



A Journal of Culture, English Language, Teaching & Literature
ISSN 1414-3320 (Print), ISSN 2502-4914 (Online)
Vol. 25 No.2; December 2025
Copyright © Soegijapranata Catholic University, Indonesia

Quizizz Application in Writing Class: A Comparative Study in A Senior High School

¹Sri Lestari, ²Imam Sudarmaji, and ³Dini Khoerunnisa

¹Economic Education Department, Faculty of Teacher Training and Education,
Universitas Islam Syekh-Yusuf, Tangerang, Indonesia

^{2,3}English Language Education Department, Faculty of Teacher Training and Education,
Universitas Islam Syekh-Yusuf, Tangerang, Indonesia

¹slestari@unis.ac.id, ²isudarmaji@unis.ac.id, ³1905020004@students.unis.ac.id

Quizizz Application in Writing Class: A Comparative Study in A Senior High School

¹Sri Lestari, ²Imam Sudarmaji, and ³Dini Khoerunnisa

¹slestari@unis.ac.id, ²isudarmaji@unis.ac.id, ³1905020004@students.unis.ac.id

¹Economic Education Department, Faculty of Teacher Training and Education, Universitas Islam Syekh-Yusuf, Tangerang, Indonesia

^{2,3}English Language Education Department, Faculty of Teacher Training and Education, Universitas Islam Syekh-Yusuf, Tangerang, Indonesia

Abstract: This study examines the effectiveness of the Quizizz application in improving writing skills among tenth-grade students at State Senior High School in Tangerang. Utilizing a quasi-experimental design, the research involved 43 students in an experimental group using Quizizz and 43 students in a control group receiving traditional instruction. Data were collected through pretests and posttests to measure writing skill improvements, and a questionnaire to assess student perceptions of the application. The Wilcoxon Signed Rank Test revealed a significant increase in writing scores in the experimental group, with an average posttest score rising from [specific pretest score] to [specific posttest score]. These results suggest that Quizizz effectively enhances writing skills. The findings have implications for integrating digital tools in writing instruction and provide a foundation for future research on technology-enhanced learning methods.

Key words: quizizz, writing skill, experimental design

Abstrak: Penelitian ini menguji efektivitas aplikasi Quizizz dalam meningkatkan keterampilan menulis di kalangan siswa kelas sepuluh di Sekolah Menengah Atas Negeri di Tangerang. Dengan memanfaatkan desain kuasi-eksperimental, penelitian ini melibatkan 43 siswa dalam kelompok eksperimen yang menggunakan Quizizz dan 43 siswa dalam kelompok kontrol yang menerima instruksi tradisional. Data dikumpulkan melalui pretest dan posttest untuk mengukur peningkatan keterampilan menulis, dan kuesioner untuk menilai persepsi siswa terhadap aplikasi tersebut. Uji Wilcoxon Signed Rank mengungkapkan peningkatan yang signifikan dalam skor menulis pada kelompok eksperimen, dengan skor posttest rata-rata meningkat dari [skor pretest tertentu] menjadi [skor posttest tertentu]. Hasil ini menunjukkan bahwa Quizizz secara efektif meningkatkan keterampilan menulis. Temuan ini memiliki implikasi untuk mengintegrasikan perangkat digital dalam instruksi menulis dan memberikan landasan bagi penelitian masa depan tentang metode pembelajaran yang ditingkatkan dengan teknologi.

Kata kunci: quizizz, keterampilan menulis, desain kuasi-experiment, teknologi pendidikan

INTRODUCTION

In today's digital era, the ability to effectively use digital media, communication tools, and networks is essential for participating in modern society. This digital literacy encompasses the skills needed to find, evaluate, use, create, and share information safely, wisely, and law-abidingly (Nasrullah et al., 2017). As technology continues to permeate various aspects of life, its integration into education has opened new pedagogical opportunities, offering both teachers and students innovative ways to enhance learning (Dashtestani & Hojatpanah, 2022). The use of digital technologies for language learning, particularly among foreign language learners, has gained significant attention, highlighting the potential for these tools to support literacy development (Lathipatud Durriyah & Zuhdi, 2018; Mudra, 2020).

Among the key skills required in the 21st century is writing, which plays a critical role in language acquisition and communication. Writing is not only a means of expressing ideas but also a fundamental skill that students must master to succeed academically (Friatin, 2018; Purba, 2018). Despite its importance, many students struggle with writing, finding it challenging to construct sentences correctly, generate ideas, and organize their thoughts coherently (Fakhruddin & Nurhidayat, 2020; Pertiwi et al., 2018). These challenges are particularly evident in the context of English as a Foreign Language (EFL), where writing is one of the most difficult productive skills to develop (Ananda, Gani & Sahardin, 2014; Husna & Multazim, 2019).

Given these challenges, there is a growing need to explore effective strategies and tools that can support students in improving their writing skills. One such tool is Quizizz, a game-based learning platform that offers interactive quizzes and activities designed to engage students in the learning process. Previous research has shown that digital tools like Quizizz can enhance student engagement and motivation, which are crucial factors in developing writing proficiency (Gibson & Smith, 2018; Wibawa & Pangestu, 2019). However, there is limited research specifically examining the impact of Quizizz on students' writing skills, particularly in the context of EFL learners.

This study aims to address this gap by investigating the effect of the Quizizz application on improving the writing skills of tenth-grade students at a State Senior High School in Tangerang. The focus is on recount texts, a genre that allows students to express their personal experiences and ideas in a structured written form (Purba, 2018). By comparing the performance of students in an experimental group, who will use Quizizz as a part of their writing instruction, with a control group, this study seeks to determine the effectiveness of Quizizz in enhancing writing skills.

The research employed a quasi-experimental design, utilizing pretests, posttests, and questionnaires to collect data on student performance and perceptions. This approach allows for a comprehensive analysis of both the quantitative outcomes of the intervention and the qualitative insights into student experiences. The findings of this study are anticipated to contribute to the understanding of how digital tools can be effectively integrated into language learning to support the development of essential skills like writing.

LITERATURE REVIEW

A. Writing

Writing is a language skill that requires more attention because of its struggle to master it. Writing is the act of putting contemplations of thinking on paper in a way that requires the writer to pay attention to details such as language, comprehension, composition, and other writing rules like spelling, syntax, and punctuation (Pratiwi, 2020). Furthermore, Genç-Ersoy and Göl-Dede (2022) stated that written language is used to develop interpersonal communication by combining lexicon with subject matter information, communicating feelings and contemplations into composed frame, organizing contemplations, and working as a learning go between. Since thoughts are expressed in sentences using symbols like the alphabet, punctuation, and spaces, writing is essential for academic success.

According to Isgiarno, Cahyono and Rahmaningtyas (2020), writing is an exercise in reaching someone's thoughts and exploring them creatively. The process and purpose of writing should be clear to the reader. In addition, the writer must convey concepts clearly. Structuring, forming, re-reading, reviewing, and then editing the text are common steps in the writing process. Writing is described as a creative activity as a result of this action.

Based on some of the thoughts of the experts above, the researcher concludes that writing is an important skill to learn and can develop ideas into written form. Writing can also make students understand to learn English by learning language features, vocabulary and grammar. By writing, students can express their thoughts by using their knowledge to achieve good results in writing activities (Jamhuri & Said, 2021).

B. Recount Text

A recount is a text that repeats prior events (Husna & Multazim, 2019). It indicates that recount texts are a particular kind of writing that tells tales of people's experiences from the past. Recount texts typically serve to inform, retell, and entertain the reader. Recount texts can be undertaken based on past experiences and activities, according to Laili and Mufliah (2020). Recount texts are a genre whose social function is to inform and entertain by narrating an incident that occurred in the past.

A recount could be a discourse that retells something that already happened. It implies describe content could be a sort of content that contains stories of people's involvement within the past, and the reason of recount text is ordinarily to retell and give data and engage the reader. Sitorus and Sipayung (2018) expressed that recount text is a text that can be conducted based on the experiences and activities in the past. Recount text could be a class that incorporates a social work to tell an occasion that happened within the past for the reason of educating and engaging.

Furthermore, Sitorus and Sipayung (2018) stated that a recount text is a text that tells the writer's experience or events that happened in the past in chronological order. Thus, the special feature of recount text is in a series of events where past events are written in chronological order. Because every text type serves a different purpose, there are some minor variations in the linguistic elements of each text type. Recount texts typically center on particular individuals, using the simple past tense, action verbs (material process), and the existence of a connection between time- and place-related words (Anggini & Kurniawan, 2020). In summary, recount text

has the specific purpose that is to retells events for the purpose of entertaining and recount text also has their own language features which helps distinguish one type of text from another.

Recount text generally contain the following language features: Boardman 2008 (cited in Asni, Susanti & Sulistiyo 2018): (1) The use noun and pronouns; (2) Action verb; (3) Past tense; (4) Time conjunctions; (5) Adverbs and adverbs of phrases; (6) And the use of Adjectives. Besides, the recount text generic structures are orientation, series of events, and reorientation. Support by (Mingsakoon & Srinon, 2018; Sari, Putrawan & Deviyanti, 2021; Sianipar et al., 2020): (1) Orientation; (2) Series of events; (3) Reorientation.

C. Quizizz Appication

Quizizz is a learning platform that can be used by students simultaneously with various activities to improve their abilities (Dewi & Astuti, 2021; Harefa, Sinaga & Silaban, 2020; Ramadani, Fajria & Fitria, 2021; Setiyani et al., 2021). The use of game-based learning and game thinking to promote student comprehension and behaviour is referred to as gamification (Lim & Yunus, 2021). Quizizz makes classroom tasks more lively and fun by bringing multiplayer activities into the classroom (Muhria & Wandari, 2022; L. S. L. Purba, 2019; Zhao, 2019). This platform can specifically be used using gadgets, such as computer, laptop and smartphone as long as it is connected to the internet (Handoko et al., 2021; Orhan Göksün & Gürsoy, 2019; Suharsono, 2020). There are some features in the Quizizz application such as themes, avatars, memes, and music (Fadhilawati, 2021; Malvado, Prastikawati & Wiyaka, 2022; Zainuddin et al., 2020; Zhao, 2019). Quizizz is very simple to operate. Those who wish to take the test will be provided with a link to take the test questions. Therefore, with this link, they can fulfill their identity. Furthermore, they have to complete the tasks given by the test giver. The Quizizz program contains features that help educators and students study more effectively (Kalahatu, 2021; Sitorus, Nugroho & Santoso, 2020). Quizizz has features that can see the answer choices on the student's screen, the estimated time given by the quiz giver, so that students can answer questions within the specified time and students can see their test results at the end of the quiz (Asmara et al., 2022; Basuki & Hidayati, 2019).

There are several steps to teaching writing using Quizizz application by (Munawir & Hasbi, 2021; Salsabila et al., 2020). Here are the steps: (1) Open Quizizz in website www.Quizizz.com or in the smartphone; (2) The teacher creates a quiz by click "Create New Quiz"; (3) Select open-ended and type the question; (4) Set the duration for each question then click "save"; (5) Next step is set language that will use, enter the grade, then click "save". The next screen will appear, select "play live quiz" to start the quiz. So that the teacher can give six codes to the students; (6) The students enter six codes that given by teacher then click "join" in the Quizizz; (7) The students enter their name then click "start" to start the quiz that has been given time for each question by the teacher.

Furthermore, there are several the advantages of Quizizz application in support by Salsabila et al., (2020) such as Quizizz can be used anywhere and anytime, students will be comfortable with the audio visual in doing questions. Students have the option to turn it off if they are uncomfortable. Because quiz questions are automatically randomized, cheating is less common because every student receives a unique question during an exam. The score attained for each question will then show up after pupils have answered the question correctly. The right response will show up for students to self-correct when they answer a quiz question incorrectly. After completing the question, students will see the final score on the ranking board. For educators,

it is very easy to make questions. Make it easier for educators in the assessment system, so educators no longer check student answers one by one. Every student who joins does not need to create a Quizizz account, students can join using the digit code provided by the educator (Setiyani et al., 2021). Besides, there are disadvantages of Quizizz application such as the stable network. If not, then students will run out of time in answering questions. When working on questions, students can open a new tab to search for answers from the internet. In terms of time, understudies who at first accomplish the most excellent rank can be downgraded due to dishonorable time administration. It will be a deterrent in the event that understudies connect late.

METHOD

A. Type of Research

This study employed a quasi-experimental design to assess the effect of the Quizizz Application towards the students' writing skills. The method was used to know whether the use of Quizizz Application is able to improve student writing skills. Then, to know what the students' perception towards the implementation of Quizizz Application are, the researchers analyzed it qualitatively.

B. Research Subject

The research involved two groups: an experimental class and a control class, each comprising 43 students, carefully selected from a total population of 518 students. The selection of participants was guided by recommendations from the English teacher to ensure that the sample was relevant to the research objectives. This matching process aimed at minimizing differences in the initial abilities and characteristics of the students in both groups, thus enhancing the reliability of the findings.

C. Research Procedure

To gather data of the students' writing skills and perception, three key instruments were used: a pretest, a posttest, and a questionnaire. The pretest was designed to assess the students' baseline writing abilities before the intervention. Students were given 45 minutes to write a recount text on a vacation theme, with the test administered simultaneously in both the experimental and control classes to ensure consistency. Following the intervention, a posttest was conducted under the same conditions. While the control group used traditional pen-and-paper methods, the experimental group completed the posttest using the Quizizz application. Both the pretest and posttest were scored based on five aspects of writing—content, organization, grammar, vocabulary, and mechanics—using a standardized rubric as proposed by Brown(2003). Multiple raters were involved to ensure the reliability of the scoring process.

In addition to the writing assessments, a questionnaire was administered to the experimental class after the posttest to gather students' perceptions of the Quizizz application. The questionnaire included 20 items, each rated on a Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree), and was divided into four indicators: Effectiveness, Behavioral, Cognitive, and Practicality. These indicators were designed to capture various dimensions of the students' experiences with the application, including their emotional responses, engagement, cognitive development, and the practical usability of Quizizz in a learning context. To ensure that students

fully understood the questions, the researcher given a point by point clarification of the questionnaire's aspects before its conveyance, which was done through Google Forms.

The research procedure followed a structured sequence to ensure the validity and reliability of the findings. Initially, the pretest was administered in both groups to establish a baseline of writing skills. This was followed by the intervention, where the experimental class received instruction using the Quizizz application, while the control class continued with traditional methods. After the intervention, the posttest was administered to assess any changes in writing performance. The data that has been collected were analyzed utilizing SPSS form 25, beginning with a Kolmogorov-Smirnov test to evaluate the ordinariness of the information dispersion. Given that the information did not meet the suspicions of typicality, a Wilcoxon Marked Rank Test was utilized to decide the importance of the contrasts between pretest and posttest scores. Moreover, a homogeneity test was conducted to compare the changes between the experimental group and the control group.

This methodological approach ensures a comprehensive evaluation of the Quizizz application's impact on students' writing skills while also providing insights into their perceptions of the tool. By employing both quantitative and qualitative data collection methods, the study aims to offer a nuanced understanding of how digital tools like Quizizz can enhance educational outcomes in the context of writing instruction.

RESULTS AND DISCUSSIONS

A. Students' Perception

In this research, the researcher chose the tenth grade of students as the population and took two groups as samples. There is Experimental class with the 43 students then a control class with the 43 students. The researcher has conducted the research by giving treatment in the experimental class, while the control class is not given treatment. The researcher gave the same tests to the data, these were pretest and post-test. A pretest was given at the first meeting before giving the treatment, and post-test was given at the last meeting after the treatment.

After obtaining the questionnaire data, the researcher described the result of data analysis based on the students' perception of using the Quizizz application. The questionnaire was distributed only in the experiment class, which was taught using the Quizizz application.

Table 1:
Students' Perception of Quizizz Application

No	Likert Scale	Effective	Behavioral	Cognitive	Practical
1	Strongly Agree	52.37%	51.82%	47.06%	57.73%
2	Agree	34.09%	42.73%	42.08%	35%
3	Uncertain	10%	4.55%	7.24%	6.36%
4	Disagree	2.73%	0.91%	2.26%	0.91%
5	Strongly Disagree	0.45%	0%	1.36%	0%

TOTAL	100%	100%	100%	100%
-------	------	------	------	------

Based on the table above, it was the result of students' perception. There are 4 indicators and each indicator has 5 questions. Thus, the questionnaire is consisted of 20 questions with use options: Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree. The result of the questionnaire of the 4 indicators showed the first indicator is effective with 52.37% strongly agree, 34.09% agree, 10% uncertain, 2.73% disagree, and strongly disagree by 0.45%. Thus, the total result is 100%. The second indicator is behavioural with 51.82% strongly agree, 42.73% agree, 4.55% uncertain, 0.91% disagree, and strongly disagree by 0%. Thus, the total result is 100%. The third indicator is cognitive with 47.06% with strongly agree, 42.08% agree, 7.24% uncertain, 2.26% disagree, and 1.36% strongly disagree. Thus, the total result is 100%. And the last indicator is practically with 57.73% strongly agree, 35% agree, 6.36% uncertain, 0.91% disagree, and 0% strongly disagree. Thus, the total result is 100%.

It can be seen at the table above, the highest score on the Likert scale was strongly agree and the lowest score was strongly disagree. Thus, it showed that students' perception of the use Quizizz application has positive effect and this application can help students' writing skills.

The diagram chart below shows more clearly:

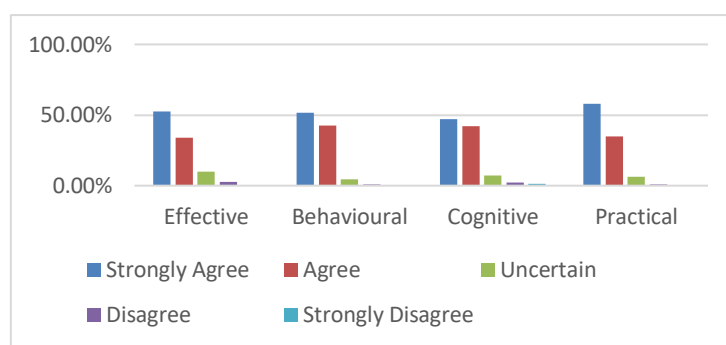


Figure 1:
Students' Perception of Quizizz Application

B. Students' Writing Skill

Using the Quizizz app, the researcher expanded the content regarding the recount text for the students during this study. The purpose of this study was to investigate whether students' capacity to recall texts is impacted by the Quizizz program. The researcher examined the data after administering a pretest and a posttest to the experimental and control groups.

Table 2:
Data of Experiment Class

	Minimum	Maximum	Mean
Pretest Experiment	25.00	71.25	58.08
Post-Test Experiment	50.00	96.25	75.84
Difference	25.00	25.00	17.76

Source: Statistical SPSS 25

From the data above, the minimum pretest score was low than posttest with a difference score 25.00, the maximum score is a difference 25.00. Then, the posttest score of mean was higher than pretest with a difference score 17.76. It indicates that there was a difference between the pretest and posttest scores.

Table 3:
Data of Control Class

	Minimum	Maximum	Mean
Pretest Control	33.75	73.75	58.22
Posttest Control	55.00	81.25	68.10
Difference	21.25	7.5	9.88

Source: Statistical SPSS 25

From the data above, the minimum pretest score was low than posttest with a difference score 21.25, the maximum score is a difference 7.5. Then, the posttest score of mean was higher than pretest with a difference score 9.88. It demonstrates that the posttest result exceeded the pretest result. The table below shows the differences in pretest and posttest scores between the experiment and control groups:

Table 4:
Difference Pretest and Posttest of Experiment and Control Classes

ClassGroup	Pretest	Posttest	Difference
Experiment Class	58.08	75.84	17.76
Control Class	58.22	68.10	9.88

The diagram chart below shows the results more clearly:

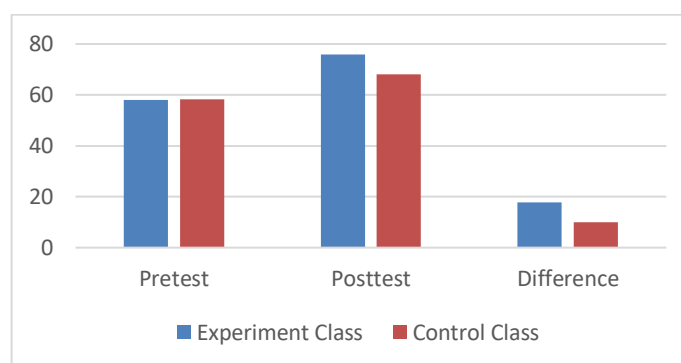


Figure 2:
The result of Pretest and Posttest of Experiment and Control Classes

According to the data in the table above, it shows that students' writing skill using Quizizz application in experiment class is higher than the students without using Quizizz application in control class. It is possible to say that the Quizizz app increased their writing abilities.

The Mann Whitney U Test was used to analyse the hypothesis test result due to the results of normality test using Kolmogorov-Smirnov less than 0.05. It means the data was not normally distributed. The result of hypothesis test can be seen as follow:

Table 5:
Mann-Whitney U Test

Test Statistics ^a	
	Writing Skill
Mann-Whitney U	431.500
Wilcoxon W	1377.500
Z	-4.265
Asymp. Sig. (2-tailed)	0.000

a. Grouping Variable: Class

Based on the output test statistics, it was known that Asymp.Sig (2-tailed) is 0.000. The p-value was less than 0.05, it means that there is a difference between the results of writing skills for the pretest and posttest. It indicated that there is a difference between the pretest and posttest findings. It may be inferred that utilizing the Quizizz app, students at State Senior High School in Tangerang tenth grade were able to enhance their writing skills.

The researcher discovered a useful tool for enhancing students' writing abilities. It was proved by the researcher after doing the research. Based on the results of student perception by conducting a questionnaire consisted of 20 questions. The result from 4 indicators showed that the highest score of the Likert scale was strongly agree with the result of 52.37% for the effective, 51.82% for the behavioural, 47.05% for the cognitive, and 57.73% for the practically.

Because there was a statistically significant difference between the pretest and posttest in the experiment and control courses, the outcomes of training students to write better through recount texts utilizing the Quizizz program fall into the positive category. The pretest mean score in the experiment class was 58.8, whereas the posttest mean score was 75.84. In contrast, the control class's pretest mean score was 58.22 and posttest mean score was 68.10. It might be said that the posttest result was better than the pretest result. It can be concluded from the difference in the posttest and pretest mean scores between the experiment and control classes that the experiment class had higher posttest and pretest mean scores than the control class, with a difference of 7.74 for the posttest and 0.14 for the pretest.

The researcher used SPSS version 26 to compute the data after obtaining the data from the pretest and posttest scores. It was established using statistical computations utilizing the Mann-Whitney U Test that p-value 0.000 was less than 0.05. According to the researcher, H_a is accepted while H_o is refused. Consequently, it may be said that there was a noteworthy difference between the pretest and posttest. Based on the aforementioned results, it was evident that utilizing the Quizizz program had an impact on students' writing abilities at Tangerang's senior high school's tenth grade. It was evident from the pupils' engagement in the lesson. The Quizizz app allows students to engage in learning activities that they truly like. The Quizizz application procedure has the potential to enhance students' writing proficiency. Additionally,

the pupils showed a greater enthusiasm in learning English. The pupils were able to come up with concepts and develop them into phrases. The pupils practiced writing succinctly as well. Additionally, by utilizing a particular topic, the students might learn how to produce a recount text.

The findings of this study align with previous research that has explored the use of Quizizz as an educational tool, particularly in enhancing student engagement, motivation, and academic performance. The Wilcoxon Signed Rank Test indicated a significant difference between the pretest and posttest results, suggesting that the use of the Quizizz application had a positive impact on the writing skills of tenth-grade students at State Senior High School in Tangerang. This result is consistent with the broader literature, which highlights the benefits of digital tools like Quizizz in language learning contexts.

For instance, Saud, Aeni & Azizah (2022) found that using Quizizz in online classes significantly improved learners' engagement and motivation, leading to higher proficiency in academic writing. Although their study focused on online learning environments, the present research extends these findings to a traditional classroom setting, demonstrating that Quizizz can effectively support writing instruction across different educational contexts. The posttest mean score of 70.33 reported by Saud et al. falls within a similar range as the scores observed in this study, reinforcing the general effectiveness of Quizizz in promoting writing skills.

Moreover, Ramadani, Fajria & Fitria (2021) reported that no students scored below 80 when using Quizizz, and some even achieved scores as high as 100. While the current study did not report individual score ranges, the overall improvement observed in the posttest results suggests a similar trend of enhanced academic performance. This improvement can be attributed to the interactive and engaging nature of Quizizz, which likely helped students better retain and apply their writing knowledge.

Additionally, Suharni, Amelia & Asty (2021) noted that a majority of students expressed positive perceptions of Quizizz, with 76% strongly agreeing that it is an easy-to-use tool for studying English. This sentiment was echoed in the current study, where the questionnaire results from the experimental class indicated that students found Quizizz to be a practical and effective tool for improving their writing skills. The positive responses observed in both studies suggest that student satisfaction with Quizizz is a critical factor in its effectiveness as a learning tool.

Similarly, Munawir and Hasbi (2021) found that the use of Quizizz increased student engagement and motivated them to set higher academic goals. This aligns with the present study's findings, where the enhanced writing performance in the posttest reflects not only improved skills but also increased student motivation. The use of Quizizz appears to have provided a stimulating learning environment that encouraged students to actively participate and strive for better results.

Pham (2022) further supports these findings, reporting a mean score of 3.989 from 116 university students who expressed satisfaction with using Quizizz for learning English. Although Pham's study focused on a higher education context, the similar positive perceptions found in this study suggest that Quizizz is a versatile tool that can be effectively implemented across various educational levels.

In conclusion, the findings of this research contribute to the growing body of evidence that supports the use of digital tool, Quizizz in enhancing students' writing skills. The statistically significant improvement observed in the posttest scores confirms that Quizizz is an effective medium for teaching writing in a high school setting. Future research could explore the long-term effects of using Quizizz on writing skills and investigate its applicability in other subject areas. Additionally, educators should consider integrating Quizizz into their teaching strategies to foster student engagement and improve academic outcomes.

CONCLUSION

The results of this study suggest that the use of the Quizizz application shows potential for improving students' writing skills in the context of this particular high school. Statistical analysis using the Mann-Whitney U test revealed a significant positive effect on writing performance in the experimental class compared to the control class. Additionally, questionnaire responses indicate that students generally have a favorable perception of Quizizz as a learning tool. The higher mean posttest scores in the experimental group further support the application's promise as an engaging medium for enhancing writing skills.

However, this study has limitations, including a small sample size, the involvement of only two classes from a single school, and a relatively short intervention period. These factors restrict the generalizability of the findings. Therefore, it is recommended that future research conduct more extensive and diverse investigations across different educational settings and longer durations to better understand the contexts in which Quizizz can be most effective. Such studies will help optimize the application's use to meet varied educational goals and address diverse student needs.

ACKNOWLEDGEMENT

The researcher would like to thank all participants and institutional colleagues for their support in conducting this research.

REFERENCES

- Ananda, R., A. Gani, S., & Sahardin, R. (2014). A Study of Error Analysis from Students' Sentences in Writing. *Studies in English Language and Education*, 1(2), 82. <https://doi.org/10.24815/siele.v1i2.1828>
- Anggini, C. P., & Kurniawan, E. (2020). ESP Students' Recount Text from SFL Perspective: Pedagogical Implication Based on Students' Writing Analysis. 430(Conaplin 2019), 15-19. <https://doi.org/10.2991/assehr.k.200406.004>
- Asmara, C. H., Muhammad, R. N., & Almubarokah, Q. (2022). Effect of Online Learning Using Quizizz Application to Improve English Reading Skills of Higher Education Students. *JELLT (Journal of English Language and Language Teaching)*, 6(1), 17-29. <https://doi.org/10.36597/jellt.v6i1.11964>

- Asni, S. L., Susanti, S., & Sulistiyo, U. (2018). An Analysis of Grammatical Errors in Writing Recount Text at the Eighth Grade of SMP Negeri 20 Kota Jambi. *International Journal of Language Teaching and Education*, 2(2), 131–144. <https://doi.org/10.22437/ijolte.v2i2.5205>
- Basuki, Y., & Hidayati, Y. (2019). Kahoot! or Quizizz: the Students' Perspectives. <https://doi.org/10.4108/eai.27-4-2019.2285331>
- Brown, H. D. (2003). *Language Assesment Principles and Classroom Practice*. In Pearson Longman.
- Dashtestani, R., & Hojatpanah, S. (2022). Digital literacy of EFL students in a junior high school in Iran: voices of teachers, students and Ministry Directors. *Computer Assisted Language Learning*, 35(4), 635–665. <https://doi.org/10.1080/09588221.2020.1744664>
- Dewi, N. N., & Astuti, I. W. (2021). EFL Students' Perspective on the Use of Quizizz as Online Learning Media During COVID-19 Pandemic. *Studies in Learning and Teaching*, 2(2), 59–68. <https://doi.org/10.46627/silet.v2i2.76>
- Elsulukiyyah, A., & Aisyah, R. (2019). Authentic Materials to Improve Students' Writing Performance. 4(2), 79–87. <https://doi.org/10.21070/jees.v4i2.2443>
- Fadhilawati, D. (2021). Using Quizizz Application for Learning and Evaluating Grammar Material. *JOSAR (Journal of Students Academic Research)*, 6(1), 85–94. <https://ejournal.unisbablitar.ac.id/index.php/josar/article/view/1448>
- Fakhrudin, A., & Nurhidayat, E. (2020). Students' Perception on Quizizz As Game Based Learning in Learning Grammar in Writen Discourse. *Wiralodra English Journal*, 4(2), 28–38. <https://doi.org/10.31943/wej.v4i2.101>
- Friatin, L. Y. (2018). Students' Perception in Teaching Writing through Facebook Group in EFL Class. *Vision: Journal for Language and Foreign Language Learning*, 7(1), 46–55. <https://doi.org/10.21580/vjv7i12739>
- Genç-Ersoy, B., & Göl-Dede, D. (2022). Developing Writing Skills, Writing Attitudes and Motivation through Educational Games: Action Research. *International Journal of Contemporary Educational Research*. <https://doi.org/10.33200/ijcer.1089781>
- Gibson, P. F., & Smith, S. (2018). Digital literacies: preparing pupils and students for their information journey in the twenty-first century. *Information and Learning Science*, 119(12), 733–742. <https://doi.org/10.1108/ILS-07-2018-0059>
- Harefa, N., Sinaga, M., & Silaban, S. (2020). Students' perception and interest on chemistry: Learning evaluation integrated quizziz media. *Jurnal Pendidikan Kimia*, 12(3), 143–150. <https://doi.org/10.24114/jpkim.v12i3.21163>
- Husna, A., & Multazim, A. (2019). Students' Difficulties in Writing Recount Text At Inclusion Classes. *LET: Linguistics, Literature and English Teaching Journal*, 9(1), 52. <https://doi.org/10.18592/let.v9i1.3077>
- Isgiarno, Y. C., Cahyono, B. Y., & Rahmaningtyas, H. (2020). Increasing EFL Students' Writing Skill Using Jigsaw and Online Searching Strategy. *IJEE (Indonesian Journal of English Education)*, 7(1), 97–110. <https://doi.org/10.15408/ijee.v7i1.16383>

- Jamhuri, J., & Said, M. (2021). the Effects of Vocabulary and Grammar Mastery on Students' Writing Skill in Recount Text. *INFERENCE: Journal of English Language Teaching*, 4(2), 179. <https://doi.org/10.30998/inference.v4i2.6098>
- Kalahatu, M. F. (2021). Persepsi Peserta Pelatihan Dasar Terhadap Penggunaan Quizizz Sebagai Metode Evaluasi Pembelajaran. *Akademika*, 10(01), 163-178. <https://doi.org/10.34005/akademika.v10i01.1228>
- Lathipatud Durriyah, T., & Zuhdi, M. (2018). Digital Literacy With EFL Student Teachers: Exploring Indonesian Student Teachers' Initial Perception About Integrating Digital Technologies Into a Teaching Unit. *International Journal of Education and Literacy Studies*, 6(3), 53. <https://doi.org/10.7575/aiac.ijels.v.6n.3p.53>
- Lim, T. M., & Yunus, M. M. (2021). Teachers' perception towards the use of Quizizz in the teaching and learning of English: A systematic review. *Sustainability (Switzerland)*, 13(11). <https://doi.org/10.3390/su13116436>
- Malvado, V., Prastikawati, E. F., & Wiyaka, W. (2022). Improving English Writing Skill By Utilizing Quizizz As a Technology-Based Assessment. *LINGUAMEDIA Journal*, 2(02), 1-11. <https://doi.org/10.56444/lime.v2i02.2573>
- Mingsakoon, P., & Srinon, U. (2018). Development of Secondary School Students' Generic Structure Execution in Personal Experience Recount Writing Texts through SFL Genre-based Approach. *Advances in Language and Literary Studies*, 9(6), 112. <https://doi.org/10.7575/aiac.all.v.9n.6p.112>
- Mudra, H. (2020). Digital Literacy Among Young Learners: How Do Efl Teachers and Learners View Its Benefits and Barriers? In *Teaching English with Technology* (Vol. 20, Issue 3).
- Muhria, L., & Wandari, W. (2022). The use of blended learning model based on quizizz application in improving english learning outcomes. 10(2), 87-97. <https://doi.org/10.25273/etj.v10i2.14107>
- Munawir, A., & Hasbi, N. P. (2021). The Effect of Using Quizizz To EFL Students' Engagement and Learning Outcome. *English Review: Journal of English Education*, 10(1), 297-308. <https://doi.org/10.25134/erjee.v10i1.5412>
- Nasrullah, R., Aditya, W., Satya, T. I., Nento, M. N., Hanifah, N., Miftahussururi, & Akbari, Q. S. (2017). Materi Pendukung Literasi Digital: Gerakan Literasi Nasional. Kementerian Pendidikan Dan Kebudayaan, 33. <https://gln.kemdikbud.go.id/glnsite/wp-content/uploads/2017/10/cover-materi-pendukung-literasi-finansial-gabung.pdf>
- Pertiwi, D., Ngadiso, N., & Drajadi, N. A. (2018). The effect of Dictogloss Technique on the students' writing skill. *Studies in English Language and Education*, 5(2), 279-293. <https://doi.org/10.24815/siele.v5i2.11484>
- Pham, A. T. (2022). University Students' Attitudes towards the Application of Quizizz in Learning English as a Foreign Language. *International Journal of Emerging Technologies in Learning*, 17(19), 278-290. <https://doi.org/10.3991/ijet.v17i19.32235>
- Purba, L. S. L. (2019). Peningkatan Konsentrasi Belajar Mahasiswa Melalui Pemanfaatan Evaluasi Pembelajaran Quizizz Pada Mata Kuliah Kimia Fisika I. *Jurnal Dinamika Pendidikan*, 12(1), 29. <https://doi.org/10.33541/jdp.v12i1.1028>

- Purba, R. (2018). Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique. *Advances in Language and Literary Studies*, 9(1), 27. <https://doi.org/10.7575/aiac.all.v.9n.1p.27>
- Ramadani, T. H. S. A., Fajria, L. S., & Fitria, S. (2021). Quizizz as Distance Learning Tool: Effects and Students' Opinion. *JournEEL (Journal of English Education and Literature)*, 3(2), 60–70. <https://doi.org/10.51836/journeel.v3i2.261>
- Salsabila, U. H., Habiba, I. S., Amanah, I. L., Istiqomah, N. A., & Difany, S. (2020). Pemanfaatan Aplikasi Quizizz Sebagai Media Pembelajaran Ditengah Pandemi Pada Siswa SMA. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi|JIITUJ|*, 4(2), 163–173. <https://doi.org/10.22437/jiituj.v4i2.11605>
- Sari, N. P., Putrawan, G. E., & Deviyanti, R. (2021). Students' grammatical error analysis in the recount text translation. *International Journal of Educational Studies in Social Sciences (IJESSS)*, 1(2), 73–80. <https://doi.org/10.53402/ijesss.v1i2.15>
- Saud, S., Aeni, N., & Azizah, L. (2022). Leveraging Bamboozles and Quizizz to Engage EFL Students in Online Classes. *International Journal of Language Education*, 6(2), 169–182. <https://doi.org/10.26858/ijole.v6i2.24301>
- Setiyani, S., Sumarwati, S., Astuti, A. D., Santi, D. P. D., & Suprayo, T. (2021). Using Quizizz Application to Make Online Evaluations during Covid-19 Pandemic: Teacher Competency Training. *Engagement: Jurnal Pengabdian Kepada Masyarakat*, 5(1), 19–29. <https://doi.org/10.29062/engagement.v5i1.639>
- Sitorus, D. S., Nugroho, T., & Santoso, B. (2020). Pemanfaatan Quizizz Sebagai Media Pembelajaran Berbasis Game Pada Masa Pandemi Covid 19. 81–88. <https://ejournal.uksw.edu/scholaria/article/view/5346>
- Sitorus, G. S., & Sipayung, K. (2018). An Error Analysis of Using Phrases in Writing Recount Text at Tenth Grade in SMA Parulian 2 Medan. *Celt: A Journal of Culture, English Language Teaching & Literature*, 18(1), 74. <https://doi.org/10.24167/celt.v18i1.562>
- Suharni, S., Amelia, M., & Asty, H. (2021). EFL Students' Perception on Using Quizizz Application: a Survey Study. *Journal of Asian Studies: Culture, Language, Art and Communications*, 2(2), 81–87. <https://doi.org/10.51817/jas.v2i2.35>
- Wibawa, R. P., Astuti, R. I., & Pangestu, B. A. (2019). Smartphone-Based Application Quizizz as a Learning Media. *Dinamika Pendidikan*, 14(2), 244–253. <https://doi.org/10.15294/dp.v14i2.23359>
- Zainuddin, Z., Shujahat, M., Haruna, H., & Chu, S. K. W. (2020). The role of gamified e-quizzes on student learning and engagement: An interactive gamification solution for a formative assessment system. *Computers and Education*, 145, 103729. <https://doi.org/10.1016/j.compedu.2019.103729>
- Zhao, F. (2019). Using quizizz to integrate fun multiplayer activity in the accounting classroom. *International Journal of Higher Education*, 8(1), 37–43. <https://doi.org/10.5430/ijhe.v8n1p37>