Pupils' Motivation And Perceptions Towards Learning English Using Quizvaganza

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Abstract- In accordance to 21st century learning conventional learning methods are not engaging and motivating resulting in poor pupils' participation in the classroom. Quizvaganza is used as a tool to increase pupils' motivation and engagement in the classroom in an ESL classroom. Using Quizizz web application as a platform this study is aimed to investigate secondary level pupils' motivation and perception in learning English using Quizvaganza game. Thus, Quizvaganza, game-based (gamification) learning platform has been used to stimulate pupils from a rural area in Melaka to learn English as their second language more effectively, actively and interestingly. The research design for this study is action research and the procedure is according to Kurt Lewin Model's Intervention Cycle. Forty pupils were chosen as the target group for this study. The Quizvaganza game was conducted for three different skills from the same topic after they completed the lesson each day. The data was collected using Likert Scale questionnaires consisting of 14 items and semi-structured interview questions for 3 selected students. The results of the questionnaires and interview were shown in figures and tables. Findings of the study shows that it increased the interest of pupils in the class, and have a positive impact on pupils' motivation they enjoy learning English using games and wish to have more games in future.

Index Terms- Gamification, Motivation, Perception, Quizizz

I. INTRODUCTION

Malaysia provides a stimulating socio-linguistic background for a study on learning beliefs. Malaysia is a multi-lingual and multi-cultural country. English and also the official language of Malaysia, Malay, each play a significant role in binding along a multicultural nation created up mostly of 3 separate and distinct races-the Malay, the Chinese and also the Indians. The importance of country language as a global language has continually been a significant motivating consider the learning and use of the language in Malaysia, mainly as a vehicle to achieve data on. In general, location and background play a significant half in deciding pupils' attitudes towards English. Urban pupils have a lot of exposure to the language yet as a lot of opportunities to use it. In fact, there are a growing number of youngsters whose mother tongue is English and who could also be termed native speakers since their parents have chosen to use solely English in the home rather than their ethnic languages. Rural school pupils have problems understanding English, and few are ready to use English in simple verbal communication due to lack of motivation, and they have developed a negative perception towards learning English.

The importance of motivation in enhancing second language learning is undeniable. Lifrieri [1] points out that when asked about the factors which influence individual levels of success in any activity such as language learning, most people would undoubtedly mention motivation among them. Brown [2] states that it is easy in second language learning to claim that a learner will be successful with the proper motivation. With similar views, Gardner [3] posits that pupils' with higher levels of motivation will do better than pupils' with lower levels. He further adds that if one is motivated, he or she has reasons that motives for engaging in the relevant activities, expends effort, persists in the events, attends to the tasks, shows the desire to achieve the goal, enjoys the activities, etc Gardner [3].

According to Yunus [4], pupils' tend to have a positive attitude and better motivation in learning English once they are given supportive environmental factors such as parents, teachers, and peers. Though they essentially had the intrinsic motivation and positive attitude and perceptions towards the English language, yet these supporting factors generally would possibly distract their interest in learning higher the language. For example, if a pupils' is not given a chance to communicate in English in-house or the teacher is usually stating harsh comments on his communication and his peers too making fun of his manner of speech. Thus it will

diminish the learner's interest to learn the language more. Yunus[4] has stated in her study that learners mentioned engaging class contents such as exciting topics and fun activities as the third most important factor which influences their active participation in language learning. From this, we can understand that learners are looking for active classroom session to be engaged in such as games, role plays and collaborative activities which can make them to communicate and socialize more rather than sitting and doing writing task alone.

Peterson [6] contends to as much paper, those sort of investment that is needed to intelligent media games heads would learners turning into entirely drenched. Those game- clients for these sorts about diversions are overwhelmed in the games, What's more in place to win alternately attain sure objectives those players need should have the capacity should convey and team up with co-players. There are contrasts the middle of the lifestyle the learners get input clinched alongside accepted learning manifestations and to intelligent media games, over universal learning polishes would learners frequently get reaction through to moment honing or on a composed form, however previously, games input turned through action, something happens, you bite the dust or you lose. In turn perspective should perspective crazy concerning mistakes and disappointment in intuitive diversions contrasted with different sorts about learning, maybe that clinched alongside game players regularly need to or are actually spurred toward the game with neglect what's more settle on mistakes, whose purpose behind this being that the outcomes of the disappointment are regularly fascinating and worth those trek. Furthermore, this contends should encourage learning in Prensky [7]. What we can understand from all these are games has many aspects such as ordained rules that have to be followed, enhancing cooperation together making learning a fun activity. In short, we can say that games are enjoying factors. Competition, which is equally yoked with games, plays an essential part as the characteristics of a game requires. Learners will be excited by competing in which the question of who will win or lose remains unanswered until the game is over.
Similarly, games enhance learning to occur quickly in an enjoyable way full of fun which often leads to an objective achieved learning. In most of the games, learners are required to work together in groups to reach their target and learners enjoy this kind of interactions and cooperation very much. It is believed that when collaboration and communication are combined with fun, successful learning becomes possible. To conclude, no matter how different games are described, one cannot underestimate their pedagogical value both in teaching and learning a second language.

According to McCallum [8], games stimulate learners automatically with a higher level of interest and motivation and also known as a higher motivation technique. Pupils" motivation level stirred up with games' competitive component. Another preference connected with games is that pupils" tension and anxiety towards language learning decreases as different kind of games were utilized. In language learning classrooms, learners feel so stressed and depressed because they have to master the target language that is required of them. Games are beneficiary in this part of the point in which they can decrease their anxiety level and increase certain positive emotions thus furthermore enhance self-confidence. Gamification aims to make the learning process more attractive to learners. A novel learning experience that increases pupils' motivation can be created in a learning environment that includes competition. Motivation is an important element leading to pupils' success in most learning designs, including gamification. Thus, a more effective learning process can be produced if gamified designs that consider the element of motivation are added to learning spaces The fact that traditional methods of providing motivation are no longer valid has been made evident through published psychological writings and self-help books, and by research studies [9]. Gamification method more attractive is that it causes an internal trigger by changing perceptions [10]. The integration of gamification in teaching English as the second language could enable to increase pupils motivation and pupils will have positive perception towards learning English. Thus, the objectives of this study are to investigate the motivation and perceptions in learning English using Quizvaganza among secondary school pupils' by answering these questions:

1. Identify that Quizvaganza game base learning increases the level of motivation among learners to engage in learning the English language.
2. Identify the perceptions of learners towards English language classroom with Quizvaganza game-based learning platform.

Literature Review

Motivation
Motivation is defined as the extent ones strive to acquire the language because of the desire to do so and the satisfaction derived from it Gardner [3]. It is said that pupils motivation toward English language learning can influence their learning result. Saville-Troike [10] claims that individual motivation is another factor that is used to explain why some second language learners are more successful than others. The more motivated pupils are, the more comfortable they will learn a new language. Palmer [11] as cited by Williams states that pupils' motivation is an essential element that is necessary for quality education. How we know the pupils are motivated is when they pay attention, begin working on the task immediately, ask question and volunteer answer, and appear to be happy and eager.

Gamification

According to The Longman Dictionary of Language Teaching and Applied Linguistics games are defined as an organized activity that usually has a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language also defined games as an activity with rules, a goal, an element of fun [12]. Games in language learning can help the teacher to create environments in which the language is beneficial and meaningful. Moreover, Ersoz [13] stated games are highly motivating since they are amusing and at the same time challenging. They employ meaningful and useful language in real contexts, encourage and increase cooperation as well. Language learners need variation to increase their motivation. Games are one such thing to increase motivation. However, in designing the games for language classroom, the teacher must regard the need, level of difficulty and the age of the learners. Games can be used for all age groups, but the teachers have to ensure that their games are age-appropriate and not too easy or challenging for the pupils. Kopecky states that adult pupils look for structure in lessons and by keeping a game tied to the work it helps maintain their confidence in the teacher [14]. For this, the teachers should know their pupils and prepare games that are intellectually challenging and have some substance.

Quizziz

The growth in technology has brought some influences in education especially in language learning. It has shifted the learning process from conventional teaching into contemporary learning. Quizziz is a game-based approach to blended learning has been introduced in some areas of life, especially in education. Once you access the program online, the users can create and design their own questions based on their needs and topics; they can set the time, play it to an unlimited number of players, creating a social, fun and game-like learning environment. Below is appearance you can find on the teacher's screen. To be able to play the games, of course, technical support is needed. The teacher as a leader of the game requires a laptop and LCD projector. And for the players, it is required a smartphone or laptop equipped with Wi-Fi. On the screen of the player, it will appear like this. The players then will be asked to enter the PIN and the nickname. This is the most common type of Quizziz, to blended learning. There is no limit to the number of questions in a quiz. Each question can have an associated picture or video, and 2 - 4 multiple choice answers. There must be at least one correct answer (but more can be chosen), and the time limit for each question can be individually set from 5 seconds to 2 minutes. The quizzes can be used to formatively assess the knowledge of each in the room, and adapt their learning accordingly. They can be used to track the progress of individuals over time, and inspire learners to enquire further by creating their own quizzes. Players answer questions displayed at the front of the room on their personal device, motivated to answer correctly and score the most points. The faster someone answers a question correctly, the more points they get. The points scorers are displayed on the leaderboard at the front in-between each question, and the ultimate winner is shown at the end.

II. METHODS

This study involves of forty participants from a secondary school in a rural area in Melaka. Twenty-three of the participants were male, and the 17 were female. All of them are from form 1 pupils. All the forty pupils were engaged in the study. All the participants involved in the research were from an estate community whereby English is their second language, and they only learn the language during the lesson hours. Other than that, they never use the language anywhere and not even in their communication or speaking as well. All the participants can be grouped into three categories as advanced, intermediate and beginners. The participants were categorized into this three level based on their English exam marks. Advanced level pupils marking range is 80, and above meanwhile the intermediates' marking range is from 50 to 79. Beginners level pupils marking range is below 49. All these participants were observed to be very inactive and quiet during every English class. They are very passive and seldom open their mouth to speak out during the lesson hours. The instruments used to collect the data for the study is a questionnaire consists of 14 items. The items of the questionnaires were chosen from Gardner's Attitude and Motivation Test Battery and adapted according to the need of the study. The questionnaires were ranged using four different emoticons and participants were required to tick the emoticons they choose for each item. The items in questionnaires were translated orally by the researcher for the participants who finds it very hard for them to understand. The second instrument that was used is an interview session for three participants chosen from three categories. The interview session was done by asking five semi-structured questions to the participants, and their answers were jotted down immediately by the researcher including with their reactions too. Secondly, the results of the Quizvaganza game that was played for three different topics by the participants also were downloaded in the form Microsoft Excel from the game platform as well and had been used to analyze to identify the mastery level of the participants on the targeted language skill for each lesson. The research design of the study is action research, and the procedure of the study is shown in Figure 1. The action chosen is using Quizvaganza game being played online at the end of each lesson. According to Kurt Lewin Model in Figure 1, the main problem was identified during the English lesson that is the pupils' were so passive and not interested in engaging in the English lessons.
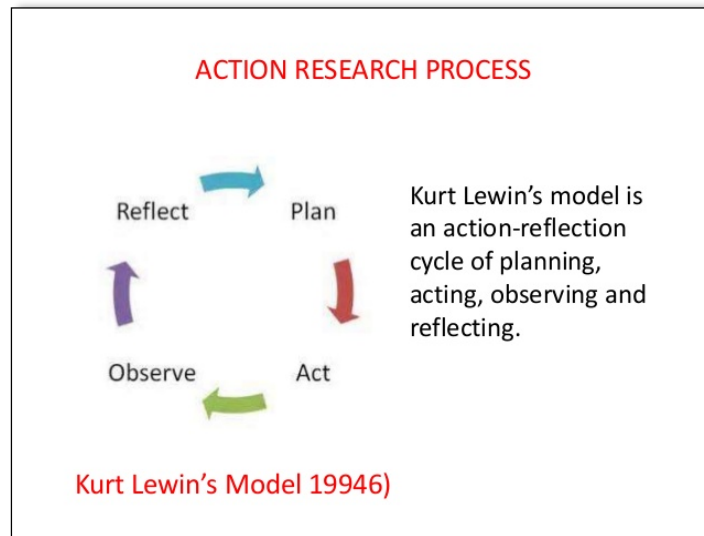
Figure 1: The Intervention Cycle according to Kurt Lewin Model.

Next, the analysis of the problem was done, and intervention to be done was chosen, and a few studies and findings were done relating to the technique selected. Then, the intervention done according to planning and data was collected and analyzed descriptively. Next, the procedures of intervention were briefly described in Figure 2 below.
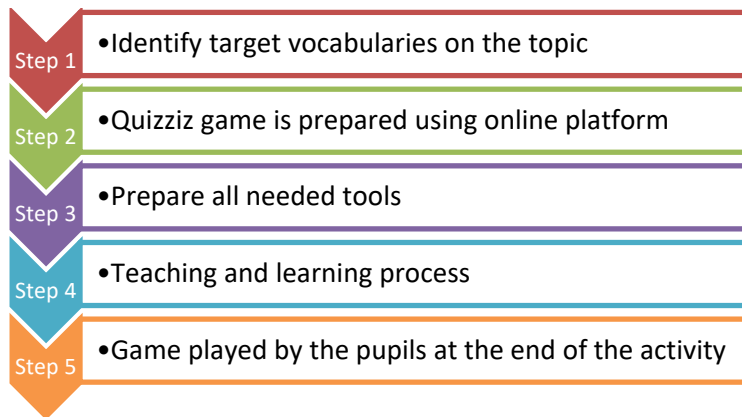

Figure 2: Intervention process

The Quizziz game was played for three different language skills namely listening, speaking and reading. The print screen figures of the Quizziz game prepared and played by the participants can be seen below.
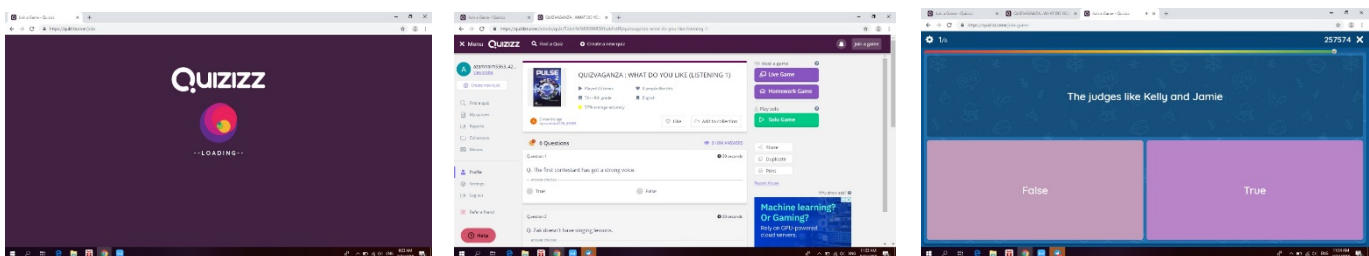

Fig 3: Print screen of Quizziz game

III.   RESULTS AND FINDINGS

Questionnaire

The 14 items in the questionnaire are based on pupils' attitude and motivation towards learning English using Quizvaganza game. The result for each item answered by each participant has been shown in Table 1 and 2. Item 1 till item 8 is about the pupils' motivation towards learning English using Quizizz game. Based on Table 1, it is observed that for item 1 till 4, all the forty participants ticked the strongly agree which shows they are motivated towards learning English using Quizvaganza. All of them stated that learning English is great and they would rather spend more time in English classes and less in other classes. Moreover, they also really enjoy learning English using games such as Quizvaganza and happy to be engaged in this kind of game activities in their English classes compare to those that are in other classes. Next, for item 5, it is observed that all the forty participants' showed strongly disagree which means they do not agree with the statement that their English class with games are boring. In item 8, seven participants showed strongly disagree with the statement that they have no interest in English languages. On the other hand, the beginner level student and an intermediate level student shows confusing face which means they are not sure of their interest level in learning English. This indicates that they still have less motivation to be engaged in the English classroom. Next, in item 7, nine beginner level pupils showed confusing face whereby again they are not so motivated to be in a competitive environment to complete the task given in their English class. All the other 31 participants showed strongly agree which means they are ready to learn in a competitive game based environment. For item 8, all the forty participants showed strongly agree whereby all of them has the expectations to learn as much as English as possible using Quizvaganza game and to look forward to studying more on English in the future. Overall, it is observed that majority of the participants are showing a very positive attitude towards learning English using Quizvaganza games and they have the right perceptions too about the learning style used in the classroom. They were also having a very high level of motivation to be engaged in the learning of language and expecting more language-based games. The beginner level pupils only show a slightly a bit of low motivation level in learning the language using games. This might be due to his low self-esteem and fear of communicating in the classroom and anxiety of being ill-treated by his friends if he does he is to be corrected by the teacher.

Section 1: The pupils' motivation towards learning English using Quizizz					
No of Items.	Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Learning English is really great.				100 %
2.	I enjoy learning English using games such as Quizizz.				100%
3.	I would rather spend more time in my English class and less in other classes.				100%
4.	I enjoy this kind of game based activities than those of my other classes.				100%
5.	I think my English class with games are boring.	100%			
6.	I plan to learn as much English as possible using this Quizizz.			7.5%	92.5%
7.	I like being placed in competition with other students in the classroom via a game based method increases my motivation		22.5%	77.5%	
8.	I like my English class so much and look forward to studying more English in future.				100%

Table 1: The pupils' motivation towards learning English using Quizizz

No of Items.	Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
	Section 2: The perception of pupils' towards learning English using Quizizz				
9.	A gamification method increases my interest in the lesson.				100%
10.	I study more to become more successful via gamification methods.			7%	93%
11.	I communicate more with my friends to become more successful via gamification methods.				100%
12.	The gamification method allows me to see my achievement status and improve myself in the areas that I am weak in.				100%
13.	Use of a learning method blended with a gamification method helped me to understand the lesson better.				100%
14.	Gamification methods are fun.			10%	90%

Table 2: The pupils' perception towards learning English using Quizizz

Semi-structured Interview Session

This interview session was done on three participants from three different categories that are advanced, intermediate and beginner level. This session was done after the third Quizizz game class was conducted. For advanced level, participant A has been chosen. For the intermediate level, participant G has been selected and finally, the beginner level participant too was interviewed. There were five questions asked by the researcher, and the answers and gestures of the participants were jotted down immediately. The semi-structured questions, keywords in responses by the participants and their gestures too are recorded and shown in Table 3.

Questions	Participants					
	A		G		I	
	Answer	Gestures	Answer	Gestures	Answer	Gestures
1.How do you feel for today's English class	Awesome, I really enjoyed it	Bright smile	I am very happy, it was interesting	Smiled	I enjoyed it	Laughed
2. What are the interesting activities being done in your English class today?	Quizizz	Smiling	Quizizz	Showed thumbs up	Quizizz	Bright smile on the face

3. Are you able to answer all the Quizziz questions?	No, so sad. Only 7 I can't believe I lost the game.	Confidently nodded his head	It was fantastic, not like normal days	Laughing	I want more Quizvaganza in net class	Nodded and smiled
4. How was your class environment today do you like it?	Really happy, I want more games net time.	Thumbs up again and smiled	I enjoyed Quizvaganza and I want more in future	Smiled with two thumbs up	I want to win too, I want more of it	Smiled
5. What are the activities that you are expecting for your next English class?	More games like this please.	Big laugh	I want to use more computer and games lie this	Smiled	I want to win prize and I want more games	Laughed

IV. DISCUSSION

Based on the data received and analyzed, the first objective of this study has been achieved whereby pupils' were able to cultivate a positive attitude and show a higher level of motivation towards learning the language using Quizvaganza game platform. It is shown that twenty-seven out of forty participants has a thoroughly positive attitude in learning language because Quizvaganza game has been assimilated in their learning. There are many changes in their behavior and responding in classes. Only three participant is slightly not positive and motivated because of some low self-esteem and fear of anxiety due to low acquisition in language. This can be changed entirely in another two weeks if he is exposed to more game-based learning. The participants were also showing very high motivation in learning the language after they were engaged in Quizvaganza games which means they want to perform better and seek for guidance from the teacher if necessary to improve their language. Thus, it can be concluded that the integration of Quizvaganza games in English language classroom able to enhance positive attitude and high motivation among learners to perform well in the language.

Next, the second objective of the study also has been achieved whereby pupils have good perceptions and expectations towards game-based language learning classroom. It is observed that all the forty pupils agreed that they like the English class with games better than other classes and they are looking forward to more Quizvaganza games in their future English classes. Thus, a total conclusion can be made that pupils are more towards to 21st-century learning style which assimilates ICT in their learning rather than involving traditional method learning. Pupils prefer to learn more by exploring and engaging in the virtual world which can enhance them to think on their own and having good social communication with their social members.

V. CONCLUSION

As a conclusion, it is proved that Quizziz game-based learning platform able to herald a positive perspective and good perception among the participants in learning English. All the nine participants feel happy to learn English with games quite the other lessons. Besides, this game too able to raise motivation among participants to attain higher results to win the game and be champion in the leaderboard. It initiates a healthy competition and positive communication among the participants while they were taking part in the games. On the other hand, the participants were also giving a lot of attention and vital in mastering the targeted language to induce correct answers and stay within the leaderboard. Moreover, English language classroom with games is more active, energetic, enjoyable, student-centered and fun too. Quizziz game platform is also an excellent way to be used as an assessment tool whereby all the results, scores and percentages of the questions will be recorded online and downloaded manually too. All level of pupils is benefited by getting involved in game-based learning. The games created in the Quizziz platform can also be kept for following years and teacher can reuse the games for different categories and upcoming years too. So, it will be better if teachers were able to add in additional games in their teaching and learning method to create it to make and valuable and usable to learners.
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