



Exploring Student's English Learning Experience by Using Quizwhizzer in English Class at Muhammadiyah Muara Bungo University

Mengeksplorasi Pengalaman Belajar Bahasa Inggris Mahasiswa Menggunakan Quizwhizzer di Kelas Bahasa Inggris Universitas Muhammadiyah Muara Bungo

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Abstrak

Kemajuan teknologi digital telah mengubah cara orang belajar bahasa Inggris. Penggunaan media pembelajaran berbasis teknologi dapat memberikan pengalaman belajar yang lebih menarik dan interaktif bagi mahasiswa. Namun, pengalaman mahasiswa dalam belajar bahasa Inggris melalui platform digital yang mengintegrasikan elemen permainan perlu dikaji lebih lanjut, khususnya di lingkungan perguruan tinggi. QuizWhizzer adalah platform pembelajaran digital yang memadukan materi instruksional dengan elemen permainan, visual, teks, audio, dan aktivitas interaktif. Oleh karena itu, penelitian ini bertujuan untuk mengkaji pengalaman mahasiswa dalam belajar bahasa Inggris menggunakan QuizWhizzer di kelas bahasa Inggris Universitas Muhammadiyah Muara Bungo. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian terdiri dari empat mahasiswa Universitas Muhammadiyah Muara Bungo yang telah mengikuti pembelajaran bahasa Inggris menggunakan QuizWhizzer. Peneliti bertindak sebagai instrumen utama, dan data dikumpulkan melalui wawancara semi-terstruktur. Data wawancara ditranskrip secara manual dan dianalisis melalui proses yang mencakup reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian menunjukkan bahwa mahasiswa menganggap pengalaman belajar tersebut lebih bermanfaat dan interaktif berkat penggunaan QuizWhizzer. Fitur visual berperan dalam membantu mahasiswa memahami materi pelajaran dan memberikan panduan dalam menjawab pertanyaan. Kombinasi teks dan gambar membantu mahasiswa mengaitkan informasi dan meningkatkan pemahaman mereka. Selain itu, elemen multimedia seperti audio memfasilitasi proses pembelajaran bahasa Inggris, sementara fitur-fitur bernuansa permainan mendorong interaksi dan membantu mahasiswa menjaga fokus selama kegiatan pembelajaran berlangsung. Berdasarkan penelitian yang dilakukan, dapat disimpulkan bahwa penggunaan QuizWhizzer memberikan pengalaman belajar bahasa Inggris yang lebih menarik dan bermanfaat bagi mahasiswa. Mahasiswa tidak hanya menggunakan QuizWhizzer untuk menjawab pertanyaan, tetapi juga memanfaatkan berbagai fiturnya untuk membantu memahami materi bahasa Inggris. Integrasi elemen visual, teks, multimedia, dan aspek bernuansa permainan meningkatkan pengalaman belajar mahasiswa di kelas bahasa Inggris. Dengan demikian, QuizWhizzer berfungsi sebagai alat pembelajaran digital yang mendukung *Technology-Enhanced Language Learning* (TELL) melalui penerapan teknologi yang terintegrasi dan interaktif dalam proses pendidikan.

Kata kunci: QuizWhizzer, Pembelajaran Bahasa Inggris, *Technology-Enhanced Language Learning* (TELL)



Abstract

Advancements in digital technology have transformed the way people learn English. The use of technology-based learning media can provide a more engaging and interactive learning experience for students. However, students' experiences in learning English through digital platforms that integrate game elements warrant further investigation, particularly within higher education settings. QuizWhizzer is a digital learning platform that combines instructional content with game elements, visuals, text, audio, and interactive activities. Accordingly, this study aims to investigate students' experiences learning English using QuizWhizzer in English classes at Universitas Muhammadiyah Muara Bungo. This study employs a qualitative approach using a case study design. The research subjects consisted of four students at Universitas Muhammadiyah Muara Bungo who had participated in English lessons utilizing QuizWhizzer. The researcher served as the primary instrument, and data were collected through semi-structured interviews. The interview data were manually transcribed and analyzed through a process involving data reduction, data presentation, and conclusion drawing. The findings indicate that students perceived the learning experience as more helpful and interactive due to the use of QuizWhizzer. Visual features played a role in helping students comprehend the lessons and provided guidance for answering questions. The combination of text and images helped students connect information and improve their understanding. Furthermore, multimedia elements such as audio facilitated the English learning process, while game-like features stimulated interaction and helped students maintain focus throughout the learning activities. Based on the research conducted, it can be concluded that the use of QuizWhizzer provides a more engaging and beneficial English learning experience for students. Students not only use QuizWhizzer to answer questions but also utilize its various features to aid in understanding English content. The integration of visual elements, text, multimedia, and game-like aspects enhances the students' learning experience in the English classroom. Therefore, QuizWhizzer serves as a digital learning tool that supports Technology-Enhanced Language Learning (TELL) through the application of integrated and interactive technology within the educational process.

Keywords: QuizWhizzer, English Language Learning, Technology-Enhanced Language Learning (TELL)

INTRODUCTION

Modern technology has advanced rapidly in recent years, spanning a wide range of areas. Technology-Enhanced Language Learning (TELL) has emerged as a key method in university level English language education, driven by innovations in digital technology. TELL involves the use of various digital tools to facilitate language learning activities, both inside and outside the classroom. This approach encompasses diverse forms of technology such as Learning Management Systems (LMS), Mobile-based Language Learning (MALL), Computer-Assisted Language Learning (CALL), educational games (digital game-based learning), online learning, and various language learning applications thereby enabling students to enjoy a learning experience that is more flexible, interactive, and student centered.

Learning English is a first step toward global communication. The challenges of the globalization era driven by current advancements in science and technology make the understanding and use of English essential. According to Abdalla & Mohammed (2020), globalization has connected people worldwide for both personal and business purposes. The current era of globalization offers us numerous new opportunities to communicate and exchange ideas, information, findings, and experiences with others across the globe. Language is one aspect of society that has been, and will continue to be, influenced by globalization.

In the era of globalization, English has emerged as one of the most important languages for international communication. As relations between nations have intensified due to globalization, a



need has arisen for a universally understood language that enables individuals from diverse linguistic and cultural backgrounds to interact effectively. Rao (2019) notes that English is globally recognized and utilized in various fields, such as international trade, diplomacy, scientific publishing, telecommunications, and global communication. Furthermore, English is widely used across sectors including science, technology, engineering, medicine, education, tourism, banking, business, and the internet. Consequently, English has come to be recognized as a universal language, given the pivotal role it plays in communication across different fields and nations.

English has become increasingly important in higher education due to the growing demand driven by globalization for individuals who are fluent in the language. Today, English is no longer viewed merely as an additional skill; rather, it has become a necessity across various sectors, including education and the professional world. Consequently, students are expected to develop their English proficiency to prepare for the challenges of the modern academic and professional landscape. Students capable of communicating effectively in English stand to gain significant benefits, ranging from academic advancement to socio-political, economic, and cultural engagement, as well as in their daily lives. Therefore, every student regardless of their major is required to complete at least one English course during their time at university.

The researcher gained insight into students' experiences using QuizWhizzer during the fourth-semester "Innovative Technology" course. This experience prompted the researcher to conduct a more in-depth study of the students' learning experiences with the platform. The use of this game-based platform fostered a more interactive learning environment, enabling students to participate actively in class activities and engage with the material in ways that differed from conventional teaching methods. Observations indicated that students responded positively to various QuizWhizzer features, such as instant feedback, scoring systems, rankings, and competitive elements; these features appeared to enhance student engagement and participation during class activities. Furthermore, the platform allowed the lecturer to present learning activities in a more dynamic, technology-enhanced format. Despite these benefits, students' learning experiences with QuizWhizzer can vary based on their perceptions, learning preferences, and classroom interactions. Therefore, it is important to investigate how students experience English learning via QuizWhizzer and how the platform contributes to their learning process within the context of English classes at UMMUBA.

According to Hasumi and Chiu (2024), TELL is a concept encompassing all applications of digital technology within the language learning process. This concept has become a primary approach in English language teaching across various educational levels. They also note that the use of technology in language learning plays a crucial role in boosting learning motivation regarding both receptive and productive skills. In higher education, TELL offers students opportunities to learn in ways that are more independent and collaborative, aligning with 21st-century educational needs. By integrating technology, students can access diverse learning resources, receive real-time feedback, and actively engage in learning activities that are more authentic and meaningful. However, the successful implementation of TELL depends not only on the availability of technology but also on how that technology is designed and integrated into instructional strategies to create effective learning experiences.



Therefore, instruction should incorporate digital learning media that are not only engaging but also capable of enhancing student engagement and the learning experience during English lessons. QuizWhizzer has been implemented in the classroom as a digital learning tool. During lessons, students generally demonstrate enthusiasm and participate actively in activities involving QuizWhizzer. The platform's interactive features such as game-based quizzes, scoreboards, instant feedback, and a competitive learning atmosphere appear to boost student engagement during English classes. However, students have varying learning experiences when using this platform.

Therefore, instruction should incorporate digital learning media that are not only engaging but also capable of enhancing student engagement and the learning experience during English lessons. QuizWhizzer has been implemented in the classroom as a digital learning tool. During lessons, students generally demonstrate enthusiasm and participate actively in activities involving QuizWhizzer. The platform's interactive features such as game-based quizzes, scoreboards, instant feedback, and a competitive learning atmosphere appear to boost student engagement during English classes. However, students have varying learning experiences when using this platform.

Students view QuizWhizzer as a fun and motivating learning tool that clarifies their understanding of the material and encourages active participation. On the other hand, they face challenges such as time pressure when answering questions, internet connectivity issues, or difficulty maintaining focus during competitive activities. These varied experiences demonstrate that using QuizWhizzer influences not only students' learning outcomes but also their overall experience of learning English. Therefore, it is crucial to explore how students perceive and experience the process of learning English through QuizWhizzer in the classroom.

Similar observations have been made regarding the use of games in English language instruction. Game-based learning makes studying English more engaging, effective, and enjoyable. Games can boost students' confidence, motivation, and language skills. A gamification approach not only improves academic performance but also fosters a more active and enjoyable learning atmosphere. Improvements across all language skills demonstrate that gamification fosters comprehensive student engagement rather than focusing on just a single skill area. Teachers can integrate games with instructional strategies to create a dynamic, collaborative, and supportive learning environment, thereby optimizing the achievement of English learning objectives. Student interest in understanding English can be enhanced by providing interactive activities in the form of games. According to Rizky (2023), a game is a system in which participants engage in a simulated contest.

QuizWhizzer is an application designed to create practice questions in a game-based format. It offers various options for question creation and is highly suitable for the learning process, as it features diverse games and fosters an engaging learning atmosphere. The application includes features that allow questions to be packaged into games playable either in the classroom or online (Juhaeni et al., 2023). Several previous studies have examined the use of QuizWhizzer in English language learning. Dohny and Soekarno (2024) investigated the use of QuizWhizzer as a gamification tool for English vocabulary mastery among 42 pre-university students. Their findings revealed a significant improvement in students' vocabulary proficiency following the implementation of QuizWhizzer. These results indicate that QuizWhizzer can serve as a



gamification tool to support English vocabulary learning and foster a more interactive learning environment.

Furthermore, Muthoharoh et al. (2025) investigated the role of QuizWhizzer in English language learning, specifically regarding students' learning interest. Their findings indicate that QuizWhizzer fosters student attention, interest, enjoyment, and engagement throughout the learning process. These results suggest that QuizWhizzer can serve as an interactive learning tool that encourages students to participate more actively in English learning activities.

Furthermore, Siregar and Seli (2025) specifically examined the benefits and challenges of English language learning using QuizWhizzer. Their findings revealed that QuizWhizzer has a positive impact on English learning, particularly by boosting student motivation, optimizing time efficiency, and fostering interaction. However, the study also identified challenges related to infrastructure and training. These findings imply that while QuizWhizzer offers various benefits for English language learning, its implementation is also contingent upon the availability of adequate facilities and thorough preparation.

Although previous studies have demonstrated the potential benefits of QuizWhizzer in English language learning, they have primarily focused on learning outcomes, vocabulary mastery, learning interest, motivation, and the general benefits and challenges associated with its implementation. Consequently, there is a need to examine students' learning experiences with QuizWhizzer from their own perspectives specifically regarding how they perceive and interact with the visual, textual, multimedia, and game-based elements presented during English learning activities. Thus, this study aims to explore students' English learning experiences using QuizWhizzer in English class at Universitas Muhammadiyah Muara Bungo.

Consequently, the researchers conclude that Technology-Enhanced Language Learning (TELL) utilizing QuizWhizzer plays a significant role for English language students; it transforms English lessons often perceived as boring and monotonous into experiences where students become enthusiastic and actively participate in their learning.

RESEARCH METHODS

This research applies a qualitative approach using a case study as its design. A qualitative approach is a method used to investigate and understand human behavior, experiences, and social phenomena in a natural context. According to Creswell and Poth (2018), qualitative research focuses on understanding individual or group perceptions of social or humanitarian issues. This includes collecting data in a natural setting, analyzing data using an inductive approach, and interpreting participants' experiences to build a deeper understanding of a phenomenon.

Case study research is a qualitative method used by researchers to investigate a currently existing limited system, a single case or a number of limited systems, several cases, in a real-life context over time by collecting detailed and comprehensive data covering a variety of information sources and providing a report containing a description of the case and the themes that emerge from the case.

This research used a case study design. Case studies provide an in-depth exploration of a limited system, such as an activity, event, process, or individual. In this study, the case study examines students' learning English using QuizWhizzer in an English class at Campus



Muhammadiyah Muara Bungo University. The case study design was chosen because it provided the researcher with the opportunity to collect detailed and comprehensive information regarding students' experiences and involvement in the English language learning process using QuizWhizzer in a real classroom context.

RESULTS AND DISCUSSION

The Role of Visuals in Understanding English Learning Materials

Research results indicate that visuals in QuizWhizzer play a significant role in supporting students' English learning process. This is evidenced by the codes "Helpful," "Instruction," and "Interconnectedness." The "Helpful" code reveals that students find the use of images in QuizWhizzer beneficial for understanding English questions and material. The "Instruction" code indicates that images provide cues or guidance that assist students in determining their answers. Meanwhile, the "Interconnectedness" code highlights the link between images and text, showing how they mutually support the conveyance of information and meaning. Consequently, students do not merely view images as supplementary elements in QuizWhizzer but utilize them as sources of information that help them comprehend and answer English questions.

These findings align with research by Yawiloeng (2022), which indicates that EFL students hold positive perceptions regarding the use of multimodal texts including visuals, photos, images, and illustrations as these elements help enhance comprehension of the material. Both Yawiloeng's study and the present research share the finding that visuals assist students in understanding information related to language learning. However, there is a difference in the learning context: Yawiloeng (2022) focused on the use of multimodal texts to improve reading comprehension, whereas this study focuses on students' experiences learning English using QuizWhizzer. In this study, students not only used images to comprehend information but also utilized them as cues when answering questions. This demonstrates that visuals can serve as a supportive resource, helping students connect written information with visual representations. This also aligns with theoretical principles stating that visuals can convey information while capturing and maintaining learners' attention during the language learning process.

Computer Technology as a Resource for Visual

Research findings regarding the sub-theme "Computer Technology as a Resource for Visuals" are illustrated through the codes "Using images in QuizWhizzer is very easy" and "Presentation technology." The "Using images in QuizWhizzer is very easy" code indicates that students engaged with visuals as part of English language learning activities using QuizWhizzer. Meanwhile, the "Presentation technology" code shows that QuizWhizzer presents learning material visually a format that students found easier to comprehend in certain instances compared to information presented solely in text. With these features, the computer technology within QuizWhizzer serves as a resource for providing and displaying visual information during learning activities. Consequently, the use of this technology offers students an experience of learning English through material presentations that go beyond text to incorporate visuals.

These findings can be linked to the research conducted by Asilestari, Henjilito, and Hardi regarding the use of visual information in higher education learning. Their study demonstrated that learning materials incorporating visuals could enhance students' comprehension, engagement, and



retention. A similarity between the two studies is the recognition that visual information supports the student learning process. However, this study differs in that the visuals utilized by students were presented via QuizWhizzer, a game-based digital learning medium, whereas the study by Asilestari et al. focused more broadly on the use of visual information within learning materials. This distinction highlights how computer technology facilitates the use of visuals within a more interactive learning environment. This aligns with theories explaining that computer technology can integrate various forms of information such as text, images, and sound and provide access to visual materials that aid learner comprehension.

The Role of Visuals in the “New” Literacies

The research results regarding the sub-theme "The Role of Visuals in the 'New' Literacies" are represented by the codes Adjustment, Understanding, Visual, and Confusion. The Adjustment code indicates that students adapted their understanding by linking the information in the questions with the images provided in QuizWhizzer. The Understanding code shows that images helped students grasp the meaning of questions or information presented in English. The Visual code highlights that images served as a source of information used by students to comprehend the questions. Meanwhile, the Confusion code reveals that students could experience confusion when the provided images lacked a clear connection to the questions. These findings demonstrate that students actively sought to interpret and connect visual information with written information, rather than merely viewing images as supplementary elements.

These findings align with research by Yawiloeng (2022), which showed that the use of multimodal texts including visuals, photos, images, and illustrations can assist EFL students in understanding learning materials. The similarity lies in the role of visuals in supporting students' comprehension of information presented in English. However, this study offers a more specific insight into how students utilize visuals when answering questions in QuizWhizzer. Students did not simply look at the images; they also adjusted and linked information from the images to the question text. Furthermore, the emergence of the Confusion code indicates that the presence of images does not automatically facilitate understanding. A clear relationship between the image and the question is crucial for visuals to function effectively. This relates to the concept of multimodal literacy, which requires learners to understand and connect various forms of information or modes during the process of constructing meaning. Theoretical sources also explain that digital texts can combine words and images, thereby enabling visuals to assist learners in processing multimodal information.

Multimodality and Learning

The research results regarding the sub-theme "Multimodality and Learning" comprise the codes: Multimedia, Combination, Interaction, Focus, and Facilitation. The "Multimedia" code indicates that students encountered various forms of information within QuizWhizzer, such as text, images, and audio. The "Combination" code reveals that students experienced the simultaneous use of multiple forms of information during learning activities. The "Interaction" code highlights student engagement in learning activities via QuizWhizzer, while the "Focus" code demonstrates that these activities helped students maintain their attention throughout the learning process. Furthermore, the "Facilitation" code indicates that the use of various QuizWhizzer features made it easier for students to participate in the English learning process. Thus, the students' learning



experience with QuizWhizzer involved not just a single form of information, but rather multiple, mutually supportive modes within the learning process.

These findings align with the research by Siregar and Seli (2025), which showed that QuizWhizzer provides diverse forms of material including text, images, and audio and supports English learning activities such as listening, reading, and writing. A commonality between that study and the present one is the ability of QuizWhizzer to provide a multimodal learning environment. However, while Siregar and Seli (2025) focused more on the benefits and challenges of using QuizWhizzer in English instruction, this study focuses on the students' experiences while learning English through the platform. The findings indicate that the use of various multimedia elements relates not only to material comprehension but also to interaction, focus, and the ease with which students engage in learning activities. This aligns with the concept of multimodality and learning, which posits that the learning process involves various modes and that the simultaneous use of multiple modes can help learners gain a deeper understanding of the subject matter.

Overall, the research findings indicate that students' experiences learning English with QuizWhizzer were supported by the use of various elements, such as visuals, text, audio, and interactive features. The four sub-themes reveal that visuals helped students comprehend and interpret questions; computer technology provided the medium for presenting visual information; students linked visual information with text while making sense of questions; and the simultaneous use of multiple modes fostered interaction, focus, and ease of learning. These findings align with prior research demonstrating that visuals and multimodality can support the language learning process. However, this study offers a distinct perspective by specifically exploring students' experiences with QuizWhizzer, rather than merely measuring learning outcomes or the tool's effectiveness. Consequently, the findings support the Technology-Enhanced Language Learning (TELL) perspective that technology can serve as an integral part of the language learning environment, offering students diverse ways to receive, comprehend, connect with, and interact with English learning materials.

CONCLUSION

Based on research findings regarding the use of QuizWhizzer in English language learning at Universitas Muhammadiyah Muara Bungo, it can be concluded that QuizWhizzer supports students' English learning processes through interactive technology and its various available features. Using QuizWhizzer not only assists students in answering questions but also provides various forms of support for comprehending English learning materials. The results indicate that the use of visuals in QuizWhizzer helps students understand both questions and English language content. Images can provide cues, clarify information, and help students connect textual information with the displayed visuals. When students struggle to understand a question, images can serve as a reference to help them find the answer. Furthermore, the relationship between text and images enables students to grasp information more clearly.

The use of multimedia features, such as images and audio, also supports the English learning process. Students can access information through multiple media formats, which aids their understanding of the materials and questions presented. This demonstrates that the various features within QuizWhizzer can be effectively utilized to support English learning. Additionally, the game-like elements in QuizWhizzer make learning activities more engaging and interactive. Combining



learning with gaming can increase students' enthusiasm for participating in lessons. Through quiz activities and game elements, students do not merely receive material passively; instead, they actively engage in the learning process by answering questions and participating in the available activities.

Overall, the use of QuizWhizzer demonstrates the integration of technology into English language learning. QuizWhizzer can serve as part of a learning environment that combines text, visuals, audio, and games to help students understand the material and engage in learning activities more interactively. This aligns with the concept of Technology-Enhanced Language Learning (TELL), in which technology is integrated into the language learning process to support student learning activities.

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