizizz is not without challenges. Technical limitations such as unstable internet connections, limited access to devices, or lack of digital literacy may hinder its effectiveness in certain contexts (Ismail et al., 2019). Additionally, excessive reliance on gamified platforms can sometimes lead to superficial learning, where students prioritize competition and scoring over deep comprehension (Liu & Chen, 2022). Teachers are therefore encouraged to integrate Quizizz strategically, ensuring that its game-based features complement pedagogical goals rather than overshadow content mastery.

In line with this, Hanus and Fox (2015) found that gamification may reduce intrinsic motivation if overemphasized, leading to lower long-term engagement. Nicholson (2015) also argues that shallow gamification focused only on points and badges fails to build meaningful connections with learning objectives. Su & Cheng (2015) highlight that excessive competition in gamified learning environments can cause stress and demotivation among lower-achieving students. Furthermore, Wang and Tahir (2020) note that although Quizizz offers many advantages, its effectiveness heavily depends on the teacher's ability to design high-quality questions aligned with learning outcomes. Lastly, Zainuddin et al. (2020) emphasize that educators must balance entertainment with pedagogy, as students may otherwise focus more on the game mechanics than on actual knowledge acquisition.

2.2 Young Learners

2.2.1 Definition of Young Learners

Young learners are typically defined as children aged between 5 and 12 years who are in the early stages of formal education. According to McKay (2007), this age group is characterized by rapid cognitive and linguistic development, making it a crucial period for language acquisition. Piaget's Cognitive Development Theory also provides a foundation for understanding young learners, suggesting that children in this age range are mostly in the concrete operational stage, where they learn best through direct experiences, visuals, and contextualized activities (Piaget, 1972). Similarly, Vygotsky's Sociocultural Theory emphasizes the role of social interaction and scaffolding, arguing that children acquire language more effectively when supported by more knowledgeable peers or teachers within the Zone of Proximal Development (Vygotsky, 1978). These perspectives highlight the importance of creating interactive and supportive learning environments for young learners in English as a Foreign Language (EFL) contexts.

Cameron (2001) highlights that young learners learn best when teaching is activity-based, playful, and connected to their immediate world. Pinter (2017) further explains that this group benefits from interactive, multisensory, and imaginative tasks that stimulate curiosity and engagement. Bruner (1966) states that children develop cognitively through enactive, iconic, and symbolic modes, meaning that hands-on experience and visual support are essential for language learning. Finally, Krashen's Affective Filter Hypothesis (1985)

emphasizes that young learners acquire language more successfully in low-anxiety, supportive environments, which reduce stress and encourage natural language acquisition.

2.2.2 Characteristics of Young Learners

Young learners exhibit several distinctive characteristics that influence how they engage with new languages. Cameron (2001) highlights that they have vivid imaginations, enjoy physical movement, and often respond well to stories, songs, and playful activities. Their thinking is concrete and contextual, meaning they understand new language best when it is tied to immediate experiences. According to Pinter (2017), young learners benefit from tasks that are interactive, multisensory, and closely related to their everyday environment. Bruner's Theory of Cognitive Development also emphasizes that children learn through enactive, iconic, and symbolic stages, where play and visual support play a crucial role in helping them internalize language concepts (Bruner, 1966). These theoretical insights suggest that effective teaching for young learners must combine imaginative, playful, and scaffolded activities that align with their developmental needs.

Scott and Ytreberg (1990) state that young learners have short attention spans, so lessons must include frequent changes of activity to maintain engagement. Harmer (2007) explains that they are naturally curious and learn best when language is presented in meaningful contexts rather than abstract drills. Moon (2000) also highlights that young learners are strongly influenced by their affective states, meaning emotions, motivation, and self-confidence play an important role in their learning process. Finally, Ellis (2014) notes that children acquire language implicitly through exposure and interaction, which suggests that communicative and experiential approaches are more effective than purely formal instruction.

2.2.3 Teaching English to Young Learners

Teaching English to young learners involves leveraging their natural proclivity for play and curiosity. Methods that include games, songs, role-plays, and storytelling are especially effective because they align with how young children naturally explore and make sense of the world (Pinter, 2006). Krashen's Affective Filter Hypothesis also supports the idea that engaging, low-anxiety environments—such as those created by gamified platforms—facilitate better language acquisition among young learners.

2.2.4 Challenges in Teaching Young Learners

However, teaching English to young learners is not without difficulties. Maintaining their attention over longer periods is challenging, necessitating carefully structured lessons with varied, engaging tasks. Teachers must also address differences in learners' backgrounds, exposure to English, and learning pace, which can affect classroom dynamics.

2.3 Students' Achievement

Students' achievement refers to the measurable outcomes of learning processes, often captured through assessments that evaluate knowledge, skills, and competencies in specific subjects. In the context of English language learning, achievement may be evaluated through performance in grammar, vocabulary, reading comprehension, and writing tasks. According to Brown (2004), learning achievement is an indicator of the extent to which learners reach instructional goals, often assessed through both formative and summative evaluation.

Bloom's Taxonomy of Educational Objectives provides a theoretical basis for understanding achievement, categorizing learning into cognitive, affective, and psychomotor domains, with cognitive achievement including skills such as remembering, understanding, applying, analyzing, evaluating, and creating (Bloom, 1956). In addition, Krashen's Input Hypothesis emphasizes that language achievement is strongly influenced by comprehensible input, where students learn best when exposed to language slightly above their current proficiency level (Krashen, 1985). More recently, Anderson and Krathwohl's (2001) revision of Bloom's taxonomy highlights the dynamic nature of achievement, emphasizing higher-order thinking skills as essential components of academic success. These frameworks provide a multidimensional understanding of how achievement can be conceptualized and measured in EFL learning contexts.

2.4 Previous Studies and Research Gaps

Numerous studies have examined the integration of Quizizz and other gamified platforms in English language learning. Nainggolan and Dewi (2022), in their study entitled "The Effect of Quizizz Application on Students' Grammar Mastery", aimed to investigate whether Quizizz could improve grammar learning outcomes among senior high school students. Using a quasi-experimental design, they found that students who learned grammar

through Quizizz scored significantly higher on post-tests compared to those taught using traditional methods. The study highlights the effectiveness of gamified platforms in enhancing specific language components such as grammar.

Similarly, Pham (2023) conducted research on “Enhancing University EFL Learners’ Grammar Proficiency through Quizizz-Based Assessments”. This study employed an experimental method with control and experimental groups at a Vietnamese university. The results showed that the experimental group achieved greater mastery of grammatical structures and reported higher engagement compared to the control group. This suggests that Quizizz can be an effective assessment tool at the tertiary level, combining both formative assessment and motivation-enhancing functions.

In another study, Qomariyah and Taufiq (2022) explored “The Use of Quizizz to Improve Reading Comprehension of Junior High School Students”. Using a classroom action research (CAR) design, they implemented Quizizz across two cycles in a junior high school setting. Their findings revealed significant improvements in students’ reading comprehension and increased classroom motivation, as learners perceived the activity as both enjoyable and less anxiety-inducing.

Furthermore, Inayati and Waloyo (2023) examined “The Effect of Gamified Learning Using Quizizz on Students’ Participation and Self-Discipline in Grammar Lessons”. Conducted in a senior high school in Indonesia using a quasi-experimental design, their study demonstrated that Quizizz not only enhanced student engagement but also fostered greater discipline, as learners became more responsible in completing tasks within time limits.

More recently, Rahmawati and Firmansyah (2021) carried out a study entitled “The Impact of Quizizz on Vocabulary Achievement among EFL Learners”. The research involved elementary students and applied a pre-experimental one-group pre-test post-test design. The results indicated that learners significantly improved their vocabulary mastery after being taught using Quizizz, with students reporting higher levels of enthusiasm and enjoyment during learning sessions. This study is particularly relevant as it begins to highlight the potential of Quizizz in supporting young learners at the elementary level.

Although these studies collectively emphasize the positive impact of Quizizz on various aspects of English language learning—such as grammar, reading comprehension,

vocabulary, motivation, and participation—several research gaps remain. First, the majority of research focuses on secondary school or university students, with limited attention given to young learners in elementary schools, despite their unique developmental needs. Second, while most studies report improvements in motivation and engagement, few delve into the theoretical underpinnings of how gamified platforms support achievement, particularly in connection with motivational frameworks such as Self-Determination Theory. Third, existing studies often emphasize short-term improvements, leaving the long-term sustainability of learning outcomes through gamification underexplored.

Therefore, the present study aims to address these gaps by specifically investigating the impact of Quizizz on English language achievement among young learners in elementary school. Unlike previous research that largely centers on older learners, this study focuses on children, highlighting how gamified learning supports their vocabulary and reading comprehension. By doing so, it provides new insights into the application of Quizizz in early education and contributes to a broader understanding of how gamification can influence language learning achievement across different learner groups.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presented steps to answer the problems of the study. In particular, this chapter starts with an elaboration of research method, research design. Further, this chapter also described technique of data collection, technique of data analysis and research timeline.

3.1 Research Method

This study employed a **quantitative research method** to investigate the impact of using Quizizz on young learners' English achievement. A quantitative approach allows for the collection and analysis of numerical data through structured instruments such as tests and questionnaires. This method enables the researcher to objectively measure students' progress before and after the implementation of Quizizz in the classroom. Statistical analysis was used to determine whether the use of Quizizz significantly improves students' learning outcomes in learning English.

According to Creswell (2014), quantitative research is a method for testing objective theories by examining the relationships among variables, which can be measured using instruments and analyzed with statistical procedures. Similarly, Ary, Jacobs, & Sorensen (2010) define quantitative research as an inquiry into a social or human problem based on testing a theory composed of variables, measured with numbers, and analyzed using statistical techniques. Kothari (2004) explains that quantitative research refers to systematic empirical investigation of phenomena via statistical, mathematical, or computational techniques. Meanwhile, Gay, Mills, & Airasian (2012) emphasize that quantitative research is the collection of numerical data to explain, predict, and/or control phenomena of interest. Lastly, Fraenkel & Wallen (2009) highlight that quantitative methods rely heavily on precise measurement, structured data collection, and statistical analysis to ensure objectivity and generalizability of the finding.

3.2 Research Design

This study employed a pre-experimental design, specifically the one-group pretest-posttest design. In this design, a single group of participants is given a pretest before the treatment and a posttest after the treatment. The pretest is administered to measure the learners' initial English achievement, while the posttest is conducted after the implementation of Quizizz in the teaching process to measure their improvement.