CHAPTER I

INTRODUCTION

This chapter discusses several critical aspects of the research, including the background of the study, problem statement, research objectives, significance of the research, and scope of the study. Each section will provide a foundation for understanding the research's purpose, importance, and limitations on using QuizWhizzer in team game tournaments for English language learning.

A. Background

Integrating interactive methods in teaching English has become increasingly popular as educators seek ways to foster active student engagement. One effective cooperative learning model is the Team Games Tournament (TGT), which combines teamwork and structured competition to create an engaging and enjoyable learning environment (Dewi & Lestari, 2024). In TGT, students work together in teams, supporting one another to achieve common goals while challenging other teams in a friendly, game-based setting (Hayati, 2024). This method enhances collaboration and motivates students by appealing to their sense of competition, making learning more dynamic and interactive (Legita et al., 2024). An interactive platform like QuizWhizzer can further enhance the TGT model by providing a digital arena for these tournaments.

Using QuizWhizzer in team game tournaments to enhance English language acquisition represents an innovative approach that integrates elements of competition and collaboration within the learning process. QuizWhizzer, as an interactive learning platform, allows students to participate in game tournaments in

an engaging and enjoyable quiz format, competing in teams to answer various questions related to English language content (Dohny & Soekarno, 2024). Through this approach, students are engaged in a fun learning activity and motivated to collaborate with their teammates to achieve the best possible outcomes (Efendi & Sutiyarti, 2023). In addition to improving English language skills, these team-based tournaments foster enhanced learning motivation, as the competitive aspect creates a challenging and simultaneously appealing dynamic for students (Zainuddin et al., 2020). This empirical study focuses on how using QuizWhizzer can influence students' motivation and learning outcomes in English language mastery, particularly in technology-based and interactive learning environments (Iskandar et al., 2023).

Furthermore, this research is highly significant given the ongoing development of technology use in English language learning, requiring an in-depth study to understand its effectiveness. Gamification, especially platforms like QuizWhizzer, is crucial in addressing challenges related to foreign language acquisition and developing a global workforce (Shen et al., 2024). With the increasing demand for English language skills in the workforce, employing interactive methods such as team game tournaments can significantly improve students' intrinsic motivation and collaborative skills (Heidari-Shahreza, 2024). This research advances game-based learning theories and is a practical guide for educators and policymakers in designing effective learning strategies that align with contemporary educational needs (Jarnac de Freitas & Mira da Silva, 2023). Ultimately, this study is expected to open new perspectives in educational

development, helping to create competitive human resources on a global level (Jaramillo-Mediavilla et al., 2024).

Incorporating QuizWhizzer in team game tournaments to enhance English language proficiency at UPTD SMP Negeri Satap 9 Barru represents an innovative effort to address students' low motivation and learning outcomes in mastering English. Game-based learning has proven to be one of the most effective methods for increasing student participation and making learning more engaging and challenging (Setiawati et al., 2024). QuizWhizzer, which enables students to compete in an interactive quiz format, is expected to provide a more dynamic learning experience and motivate students to be more active in the learning process (Rahman et al., 2021). This method is also anticipated to alleviate the monotony often experienced by students in conventional learning environments, particularly in subjects perceived as complex, such as English (Huong, 2022).

According to data collected from observations and learning reports at UPTD SMP Negeri Satap 9 Barru, students' average English language ability remains below the established standard. Evidence shows that the average score of students in the English subject reaches only 60, which is significantly below the mastery standard of 75 set by the school's Minimum Competency Criteria (Kriteria Ketuntasan Minimal or KKM). The low scores among students are attributed to several factors identified through classroom observations and teacher interviews, such as inadequate learning facilities, limited use of innovative media, and a lack of creativity in instructional methods. Students' low motivation, limited parental

support, and minimal exposure to English outside of school further contribute to these low scores.

As a concrete example of this issue, observations of the learning process in classrooms at UPTD SMP Negeri Satap 9 Barru indicate that students' motivation to learn English is still shallow and dominates the learning. This is evident from the passive participation of students during the learning process and their limited comprehension of the material taught. Moreover, the average score of students, which only reaches 60, indicates that they still need to meet the school's minimum standard of 75 (Srimathi & Anitha, 2024). This phenomenon reveals a significant gap between the expectations (ideal) and the reality in the field, where traditional teaching methods need to address the issues of student motivation and learning outcomes effectively. Consequently, using QuizWhizzer as an interactive learning method is expected to provide an effective solution to improve student engagement and learning outcomes, particularly in the mastery of English (Oktika et al., 2023).

This finding aligns with previous studies indicating that students' motivation to learn English is often low, especially in regions with limited access to technology-based resources (Liao et al., 2024). In this context, QuizWhizzer, an interactive and competitive game-based tool, is expected to boost motivation, encouraging students to engage more in their studies and potentially improve academic achievements (Fauzi & Rachman, 2024;Harmiyanti, 2023). Team game tournaments supported by QuizWhizzer have significantly favourable effects on learning outcomes and motivation by promoting active and collaborative involvement (Law et al., 2020). By incorporating enjoyable and healthy

competition, team-based activities are believed to strengthen intrinsic motivation, making learning a more engaging experience (Aggrawal & Boowuo, 2023).

However, implementing this approach presents practical challenges. Some students need help to adapt to technology-based learning due to unfamiliarity, which can hinder engagement, especially among those with limited interest in technology (Boghian & Cojocariu, 2023; Ali, 2022). This creates a gap between ideal expectations and actual outcomes, where consistent improvements in learning and motivation are only sometimes fully achieved. Furthermore, previous research on team game tournaments in English learning, particularly with QuizWhizzer, highlights several gaps warranting further investigation.

While studies suggest this method can enhance motivation, comprehensive evaluations of its impact on learning outcomes remain limited, and there is a lack of in-depth research on students' experiences with technology integration in team-based learning (Anggoro & Khasanah, 2024; Aguado-Linares & Sendra-Portero, 2023). These gaps suggest the need for more thorough studies that examine not only the influence of this approach on motivation and learning outcomes but also how technical and social factors may affect its implementation (C.-H. Chen et al., 2020). Addressing these unanswered questions could provide valuable insights across diverse educational settings (Xu et al., 2021).

If these challenges are not promptly addressed, using QuizWhizzer in team game tournaments may fail to achieve its full potential, leading to several consequences. Ineffective implementation could result in persistently low English learning outcomes, as conventional, less engaging methods often promote passive

involvement (Papadopoulos et al., 2024). Low motivation may further impact language skill acquisition, ultimately hindering students' ability to compete at a global level (Axmadalieva, 2023). The missed opportunity to foster collaboration, creativity, and active learning—key benefits of team game tournaments—could hinder effective language acquisition. Without proper intervention, this gap between traditional methods and interactive technology will likely continue to grow, stalling innovation in language learning (Prasetya, 2024).

To mitigate these challenges, enhancing QuizWhizzer's functionality with targeted features could help maximize its effectiveness in team game tournaments. One solution involves integrating real-time feedback, which allows students to benefit from the competitive aspects and receive immediate insights into their strengths and weaknesses in mastering English (Maier & Klotz, 2022). Furthermore, a personalized learning approach that adapts content and difficulty levels based on individual game data can address diverse student needs, fostering a more inclusive and effective learning environment (Halkiopoulos & Gkintoni, 2024). By applying these strategies, QuizWhizzer would serve as a gamified tool and an adaptive platform that actively supports each student's progress and potential, thus bridging the gap between traditional and interactive learning methods (Loor et al., 2024).

According to the theory of Constructivism proposed by Piaget (1952), effective learning occurs when students are actively involved and process information individually according to their abilities and experiences. In this regard, using QuizWhizzer with real-time feedback features enables students to receive

immediate and personalized feedback, allowing them to correct mistakes and reinforce their understanding (Gil-Acirón, 2022). This approach is also supported by Vygotsky's Zone of Proximal Development (ZPD) concept, which emphasizes the importance of timely and appropriate support in learning (Vygotsky, 1978). By combining the motivational elements of gamification with personalized learning, this novel concept aims to address existing challenges in enhancing English language proficiency through a more interactive and collaborative method that is adaptive to students' needs (Hong et al., 2024).

The primary objective of this research is to examine the extent to which QuizWhizzer can increase students' motivation to learn and its impact on their English learning outcomes. This study will also investigate the role of team-based learning methods in promoting active student engagement, with a focus on their ability to enhance collaboration and communication skills (Sitanggang et al., 2020; Hosseini, 2020). The sample will consist of UPTD SMP Negeri SATAP 9 Barru students to assess their learning outcomes and motivation in participating in team-based game tournaments. This current study will focus on enhancing English language acquisition through team game tournaments supported by Quizwhizzer by empirically analyzing its effects on student motivation and learning outcomes.

By combining the collaborative and competitive aspects of TGT with the interactive features of QuizWhizzer, this research aims to explore how these methods can enhance English language acquisition. The study emphasizes the potential of TGT to foster teamwork, active participation, and a sense of healthy competition, which are further amplified through the gamified and engaging

platform of QuizWhizzer. By focusing on improving students' motivation and learning outcomes, this research is expected to provide valuable insights into the application of innovative and interactive strategies in English language education, contributing to the development of effective pedagogical approaches in the digital era.

B. Problem Statement

The issue regarding using QuizWhizzer in team game tournaments to enhance English language proficiency is related to how practical this approach is in motivating students and improving their learning outcomes. While gamification has been proven to increase student engagement in learning, there still needs to be a gap in understanding the specific impact of QuizWhizzer on students' English learning outcomes, particularly within team-based learning. QuizWhizzer, as an interactive gamification tool, is expected to affect student motivation positively; however, empirical evidence demonstrating its impact on students' English proficiency remains limited. Therefore, further investigation is required to understand whether this method effectively enhances students' English skills while simultaneously motivating them in the learning process.

Based on these issues, this research aims to answer the following research questions:

1. How do team game tournaments supported by QuizWhizzer influence students' English learning outcomes?

2. What are the motivations of students participating in team game tournaments supported by QuizWhizzer in English learning?

These questions are designed to empirically explore the relationship between using QuizWhizzer and improving students' learning outcomes and motivation, thereby contributing to the development of technology-based learning methods in English language education.

C. Research Objectives

This study investigates the impact of team game tournaments supported by QuizWhizzer on students' English learning outcomes. Specifically, it will evaluate whether using this gamification method can significantly improve students' English language skills, particularly in terms of comprehension and the use of language both orally and in writing. Through the analysis of data obtained from students' pre-test and post-test results, this research will identify changes in learning outcomes following participation in the team-based tournament and assess the effectiveness of QuizWhizzer as an innovative learning tool. Therefore, the study is expected to provide empirical evidence on the effectiveness of using interactive technology to enhance English learning outcomes at the secondary education level.

Another objective of this research is to analyze students' motivations in participating in team game tournaments supported by QuizWhizzer. The study will explore how student engagement in this game-based activity influences their motivation to learn English, considering both intrinsic and extrinsic motivation. Using data collected through questionnaires, the research will examine how gamification elements in QuizWhizzer enhance students' enthusiasm for learning. This study aims to provide insights into the relationship between gamified learning methods and student motivation, contributing to a deeper understanding of effective

strategies for integrating gamification within the context of English language learning.

D. Significance of the Study

Theoretically, this study contributes to scientific research on gamification in language learning, particularly within team-based learning. By utilizing QuizWhizzer as an interactive tool, this research aims to understand better how gamification technology can influence students' English learning outcomes. The study will reinforce theories related to student motivation in technology-based learning and offer new insights into integrating gamification methods into the language learning curriculum. Technology-based learning theories, often grounded in Constructivism and motivation-based learning theories, will be further strengthened by the empirical findings generated by this research.

Additionally, the study will contribute to developing learning motivation theories associated with competition-based and team-collaborative learning. By evaluating how team game tournaments supported by QuizWhizzer influence students' intrinsic and extrinsic motivation, the research outcomes will enrich the literature on effective strategies for increasing student engagement in English language learning. This theoretical significance is crucial in addressing existing research gaps. It can serve as a foundation for subsequent studies in language education that adopt technology-based and interactive approaches.

This research benefits educators by providing innovative and interactive learning strategies. The findings can serve as a practical guide for teachers in using QuizWhizzer and team-based tournament methods to enhance students' motivation

and learning outcomes in English subjects. With proper implementation, teachers can leverage the study's results to design enjoyable and effective learning activities to improve students' English language skills. Moreover, the research offers real-world solutions for teachers facing challenges in actively motivating students to participate in the learning process.

Another practical benefit is directed toward educational policy developers, who can utilize the research findings to design more effective technology-based learning programs in schools. With empirical evidence of QuizWhizzer's effectiveness in enhancing English proficiency and student motivation, policymakers may consider integrating this method into national or local curricula. Thus, this study is beneficial for classroom teaching practices and the development of educational policies that are more adaptive to technological advancements and the needs of students in the digital era.

E. Scope of the Research

This research is limited to the scope of applied linguistics, specifically focusing on the teaching of English as a foreign language. As part of applied linguistics, this study falls under the broader umbrella of language learning, involving theories and practices related to language teaching that incorporate technology in learning. Its focus is to examine how interactive, technology-based methods, such as QuizWhizzer, can affect students' learning outcomes and motivation in studying English. Thus, the research leans more towards the practical aspects of teaching and applying linguistic theory within the educational context, particularly in foreign language learning.

Another limitation of this research is its content: using QuizWhizzer in team game tournaments to enhance English language proficiency. The study is centred on measuring the effectiveness of QuizWhizzer as a gamification platform in team-based learning. It will not encompass other English teaching methods or different technological platforms; instead, it will concentrate specifically on QuizWhizzer to improve students' motivation and English learning outcomes. Therefore, the findings of this research will be confined to the use of this particular platform and will not address other teaching methods or digital platforms that may also be effective within the language learning context.

Additionally, the research is restricted to English language teaching activities, focusing on classroom learning involving game-based methods and team collaboration. The study will not investigate aspects of English language teaching outside the classroom, such as self-directed learning or individual interventions. However, it will focus on English teaching that involves student collaboration through team-based game tournaments. Consequently, the limitations of this research lie within the context of formal and structured English language teaching in a secondary school environment, as well as in the specific implementation of gamification methods in English language learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides several essential components of the research, including the theoretical framework, previous studies, the conceptual framework, and the research hypotheses. Each section will provide a comprehensive foundation for understanding the theoretical background, the context of related research, the structure of ideas guiding the study, and the assumptions tested through this research.

A. Theoretical Framework

1. Definition and Concept of Team-Based Learning in Language Acquisition

Team-based learning is a pedagogical approach that emphasizes student collaboration and interaction within the learning process. This approach facilitates more dynamic learning in language acquisition, where students actively work together to understand the language being studied better (Sweet & Michaelsen, 2023). The method highlights student involvement in small teams to complete tasks or solve problems related to language learning, thereby creating a more contextual and meaningful learning environment (Davidson et al., 2024). Consequently, team-based learning develops linguistic skills and fosters critical thinking and collaborative abilities that are crucial in the practical use of language (Leupen et al., 2020).

Furthermore, the team-based learning approach in language acquisition is grounded in the principle that learning is most effective when students actively learn, share perspectives, and construct meaning collectively through

communication and interaction (Imamyartha et al., 2022). Within small groups, students can provide feedback to one another, correct mistakes, and discuss various language aspects, such as vocabulary, grammar, and phonology (Vogler et al., 2021). Additionally, team-based learning enables students to develop social skills, such as cooperation and conflict resolution, which are essential for language learning (Prasetya, 2024). Therefore, integrating team interaction and enhancing language skills improves holistic language proficiency (Syzenko & Diachkova, 2020).

Beyond these benefits, team-based learning also positively enhances students' motivation. Through team activities, students experience a sense of belonging and shared responsibility in achieving language learning objectives. This increases participation and commitment in the learning process, as students are motivated to support their team's success (Fadhli et al., 2023). Technological advancements can combine the team-based learning approach with digital platforms, enabling more flexible interaction and collaboration, even beyond classroom hours (Al-Abidi et al., 2023). Combining team-based learning and technology provides broader opportunities to optimize the language acquisition process. It ensures adaptive learning tailored to the needs of each individual within the team (Prasetya, 2024).

2. The Impact of Team-Based Learning on Language Learning

Team-based learning significantly influences language learning as this approach emphasizes collaboration and interaction among students within the learning process. In language learning, team-based learning enables students to

actively engage in conversations, share knowledge, and provide mutual feedback, effectively enriching the language skills they are acquiring (Boyer, 2020). The interaction process within teams facilitates the development of speaking, listening, reading, and writing skills through student-centred activities, thus creating an authentic learning environment that supports the comprehensive development of language proficiency (Imamyartha et al., 2022). Additionally, team-based learning allows students to practice using language in more realistic situations, both formal and informal, ultimately reinforcing their communication skills (Mitchell & Vaughan, 2022).

Moreover, the influence of team-based learning on language learning is evident in the increase in student motivation and engagement. Since this approach promotes cooperation and collective responsibility in achieving learning objectives, students become more motivated to contribute to team discussions and assigned tasks (Shamsuddin et al., 2021). This group dynamic builds students' confidence in language use and enhances their appreciation of diverse opinions and cultures, a crucial aspect of language learning (Jones, 2023). In practice, team-based learning allows students to develop varied learning strategies aligned with their roles within the team, enabling them to learn more effectively and adaptively according to their learning styles (Lee & Wong, 2023).

Furthermore, team-based learning positively impacts students' language learning outcomes, particularly in academic performance and interpersonal communication skills. Through team activities, students are trained to develop critical thinking and problem-solving skills within the context of language use,

contributing to a deeper understanding of the learning material (Siddiqui & Srivastava, 2021). Additionally, team-based learning supports collaborative skills essential in real-life contexts, such as teamwork, negotiation, and adapting to different communication situations (Kareem, 2021). Therefore, integrating team-based learning into language education enhances students' linguistic abilities and social and academic skills, collectively contributing to successful language acquisition (Nawabi et al., 2021).

3. Role of Games in English Language Learning

Games play a significant role in English language learning as they can create an enjoyable learning atmosphere and stimulate active student engagement. Within language learning, games function as pedagogical tools that facilitate language's natural and contextual use, allowing students to practice language skills such as listening, speaking, reading, and writing in an engaging and relevant manner (Inayati & Waloyo, 2022). Using games in English classes also accommodates various learning styles, whether visual, auditory, or kinesthetic, thereby maximizing each individual's potential to develop language proficiency (Khaleel et al., 2020). Furthermore, games can introduce elements of healthy competition, which may motivate students to participate more actively in learning and enhance their focus on assigned tasks (Wulantari et al., 2023).

Beyond creating an interactive atmosphere, games also enhance students' critical and creative thinking abilities. Games used in English language learning often involve problem-solving activities, decision-making, and the management of communication strategies, all of which encourage students to think beyond

conventional patterns (Duncan, 2020). This process not only aids students in comprehensively understanding English language concepts but also trains them to think analytically and apply language knowledge in real-world situations (Nurkhin & Pramusinto, 2020). Therefore, games serve as an effective means for training interpersonal communication skills and adapting to various contexts of language use (Liang, 2023).

Furthermore, the role of games in English language learning can be observed through their ability to increase students' intrinsic motivation. Unlike learning approaches focusing on monotonous and structured activities, games allow students to explore the language more spontaneously and enjoyably (Huseinović, 2024). This approach can reduce students' anxiety in learning a foreign language and foster confidence in using English without fear of making mistakes (Yang et al., 2020). Consequently, games help create a learning environment that supports the holistic development of language skills, where affective, cognitive, and social aspects are integrated (J. C. Chen & Kent, 2020). By integrating games into English language learning, teachers can encourage students to learn more effectively and make the learning experience enjoyable and meaningful (Wei, 2022).

4. Stages of the Team Game Tournament (TGT) Learning Model

The Team Game Tournament (TGT) model consists of several stages that must be implemented to achieve effective learning outcomes. According to (Slavin, 1995), the TGT model involves five key stages that students must complete:

1) Class Presentation

At this stage, the teacher introduces the learning material by providing a direct and structured explanation, focusing on the main points of the lesson. This presentation is generally delivered through direct instruction and classroom discussions. The teacher acts as a facilitator, and students are expected to pay close attention and understand the material thoroughly, as it serves as the foundation for the following stages.

2) Team Learning

Students are divided into teams of four to six members with heterogeneous characteristics, representing diversity in gender, ethnicity, and academic ability. Each team is responsible for ensuring that all members comprehend the learning material. This collaborative learning process aims to strengthen students' understanding in preparation for the subsequent game and tournament stages.

3) Game Stage

The game stage involves a series of questions prepared by the teacher, carefully designed to assess students' understanding of the material presented during the class and team learning sessions. Each team selects a representative to participate in the game phase before advancing to the tournament. Students who answer questions correctly earn points, which are accumulated and carried over to the tournament stage. The games utilized are intentionally simple and familiar to students, aiming to foster active participation and maintain a high level of engagement throughout the learning process.

4) Tournament

The tournament stage is typically organized at the end of a learning unit or conducted on a weekly schedule. It consists of structured competitions where students represent their respective teams. Students are assigned to tournament tables, with each table comprising four to six participants of similar academic ability, ensuring a fair and balanced competition.

For the initial tournament, the teacher assigns students to tables based on their prior achievements: the top three students are seated at Table 1, the next three at Table 2, and so forth. In subsequent tournaments, students rotate based on their performance — winners move to a higher table, second-highest scorers remain at the same table, and those with lower scores move to a lower table. This dynamic system encourages continuous progress while maintaining a healthy and motivating competitive atmosphere.
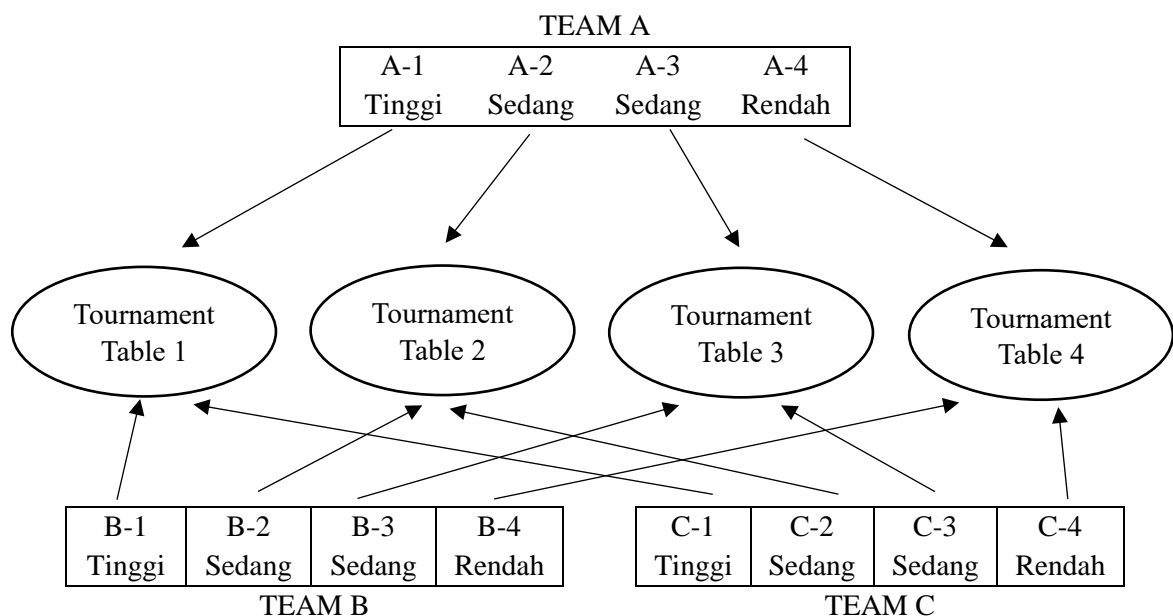
Figure II-1: Students Placement Scheme at Tournament Table

At this stage, students compete individually to earn points that contribute to their team's overall score. The points accumulated by each member are then combined to form the team's total score. In this study, the TGT stages are integrated with the use of QuizWhizzer, an interactive platform that actively engages students throughout the game and tournament phases.

5) Team Recognition

Team recognition serves as a way to reward the collective efforts demonstrated by the teams during the learning activities. The criteria for recognition are determined in advance and agreed upon by all participants. Awards can take the form of prizes, certificates, or other forms of acknowledgment. The team that achieves the highest total score, showcasing the best performance across all stages, is granted the recognition as a form of motivation and celebration of their success.

5. Implementation and Benefits of Using QuizWhizzer

Implementing QuizWhizzer in English language learning has become a practical innovation in integrating technology and education. QuizWhizzer is a game-based learning platform that enables teachers to create interactive and engaging quizzes with game elements designed to motivate students (Fauzi & Rachman, 2024). This platform can be integrated into various stages of learning, ranging from the opening activities to trigger discussions and core activities for material reinforcement to closing activities as an evaluation of student comprehension (Efendi & Sutiyarti, 2023). With its adaptive and flexible features, QuizWhizzer allows teachers to tailor the content of quizzes according to learning

needs, whether to practice vocabulary, grammar, or communication skills in English (Harmiyanti, 2023). This makes learning more engaging and student-centred, enhancing student involvement and enthusiasm in the learning process.

Additionally, the primary benefit of using QuizWhizzer lies in its ability to provide immediate feedback to students. Whenever students complete a quiz or a given challenge, they can see their results and feedback in real-time, enabling them to understand their mistakes and correct them promptly (Szeto et al., 2021). This process not only assists students in identifying areas that need improvement and encourages them to learn independently and reflectively. Furthermore, QuizWhizzer supports collaborative learning by offering options to create team-based tournament quizzes, promoting student interaction and cooperation (Crawford, 2024). This aligns with team-based learning, effectively enhancing communication skills and fostering positive group dynamics.

Moreover, using QuizWhizzer also positively impacts students' motivation and critical thinking skills. Through a game- and challenge-centered approach, the platform can create a learning environment that is both competitive and enjoyable, where students are encouraged to think quickly and strategically when answering questions (Haryyadi & Rohmah, 2023). Additionally, the variety of question formats provided by QuizWhizzer, such as multiple-choice, short-answer, and puzzle questions, stimulates students to utilize critical and analytical thinking skills. This improves their understanding of English and develops their problem-solving abilities and decision-making skills within a learning context (Vasileva, 2024). Integrating QuizWhizzer in English language learning provides a rich, interactive,

and practical learning experience, enhancing students' learning outcomes and making the learning process more meaningful and sustainable.

6.   Definition and Factors Influencing Student Motivation

Student motivation is a psychological factor crucial in driving their engagement and active participation in the learning process. Generally, motivation can be defined as an internal or external drive that influences students' behaviour, effort, and perseverance in achieving learning goals (Ajmal et al., 2021). In English language learning, motivation is an essential aspect that affects how students participate in learning activities and contributes to the success of learning outcomes (Iaremenko, 2017). Motivation can arise from an intrinsic desire to master the language as a communication tool and fulfil personal needs and from the influence of extrinsic factors such as teacher encouragement, parental expectations, and the learning environment (Berges-Puyó, 2018).

The factors influencing student motivation in language learning can be categorized as internal and external. Internal factors include interest, attitude, self-efficacy, and the need for achievement and curiosity (Nugroho et al., 2020). For example, a high interest in English will make students more enthusiastic about learning and practicing. At the same time, strong self-efficacy will enhance students' confidence in their ability to master the language (Meşe & Sevilen, 2021). On the other hand, external factors involve the influence of the learning environment, teaching methods, the role of the teacher, and social support from family and peers (Getie, 2020). A positive and interactive learning environment increases student

motivation, as do engaging and relevant teaching methods that relate learning materials to students' everyday experiences.

Moreover, technology and educational games have also significantly influenced student motivation (Yu et al., 2021). Innovative learning media, such as digital platforms, language game applications, and technology-based learning tools, can enhance student motivation by creating an engaging and enjoyable learning atmosphere (Merta et al., 2023). Additionally, team-based or collaborative learning approaches increase motivation, as students can support each other, share knowledge, and work together to achieve shared learning goals (Riivari et al., 2021). Consequently, student motivation in language learning is influenced by various interconnected factors, and understanding these factors is a critical step in designing effective and enjoyable learning strategies.

7. The Relationship Between Motivation and Learning Media: Team Game Tournament and QuizWhizzer

Learning motivation is a critical factor that can be enhanced through interactive learning approaches, such as Team Game Tournament (TGT) and the digital platform QuizWhizzer. TGT, as a cooperative learning strategy, allows students to work in teams while engaging in healthy competition (Sutriati et al., 2023). According to Slavin (1995), teamwork can boost learning motivation because students perceive that their success is not solely dependent on individual effort but also the contributions of all team members. Therefore, the use of TGT and QuizWhizzer motivates students through competitive elements and the

formation of team dynamics that effectively support the English language learning process (Adawiyah & Yani, 2024).

QuizWhizzer, as a digital learning tool, enhances students' intrinsic motivation by providing a fun and interactive learning experience. The variety and flexibility of game activities make students more interested and motivated to learn English language material (Yayang & Putri, 2024). According to the learning motivation theory by Deci and Ryan (2013), environments that offer autonomy and freedom of exploration can stimulate students' intrinsic motivation. When students enjoy the learning process through games and feel free to explore, their motivation to understand the material more deeply will increase.

Furthermore, extrinsic motivation is also strengthened by awarding points, rewards, and competitive elements inherent in TGT and QuizWhizzer. Rewards for the winning team and recognition from teachers or peers are effective positive reinforcement (Skinner, 1965). Such rewards and acknowledgement increase students' extrinsic motivation to participate actively and strive to achieve optimal results. With the combined enhancement of intrinsic and extrinsic motivation through TGT and QuizWhizzer, students become more engaged and enthusiastic in learning English.

8. The Relationship Between Motivation and Learning Outcomes

Learning motivation is closely correlated with students' learning outcomes, particularly in the context of English language learning (An et al., 2021). Motivation influences students' engagement and activeness during the learning process and contributes to the quality and quantity of time invested in understanding

the material (Cents-Boonstra et al., 2021). Motivated students tend to be more committed to learning by actively participating in class, engaging in discussions, and practising independently outside class hours. This directly impacts the achievement of more optimal learning outcomes.

Both intrinsic and extrinsic motivation play complementary roles in influencing learning outcomes (Kinsella et al., 2022). Intrinsic motivation drives students to learn to achieve deep understanding and personal satisfaction in learning English (Mansor & Jaharuddin, 2020). Students who enjoy and are interested in the material will likely develop a more profound comprehension and better skills (Anwar et al., 2022). On the other hand, extrinsic motivation, driven by external factors such as rewards or academic grades, can serve as an initial impetus to initiate more structured and disciplined learning (Bulan et al., 2023).

Moreover, motivation also affects learning strategies and students' resilience when facing challenges. Highly motivated students are more likely to employ effective learning strategies, such as problem-solving, critical thinking, and self-reflection, all of which contribute to a better understanding of the material (Wu et al., 2024). With high motivation, students are resilient to face difficulties and remain focused on their learning goals, thereby increasing the likelihood of achieving optimal learning outcomes in mastering the English language (Danesh & Shahnazari, 2020).

B. Previous Studies

Several studies have investigated the use of *Team Game Tournament* (TGT) and QuizWhizzer in educational settings. TGT, as a cooperative learning model, has been widely studied for its effectiveness in fostering teamwork, competition, and active student participation. Meanwhile, QuizWhizzer, as a gamified learning platform, has been explored for its role in enhancing engagement and improving learning outcomes. Research has shown that both TGT and QuizWhizzer contribute positively to student motivation and academic achievement. The following studies provide insights into their implementation and impact in various learning contexts.

1. Rukmana et al., (2024)

   This study evaluates the application of the cooperative learning model Team Games Tournament (TGT) supported by QuizWhizzer in elementary mathematics education. The research shows a significant increase in students' understanding of mathematical concepts, particularly calculus. Findings reveal that TGT with QuizWhizzer enhances learning completion and student engagement through two cycles of classroom action, achieving a high engagement rate in the final cycle.

2. Liantri et al., (2024)

   This study examines using the Teams Games Tournament (TGT) model supported by Quizizz Paper Mode (Q-Cards) to improve student motivation and learning outcomes in biology, specifically on immune system topics. The findings demonstrate that integrating TGT with Q-Cards significantly enhances students' motivation and cognitive outcomes, mainly due to its interactive and

competitive nature, which fosters engagement. The study suggests that this model may be an effective tool for educators seeking to elevate student interest and performance in challenging content areas.

3. Oktika et al., (2023)

This research investigates using the QuizWhizzer game to enhance vocabulary mastery among seventh-grade students at SMP N 2 Rembang. Using a pre-experimental design, the study highlights that integrating QuizWhizzer significantly improves vocabulary skills. Students showed greater engagement and interest in vocabulary learning through the interactive and game-based format, which contrasts with traditional, more passive learning methods. The findings suggest that QuizWhizzer is an effective and enjoyable tool for vocabulary instruction, making it a valuable addition to language teaching practices.

4. Harmiyanti (2023)

In this classroom action research, TGT, assisted by QuizWhizzer, was implemented to improve English learning outcomes among tenth-grade students at SMK Negeri 6 Semarang. The study found that this model effectively increased student achievement, reaching a high level of mastery by the final cycle. By integrating game elements and team-based competition, the approach fostered a supportive learning environment that made the learning process more engaging and enjoyable for students.

5. Clara Nahak (2023)

This study explores the impact of the Team Game Tournament (TGT) model on English learning outcomes among eleventh-grade science students at SMA Negeri 1 Malaka Barat. Through a classroom action research design, it was found that implementing TGT as a cooperative learning approach significantly enhanced students' English proficiency. The model effectively encouraged active participation, collaboration, and a competitive spirit, all of which contributed to improved academic performance in English.

The current study aligns with previous research that emphasizes the integration of gamification and cooperative learning models to enhance student engagement and academic outcomes. Studies by Rukmana et al., (2024) and Liantri et al., (2024) highlight the effectiveness of the Team Games Tournament (TGT) model, supported by digital tools such as QuizWhizzer and Quizizz, in improving learning outcomes and motivation across various subjects. Specifically, Rukmana et al., (2024) demonstrate the positive impact of TGT with QuizWhizzer on mathematics achievement, while Liantri et al. (2024) showcase similar benefits in biology. These studies emphasize the role of competitive and interactive learning formats in boosting student engagement and comprehension.

However, this study takes a distinct approach by focusing specifically on English language acquisition through structured team-based competitions facilitated by QuizWhizzer, thus offering insights into the unique application of TGT within language education. Prior research by Harmiyanti (2023) has also examined TGT assisted by QuizWhizzer in English learning, finding significant

improvements in learning outcomes among high school students. This aligns closely with the present study's objectives but does not explore specific collaborative and competitive dynamics fostered by QuizWhizzer within the TGT framework.

Similarly, studies by Clara Nahak (2023) and Oktika et al. (2023) have examined the TGT model and QuizWhizzer separately in the context of English learning, focusing on vocabulary development and general language engagement. While these studies affirm the positive role of gamification and cooperation in language acquisition, they still need to fully explore the synergistic effects of combining competition, teamwork, and digital platforms within a structured tournament setting.

Thus, this study uniquely positions itself by investigating how Team Game Tournaments (TGT) supported by QuizWhizzer impact learning outcomes and student motivation in English language acquisition. It contributes fresh insights into the potential of combining cooperative and competitive learning interactions, responding to the need for an in-depth understanding of how gamification, teamwork, and digital platforms can enhance language learning experiences and outcomes.

C. Conceptual Framework

The conceptual framework of this study is divided into three key stages—input, Process, and Output—that describe the structured approach used to enhance Students' motivation and English learning outcomes through Team Game Tournament (TGT) and the QuizWhizzer platform.

1. Input: The Role of Team Game Tournament and QuizWhizzer in Enhancing

    English Learning Outcomes

    In the input stage, the concepts of the Team Game Tournament (TGT) and the QuizWhizzer platform are the main strategies to improve English language learning in the experimental class. TGT is a cooperative learning approach that combines teamwork and game-based competition to encourage active student engagement (Slavin, 1995). In this context, TGT is designed to enhance student interaction, strengthen communication skills, and motivate students through team-based competitive elements. Meanwhile, QuizWhizzer, a digital learning tool, is a supporting medium for implementing TGT. This platform offers various features that enable teachers to create interactive quizzes relevant to English language material, making it easier for students to practice language skills in an enjoyable environment. The combination of TGT and QuizWhizzer will create a collaborative, interactive, and contextual learning experience.

    The role of this concept in English language learning is to facilitate the achievement of better learning outcomes through a student-centred learning approach. In this learning model, students are not merely passive recipients of information but are actively involved in the learning process through team interaction and problem-solving. Learning motivation theory also supports The game-based learning process (Deci & Ryan, 2013), which states that a meaningful and enjoyable learning environment can enhance students' intrinsic motivation, thereby contributing to more effective learning outcomes and in this context, using TGT supported by QuizWhizzer functions as a stimulus to increase learning

interest, active participation, and understanding of English language material among students in the experimental class.

2. Process: Steps of the English Language Learning Concept with Team Game Tournament and QuizWhizzer

The TGT-based learning process supported by QuizWhizzer involves several systematic steps to optimize students' English language learning experiences. Firstly, students are divided into small, heterogeneous groups to form teams. Each team then competes in a game-based tournament using quizzes designed through the QuizWhizzer platform. These quizzes are composed of various question types that encompass English language skills, such as vocabulary, grammar, reading comprehension, and speaking. Secondly, students work together in teams to solve problems and answer the quiz questions accurately and quickly. Using game elements and competition enhances student engagement while encouraging them to practice English skills in a supportive and enjoyable atmosphere.

The next step involves providing immediate feedback and collective reflection after the game session. Students earn points based on their team's performance in the tournament, and the teacher provides feedback on common errors, problem-solving strategies, and language aspects that need improvement. This reflection process allows students to evaluate their understanding, correct mistakes, and develop practical learning skills. Engaging students in team-based and game-oriented learning through QuizWhizzer promotes active participation and collaboration and continuously strengthens language skills.

3. Output: The Impact of Learning Using Team Game Tournament and QuizWhizzer

The expected output from implementing TGT supported by QuizWhizzer is an enhancement in students' learning motivation and English language learning outcomes. This approach is anticipated to boost intrinsic and extrinsic motivation through a fun and competitive learning atmosphere and support their language skills, including speaking, listening, reading, and writing abilities. Moreover, this learning strategy can develop teamwork, critical thinking, and problem-solving skills. Consequently, this learning approach is expected to positively impact learning outcomes, foster a collaborative learning environment, and prepare students to master English language skills in a broader communicative context.
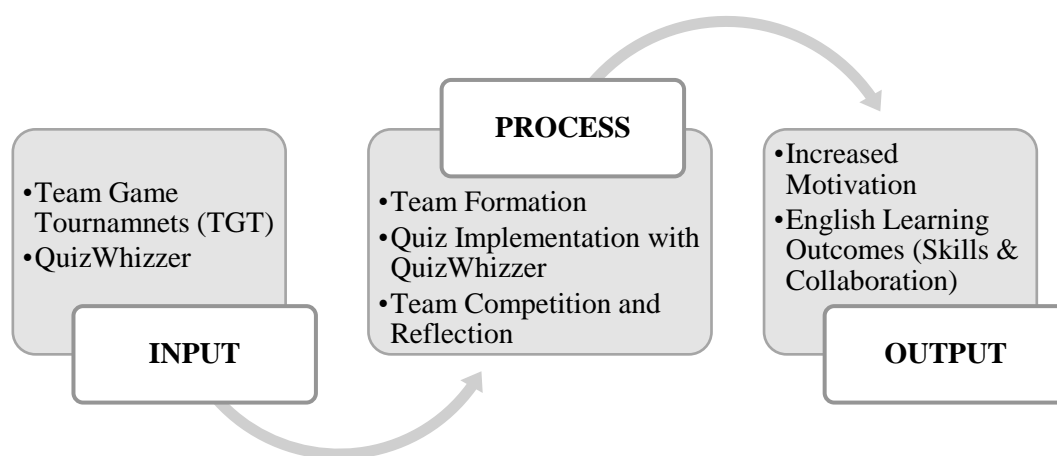

Figure II-2. Research Flow: English Learning with TGT and QuizWhizzer

The research flow illustrates the sequence of concepts based on the input, process, and output points:

1) Input: This paper highlights the role of the Team Game Tournament and the use of QuizWhizzer in the experimental class to enhance English language learning.

2) Process: Explains the learning steps, including team formation, quiz implementation using QuizWhizzer, and team competition and reflection.

3) Output: Depicts the expected impact, namely an increase in student motivation, learning outcomes in English language skills, and improved collaboration abilities.

D. Hypotheses

The research hypotheses are:

1. **Alternative Hypothesis (H_1):** Students participating in team game tournaments supported by QuizWhizzer will demonstrate significantly higher English learning outcomes compared to students who do not participate in such activities.

2. **Null Hypothesis (H_0):** There is no significant difference in English learning outcomes between students participating in team game tournaments supported by QuizWhizzer and those who do not.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology, including the research design, research variable and operational definition, the location and time of the study, the population and sample, data collection techniques, and data analysis methods. Each section will provide a detailed framework for understanding how the research is conducted, from setting up the study to collecting and analyzing the data.

A. Research Design

This study employed a true experimental research design using the pretest-posttest control group design to investigate the effects of the Team Game Tournament (TGT) method supported by QuizWhizzer on students' English learning outcomes and motivation. A true experimental design is characterized by random assignment, ensuring that participants are randomly distributed into experimental and control groups, minimizing the influence of extraneous variables (Creswell & Creswell, 2017). This approach enhances internal validity, allowing for a more precise determination of causal relationships between the intervention and the observed outcomes (Gay et al., 2012). Participants were randomly assigned into two groups: the experimental group, which received intervention using the Team Game Tournament (TGT) model supported by QuizWhizzer, and the control group, which used Quizizz as an individual-gamified learning tool.

To address the first research question, "How do team game tournaments supported by QuizWhizzer affect students' English learning outcomes?", this study

collected quantitative data through pre-tests and post-tests—the pre-test conducted before the intervention to establish a baseline understanding of students' English proficiency. After the intervention, the post-test was given to measure changes in students' learning outcomes, allowing for a direct comparison between the two groups. As noted by Cohen et al., (2002), using pre-tests and post-tests in true experimental studies ensures that learning gains are assessed objectively, providing reliable data on the effectiveness of educational interventions.

To address the second research question, "What are the motivations of students participating in team game tournaments supported by QuizWhizzer in English learning?", a structured questionnaire was administered at the end of the research treatment. This questionnaire was used to evaluate students' motivations for learning after participating in the treatment. According to Dörnyei & Ushioda, (2021), understanding motivation in educational settings requires gathering data that reflects students' engagement and emotional responses to specific teaching methodologies. The findings will help identify how integrating team-based competition and gamification impacts students' motivation towards English learning.

B. Research Variable and Operational Definition

1. Research Variables

   a. Independent Variable

      The use of team game tournaments supported by QuizWhizzer for 9th-grade students at UPTD SMPN Satap 9 Barru, aimed at increasing motivation and enhancing learning outcomes.

b. Dependent Variable

The improvement in motivation and learning outcomes among 9th-grade students at UPTD SMPN Satap 9 Barru after using team game tournaments supported by QuizWhizzer.

2. Operational Definition

a. The use of team game tournaments supported by QuizWhizzer for 9th-grade students at UPTD SMPN Satap 9 Barru, aimed at increasing motivation and enhancing learning outcomes.

Operational Definition: An instructional activity where 9th-grade students at UPTD SMPN Satap 9 Barru engage in team-based competitive learning using QuizWhizzer. The activity is designed to increase students' motivation, improve their comprehension of English material, and provide an engaging, interactive learning environment.

b. The improvement in motivation and learning outcomes among 9th-grade students at UPTD SMPN Satap 9 Barru after using team game tournaments supported by QuizWhizzer.

Operational Definition: Positive changes in students' motivation and academic performance in English. Motivation improvement is characterized by students' increased enthusiasm for learning, greater participation in activities, and a more positive attitude toward English learning. Learning outcomes improvement is observed through better understanding of the material and the ability to apply learned concepts effectively.

C. Research Location and Time

This research was conducted at UPTD SMPN Satap 9 Barru, located in Barru Regency, South Sulawesi Province. The location was selected based on the students' characteristics that align with the research criteria and the availability of supporting facilities for implementing team-based game learning interventions supported by the QuizWhizzer platform. The school provides a conducive and representative learning environment to test the effectiveness of the designed learning method.

The field data collection was scheduled for November. The data collection process encompassed the preparation of research instruments, the implementation of the intervention in the experimental class, and the collection of students' learning outcomes and motivation through pre-tests, post-tests, and questionnaires. The timing was also chosen considering the availability of the school's teaching and learning schedule, thereby ensuring that the research implementation could proceed smoothly and was in line with the set objectives.

D. Population and Sample

The population involved in this study comprises all 9th-grade students at UPTD SMPN Satap 9 Barru. The 9th-grade students were selected because they were considered to have an English proficiency level appropriate for the research needs and are at a learning stage relevant to applying the Team game tournaments method supported by the QuizWhizzer platform. With a total population of 29 students, this group provides a sufficient representation to measure the effect of the learning intervention on English learning outcomes and learning motivation. According to Fan et al., (2020), small populations can be effectively utilized in

educational research when studying specific interventions, as they provide a manageable scope for detailed analysis.

The technique used for sampling in this study was total sampling. This technique had been chosen due to the relatively small population size, allowing all population members to be included as research samples. Total sampling is particularly suitable in educational research with small populations, as it ensures comprehensive inclusion and clearly represents the entire group under study (Gill, 2020). Moreover, it effectively captures detailed insights when investigating educational interventions (Berndt, 2020). This approach aligns with recommendations to maximize data validity and reliability in contexts with limited participant numbers (Chandra, 2021).

The sample was divided into two groups: the control group and the experimental group. The experimental group received Team game tournaments learning using QuizWhizzer, while the control group engaged in learning using Quizizz. This division was intended to compare the effectiveness of the teaching methods between the two groups and provide a clearer understanding of the intervention's impact on student's learning outcomes and motivation. This comparison method effectively aligns with educational research principles that use control and experimental groups to evaluate teaching interventions (Maciejewski, 2020).

E.   Data Collection Techniques

The data collection in this research will be designed to address each research question, requiring a comprehensive approach aligned with the characteristics of

the measured variables. To address the first question, "How do team game tournaments supported by QuizWhizzer affect students' English learning outcomes?", the data collection technique used will be English tests. The test instruments will be developed based on English test indicators. The tests will be administered in two stages: a pre-test before the intervention and a post-test after the completion of the learning intervention using Team Game Tournaments and QuizWhizzer. Pre-test and post-test methods are commonly used in gamified learning contexts to evaluate improvements in learning outcomes and are recognized for their validity in assessing intervention effectiveness (Munir & Darmanto, 2022).

The pre-test assessed the students' initial abilities before receiving the intervention, providing a baseline to compare the learning outcomes between the experimental and control groups. Meanwhile, the post-test was administered after the experimental class students underwent game-based learning with QuizWhizzer and the control class students used Quizizz. The comparison between the pre-test and post-test results of both groups offered a quantitative overview of the effect of team game tournaments supported by QuizWhizzer on students' English learning outcomes.

A questionnaire was used to collect data to answer the second research question, "What are the motivations of students participating in team game tournaments supported by QuizWhizzer in English learning?". This questionnaire was based on the Cooperative Learning Theory proposed by Slavin (1995), highlighting that cooperative learning motivation arises from shared rewards,

collaboration, and individual accountability. The questionnaire measured five key dimensions of motivation: intrinsic motivation, which reflects enjoyment and personal interest in the activities; extrinsic motivation, driven by rewards and recognition; social interaction, which includes collaboration and positive interaction among team members; individual accountability, emphasizing each student's responsibility to contribute to the team's success; and task engagement, which measures the level of focus and active participation in learning tasks. Using a structured Likert scale, this questionnaire will provide reliable data on the impact of gamified cooperative learning on student motivation and engagement (Gay et al., 2012).

F. Data Analysis Techniques

The data analysis techniques were aligned with each research question to achieve comprehensive and valid results. To address the first question, "How do team game tournaments supported by QuizWhizzer affect students' English learning outcomes?", the quantitative data obtained through pre-tests and post-tests were analyzed using inferential statistical tests. The first step in this analysis was to conduct a normality test to ensure that the test data from both the control and experimental groups were normally distributed. Following this, a homogeneity test was performed to check whether the variances of both groups were homogeneous. If both assumptions were met, the analysis proceeded with a t-test to determine whether there was a significant difference in learning outcomes between the experimental and control groups.

Furthermore, if the assumptions of normality or homogeneity were not met, non-parametric statistical tests, such as the Mann-Whitney test, were used as an alternative. This test assisted the researcher in determining the difference in medians between the two groups. A comparison of pre-test and post-test results within each group was also analyzed to determine the extent of the improvement in learning outcomes resulting from the team-based game learning intervention with QuizWhizzer. Therefore, this statistical analysis provided an objective answer to the impact of the learning intervention on students' English learning outcomes.

To address the second research question, "What are the motivations of students participating in team game tournaments supported by QuizWhizzer in English learning?", the analysis examined students' overall motivation through their responses to the questionnaire. The motivational aspects analyzed included intrinsic and extrinsic factors, social interaction, individual accountability, and engagement. Using a quantitative descriptive approach, the study interpreted how these motivational factors were influenced by implementing QuizWhizzer in a team-based learning context. This analysis provided insights into the general impact of the gamified and collaborative learning strategy on students' motivation, aligning with the objectives of the research.

By utilizing these tailored analytical methods, this study provided a comprehensive picture of the impact of team game tournaments and QuizWhizzer on students' English learning outcomes and motivation. These structured analysis techniques were designed to ensure that all aspects of the research, including the impact on learning outcomes and students' motivation, were interpreted objectively

and contextually. With this comprehensive analytical approach, the research findings significantly contributed to developing innovative and effective English language learning strategies.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the research findings and discussion related to learning outcomes and student motivation. The results section presents the data obtained, while the discussion interprets the findings based on relevant theories and literature. This chapter also explains the factors that influence learning outcomes and motivation, as well as the implications of the findings for learning development.

A. Findings

This research revealed two main findings that became the focus of the study. First, the extent to which the implementation of Team Game Tournament supported by QuizWhizzer can improve students' English learning outcomes. Second, how this method contributes to building students' motivation during the learning process. These two findings are analyzed to provide a clear picture of this approach's effectiveness in improving academic achievement and creating a more interactive, enjoyable learning experience that supports students' active engagement.

1. The Effect of Team Game Tournament Supported by QuizWhizzer on Students' English Learning Outcomes

The effect of the Team Game Tournament method supported by QuizWhizzer on students' English learning outcomes was analyzed based on the pretest and post-test data obtained from the control and experimental classes. This data became the basis for seeing whether this innovative approach significantly improved over the method used in the control class. The analysis was conducted to statistically

evaluate the difference in learning outcomes between the two groups to provide an objective picture of the effectiveness of the method applied.

a. Analysis of Students' English Learning Outcomes with SPSS 29: Pretest and Posttest.

To ensure the effectiveness of the learning method used, the data analysis process was carried out with systematic and detailed steps. The pretest and post-test data from the control and experimental classes were analyzed using SPSS 29. This process began with a normality test to ensure data distribution, followed by a homogeneity test to see the equality of variances between groups. The results showed that the data met both assumptions, with significance values greater than 0.05. With these conditions met, the analysis continued using the *Independent Samples Test* to see significant differences in student learning outcomes in the two groups. The detailed results of the analysis are presented in the following table.

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
		F	Sig.	t	df						
Value	Equal variances assumed	0.332	0.569	-3.210	27	0.002	0.003	-6.629	2.065	-10.866	-2.391
	Equal variances not assumed			-3.190	25.449	0.002	0.004	-6.629	2.078	-10.905	-2.352

Table IV-1: Independent Sample Test

From the independent samples test table, it can be seen that the average student learning outcomes between the control class and the experimental class after receiving treatment differ. The Levene test shows a Sig. Value of 0.569, indicating

homogeneity of variance in the two groups. Because both groups are homogeneous, the learning outcomes between the two can be compared while assuming equal variances to ensure more valid analysis results. Homogeneity of variance is one of the key prerequisites for the t-test in this context.

The t-test obtained a t value of -3.210 with a degree of freedom (df) of 27 and a Sig. (Two-Tailed) of 0.003. This value is below the significance level of 0.05, indicating a statistically significant difference between student learning outcomes in the control and experimental classes. The mean difference of -6.629 confirms that the student learning outcomes of the experimental class are greater than those of the control class. This result reflects the impact of the treatment in the experimental class on improving student learning outcomes.

The 95% confidence interval for the mean difference ranges from -10.866 to -2.391. Since this interval does not include a zero value, this result strengthens the evidence that the difference is statistically significant. The standard error of the mean difference is 2.065, indicating that the measurement has good precision, with relatively small variability in the data. This data suggests a high level of confidence in the analysis results.

In both classes, the learning approach focused on technology as the primary tool to assist the teaching-learning process. The learning tool "Quizizz" was used in the control class, while the Quizwhizzer and the team game tournament method were applied in the experimental class. The combination of these methods significantly influenced student learning outcomes compared to the single-method "Quizizz." The findings revealed improved learning outcomes in both groups,

demonstrating that both methods had a positive effect, though at different levels, with the experimental class showing better results.

b. Academic Interpretation of Findings

The results of the analysis indicated that technology-based interactive learning methods, using the synergy of "Team Game Tournament" and "Quizwhizzer," were found to be better than the individual-gamified learning tool "Quizizz," in increasing students' learning outcomes. This can be delved into with the two groups' additional involvement and interaction levels. This can be attributed to the much higher student engagement in the experimental class. This gamified approach introduces competing and interactive elements, making the learning experience exciting and immersive. This method encourages students to learn actively .

Unlike the "Quizizz" method, which was also positively effective in enhancing student learning outcomes through individual testing, while "Quizizz" successfully assessed students' understanding directly, its influence was milder than that of the experimental class approach. One of the drivers of improved learning outcomes in the experimental class is the personalization and ability of students to reflect on learning progress using TGT and Quizwhizzer.

The Sig. (Two-Tailed) value of 0.003 supports the hypothesis that different treatments significantly impact student learning outcomes. In constructivist learning theory, this combination of interactive methods endorses the principle that relevant and contextualized learning experiences can enhance student understanding. This confirms that innovatively designed technology integration can

have a positive impact on learning outcomes. Therefore, this research demonstrates the advantages of modern technology-based learning methods.

c.   Comparison of Progress Outcomes

The result of data processing using statistical analysis obtained an average difference in learning outcomes between   the control class and the experimental class as much as -6.629; it can be concluded that the learning outcomes of the experimental class are better than the control class. The 95% confidence interval (-10.866 to -2.391) does not include a zero value, which   provides further evidence to explain this relationship. Therefore, the effect of the treatment on the experimental class   is statistically significant. This benefit   highlights the strengths of incorporating the "Team Game Tournament" and "Quizwhizzer".

The combined   method of "Team Game Tournament" and "Quizwhizzer" contributed more to learning outcomes than the individual-gamified learning tool "Quizizz." The combination allows students to be more physical, collaborative, and competitive , which means they participate more in learning. In addition, the Sig. (Two-Tailed) value of 0.003 shows that this difference is significant. This   proves that the innovative approach is more effective in creating meaningful learning environments.

The experimental class   showed significantly greater learning outcomes than the control class, confirming that learning methods utilizing technology can be a solution to improve the quality of learning. In general, this study proves that innovative methods like the "Team Game Tournament" and the "Quizwhizzer" are potent tools for different education levels. Hence, these outcomes justify the urge

to bring innovation in learning practices for better learning expertise. When implemented correctly, these methods enhance learning outcomes while raising the motivation level for the entire class.
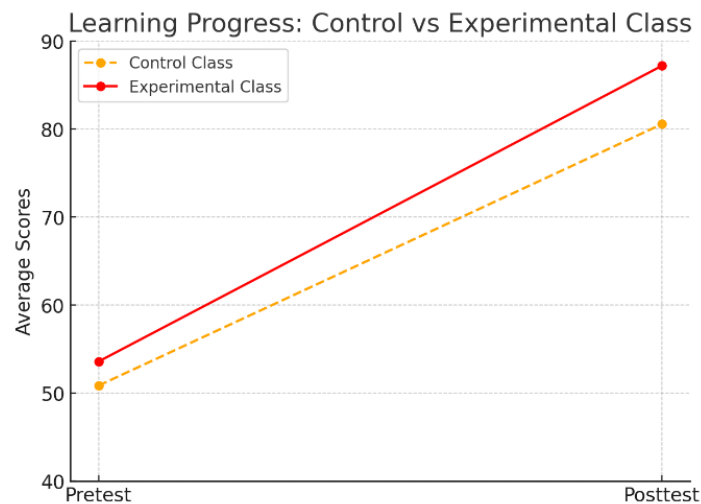

Figure IV-1: Learning Progress: Control vs Experimental Class

The graph above shows the progress of students' English learning outcomes in the control and experimental classes from the pretest to the post-test. Data on the graph have been analyzed in SPSS software. The Team Game Tournament method integrated with the Quizwhizzer app was conducted in class as the experimental class, while the Quizziz app was used as the control class. This shows the difference in learning outcomes between both groups over the implementation of different learning methods.

Using the Team Game Tournament learning method along with Quizwhizzer in the experimental class positively influenced student learning outcomes. It creates an engaging student environment and motivates them through collaboration and competition. Moreover, Quizwhizzer, which had gamification elements, made learning more fun and engaging and provided immediate feedback to students so

they   could reinforce what they had learned. This mix   makes for an enjoyable yet impactful learning experience.

However, the control class, which utilized   the Quizziz app, took a more straightforward route. It has quiz-like features with real-time feedback but is missing Team Game Tournament's deep competitive and collaborative elements. Student learning outcomes in the control class also improved , although not as much as in the experimental class. This implies the limitations of traditional methods in promoting student-centered,   interactive learning.

The advantage of Quizwhizzer is its gamification option, which, in   turn, tailors the learning process. The most surprising impact was the   Team Game Tournament's effect on boosting student engagement and motivation. Furthermore, Quizwhizzer's ability to provide feedback specific to students' learning needs made learning more impactful and purposeful. The balance   of these two strategies helped students access the material more effectively.

The majority of outperformance from experimental classes compared to control classes in learning outcomes serves   as evidence for the benefits that a tech-based app like Quizwhizzer brings. By making the learning process more interactive and competitive, students learn better through self-directed   and hands-on learning, making the learning process more fun and meaningful. Not only did students in the experimental class have higher scores, but they also experienced a more dynamic learning process than   those in the control class.

Both classes control and experimental learning outcome increased after getting the learning method. Nevertheless, the Team Game Tournament in

combination with Quizwhizzer in the experimental class in all cases resulted in better results. This underscores how important it is to innovate in learning, particularly with the use of technology and gamification. Not just the subject of English, this approach can be quite an effective model to ensure the advancement of student learning outcomes.

2. Students' Motivation in English Learning with Team Game Tournament and QuizWhizzer

Student learning motivation is one of the essential aspects analyzed in this study. Motivation data was obtained through a questionnaire completed by students after taking part in learning using the Team Game Tournament method supported by QuizWhizzer. This questionnaire was designed to measure five dimensions of motivation: intrinsic motivation, extrinsic motivation, social interaction, individual accountability, and task engagement. Each answer was analyzed using a Likert scale to provide a quantitative picture of the level of student motivation in each dimension. This section will present the results of the analysis and outline how this learning method affects students' motivation to learn English.

a. Intrinsic Motivation

Students' intrinsic motivation is measured to assess the extent to which the Team Game Tournament method supported by QuizWhizzer can generate interest in learning that comes from within students. Measurement through questionnaires includes several indicators, such as happiness in learning, interest in education, confidence in understanding the material, competitive challenges, and motivation to continue learning. The results of this questionnaire analysis provide an overview

of students' intrinsic motivation level after the lesson, which is presented in the following graph.

Instrinsic Motivation

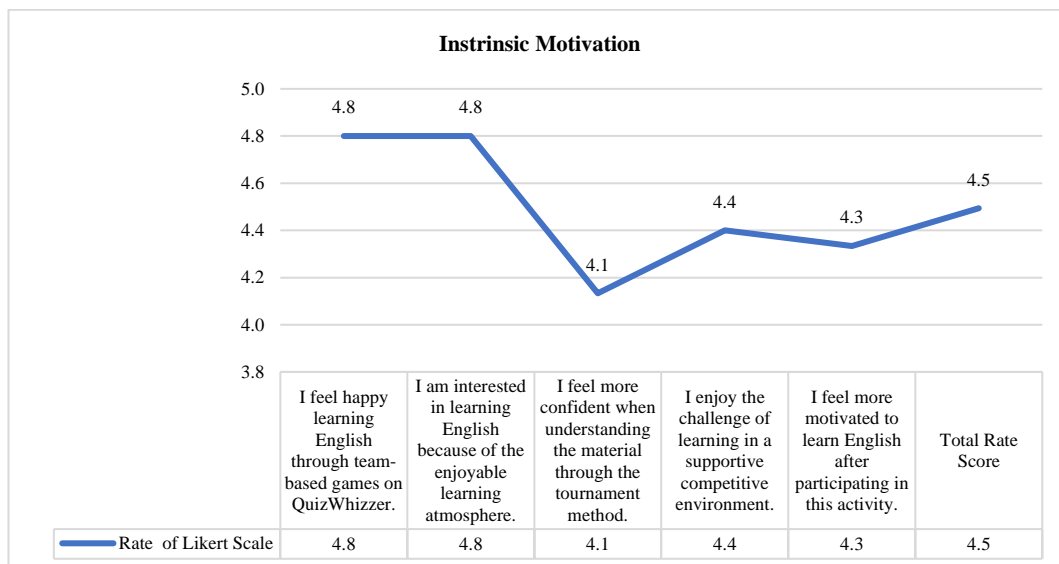| Rate of Likert Scale	I feel happy learning English through team-based games on QuizWhizzer.	I am interested in learning English because of the enjoyable learning atmosphere.	I feel more confident when understanding the material through the tournament method.	I enjoy the challenge of learning in a supportive competitive environment.	I feel more motivated to learn English after participating in this activity.	Total Rate Score
	4.8	4.8	4.1	4.4	4.3	4.5

Figure IV-2: Students' Intrinsic Motivation

The graph above shows the fans' level of students' motivation, which was obtained by questionnaire after participating in the Team Game Tournament and Quizwhizzer method. There are five leading indicators of intrinsic motivation: happiness with learning, interest, confidence, experience of competitive challenge, and motivation to continue learning after the activity. In general, motivation is relatively high among surveyed students, as seen in the graph.

Students achieved very high scores of 4.8 each in the first two indicators: happiness with learning through technology-based team games and interest in a fun learning atmosphere. This means gamifications like Quizwhizzer and Team Game Tournament positively impact students' learning process, especially when they create an engaging and interactive situation.

Other indicators around rates of confidence in understanding the material, enjoyment of competitive challenges, and motivation to learn more after the activity

also had high average scores. The findings demonstrate the effectiveness of the collaboration and competition-based approach in supporting students' deep engagement. Thus, it can be confirmed that this learning technique supports elevating students' intrinsic motivation in an engaging and meaningful learning atmosphere, as indicated by the average total score of 4.5.

b. Extrinsic Motivation

Extrinsic motivation plays a vital role in stimulating students' learning through influences from the surrounding environment. The questionnaire data covered several key aspects, such as the influence of rewards on student performance, recognition of individual contributions, and the role of teamwork in achieving the best results. This analysis aims to evaluate the extent to which external factors motivate students in a learning context involving Team Game Tournament and QuizWhizzer. The following graph presents a complete picture of students' extrinsic motivation levels.

Extrinsic Motivation

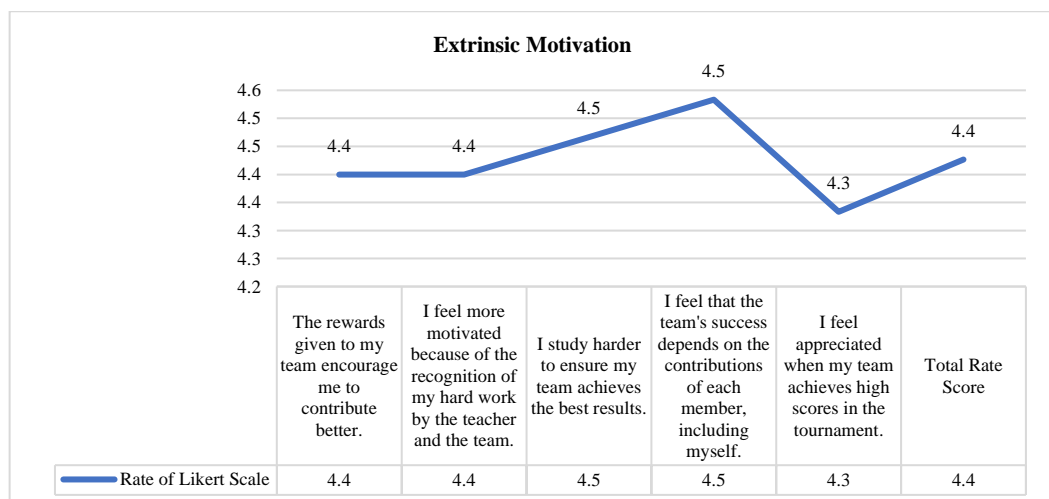|	The rewards given to my team encourage me to contribute better.	I feel more motivated because of the recognition of my hard work by the teacher and the team.	I study harder to ensure my team achieves the best results.	I feel that the team's success depends on the contributions of each member, including myself.	I feel appreciated when my team achieves high scores in the tournament.	Total Rate Score
Rate of Likert Scale	4.4	4.4	4.5	4.5	4.3	4.4

Figure IV-3: Students' Extrinsic Motivation

The graph shows the extrinsic motivation dimension of students after learning English using the Team Game Tournament method supported by Quizwhizzer. Extrinsic motivation is measured through five leading indicators: contribution to the team, recognition of hard work, effort to achieve the best results, the role of team members in success, and appreciation when the team achieves high scores. Overall, the average score of students' extrinsic motivation is 4.4, which indicates that collaboration-based learning and gamification can provide a significant motivation boost from external aspects.

In the first and second indicators, students gave an average rating of 4.4 for encouraging contribution to the team through the rewards offered and the motivation arising from recognizing their hard work. This shows that rewards and recognition are essential in encouraging students to contribute more actively to the group. The Team Game Tournament and Quizwhizzer methods provide a framework that supports creating a relevant reward system, thus increasing student engagement in achieving a common goal.

The third to fifth indicators, which include effort to ensure the team achieves the best results, feelings towards team members' contribution to the collective success, and appreciation of team success, received high ratings with scores ranging from 4.3 to 4.5. This shows that students are individually motivated and understand the importance of collaboration in the group's success. Thus, Team Game Tournament and Quizwhizzer encourage intrinsic motivation and build collective awareness and shared responsibility, which are essential elements in team-based learning.

c. Social interaction

Social interaction is vital in team-based learning, especially in creating an environment that supports student cooperation and exchanging ideas. In this part of the questionnaire, the analysis was conducted to see how students felt comfortable collaborating, discussing complex material, providing support to each other, exchanging ideas in completing tasks and learning from the experiences of other team members. These findings provide an overview of the quality of social interaction built through applying the Team Game Tournament and QuizWhizzer methods. The results of the analysis can be seen in the following graph.

Social Interaction

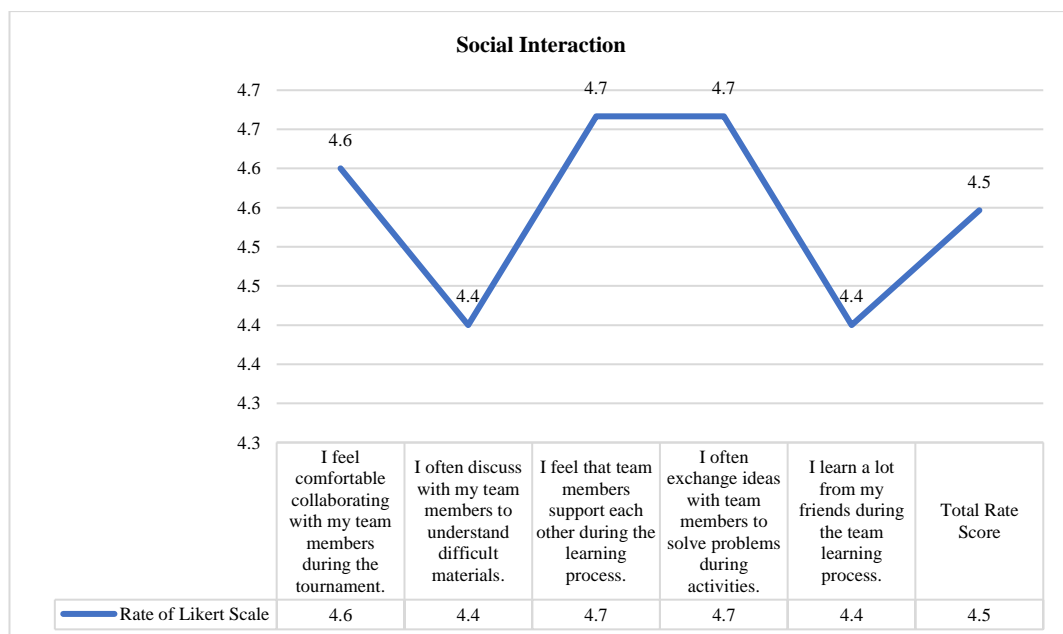|	I feel comfortable collaborating with my team members during the tournament.	I often discuss with my team members to understand difficult materials.	I feel that team members support each other during the learning process.	I often exchange ideas with team members to solve problems during activities.	I learn a lot from my friends during the team learning process.	Total Rate Score
Rate of Likert Scale	4.6	4.4	4.7	4.7	4.4	4.5

Figure IV-4: Students' Social Interaction

This graph depicting the social interaction dimension shows how students respond to English learning activities that utilize the Team Game Tournament method and the Quizwhizzer gamification platform. With five key indicators, this graph reveals social interaction's important role in creating a collaborative and

supportive learning environment. The overall average score of 4.5 indicates that most students felt positively engaged in the measured aspects of social interaction.

Specifically, the graph notes students' comfort in collaborating with team members during learning, with an average score of 4.6. This illustrates that the method successfully builds a learning atmosphere that supports students' confidence in working with their peers. The indicator of support among team members and the exchange of ideas during the learning process achieved the highest score of 4.7, emphasizing the importance of teamwork in completing tasks and facing learning challenges.

Furthermore, the aspects of discussion, such as understanding difficult material and peer learning, each recorded a score of 4.4. This reflects that students actively take advantage of interaction opportunities to deepen understanding and solve problems collectively. These results suggest that the team-based approach through Team Game Tournament and Quizwhizzer facilitates individual learning and reinforces essential social skills in group work.

d.   Individual accountability

Individual responsibility is an essential element in team-based learning, as the contribution of each member greatly influences the group's success. This questionnaire is designed to evaluate the extent to which students feel responsible for the success of the team, strive not to let the team down, and understand the importance of their hard work in achieving a common goal. In addition, the questionnaire also includes aspects of motivation to understand the material and

awareness of each member's role in the team's success. The following graph illustrates the results of the evaluation.

Individual Accountability

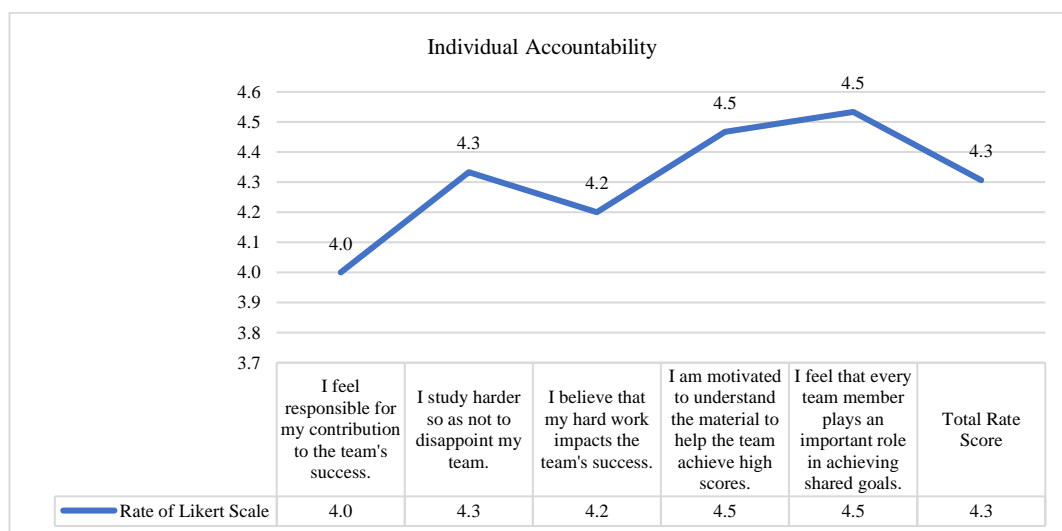|	I feel responsible for my contribution to the team's success.	I study harder so as not to disappoint my team.	I believe that my hard work impacts the team's success.	I am motivated to understand the material to help the team achieve high scores.	I feel that every team member plays an important role in achieving shared goals.	Total Rate Score
Rate of Likert Scale	4.0	4.3	4.2	4.5	4.5	4.3

Figure IV-5: Students' Accountability

The graph above shows the individual accountability dimension of students after participating in English learning using the Team Game Tournament method supported by the Quizwhizzer platform. This dimension measures students' responsibility in contributing to the team's success through five indicators. Generally, the average score of 4.3 indicates that students have a reasonably high awareness and responsibility towards their respective roles in supporting team achievement.

The first indicator, students' responsibility for contributing to team success, recorded a score of 4.0. This suggests that while individual responsibility is recognized, some students may need further encouragement to maximize their contribution. On the second and third indicators, i.e., striving not to let the team down and the belief that individual hard work has an impact on team success, there was an improvement with scores of 4.3 and 4.2, respectively. This indicates that

students are beginning to understand the importance of their role in collective success.

The highest score of 4.5 was achieved in the fourth and fifth indicators: students' motivation to understand the material to help the team achieve a high score and recognition of the importance of each team member's role in achieving a common goal. These results illustrate that team-based learning implemented through Team Game Tournament not only reinforces individual responsibility but also instills the realization that collective success requires the active contribution of each member. Overall, this graph reflects the success of this method in building a sense of individual responsibility that supports the effective achievement of team goals.

e.   Task Engagement

Student engagement in completing tasks is one of the main factors determining learning success. This section examines how students demonstrate focus, active participation, and enthusiasm for the tasks set during the learning activities. The questionnaire evaluates aspects such as enjoyment of the challenge, ease of understanding the material through the tasks, and the extent to which students feel engaged with the learning process. The following graph presents the evaluation results, which provide insight into the role of Team Game Tournament and QuizWhizzer in increasing student engagement.
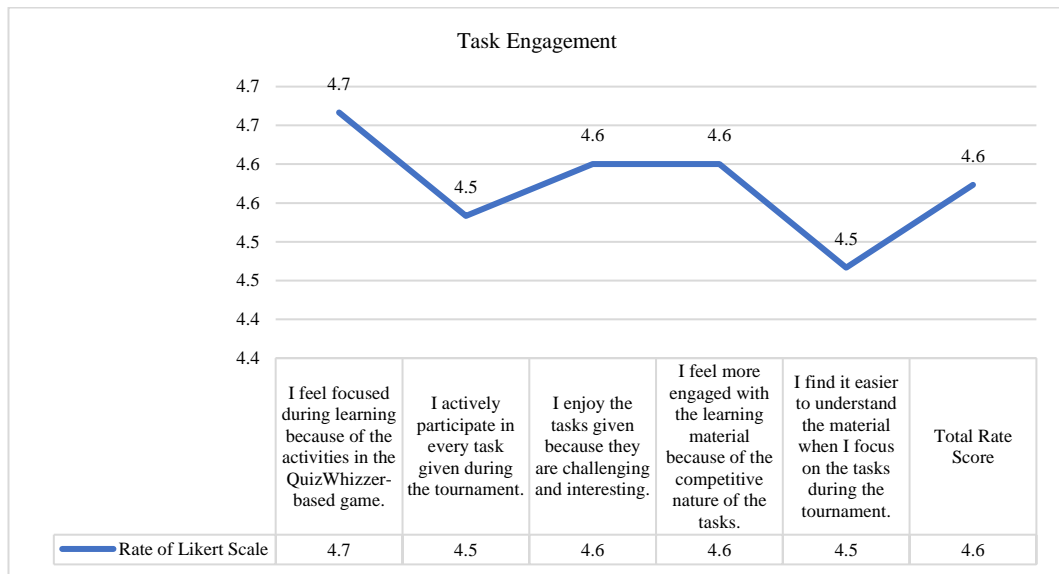
Task Engagement

	I feel focused during learning because of the activities in the QuizWhizzer-based game.	I actively participate in every task given during the tournament.	I enjoy the tasks given because they are challenging and interesting.	I feel more engaged with the learning material because of the competitive nature of the tasks.	I find it easier to understand the material when I focus on the tasks during the tournament.	Total Rate Score
Rate of Likert Scale	4.7	4.5	4.6	4.6	4.5	4.6

Figure IV-6: Students' Task Engagement

The graph above shows the dimension of students' task engagement during the English learning process using the Team Game Tournament method supported by Quizwhizzer. This dimension evaluates students' engagement in learning tasks through five leading indicators. Overall, the average score of 4.6 indicates that students have a high level of engagement in understanding and completing the assignments during the learning process.

The first indicator, student focus during Quizwhizzer-based learning activities, recorded the highest score of 4.7. This reflects that the use of interactive technology creates a conducive learning atmosphere for students to stay focused. The second indicator, which measures students' active participation in each task during learning, scored 4.5. This result shows that students are actively involved in the learning process, although this level of participation is still slightly lower than their focus on the activity.

Furthermore, the indicator assessing students' engagement with the learning material due to the competitive and engaging nature of the task recorded a high score of 4.6. This indicator shows that the element of competition offered by the Team Game Tournament can significantly increase student engagement. This is also supported by a similar score on the ease of understanding the material through focusing on the task during the tournament. In conclusion, this graph shows that competition and technology-based learning strategies increase students' focus and participation and make it easier for them to understand the material while making the learning process more interesting and challenging.

f.   Motivation Dimensions Development

The analysis of each motivation dimension showed that the Team Game Tournament method supported by QuizWhizzer had a positive impact on various aspects of student motivation. From intrinsic motivation to engagement in the task, all indicators showed a clear contribution from this collaboration and gamification-based approach. To provide a more comprehensive picture, the development of the five dimensions of student motivation was analyzed as a whole, as shown in the following graph.

Motivation Dimensions Development

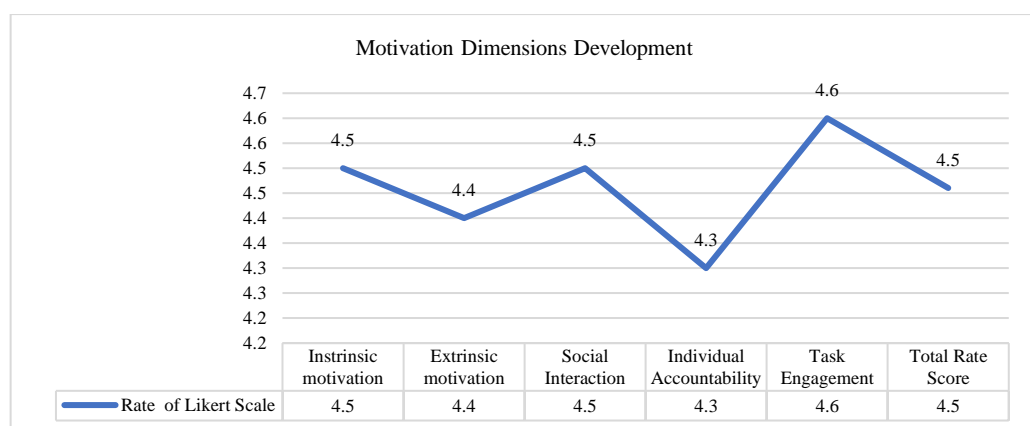|	Instrinsic motivation	Extrinsic motivation	Social Interaction	Individual Accountability	Task Engagement	Total Rate Score
Rate of Likert Scale	4.5	4.4	4.5	4.3	4.6	4.5

Figure IV-7: Students' Motivation Dimensions Development

The graph above represents the development of the five dimensions of students' motivation after learning English using the Team Game Tournament method supported by Quizwhizzer. These dimensions include intrinsic motivation, extrinsic motivation, social interaction, individual accountability, and task engagement. With an overall average score of 4.5, these results indicate that the gamification and collaboration-based learning approach can significantly improve students' motivation on various aspects relevant to the learning process.

The task engagement dimension recorded the highest score of 4.6, reflecting students' very high engagement in learning tasks designed to be challenging and engaging. This suggests that learning methods that combine elements of competition and collaboration increase students' focus and motivate them to participate actively in the learning process. In contrast, the individual accountability dimension scored the lowest at 4.3, indicating that although students demonstrated a sense of responsibility for the team's success, this aspect could be further optimized to enhance more profound individual contributions.

The intrinsic and extrinsic motivation dimensions recorded average scores of 4.5 and 4.4, respectively, illustrating that the approach successfully blended students' internal drive with supportive external incentives. The social interaction dimension also showed significant results, with an average score of 4.5, confirming that team-based learning can create a collaborative and supportive learning environment. Overall, these results underscore the effectiveness of the Team Game Tournament and Quizwhizzer methods in integrating various aspects of motivation to improve students' learning experience.

This effectiveness is also reflected in student learning outcomes, which are analyzed through hypothesis testing. This study sought to test two main hypotheses related to the impact of using Team Game Tournament supported by QuizWhizzer on students' English learning outcomes. The alternative hypothesis (H_1), which states that students who participated in Team Game Tournament supported by QuizWhizzer had significantly higher English learning outcomes than students who did not follow the method, was accepted. This is indicated by a significant increase in learning outcomes in the experimental group compared to the control group, as seen from the post-test data. Meanwhile, the null hypothesis (H_0), stating that there was no significant difference in learning outcomes between the two groups, was rejected. This finding aligns with previous research supporting the effectiveness of team-based learning and gamification in improving student learning outcomes. Therefore, this study strengthens the evidence that Team Game Tournament and QuizWhizzer methods are effective strategies in English language learning.

B. Discussions

The discussion in this research examines the impact of this approach on English learning outcomes and motivation while also comparing team-based and individual gamified learning experiences. Additionally, the study highlights its theoretical and practical contributions to language education, offering insights into the benefits of technology-enhanced collaboration and competition in modern classrooms. By analyzing empirical findings alongside established learning theories, this research provides a deeper understanding of how interactive and

mastery-based learning environments can foster more effective and engaging instructional strategies.

1. The Effect of Team Game Tournament Supported by QuizWhizzer on Students' English Learning Outcomes

The pre-test results indicated that students in both classes had relatively balanced initial abilities, validating the homogeneity required for comparative analysis. Both groups utilized gamification platforms; however, the control class engaged in individual learning through Quizizz, while the experimental class combined the Team Game Tournament (TGT) method with QuizWhizzer, enabling collaborative problem-solving. The post-test results demonstrated that the experimental class achieved significantly higher learning outcomes compared to the control class. The Independent Sample t-Test confirmed a mean difference of -6.629, with a t-value of -3.210 and a p-value of 0.003, indicating that collaborative engagement in TGT with QuizWhizzer led to more substantial knowledge retention and performance improvements. These findings align with Vygotsky's (1978) constructivist theory, which underscores the role of social interaction in learning, and Slavin's (1995) team-based learning model, which emphasizes that collaboration enhances comprehension through shared knowledge, ultimately leading to better academic achievement.

The integration of TGT with QuizWhizzer fostered an interactive learning environment that directly contributed to improved learning outcomes. Unlike the control class, where students individually answered Quizizz questions, the experimental class engaged in group-based problem-solving, which promoted

deeper cognitive processing. The structured teamwork required each member to take on roles such as leader, timekeeper, scorer, and reviewer, encouraging active participation and accountability. This collaborative framework allowed students to negotiate meaning, justify their reasoning, and reinforce their understanding of English vocabulary, grammar, and comprehension skills through peer interactions—processes essential for long-term knowledge retention (Honigsfeld & Dove, 2010).

Beyond collaboration, TGT with QuizWhizzer also cultivated critical thinking and problem-solving skills, which are crucial for achieving higher learning outcomes (Almulla & Al-Rahmi, 2023). The experimental group had to justify their answers, challenge differing viewpoints, and collectively determine the most appropriate responses. This engagement in metacognitive strategies deepened their understanding of the subject matter. In contrast, while the control class also used gamification through Quizizz, the individual nature of the activity limited opportunities for interactive discussion and collaborative reasoning, which are essential for higher-order thinking and knowledge construction. As a result, students in the control class exhibited less improvement in critical thinking skills compared to those in the experimental class.

The gamified features of both platforms played a crucial role in student engagement, but their impact on learning outcomes differed. While Quizizz facilitated self-paced learning with immediate feedback, it lacked interactive collaboration, which is known to enhance conceptual understanding. In contrast, QuizWhizzer enabled real-time team-based competitions, instant visual feedback,

and interactive challenges that kept students actively involved. This interactive engagement led to stronger retention of information, as students were able to discuss, analyze, and refine their answers collaboratively—processes that have been linked to improved academic performance. The ability to immediately correct misunderstandings and reinforce knowledge through peer discussions further enhanced the learning outcomes in the experimental group.

The effectiveness of TGT combined with QuizWhizzer aligns with findings from prior research. Nurhasanah et al., (2024) and Afifah & Atmazaki (2024) demonstrated that integrating Team Game Tournament with interactive media such as Mentimeter and Kahoot resulted in higher student engagement and comprehension, particularly in subjects requiring memorization and structured writing. Similarly, Darojat (2024) and Yusuf & Amal (2024) found that blending Team Game Tournament with problem-based learning and E-Gallery Walk methods significantly boosted student motivation and conceptual understanding in mathematics and nursing education. Furthermore, Nur'aeni & Hasanudin (2023) and Haryono & Tukiyo (2022) highlighted the effectiveness of Team Game Tournament when combined with digital platforms like Blooket and mobile learning, emphasizing its potential for adaptive and technology-driven education.

In particular, previous research by Harmiyanti (2023) also supports these findings, showing that the combination of Team Game Tournament with QuizWhizzer significantly enhances learning outcomes by fostering an engaging and interactive learning experience. Her findings reinforce that incorporating gamification into a structured cooperative learning model maximizes student

motivation and academic performance. This further highlights the role of technology-assisted competition in optimizing student engagement and ensuring deeper comprehension, aligning closely with the findings of this study.

In contrast, the control class using the Quizizz method showed an improvement in learning outcomes, but the impact was more limited than the experimental class. While Quizizz effectively provided individualized evaluation and immediate feedback, it did not support team interaction or collaboration (Capuno, 2023), a key strength of the experimental class. This supports the findings of Clara Nahak (2023), who noted that collaboration-based learning methods are superior to individual evaluation methods in improving student learning outcomes. These findings confirm the importance of technology-based learning innovations that integrate collaboration and competition to achieve better learning outcomes.

By creating an engaging, interactive, and team-based learning experience, TGT with QuizWhizzer significantly contributed to higher retention rates and long-term learning outcomes. This approach aligns with Vygotsky's (1978) constructivist learning theory, which emphasizes that students learn best when they actively construct knowledge through social interaction, and Slavin's (1995) cooperative learning model, which highlights the benefits of structured team-based learning in improving comprehension and retention.

Overall, these findings indicate that the synergistic effect of cooperative learning and digital gamification provides a more effective alternative to individual quiz-based assessments. While Quizizz remains an effective tool for measuring student progress through individualized assessments, it lacks the collaborative

learning mechanisms and higher-order thinking engagement that characterize TGT with QuizWhizzer. The structured peer interaction and competition in TGT allowed students to engage in meaningful language practice, making it an optimal strategy for enhancing English learning outcomes in a classroom setting.

2. Students' Motivation in English Learning with Team Game Tournament and QuizWhizzer

The five dimensions of learning motivation—intrinsic motivation, extrinsic motivation, social interaction, individual accountability, and task engagement—play a critical role in enhancing students' English learning outcomes. The analysis of motivation data in the experimental class revealed higher levels of engagement and enthusiasm, primarily due to the interactive and gamified nature of Team Game Tournament (TGT) and QuizWhizzer. The combination of competition and gamification significantly increased students' curiosity and enjoyment in learning, reinforcing Vygotsky's theory of social constructivism (1978), which emphasizes the role of social interaction in knowledge acquisition.

2.1 Intrinsic and Extrinsic Motivation

One of the most prominent findings was the enhanced intrinsic motivation in the experimental group. Intrinsic motivation, which refers to students' internal drive to learn based on interest and enjoyment, was fostered by the interactive and mastery-based structure of TGT with QuizWhizzer. Unlike the individual-gamified learning approach using *Quizizz*, which often focused on individual performance and grades, the team-based format provided a more meaningful learning experience. The requirement to answer correctly before progressing in

QuizWhizzer further reinforced students' sense of competence, aligning with Deci & Ryan's Self-Determination Theory (2013), which highlights the importance of autonomy, competence, and relatedness in sustaining motivation.

Extrinsic motivation was also heightened, particularly due to the reward system embedded in the Team Game Tournament. Elements such as team recognition, point accumulation, and competitive ranking served as external motivators that encouraged students to strive for better performance. The team-based format allowed students to experience positive reinforcement not only from the system itself but also from their peers, fostering a sense of responsibility and commitment to collective success. This aligns with Skinner's reinforcement theory (1965), which emphasizes the role of positive feedback in sustaining behavioral engagement. Furthermore, the cooperative nature of Team Game Tournament facilitated a socially supportive learning environment, where students were motivated by peer interactions, collaborative efforts, and shared problem-solving experiences. This supports Slavin's cooperative learning model (1995), which stresses that structured peer interaction enhances student engagement and improves knowledge retention.

2.2 Social Interaction and Individual Accountability

Social interaction emerged as a crucial factor contributing to student motivation in the experimental group. The Team Game Tournament with QuizWhizzer model encouraged students to engage in peer-assisted learning, where they could discuss answers, clarify misunderstandings, and develop strategies collaboratively. Unlike the Quizizz-based individual gamified learning model in the

control group, where students primarily worked independently, the experimental setting provided students with more opportunities to interact, exchange ideas, and collectively construct knowledge. This finding aligns with Vygotsky's sociocultural theory, which emphasizes that learning is best facilitated through interaction with more knowledgeable peers. Exposure to different perspectives helped deepen students' understanding of the material and strengthened their confidence in using English.

Additionally, individual accountability ensured that each student actively participated in the learning process. Within TGT, every team member had a designated role (e.g., leader, timekeeper, scorer, reviewer), reinforcing a sense of responsibility for their own contributions. This structure made students feel more invested in their learning progress, further aligning with Slavin's cooperative learning theory on task interdependence. In contrast, the use of individual-gamified learning models "Quizizz" in control class lacked this element, leading to a more passive learning experience, where students were only responsible for their own progress without external motivation from peers.

2.3 Task Engagement as a Key Motivational Factor

Among all motivational dimensions, task engagement emerged as the most dominant factor influencing students' sustained involvement in learning activities. The interactive features of QuizWhizzer, such as requiring correct answers before progressing and incorporating gamified challenges, ensured that students remained actively engaged. Unlike *Quizizz*, where students could advance even with incorrect answers, the mastery-based system in QuizWhizzer reinforced persistence,

encouraging students to think critically and attempt questions multiple times to fully grasp the material.

Results from the motivation questionnaire further confirmed that students in the experimental group exhibited higher engagement levels than those in the control group. The ability to work collaboratively within a team, combined with the dynamic nature of gamification, created a more immersive learning experience. These findings align with research by Rukmana et al., (2024), which highlights how structured competition and cooperative gamification enhance student focus and material retention.

Previous research further supports the effectiveness of this approach. Studies by Harmiyanti (2023) and Clara Nahak (2023) demonstrated that the TGT model, particularly when combined with digital gamification tools, significantly improves student engagement and comprehension. Harmiyanti (2023) found that integrating TGT with QuizWhizzer created a highly interactive and competitive learning environment, while Clara Nahak (2023) highlighted the significant increase in student participation and learning retention. Additional findings from Riyanti et al., (2024) and Putri et al., (2023) confirmed that TGT enhances student motivation by integrating structured teamwork, competitive elements, and collaborative learning experiences. Moreover, studies by Saputri et al., (2023) and Iskandar et al., (2023) emphasized that digital gamification platforms like QuizWhizzer significantly contribute to students' engagement and enjoyment in learning activities. These studies collectively reinforce the idea that combining TGT with digital gamification

enhances motivation by leveraging social collaboration and creating an engaging learning environment.

2.4 The Influence of Motivation on Learning Outcomes

The findings of this study confirm that motivation plays a crucial role in shaping students' learning outcomes. Students who exhibit higher levels of motivation are more likely to engage deeply with learning materials, demonstrate persistence in overcoming challenges, and retain information more effectively. This study revealed that students in the experimental group, who engaged with Team Game Tournament (TGT) with QuizWhizzer, experienced significant improvements in both intrinsic and extrinsic motivation compared to those in the control group using Quizizz. These motivational gains were reflected in their improved post-test scores, indicating that motivation directly influenced academic success. This finding aligns with the perspective of Blumenfeld et al., (2006), who emphasized that motivated students tend to engage more meaningfully with academic tasks, showing greater focus and determination in their learning journey.

The statistical analysis further highlighted a clear improvement in post-test scores among students in the experimental group. The results revealed a significant difference between the experimental and control groups, demonstrating the effectiveness of structured, team-based learning combined with gamification. This improvement suggests that engaging in collaborative activities within a competitive, game-based setting not only fosters intrinsic satisfaction but also provides external reinforcement. These combined factors contributed to enhanced cognitive retention and more effective language acquisition. In contrast, the control

group, which relied on an individual learning approach using Quizizz, showed less substantial improvement, indicating the limited impact of isolated learning environments on student motivation and performance.

This relationship between motivation and learning outcome is consistently supported by previous research. Khan & Takkac (2021) emphasized that motivation is a key determinant in second language acquisition, with highly motivated students demonstrating better retention and application of language skills. Similarly, Alhadi & Saputra (2017) revealed a significant connection between learning motivation and academic outcomes among junior high school students. Their findings highlighted that students with higher motivation are more likely to engage in meaningful academic activities, underscoring the importance of promoting self-motivation to enhance learning outcomes.

In addition, research by Yen et al., (2011) demonstrated that motivation significantly influences students' conceptual learning outcomes in both web-based and classroom-based educational settings. Their findings suggested that motivation during technology-enhanced learning has a stronger impact on conceptual understanding, highlighting the potential of platforms like QuizWhizzer to improve learning outcomes through increased engagement and sustained motivation. The present study supports this view, as students in the experimental group demonstrated higher levels of sustained motivation, actively engaging with the material through interactive tasks and team collaboration, leading to better academic performance.

Furthermore, Deci & Ryan (2000) reaffirmed that autonomy-supportive environments, such as those created through TGT with QuizWhizzer, lead to higher levels of engagement, sustained effort, and improved learning outcomes. The results of this study reflect these findings, as students in the experimental group consistently reported higher scores across various motivational dimensions, including intrinsic motivation, extrinsic motivation, social interaction, individual accountability, and task engagement. The team-based, competitive format fostered an environment where students felt both supported and challenged, encouraging active participation and collaboration throughout the learning process.

These findings underscore the importance of fostering both intrinsic and extrinsic motivation through collaborative, gamified learning environments. The significant improvement in the experimental group's post-test scores highlights how integrating structured team-based learning with gamification can lead to better academic performance and improved cognitive retention. By creating a learning environment that encourages active participation, shared responsibility, and social interaction, educators can enhance student engagement and support deeper learning outcomes.

3. Novel Contribution of This Study

This study offers a novel contribution by integrating Team Game Tournament (TGT) with QuizWhizzer to examine both students' English learning outcomes and their motivation in a cooperative, gamified learning environment. Previous research has explored TGT combined with various digital platforms and QuizWhizzer integrated with different instructional methods, yet most studies have focused on

single-method gamification without comparing its effectiveness against another gamified learning approach. For example, TGT has been implemented with applications such as Wordwall (Wahyuni & Lestari, 2023) and Kahoot (Rosyida et al., 2022) to enhance student engagement and conceptual understanding, while QuizWhizzer has been integrated with Problem-Based Learning (Zhahrotun Nurroniah & Nuraini, 2024) and other cooperative learning models to foster critical thinking and knowledge retention. However, none of these studies have examined how QuizWhizzer compares to another gamified platform in a controlled setting, particularly within English language instruction.

While this study shares similarities with previous research, differences in subject area, technological integration, and comparative design exist. For instance, Rukmana et al., (2024) examined TGT and QuizWhizzer in mathematics instruction, finding that students demonstrated improved problem-solving abilities and conceptual understanding due to the structured competitive framework of TGT. Similarly, Liantri et al., (2024) explored TGT in combination with Quizizz in biology learning and reported an increase in students' retention and engagement, particularly in grasping complex biological processes. These studies suggest that combining TGT with gamification enhances student engagement and performance across disciplines. However, they did not assess its impact on language learning, nor did they compare the effectiveness of different gamification tools in a controlled environment.

This study, however, focuses on English language learning, particularly in enhancing students' motivation and learning outcome. Unlike the aforementioned

studies, this research compares the impact of TGT supported by QuizWhizzer with Quizizz, providing a more detailed analysis of how different game-based strategies influence both cognitive (learning outcomes) and affective (motivation) aspects of learning. Despite variations in application, the overall effectiveness of combining TGT and gamification remains evident across different disciplines, emphasizing the adaptability of this approach in diverse educational contexts. These findings underscore the potential of this integrated learning model in fostering student motivation and optimizing learning experiences, particularly in English language education.

4. Practical and theoretical benefits of the research

This research significantly impacts English language teachers in creating a more effective and engaging learning environment. By utilizing the Team Game Tournament method supported by QuizWhizzer, teachers can integrate elements of competition, collaboration, and technology into their learning. This approach increases student engagement and helps them understand the material more deeply through interactive and relevant learning experiences. In addition, using QuizWhizzer allows for providing immediate feedback to students, which is essential for improving understanding and increasing their motivation to learn (Yanuarto & Susanti, 2023). Thus, teachers can adopt this strategy to improve student learning outcomes while creating a more meaningful and enjoyable learning experience.

This practical impact aligns with the theoretical contribution of the study to the development of the science of English language teaching. This study strengthens

the cooperative learning theory, as Slavin (1995) outlined, by showing that the elements of competition and collaboration in Team Game Tournament supported by QuizWhizzer can create a more interactive and meaningful learning experience. In addition, this study supports Vygotsky's theory of social constructivism (1978), which emphasizes the importance of social interaction in building students' understanding. This connection between practical and theoretical impact confirms that innovations in learning methods are relevant in everyday applications and contribute to the development of broader conceptual frameworks. Overall, these findings open up opportunities for further exploration of technology-based learning innovations, as well as a reference in designing adaptive teaching methods that suit the needs of students in the digital era.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the research results. The discussion focuses on the main findings and recommendations to support more effective English language learning.

A. Conclusions

This study demonstrates that the Team Game Tournament (TGT) method, supported by QuizWhizzer, significantly enhances students' English learning outcomes by creating an active, engaging, and collaborative learning environment. Rather than passively receiving information, students participated in structured tasks that required critical thinking, teamwork, and problem-solving. The combination of competition and collaboration reinforced comprehension while fostering persistence and confidence in using English. These findings suggest that interactive learning environments help students process information more deeply, retain knowledge effectively, and develop stronger language skills, ultimately leading to improved learning outcomes.

Importantly, this study also highlights that student motivation plays a crucial role in supporting these learning outcomes. The integration of TGT and QuizWhizzer transformed learning from a routine academic task into an enjoyable and immersive experience. Some students were motivated by the competitive elements, striving to excel in the game-based activities, while others were driven by team collaboration and shared responsibility. The structured nature of the method fostered a sense of accomplishment and accountability, encouraging students to

actively participate and persist in learning. This heightened motivation, in turn, contributed to better learning outcomes, as students became more invested in their own learning process and engaged with the material at a deeper level. The connection between motivation and improved academic performance was evident in how students demonstrated greater enthusiasm, perseverance, and confidence when using English in a collaborative setting.

This research journey has been both insightful and transformative. It began with a curiosity about how gamification, particularly the TGT method combined with QuizWhizzer, could enhance students' motivation and language learning outcomes. Developing the research framework required an extensive review of pedagogical theories on gamification and collaborative learning, ensuring that the study was grounded in educational best practices. During implementation, students' enthusiasm for the gamified approach confirmed its potential, but challenges such as ensuring consistent access to technology and managing varying engagement levels also emerged. However, observing students transition from passive learners to active participants reinforced the effectiveness of interactive methodologies in fostering both motivation and deeper cognitive processing. The interplay between motivation and learning outcomes became increasingly evident as students responded positively to structured competition and teamwork.

Ultimately, this study reinforces the idea that effective learning is not just about content delivery but about creating experiences that inspire curiosity, collaboration, and sustained engagement. Gamification-based team learning, when implemented thoughtfully, has the potential to transform language learning into a

more meaningful and enjoyable process. Given that motivation is a key driver of student performance, it is essential to continue refining and adapting these methods to ensure they remain inclusive, accessible, and effective for diverse groups of learners.

However, this study has certain limitations. Its scope was limited to one location, UPTD SMP Negeri Satap 9 Barru, restricting the generalizability of the findings. Moreover, students' limited access to technology may have influenced their level of engagement. Additionally, external factors such as the learning environment and parental support were not examined in depth, despite their significant potential impact on both learning outcomes and motivation.

Furthermore, this study only measured short-term effects, leaving the long-term impact of gamification on knowledge retention and sustained motivation unexplored. While this study assessed overall learning outcomes and motivation, it did not analyze specific language skills (reading, writing, listening, speaking). A deeper understanding of which language skill benefits the most from gamification could help refine instructional strategies.

Despite its limitations, this research journey has been a meaningful exploration of how gamification impacts both learning outcomes and motivation. The challenges encountered—ranging from designing engaging activities to managing classroom dynamics—have provided invaluable insights into the complexities of implementing innovative teaching strategies. This study not only contributes to the growing body of research on gamification in education but also

serves as a reflection on the evolving role of technology in shaping student-centered learning experiences.

B. Suggestions

The findings of this study highlight the effectiveness of Team Game Tournament (TGT) supported by QuizWhizzer in enhancing student engagement and learning outcomes. Compared to the individual-based Quizizz, which allows students to progress regardless of answer accuracy, QuizWhizzer ensures mastery by requiring correct responses before moving forward. Its competitive and interactive elements foster deeper engagement and collaboration. Based on these insights, the following recommendations are provided for teachers, school policymakers, curriculum developers, and future researchers to further optimize gamification-team based learning.

1. For Teachers

Integrating TGT with QuizWhizzer is recommended to create interactive, engaging, and student-centered learning. Unlike the use of Quizizz as individual gamified learning tool, which permits quick progression without reinforcing mastery, QuizWhizzer ensures students fully grasp the material before advancing. Additionally, the team-based competition in TGT fosters collaboration, resilience, and communication skills. Teachers can leverage these advantages to enhance student motivation and problem-solving abilities.

2. For Students

Students should utilize technology for productive learning by engaging with educational platforms like QuizWhizzer and Quizizz to enhance their reading,

writing, listening, and speaking skills. Actively participating in interactive quizzes and team-based competitions fosters critical thinking, collaboration, and problem-solving. Instead of using gadgets solely for entertainment, students can explore digital resources that support their academic growth, making learning both effective and enjoyable.

3. For School Policymakers

To support the implementation of gamification-based learning, school policymakers should develop strategies that ensure equitable access to technology. Establishing clear policies on mobile device usage, allowing students to use smartphones for educational purposes under teacher supervision, can enhance learning engagement. Additionally, schools should consider providing shared digital devices and improving internet infrastructure to support gamified learning. Offering training and support for teachers in utilizing technology-based methods will further maximize the impact of these innovative learning strategies.

4. For Curriculum Developers

Gamification-team based learning, particularly TGT and QuizWhizzer, should be incorporated into curriculum design to support critical thinking, collaboration, and communication skills. As 21st-century education increasingly relies on technology, curriculum developers must ensure equitable access to digital learning platforms, particularly for schools with limited resources. Additionally, teacher training programs should be introduced to equip educators with the necessary skills to implement gamified learning effectively.

5. For Future Research

Future research should expand the scope of TGT and QuizWhizzer by examining their impact in diverse educational settings to enhance the generalizability of findings. Investigating the long-term effects of gamification is also essential to determine whether it sustains student motivation and learning retention over time. Additionally, further studies should explore the specific impact on individual language skills—reading, writing, listening, and speaking—to refine instructional strategies. Research involving direct classroom observations is recommended to capture students' engagement and social interaction during the learning process, providing deeper insights into the dynamics of gamified instruction. Moreover, research on technological accessibility and external factors such as parental support and learning environment is necessary to understand their influence on gamification-based learning. Addressing these areas will provide a more comprehensive understanding of gamification's effectiveness and support its broader implementation in education.

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