

**An Analysis of the Role of Quizizz Paper Mode in Enhancing Students'
English Learning Engagement and Motivation At SDN 5 Arawa**

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ABSTRACT

This study examines the role of Quizizz Paper Mode an offline, printable adaptation of the gamified Quizizz platform in enhancing fifth-grade students' engagement and motivation in English as a Foreign Language (EFL) learning at SDN 5 Arawa, a low-resource public elementary school in rural South Sulawesi, Indonesia. Amid persistent challenges of low participation and motivation in conventional paper-based EFL instruction, particularly in technology-limited settings, the research investigates whether this low-tech gamified tool can foster more interactive and motivating classroom experiences. Adopting a descriptive qualitative design, the study collected data through structured classroom observations and semi-structured interviews with five purposively selected fifth-grade students and their English teacher. Observations focused on three dimensions of engagement behavioral, emotional, and cognitive alongside indicators of intrinsic and extrinsic motivation. Interview responses provided in-depth insights into participants' perceptions and experiences. Data were analyzed using Miles, Huberman, and Saldaña's (2014) interactive model, with triangulation ensuring credibility. Findings revealed that Quizizz Paper Mode significantly improved all aspects of student engagement. Students exhibited greater behavioral participation and persistence, heightened emotional enthusiasm, enjoyment, and confidence, and stronger cognitive focus, effortful thinking, and strategy use. Both intrinsic motivation (interest, curiosity, and enjoyment) and extrinsic motivation (competition, scoring, and achievement orientation) increased markedly due to the tool's game-like elements such as time limits, immediate feedback, and ranking systems. Participants and the teacher perceived the activity as more enjoyable and less anxiety-inducing than traditional assessments. The tool proved highly practical and inclusive in low-resource classrooms, requiring no internet access or personal digital devices. This research concludes that Quizizz Paper Mode is an effective,

accessible, and equitable strategy for boosting engagement and motivation in primary EFL learning within resource-constrained contexts. Practical implications for teachers and recommendations for future studies are discussed.

Keywords: Quizizz Paper Mode; Student Engagement; Learning Motivation; Gamification

INTRODUCTION

In the global education landscape, fostering student engagement and motivation in English as a Foreign Language (EFL) learning remains a persistent challenge, particularly in developing countries with limited technological resources. The 2018 Programme for International Student Assessment (PISA) revealed that Indonesian students exhibited relatively low levels of engagement in language-related activities, with many classrooms still dominated by traditional memorization-based approaches that fail to stimulate young learners effectively. This situation is exacerbated by the digital divide, where unequal access to technology hinders the implementation of interactive learning methods, ultimately leading to decreased enthusiasm and suboptimal learning outcomes.

The COVID-19 pandemic further intensified these issues. A World Bank analysis indicated a notable decline in student participation and EFL proficiency across Southeast Asia, including Indonesia, due to prolonged disruptions in schooling and inadequate integration of educational technology during remote learning periods. Even after the return to face-to-face instruction, many elementary schools continued to rely on conventional paper-based methods, which often result in passive learning and low student involvement. These challenges highlight the urgent need for innovative yet accessible pedagogical strategies that can operate effectively without heavy dependence on digital infrastructure.

At the national level, Indonesia's education system has undergone significant reforms to address such problems. The 2013 Curriculum, later strengthened through the Merdeka Belajar (Freedom to Learn) initiative and formalized as Kurikulum Merdeka in 2024, emphasizes interactive, student-centered learning and reintroduces English as a compulsory subject from the early grades of elementary school. Despite these policy advancements, surveys by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) consistently show that more than 60% of elementary students display low motivation and minimal participation in English lessons, primarily due to repetitive drills and traditional assessment formats. This gap between policy aspirations and classroom reality underscores the importance of developing context-appropriate tools that align with the principles of Kurikulum Merdeka while accommodating resource constraints.

From a theoretical perspective, low engagement and motivation in EFL learning can be understood through Self-Determination Theory (Deci & Ryan, 2000), which posits that students thrive when their needs for autonomy, competence, and

relatedness are satisfied. Conventional teacher-centered and test-oriented approaches in many Indonesian primary schools often limit these psychological needs, resulting in disinterest and reduced effort. Similarly, Keller's ARCS Model of motivational design (1987) highlights the necessity of capturing students' Attention, ensuring Relevance, building Confidence, and providing Satisfaction elements that are frequently absent in standard paper-based English activities.

In rural and suburban areas, these challenges become even more pronounced. Limited internet connectivity, insufficient digital devices, and inadequate teacher training in technology integration create significant barriers to adopting fully online gamified platforms. At SDN 5 Arawa, a public elementary school in a semi-rural district of Sidenreng Rappang Regency, South Sulawesi, internal assessments in 2023 recorded a substantial decline in student participation during English lessons, characterized by passive responses, incomplete tasks, and evident boredom among grades 4–6 students. The school's context, marked by constrained technological resources, mirrors broader regional patterns where approximately 70% of families face internet access limitations.

This study selected SDN 5 Arawa as the research site due to both practical and academic considerations. The researcher's prior involvement in the Kampus Mengajar Batch 8 program at the school provided deep familiarity with the classroom environment, student characteristics, and specific motivational challenges in English learning. This firsthand experience facilitated smoother access to participants, enhanced the accuracy of data interpretation, and ensured the feasibility of sustained classroom observation. Consequently, SDN 5 Arawa serves as a representative case for examining innovative low-tech solutions in similar resource-limited Indonesian elementary settings.

To bridge the identified gaps, Quizizz Paper Mode an offline, printable adaptation of the popular gamified Quizizz platform emerges as a promising alternative. This mode retains core gamification elements such as time limits, scoring systems, competition, and immediate feedback while eliminating the need for individual digital devices or internet access. Teachers can print quizzes with special codes that enable quick scanning for automatic grading and analytics, thereby combining the motivational benefits of game-based learning with the practicality of traditional paper-based instruction. Previous studies have begun to explore its potential, yet empirical evidence focusing specifically on its impact on the multidimensional aspects of engagement (behavioral, emotional, and cognitive) and motivation (intrinsic and extrinsic) in primary EFL contexts remains limited, particularly in rural Indonesian schools.

Therefore, this research aims to analyze the role of Quizizz Paper Mode in enhancing fifth-grade students' English learning engagement and motivation at SDN 5 Arawa during the 2025/2026 academic year. By addressing the persistent issues of low participation in conventional EFL instruction and offering a contextually appropriate, inclusive strategy, the study contributes to the broader

discourse on technology-blended yet low-resource pedagogical innovations. Ultimately, it seeks to support the goals of Kurikulum Merdeka by promoting more engaging, equitable, and effective English language learning experiences for students in under-resourced environments.

LITERATURE REVIEW

Quizizz is a game-based online assessment platform that transforms traditional quizzes into interactive experiences through elements such as real-time feedback, leaderboards, avatars, and memes. Developed to increase student participation and immediate knowledge reinforcement, Quizizz has been widely adopted in EFL contexts for its ability to promote active learning and reduce test anxiety. Recent adaptations have introduced Quizizz Paper Mode, an offline printable version that retains core gamification features while eliminating the need for individual digital devices or stable internet access. In this mode, teachers print quizzes with special codes that can be scanned for automatic grading and analytics, making it a hybrid solution suitable for diverse classroom environments.

Gamification in education applies game design elements such as points, competition, levels, and immediate feedback to non-game contexts to enhance motivation and engagement. According to Deterding et al. (2011) and Kapp (2012), gamification fosters intrinsic motivation by satisfying psychological needs outlined in Self-Determination Theory (Deci & Ryan, 2000), namely autonomy, competence, and relatedness. In EFL learning, these elements stimulate curiosity, encourage persistence, and create enjoyable learning atmospheres. Keller's ARCS Model (1987) further supports this by emphasizing how gamified tools capture Attention, ensure Relevance, build Confidence, and deliver Satisfaction, all of which are critical for sustaining student interest in language acquisition.

Student engagement is a multidimensional construct comprising behavioral, emotional, and cognitive dimensions (Fredricks, Blumenfeld, & Paris, 2004). Behavioral engagement involves observable participation, effort, and persistence in tasks. Emotional engagement reflects feelings of enthusiasm, enjoyment, and belonging, while cognitive engagement refers to deep mental investment, strategy use, and self-regulated learning. In EFL classrooms, particularly at the elementary level, low engagement often stems from monotonous traditional methods. Gamified tools like Quizizz have been shown to enhance all three dimensions by turning passive assessment into dynamic, interactive activities that promote active involvement and meaningful processing of language materials.

Learning motivation in EFL contexts is commonly examined through the lens of intrinsic and extrinsic factors. Intrinsic motivation arises from internal satisfaction, interest, and enjoyment, whereas extrinsic motivation is driven by external rewards such as scores, competition, or recognition (Deci & Ryan, 2000; Dörnyei, 2001). Gamification elements in Quizizz, including time limits, scoring systems, and rankings, effectively boost both types of motivation. Studies indicate that such tools

help students internalize learning goals, reduce boredom, and increase willingness to exert effort, especially when traditional paper-based assessments fail to provide immediate feedback or a sense of achievement.

In low-resource educational settings, particularly in rural or suburban Indonesian elementary schools, full digital implementation of gamified platforms faces significant barriers due to limited internet connectivity, device availability, and infrastructure. Quizizz Paper Mode addresses this digital divide by offering an accessible, low-tech alternative that combines the motivational benefits of gamification with the practicality of printed materials. Recent Indonesian studies have demonstrated its feasibility and positive impact on student participation without requiring personal devices, thereby promoting educational equity and aligning with UNESCO's recommendations for technology blending in inclusive learning environments.

Empirical evidence on Quizizz Paper Mode, though still emerging, consistently shows promising results in enhancing motivation and engagement in EFL and other subjects. Heriyawati (2023) found that students perceived Quizizz Paper Mode as an interesting language assessment tool that increased confidence, motivation, and reading ability in EFL classes. Similarly, Kalsum et al. (2025) reported significant improvements in vocabulary mastery, motivation, and classroom engagement among elementary students using this mode in low-tech settings. Other studies, such as those by Egistika (2025) and Putra (2023), confirmed increases in intrinsic and extrinsic motivation, active participation, and positive attitudes toward English learning through its game-like elements and immediate feedback mechanisms.

Despite these positive findings, several gaps remain in the existing literature. Most prior research has focused on the digital version of Quizizz or examined general learning outcomes rather than the multidimensional aspects of engagement (behavioral, emotional, and cognitive) specifically in primary EFL contexts. Few studies have investigated Quizizz Paper Mode's effectiveness in truly resource-constrained rural elementary schools in Indonesia, where English is taught as a foreign language under the Kurikulum Merdeka framework. Moreover, qualitative explorations of students' and teachers' lived experiences with this tool in offline settings are still limited, leaving room for deeper understanding of its practical implementation and perceived benefits.

This study builds upon the reviewed literature by examining the role of Quizizz Paper Mode in enhancing fifth-grade students' English learning engagement and motivation at SDN 5 Arawa, a semi-rural low-resource elementary school. By integrating theoretical frameworks of gamification, Self-Determination Theory, and multidimensional engagement with empirical insights from recent Indonesian studies, the research addresses existing gaps and provides context-specific evidence. The conceptual framework posits that Quizizz Paper Mode's gamified features will positively influence behavioral, emotional, and cognitive engagement,

as well as intrinsic and extrinsic motivation, ultimately creating a more interactive and equitable EFL learning environment in technology-limited classrooms.

METHOD

Design and Sample

This study employed a descriptive qualitative research design to explore the role of Quizizz Paper Mode in enhancing students' engagement and motivation in English learning. Qualitative approaches are appropriate for gaining an in-depth understanding of participants' experiences, perceptions, and behaviors in natural educational settings (Creswell & Poth, 2018; Moleong, 2014). The descriptive design enabled the researcher to present a detailed account of how fifth-grade students and their teacher experienced the implementation of Quizizz Paper Mode without manipulating variables or testing hypotheses. This approach aligns with the aim of examining multidimensional aspects of student engagement, including behavioral, emotional, and cognitive dimensions, as well as intrinsic and extrinsic motivation within a real classroom context.

The research was conducted at SDN 5 Arawa, a public elementary school located in a semi-rural area of Watang Pulu District, Sidenreng Rappang Regency, South Sulawesi, Indonesia. The site was selected purposively as it represents a typical low-resource educational setting with limited access to digital devices and stable internet connectivity. The researcher's prior involvement in the Kampus Mengajar Batch 8 program at the school supported access, rapport, and contextual understanding of classroom practices.

Participants were selected through purposive sampling to obtain rich and relevant data. The primary participants consisted of five fifth-grade students who actively engaged in Quizizz Paper Mode activities. These students were chosen based on their varying levels of English proficiency and willingness to share their experiences. Additionally, the fifth-grade English teacher was included as a key informant to provide professional insights into classroom implementation and student engagement. The inclusion of both student and teacher perspectives strengthened data triangulation and enhanced the credibility of the findings.

Instruments and Procedures

Data were collected using three main instruments: observation sheets, semi-structured interviews, and documentation. The observation sheets were designed to systematically capture indicators of behavioral engagement (such as participation, attention, persistence, and interaction), emotional engagement (including enthusiasm, enjoyment, confidence, and reduced anxiety), cognitive engagement (such as focus, effortful thinking, strategy use, and reflection), and motivation (including interest, initiative, curiosity, and competitive spirit).

Semi-structured interviews were used to explore participants' perceptions, feelings, and experiences in greater depth while maintaining alignment with the research objectives. This format allowed flexibility for probing responses while ensuring consistency across participants. Documentation was also utilized to support the data, including photographs of classroom activities, printed Quizizz Paper Mode materials, students' work, and field notes.

The data collection process involved direct classroom observation during the implementation of Quizizz Paper Mode in English lessons, followed by individual interviews with selected students and the teacher. All interviews were audio-recorded with participants' consent and subsequently transcribed for analysis. To ensure trustworthiness, triangulation was applied by cross-checking data from observations, interviews, and documentation (Sugiyono, 2016). Ethical considerations, including informed consent and participant anonymity, were carefully maintained throughout the research process.

Data Analysis

The data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which involves three concurrent stages: data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, simplifying, and organizing raw data into meaningful units. Data display was carried out by presenting the data in the form of narratives, tables, and thematic categories to facilitate interpretation. The final stage, conclusion drawing and verification, involved identifying patterns, relationships, and themes related to student engagement and motivation, followed by continuous validation through comparison across data sources. Themes were developed inductively based on the dimensions of engagement and indicators of intrinsic and extrinsic motivation. To enhance the validity and reliability of the findings, triangulation and member checking (where possible) were applied. This analytical approach allowed for a comprehensive and context-sensitive understanding of how Quizizz Paper Mode influenced student engagement and motivation in a low-resource elementary EFL classroom.

RESULT AND DISCUSSION

The findings of this study are presented based on data from structured classroom observations and semi-structured interviews with five fifth-grade students and their English teacher at SDN 5 Arawa. The implementation of Quizizz Paper Mode was conducted during English lessons in March 2026. Observation focused on behavioral, emotional, and cognitive engagement, as well as motivation indicators, while interviews explored participants' perceptions.

Table 1. Observation Results of Students' Engagement and Motivation during Quizizz Paper Mode Implementation

Dimension	Indicator	Description	Yes	No
Behavioral Engagement	Participation	Students actively take part in completing tasks	✓	
	Attention	Students pay attention to instructions	✓	
	Persistence	Students keep trying until the task is finished	✓	
	Interaction	Students interact positively with peers/teacher	✓	
Emotional Engagement	Enthusiasm	Students show excitement and positive reactions	✓	
	Enjoyment	Students appear to enjoy the activity	✓	
	Confidence	Students show confidence while answering	✓	
	Reduced Anxiety	No signs of reluctance or fear	✓	
Cognitive Engagement	Focus	Students stay focused without distraction	✓	
	Effortful Thinking	Students attempt to understand items	✓	
	Strategy Use	Students apply rereading, reviewing, discussing	✓	
	Reflection	Students check and rethink answers	✓	
Motivation	Interest	Students look motivated to start the activity	✓	
	Initiative	Students take initiative without prompting	✓	
	Curiosity	Students show eagerness toward quiz content	✓	
	Competitive Spirit	Students aim for better scores or ranking	✓	

All observed indicators were marked positive, indicating high levels of engagement and motivation during the activity. Students demonstrated strong behavioral engagement. They actively participated, paid close attention to instructions, persisted in completing the quiz, and interacted positively with peers and the teacher. This active involvement contrasted with their usual passive behavior in conventional English lessons. Emotional engagement was also evident. Students displayed enthusiasm through smiles and positive reactions, expressed enjoyment, showed increased confidence, and exhibited reduced anxiety compared to

traditional paper tests. The game-like elements created a supportive and less stressful atmosphere.

In terms of cognitive engagement, students remained focused throughout the activity. They made effortful attempts to understand questions, applied strategies such as rereading and discussing with peers, and reflected on their answers when possible. This suggested deeper mental investment in the learning process. Motivation indicators were highly positive. Students showed strong interest and initiative from the start, demonstrated curiosity about the quiz content, and displayed a competitive spirit driven by scoring and ranking elements. Both intrinsic (enjoyment and curiosity) and extrinsic (scores and competition) motivation appeared enhanced.

Interview responses from students corroborated the observation data. Most students reported feeling happy and excited, describing the activity as “like a game” rather than a test. They stated that Quizizz Paper Mode made English learning more interesting due to time limits, scoring, and immediate feedback. All students expressed willingness to use the tool again because it reduced boredom and increased enjoyment.

The English teacher observed that students were more physically and cognitively active, showed positive emotional reactions, and felt challenged in a positive way. The teacher noted that Quizizz Paper Mode was more effective than traditional assessments because it required minimal tools, provided quick results, and allowed equal participation in a low-resource classroom. The main challenge mentioned was the need for clear instructions on using the coded paper. Overall, the triangulation of observation, student interviews, and teacher interview confirmed that Quizizz Paper Mode positively influenced students’ engagement and motivation in English learning at SDN 5 Arawa.

The findings indicate that Quizizz Paper Mode significantly enhanced students’ behavioral engagement by increasing active participation, attention, persistence, and positive interaction. This aligns with Fredricks, Blumenfeld, and Paris (2004), who define behavioral engagement as observable involvement in academic tasks. The game-like structure encouraged students who were previously passive in conventional lessons to become more involved. Emotional engagement improved markedly, as students displayed greater enthusiasm, enjoyment, confidence, and reduced anxiety. These results support Keller’s ARCS Model (1987), particularly the Attention and Satisfaction components, where gamified elements create positive affective responses. The reduction in test anxiety is consistent with studies showing that gamified assessments make learning feel less threatening.

Cognitive engagement was strengthened through sustained focus, effortful thinking, strategy use, and reflection. Students read questions more carefully and applied simple learning strategies, reflecting deeper mental investment. This finding resonates with Reeve (2012), who links cognitive engagement to self-

regulated learning and meaningful processing of material. Both intrinsic and extrinsic motivation increased. Students reported higher interest, curiosity, and enjoyment (intrinsic), while scoring, time limits, and competition drove external motivation. These outcomes are consistent with Self-Determination Theory (Deci & Ryan, 2000), as the tool supported autonomy (independent answering), competence (immediate feedback), and relatedness (classroom competition).

The effectiveness of Quizizz Paper Mode in a low-resource setting is particularly noteworthy. Without requiring individual devices or internet access, the tool enabled equal participation for all students. This addresses the digital divide common in rural Indonesian schools and supports UNESCO's advocacy for blended low-tech innovations in inclusive education. The present findings align with previous Indonesian studies on Quizizz Paper Mode. For instance, research by Heriyawati (2023) and Kalsum et al. (2025) reported increased motivation, confidence, and engagement in EFL and vocabulary learning. Similarly, Egistika (2025) documented improvements in interest and positive attitudes toward challenges, supporting the current observation that gamified paper-based activities foster both engagement and motivation.

Some minor challenges were noted, such as the need for clear instructions on coded paper usage and occasional peer reliance. These limitations highlight the importance of teacher facilitation and scaffolding, consistent with earlier studies emphasizing proper implementation for maximum benefit. Quizizz Paper Mode proved to be an effective, practical, and inclusive strategy for enhancing multidimensional student engagement and both intrinsic and extrinsic motivation in primary EFL learning within a resource-constrained context. The study contributes empirical evidence to the limited literature on offline gamification and offers practical implications for teachers in similar low-resource elementary schools. Future research could explore long-term effects or compare this tool with other low-tech innovations.

CONCLUSION

This study concludes that Quizizz Paper Mode serves as an effective instructional strategy for enhancing students' engagement and motivation in English learning at SDN 5 Arawa, a low-resource elementary school in rural South Sulawesi, Indonesia. The implementation of this offline gamified tool significantly improved all three dimensions of student engagement behavioral, emotional, and cognitive as well as both intrinsic and extrinsic motivation. Observation and interview data consistently showed that students became more active, enthusiastic, focused, and confident during English lessons when Quizizz Paper Mode was used, transforming conventional paper-based activities into more interactive and enjoyable experiences. The findings further highlight the practicality and inclusivity of Quizizz Paper Mode in technology-limited classrooms. By requiring no internet access or personal digital devices, the tool enabled equal participation for all students while retaining essential gamification elements such as time limits, scoring

systems, immediate feedback, and friendly competition. This makes Quizizz Paper Mode a viable and equitable alternative to fully digital platforms, particularly in rural Indonesian elementary schools facing infrastructure constraints. The positive responses from both students and the teacher underscore its potential to address the persistent challenges of low motivation and passive learning commonly observed in traditional EFL instruction. This research demonstrates that Quizizz Paper Mode can meaningfully contribute to creating a more engaging and motivating learning environment in primary English education within resource-constrained contexts. The study provides empirical support for the integration of low-tech gamified tools as part of Kurikulum Merdeka implementation. Future research is recommended to examine the long-term effects of Quizizz Paper Mode on English proficiency, extend the investigation to other grade levels or subjects, and explore comparative studies with other low-resource pedagogical innovations.

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