

## EFFECTIVENESS OF USING THE QUIZIZZ APPLICATION IN IMPROVING GRAMMAR PROFICIENCY

Ela Kristi

Universitas Muhammadiyah Brebes

[elapahlevi@stmikmpb.ac.id](mailto:elapahlevi@stmikmpb.ac.id)

### ABSTRACT

One of the most essential components in supporting English mastery is grammar. This study explores the effectiveness of the quizizz application in improving grammar proficiency among Informatics Engineering students at Universitas Muhammadiyah Brebes. The research responds to the growing need for engaging and effective grammar instruction through technology integration. This study used a quasi-experimental method with one-group pretest-posttest design and involved 15 students as participants. Data were collected through grammar tests and questionnaires. The results showed a substantial rise in students' grammar scores, an increase from an average pre-test score of 66,4 to a post-test average of 78,6, with an N-Gain score of 0,40, categorized as moderate improvement. The questionnaire results revealed that most students found Quizizz engaging and helpful in identifying grammar weaknesses, improving understanding, and boosting motivation. In conclusion, the integration of Quizizz in grammar instruction positively impacts students' learning outcomes and perceptions. The study recommends its use as a complementary instrument for language lecturers looking for enhancing learning through gamified digital platforms.

**Keywords:** Quizizz, grammar proficiency, gamified learning, language instruction, educational technology.

### INTRODUCTION

English language education has evolved into an essential part of the global higher education curriculum. Almost all study programs at institutions worldwide, including Indonesia, require their students to possess English language proficiency to assure they are competitive in the global market. One of example of such programs is informatics engineering. Students in this program are required to have proficiency in a foreign language, specifically English. Students of this program need not only to master the technical skills but also to have sufficient English language skill for reading the academic literature, writing and also English grammar. English grammar engages in a vital role in forming how thoughts are structured and communicated effectively the language. Far beyond just rules and sentence patterns, grammar serves as the foundation that enables clarity, precision, and coherence in both spoken and written communication. For learners of English, a strong grasp of grammar not only helps avoid misunderstandings but also builds confidence in expressing ideas across different contexts academic, professional, and everyday life. In the digital age where English is the primary language of global communication, mastering grammar is no longer optional; it is a necessary tool for participation in international discourse. Moreover, understanding grammar enhances critical thinking, as learners are required to analyze and construct meaning intentionally. While grammar is often seen as complex or intimidating, modern learning platforms and interactive technologies have made it more accessible and engaging. By integrating grammar learning into meaningful activities and real-life communication, educators can help students see grammar not as a barrier, but as a bridge to mastering the English language.

The technical skills and sufficient English language skills are essential academic and professional development in a globalized world for informatics engineering students. However, grammar proficiency for the students in this program is not a primary subject, therefore, instructors must be creative in teaching the course. Instructors need to employ creativity and innovative approaches in teaching the language alongside technical subject. One of the creativity and innovative which the instructors could use is utilizing the modern technology in teaching and learning process. Technology is the application of scientific literacy to the applied objectives of human life or, as it is

sometimes phrased, concerning the adjustment and influence over human environments (Britannica, 2024). Technology is being developed by the Chinese Academy of Telecommunications Technology, this is a Chinese solution for 3G networks that is well-matched with UMTS (Wakefield et al., 2007). Technology can be defined as the application of scientific knowledge and engineering concepts to build tools, systems and methods which solve problems and improve human life, productivity and efficiency. In addition (Amalia Solikhah, 2023) states that technology has consistently been a crucial component in educational settings, serving as a valuable tool for teachers to enhance learning experiences and make them more effective and accessible for students.

Nowadays, teaching and learning process has been collaborated with the information and communication by many educational institutions, including the process of assessment, with purpose to improve dissemination, efficiency and quality of education (Amalia, 2020). Several kinds of online assessment tools which can be used in English educational process are Quizizz, Kahoot, Classkick and Mentimeter. However, this study is only focus on quizizz. According to (Suo Yan Mei, Suo Yan Ju, 2018) quizizz is an online game designed to facilitate a multiplayer experience, enabling all participants to join simultaneously using their smart devices. Quizizz is an educational platform used by teachers or lecturers and students for generating and engaging in an interactive quizzes. The platforms authorize the instructors to design customized various formats of questions such as multiple choice, true or false and open-ended questions. According to (Bury, 2017), quizizz is a great online instrument which can be utilized by the students to measure the students' knowledge and their learning progress, including English course. (Gilakjani, 2014) also states that using computer technology in language classroom boosts students' learning progress and motivation, elevates teachers' enthusiasm for teaching, creates an authentic environment for effective teaching and learning, and enables personalized instruction for educators.

Quizizz application have been widely used in general education contexts, however, there is still a lack of in-depth research regarding its effectiveness in providing English language practice questions, especially for Informatics Engineering students. One example of previous research has been conducted by (Le Thi Ngoc, 2024) is the effectiveness of using quizizz in teaching English as Foreign Language at a tertiary level where the reserach aims to measure the impacts of using Quizizz on a specific aspect of learning English, reviewing lessons- vocabulary and grammar as well as investigate how this application engages and motivates the students in learning English at university level. Therefore, this research aims to fill the knowledge gap by exploring the extent to which the quizizz application can be effective in providing English language practice questions to Informatics Engineering students. This research is expected to provide an important input to the development of more innovative and effective learning methods in the context of Informatics Engineering hihgher education.

(Ilter, 2015) emphasizes that one of the teachers' strategies to achieve success in language learning is motivating students to explore suitable activities using computer technology. (Ahmadi, 2023) states that the use of technology is crucial in language learning as it allows students to learn at their own pace, aids in self-awareness, maintains engagement with the teacher, and fosters strong motivation for effective learning of language skills. (Harmer, 2007) claims that incorporating technology-based activities in English language teaching enhances cooperative learning, allowing students to use the language in communication very proficiently. English Language Class could also benefit from technology, which consistently proves to be an effective learning tool for students (Hakeem Barzani et al., 2021). Moreover (Bello Nawaila et al., 2020) points out that technology is important for enhancing the educational process of language learning, then, to successfully complete this task, language students need to use various tools that will help them learn the language effectively and effortlessly.

In conclusion, technology plays an important role in language learning, as indicated by several

researchers. Technology not only motivates students to explore appropriate activities but also allows them to learn at their own pace, enhances interaction with the teacher, and supports strong motivation. Additionally, the integration of technology-based activities in English language teaching strengthens cooperative learning and effective language use, making it a highly effective tool for improving the learning process. Regarding the use of technology in English language learning, there is an unavoidable aspect for a teacher that a teacher must have a throughout understanding of these technologies when teaching this subject. The statement is argued by (Anas & Musdariah, 2018) who explain that Technology evolves at a rapid pace, which means that language educators must continually advance and enhance their technological skills to stay current with the latest updates in Information and Communication Technology (ICT). In addition (Malinina, 2015) claims that the ICT skills of English as a Foreign Language (EFL) teachers should be enhanced.

(Yong & Rudolph, 2022) informed that quizizz is a gamified student response system that has been around since 2015, it was created by a homonymous startup based in Bengaluru (India). (Gina Damayanti et al., 2022) state that quizizz is thrilling, engaging, inspiring, and enjoyable because it functions as a gamified assessment tool. It is argued by (Fadhilawati, 2021) who mentions that quizizz is an educational platform with amazing features such as memes, music, avatars, and themes designed to boost students' motivation and engagement in both learning and taking quizzes. Among modern teaching approaches, game-based approaches have captured educators' interest in exploring their effects on teaching and learning English as a Second Language (ESL) or English as a Foreign Language (EFL), the one game-based approached is Quizizz, a game-based application that enables teachers to design mini-games for specific educational purposes (Le Thi Ngoc, 2024). Quizizz is an online quiz platform where learners compete to achieve the highest score (Degirmenci, 2021). Those statements highlight the uniqueness of using Quizizz, a platform that allows participants to compete directly with friends or peers in real-time. Its high interactivity and competitive elements are designed to motivate students and enhance their engagement in answering questions. In addition (Putra, 2023) explains that Quizizz is a game-based learning platform that provides various tools to evaluate students' learning progress, it can be utilized for students' self-assessments or for gauging their comprehension of material to aid in their improvement.

This research delves into a crucial aspect of language learning of grammar proficiency. In today's digital age, innovative tools are constantly emerging to aid in education, and one such tool is the Quizizz application. This study specifically seeks to understand how effective Quizizz is as a pedagogical instrument for enhancing students' grammar skills. Beyond just measuring improvement, the research also aims to capture the learners' perspectives. It's vital to know not only if a tool works, but also how users react to it, as their engagement and satisfaction can significantly impact learning outcomes. By exploring both the tangible effects on grammar proficiency and the qualitative responses of the participants, this study offers a comprehensive view of Quizizz's potential in language education.

## METHODS

This study employs an experimental approach, aiming to distinctly identify and evaluate the effects of a particular intervention within a controlled setting. This study employs a quasi-experimental approach using a one-group pretest-posttest design, which required only a single experimental class without the inclusion of a control group. According to Sugiyono at (Mannahali et al., 2024) pre-experimental design is a type of experiment that does not involve a control class, and the sample is not randomly selected. The term quizizz application is designated as the independent variable, conceptualized as an instructional strategy, while the provision of English language exercises to Informatics Engineering students at Universitas Muhammadiyah Brebes serves as the dependent variable in this study. The research utilized test and questionnaire as primary instrument.

Both pre-tests and post-tests were administered to assess the variance in outcomes before and after the intervention. The assessment comprised a series of multiple-choice questions designed to evaluate grammar proficiency. The questionnaire employed to assess respondents' perceptions regarding the implementation of the quizizz application.

The collected data were subjected to inferential statistical procedures to compare the average scores before and after the implementation of the treatment. The objective is to evaluate the effectiveness of the word chain game in improving students' grammar proficiency, a t-test was conducted. Additionally, the N-Gain analysis was applied to determine the extent of learning gains achieved post-treatment. All statistical analyses were carried out using SPSS software, ensuring accuracy and methodological rigor. In parallel, data obtained from the student response questionnaires were analyzed descriptively to evaluate the practical applicability of the intervention. This analysis adhered to the evaluative framework proposed by Hobri et al. (Mannahali et al., 2024), which outlines the following criteria:

**Table 1. Student Response Criteria**

Value	Description
$85\% \leq R$	Very positive
$70\% \leq R < 85\%$	Positive
$50\% \leq R < 70\%$	Less positive
$R < 50\%$	Not positive

A quantitative approach was adopted in this study through the implementation of a single-group experimental design involving both pretest and posttest measurements. (Creswel, 2019) It is asserted that experimental research involves systematically evaluating a particular idea, intervention, or method to determine its causal effect on a targeted outcome. In such studies, researchers deliberately identify a variable of interest, allocate participants to either interact with the intervention or an alternative condition, and then analyze whether exposure to the selected variable yields significantly better results than non-exposure. (Creswel, 2019).

This research was expected to provide in dept insight into the influence of technology integration, especially the use of quizizz application through the motivation and learning outcomes of the students in the context of language learning. Research subject was the students of Informatics Engineering of Universitas Muhammadiyah Brebes.

## RESULT AND DISCUSSION

Based on observations and interviews, grammar proficiency is still relatively low. This is because most respondents haven't completed their grammar coursework yet. However, respondents are very enthusiastic about learning grammar, as they understand it can significantly improve their speaking skills. The majority of respondents are already aware of grammar's crucial role in supporting speaking proficiency.

Excerpt 1

*Honest, my grammar still very low. Before in school not much pay attention, so now when I want to speak English often doubt afraid wrong tenses or sentence structure. But I try to learn again with app.*

Excerpt 2

*For grammar skill, quite good, but still often confuse differentiate when use 'will' or 'going to', or most often that 'present perfect' same 'past simple'. Sometimes also often mixed up prepositions.*

Excerpt 3

*I think, grammar is very important. I already quite understand basics, but for more advance like conditional sentences or reported speech, that still need much practice. I believe if grammar good, speaking also more confident and clear.*

#### Excerpt 4

*Grammar? Oh, that my big homework! I know it key for speak English correct, but feel so difficult to grasp. Every time learn, feel fast forget again. Maybe because rarely practiced direct right.*

#### Excerpt 5

*I feel my grammar skill already good enough, especially for daily needs or simple professional communication. I often read English book or watch movie without subtitle to train my sensitivity to correct sentence structure.*

Based on the five respondent answers, a clear picture emerges regarding their current grammar proficiency and attitudes towards it. While the answers are simplified and contain grammatical errors, they offer valuable insights into common challenges and motivations. Several recurring themes highlight the difficulties respondents face in mastering English grammar. A lack of foundational learning is a primary point, as expressed by Respondent 1 who felt they "not much pay attention" in school, indicating a weak base from earlier education. This could be due to the initial learning environment or the individual's approach to learning grammar being insufficient. Confusion and specific difficulties are also evident, with Respondent 2 struggling to differentiate between 'will' and 'going to', as well as 'present perfect' and 'past simple,' in addition to prepositions. This indicates that while they might grasp basic concepts, the nuances and specific rules remain challenging. Respondent 1's fear of "wrong tenses or sentence structure" further clarifies this. Furthermore, difficulty with more advanced concepts is acknowledged by Respondent 3; despite having a "quite good" understanding of basics, concepts like conditional sentences or reported speech still require much practice. This points to a common hurdle where learners can handle simple structures but struggle with more complex grammatical constructs. Lastly, retention issues and a lack of practice are a common frustration, as stated by Respondent 4: "Every time learn, feel fast forget again. Maybe because rarely practiced direct right." This implies that passive learning without active application leads to poor retention; grammar knowledge needs to be constantly reinforced through use.

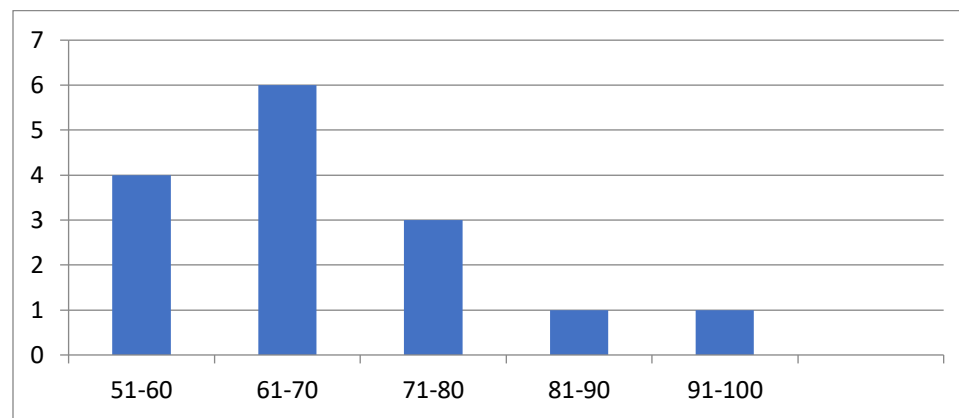
Despite the struggles, there's a strong underlying motivation and recognition of grammar's importance. Grammar as a confidence booster is evident from Respondent 3's statement that "if grammar good, speaking also more confident and clear." This is a powerful motivator for learners. Grammar as a key to correct communication is also recognized by Respondent 4 as "key for speak English correct," highlighting that grammatical accuracy is essential for effective and understandable communication. Additionally, proactive learning and exposure are demonstrated by Respondent 1 who is "try learn again with app" to address their deficiencies. Respondent 5, who feels their grammar is "already good enough," actively maintains their skills by reading English books or watching movies without subtitles. This emphasizes the role of consistent exposure and self-directed learning in grammar improvement. Generally, respondents seem to understand why grammar is important, not just what it is, which is a crucial intrinsic motivation for sustained learning.

### **The Effectiveness of Using the Quizizz Application in Improving grammar Proficiency**

A comparison between pre-test and post-test outcomes functions as a primary measure to evaluate the effectiveness of the quizizz application in enhancing grammar proficiency. The measurable improvement in performance following the intervention provides essential evidence for assessing the application's potential as a reliable tool for advancing grammatical competence.



**Diagram 1. The result of the pre-test**



These pre-test results paint a clear picture of the varied grammar proficiency among the test-takers. A significant portion of respondents, specifically ten individuals (four scoring 51-60 and six scoring 61-70), fall into the lower-to-mid range of scores. This suggests a widespread need for foundational grammar reinforcement among a substantial segment of the group. As scores progress, the numbers dwindle, with only three respondents in the 71-80 range, a single respondent between 81-90, and just one exceptional individual scoring between 91-100. This pattern indicates that while some individuals possess strong to excellent grammar skills, the majority appear to be still developing their mastery.

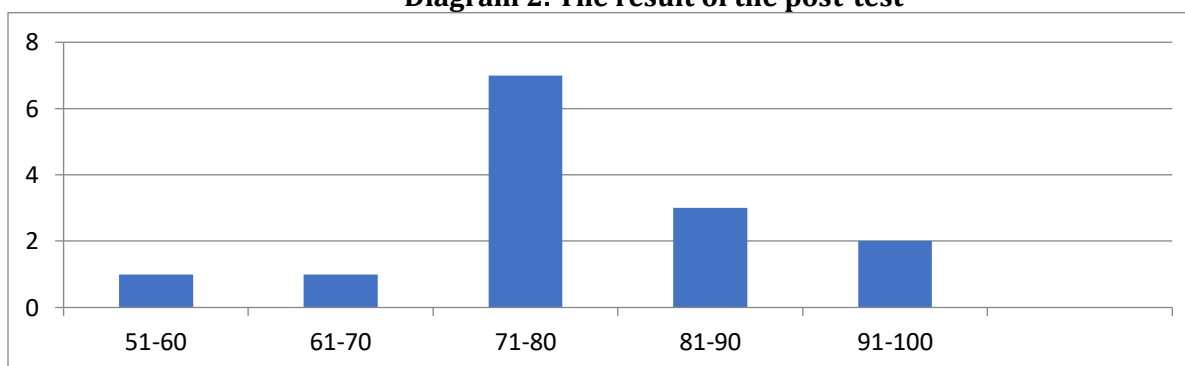
The pre-test results, with a significant cluster of scores in the lower-to-mid ranges, clearly indicate that the participants' current grammar proficiency is relatively low. This widespread need for improvement sets the stage perfectly for the intervention using the Quizizz application. Given that the majority of respondents scored below 70, the subsequent treatment using the Quizizz application will be crucial in systematically addressing these identified grammar gaps. Quizizz, with its interactive and gamified format, offers a dynamic approach to learning that stands in stark contrast to traditional methods that might have contributed to the initial low scores.

The application's ability to provide instant feedback will be particularly beneficial. Participants will immediately see where they made mistakes and, crucially, understand the correct answers. This immediate reinforcement is vital for solidifying learning and preventing the perpetuation of errors. Furthermore, Quizizz allows for the creation of targeted quizzes focusing on specific grammar points that were found to be particularly challenging in the pre-test, such as tenses, prepositions, or sentence structure. This personalized approach ensures that the treatment directly addresses the most pressing needs of the group. The gamified elements of Quizizz, including leaderboards, points, and power-ups, are expected to significantly boost participant engagement and motivation. For learners who previously found grammar daunting or boring, this interactive environment can transform the learning experience into something enjoyable and competitive, fostering a more positive attitude towards grammar acquisition. The ability to practice repeatedly without the pressure of formal assessment also allows participants to learn at their own pace and build confidence gradually.

Ultimately, by leveraging Quizizz's interactive features, immediate feedback mechanisms, and capacity for targeted practice, the treatment aims to systematically enhance the participants' grammar proficiency. This intervention is designed not just to impart knowledge, but to foster active learning, reduce anxiety associated with grammar, and ultimately lead to a measurable improvement in their command of English grammar, moving them beyond the "relatively low" proficiency indicated by the initial pre-test. To evaluate the effectiveness of the instructional strategy, the

researchers conducted a structured assessment of student development by analyzing the differences between pre-test and post-test outcomes. This evaluative comparison sought to generate empirical insights into how significantly the word chain game enhanced learners' grammar proficiency. Furthermore, statistical tools such as the t-test and N-Gain analysis were employed to determine the degree of learning gains and to assess the overall impact of the intervention. Through this methodological approach, the study intended to deliver a nuanced understanding of game-based learning's contribution to vocabulary acquisition, particularly within the context of inclusive education. The following section details the outcomes of the post-test analysis.

**Diagram 2. The result of the post-test**



These post-test results reveal a significant and positive shift in grammar proficiency among the respondents. Unlike the pre-test, where scores were heavily concentrated in the lower ranges, this data demonstrates a clear upward trend, suggesting that the intervention, presumably involving the Quizizz application, has been highly effective. The most striking observation is the drastic reduction in lower scores. While the pre-test showed a substantial number of respondents struggling with scores below 70, the post-test reveals only one respondent in the 51-60 range and another single respondent in the 61-70 range. This indicates that almost all participants who previously scored poorly have made considerable progress, moving into higher proficiency brackets. Furthermore, the data highlights a strong concentration of respondents in the higher proficiency tiers. Seven respondents now fall within the 71-80 range, which is a commendable level of grammar understanding. More impressively, three respondents achieved scores between 81-90, demonstrating a very strong grasp of grammar. The pinnacle of this improvement is the two respondents who scored between 91-100, indicating near-mastery. This suggests that the treatment not only uplifted those with lower initial scores but also helped those already competent to refine their skills to an excellent degree.

**Table2. Data Analysis of Pre-Test and Post-test**

Data Description	Scores	
	Pre-test	Post-test
Number of Subjects (N)	15	15
Mean (M)	66,4	78,6
Standard of Deviation	16.62	78.44
Ranges	40	42
Maximum Scores	92	98
Minimum Scores	52	56

Based on Table above, which presents the Data Analysis of Pre-Test and Post-Test, it can be

concluded that there was an improvement of student learning outcomes after the implementation of the educational intervention. This study involved 15 students. The average score (mean) on the pre-test was 66.4, which increased to 78.6 on the post-test, showing a significant increase of 12.2 points. The standard deviation for the pre-test was 16.62, and it increased to 78.44 on the post-test. This indicates that while the average scores improved, the spread of student scores also became wider in the post-test. The score range also increased, from 40 on the pre-test to 42 on the post-test. Furthermore, the maximum score rose from 92 to 98, and the minimum score also increased from 52 to 56. Overall, these data demonstrate an improvement in students' academic performance after the intervention, with a slightly broader distribution of scores.

**Table 3. Normalized Gain Classification**

Grammar proficiency	Average <i>Pre-test</i>	Average <i>Post-test</i>	<i>N-Gain</i>	Classification
Experiment	66,4	78,6	0,40	Moderat

This table presents the results of the normalized gain (N-Gain) analysis for the grammar proficiency assessed in the experimental group. This analysis helps to quantify the effectiveness of the intervention by considering both pre-test and post-test scores. As shown in the table, the experimental group achieved an average pre-test score of 66.4. Following the intervention, their average post-test score increased to 78.6. The calculated N-Gain score for this group is 0.40.

Based on the established classification criteria for normalized gain, an N-Gain score of 0.40 falls into the "Moderate" category. This indicates that the learning intervention had a moderate positive impact on the grammar proficiency of the students in the experimental group. In simpler terms, while there was a noticeable improvement in vocabulary knowledge, it was not exceptionally high, suggesting room for further optimization of the teaching strategy or content.

**Table. 4 Results of Questionnaire on the Quizizz Application in Improving Grammar Proficiency**

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The use of Quizizz adds fun and engagement to grammar learning.	9 (60%)	5 (33%)	1 (7%)	0 (0%)
2	I understand grammar rules better after using Quizizz.	7 (47%)	6 (40%)	2 (13%)	0 (0%)
3	Quizizz helps me identify my grammar weaknesses.	8 (53%)	6 (40%)	1 (7%)	0 (0%)
4	I enjoy competing with peers while using Quizizz.	10 (67%)	3 (20%)	2 (13%)	0 (0%)
5	My grammar test scores improved after using Quizizz regularly.	6 (40%)	7 (47%)	2 (13%)	0 (0%)
6	I find the explanations and feedback in Quizizz helpful for learning grammar.	8 (53%)	5 (33%)	2 (13%)	0 (0%)
7	I would recommend using Quizizz for grammar learning to my classmates.	9 (60%)	4 (27%)	2 (13%)	0 (0%)

The results of the questionnaire, completed by 15 respondents, indicate that the use of the



Quizizz application has a generally positive impact on students' grammar proficiency. A large majority (93%) agreed or strongly agreed that Quizizz makes grammar practice more enjoyable and engaging. This suggests that the gamified features of the platform successfully create a more dynamic and motivating learning environment. Furthermore, 87% of the respondents reported a better understanding of grammar rules after using Quizizz, highlighting the effectiveness of interactive quizzes and immediate feedback in reinforcing grammatical concepts.

In addition, 93% of participants found that Quizizz helped them identify their weaknesses in grammar. This implies that features such as instant scoring, detailed explanations, and repetitive practice enhance learners' metacognitive awareness of areas they need to improve. Most students (87%) also noted an improvement in their grammar test scores as a result of using Quizizz regularly, indicating that the application not only supports engagement but also contributes to measurable academic gains. Another notable finding is that 67% of students enjoyed the competitive aspect of Quizizz, such as the leaderboard and timed questions. This element appears to encourage greater effort and focus during practice. Respondents also appreciated the clarity of explanations and feedback provided in the app, which they felt helped correct misunderstandings and strengthen their grammar knowledge. Lastly, 87% of students stated they would recommend Quizizz to their peers, reflect high levels of satisfaction and perceived usefulness. In general, the results indicate that integrating interactive tools like Quizizz into grammar instruction can offer meaningful learning experiences and support the development of students' language skills.

## DISCUSSION

The findings from this study demonstrate that the use of the Quizizz application yields a moderate but significant improvement in students' grammar proficiency, as supported by both quantitative and qualitative data. The average N-Gain score of 0.40, classified as moderate, aligns with prior research affirming the value of game-based learning tools in enhancing grammatical skills.

The shift from a mean pre-test score of 66.4 to a post-test mean of 78.6 represents a marked enhancement in grammar performance. These findings support earlier research by Munday (2016), who emphasized that integrating gamification into language learning boosts student engagement and motivation. Quizizz, with its game-based structure, rewards, and instant feedback, provides an interactive environment that has been shown to reduce learner anxiety and improve retention of grammatical rules (Rahmat & Yunus, 2021).

Students' positive perceptions of the application, as seen in the questionnaire responses (93% finding it engaging, 87% showing improved understanding), echo the results from Al-Ahdal (2020), who reported that digital quiz tools enhance learner autonomy and foster better grammar recall. These results also reinforce Vygotsky's (1978) theory of social constructivism, where peer competition and collaborative game play (e.g., leaderboard) enhance learning through interaction and contextual engagement.

Quizizz's ability to deliver immediate, item-level feedback helps address specific grammar weaknesses identified in the pre-test, such as confusion between tenses, prepositions, and conditional structures. This aligns with Ellis (2006) who argues that focus-on-form instruction is especially effective when learners receive direct and timely corrections in context. The high number of students (93%) who acknowledged Quizizz helped identify grammar weaknesses supports this principle. Further, respondents who admitted to limited attention during earlier grammar instruction demonstrated a renewed interest when reintroduced to grammar through technology. This observation is consistent with Junco, Heiberger, and Loken (2011), who stated that educational technologies can help re-engage learners who have become disengaged in traditional instruction.

The affective impact of the intervention is also noteworthy. Students mentioned feeling more confident in speaking when grammar understanding improved reinforcing Krashen's (1982)

Affective Filter Hypothesis, which posits that motivation and low anxiety facilitate better language acquisition. Respondent 3's statement that "if grammar good, speaking also more confident and clear" illustrates how cognitive gains in grammar translate into communicative competence.

The results further support Schmitt's (2010) emphasis on repeated exposure and practice in grammar learning. The repetitive and autonomous nature of Quizizz allows learners to practice frequently without fear of failure, which is particularly beneficial for adult or returning learners, as described by Bolliger, Supanakorn, and Boggs (2010). Although the learning gain is moderate (N-Gain = 0.40), it is important to acknowledge that improvement could be further enhanced with blended instruction combining Quizizz with teacher-led grammar explanations. Studies by Yilmaz and Baydas (2017) suggest that while gamified tools are effective in reinforcing knowledge, they work best when supplemented with explicit instruction and meaningful input. Moreover, the variability in post-test scores (SD = 78.44) suggests differentiated learner uptake, reinforcing the need for adaptive quiz design that caters to individual proficiency levels, a feature that Quizizz partly supports but could be optimized further.

## CONCLUSION

Based on both quantitative and qualitative analyses, this study concludes that the use of the Quizizz application has had a positive and significant impact on improving students' grammar proficiency. This conclusion is supported by the increase in the mean test scores from 66,4 (pre-test) to 78,6 (post-test), following the learning intervention. The normalized gain (N-Gain) score of 0,40, which falls into the moderate category, further confirms the effectiveness of Quizizz as a viable instructional tool for enhancing grammatical competence.

From a psychological and affective standpoint, students showed high enthusiasm and motivation toward learning grammar through Quizizz. Questionnaire data revealed that 93% of respondents found grammar practice more enjoyable and interactive, while 87% reported a better understanding of grammar rules after using the application. Quizizz's key features such as real time feedback, repetitive practice, and competitive elements like leaderboards were shown to foster active student engagement and reduce anxiety, making grammar learning both effective and enjoyable.

Moreover, qualitative findings from interviews and student reflections provided deeper insights into the common grammatical challenges learners face especially with verb tenses, sentence structure, and prepositions. These challenges were more effectively addressed through Quizizz's interactive and contextual learning approach. Several students also indicated that their confidence in speaking English increased as their grammar improved, underscoring the strong connection between grammatical competence and communicative clarity.

While the level of improvement was moderate, the benefits of using Quizizz go beyond just test scores. The application contributes to cognitive, metacognitive, and affective development, making it a holistic tool for language learning. However, it is also important to note that the success of the application is influenced by factors such as frequency of use, the appropriateness of quiz content, and the teacher's role in facilitating deeper understanding. Therefore, for optimal results, Quizizz should be integrated with other instructional methods such as teacher-led explanations, group discussions, and guided grammar practice.

In summary, this study concludes that Quizizz is an effective, engaging, and flexible digital tool for improving grammar proficiency. It supports 21st-century learning principles by promoting technology-enhanced instruction, active student participation, and learner autonomy. Future studies may explore the impact of Quizizz across different student levels, in varied educational contexts, or in combination with blended learning strategies, to develop a more comprehensive and sustainable model for grammar instruction.

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