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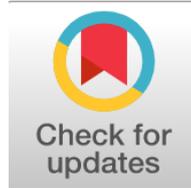
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Quizizz Video Responses Reveal Patterns in Students' English Speaking Performance

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Abstract

General Background: English speaking ability is a core productive skill essential for effective communication and academic readiness in a global context. **Specific Background:** Interactive platforms such as Quizizz provide gamified environments and video response features that allow students to practice oral language in flexible settings. **Knowledge Gap:** Prior studies have emphasized reading or grammar outcomes, leaving limited understanding of how Quizizz supports specific dimensions of speaking performance. **Aims:** This study explores junior high school students' speaking performance through Quizizz video responses across fluency, vocabulary, grammar, and pronunciation using qualitative content analysis. **Results:** Findings indicate generally good fluency, vocabulary use, and pronunciation, while grammar remains the weakest component for most students; the video feature promotes confidence and participation. **Novelty:** The research offers an in-depth qualitative examination of authentic student speech recorded through a gamified platform rather than traditional classroom observation. **Implications:** The findings suggest that interactive video-based assessment can facilitate communicative practice while highlighting the need for complementary instruction in grammatical accuracy.

Highlights:

- Learners demonstrated smooth delivery and intelligible articulation in most recorded tasks.
- Sentence structure accuracy showed frequent problems despite understandable messages.
- Recorded submissions encouraged participation and reduced hesitation during oral tasks.

Keywords:

Quizizz; Speaking Performance; Video Response; Gamified Learning; English Language Learning

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Introduction

Speaking success can be measured by students' ability to speak English, conduct conversations, and interact orally in English. English speaking skills are skills that students must master in addition to writing, reading, and listening. Besides that, before students master the ability to speak English, it is better to increase their vocabulary and practice speaking pronunciation every day so that students can easily use English. The belief that students can improve their English speaking skills if they are able to speak confidently and fluently to teachers, friends, or other people is widely held, but in reality, this is not easy to achieve for either teachers or learners. Therefore, effective communication strategies are needed to prevent misunderstandings or barriers in conversation [1]. Speaking is a collaborative process involving the production, reception, and processing of information. In English language learning, speaking skills are the most important skills to learn because they are productive skills in oral form that can be used to demonstrate learning outcomes [2]. Speaking can increase one's confidence; we can share and discover a lot of information directly; speaking is one of the most important parts of mastering other English skills. Concerning activities to develop speaking skills, there are many ways to promote oral skills in the classroom. In developing students' speaking skills, teachers can develop important elements such as vocabulary, grammatical structure, pronunciation, and fluency in speaking. In addition to teachers providing creative ideas to teach speaking skills more effectively [3]. Discussions, speeches, and role plays, among others, are the most common speaking activities. Discussion is probably the most frequent activity in the oral skills classroom. Students will be more engaged and motivated to participate in the discussion if they choose topics related to their likes and dislikes [4]. English speaking skills help students cultivate vocabulary, grammar, and expression while exercising critical thinking, confidence, and holistic skills. These skills prepare students for international programs, broaden cultural horizons, and enhance learning experiences through cross-cultural interactions [5].

One of the technologies for learning English is using Quizizz media. Quizizz can be used as an innovative tool for teachers to conduct interactive and enjoyable learning assessments [6]. Quizizz is an educational application that applies the concept of game-based learning made in the form of online games, so that it can be used for teaching and learning activities in the classroom [7]. Quizizz has many interesting teaching and quiz features for teachers who teach in class, which can make students more active and interesting, so that it can make learning English speaking skills in the classroom more fun and enjoyable [8].

This Quizizz media has been widely used by teachers who teach in the classroom because it is effortless to use anywhere and can be accessed from laptops, computers, mobile phones, and other devices. In addition, Quizizz also helps students not to cheat during exams, which is one of the advantages compared to traditional assessment methods [9]. Learning by Quizizz is very much needed by junior high school students because it is easy to use and has various features that explain the material. The integration of Quizizz in English learning not only provides a fun medium of evaluation but also contributes to the development of students' speaking skills [10]. Quizizz provides instant feedback to students after answering questions, which helps them understand mistakes and improve their understanding of the material. This feedback is especially important in speaking skill development, where grammar or pronunciation mistakes can be corrected immediately [11].

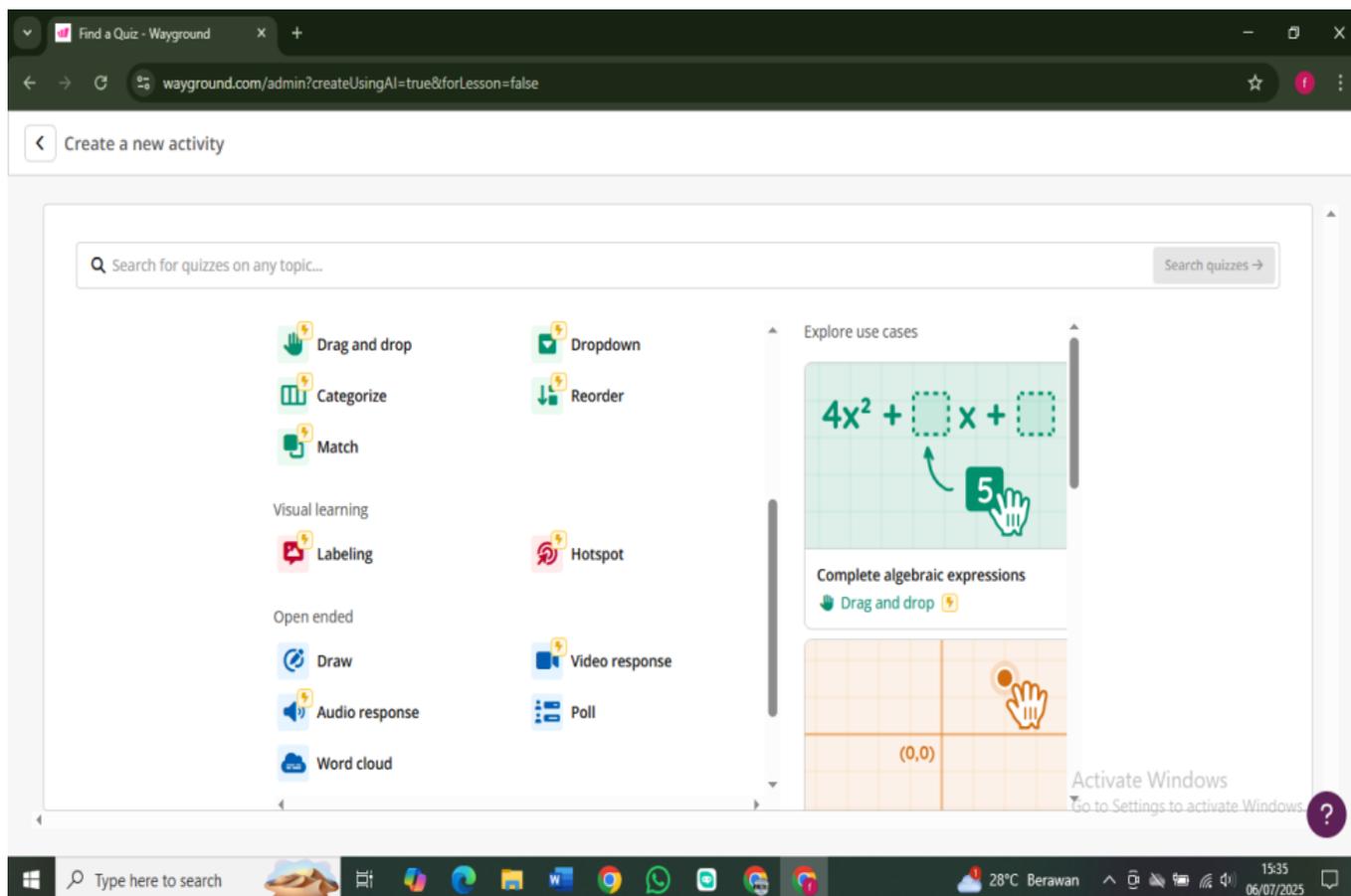


Figure 1. Feature in Quizizz.

The Quizizz application has various types of questions: multiple-choice, rearrange, match, fill-in blanks, draw type, essay, video answer, audio answer, and survey. The learning media, which is the basis of educational games using the Quizizz application, can optimise student learning outcomes, and innovative learning media is proven to be effective to build student achievement and motivation[12]. In this study, researchers used questions through the video answer feature to increase self-confidence and train students to speak English without embarrassment when presenting their answers.

The learning motivation possessed by students in every learning activity plays a very important role in improving students' learning achievement in certain subjects, especially English[13]. Nowadays, junior high school students face various difficulties in speaking English. Personal factors are one of the influences, such as lack of confidence, shyness, anxiety, confusion, and fear of making mistakes, which are also the main obstacles. The environment with minimal use of English. To overcome this problem, a strong motivation to learn English is needed [14]. Motivation in learning is important for teachers to increase students' interest and ability to focus on what students will achieve later. Students who do not have the motivation to learn will be lazy and indifferent to the learning material that has been delivered for junior school students. Teachers can provide stimulus in the form of exciting games and examples of actions or words that can increase motivation to learn English for junior school students. In addition, another thing that can motivate students to influence and encourage the success of the learning process is a variety of learning media[15]. In this study, the motivation of junior high school students to learn English can be influenced by intrinsic factors, such as the urge to face challenges and improve skills, as well as extrinsic factors, such as the desire to achieve good grades and relevant experiences. The interactive learning process and quick feedback also boost confidence and active engagement, making this combination effective in encouraging learning[16].

Method

A. Research Design

This research used a qualitative content analysis method, focusing on students' speaking performance as reflected in their video responses through Quizizz interactive learning media. content analysis, the unit of analysis consists of interview and observation data, where text is broadly understood to include visual and audio media, not limited to writing[25]. Content analysis is used to systematically analyse students' verbal expressions to uncover patterns, themes, and linguistic features in

their spoken English. The aim is not to measure statistical changes, but to interpret and understand the characteristics of students' speaking skills in depth.

This research design focuses on the content interpretation of students' speaking performances, examining four linguistic aspects: fluency, vocabulary, grammar, and pronunciation. The researcher analysed the students' submitted speaking video recordings to identify dominant features, recurring errors, and patterns of performance development linked to the instructional use of Quizizz.

B. Data Collection Techniques and Instruments

Data was collected from class 8D at SMPN 6 Sidoarjo. This school was selected because it is one of the public schools in Sidoarjo Regency that has begun to actively implement technology-based learning, including the use of interactive platforms such as Quizizz in the teaching and learning process. In addition, SMPN 6 Sidoarjo has a policy that supports the use of digital devices such as smartphones as learning aids, enabling the optimal application of technology. Class 8D was specifically chosen because one of its students had previously represented the school in an English language competition, indicating a high potential and interest in language skills within the class. The data collected consisted of speaking assignments recorded in video format and submitted through the interactive learning platform Quizizz. Students were given a speaking assignment in the form of a 2 minute narrative video based on a predetermined theme. The assignment instructions were provided through Quizizz in the form of essay instructions. Students were given 15 minutes to prepare and submit their oral responses.

The steps of data collection are as follows:

C. Task Administration

The researcher provided narrative speaking tasks to all students through Quizizz. Each student was required to respond orally by creating a video on the platform.

D. Speaking Video Collection

Recordings of students' speaking performances were collected through the Quizizz system. The recordings were saved and organised for analysis.

E. Observation and Documentation

The researcher observed the content of each speaking video and documented key linguistic elements based on predefined categories (fluency, grammar, vocabulary, and pronunciation). The assessment criteria used in the analysis were adapted from Lisnawati [26] which provides qualitative descriptors for each of the five components of speaking. This framework helps to evaluate each student's ability level and identify specific areas for improvement. The results from the content analysis provided a deep understanding of how students used spoken English in the tasks supported by the Quizizz, providing insight into their language strengths and developmental needs.

Result And Discussion

A. Overview of Content Analysis Results

This study focuses on analysing aspects of speaking material and summarising general findings through a content analysis approach, covering various components such as warm-ups, vocabulary building, pronunciation exercises, grammar, vocabulary exercises, speaking, writing, and reflection [27]. This study uses a content analysis approach to evaluate the speaking skills of eighth-grade students in English using the interactive learning media Quizizz. The four main aspects of speaking skills analysed include fluency, vocabulary, grammar, and pronunciation. However, in practice, the evaluation focused on these four aspects in accordance with the available data. Some students from class 8D at SMPN 6 Sidoarjo participated in speaking tasks by utilising the video response feature available on the Quizizz platform. Each student was asked to create a video lasting approximately two minutes as an answer to the oral essay question presented through Quizizz. The recordings were then transcribed and coded using qualitative labels (Very Good, Good, and Needs Improvement) based on their performance in each aspect of speaking skills.

B. Qualitative Description of Each Aspect Based on Results

1. Fluency

Very Good

Some students demonstrate excellent fluency in speaking. They are able to convey ideas smoothly without many pauses or hesitations. Their speech flows naturally with a steady and structured rhythm. Although the content of the conversation is simple, the delivery sounds confident and uninterrupted.

Good

Most students fall into this category. They are able to speak in complete sentences and convey ideas in a fairly coherent manner. However, there are occasional pauses as they search for the right words or construct sentences. Some students sound cautious when speaking, which causes the flow of conversation to be slightly slow or inconsistent.

Needs Improvement

Some students have difficulty speaking fluently. They often pause, hesitate, or are unable to complete sentences. The flow of conversation becomes disjointed, and ideas are difficult to understand due to frequent pauses and incomplete sentence structures. This indicates a lack of confidence or preparation in speaking. However, the use of video features in Quizizz helps them speak in a more relaxed atmosphere. The success in internalising motivation and improving student performance can be assumed to support fluency in English language use through increased engagement and more active language use during assessments[28]. With the video recording feature, students have time to prepare themselves, so they tend to speak more fluently and confidently than when speaking directly in class.

2. Vocabulary

Good

Most students use vocabulary that is appropriate and relevant to the topic of conversation. Their word choice is generally at a basic to intermediate level, including common verbs such as went, ate, played, and adjectives such as happy, big, and good. These students are able to convey their ideas effectively with simple but correct expressions. In some cases, students try to use more descriptive or varied vocabulary, which shows early signs of vocabulary development, although the range is still limited.

Needs Improvement

Some students struggle with choosing the right words, which affects the clarity of their speech. Their vocabulary tends to be very limited, and sometimes their word choices are not contextually appropriate or do not convey the intended meaning. This lack of accuracy in vocabulary use reduces the overall effectiveness of communication and makes it difficult for listeners to understand the message being conveyed. Although linguistic support is rated as 'Good,' spoken language characteristics are still not emphasised enough, including in terms of vocabulary selection and usage[27]. Quizizz, with its video and visual-based questions, is effective in reactivating vocabulary that students have learned in previous lessons. However, this medium is not yet strong enough to encourage exploration of more complex vocabulary. No major vocabulary errors were found, indicating a fairly good understanding of word meanings, but the variety is limited.

3. Grammar

Good

Some students demonstrate generally correct and understandable sentence structure. They are able to use tenses fairly accurately, especially the past tense, although there are still minor errors, such as the inappropriate use of auxiliary verbs. However, the message conveyed remains clear and is not overly disrupted by these grammatical errors.

Needs Improvement

Most students struggle with grammar. This is the weakest aspect compared to the others. Common errors occur in basic sentence structure, such as subject-verb agreement, inconsistent use of tenses, and improper word order. These mistakes often hinder the clarity and comprehensibility of the ideas being conveyed. This indicates that while Quizizz helps build confidence in speaking, it has not yet been able to improve or instill a deep understanding of grammatical structures. The need to use a gamified learning approach increases students' motivation to learn grammar[29]. A direct approach from teachers or explicit grammar exercises is needed to complement speaking activities.

4. Pronunciation

Good

Most students are able to pronounce words clearly enough to be understood by listeners. Although there are still some difficulties, such as the pronunciation of final consonants, the distinction between long and short vowels, and improper word stress, these do not significantly hinder comprehension. Overall, their pronunciation is quite good, although their native language accent still influences it.

Needs Improvement

Some students experience significant difficulties in pronunciation. They often mispronounce certain letters and use incorrect word stress patterns, making their speech difficult for listeners to understand. This issue sometimes causes communication barriers. Conversely, students with high fluency tend to demonstrate clearer and more structured articulation and speech rhythm. Meanwhile, students with high fluency have clear articulation and speech rhythm that closely resembles native

speakers. Quizizz devices help improve pronunciation and speaking skills, as well as facilitate better retention[30]. Quizizz helps students realise the importance of pronunciation because they can see and hear their own recordings. This encourages students to gradually improve their pronunciation.

C. Quizizz Features on Mobile Devices

a. Quizizz Task Interface Display on Mobile Devices

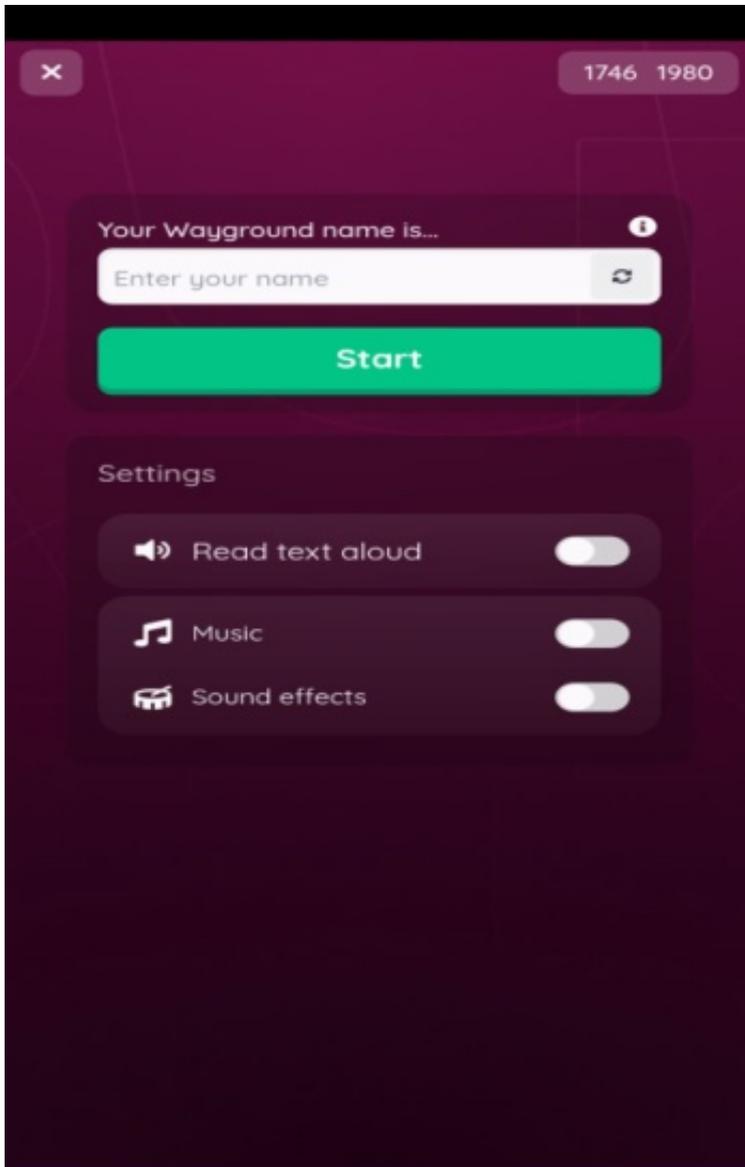


Figure 2. Quizizz Task Interface Display on Mobile Devices

The initial display of the Quizizz platform, when accessed via a mobile device, shows interactive features tailored to students' needs. The image shows the user name, avatar options, number of participants, and three power-up features that add gamification elements to the learning process. The "Start Game" feature allows students to access tasks immediately, while elements such as avatars and power-ups create a fun and relaxed atmosphere. This contributes to increased motivation and engagement among students in speaking tasks. Quizizz also sets the time limit for tasks according to the teacher's instructions, including an unlimited time option for speaking tasks such as oral narratives.

b. Camera Permission Request Display And Speaking Task Instructions

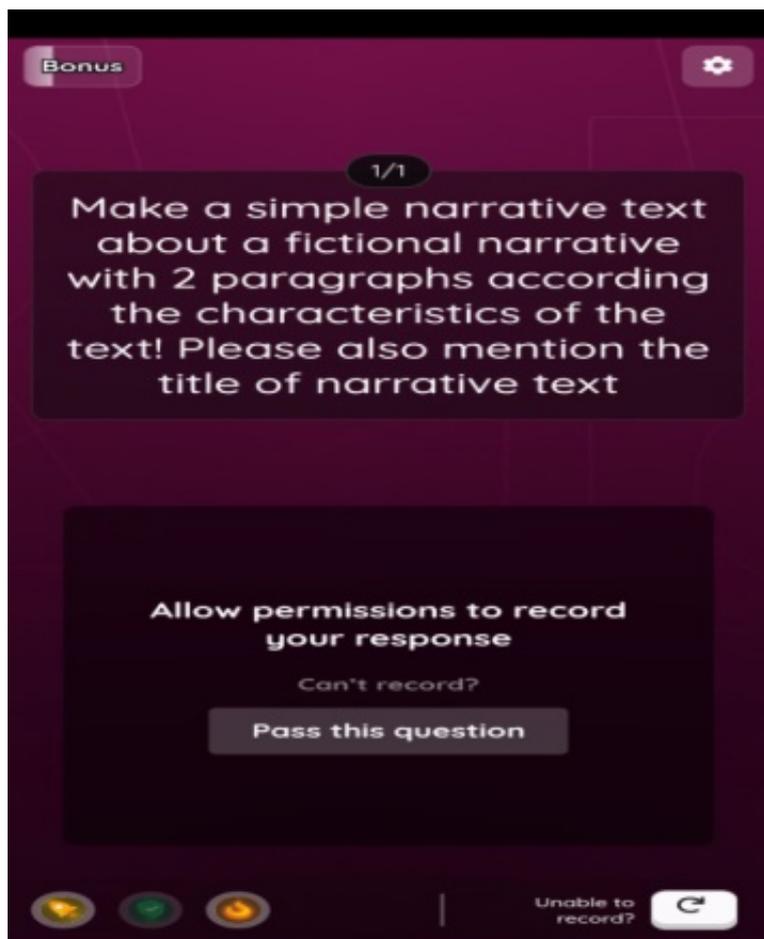


Figure 3. Camera Permission Request Display

This image shows the initial process when Quizizz requests permission to access the user's camera and microphone through the mobile browser. This permission is required so that students can record their answers directly in video form.

c. [Video Recorder Interface For Answering Speaking Questions](#)

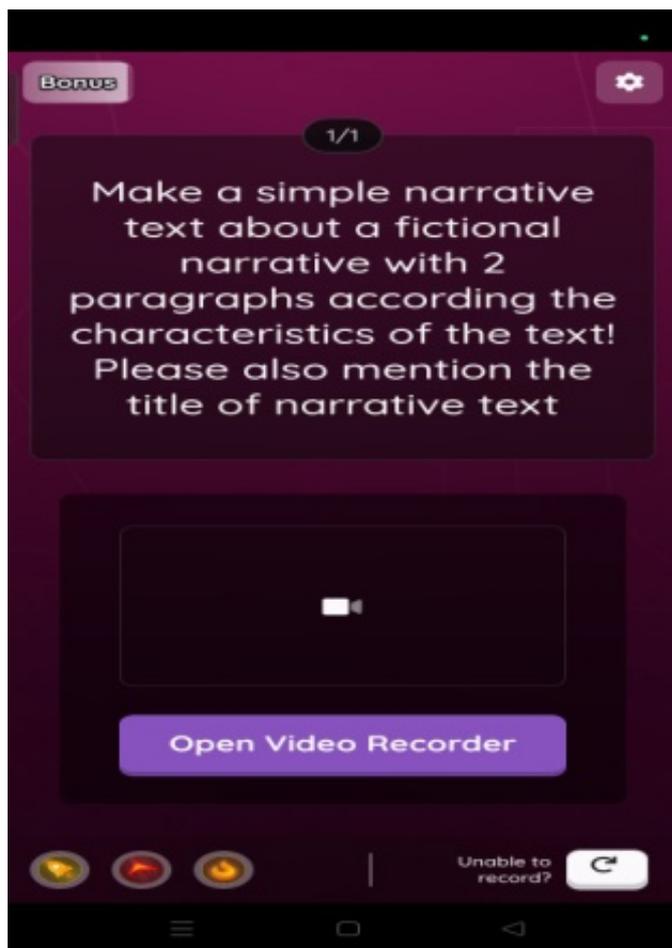


Figure 4. Video Recorder Interface For Answering Speaking Questions

After allowing camera access, students can use the 'Open Video Recorder' feature to record their answers directly. This interface is very simple and user-friendly, making it easy for students to record their answers without the need for additional applications. With its intuitive display and clear buttons, this feature greatly supports practical and flexible speaking skills. Recording via mobile phones facilitates more personalised learning and enables teachers to evaluate students' speaking abilities individually in greater depth, based on the recordings automatically collected on the platform.

d. Camera Blocked Notification And Technical Solution



Figure 5. Camera Blocked Notification And Technical Solution

This display shows a warning that camera access has been blocked by the browser, preventing students from recording videos. The message is accompanied by technical instructions that help students re-enable camera access by opening the camera icon in the address bar. This display shows that although Quizizz provides a video feature, the use of compatible devices and browsers remains an important factor for the smooth implementation of speaking tasks. This highlights the need for light technical assistance from teachers during initial use.

[4. Table 1. Results of Students' Speaking.](#)

No.	Name Of Student	Criteria	Grade	Description	Example Sentence
1	Student 1	Vocabulary Grammar Pronunciation	Fluency Very Good Good Good Good	Student 1 speaks confidently and fluently without long pauses or hesitation. She maintains a natural rhythm and flow throughout her speech, making it sound smooth and comfortable. She uses vocabulary appropriate to the topic. Although most	Once upon a time, there was a Fox and he was searching for a food. He's placed on that chick.

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of her words are at a basic to intermediate level, she chooses them effectively to express her ideas. There is still room to expand her vocabulary further. Her grammar is generally accurate. Although there are some small errors in tense or sentence structure, they do not interfere with understanding. She shows good control of basic grammatical rules. Her pronunciation is clear and easy to understand. She articulates words well, uses correct stress patterns, and her accent does not interfere with comprehension.

Student 2 can once upon time in express his thought the river, the mouse in English and there prevented to speaks in complete take truth from the sentences, although middle of the river. he occasionally pauses to find the right words. These pauses slightly disrupt his rhythm, but he generally communicates his ideas clearly. He uses familiar words that are relevant to the topic. His vocabulary is functional and understandable, although there is room for development in using more advanced or expressive terms. Dimas makes frequent grammatical errors, especially with verb tenses and sentence structure. These mistakes sometimes hinder the clarity of his message. Most of his words are understandable, but some mispronunciations

2.

Student 2

Fluency Good Good Need
Vocabulary Improvement Good
Grammar
Pronunciation

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3.	Student 3	Fluency Good Good Need Vocabulary Improvement Good Grammar Pronunciation	are noticeable. However, these do not significantly interfere with comprehension. Student 3 speaks slowly and carefully, showing effort to construct sentences. Although she occasionally hesitates, she manages to articulate her ideas without lengthy pauses. She uses appropriate but basic vocabulary. She can communicate her message effectively, although a greater variety of words would enrich her speech. There are consistent issues with grammar, such as incorrect verb usage and sentence agreement, which occasionally confuse the listener. Her pronunciation is clear for the most part, though she sometimes struggles with word stress and certain sounds.
4.	Student 4	Fluency Good Good Need Vocabulary Improvement Good Grammar Pronunciation	Student 4 speaks with a natural pace, although sometimes pauses to gather his thoughts. His delivery shows a willingness to express himself without too much hesitation. He uses a simple range of vocabulary that helps him get his point across, but he could benefit from learning more descriptive language. His speech contains errors in basic grammar, such as verb tense and pluralisation, which affect the accuracy of his sentences. His words are mostly pronounced correctly, although some are slightly unclear. Continued practice would help improve his

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5.	Student 5	Fluency Good Good Good Vocabulary Good Grammar Pronunciation	articulation. Student 5 shows aHe listened with all good ability to speakhis heart. in complete sentences. There are some pauses, but she maintains a steady rhythm throughout. She uses relevant vocabulary that supports her ideas, though it remains within a basic range. More expressive words would improve her speaking quality. Her grammar shows basic control, but there are noticeable errors in sentence construction and verb forms. Her message is still generally understandable. Her pronunciation is mostly accurate. She needs minor improvement in word stress and intonation.
6.	Student 6	Fluency Good Good Need Vocabulary Improvement Good Grammar Pronunciation	Student 6 attempts to speak fluently, and although there are some pauses, he generally expresses complete thoughts. He uses common words appropriately, but there is limited variety in word choice. Expanding his vocabulary would strengthen his speaking. Frequent grammar mistakes occur in his speaking, which can confuse the listener or disrupt the meaning. His pronunciation is mostly clear and intelligible, with only a few mispronounced words.