Research Article

A TEACHER'S EXPERIENCE OF USING QUIZIZZ IN SENIOR HIGH SCHOOL ENGLISH LEARNING

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Abstract

Gamified quiz platforms such as Quizizz (renamed Wayground in 2025) are widely used for formative assessment in Indonesian English classrooms under the Merdeka Curriculum. Most studies of teachers' views, however, rely on questionnaires or single interviews and rarely examine how a teacher's experience takes shape in actual lessons. This single-case study explored how an English teacher at a public senior high school in South Sulawesi experienced Quizizz and what factors shaped that experience. Data came from [[n]] observed lessons and a semi-structured interview of about [[n]] minutes. They were analysed with the interactive model of Miles, Huberman and Saldaña, using Morville's User Experience Honeycomb as an a priori coding frame (useful, usable, findable, credible, desirable, valuable and an adapted contextual accessibility dimension). The teacher found Quizizz easy to operate and its question bank easy to search. It was useful mainly because automatic scoring and compiled reports saved preparation and marking time, and the game-like format made quiz sessions enjoyable for him and his students. Its value lay in efficient record-keeping and in encouraging students' use of digital tools. He did not question the accuracy or curricular fit of the ready-made questions he used. Students' smartphones, network access and power outages were the main constraints, which he managed by planning ahead and helping students individually during lessons. The experience was therefore shaped by the platform's design together with the teacher's preparation and the school's infrastructure. Because the findings come from one teacher, they illustrate rather than generalise, and they point to a need to examine question quality and the effects of competition on weaker students.

Keywords: *Formative Assessment; Gamification; Quizizz; Teacher Experience; User Experience Honeycomb*

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INTRODUCTION

Formative assessment, in which teachers gather evidence of learning during instruction and use it to adjust teaching and give feedback, has become a central concern in English language teaching (Ramdhani et al., 2024). The COVID-19 pandemic accelerated

schools' reliance on online platforms for this purpose and exposed differences in schools' and teachers' digital readiness (Reuge et al., 2021). In Indonesia, the Merdeka Curriculum has continued this trend by encouraging teachers to choose digital tools that support differentiated learning and classroom assessment (Kemendikbudristek, 2022). Gamified quiz platforms have become one of the most visible results. They combine assessment with immediate feedback and game-like elements such as points, timers and leaderboards (Triani et al., 2025; Wang & Tahir, 2020).

Quizizz is among the most widely used of these platforms in Indonesian English classrooms. In June 2025, after the data for this study were collected, the platform was renamed Wayground and given new artificial intelligence features (Kelly, 2025). The name Quizizz is retained in this article because it was the name used by the teacher and the platform at the time of the study. Research on Quizizz in English language teaching has grown quickly. Studies have reported its use for vocabulary, grammar and reading practice and for quick formative checks (Noviasmy et al., 2023; Nurhaya & Abduh, 2023), and its positive effects on students' motivation and engagement (Cahyadi et al., 2024; Triani et al., 2025). Students also report barriers such as unstable internet and limited devices (Sandi & Dangin, 2024).

Teachers' perspectives have also been studied. A systematic review by Lim and Yunus (2021) found that English teachers generally perceived Quizizz as engaging and useful for assessment but noted technical and time constraints. Indonesian and Malaysian studies have reported similar perceptions among junior and senior high school teachers (Batubara & Lubis, 2025; Maruanaya et al., 2024; Pramudita & Rukiati, 2022). They have also examined teachers' readiness to use Quizizz for vocabulary teaching (Nazar & Ismail, 2025) and, through narrative inquiry, a teacher's account of gamifying English lessons (Irwanto & Yulia, 2025). Most of these studies, however, rely on questionnaires or interviews alone. They describe what teachers think of Quizizz, but rarely how their experience takes shape in actual lessons, where interface design, students' devices, network conditions and the teacher's own planning interact. They also usually analyse perceptions with technology acceptance concepts such as ease of use and usefulness (Davis, 1989), which leave out the emotional and contextual sides of using a platform in class.

This study addresses these gaps in three ways. First, it combines classroom observation with an in-depth interview, so that the teacher's account can be compared with what happened in his lessons. Second, it uses Morville's (2004) User Experience (UX) Honeycomb as an analytic lens. This lens covers usefulness and usability, which are also

central to technology acceptance models, but adds findability, credibility, desirability, value and access. Third, it examines a senior high school under the Merdeka Curriculum in a regency outside the provincial capital. A preliminary informal interview at SMAN 17 Bone, South Sulawesi, on 1 November 2024 showed that one of the school's two English teachers used Quizizz regularly. Since the Merdeka Curriculum was introduced, the school had encouraged teachers to choose digital platforms, such as Quizizz and Google Forms, to support classroom instruction. The study addressed two research questions:

RQ1. How does an English teacher experience the use of Quizizz in English language learning at a senior high school?

RQ2. What factors influence the teacher's experience of using Quizizz during classroom implementation?

LITERATURE REVIEW

Gamified Quizzes and Formative Assessment in EFL

Technology integration in English language learning refers to the purposeful use of digital tools to support teaching, learning and assessment (Chapelle & Sauro, 2017). Digital platforms can provide immediate feedback and make it easier for teachers to monitor students' progress (Hockly, 2015). How well they do so, however, depends on teachers' pedagogical and technological knowledge (Mishra & Koehler, 2006) and on their confidence, beliefs and school culture (Ertmer & Ottenbreit-Leftwich, 2010; Tondeur et al., 2017).

Quizizz is a game-based platform that allows teachers to create quizzes or reuse quizzes from a shared library, run them live or as homework, and view automatically scored reports. Its game elements, including points, timers, leaderboards and immediate feedback, are examples of gamification, the use of game design elements in non-game contexts (Deterding et al., 2011). Zhao (2019) reported that students in an accounting course found Quizizz enjoyable and helpful for reviewing content, and studies in English classes have reported similar benefits for motivation and participation (Cahyadi et al., 2024; Triani et al., 2025).

Gamified quizzes also have known drawbacks. In a review of 93 studies of Kahoot!, a closely similar platform, Wang and Tahir (2020) found consistent benefits for engagement and learning. They also identified recurring problems: unreliable internet connections, stress caused by time limits, fear of losing, scoring that rewards speed and may encourage guessing,

and difficulty in setting questions at the right level. These drawbacks are relevant to how teachers experience such platforms, because teachers must manage them in class.

The User Experience Honeycomb

User experience research grew out of user-centred design, which holds that systems should be designed around users' needs, capabilities and limitations (Norman, 1988). Hassenzahl and Tractinsky (2006) describe UX as the consequence of a user's internal state, the characteristics of the system and the context of use, and argue that it includes emotional and aesthetic responses as well as task efficiency. Hassenzahl (2010) adds that people value technologies for the experiences they make possible, not only for their functions.

Morville (2004) summarised these ideas in the UX Honeycomb, which describes seven qualities of a good user experience. A product is *useful* if it meets users' needs and *usable* if it is easy and efficient to use. It is *findable* if information and features can be located easily, and *credible* if users trust it and its content. It is *desirable* if it evokes positive emotions, *accessible* if people with disabilities can use it, and *valuable* if it delivers benefits to users and the organisation. Although Morville proposed the Honeycomb for web design, it has been used to analyse users' experiences of educational technology. Atsani and Pratama (2025), for example, used it to examine students' emotional and cognitive experiences of a university learning management system.

The Honeycomb was preferred here to the technology acceptance model (TAM) and the TPACK framework for two reasons. TAM explains users' intention to adopt a technology mainly through perceived usefulness and ease of use (Davis, 1989). TPACK describes the knowledge teachers need to integrate technology (Mishra & Koehler, 2006). Neither framework is designed to describe the quality of an experience across emotional, informational and contextual dimensions, which is the focus of RQ1. The Honeycomb includes TAM's two main constructs as *useful* and *usable* and adds dimensions such as credibility and desirability that are relevant to gamified quizzes built on shared question banks.

One dimension was adapted for this study. In Morville's (2004) framework, *accessible* refers to whether people with disabilities can use a product. No student with a disability took part in the observed lessons, and the barriers to access identified in the preliminary interview concerned devices, network connections and electricity. The dimension was therefore broadened to *contextual accessibility*: the extent to which the platform can be accessed and used in the conditions of a particular school. This is a substantive adaptation of the

framework, consistent with Hassenzahl and Tractinsky's (2006) emphasis on context of use, and it is used under this label throughout the article. The other six dimensions are used as Morville defined them.

METHOD

Research Design

The study used a qualitative single-case design (Yin, 2018). The case was one English teacher's use of Quizizz in his English lessons at one senior high school. A single case was appropriate because the research questions concern how an experience develops in a particular context, which requires detailed observation and interview data rather than breadth. Only one of the school's two English teachers used Quizizz regularly. The case is not intended to represent teachers in general. It provides a detailed description that readers can compare with their own settings, which supports transferability rather than statistical generalisation (Lincoln & Guba, 1985).

Participant and Setting

The setting was SMAN 17 Bone, a public senior high school in Bone Regency, South Sulawesi, Indonesia, which implements the Merdeka Curriculum. The participant was a male English teacher aged 52 with 15 years of teaching experience, who had used Quizizz for 2 years, about two or three times a month, mainly for e.g., end-of-unit reviews. He taught that students had received training in educational technology. He was selected purposively because he was the only English teacher at the school who used Quizizz regularly. The observed lessons took place in a Grade 10 class of 45 students, who joined the quizzes on their own smartphones through the school network or their own mobile data confirm.

Data Collection

Two data sources were used. First, the class in which the teacher used Quizizz were observed. Each lesson lasted about 90 minutes. The first author acted as a non-participant observer and used an observation sheet organised by the seven Honeycomb dimensions. He also wrote field notes on the teacher's actions, students' responses, technical problems and the time spent on each stage of the quiz. Second, after the observations, a semi-structured interview of about 30 minutes was conducted with the teacher. It was audio-recorded with the teacher's permission and transcribed verbatim.

The interview guide contained twelve questions organised by the Honeycomb dimensions (Table 1). Some questions were adapted from Atsani and Pratama's (2025) UX Honeycomb study of a learning management system, and the guide was reviewed by the second and third authors before use confirm, or describe any piloting. Follow-up questions were used to clarify answers and to ask about examples observed in the lessons. Quotations used in this article were translated into English by the first author and checked by the second author / a colleague for accuracy. The interview guide and observation sheet are available on request (see Data Availability).

Table 1. Organisation of the interview guide

Dimension	Questions	Focus
Usable and findable	1–2	Ease of operating the platform and locating features and question sets
Useful	3–4	How the platform supports teaching and assessment
Desirable	5–6	The teacher's and students' feelings during quiz sessions
Valuable	7–8	Benefits for teaching, students and the school
Contextual accessibility	9–11	Devices, network, electricity and classroom conditions
Closing	12	Overall reflection and any further comments

Note. Credibility was not addressed by a separate question; evidence relevant to it was identified in answers to questions 1–4 and in the observation data.

Data Analysis

The data were analysed with the interactive model of Miles et al. (2014): data condensation, data display, and conclusion drawing and verification. Coding was mainly deductive. The seven Honeycomb dimensions, with accessibility adapted as described above, served as a priori codes, and the transcript and field notes were read line by line and segmented under these codes. Within each dimension, inductive sub-codes were then developed from the data, for example "saves marking time" under usefulness and "slow joining" under contextual accessibility. Statements and observations that did not fit any dimension were coded separately. For RQ2, the coded segments were reread to identify conditions that the teacher or the observation data linked to positive or negative experiences, and these conditions were grouped into factors. Table 2 shows the main codes with examples.

The first author coded all data. The second author independently coded the interview transcript / a sample of the data, and differences were discussed until agreement was reached confirm, or state that coding was done by one researcher and reviewed by the co-authors. Several procedures supported the trustworthiness of the analysis (Lincoln & Guba, 1985). Interview and observation data were triangulated, and the teacher was asked to check a

summary of the findings confirm member checking. An audit trail of transcripts, field notes and coding decisions was kept, and the co-authors were consulted in peer debriefing. The first author had no teaching or supervisory relationship with the teacher confirm. He was aware, however, that as a student researcher interested in educational technology he might be inclined to see the platform favourably. Negative and ambivalent data were therefore deliberately sought during coding.

Table 2. Main codes and examples

Dimension	Sub-codes	Example of data
Usable	Easy to operate; practical	"I have not experienced any difficulties … the platform is easy to use and practical."
Findable	Questions easy to find; large question bank	"What I am looking for is very easy to find."
Credible	Reliance on ready-made questions; trust in automatic scoring	Teacher selected an existing quiz from the library without editing items (field notes)
Useful	Saves time; automatic scoring and reports	"It saves time, and the final results are automatically compiled."
Desirable	Enjoyment; students' enthusiasm	"It is very enjoyable because the atmosphere is different from using paper."
Valuable	Digital literacy; organised records	"The reports are automatically saved."
Contextual accessibility	Slow joining; device limitations; power outages; advance planning	"Some students were slow to join … due to network issues or their devices."

FINDINGS AND DISCUSSION

The findings are presented by research question. For RQ1, each Honeycomb dimension is described first with the observation data and then with the interview data. For RQ2, the conditions that shaped the teacher's experience are grouped into factors. The Discussion then relates the findings to previous research.

Findings

RQ1: The teacher's experience of Quizizz

Usable and findable. In the observed lessons, the teacher opened the platform, selected a quiz and started the session without visible difficulty. He appeared familiar with its features, accessing quizzes, monitoring which students had joined and displaying students' scores in class, and the activity proceeded in an orderly sequence. In the interview, he described the platform as easy and practical:

> T: *"Selama ini dalam penggunaan Quizizz saya rasa tidak ada kesulitan karena Quizizz yang digunakan itu mudah, praktis."*

("So far, I have not experienced any difficulties in using Quizizz because the platform is easy to use and practical.")

He also emphasised how easily he could find suitable material, which concerns findability rather than ease of operation:

T: *"Apa yang saya cari mudah sekali didapatkan dan ternyata banyak sekali soal yang terkumpul di aplikasi tersebut."*

("What I am looking for is very easy to find, and it turns out that there is a large collection of questions available on the platform.")

Credible. The teacher did not raise credibility as a concern. His trust in the platform was nevertheless evident in two ways. He relied on the shared question library, which he valued for the number of questions available. In the observed lessons, he used an existing quiz confirm: without editing its items. He also accepted the automatic scores and rankings as the record of students' performance without checking them against other evidence. He did not mention reviewing the accuracy of the ready-made questions or their fit with the learning objectives of the Merdeka Curriculum.

Useful. In the observed lessons, the teacher used Quizizz to check students' understanding of the material taught e.g., at the end of the lesson. He aligned the quiz questions with the learning objectives of the lesson and monitored students' performance as they answered. When the quiz ended, scores appeared automatically, allowing him to review the results at once. In the interview, he described the platform as useful mainly because it saved time in preparing, distributing and scoring tests:

T: *"Quizizz sangat membantu karena waktu yang digunakan singkat dan hasil akhirnya terangkum secara otomatis."*

("Quizizz is very helpful because it saves time, and the final results are automatically compiled and summarised.")

T: *"Begitu berakhir penyelesaian soal, otomatis muncul nilainya dan urutan ranking siswa."*

("As soon as the quiz is completed, the scores and students' rankings are automatically displayed.")

Desirable. During the quiz sessions, the teacher interacted actively with students, smiled often and showed enthusiasm while guiding them. Most students appeared focused and took part throughout the activity, responding to the questions, rankings and immediate feedback. In the interview, the teacher described quiz sessions as more enjoyable than paper-based tests, for himself and for his students:

T: *"Sangat menyenangkan karena suasananya beda dibandingkan menggunakan kertas."*

("It is very enjoyable because the atmosphere is different from using paper-based assessments.")

T: *"Ternyata semuanya senang saat menggunakan Quizizz."*

("It turned out that everyone enjoyed using Quizizz.")

The teacher did not mention any negative reactions to the leaderboard or the time limits. In the observed lessons, any students appeared disengaged, anxious or left behind when they fell to the bottom of the rankings or could not answer in time.

Valuable. The teacher saw value beyond assessment in two areas: students' engagement with digital technology and the organisation of his records. In the observed lessons, he used the quiz results to review students' understanding and give feedback immediately after the activity.

> T: *"Penggunaan Quizizz memberikan motivasi kepada siswa dalam penggunaan digital dan teknologi internet."*
>
> ("The use of Quizizz motivates students to engage with digital technology and the internet.")
>
> T: *"Laporannya otomatis tersimpan dan hasil akhirnya langsung terangkum."*
>
> ("The reports are automatically saved, and the final results are immediately compiled and summarised.")

Contextual accessibility. Access was the only dimension in which the teacher reported difficulties. In the observed lessons, students joined the quiz late because of slow connections or slow smartphones, and the teacher assisted them directly so that they could join. In the interview, he attributed these delays to network and device problems:

> T: *"Ada beberapa siswa yang lambat bergabung pada aplikasi karena faktor jaringan atau HP yang digunakan."*
>
> ("Some students were slow to join the application due to network issues or the devices they were using.")

At the same time, he described the school's network as generally good, with problems mainly during power outages:

> T: *"Kalau penggunaan jaringan sampai saat ini bagus kecuali kalau mati lampu."*
>
> ("As for the internet connection, it has been good so far, except during power outages.")

These two statements are consistent once the sources of difficulty are distinguished. The school network was normally stable, but it failed during power outages. On ordinary days, the delays came mainly from individual students' older smartphones or limited mobile data Access problems were therefore uneven: they affected some students more than others rather than the class as a whole.

RQ2: Factors shaping the teacher's experience

Four factors emerged from the coded data as conditions that shaped the teacher's experience.

The platform's design. Automatic scoring, compiled reports and a large, searchable question library reduced the teacher's workload, and he linked these features directly to his willingness to keep using Quizizz. The same features, however, made it easy to use ready-made questions without reviewing them, as the credibility findings show.

Students' responses. The teacher's enjoyment was closely tied to his students' visible enthusiasm. He described the atmosphere as different from paper-based tests and reported that "everyone enjoyed" the sessions. The observation data support this for most students qualify if some students did not participate.

Students' devices and the school's infrastructure. Older smartphones, limited data and power outages slowed some students' participation and required the teacher to stop and help them. These conditions affected individual students unevenly, rather than the class as a whole.

The teacher's preparation and in-class support. The teacher managed these constraints in two ways. Before lessons, he told students in advance about Quizizz activities so that they could prepare suitable smartphones:

> T: *"Saya merencanakan jauh sebelumnya supaya siswa menyiapkan HP yang bagus."*
> ("I plan well in advance so that students can prepare suitable smartphones for the activity.")

During lessons, he helped students who could not join or did not know how to answer by giving direct guidance and demonstrating how to use the platform. This preparation and support explain why technical problems slowed the lessons but did not stop them.

Discussion

The teacher's experience of Quizizz was positive in most dimensions of the Honeycomb. This is consistent with earlier studies reporting that English teachers find Quizizz easy to use, useful for assessment and motivating for students (Batubara & Lubis, 2025; Lim & Yunus, 2021; Maruanaya et al., 2024; Pramudita & Rukiati, 2022). The combination of observation and interview data adds two points to these studies. First, the teacher's account was largely confirmed by what he did in class: he used the platform fluently, used the reports and handled technical problems himself. Second, the observation and interview data together show how the experience depended on conditions outside the platform. These included students' devices, electricity and the teacher's own preparation, which matches Hassenzahl and Tractinsky's (2006) view that user experience arises from the user, the system and the context together.

Analysing all the Honeycomb dimensions also showed something that a focus on usefulness and ease of use would have missed: the role of credibility. The large shared question library was one of the platform's most valued features, yet the teacher did not mention checking the quality of the questions or their fit with his objectives. Wang and Tahir (2020) identify setting questions at the right level as a recurring problem with gamified quizzes. In a curriculum that asks teachers to align assessment with learning objectives (Kemendikbudristek, 2022), uncritical reuse of ready-made quizzes may weaken the formative value of the scores that the teacher found so useful. Findability and credibility are thus linked. The easier questions are to find, the more important it becomes to evaluate them.

The desirability findings agree with studies that report students' enjoyment and motivation in Quizizz sessions (Cahyadi et al., 2024; Irwanto & Yulia, 2025; Triani et al., 2025). The literature, however, also reports that time limits, speed-based scoring and leaderboards can cause stress for some students and encourage guessing (Wang & Tahir, 2020). The teacher did not mention these effects, and the observation data showed.Two explanations are possible. The effects may not have occurred in this class, or the teacher, as an enthusiastic user, may not have noticed or mentioned them. A single interview with a researcher interested in the platform may also have encouraged a favourable account.

The contextual accessibility findings are consistent with research showing that limited internet access and devices constrain digital learning in Indonesian schools (Azhari & Fajri, 2022) and that unstable connections and limited devices are common barriers to Quizizz use (Sandi & Dangin, 2024). They also show how teachers' readiness and confidence influence technology integration (Ertmer & Ottenbreit-Leftwich, 2010; Tondeur et al., 2017). This teacher's advance planning and in-class help worked as temporary support that allowed students with weaker devices to take part (Vygotsky, 1978). For teachers in similar schools, the findings suggest three practical steps: announce digital quizzes in advance, keep a paper or offline alternative for power outages, and review ready-made questions before using them.

Limitations

The study has several limitations. It examined one teacher in one school, and only 2 lessons were observed, so the findings describe this case rather than teachers in general. The teacher was selected because he used Quizizz regularly and positively, which may have reduced the chance of observing negative experiences. The interview data are self-reported and were collected in a single session by a researcher whose presence and interest may have

encouraged favourable answers. Students' perspectives and learning outcomes were not examined.

CONCLUSION

This study examined one English teacher's experience of using Quizizz at a senior high school in South Sulawesi. The teacher found the platform easy to operate and its questions easy to find. It was useful because automatic scoring and reports saved time, and it made quiz sessions enjoyable for him and his students. Its value lay in organised records and in students' engagement with digital tools. He trusted the platform's ready-made questions and automatic scores without reviewing them, and his main difficulties concerned students' devices, network access and power outages. The experience was shaped by four factors: the platform's design, students' responses, students' devices and the school's infrastructure, and his own preparation and in-class support.

These conclusions apply to this teacher in this setting and do not show that Quizizz improves English learning. They suggest that teachers who use gamified quizzes should evaluate ready-made questions against their learning objectives, watch for students who are disadvantaged by time limits and rankings, and plan for unequal access to devices and electricity. Future research should include several teachers and schools, students' perspectives, and evidence of how quiz results are used for learning.

AI USE AND DISCLOSURE

The authors used generative AI tools Garmmarly to check grammar, claude to proofread the manuscript, review its clarity and consistency, and assist in searching for relevant references. All references suggested by the tools were checked against the original sources. The authors reviewed and edited all content and take full responsibility for the article.

ETHICAL STATEMENT AND INFORMED CONSENT

This study was conducted in accordance with the ethical principles for research involving human participants of Universitas Islam Negeri Alauddin Makassar. Formal permission was obtained from the principal of SMAN 17 Bone before data collection. The participating teacher was informed of the objectives, procedures, voluntary nature of participation and intended use of the data, and gave informed consent before the observations and interview. The teacher's identity was kept anonymous, the data were stored securely and

used only for research, and the teacher was informed that he could withdraw at any time without consequences.

CRediT AUTHORSHIP CONTRIBUTION STATEMENT

Muh. Arafah: Conceptualization, Methodology, Investigation, Data curation, Formal analysis, Writing – original draft. Multazam Abubakar: Validation, Formal analysis (coding check), Writing – review & editing. Indah Fadhilah Rahman: Supervision, Resources, Methodology, Writing – review & editing. All authors have read and approved the final version of the manuscript.

CONFLICT OF INTEREST

The authors declare that they have no known competing financial interests, professional affiliations or personal relationships that could have influenced the research process or the interpretation of the findings.

DATA AVAILABILITY

The data supporting the findings of this study are available from the corresponding author on reasonable request. To protect the participant's confidentiality, the raw data are not publicly accessible. The anonymised interview transcript, interview guide, observation sheet and field notes may be provided for academic, non-commercial research purposes.

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