

THE UTILIZATION OF QUIZIZZ-MEDIATED VOCABULARY ACQUISITION TO BREAK THE LANGUAGE BARRIER AMONG RURAL STUDENTS: A MIXED METHOD STUDY BASED ON ARCS MODEL

Paper Subtitle as needed

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Abstract

In learning English as a foreign language context, especially in rural areas, English is often perceived as an intimidating major. It leads to high affective filters, increased language anxiety, and lack of vocabulary retention among students. While potential solution exists by integrating digital gamification to cover these problems. However, there is significant concern in its efficacy in underserved areas with limited technological access and higher language barriers. This study aims to investigate the impact of Quizizz as a gamified tool rooted in Mobile-Assisted Language Learning (MALL) framework on students' vocabulary acquisition. This study examines a total of 32 high school students in rural area as participant. Employing mixed-methods design, the study collected quantitative data through pre- and post-tests to measure cognitive gains, while qualitative data were obtained using questionnaire and classroom observations. As the quantitative data were analyzed through a paired-sample-t-test, the qualitative data were analyzed by using Keller's ARCS Model of Motivation. This study concludes that utilizing MALL-based gamification gives significant impact on students' vocabulary acquisition enhancement and also systematically break down the barriers that hinder the foreign language learning.

Keywords – Quizizz, Vocabulary Acquisition, MALL, ARCS Model, Language Anxiety

Introduction

The introduction presented in an integrated way in the form of paragraphs as much as 10-15% of the length of the article, single space, Times New Roman font size 12 pt. Contain minimal background of the problem, research questions, the purpose and benefits of the research.

English plays significant role in global communication. In learning English as a foreign language, vocabulary becomes one of the most important and crucial aspects (Permana & Permatawati, 2020). Vocabulary acquisition becomes one of the main reasons to succeed in learning language, it is undeniably that students will find difficulties in grasping other skill such as listening, speaking, reading,

and writing (Smith et al., 2022). Low proficiency in English can be caused by vocabulary deficiency as identified in several previous studies (Huei et al., 2021a). With the lack of vocabulary acquisition, students may face several issues including word definitions. This issue may lead to unable to achieve the learning objectives worse, it may cause academic failure.

Vocabulary acquisition normally be acquired within classroom settings. It can be succeeded if learning elements support in which infrastructures and teacher role is needed. For instance, rural school may lack of the benefits in terms of technologies to learn English due to time and space limitations (Famularsih, 2020). For EFL students, they tend to learn new

vocabulary through memorization and repetition methods. Nevertheless, issues may arise regarding these methods including lack meaningful learning interaction and monotonous (Huei et al., 2021b). These issues may bore the students into learning process (Luo, 2023). The limitations to gain access in equality in terms of educational elements especially in rural settings hinder the retention and language use (Soyoo et al., 2023). Traditional methods, lack of motivation, and limited practical use of language are factors that significantly hinder vocabulary acquisition by EFL students (Chen et al., 2024).

Nowadays, language learning has gain opportunities of new perspectives from integrating mobile technology (Saare et al., 2020). The traditional method shifts into more innovative platform for language learning (Athanassopoulos et al., 2023) as argued that these enhancements provide more opportunities to increase engagement and personalize learning experience through mobile apps (Chandra et al., 2021). Indeed, these advancements also shift the way students learn vocabulary through mobile apps. Students found that mobile designed apps way easier to use due to their convenience, accessibility and utility (Dolzhich et al., 2021).

Quizizz is one of the MALL applications that provides students and teacher to integrates technology in classroom settings. This app allows students to use it as a learning medium through mobile phone and computer (Wibawa et al., 2019). Quizizz provides features that students can carry out a given task, online quizzes, tracking students' progress by the teacher that popular in the recent days (Basuki & Hidayati, 2019). On the other hand, the students can track and evaluate their progress to synchronize according to their learning styles (Zhao, 2019). Thus, Quizizz significantly is an attractive and

useful application to enhance students' vocabulary mastery and learning motivation.

The purpose of this study is to examine the use of Quizizz as a learning medium to enhance students' vocabulary mastery and hinder language barriers among rural students. This study also evaluates the effect of mobile application in enhancing students learning motivation through ARCS models by Keller (2010).

Theoretical Background

Vocabulary Acquisition

Vocabulary acquisition is one of the most important aspects in learning English as a foreign language because vocabulary become the basic foundation for students to communicate, understand texts, and express their ideas (Liu et al., 2025). Students who have limited vocabulary usually face difficulties in speaking, writing, listening, and reading activities (Surmanov & Azimova, 2020). Vocabulary mastery influence students' confidence and motivation during learning process. Because of that, many teachers try to find effective learning methods that can help students remember and use new vocabularies easier. Technology and digital learning platforms become one of the popular ways to support vocabulary learning because they can provide more interactive and flexible learning experiences for students (Kazu & Kuvvetli, 2023).

Vocabulary acquisition in rural areas still become a serious challenge for many students. Rural students often have limited exposure to English, lack of learning facilities, low motivation, and less opportunity to practice English outside classroom (Liu et al., 2025). These conditions make rural students have lower vocabulary knowledge compared to urban students. Traditional teaching methods sometimes make students feel bored and anxious during

English learning activities. The use of E-learning and game-based learning platforms such as Quizizz can help students learn vocabulary in more interesting and enjoyable ways (Bin Mustafah Hussain et al., 2023).

Language Barrier and Language Anxiety

Language barrier becomes one of the biggest problems in learning English as a foreign language, especially for students who rarely use English in their daily life. Students who have low English proficiency usually feel difficult to communicate, understand instructions, and express their ideas during classroom activities (Al Shamsi et al., 2020). Because of limited vocabulary and lack of exposure to English, many learners avoid interaction using English and prefer to stay silent during learning process (Pot et al., 2020). In some cases, students also become less confident because they are afraid of making mistakes when speaking or answering questions. This condition can reduce students' participation and make language learning process become less effective.

Besides language barrier, language anxiety also has strong influence toward students' success in learning English. Language anxiety is related to fear of communication, fear of negative evaluation, and test anxiety (Alamer & Almulhim, 2021). Many students feel nervous when they have to speak English in front of classmates or when teachers suddenly ask them to answer questions in English. Anxiety can also make students forget vocabulary, lose focus, and become afraid to participate in classroom interaction (Kaplan-Rakowski & Gruber, 2023). Language anxiety affect students academically, socially, cognitively, and emotionally. Students with high anxiety usually have lower learning motivation and lower confidence during English learning activities (Rasool et al., 2023).

Language anxiety and language barriers are often connected with students' motivation and learning environment. Learners who have supportive learning atmosphere and enjoyable activities tend to feel less anxious during English learning process (Keller, 2010). Traditional learning methods sometimes increase students' pressure and fear because students only focus on tests and teacher evaluation. Interactive learning approaches such as gamification and digital learning platforms can help reduce language anxiety by creating more relaxed and enjoyable classroom environment (Smith et al., 2022). Through game elements, students can practice English more confidently without feeling too afraid of making mistakes.

Gamification

Gamification is becoming one of the popular learning approaches in education because it can increase students' motivation and engagement during learning process (Smith et al., 2022). Traditional teaching methods are often not enough to make students actively participate in classroom activities, especially in language learning. Gamification is used as an alternative approach by integrating game elements such as points, badges, leaderboard, competition, and instant feedback into learning activities (Saleem et al., 2022). These game features can create more interactive and enjoyable learning atmosphere, so students feel more interested and less pressured when learning English. Gamification also supports active learning because students become more involved in the learning process instead of only listening to teacher explanations (Christopoulos & Mystakidis, 2023).

Game-based learning can improve motivation, confidence, participation, and learning outcomes among students. Platforms such as Quizizz are widely

used because they are easy to access, fun, and provide immediate feedback for students (Bin Mustafah Hussain et al., 2023). Gamification can help students remember words more easily because the learning activities are more engaging and repetitive. The competitive and rewarding system in gamification can reduce students' boredom and language anxiety during English learning process. Students become more confident and motivated to participate actively in classroom activities.

Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) is one of the modern learning approaches that use mobile devices such as smartphones, tablets, and other digital technologies to support language learning process (Hsieh, 2024). MALL helps students improve their learning experience through mobile technology that can be accessed anytime and anywhere (Rajendran & Md Yunus, 2021). MALL become popular because it gives more flexible and interactive learning environment for students compared to traditional classroom learning. Besides that, mobile devices also support self-learning and autonomous learning because students can study independently outside the classroom. MALL provides richer learning experiences and allows students to continue learning without limitation of place and time (Gael & Elmiana, 2021).

According to Rajendran & Md Yunus (2021), MALL environments are added more values by the unique attributes of mobile devices:

- a. Portability
Mobile devices can be carried everywhere easily, so students are able to learn anytime and in any place without limitation.
- b. Social interactivity

Mobile learning helps students communicate and interact more with teachers and friends during learning activities.

- c. Context sensitivity
Mobile devices can adjust with learners' environment, location, and situation, so learning process become more relevant and flexible.
- d. Connectivity
Mobile devices can connect with internet or other devices, which make students easier to share information and access learning materials.
- e. Individuality
Mobile learning gives opportunity for students to learn independently based on their own learning style and learning speed.

MALL has positive impact on students' English skills, especially vocabulary acquisition and motivation (Iftikhar, 2025). Mobile applications such as Quizizz, Kahoot, WhatsApp, and other educational apps can help students improve speaking, writing, reading, listening, grammar, and vocabulary skills. MALL can help students memorize words easier because students receive interactive activities, instant feedback, and repeated practice during learning process (Kamasak et al., 2021). Students who use MALL achieved higher scores and showed better vocabulary retention compared to students who use traditional learning methods. MALL also increase students' motivation and engagement because the learning activities become more enjoyable, practical, and less stressful for students (Gael & Elmiana, 2021).

ARCS Motivation Model

The ARCS Motivation Model was developed by Keller to explain how motivation can influence students' learning process and academic achievement. ARCS stands for Attention, Relevance, Confidence, and Satisfaction

(Keller, 2010). This model is widely used in education because it helps teachers design learning activities that can improve students' motivation during classroom learning (Subramaniam & Arumugam, 2022). Students who are motivated usually become more active, confident, and interested in learning activities (Milman & Wessmiller, 2026).

The ARCS Motivation Model is used to analyze students' motivation during Quizizz-mediated vocabulary learning activities. Quizizz provides interactive features that can attract students' attention, make learning more relevant, increase confidence, and create learning satisfaction. By using this model, researchers can understand how gamified learning activities influence students' engagement and vocabulary acquisition process. The four components of ARCS Model are explained below (Keller, 2010).

- a. Attention (A)
Attention means students' curiosity and interest are attracted during learning process. Teachers need to create interesting and varied activities so students do not feel bored easily during classroom learning.
- b. Relevance (R)
Relevance refers to how learning materials are connected with students' needs, goals, and daily life experiences. When students think the lesson is useful and meaningful, they become more motivated to learn.
- c. Confidence (C)
Confidence means students believe that they are able to complete learning tasks successfully. Giving supportive feedback and appropriate challenges can help students become more confident in learning English.
- d. Satisfaction (S)
Satisfaction refers to students' positive feelings after completing learning activities or achieving

learning goals. Rewards, feedback, and enjoyable learning experiences can help maintain students' motivation for future learning activities.

Discussion

Relationship Between Gamification and Vocabulary Acquisition

Gamification and vocabulary acquisition have strong relationship in English learning process because game elements can increase students' motivation and engagement during classroom activities. According to Smith et al. (2022), gamification makes students become more active and interested in learning because the learning activities are designed in more enjoyable and interactive ways. Features such as points, badges, leaderboard, and instant feedback can encourage students to participate more actively in vocabulary learning activities. When students feel interested and motivated, they can remember vocabulary easier and practice the words more frequently during learning process.

Game-based platforms such as Quizizz can support vocabulary acquisition through repetitive and meaningful learning experiences. Students who use gamified learning platforms usually show better vocabulary retention and higher learning outcomes compared to students who only use traditional learning methods (Bin Mustafah Hussain et al., 2023). Gamification also reduce students' boredom and make English learning become less stressful. Because of that, this study assumes that utilizing Quizizz-mediated gamification can help rural students improve their vocabulary acquisition and learning participation more effectively.

MALL-Based Learning and Reduction of Language Anxiety

MALL-based learning has important role in reducing students' language anxiety

because mobile learning provides more flexible and comfortable learning environment for students. According to Rajendran and Md Yunus (2021), MALL allows students to learn anytime and anywhere through mobile devices, so students can study English with less pressure compared to traditional classroom learning. Mobile applications such as Quizizz also create more interactive and student-centered learning experiences, which can help students feel more relaxed during English learning activities. This condition is important especially for rural students who often have low confidence and limited exposure to English language (Liu et al., 2025).

Furthermore, language anxiety is usually related to fear of making mistakes, fear of negative evaluation, and low confidence during communication activities (Alamer & Almulhim, 2021). Through MALL-based learning, students can practice vocabulary independently and repeatedly without feeling embarrassed in front of classmates. Interactive features, instant feedback, and enjoyable activities in mobile learning platforms can reduce students' nervousness and help them become more confident in using English. Therefore, this study believes that MALL-based gamified learning can help minimize language barriers and reduce students' language anxiety during vocabulary learning process.

ARCS Model in Gamified Vocabulary Learning

The ARCS Motivation Model is closely related with gamified vocabulary learning because gamification contains learning elements that support students' motivation during learning process. According to Keller (2010), the ARCS Model consists of Attention, Relevance, Confidence, and Satisfaction, which are important factors in maintaining students' motivation. In Quizizz-mediated learning activities, students' attention can be

attracted through colorful interfaces, quizzes, competition, and game features. Relevance is also created when vocabulary materials are connected with students' daily learning experiences and classroom activities.

Besides that, gamification can improve students' confidence and satisfaction during vocabulary learning process. Students become more confident because they receive immediate feedback and repeated opportunities to answer questions correctly. Rewards, scores, and positive learning experiences can also increase students' satisfaction and motivation to continue learning English. According to Keller (2010), motivated students usually become more active and successful during learning activities. Therefore, this study uses ARCS Model to analyze how Quizizz-mediated gamification influences students' motivation and vocabulary acquisition in rural EFL classrooms.

Conclusions

There are no sources in the current document. This paper evaluated the utilization of Quizizz as a learning medium to enhance students' vocabulary mastery and hinder language barriers. Quizizz potentially support vocabulary mastery in EFL classrooms through engaging and effective learning experiences. It provides features that may increase students' engagement, participation, and flexibility in mastering English vocabulary. Furthermore, the ARCS models explains significant factors on how Quizizz may advance students' learning motivation. It leads to reduce language anxiety. Although the integration of this app, the several challenges remain. For example, technological access. The teacher needs to carefully decide if the students are ready to use this application. Nevertheless, Quizizz can still be a promising learning medium for vocabulary mastery in rural

contexts. Future researchers may explore another skills in language skill, also, the effectiveness of Quizizz in different demographical background.

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