
Accounting Students' Experience Using Quizizz for Vocabulary Learning at SMK Muhammadiyah 3 Banjarmasin

Yuniarty Putri¹⁾, Faisal Rahman²⁾, Aulia Azmi³⁾, Faida Azhimia⁴⁾

^{1, 2,3,4)}Sari Mulia University

E-mail: putri160101@gmail.com

Abstract

Vocational high school students struggle to master English vocabulary due to limited study time, low motivation, and a lack of engaging learning resources. Vocabulary mastery is crucial because it helps students develop their speaking, listening, reading, and writing skills. This is especially true for accounting students who must use English for work purposes. Gamification and interactivity are implemented in technology-based programs, such as Quizizz, to enhance learning effectiveness and enjoyment. In this study, 10th-grade accounting students at SMK Muhammadiyah 3 Banjarmasin were asked about their experiences using Quizizz as a vocabulary learning tool. Thirty students selected from a total sample were used in a quantitative descriptive study. A 20-item survey covering five indicators—motivation, engagement, perceived ease of use, feedback, and vocabulary learning outcomes—was used to collect data. Descriptive statistics were used to examine the data. Feedback was shown to have the highest mean score (3.72), followed by engagement (3.68), perceived ease of use (3.63), motivation (3.57), and vocabulary learning outcome (3.49). These results indicate that students consider Quizizz a useful tool for vocabulary acquisition. The platform's interactive and game-based elements encourage students' participation, increase motivation, and provide rapid feedback to aid vocabulary learning. In conclusion, Quizizz creates a positive learning experience, increases engagement, and provides useful feedback for vocabulary acquisition.

Keywords: Accounting Students, Quizizz, Vocabulary Learning

INTRODUCTION

As an international language, English is crucial in professional, educational, and communication contexts. Learning English vocabulary is crucial for vocational high school students, especially those majoring in accounting programs, as it enhances the speaking, writing, listening, and reading skills needed for academic and professional communication (Magyar et al., 2022). However, lack of motivation, limited class time, and repetitive teaching strategies make vocabulary acquisition difficult (Agustin, 2022). Low learning outcomes and poor vocabulary mastery result from many students' inability to successfully apply and remember new words. The rapid growth of educational technology offers creative ways to address this issue. The use of game-based learning platforms like Quizizz, which combine quizzes with gamification elements such as leaderboards, points, and immediate feedback, is one promising strategy (Heriyanto et al., 2024). By transforming traditional learning into an engaging, fun, and student-centered experience, Quizizz encourages motivation and active engagement. According to research, technology-based learning resources increase English learners' motivation, engagement, and vocabulary acquisition (Capuno, 2023).

Despite these advantages, limited studies have been conducted on how vocational high school students utilize Quizizz for learning, particularly in accounting programs where English is not the primary language of education. To assess how well digital game-based learning supports vocabulary development in a vocational context, it is important to understand their experiences. Therefore, the purpose of this study was to investigate how 10th-grade accounting students at SMK Muhammadiyah 3 Banjarmasin use Quizizz as a vocabulary learning tool. It is theorized that Quizizz offers a constructive educational experience that increases students' engagement, motivation, and vocabulary mastery.

Theoretical Review

Vocabulary is a crucial component of language development because it directly improves communication skills. (Lessard-Clouston, 2021) students who lack vocabulary are unable to understand or convey concepts effectively in English. For vocational high school students, especially those taking accounting programs, mastery of English vocabulary is crucial for understanding professional and business terms. However, students often struggle to memorize new vocabulary and use it in real-world situations. Therefore, innovative learning media are needed to increase students' engagement and motivation.

Learning media is important in the teaching and learning process because it allows teachers to convey information more efficiently and make learning more participatory (Kustandi & Darmawan, 2020). In recent years, technology integration has transformed traditional learning into digital education. One of the effective media is Digital Game-Based Learning (DGBL), which combines learning with game-based aspects, including rewards, points, and feedback to increase motivation and engagement. DGBL offers an active and engaging learning environment for students that encourages vocabulary development.

One of the most popular DGBL platforms is Quizizz, an online quiz-making tool that allows teachers to design interactive activities. Quizizz includes features such as leaderboards, memes, avatars, and instant feedback to make learning more engaging and competitive (Heriyanto et al., 2024) Several studies have confirmed its usefulness. (Brahmana, 2022) found that students have a positive perception of Quizizz and showed increased motivation. (Agustin, 2022). found that using Quizizz improved students' vocabulary mastery and enthusiasm for learning. (Abbasi et al., 2023) concluded that Quizizz provides an engaging and interactive learning environment where students actively participate in class activities.

This study is also supported by the Technology Acceptance Model (TAM), which highlights two key criteria influencing technology use: perceived usefulness and perceived ease of use (Al-Emran et al., 2018; Prensky, 2003). Students are more likely to participate and have a positive learning experience when they perceive Quizizz as useful and easy to use. Therefore, the integration of DGBL and TAM provides a strong theoretical foundation for analyzing accounting students' experiences in utilizing Quizizz as a vocabulary learning tool.

RESEARCH METHODS

descriptive approach to investigate the experiences of tenth-grade accounting students using Quizizz as a vocabulary learning tool. Quantitative descriptive techniques were used to provide an objective picture of students' responses and perceptions of Quizizz. This strategy focuses on summarizing and evaluating numerical data obtained through structured instruments without changing variables (Siedlecki, 2020) This study involved 30 tenth-grade accounting students from SMK Muhammadiyah 3 Banjarmasin. A total sampling technique was used, meaning all members of the population were included as respondents. These students had experience using Quizizz for English vocabulary learning exercises.

Data were collected using a closed-ended questionnaire with 20 statements organized into five categories: motivation, engagement, perceived ease of use, feedback, and vocabulary learning outcomes. The items were adapted from (Solikhah & Galuhwardani, 2023), (Ariyanti et al., 2025), (Fahada & Asrul, 2024). The measurement included a 5-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). Before distribution, the questionnaire was tested for validity and reliability. Expert judgment confirmed its content validity, and Pearson Product-Moment correlation was used to test item validity. Cronbach's Alpha was used to test assess reliability, and a coefficient of 0.884 indicated strong internal consistency. The collected data were coded, tabulated, and analyzed using descriptive statistical techniques in SPSS version 25.0. The mean score for each indicator was calculated to assess the overall level of student

experience. The interpretation follows a normal Likert scale classification, with a higher mean values indicating more positive experience with Quizizz.

RESULTS AND DISCUSSION

The findings of this study describe the experiences of tenth-grade accounting students using Quizizz as a vocabulary learning tool at SMK Muhammadiyah 3 Banjarmasin. Data were analyzed using descriptive statistics, and the mean score for each indicator was high. The results are shown in Table 1.

Table 1. The Interpretation of Mean Score

No	Indikator	Mean	Interpretation
1	Motivation	3.57	High
2	Engagement	3.68	High
3	Perceived Ease of Use	3.63	High
4	Feedback	3.72	High
5	Vocabulary Learning Outcome	3.48	High

The table shows that all factors have a high interpretation, indicating that students experienced a positive perception of Quizizz in vocabulary learning. Feedback is ranked highest (3.72), but vocabulary learning outcomes are ranked lowest (3.49).

Based on the mean score of 3.57, Quizizz increases students' motivation. Competitive elements, such as time limits, assessments, and leaderboards, foster a sense of accomplishment and make learning enjoyable. This supports Prensky's (2001) Digital Game-Based Learning Theory, which highlights how game components help maintain student motivation. Furthermore, Brahmana (2022), found that Quizizz creates a fun atmosphere that increases student motivation.

Student engagement ranked second with a mean score of 3.68. Students were freer to interact with peers and teachers. Pay attention to activities, and participate fully. These findings align with research by (Capuno, 2023)les, who found that gamified learning improves focus and engagement in the classroom.

Perceived ease of use, a mean score of 3.63, lllindicates that Quizizz is easy for students to use. They had no difficulty accessing quizzes via smartphone. This result is consistent with the Technology Acceptance Model (TAM) (Davis, 1989), which highlights that technology acceptance by students is driven by perceived ease of use. Furthermore, Abbasi et al. (2023) , showed that Quizizz's intuitive interface facilitated learning (Hariadi, 2022).

The mean score for feedback was the highest (3.72). this instant feedback and assessment system allowed them to evaluate their understanding instantly. Was appreciated by students. Instant feedback allows students to reflect on their mistakes and improves learning outcomes(Heriyanto et al., 2024).

Vocabulary learning outcomes, although the lowest mean score was 3.49, it was still considered high. Students stated that the reinforcement and repetition of Quizizz's gamification helped them successfully improve and retain their vocabulary. Similar pendings were reported by Agustin (2022), who emphasized that improving vocabulary retention through interactive practice.

Overall, the results indicate that Quizizz provides vocational students with a productive, enjoyable, and rewarding learning environment. Because Quizizz is fun, easy to use, and promotes vocabulary development, students viewed it positively, which is explained by the combination of Digital Game-Based Learning (DGBL) and Technology Acceptance Model (TAM) concepts. This suggests that Quizizz can be used to improve vocabulary acquisition in

English, even in professional settings where motivation and engagement are often low (Fahada & Asrul, 2024).

CONCLUSION

This study aims to examine the experiences of tenth-grade accounting students at SMK Muhammadiyah 3 Banjarmasin who use Quizizz as a vocabulary learning tool. From the findings and conversations conducted, it can be concluded that students consider Quizizz a useful tool for vocabulary learning. Each of the following metrics has a high average score: feedback, perceived ease of use, motivation, engagement, and vocabulary learning outcomes. These results validate that Quizizz's interactive and game-based features effectively increase student motivation and engagement, offer ease of use, and improve vocabulary knowledge. Furthermore, these findings support the research problem that Quizizz provides a positive and entertaining learning environment, which is consistent with the Digital Game-Based Learning (DGBL) and Technology Acceptance Model (TAM) theories. As a result, Quizizz can be affirmed as a useful and entertaining online resource for enhancing vocational students' vocabulary acquisition.

REFERENCES

- Abbasi, M. H., Aftab, M., & Farshad, M. (2023). Experiences of English Language Learners about Using Quizizz for Learning and Language Achievement in ESP Classes. *Bahria University Journal of Humanities and Social Sciences*, 6(1), 78–90. <https://doi.org/10.58800/bujhss.v6i1.166>
- Agustin, N. T. (2022). Effect of using the Quizizz application on students' vocabulary mastery. *Dialectical Literature and Educational Journal*, 7(2), 96–102. <https://doi.org/10.51714/dlejpancasakti.v7i2.74>
- Al-Emran, M., Mezhyuev, V., & Kamaludin, A. (2018). Technology Acceptance Model in M-learning context: A systematic review. *Computers & Education*, 125, 389–412. <https://doi.org/10.1016/j.compedu.2018.06.008>
- Ariyanti, S., Mulati, D. F., & Inawati, I. (2025). Students Perceived Usefulness and Ease of Use on Quizizz in EFL Classroom. *Scope: Journal of English Language Teaching*, 9(2), 805. <https://doi.org/10.30998/scope.v9i2.24964>
- Brahmana, A. A. A. (2022). The Implementation of Quizizz in Vocabulary Learning Activities: EFL Students' Perception and Motivation. *RETAIN (Research on English Language Teaching in Indonesia)*, 10(1), 172–178.
- Capuno, J. G. C. (2023). Quizizz: A Game-based Formative Assessment Tool for Enhancing Students Self-Regulated Learning. *International Journal of Social Learning (IJSLS)*, 3(3), 329–340. <https://doi.org/10.47134/ijsl.v3i3.206>
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly: Management Information Systems*, 13(3), 319–339. <https://doi.org/10.2307/249008>
- Fahada, N., & Asrul, N. (2024). Students Perception of Gamified Learning in EFL Class: Online Quizizz for Engagement and Motivation. *Journal Of Education And Teaching Learning (JETL)*, 6(2), 13–22. <https://doi.org/10.51178/jetl.v6i2.1828>
- Hariadi, A. N. (2022). *Pengaruh Trust, Perceived Ease Of Use, Dan Perceived Enjoyment Terhadap Online Repurchase Intention Pada Konsumen Shopee (Studi Kasus Pada Konsumen Shopee Di Solo Raya)* [Fakultas Ekonomi dan Bisnis Islam, UIN Raden Mas Said Surakarta]. https://eprints.iain-surakarta.ac.id/4526/?utm_source=chatgpt.com
- Heriyanto, H., Cahyadi, A., & Suroso, J. S. (2024). The Effectiveness of Using Quizizz in Improving Learners' Motivation and Engagement in Learning. *Sebatik*, 28(2), 581–586. <https://doi.org/10.46984/sebatik.v28i2.2526>
- Lessard-Clouston, M. (2021). *Teaching Vocabulary (Revised edition)* (T. S. C. Farrell (ed.); Revised ed). TESOL. https://www.researchgate.net/publication/353352035_Teaching_Vocabulary_Revised_edition

- Magyar, A., Habók, A., & Molnár, G. (2022). Exploring the Role of English as a Foreign Language Receptive Skills and Learning Strategy Usage in the Ability to Acquire and Apply Knowledge at the Beginning of Higher Education. *Frontiers in Psychology*, 13, 808546. <https://doi.org/10.3389/fpsyg.2022.808546>
- Prensky, M. (2003). Digital Game-based Learning. *Games2train*, 1(1), 1–4.
- Siedlecki, S. L. (2020). Understanding Descriptive Research Designs and Methods. *Clinical Nurse Specialist*, 34(1), 8–12. <https://doi.org/10.1097/NUR.0000000000000493>
- Solikhah, N. A., & Galuhwardani, C. (2023). Students' Perception and Motivation In Learning English Towards The Use of Quizizz For Efl Students. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 9(2), 1245–1253. <https://doi.org/10.30605/onoma.v9i2.2995>