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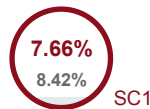
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Unlocking Student's Speaking Potential: The Role of Quizizz Interactive Learning Media in English Language Development (Membuka Potensi Berbicara Siswa: Peran Media Pembelajaran Interaktif Quizizz dalam Pengembangan Bahasa Inggris)
 Florentine Ananda RatnaNegara ¹⁾, Fika Megawati ²⁾, **1)Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia**
2) Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia
 *fikamegawati@umsida.ac.id

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Abstract. This study aims to explore the role of the interactive learning media Quizizz in improving the speaking skills of junior high school students. The focus of the study is on four main aspects of speaking ability, namely fluency, vocabulary, grammar, and pronunciation. Using qualitative content analysis, the researcher analysed the video answers of eighth-grade students collected through the 'video answer' feature on the Quizizz platform. The results of the study indicate that Quizizz can help improve students' fluency and pronunciation through a more flexible and engaging learning environment. However, most students still face challenges in grammar and have limited vocabulary usage. The video feature and gamification elements also contribute to enhancing students' confidence and active participation in speaking. Thus, Quizizz **not only serves as an evaluation tool but also as** an effective means to unlock and develop students' speaking potential in English language learning.

Keywords -Technology,Quizizz, Motivation, Speaking Skill, Junior High School

Abstrak. Penelitian ini bertujuan untuk mengeksplorasi peran media pembelajaran interaktif Quizizz dalam meningkatkan keterampilan berbicara siswa sekolah menengah pertama. Fokus penelitian ini meliputi empat aspek utama keterampilan berbicara, yaitu kelancaran, kosakata, tata bahasa, dan pelafalan. Dengan menggunakan analisis konten kualitatif, peneliti menganalisis jawaban video siswa kelas delapan yang dikumpulkan melalui fitur 'jawaban video' di platform Quizizz. Hasil penelitian menunjukkan bahwa Quizizz dapat membantu meningkatkan kelancaran dan pelafalan siswa melalui lingkungan belajar yang lebih fleksibel dan menarik. Namun, sebagian besar siswa masih menghadapi tantangan dalam tata bahasa dan memiliki penggunaan kosakata yang terbatas. Fitur video dan unsur gamifikasi juga berkontribusi dalam meningkatkan kepercayaan diri dan partisipasi aktif siswa dalam berbicara. Oleh karena itu, Quizizz tidak hanya **berfungsi sebagai alat evaluasi tetapi juga sebagai sarana efektif untuk menggali dan mengembangkan** potensi berbicara siswa dalam pembelajaran bahasa Inggris.

Kata Kunci -, Teknologi, Quizizz, Motivasi, Kemampuan Berbicara, Sekolah Menengah Pertama

1. I. INTRODUCTION

English is an important language to learn because it is the international language of science. **As an international language, English has an important role in communication. Therefore, English is very important for students to learn, especially in the face** of globalisation.[1]. Learning English at the junior high school level presents various challenges, especially in improving students **I am running a few minutes late; my previous meeting is running over. had make reading and** speaking skills. Many students feel shy and afraid of making mistakes when trying to speak in English, which hinders the development of their skills. This is also compounded by conventional learning methods, such as the use of textbooks and PPTs, that are less appealing to students. The application of technology in education is quite difficult, especially as students still have difficulty understanding lessons through conventional media[2].

Technology in learning continues to evolve with the times[3]. Technology is indispensable in facilitate teaching and learning, students who are learning English as a second language need to frequently listening, speaking, reading and writing to improve their skills and experience[4]. In this case, technology can facilitate the process of learning English and can be accessed quickly by students because there are various models and forms that students can use to become more interested in learning English and not feel monotonous when learning it. Technology provides opportunities for students to learn independently and collaborate with their peers. Through continuous technological developments, students are also encouraged to solve problems independently[5]. The importance of teachers' adaptation to technological developments to create an active, innovative, and fun learning atmosphere and to improve student learning outcomes in the modern era[6]. The technology that should be used in English language learning should have anti-cheating and real-time features, as well as create more honest and competitive evaluations, and should have flexibility in its use on various

devices, supporting the accessibility of learning anytime and anywhere[7].

1. 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[8]. 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[9]. 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[10]. **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[11]. 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[12].

2. 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[13]. **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[14]. 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 [15].

3. 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[16]. 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[17]. 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[18].

4.

5. Figure 1 Feature in Quizizz.

6. 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[19]. 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.

7. 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[20]. 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 [21]. 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[22]. 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[23].

Although previous research has highlighted the effectiveness of the Quizizz application in improving EFL students' speaking ability, most of the previous research has focused more on reading skills or grammar comprehension, so there is still an opportunity to explore their impact on aspects of speaking, such as pronunciation, fluency, and language structure[24]. However, previous research made a unique contribution to the technology education literature by focusing on using Quizizz apps to improve speaking ability by helping students understand text through interactive features, vocabulary comprehension by enriching vocabulary through motivating activities, and critical thinking skills by encouraging students to think quickly and precisely. The Quizizz app, which uses a gamification approach, provides a new way to engage students in active learning through features such as immediate feedback, customisation of learning activities, and a leaderboard system that motivates students to participate more actively[24]. The result of a pre-observation at one of the schools showed that English teachers were not fully utilising available English learning technology, such as Quizizz, in classroom activities. At this school, students were allowed to use mobile phones during lessons as learning aids, and the school was quite open to the use of technology in the learning process. Although Quizizz has been used before, its use has not been maximised and has not been focused on improving students' speaking skills. Most students still experience difficulties in using English language skills. This study aims to determine how the use of Quizizz can help junior high school students understand and improve their English speaking skills. Research question: How does the speaking performance of junior high school students, as reflected in their video responses on Quizizz?

1. II. METHODS

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.

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:

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.

Speaking Video Collection

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

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.

1.

2. III. FINDINGS

1. 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.

2. Qualitative Description of Each Aspect Based on Results

a. 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.

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.

b. 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.

c. 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

Needs Improvement

d. Pronunciation

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.

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.

a. Quizizz Task Interface Display on Mobile Devices

2. Figure 2. Quizizz Task Interface Display on Mobile Devices

b. Camera Permission Request Display And Speaking Task Instructions

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.

1.

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.

1.

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.

No.	Name Of Student	Criteria	Grade	Description	Example Sentence
1				Student 1 Fluency	Vocabulary Grammar
	Pronunciation	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 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. Once upon a time, there was a Fox major and he was searching for food. He's placed on that chick.				
2.				Student 2 Fluency	Vocabulary Grammar
	Pronunciation	Good		Good	Bad Good Student 2
	can express his thoughts in English and speaks in complete sentences, although 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 are noticeable. However, these do not significantly interfere with comprehension. Once upon time in the river, the mouse there prevented to take truth from the middle of the river.				

3.	Student 3	Fluency	Vocabulary	Grammar		
	Pronunciation	Good	Good	Bad	Good	
	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. Inside she found a small scale dragon with earthwing.					
4.	Student 4	Fluency	Vocabulary	Grammar	Pronunciation	
	Good	Good	Bad	Good	Good	
	Student 4 speaks with a natural pace, although he 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 articulation. She smiled, realizing the three short stories with those who listened from that day.					
5.	Student 5	Fluency	Vocabulary	Grammar	Pronunciation	
	Good	Good	Good	Good	Good	
	Student 5 shows a good ability to speak 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. He listened with all his heart.					
6.	Student 6	Fluency	Vocabulary	Grammar	Pronunciation	Good
	Good	Bad	Good	Good	Good	Good
	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.					
7.	Student 7	Fluency	Vocabulary	Grammar	Pronunciation	Good
	Good	Bad	Good	Good	Good	Good
	Student 7 shows good effort in maintaining the flow of speech. Despite slight hesitations, he manages to complete his ideas. He uses simple and correct words related to the topic, though he could use a broader range of vocabulary for better impact. Some grammatical errors are present, especially in verb tense and prepositions. These do not always affect understanding, but could be improved. His pronunciation is generally understandable, although there is room for clearer articulation. In along time live in village there live young named rara. Her lived with her mother. One day mother asked to rara to plant cucumber seeds.					
8.	Student 8	Fluency	Vocabulary	Grammar		
	Pronunciation	Good	Good	Bad	Good	Good
	Student 8 speaks calmly and takes time to think about what she wants to say. This shows that she is careful in choosing her words and strives to be clear. Although she speaks a little slowly, she is able to finish her sentences and convey her thoughts without interruption. She uses vocabulary that is relevant and functional, though it is basic in nature. There is potential for using more advanced expressions. There are repeated grammar issues, including incorrect verb forms and articles, which reduce the clarity of her speech. In general, Dewi's pronunciation is understandable. She can pronounce most words correctly, but she struggles with unfamiliar words. She found a baby bird that had fallen its neck Bought it back to its neck					
9.	Student 9	Fluency	Vocabulary	Grammar	Pronunciation	Good
	Good	Bad	Good	Good	Good	Good
	Student 9 manages to speak continuously, although there are occasional pauses and signs of searching for words. The vocabulary used is appropriate and helps convey his ideas, though it is not varied or descriptive. Grammar usage is inconsistent, and errors in sentence structure and tense are noticeable throughout. His pronunciation is mostly clear, but some words are spoken incorrectly or with awkward stress. The old tree lena book early to the soft sound of rain on her window going to work felt like quiet human waiting to begin.					
10	Student 10	Fluency	Vocabulary	Grammar	Pronunciation	Good
	Good	Bad	Bad	Good	Good	Good
	Student 10 delivered his message confidently and used complete sentences. There was a slight hesitation, but it was not too distracting. He used accurate vocabulary related to the topic, although it was still at a basic level. There were minor grammatical errors, especially in sentence structure. These errors did not significantly affect the overall message. Pronunciation was unclear and sometimes difficult to understand, indicating a weak command of sound and word stress. Bringing memories she had to leave behind She stopped at the edge of the edge of the old field.					
11.	Student 11	Fluency	Vocabulary	Grammar	Pronunciation	
	Bad	Good	Bad	Good	Good	Good
	Student 11 is not fluent and often pauses when speaking, making it difficult to understand the message. He uses vocabulary that is relevant to the topic appropriately, although a wider range of vocabulary would improve his speaking ability. There are some grammatical errors, but the overall sentence structure is easy to understand and effective. His pronunciation is unclear and often makes it difficult for people to understand what he is saying. She followed the narrow past, the old stone footsteps of her pacing, not knowing if she was working forward the past or something new.					
12.	Student 12	Fluency	Vocabulary	Grammar	Pronunciation	Good
	Good	Bad	Bad	Good	Good	Good
	Student 12 speaks in full sentences and tries to maintain the flow of speech. Some hesitations are noticeable. Her vocabulary is adequate for the topic, but limited in diversity. There are some errors in his grammar, particularly when using verb tenses (past, present) and sentence structure. These errors sometimes make the meaning slightly unclear. Many of the words he speaks are difficult to understand because of his mispronunciation. He often has difficulty pronouncing sounds or words correctly, which affects clarity. The next morning, Mr. Alpha woke up find gold coin on his doorstep.					
13.	Student 13	Fluency	Vocabulary	Grammar	Pronunciation	Good
	Good	Bad	Good	Good	Good	Good
	Student 13 speaks at a good pace, and her voice is clear. She speaks fluently and without many pauses. She uses appropriate vocabulary, although it is basic. The use of more descriptive words would enrich her speech. There are some grammatical errors, but they do not hinder the understanding of the message conveyed. Her pronunciation is accurate and easy to follow. Jessica was exploring her grandmother's old house when she found a small door behind a bookstop. Jessica spent the whole day palying and learning with the					

animals.

14.	Student 14	Fluency	Vocabulary	Grammar	Pronunciation
Good	Good	Bad	Good	Student 14 speaks confidently, and her sentences are mostly complete. She pauses a little, but that doesn't make her speech difficult to follow. She uses simple and correct words, but she needs to learn more new vocabulary to express herself better. There are some grammatical errors, especially when using verb tenses and prepositions, which can make her sentences sound less accurate. Her pronunciation is clear, but she needs to practise using the right stress and intonation to sound more natural. It was, a cold rainy afternoon, I had forget my umbrella at home and the sky was getting darker.	
15.	Student 15	Fluency	Vocabulary	Grammar	Pronunciation
Good	Bad	Bad	Student 15 struggled to speak in complete sentences and had difficulty maintaining the flow of the conversation due to frequent pauses. He uses simple vocabulary appropriately, but there is a clear lack of variety. His grammar is somewhat inconsistent, but the meaning is still clear. His pronunciation is often unclear and makes it difficult to understand what she is saying. Totally, she was no longer in the ethics bought in a magical forest, filled with glowing trash, tilting pokes, caddles, and sides that had been caused to break and attain force.		
16.	Student 16	Fluency	Vocabulary	Grammar	Pronunciation
Bad	Bad	Bad	Student 16 struggles to speak fluently and lacks confidence. He often hesitates and has difficulty organizing his thoughts. He often chooses the wrong or unclear words, making it difficult to understand his intentions. The sentences contain many grammatical errors, which show a limited understanding of correct sentence structure. His pronunciation is unclear, and her accent often interferes with understanding. He clashed the letter on the sea beside him, hoping that vet walk the priest.		
17.	Student 17	Fluency	Vocabulary	Grammar	Pronunciation
Good	Good	Good	Good	Student 17 speaks fluently and confidently. Her ideas are conveyed smoothly and without hesitation. She demonstrates a good command of vocabulary, choosing words that are appropriate for the topic. She speaks with correct sentence structure and only minor errors that do not interfere with the message being conveyed. Her pronunciation is excellent, with natural rhythm, stress, and intonation. The sun was shinning and the wheather was cold. I played in the water and bulit sun castles	
18.	Student 18	Fluency	Vocabulary	Grammar	
Pronunciation	Bad	Good	Bad	Bad	Many of the words she speaks are difficult to understand because of her incorrect pronunciation. She often has difficulty pronouncing sounds or words correctly, which affects clarity. She uses accurate basic vocabulary, although it is not very diverse. Her grammar needs improvement, with errors in sentence structure and tense. She is understandable and pronounces most words clearly, although not always with natural stress. His pronunciation needs improvement, as he often incorrectly emphasizes words and is sometimes difficult to understand. In clean forest a little owl named Olo lived in out tree night.
19.	Student 19	Fluency	Vocabulary	Grammar	Pronunciation
Very Good	Good	Good	Good	Very Good	Student 19 speaks confidently and with almost no hesitation. He maintains a steady tempo and speaks fluently, demonstrating fluency and good preparation. She uses appropriate and effective vocabulary. Although her choices are still simple, the words are relevant to the topic and used correctly. Expanding her vocabulary would make her delivery even better. Her grammar is mostly correct, with only a few minor errors that do not interfere with meaning. H/she demonstrates a good understanding of basic sentence structure. Her pronunciation is clear and easy to understand. Although h/she has a slight accent, it does not interfere with comprehension. H/she also uses intonation and word stress well. Lina was playing near the river, when she realized her grandmother's necklace was gone.
20.	Student 20	Fluency	Vocabulary	Grammar	Pronunciation
Good	Bad	Good	Student 20 speak at a steady pace and with sufficient confidence. Although there are some pauses and hesitations, their speech is generally clear and complete, although the rhythm still needs improvement. She uses basic vocabulary appropriate to the topic. Although not yet varied, the words chosen help to convey ideas well. Her grammar shows some noticeable errors, particularly in verb forms and sentence structure. These errors affect clarity, so further practice is needed. Her pronunciation is generally clear, with few problems with stress and intonation. Her accent is still noticeable, but it does not interfere with comprehension. The cat ran to nearest tree and climbed up into its branches well out of reach.		

Table 3.1 Results of students' speaking skills through video responses from Quizizz.

The features in Quizizz contribute to "unlocking" or revealing students' potential that was previously unseen in a traditional classroom setting. The video answer feature allows students to speak without direct pressure from teachers or peers, making them more confident in expressing themselves. This helps shy or passive students become more active and confident. Gamification elements like avatars and leaderboards also motivate students to perform better, even those who were previously less enthusiastic. The ability to replay videos allows students to recognize their own mistakes and improve their pronunciation and sentence structure.

Flexible access via personal devices allows students to learn at their own pace and in a comfortable environment. All of this demonstrates that Quizizz is not just an assessment tool, but a platform that truly unlocks and develops students' speaking potential.

The use of the video answer feature in Quizizz provides a new experience for students in practising their English speaking skills. With this feature, students can record their answers independently using their own devices, without the pressure of speaking directly in front of the class. This makes them more confident and able to express their ideas more fluently. The opportunity to prepare before recording also helps students form clearer sentences. This feature has a simple and easy-to-understand interface, so it does not require complicated instructions. In addition, students can replay their own videos to identify mistakes in pronunciation and correct them. This makes speaking practice more interesting and less boring. Quizizz also allows students to learn flexibly from anywhere, according to their individual needs. However, some technical issues were encountered, such as blocked camera access on certain devices or browsers, forcing students to repeat the recording process. This highlights the continued need for technical support and guidance from teachers. Furthermore, since many students still struggle with grammar and vocabulary selection, the role of teachers remains crucial in helping them improve their overall language skills.

IV. CONCLUSION

1. This study emphasizes the potential of Quizizz as an interactive learning medium to improve students' English speaking skills, particularly in terms of

fluency and pronunciation. However, challenges remain in the areas of grammar and vocabulary, which require additional instructional support. To build on these findings, future researchers are encouraged to combine content analysis with other research methods, such as pre- and post-tests to quantitatively measure the effectiveness of Quizizz in improving speaking performance. This mixed-method approach will provide stronger and more reliable evidence of its impact. Additionally, future studies should explore students' and teachers' perceptions of using Quizizz in speaking activities. Their feedback can offer valuable insights for refining Quizizz's design, implementation, and instructional integration, ensuring its alignment with students' learning needs and classroom realities.

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