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The Effectiveness of Teaching Speaking Through Quizizz for The Eleventh Graders of MA NWDI Rensing Bat

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Abstrak:
Many students as English foreign language learners failed in learning to speak English. They must have a strong willingness and mentality to speak smoothly and fluently. English teachers have a high demanded to produce an appropriate method in teaching speaking for their students in the classroom. Speaking will become easier and more effective if an appropriate method is based on students' ability and era. This study focused on teaching speaking through Quizizz. The research problems were (1) To what extent is the attainment of teaching speaking through Quizizz? (2) To what extent is the effect of using Quizizz in teaching speaking? This study was experimental. It consisted of two groups among 40 students, which were divided into 20 students as the experimental group and 20 as the control group. This study used speaking tests in Quizizz and hypothesis testing. Based on the results, the results showed that pre-test scores in the experimental group had the lowest score was 33 and the highest was 69, while in the post-test, they obtained the lowest score of 57 and the highest was 84. Besides, in the control group, the lowest score was 31 and the highest score was 49, while in the post-test, the lowest score was 43 and the highest score was 65. The Mean scores obtained by the experimental group in pre-test and post-test were 47.8 and 67, with a standard deviation of 8.71 and 7.394. The mean score obtained by the control group in the pre-test and post-test was 6.629 and 5.244. Thus, the T-test was higher than the T-table, which meant teaching speaking through Quizizz could increase students' speaking ability. The hypothesis was accepted, and the null hypothesis was rejected.

Key Words: Digital Game-Based Learning; Quizizz; Speaking Skill; Teaching Speaking

Introduction

Speaking is one of the language skills, being the most popular in linguists. It becomes very important skill to be mastery by students as long as communication in variety of activities and in teaching and learning English itself (Smith et al., 2019). Technology has increasingly integrated with learning process in the clasroom. Teachers should be more creative and innovative to establish a strategy based on techonology for their students in teaching (Johnson, 2020).

The teacher's effort should not be directed at informing their students about language but enable them to use it. Learning a language is considerable to create students' habits (Thornburry. 2005). Thus, the distinctive feature of instructional activities is using drill in various kinds of thought because the fundamental purpose of language teaching is to enable students to be able to communicate orally in target language.

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Teachers have to attention forward some terms such as teaching material, students' English level, learning target, classroom management and others (Arielle S Keller et al., 2020). In teaching the most teachers wish their students able to speak English fluently, but it is not easy as that is hoped. In this study I provided an appropriate teaching technique to solve students' problems in learning speaking which using Quizizz. This is a platform of learning website which emphasizes its importance in teaching and learning, fostering better relationships and innovative instructional methods and technology. It can enhance engagement and learning by providing interactive and visually appealing educational expreriences in various settings (Johnson. 2019). Quizizz provides a lot of materials in learning English, one of them that I used was descriptive text material. It is an image or visual media that could be used to teach and reinforce on students' speaking ability. I was interested in investigating the effectiveness of using this technique.

There were two problems in this study, they were: 1) To what extent is the attainment in teaching speaking through Quizizz for eleventh graders of MA NWDI Rensing Bat? 2) To what extent is the effect of Quizizz in teaching speaking for eleventh graders of MA NWDI Rensing Bat? Objectives of this study were: 1) To know the attainment in teaching speaking through Quizizz for eleventh graders of MA NWDI Rensing Bat. 2) To know the effect of Quizizz in teaching speaking for eleventh graders of MA NWDI Rensing Bat

The hypothesis of this study formulated there was a significant effect to improve students' speaking ability by using Quizizz for eleventh graders of MA NWDI Rensing Bat.

Literature Review

Speaking is a primary skill in English that always use to communicate with other in our activity. In communication there is an interchange of thought, feeling, gesture, emotional expression or in writing form of language but speaking commonly and most effectively does it. Speaking skills are closely linked to academic success. Students who possess strong oral communication skills are better equipped to participate actively in classroom discussions, articulate complex ideas and comprehend academic content (Bambaeeroo and Shokrpour, 2017). Students need to have speaking ability to receive and to produce their idea of knowlegde in classroom. Besides, those help students for carreer advancement. Employers consitenly rank communication skills, including speaking profeciency as essential for success in the workplace (Bharathi, 2011).

As a second or foreign language learners learn to speak English is taking time. They must repeat vocabularies more often practice it in real communication to ensure their ability to produce the words in English (Bambaeeroo and Shokrpour, 2017). In classroom students must imitate teacher as the main central of learning model and they must know what native says in speaking English. If students can mastery a lot of vocabularies in English, their confident will raise, and they will very interest to practice speaking. Vocabulary will help them in speaking. Speaking has a function to deliver messages, feelings, and ideas to others. Speaking has three functions such as: 1) Representative function, speaking has a role to construct statements and to send information about knowledge. (2) Directive function, speaking use to express ideas orally, suggestions and advice. (3) Evaluative function, speaking use to know comprehension degree of speakers and listeners.

Teaching speaking deals with a variety of aspects of speaking itself. Speaking must be able to deliver messages and can be understood by other people. There is a process when we speak such as structure, intonation, dialect and others. Speaking ability may be viewed from appropriateness of utterance, placement of stress, appropriateness of words choice and appropriateness of speaking target. There are

some of current issues in teaching pral communication will help to provide some perspective to the more practical considerations such as the place of pronunciation teaching, accuracy and fluency, effective factors and the interaction effect (Bambaeeroo and Shokrpour, 2017).

Communicative language learning (CLT) to be the most of the prevelent theoritical framework guiding in teaching speaking. It emphasizes the importance of communication as the primary goal of language learning (Rabi, et al., 2023). In learning speaking, CLT can advocate for authentic language use, interactive tasks and focus on real word commucation. It provides students to develop their ability in speaking practices (Qasserras, 2023).

In teaching and learning speaking, teachers must design materials to be more effective, accurate and fun to increase students' motivation. Teachers must use media as supporting tools or techniques in teaching speaking. Media takes control to minimize explanation from teacher, and it can help students to understand easily the materials. English teaching means of object which can be touched heard and seen to attract the students' attention in learning English. Media can be used in teaching learning process, and it helps teachers in teaching and learning process in classroom (Chapelle, 2001).

Digital Game-Based Learning is an instructional method that combines learning materials using computers or videos in the form of games with the aim of making students interested in participating in classroom learning. Currently we are in a phenomenon of students with the term generation looking down because students play a lot of games outside of their school activities. Therefore, it is time for teachers to make these students like to participate in learning by utilizing games as a learning medium. The development of digital game-based learning media is very important to be done as a solution to improve the quality of teaching and learning in the classroom (Serrano, 2019). The use of digital game-based learning is not only to make students interested and happy but broader academic benefits can also be achieved using digital game-based learning.

Games are used as learning media or explained as learning aids to overcome complex problems in students through game-based learning innovations. Therefore, the concept of implementing game-based learning is used based on the goals and needs of students for problems experienced in learning (Hamari et al., 2016). The selection of the type of game-based learning is based on the type of student problem and the achievements to be achieved to fix the problem (Pass et al., 2016). Digital game-based learning is used to increase interest in learning in students and college students in general (Alduwairej, 2014).

This learning approach and method is an important concept, especially in the current phenomenon where most students cannot be interactively involved in participating in classroom learning (Hamari et al., 2016). Therefore, teachers and experts in the field of teaching material methodology create interactive and fun learning innovations. This digital game-based learning method is expected to increase student motivation and make them interested in participating in classroom learning.

When technology is combined with Digital Game-Based Learning, students will participate in the game seriously so that they do not miss information and instructions. Practice and receive knowledge through the contents of the game which is part of the learning process. Concretely, Digital Game-Based Learning is a learning approach where students gain knowledge and then they transfer that knowledge to real life around them and not just playing games (Hamari et al., 2016).

There are many types of learning game application platforms available both online and offline. Some of the most used learning game application platforms currently used by teachers in schools include (Suhardy Amir, 2024):

1. Quizizz

   Quizizz is a technology-based learning platform that allows users to create, share and take interactive quizzes online. Quizizz is designed to make learning more interesting and interactive. In the Quizizz application, there are 18 types of questions that vary that can be used for learning. There are also very complete reports with analysis of each report.

2. ClassPoint

   ClassPoint is an application designed to help teachers and students in the learning process. This is a digital learning platform that allows teachers to create online classes. Upload learning materials, give assignments, interact with students. In the ClassPoint application, there are various types of questions that can be used for learning. There are slides or power points and reports that are also very complete with analysis of each report. In addition, this application emphasizes interactive learning activities.

3. Kahoot

   Kahoot is a game-based learning platform that allows users of all ages to explore and understand new topics in a fun and engaging way. This application is designed for classroom and corporate training sessions. In this application there are services for creating questionnaires, debates and surveys which are created to increase the participation and motivation of participants who take part in learning activities.

4. Wordwall

   Wordwall is a website-based application that is used to create learning such as quizzes, matching, pairing, anagrams, random words, grouping. This application provides 18 templates that can be accessed for free and can change one activity template to another.

5. Quizalize

   Quizalize is an online learning platform that allows teachers to create interactive and engaging quizzes for their students. The quizzes provided are in the formative quizzes because teachers can use them to create formative quizzes that allow them to quickly evaluate students' understanding of the subject matter. With the real-time feedback feature, teachers can see the quiz results directly and adjust the next learning according to student needs. In addition, game-based learning allows teachers to turn quizzes into interesting games. With the elements of competence and points, students become more motivated to participate actively.

In this study, Quizizz has been choiced as a main tool to teach speaking. It is the most popular, entertaining, game-based students response system widely used as an assessment tool at various learning stages (Zuhriyah & Pratolo, 2020). Students join the game using a unique access code and a nicknam to remain anonymous. It also offers immediately feedback, a review section, repeated tests and tracks new Quizzizz (Pranydewi & Kristiani, 2021).

Relevant Studies

First study was from Yosephine Fransiska Romana Nawawi, Regina, Dwi Riyanti (2024) has investigated students' perspectives on the use of Quizizz as a gamified platform for learning English speaking. The objective in this study was to find out students; perspectives on using Quizizz in learning English speaking.

The subjects were 24 students in the army military command academy. The study approach used qualitative research. Technique for data collection used open-ended questionnaires and semi-structured interviews. The result showed that, using Quizizz in learning speaking could impact on students' motivation, assitance, comfort, engagement and focus during learning. Quizizz could increased students' assurance to speak, comptitiveness during learning and goal awareness.

Second studies were from Nada Bela Andresta and Choiril Anwar (2022) has investigated students perceptions using Quizizz as an English assessment medium. The objective in this study was to find out students' perseptions on using Quizizz as an English assessement. The subjects were 108 students from tenth graders at SMAN 2 Semarang. The study approach used qualitative research. Technique for data collection used open-ended questionnaires. The result ahowed that 88.9% or 96 of students have positive perceptions and 5.6% or 6 of students have neutral perception and 5.6% or 6 students have negative perceptions. The students thought Quizizz is a fun media and related to used as digital learning method. Quizizz is very interesting to used and practical to use for assessement media.

Third studies were from Rizki Ayuk Juvanichasari, Yoyok Andriyanto, Wiyaka (2023) has investigated students perceptions using Quizizz as an English. The objective in this study was to find out students' perseptions on using Quizizz in learning English. The study examines the impact of Quizizz on various aspects of learning English such as interesting, understanding, interactivity, collaboartion, motivation, critical thinking. This study providess valuable insights and perpectives using quizzin in English language education.

Theoretical Framework

All teachers are determining to have a success of teaching of English. In fact, they find many problems belong to students' behaviour, motivation, effort as well as tools of teaching. Teachers always try to figure out problems with some solutions such an appropriate approaches, methods and techniques in presenting material to students. Practice and receive knowledge through the contents of the game which is part of the learning process. Communicative Language Learning (CLL) is used as guiding to provide interactive learning for students in classroom. It can advocate for authentic language use, interactive tasks and focus on real word commucation. It provides students to develop their ability in speaking practices (Qasserras, 2023). Concretely, digital game-based learning is a learning approach where students gain knowledge and then they transfer that knowledge to real life around them and not just playing games (Suhardy Amir, 2024).

Method

This study was an experimental study. The samples were divided into two classes. They were categorized as experimental groups and as control groups. It described quantitative degrees to which variables are related. I intended to examine cause and effect between two variables such as speaking ability and Quizizz with descriptive text material. An experimental design is one of the precise methods to examine cause and effect. In this study I tried to find out the effect of treatment of two distinctions Quizizz with descriptive text material toward students' speaking achievement. The experimental research design was used to know effect of Quizizz with descriptive text material. I used pre-test and post-test design (Arikunto, 1998:115). The two groups like experimental and control groups were compared by measurement of observation on dependent variable. Both were measured twice; the first measurement served as the pre-test and as the post test. Measurements on dependent variables for both groups were done at the same time with same testament and experimental group was manipulated with treatment. The population of the study was the eleventh

graders of MA NWDI Rensing Bat which consisted of 40 students. There was a random sampling activity to determine the sample of the study who were being experimental and control groups.

Instrument and measurement of this study used speaking test such as asking and answer questions based on instructions using Quizizz aplication. The test constitutes a way of doing research which contains questions or commands which must be answered by the subjects. Quizizz used to stimulate the subject to build their opinion. In this study I used the orally test. The form of oral test was employed in verbal essay which based on topic taught in oral test. The respondents asked to speak for 5 minutes minimum. It was graded that speaking scales in the heaviest weight followed by comprehension, fluency, accent which received the lowest weighting. The whole test was evaluated by comprehension based of elements of speaking such as accent, grammar, vocabulary, fluency and comprehension. All aspects based on FSI procedure (Oller,1979:29), as follows:

Proficent Description	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

The technique of data collection of this study took pre-test and post-test for both groups experimental and control group. Pre-test was given before teaching conducted by using Quizizz. In experimental group I taught using Quizizz with descriptive text topic and in control group I taught using traditional media. Meanwhile a post-test was given after applying Quizizz with descriptive text material in teaching and learning process to the experimental group and traditional media to the control group. The steps were (1) Pre-test: it was given to experimental group and control group before teacher taught students using Quizizz. (2) Treatments: teacher taught using Quizizz with descriptive text topic only in experimental group. (3) Post-test: it was given to experimental group and control group.

The technique of data analysis of this study used data description techniques. In analysing the data, I used descriptive statistics. It used to determine the scale such as high, average and low category. Based on Oller's scoring system if the total scores are between 16 to 42 it can be categorized as low because students are able to satisfy immediate needs using rehearsed utterance and can imitate as well as maintain predictable face to face conversations and satisfy limited social demands. If the total score between 43 to 72 that categorized on average because students can satisfy routine social demands and limited work requirements and able to speak the language with sufficient structural accuracy arid vocabulary to participate effectively in most formal and informal conversation on practical, social profession. If the total score of 73 to 99 that categorized as high because students are often able to use the language to satisfy professional needs in wide range of sophisticated and demanding asks and speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker.

Before t-test was conducted, previously providing and checking the data assumptions of normality and homogeneity. Liliefors tests were used as a method to measure normality data which begins with

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Volume: 5 | Nomor 02 | Agustus 2025 |
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determining significance levels of normality at 5 % (0.05) which hypothesis provides as H0: Sampling who came from normal distributions and as H1: Sampling who did not come from normal distributions. As the results, from the table data produced the data gained L0 = 0,0188 with n = 30 and real level a = 0,05. From the table of L for Liliefors tests that gained were L = 0,161 which was bigger than L0 = 0,0188. Thus, H0 hypothesis was accepted. It could be concluded that the data were from normal population distribution. Besides, homogeneity measurement data were conducted to increase the agreement among the data which has not significantly different population in diversity. However, homogeneity tests are never used in this study since it is to measure more than two groups of data.

Hypothesis testing was conducted with results as follows: I used t-test with the level of significance 0.05 with criteria such as: (1). If t-test (tt)] t-table (to) in significant rank of 0.05, Ho (Null Hypothesis) is rejected. (2). If t-test (tt) [t-table (to) in significant rank of 0.05, Ho (Null Hypothesis) is accepted.

RESULT

Based on the description of data analysis, it showed that the student's lowest score for experimental group in pre-test was 33 and highest was 69. Besides, in control group the student's lowest score was 31 and the highest were 49. In the post-test, the student's lowest score for experimental group was 57 and the highest score was 84. While in the control group the lowest score was 43 and the highest score was 65.

The mean (M) obtained in experimental group in pre-test and post-test were 47.8 and 67 and standard deviation (SD) in pre-test and post-test were 8.71 and 7.394, while the mean (M) obtained in control group in pre-test and post-test were 41.05 and 56 and standard deviation (SD) in pre-test and post-test were 6.629 and 5.244.

In examining data result of the speaking test, I used statistic description for the categories in which it consisted of the ideal maximum score (SMI) was 99. The ideal mean score (MI) gained was 16 and the ideal standard deviation (SDI) was 7.54.

The categories gained after calculation into standard categories of Oller's scoring systems are as follows:

Groups	Achievement		FSI Level	Interpretation
Experimental Group	Pre-test	47.8%	2	Able to satisfy routine social demands and limited work requirements
	Post-test	67%	3	Able to speak the language with sufficient structural accuracy arid vocabulary in most formal and informal conversations on practical, social profession 1 topics

Groups	Achievement		FSI Level	Interpretation
Control Group	Pre-test	41.05	1+	I can imitate and maintain predictable face to face conversations and satisfy limited social demands.

Edu Cendikia: Jurnal Ilmiah Kependidikan
Volume: 5 | Nomor 02 | Agustus 2025 |
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	Post-test	56	2+	Able to satisfy most work requirements with language usage that is often but not always acceptable and effective

The result of conversation based on FSI procedure of speaking test it found that experimental group in pre-test was on 2 level and post-test was on 3 level, while in control group in pre-test was 1 + level and post-test was only on 2 + level. These showed that students' achievement in experimental group was higher than control group.

However, the meanings are viewed from groups of the sample as follows:

Group	**Smi**	**Mean**		**SD**	
		Pre	**Post**	**Pre**	**Post**
Experimental	99	47.8%	67%	8.721%	7.394%
Control	99	41.05%	56%	6.629%	5.244%

Mean (M) of speaking ability indicated existence of tendency students in experimental group were higher than students who were in control group. The average score in pre-test and post-test of students in experimental group was 47.8 which was included in the average category, while average score of students in control group in pre-test was 41.05, it was included as low category and in post-test was 56.

Based on the result of data analysis between t-test and t-table in degree of freedom indicated (Ha) was accepted and (Ho) was rejected, thus indicated that t-test was higher than t-table which had significant effect. The summary can be shown as follows:

t-test	**Df (Nx-Ny-2)**	**t-table (0.05)**
5.993	38	2.02

Based on hypothesis testing results, the obtained t-value was 5.993 whereas at the table t-value df = 38 at 0.05 level of significance was 2.02. The obtained t-test was 5.993, it was far higher than 2.02, hence, it could be marked significant. So, the null hypothesis was rejected, and alternative hypothesis could be accepted. It could be concluded that the alternative hypothesis was rejected, and null hypothesis was rejected. Thus, there was an effect of Quizizz with descriptive text material toward students' speaking ability.

Discussion

The research problem in this study were to what extent is the attainment and the effect in teaching speaking through Quizizz for eleventh graders of MA NWDI Rensing Bat. Using Quizizz with a descriptive text material in teaching speaking was effective. It is based on the large differences gained between experimental and control groups. Mean score of experimental groups was greater than control group. It clearly indicated

that students in experimental group did the test much better than students in control group. This result showed that Quizizz were effectively increase students' speaking ability.

Besides, by comparing studies to increase the data from another relavant studies showed that the strong positive perception of Quizizz among students, highlighting its effectiveness in enhancing interest, enthusiasm, understanding of learning concpets, interactivity, collaboration, motivation, critical thinking, erorr improvement and exam preparedness (Rizky Ayuk Juvanichasari, et al., 2023). Based on these results, Quizizz can be as efeective tool in learning speaking because it can increase students' interest and anthusiasm.

In addition, Quizizz contribute to benefit students learning speaking through enhancing their motivation, engagement and focus. It has very interactive features and game-like design make learning enjoyable and effective. Despite challages related to internet connectivity. It remains valuable tool for improving students' speaking skills (Yosephine Fransiska Romana Nawawi, et al., 2024). Based on these data, Quizizz should be adopted by English teacher as main tool in teaching speaking. It will help more to provide an interactive teaching and learning process, especially in teaching speaking. However, in teaching speaking, students must have strong efforts to puss themselves to be confidents during communication.

In another studies, Quizizz maing students interested and motivation in the assessement process. This supported by factors that influence their interest through the features in Quizizz which making students interested and exited in the calssroom. It proves that Quizizz needed by teachers to make the classroom atmosphere more active and the assessement process in the classroom (Nada Bela Andresta & Choiril Anwar, 2022). As a result, students feel happier and interested toward learning speaking in classroom.

Conclusion

Teaching speaking by using Quizizz for students has numerious positive effects and contributions for students. It helps teachers in teaching speaking, and it helps students to learn to speak with strong motivation, interest and enthusiam. Besides, having positive classroom atmosphere and relevant with students' era. From the results of this study, it showed that teaching speaking through Quizizz is highly effective, we could see fom the data gained in experimental groups had higher values than in control group. On other word, the null hypothesis (Ho) was clearly rejected, therefore alternative hypothesis (Ha) was accepted. Teaching speaking by using Quizizz with descriptive text material could increase students' speaking ability. It has a significant effect to help students in improving their speaking ability.

I recommended to English teacher in high school to use Quizizz as a tool teach speaking. I also suggested to enhance the number of studies which focus on digital-game based learning especially in using Quizizz to provide more enlighting issues which contribute as new insight.

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