

The Utilization of Quizizz to Learn English Grammar: an Exploration of Indonesian Students' Perspective

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ABSTRACT

A game-based student response system provides teachers with immediate feedback on their students' performance so that they can identify their weaknesses and strengths. This study investigated the effects of incorporating Quizizz with questioning strategies into English grammar classes. This study examined students' perceptions of Quizizz's effectiveness in enhancing student engagement and classroom dynamics in online EFL grammar classrooms. As a GSRS, seven students took a grammar course supplemented by Quizizz, a free online gaming application. Using open-ended interviews, the positive and negative aspects of the application from the students' perspective were investigated after its installation. In addition, their Quizizz results were collected for further analysis. Despite its many benefits, the majority of students were eager to participate in this game-based application, according to the findings. Quizizz is regarded as an exceptional resource for exam preparation. Nonetheless, during the classroom observation, synchronous participation, internet connection issues that disrupted active learning, and student frustration with the time limit were observed.

Keywords: *EFL students; English grammar; Quizizz; students' perspective.*

INTRODUCTION

Although not synonymous, game-based learning or gamification has become a significant educational trend in the digital age (Turan & Meral, 2018) because it offers numerous benefits over traditional learning approaches (Wichadee, S., & Pattanapichet, 2018). Gamification, which is most prevalent in schools, is the incorporation of games and digital activities. According to (Bicen & Kocakoyun, 2017), game-based learning environments (GSRS) are not a new technique, but they are innovative teaching and learning techniques that, when used properly, can hold students' attention longer than the majority of other teaching methods emerging as a learning method. The vast majority of GSRS research has concluded that it improves language instruction and learning (Balbay & Erkan, 2018; Bicen & Kocakoyun, 2017; Demirkan, 2019). Numerous researchers believe that GSRS increases student engagement (Hung, 2017), improves the learning experience (Turan & Meral, 2018), and enhances students' physical health (Hughes et al., 2018), cognitive development (Baydas & Cicek, 2019) and psychological well-being (Baydas & Cicek, 2019; McLaughlin & Yan, 2017).

Quizizz is a popular sort of GSRS among teachers. The ability of Quizizz to handle typical classroom problems is a significant contributor to its utilization in the classroom. According to previous research (mei et al., 2018), Quizizz can be utilized to improve learning while having fun. (İcin, 2018) discovered, for example, that students who had access to technology-enhanced learning resources (such as PowToon, Blendspace, and Quizizz) had considerably higher final grades than students in traditional classes. As a result, Quizizz assists students in improving their attendance,

performance, and engagement. Another study (Basuki & Hidayati, 2019; Lim & Yunus, 2021) discovered that using quizzes improved classroom dynamics at all levels, reduced students' anxiety during sessions, and allowed students to integrate new material more quickly and readily.

Gamification in Foreign Language Learning

The educational value of games is the primary reason for their use in English instruction and learning. Game-based learning was later discovered to improve students' learning and comprehension of various course concepts. Game-based learning has recently gained prominence in education, particularly in English teaching and learning, due to the recognition of the enormous potential of games to improve student academic performance (Hilliard & Kargbo, 2017). Both the understanding of game-based learning and the realization that games can improve English teaching and learning have grown dramatically over the years. Belova & Zowada (2020) claims that using games in the classroom increases student participation. Furthermore, it has been discovered that gamers can effectively and enjoyably learn through gaming. Teachers are entering a new era in which e-learning platforms are the preferred mode of instruction and learning. Quizizz is a well-known and widely used example today. It is a well-known e-learning platform that provides numerous tests based on daily lectures to teachers and students. The quizzes on the website can be copied and distributed wherever and whenever there is an internet connection. Quizizz is simple to use because it is a free website with an intuitive interface. Teachers can also create quizzes based on their preferences and their students' needs (Lim & Yunus, 2021). It's easy to see why teachers should incorporate Quizizz into their classroom activities.

Prior Research on the Application of Quizizz

Several studies have been conducted to determine the effectiveness of the Quizizz platform for teaching. In their study, Mei et al., (2018) investigated the use of the Quizizz app in Arabic classes. According to the findings, using Quizizz in the classroom boosts student engagement by creating a stimulating learning environment that draws students' attention to a particular topic. (İçin, 2018) conducted additional research on using the Quizizz platform to improve preschool students' vocabulary skills. According to the findings, using Quizizz to teach vocabulary to intermediate students is becoming a more effective method. Basuki & Hidayati, (2019) compared student responses to "Kahoot!" and "Quizizz!" educational online quizzes. Students prefer Quizizz over Kahoot for web application-based online quizzes, according to the results of this survey. (Yunus & Hua, 2021) investigated the effect of Quizizz on the acquisition of irregular English verbs by Malaysian young ESL students. The data is analyzed in terms of overall student performance as well as a gender comparison to see if there is a significant difference in performance between male and female Quizizz users. Lim & Yunus (2021) also found that educators like Quizizz because of its efficacy, viability, usability, and motivational nature for students. As a result, the researchers suggested that future research look into internet connectivity issues when using Quizizz.

Despite numerous studies on GSRS and technology-based learning (Kim, 2013), little attention has been paid to the perspectives of students who use quizzes for rapid assessment of learning. Research on attitudes toward the use of tests in EFL classrooms, in particular, is lacking. The purpose of this study is to look into the advantages of incorporating Quizizz into English grammar instruction for Indonesian EFL students. English as a foreign language students consider learning English to be problematic and difficult. As digital GSRS become more prevalent in education, it is critical to recognize that students' digital skills are influenced by their first impression

of the tool (Sjöberg & Brook, 2020). The purpose of this study was to see if using Quizizz as a digital assessment tool would increase student engagement and classroom dynamics.

The following research question will be addressed by this investigation: How do EFL students perceive the positive and negative effects of using Quizizz as an English grammar assessment tool?

METHODS

This was a case study using semi-structured interviews and documentation to collect qualitative data. Qualitative research is useful for gathering specific information about the thoughts and ideas of individuals (Merriam & Tisdell, 2015). In accordance with the advantages of qualitative research, this was used to determine how online synchronous English students felt about the online mobile application Quizizz. This study involved seven Indonesian students enrolled in an online grammar course. The researchers used a fictitious name to conceal the identities of the participants. Ary et al. (2010) used pseudonyms for a variety of reasons, including safety, as in the case of survivors of domestic violence or stalking victims. The researchers changed the participants' names to initials such as L1, L2, and so on in this study. The data was gathered through systematic sampling by the researchers. Purposive sampling, according to Ary et al. (2010), is a non-probability sampling technique in which sample elements are chosen at the discretion of the researcher. The students were chosen because they had completed three months of intensive online English grammar instruction and daily Quizizz tests.

Data Collection and Analysis

Thematic analysis, according to Boyatzis (1998)), is a qualitative research technique used to identify patterns and themes within a particular phenomenon. In this study, the researchers evaluated and reviewed the interview transcript data in great detail. The collected segments were then labeled with content-appropriate labels after being classified using axial coding according to their thematic similarities (labeling). The themes were developed using a data-driven methodology influenced by grounded theory methodologies, which include "systematic, yet flexible protocols for collecting and analyzing qualitative data to construct 'fact-based' hypotheses" (Charmaz, 2006). Each researcher independently categorized the data with approximately 90% concordance to ensure uniformity in data categorization. Eventually, differences were resolved through dialogue. All information obtained from seven student interviews is used to generate data. Interviews are essential in qualitative research because they enable the researcher to confirm or refute the accuracy of impressions gleaned from observations (Fraenkel et al., 2012). The purpose of an interview in qualitative research, according to Patton (2015), is to collect information that the participants cannot see. To learn more about Quizizz, students were invited to participate in individual, semi-structured interviews. By utilizing semi-structured interviews, researchers and interviewees had greater freedom and flexibility to address emergent and unanticipated issues during the conversation (Merriam & Tisdell, 2015). This study involved seven student interviews.

To avoid misunderstandings, interviews were conducted in Bahasa Indonesia (the participants' native language), audio-recorded with their permission, and transcribed word-for-word. Using member check and expert debrief, the researchers evaluated the validity of the data to ensure the high quality of this study. The procedure of verifying data collected from participants or respondents by researchers is known as member check. Member verification is frequently cited as one of the validation methods, per (Harvey, 2015). Individual participant data can be analyzed by researchers, with the resulting findings providing the foundation for member examination interviews. In this

study, the researchers confirm the data of the empowered participants, who were able to omit and add data in order to jointly construct new meanings. In addition, peer debriefing was conducted to validate the data by discussing the raw data with other researchers to determine whether or not the reviewers consider the interpretation to be reasonable in light of the available evidence (Ary et al., 2010).

RESULTS AND DISCUSSION

Using thematic analysis coding systems to evaluate the transcribed interviews, six subthemes were developed from three themes. The data representing these three aspects of the system are analyzed separately in each section. Table 1 displayed the system's positive and negative characteristics. Before utilizing the application, the learners' expectations for a mobile grammar-learning application were analyzed. They had never used the Quizizz application prior to attending the course. Each student anticipated that this application would be intuitive and easy to use. The majority of students commented on this program's entertaining nature. They explained that the Quizizz should not be as monotonous as standard written examinations.

Table 1. The perceptions and attitudes of EFL learners towards using Quizizz to learn English grammar.

Themes	Sub Themes	Sample
Quizizz learner expectations prior to using it in the classroom	Application convenience	L.1: For an application to be more user-friendly, there must be clear and understandable instructions to keep users on track.
	Excitement	L.2: Using this application in place of written examinations must be highly engaging and efficient. It should make classroom learning more exciting and engaging, allowing for more efficient learning.
	Practicality	L.3: Language learning applications must accommodate all of our diverse language skill requirements.
After using Quizizz, people have a positive attitude toward it.	Making the classroom more enjoyable	L.4: Using this tool in class to assess our understanding of grammar topics was, as expected, a lot of fun and extremely engaging.
Negative attitudes toward using Quizizz	The game's distracting nature	L.5: Using this program to assess students' comprehension of the lesson is not a good idea in my opinion because of the numerous issues that arise during the quiz, such as Internet connection issues and limited time to answer questions, which render the quiz results unreliable.
	Lack of teachers feedback	L.6: I expected to know why each answer was correct after each quiz, but we didn't have enough time.

Numerous themes were developed after evaluating the transcribed interviews with thematic analysis coding systems. The following section delves into the themes that represented both positive and negative aspects of the system. The majority of students also highlighted the application's entertaining nature as a crucial quality. They said that the application for the GSRS should be enjoyable and distinct from tedious written paper examinations. According to them, there are an increasing number of language learning apps, particularly GSRS apps, and for an app to be successful, it must be up to date and offer unique methods of assessing and recruiting students. "There are numerous language-learning applications available today," one student observed, "but only those that are current and employ fresh concepts attract more users." Furthermore, they contended that the questions should be standard, well-organized, and free of linguistic and content

issues, as well as drawn from credible sources. These students agreed that the GSRS program's rapid feedback is a critical feature that should be accompanied by professor explanations for maximum effectiveness. "It's great that the GSRS system provides immediate feedback," one student said, "but we also need our teacher's explanation to fully comprehend the course." As a result, as shown in Figure 1, the students consistently received high marks on the Quizizz test.

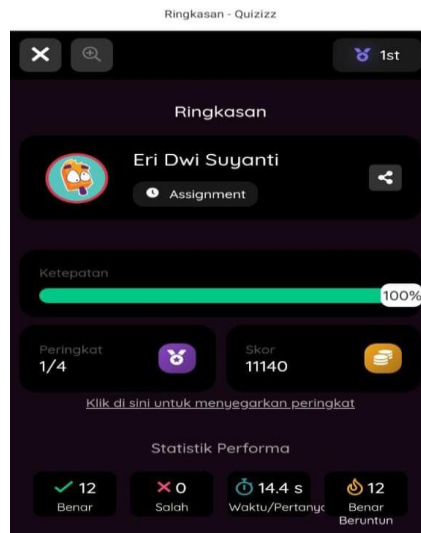


Figure 1. Student's high score in doing Quizizz

Following the implementation of Quizizz in the courses, all of the students discussed the application's pros and cons. However, the data revealed that some students were in favor of adopting Quizizz as a GSRS system in the classroom, while 29 percent were opposed. "I dislike taking quizzes in this manner because it is a waste of time and we do not learn anything from this program," one student said. This is also demonstrated by the student's Quizizz test result (picture 2), which shows a lower score when compared to the other classmates.

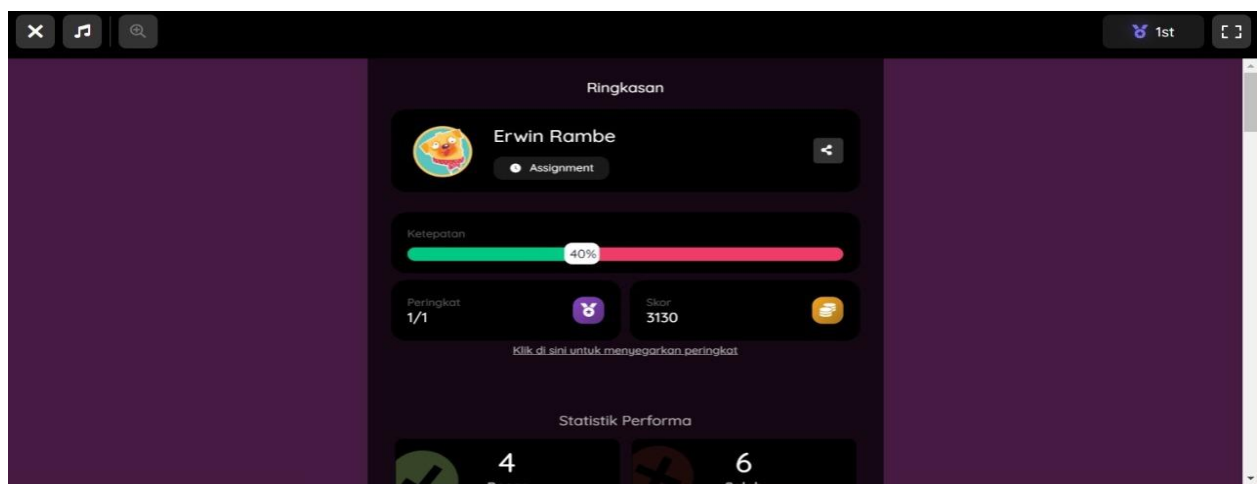


Figure 2. Student's lower score in doing Quizizz

Students in this study expressed a variety of opinions regarding the use of Quizizz in the classroom. Some aspects of the application that were cited as positives by some students were deemed negatives by others. The sole component of this application identified as a mere advantage

by all pupils was its enjoyable and amusing nature. They confirmed unanimously that playing this game in class created a different mood than typical testing methods. One student remarked, "This application is quite fascinating, unlike other written tests." Although the students pointed out certain benefits of utilizing Quizizz in the classroom, they also identified several disadvantages of this program. Internet access concerns were the most commonly cited limitation of Quizizz. They reported that a significant amount of class time was wasted due to Internet connectivity issues. According to one player, "each session we lost a great deal of time waiting for everyone to connect to the Internet before starting the game." In several instances, the poor Internet connection caused learners to disconnect in the middle of a game, causing them to become distracted and refuse to continue playing. The number of pupils per class was a problematic aspect of this application's implementation. In classrooms, 40% of students agreed that the game would be more engaging and interactive. One student stated, "We can take the test together if there are a large number of students in the classroom. As a result, interaction would improve, and the game would be more exciting and entertaining." The third image below shows how the students struggled with intermittent internet access.

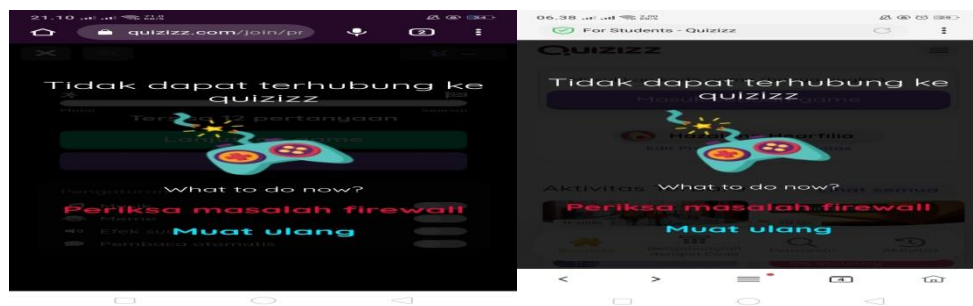


Figure 3. Students' internet connection problem while doing Quizizz

They also saw the limited time allocated for application items as a disadvantage and urged that students be given more time to finish the tasks. "Despite knowing the proper answer, I was unable to react in the allocated time because I did not have enough time to reflect," one student explained, "therefore I grew frustrated and refused to finish the exam." The remaining students, on the other hand, viewed the application's speed as a plus, observing that the application's pace will contribute to the application's competitive aspect and keep students engaged. Learning would be more enjoyable, engaging, and successful as a result. "When I know I won't have enough time to answer the questions," one enthusiastic student explained, "I prepare well before class." "This inspires me to study more." "Because of the speedy rate at which the questions were answered, utilizing this application to take the quiz was incredibly engaging, competitive, and pleasurable," said another student. They mentioned that while the application's capacity to provide immediate response is a plus, it is critical that the teacher explain and elaborate on each question so that the students thoroughly appreciate the challenges they faced while completing the grammar quiz.

Despite its importance, the use of gamification approaches in classrooms has not been sufficiently examined in terms of the potential difficulties or drawbacks of relying on games from the students' perspective. This study aimed to fill a gap in the literature by evaluating learners' perceptions of using Quizizz as a GSRS in grammar instruction, as well as the application's effects on learners' comprehension of the courses. The first study examined how students perceive mobile GSRS language learning applications. Prior to the program's implementation, the most commonly noted features of the shows by students were those that were entertaining and contemporary.

According to the research of (Bawa, 2019) and (Cardoso, 2011), it was humorous and thrilling, and the activities made the classroom environment more enjoyable than in typical classrooms. They distinguished mobile GSRS systems from regular written tests. This conclusion shows that traditional ways of assessing students are no longer appealing due to their time commitment and demotivation. According to Nisa Omar's (2017) research, engaging and motivating students is practically difficult without introducing some form of technological application into the lecture.

There are numerous tempting apps accessible for modern language learners, making it challenging for stakeholders to keep users engaged with their own apps. To keep learners engaged in utilizing these tools, it is vital that they are regularly updated to fit their demands. This research supported the findings of Bicen & Kocakoyun (2017) and Hung (2017), which demonstrated that playing games in the classroom can increase students' interest in lectures and their expectations of success, thereby encouraging them to participate more actively in class. This explains how Quizizz, the first GSRS designed to provide a game-like experience, employs concepts from the theory of intrinsic motivation (Malone, 1981). According to this principle, people engage in an activity because they perceive it to be intrinsically rewarding, regardless of the external benefits (Keller & Bless, 2008). (Csikszentmihalyi, 2008; Keller & Bless, 2008) introduced flow theory as a significant model of intrinsic motivation, emphasizing a state of flow that occurs during task engagement in which location and time become irrelevant. Initially, it was defined as a broad emotion that people experience when acting with total dedication (Csikszentmihalyi, 2008).

According to some of the Quizizz players who participated in this study, flow theory (Sweetser & Wyeth, 2017) has been linked to play motivations and enjoyable aspects of the play experience. Participants reported that using a student response system (GSRS) allows students to self-evaluate their abilities in comparison to their classmates and obtain a clear picture of their existing abilities, similar to Bicen & Kocakoyun (2017) and Cardoso's (2011) research. Despite the fact that the majority of research has focused on the benefits of GSRS applications such as Quizizz, few studies have addressed the disadvantages of using GSRS systems in the classroom. Boden & Hart (2018), for example, cited noise as a disadvantage of the application caused by students' enthusiasm after using the program in the classroom, which is also reported in the current study. The second research topic investigated students' perspectives and experiences with the Quizizz app as a GSRS system. Unlike the majority of previous research on the Quizizz application as a GSRS, which demonstrated a positive attitude toward using this application (e.g. Bawa, 2019; Bicen & Kocakoyun, 2017; Idris et al., 2020), the majority of students in this study did not.

This application's distracting nature was exacerbated by issues with Internet connections and social networking app notifications, which had a significant impact on the learners' interest and motivation to participate in the examination. Participants were also dissatisfied with aspects of the program, such as the background music, which they found distracting and stressful, in contrast to Boden & Hart's (2018) findings, which indicated that the lively music engaged and motivated the students. Some of the GSRS characteristics identified may have prevented students from achieving flow, which requires several minutes of focused concentration (Montag & Walla, 2016). The visual and audible social networking alerts on students' mobile devices caused them to lose focus on the task at hand, reducing their sense of flow. (Altmann et al., 2014) discovered that interruptions as brief as 2.8 seconds disrupted participants' flow states and cognitive performance.

Other studies (e.g., (Nisa Omar, 2017; Zhao, 2019) found Quizizz's fast pace and competitive nature appealing. Nonetheless, while some students found these characteristics appealing, others did not. This study identifies additional issues related to the application's competitive nature. As a result,

they saw winning the game as their ultimate goal, which was also cited as the sole reason for student participation in a similar study conducted by (Boden & Hart, 2018). Given the competitive nature of the application, the students claimed that mastering knowledge and increasing competence were not their primary motivations for playing the game, which is consistent with the findings of Zhao (2019). Participants reacted negatively to the section of the game that displayed the top five winners, in contrast to the findings of Gebbels's (2018) study, which found that using Quizizz increased students' self-confidence. This was cited as a major threat to their trust in their subject matter knowledge. The fact that students' confidence did not drop after playing the game could be explained by Gebbels's (2018) intention to use Quizizz as a form of GSRS to assess students' knowledge and comprehension of the taught material, rather than as a course evaluation. Individually, participants in this study reported that the game's competitive nature created a stressful classroom environment, which increased their anxiety.

This contradicts Grimshaw & Cardoso (2018) findings, which found the game enjoyable and the classroom environment conducive to learning. The difference in students' perceptions of the application's competitive nature can be attributed to the lesson context and their varying levels of language proficiency. The rapid pace of the questions piqued the interest of those with a strong command of the English language. They were able to compete with other students, and their competitiveness and positive results encouraged them to keep playing. Students with limited English proficiency were discouraged to see their peers consistently respond to questions more quickly and accurately. Students viewed this GSRS method for assessing students' comprehension of the lecture as ineffective in general. In terms of pedagogical implications, this study provided a more comprehensive overview of the advantages and disadvantages of gamified courses for teachers thinking about implementing programs like Quizizz in their classrooms. According to Plump & LaRosa (2017), many professors are unable to use digital games in the classroom due to a lack of opportunity, experience, or knowledge. The goal of this study was to encourage teachers to use gamification in their classrooms by providing them with the necessary experience and highlighting potential implementation challenges. Given that the majority of studies in this field have only looked at students' perceptions of gamification, future researchers should look into teachers' perceptions of their experiences with Quizizz or other GSRS systems. Future research could look into the impact of additional applications on academic performance and psychological characteristics in students.

CONCLUSION

The purpose of this study was to find out how students felt about the GSRS Quizizz in terms of usefulness, motivation, engagement, and classroom dynamics. According to EFL data, Quizizz enhances students' learning experiences by piquing their interest, encouraging curiosity and participation in identifying knowledge gaps, and facilitating subject matter comprehension. According to the research, the most common use of Quizizz is to review previously taught material. Quizizz is an excellent tool for pre-exam review, but it can also be used to stimulate class discussion following a game, thereby improving students' future recall abilities. Quizizz, on the other hand, has the potential to be used as a learning and teaching tool, but in this study, it was primarily used as a review tool. Nonetheless, during the classroom observation, a number of issues were identified, including Internet connection issues that hampered active and synchronous participation. Several participants also expressed dissatisfaction with the time limit.

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