

The Implementation of *Quizizz* to Enhance the Grammatical Ability of the Eleventh Graders

Anita Lucy Nurhalyza

Email: anitalucy953@gmail.com

Universitas PGRI Adi Buana Surabaya

Article history: Received Apr 19, 2024

Revised May 20, 2024

Accepted Jun 3, 2024

ARTICLE

ABSTRACT

Quizizz

Grammar,

English

Language

Teaching,

TELL

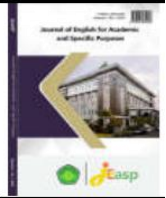
This paper aims to improve grammar, especially in writing. Questions based on technological media will further explore the potential for writing practice. The participants in this paper were Class XI students at Hang Tuah 2 Sidoarjo High School. This learning was developed with the help of the Quizizz interactive quiz application. The students were exposed to online learning using Quizizz to improve their writing skills. The findings of this study confirmed that the students who were taught to write using proper and appropriate grammar achieved better grades than before. This type of research is quantitative experimental research. This research has three tests, namely descriptive test, normality test, and Whitney test. These stages determine the mean, median, and mode values. This development research uses quantitative descriptive methods. The descriptive research results showed that the highest score was 75, and the smallest was 12.5. For the normality test, data is not normally distributed. Based on the results of the Mann-Whitney test, Grammar assisted by the Quizizz application is declared valid or feasible to use in teaching and learning activities.

INTRODUCTION

English language learners must master four language skills: listening, reading, speaking, and writing. Of all the language skills mentioned, learners of English as a Foreign Language realize that writing is the most complex and challenging skill. English is one of the critical languages that we should master because it is a communication tool that is widely used by people all over the world. Acquiring good writing skills is difficult, especially for students, because it requires mastery of many more complex micro-skills than other language skills. Writing requires English learners to go through several stages to produce good writing. The writing process requires students to take several steps to make good writing. Before participating in this study, a survey was sent to 68 students. Interviews with English teachers followed. Unfortunately, the results showed that most struggled to write paragraphs with excellent and correct grammar. The author then recommends providing students with interactive learning materials to help them acquire good and proper grammar writing skills.

Nevertheless, English also contains a series of additional skills, including grammar. Grammar is the rule that makes a sentence perfect, according to (Setiawan & Nungki Nurbani, 2023). Moreover, we can communicate effectively in formal situations. Moreover, most learners, especially EFL learners, have severe difficulties in grammar. By using grammar correctly, learners can produce acceptable speech and sentences (Hardianti, 2024). Furthermore, students can write and speak English well with good grammar knowledge. Suppose our speech or writing is grammatically correct. In this case, other people will easily understand our communication because language is the best and most important medium of communication in human interaction (Mahfud & Rizanizarli, 2021). Grammar is often presented in schools as a source of learners' difficulties in composing many words in English, and they may feel pressured to learn English because of the grammar (Bunga Febriani et al., 2022). Furthermore, many students have a challenging approach to grammar learning because they are trained on patterns and structures that depend on when we speak. In addition, many English learners find grammar challenging to master and understand. Grammar proficiency is one of the most difficult aspects of learning a new language.

Generation Z (Gen Z) is a generation that grew up in the digital era, where information and communication technology have become an integral part of everyday life. Gen Z's life depends on technology for several reasons, including being a digital native (Amiro, 2023). Gen Z is a group called "digital natives" because they were born and raised in the era of digital technology. For them, the use of technology is natural and an integral part of their identity and life experience. Easy Access to Technology Gen Z members have easy access to technological devices such as smartphones, tablets, and computers. This accessibility makes them more likely to rely on various apps and digital platforms. Rapid Technological Advancement Rapid technological development results in continuous innovation. Gen Z follows the latest trends, tries new apps, and utilizes the latest technology daily. Digital communication, such as instant messaging, social media, and video calling, has become the primary method of communication for Gen Z (Arifin & Hamzah Puadi Ilyas, 2022). They feel comfortable communicating through digital platforms and utilize the latest technology daily. They feel comfortable communicating through digital platforms and integrate this aspect into their daily lives. Digital Content and Entertainment Gen Z relies on digital media for entertainment, including streaming videos, music, and creative content on various websites and apps. They can access this entertainment quickly and conveniently through their digital devices. Online Learning and Research in Education: Gen Z often relies on technology for online learning, research, and information sharing. Using digital devices and the internet



allows them to access learning resources quickly and efficiently. Important in Social Life for Gen Z, social media is the leading platform for building and maintaining social relationships. They use these platforms to interact, share experiences, and build online communities. Work and Productivity In the world of work, Gen Z relies on technology to work and collaborate.

Productivity tools, collaboration platforms, and digital communication have become essential in the modern work environment. While reliance on technology has many benefits, it is also important to discuss its potential impacts, such as mental stress, lack of physical presence, and potential security risks. Good education on wise usage, digital etiquette, and balance between the online and offline worlds should be implemented to ensure Gen Z can utilize technology positively and responsibly (Setiawan et al., 2022). The vocabulary possessed by second and foreign language learners, as well as native speakers, is crucial to their English proficiency. While expanding vocabulary is essential, some challenges are faced, especially for those who are not native English speakers. Grammar is essential in learning English as it can make communication effective. Mastery of grammar helps one convey thoughts and ideas clearly and effectively. Correct grammar rules ensure that the reader or listener understands the message adequately. Credibility and Professionalism Using grammar well can enhance one's credibility.

Good writing or communication can reflect one's ability and professionalism in a professional context. English grammar plays a vital role in language learning. It is also considered the cornerstone of the language skill set (listening, speaking, reading, and writing). However, previous research has concentrated on teaching grammar in English from a conventional or functional perspective, where the language is used as a first and second language in various educational settings (Hardianti, 2024). Better Text Understanding Mastery of grammar helps readers or listeners understand the meaning of texts better. Grammatical errors can result in clarity or understanding of the message conveyed. Grammar errors in communication can complicate the process of receiving information.

The reader or listener may have to spend more time and effort to digest the message. Essential in Academic and Professional Writing In academic and professional contexts, mastery of grammar is necessary for writing essays, reports, proposals, and other official documents. Grammar mistakes can affect rankings and reputation. The positive influence of using media and technology can make grammar learning more interactive and engaging (Mahfud & Rizanizarli, 2021). Videos, language games, and apps can engage students in learning more. Visualization of grammar concepts using pictures, diagrams, and videos can help students visualize grammar concepts (Bunga Febriani et al., 2022). This can help their understanding and remind them of the grammar rules being taught. Then, access online learning resources. The internet provides access to various online learning resources (Pribadi & Kartiasih, 2020), including websites, video tutorials, and mobile apps designed to improve grammar mastery. As well as automated feedback. Some apps and learning platforms use technology to provide automatic feedback on grammar mistakes.

This allows students to understand and correct their mistakes immediately. Students can learn grammar independently using various apps and online resources. This will allow them to learn anytime and anywhere according to their needs. Quizizz is a game-based learning platform that allows teachers to create interactive quizzes for their students. It uses game elements to make learning fun and interactive (Novianti et al., 2020). Creating Quizzes Teachers can create quizzes with various questions, including multiple-choice, short-answer, and other questions. Quizzes can be created for various subjects. Game-Based Learning Quizizz uses a game-based learning approach where students can take quizzes like playing a game. This can increase student motivation and engagement in learning. Multiplayer

Mode. Multiplayer mode allows students to compete directly against each other or in teams. Scores are updated live, creating an atmosphere of healthy competition. Quiz Customization Teachers can customize the quiz by adding images, videos, or other design elements to make it more interesting.

This can help increase visual appeal. Progress Tracking Teachers can track student progress and view quiz results to understand the class's understanding of a subject matter. Remotely Accessible Quizzes can be accessed remotely, allowing teachers to give assignments or quizzes to students even if they are not in the classroom. Question Bank There is a question bank that teachers can access to create quizzes quickly and efficiently. Integration with Google Classroom and LMS Quizizz can be integrated with other learning platforms, such as Google Classroom and Learning Management Systems (LMS), to make distributing and managing assignments easier. Quizizz is a popular tool for teachers and students, providing fun and interactive learning. This platform can create a more exciting learning experience by combining game elements with learning materials. Be sure to check for the latest updates of this app to get the latest features and functions. However, technology can be used as a teaching and learning method to improve students' grammar achievement. Teachers and learners can use smartphones to access various learning tools, such as the Quizizz program, which helps teach English (Parker & Prabawa-Sear, 2019). Educators have widely used the Quizizz application, and it provides good benefits for its users; for example, Quizizz can be used to plan programs in the classroom and for student assessment. In addition, (Comber, 2015) stated that using the Quizizz application as a student self-evaluation tool improves understanding of grammar. They reported that students could self-evaluate their strengths and weaknesses using the Quizizz app, followed by progress in achieving better grammar learning outcomes. The Quizizz app helps improve students' grammar skills.

LITERATURE REVIEW

Paragraph writing is a sentence structure that outlines an idea or thought in a complete and structured manner. Paragraphs usually consist of interconnected phrases that form a single unit. Each paragraph has a primary topic, a topic sentence, or a content sentence, followed by supporting or explanatory sentences that develop the main idea (Moekahar, 2019). Therefore, writing a good paragraph requires clarity in conveying ideas, interrelationships between sentences, and the use of appropriate words and sentence structures. Writing is an essential skill that high school students need to master. Students must learn to write various texts, such as narrative, descriptive, narrative, procedural, report, presentation, biography, and news. Language teachers, especially English teachers, often encounter various obstacles, especially in English writing, because it is not an easy skill for students. Writing skills require a process that involves adequate practice and the use of appropriate techniques or strategies. It involves skills needed in several areas, such as language skills, writing strategies and techniques, the writer's character, experience and training, and reading habits are equally important (Khalifatussalam, 2021). Writers will find it easier to get ideas if they read a lot. According to him, reading habits are closely related to the quality of one's writing. This is because writers not only get writing ideas but also conventions that writers do not easily understand. Another benefit of reading is that students can develop their critical thinking skills. In addition to reading less, students must follow writing rules such as spelling and punctuation. Grammar and word choice used in writing are also things that students need to pay attention to when writing. Getting ideas or suggestions is an essential activity in starting writing (Anisa et al., 2021). However, getting ideas is not easy. If you do not know how to start writing, you will not finish your writing on time. Teachers should apply idea-generation exercises and techniques to students. There are several

ways to get writing ideas that are easy to understand for high school students, including mind maps, WH questions (questionnaires), and brainstorming. Hopefully, with enough practice and the proper techniques, students can improve their writing skills. A genre that is easy for students to understand is writing simple, descriptive paragraphs. Descriptive text is the text that describes a person, place, or thing. Students can write paragraphs describing a person's appearance and features, describe a beautiful landscape, or describe a pet. The structure of a descriptive text consists of two parts: Identification and Description. The descriptive text has linguistic features such as present tense, linking verbs, and adjectives. The main objectives of the descriptive paragraph writing training are as follows: First is Motivate students to write because many students think that writing is a tedious and challenging activity. Second is to Increase students' awareness that writing can be fun if they know how to generate ideas. Third is to train students to acquire ideas using natural objects or pictures, such as describing real people, animals, or objects. And the last is to Practice using Simple Present tense and Linking Verb in writing sentences.

The use of technology in teaching has become an integral part of modern education. Technology enables teaching to be interactive, dynamic, and effective (Setiawan & Agustina, 2023). One of the main advantages of using technology is its ability to facilitate distance learning, which is increasingly important in the current pandemic context. Online learning platforms allow teachers to deliver subject matter using multimedia methods such as video, audio, animation, and images to help students understand concepts more thoroughly. In addition, the technology also enables real-time interaction between teachers and students through video conferencing applications, online discussion forums, and interactive quizzes. This increases student engagement in learning and allows teachers to provide immediate feedback. Thus, using technology in teaching increases access to education and improves the overall quality of education.

Quizizz is an educational game application that can significantly support learning (Amiro, 2023). This application was initially often used to measure or evaluate learning). Quizizz offers a variety of questions that anyone can ask, but users can also create their questions. Users can add images and videos to questions; question formats can be multiple choice, polls, or essays, and users can also create questions with the answers in the form of images. There is a time setting so that each question can be completed at different times depending on the difficulty level of the question. Motivate and involve all students in learning, training student skills such as reading and counting as a therapeutic tool to overcome learning difficulties, practice specific roles or professions in real life, and increase student creativity. Research shows that using games in learning is very effective when applied properly and correctly (Nurbani, 2020). Research was conducted on card games that changed the appearance and rules of the Uno game. Research shows that using quizzes can increase student activity in online learning and improve student learning outcomes. Students are more careful and calmer when working on questions or quizzes, and training students in good time management. Quiz applications benefit teachers and students in the learning process if they are well-prepared and meet the needs and characteristics of learning.

Distance learning requires teachers' ability to create learning materials that are interesting for students and not boring. The transformation of face-to-face learning into virtual face-to-face learning requires the utilization of information technology and the Internet. Finally, many learning platforms are developed and used in the PJJ process, ranging from interactive media, digital videos and animations, podcasts, augmented reality (AR), virtual reality (VR), game-based learning, etc. Quizizz is all-in-one learning. Game-based media is a tool that teachers use to assess learning. Quizizz provides statistical information regarding student

performance and can be downloaded as an Excel file. The use of quizzes helps teachers evaluate the learning process without being limited by location, and student concentration is guided by a pleasant appearance and planning time to ask questions (Wihartanti et al., 2019). Using quizzes in class XI students of Hang Tuah 2 Sidoarjo High School creates students' interest in learning, increases their enthusiasm in facing questions, and adds to their writing skills using correct grammar. Quizizz can also measure students' higher-order thinking Skills (HOTS), so even though the assessment is far away and the teacher cannot guide students on how to answer the questions, the teacher can do it. However, ensure students can answer the questions to the best of their ability.

According to (Nurbani, 2020), grammar is the rules of symbolic and conventional language use in a language that refers to the relationship between meaning and form. In addition, Brown (2001) states that grammar is a set of rules that govern the conventional arrangement and relationship of words in a sentence. On the other hand, quizzes are effective because they show that student-teachers feel satisfied, interested, motivated, and have fun when using them as an online quiz application. Furthermore, Quizizz is an excellent gamification evaluation tool. Quizizz is an excellent technique for improving the assessment environment in the classroom. Quizizz produces a complete analysis of student test results, which can be used as a learning assessment tool to improve learning. In addition, (Nabhan and Hidayat, 2018) stated that students' attitudes towards using Quizizz were positive. The students agreed that Quizizz is better than traditional offline assessments, as it has an attractive appearance that is entertaining and educational, prevents cheating during exams, and creates a competitive environment in the classroom.

METHOD

This study used an all-experimental design with a quantitative approach, utilizing test data. The experimental and control groups consisted of two groups. Furthermore, data was collected using class control groups and experiments that included pretests and posttests. XI grade students of Hang Tuah 2 Sidoarjo High School were used as research subjects. The research was conducted at Hang Tuah 2 Sidoarjo High School. The research tool was a test of 18 questions with ten multiple-choice questions and eight essay questions. Pre-test, treatment, and post-test are some of the research methods. Initially, the researcher held auditions for both classes. After the trial, the same pre-test was given to both groups, and researchers conducted therapy using a game-based method with the Quizizz application.

Based on the background, literature review, and research objectives above, the research questions to be answered are as follows: Do students who are assigned to use Quizizz as an English learning tool achieve the ability to write paragraphs with better grammatical structure than those who are not?

This study used a pretest and posttest design. Students of class XI-E2. Two whole classes were selected to conduct the research. The two classes were assumed to have sufficient knowledge in receiving English learning materials, so it was assumed that they were not entirely familiar with writing skills using correct grammar.

This study aimed to investigate the effect of quizzes on students' grammar scores. To determine to what extent quizzes can effectively improve students' understanding and application of grammar. Thus, this study wanted to measure the impact of quizzes on students' ability to use grammar correctly and according to the rules.



Two groups were involved in this study. Each group was taught how to write paragraphs with correct grammar using Quizizz media. The control group was only given from printed books, while the experimental class was given material from Quizizz. This research was conducted for two months, which is eight meetings. Of the eight meetings, the first meeting was used for a pre-test and introduction to the material. The pre-test given was about the present tense. The second meeting was used to introduce Quizizz to the students. The third meeting was given material about present tense and how to apply it in forming a sentence. The fourth meeting was given material about the Present continuous tense. The fifth meeting was given material about the simple present future. The material was repeated in the sixth to seventh meetings, and the tense pattern was memorized. At the last meeting, a post-test was held about present tense material, present continuous tense, and simple present future, where the material was taken from the Berty book. Sixty-eight students took the pre-test and post-test from control classes XI-E1 and experimental classes XI-E2. Data from the pre-test was used to determine the normal distribution. All subjects were between 16 and 17 years old.

We used several instruments to conduct this research and collect valuable data. One instrument used in this study is a method that uses quizzes for pre-tests and post-tests. The data collected from the post-test was analyzed to answer the research questions and to test the hypotheses. Once the data was collected, it was converted to quantitative. The main findings relate to the question, "Do students who use Quizizz as an English learning tool achieve better grammatical paragraph writing skills than those who do not?" After the pre-test scores were calculated, several steps were followed to analyze the data, as suggested by Latief (2014). The first is to state the statistical assumptions. There are three statistical assumptions: descriptive, normality, and Mann-Whitney. All tests were conducted using SPSS 20.0. The next step in analyzing data is hypothesis testing. At this stage, several steps must be taken. The first is to state a statistical hypothesis to answer the research question. The second step is to set the criteria. In education, the null hypothesis rejection criterion (H_0) is a significance level of 0.05 ($p=.05$). The next step is to calculate statistical tests using descriptive tests to get a complete picture of the characteristics of a study. The next step is the normality test to test whether independent and dependent variables have a standard or abnormal distribution in a regression model. Then, finally, the Mann-Whitney Test is carried out, which aims to test the null hypothesis, which states that there is no real difference between the two groups of data and where the data is taken from samples unrelated to each other.

RESULTS AND DISCUSSION

The effect of Quizizz as an English learning tool on students' writing skills

A descriptive test was used to test the homogeneity of students and the data collected in this study. The goal is to describe the students' pre-test and post-test results based on the analyzed data. The description of Descriptive Test testing is shown in Table 1.

	PRETEST CONTROL	PRETEST EXPERT	POSTEST CONTROL	POSTEST EXPERT
N <u>Valid</u>	<u>35</u>	<u>35</u>	<u>35</u>	35
Missing	0	0	0	0

Mean	72.5714	73.4286	51.2143	53.7857
Median	80.0000	80.0000	50.0000	62.5000
Mode	50.00A	80.00	50.00	62.50
Std. Deviation	22.79614	19.84393	14.95547	23.20284
Minimum	100,00	100,00	75.00	87,50

Table 1. Descriptive Test of Pre-Test and Post-Test

Based on the results of descriptive statistical tests, it is known that students have the highest score on the pretest control variable of 100 and the lowest of 30; the experimental pretest variable has the highest score of 100 and the smallest of 75, the posttest control variable has the highest score of 75 and the smallest of 12.5. At the same time, the experimental post-test variable has the highest value of 87.5 and the smallest of 12.5. The average value of the pretest control was $M = 72.5$, $Me = 80$, $Mo = 50$, and $SD = 22.7$. The experimental pretest variable $M = 73.4$, $Me = 80$, $Mo = 80$; $SD = 19.8$, the posttest control variable $M = 51.2$, $Me = 50$, $Mo = 50$; $SD = 14.95$ while the average value of the experimental posttest variable $M = 53.7$, $Me = 62.5$, $Mo = 62.5$; $SD = 23.2$.

Pretest Normality

In this study, the One-Sample Kolmogorov-Smirnov test was used with a significance value of 0.05 with the following decision-making:

1. If the sig value > 0.05 , then the data is usually distributed
2. If the sig value < 0.05 , then the Pretest class data is not distributed normally.

CATEGORIES	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistics	df	Signature.	Statistics	df	Signature.
Controll Class	.121	35	.200*	.958	35	.193
Experiment Class	.153	35	.038	.954	35	.146

* . This is the lower limit of the actual meaning.

Table 2. Normality Test Results of Experimental Class and Control Class

A. Lilliefors Significance Correction

Based on the figure above, the pretest normality test results for the control and experimental classes show that the Asmp Sig. (2-tailed) results are 0.200 and 0.038,



respectively, smaller than 0.05, meaning the data is not normally distributed.

Normality measured using the Kolmogorov-Smirnov test results in a p-value smaller than the 0.05 significant level. It can be concluded that the data is not normally distributed. Then, the Mann-Whitney Test states that there is no real difference between

The two data groups and where the data is taken from unrelated samples. The Mann-Whitney test using SPSS was applied. The full results of the Mann-Whitney Test are shown in Table 3.

	Pretest
Mann-Whitney U	422.000
Wilcoxon W	1052.000
Z	-2.249
Asymp. Sig. (2-tailed)	.025

Table 3 Mann-Whitney test Mann Whitney Test

a. Grouping Variable: Category

The hypothesis for this case is :

H0: There is no difference between Pretest Control and Experiment Ha :

There is a difference between Pretest Control and Experiment Taking

Decision The basis for decision-making is based on the level of significance: If probability/significance level > 0.05 then H0 is accepted

If the probability/significance level is ≤ 0.05 , then H0 is rejected.

Based on the table above, the results of the bivariate test using the Mann-Whitney U test with a sig value. 0.025 (sig < 0.05), which indicates that there is a difference between the Pretest Control and Experiment.

Normality Test

CATEGORIES	Kolmogorov-SmirnovA	Shapiro-Wilk
------------	---------------------	--------------

		Statistics	df	Signature.	Statistics	df	Signature.
POS	<u>CONTROL</u>	.165	35	.017	.959	35	.220
T		.253	35	.000	.875	35	.001
TEST	EXPERIMENT						

Table 4 Post-test Normality

A. Lilliefors Significance Correction

Based on the picture above, the normality test results for the post-test and experimental control classes above show that the Asmp Sig. (2-tailed) results of 0.017 and 0.000, respectively, are smaller than 0.05, meaning the data is not normally distributed.

Uji Mann Whitney

Test Statistics	
	Post-test
Mann-Whitney U	365.500
Wilcoxon W	993.500
Z	-2.947
Asymp. Sig. (2-tailed)	.003

Tabel 5 Mann-Whitney Test

A. Grouping Variable: Category The

hypothesis for this case is:

H0: There is no difference between Posttest Control and Experiment Ha: There is a difference between post-test control and Experiment Taking Decision The

basis for decision-making is based on the level of significance: If

probability/significance level > 0.05 then H0 is accepted

If the probability/significance level is ≤ 0.05, then H0 is rejected.

Based on the table above, the results of the bivariate test using the Mann-Whitney U test with a sig value. 0.003 (sig < 0.05) indicates a difference between the Control and Experiment post-test.

DISCUSSION

This study aims to assess the grammar skills of eleventh-grade students using the Quizizz platform as an interactive learning tool. The background emphasized the

importance of English grammar skills, particularly for English as a Foreign Language students, and highlighted the challenges students face in mastering grammar. The presentation also recognized the impact of Generation Zand's digital native skills on their learning preferences and the potential benefits of integrating technology into grammar learning.

The literature review provided a comprehensive overview of the importance of grammar in effective communication, emphasizing its role in conveying ideas, establishing credibility, and improving text comprehension. It also launches Quizizz as a game-based learning platform, highlighting features such as quiz customization, multiplayer mode, and integration with learning platforms such as Google Classroom. The objectives of the study were well defined, focusing on grammar acquisition, identification of typical difficulties, analysis of question difficulty levels, evaluation of Quizizz's effectiveness, investigation of the relationship between participation and outcomes, analysis of the impact of the digital context on grammar learning, understanding of learning preferences and making recommendations for improvement. These objectives set out a clear roadmap for the research and its implementation.

The Methods section details the research design, participants, instruments, and data analysis procedures. The quasi-experimental design included an experimental group using Quizizz and a control group taught traditionally (Ratnasari, 2019). The research instrument was a multiple-choice test with essay questions. The statistical analysis included descriptive statistics, normality, and Mann-Whitney U tests. The findings showed a significant difference in pre-and post-test scores between the experimental and control groups, indicating the potential effectiveness of Quizizz in improving grammar skills. The normality test showed an abnormal data distribution, and the Mann-Whitney U test further supported the difference between the pre-and post-test results. The study and its limitations include the unusual data distribution, possible differences in teaching methods, and the focus on a specific eleventh-grade student population at one institution. Despite these limitations, the study provides valuable insights into integrating Quizizz into grammar learning, particularly for digital learners.

In conclusion, this study provides evidence supporting the positive effects of quizzes on eleventh-grade students and their grammar skills (Susanto et al., 2022). The results suggest that incorporating technologies such as game-based platforms can improve language learning outcomes. This study encourages research into innovative teaching methods and digital tools to address grammar learning challenges. This study aims to assess the grammar skills of eleventh-grade students using the Quizizz platform as an interactive learning tool. The background emphasized the importance of English grammar skills, particularly for English as a Foreign Language (EFL) students, and highlighted the challenges students face in mastering grammar. The presentation also recognized the impact of Generation Zand's digital native skills on their learning preferences and the potential benefits of integrating technology into grammar learning. The literature reviews provided a comprehensive overview of the importance of grammar in effective communication, emphasizing its role in conveying ideas, establishing credibility, and improving text comprehension. It also launched Quizizz as a game-based learning platform, highlighting features such as quiz customization, multiplayer mode, and integration with learning platforms such as Google Classroom.

The objectives of the study were well defined, focusing on grammar acquisition, identification of typical difficulties, analysis of question difficulty levels, evaluation of Quizizz effectiveness, investigation of the relationship between participation and

outcomes, analysis of the impact of the digital context on grammar learning, understanding of learning preferences and making recommendations for improvement (Arifin & Hamzah Puadi Ilyas, 2022). These objectives set a clear roadmap for the research and its implementation. The Methods section details the research design, participants, instruments, and data analysis procedures. The quasi-experimental design included an experimental group using Quizizz and a control group taught traditionally. The research instrument was a multiple-choice test with essay questions. The statistical analysis included descriptive statistics, normality, and Mann-Whitney U tests. The findings showed a significant difference in pre-and post-test scores between the experimental and control groups, indicating the potential effectiveness of Quizizz in improving grammar skills (Eleanora & Supriyanto, 2020). The normality test showed an abnormal data distribution, and the Mann-Whitney U test further supported the difference between the pre-and post-test results. The study and its limitations include the unusual data distribution, possible differences in teaching methods, and the focus on a specific eleventh-grade student population at one institution. Despite these limitations, this study provides valuable insights into integrating Quizizz into grammar learning, particularly for digital learners. In conclusion, this study provides evidence supporting the positive effects of Quizizz on eleventh graders and grammar skills (Sitorus & Santoso, 2022). Results suggest that incorporating technologies such as game-based platforms can improve language learning outcomes. This study encourages research into innovative teaching methods and digital tools to address grammar learning challenges (Setiawan & Agustina, 2023).

CONCLUSION

This study investigated the effects of Quizizz as an English learning tool on students' ability to write paragraphs with excellent and correct grammar. Its findings led to the following conclusions.

First, the results showed a significant difference in the control and experimental groups' ability to write paragraphs with excellent and correct grammar. From these results, it is concluded that students who are given materials and sources through Quizizz achieve the ability to write paragraphs with excellent and correct grammar. The effect of Quizizz as a medium is supported by student involvement in each stage of writing, selection of materials and sources, subjects suitable for this study, and the availability of devices and internet access. It can be assumed that teaching paragraph writing with excellent and correct grammar using Quizizz can help students write more efficiently and for higher achievement. Integration of Quizizz into grammar learning, especially for digital learners. The results suggest that technology, such as game-based platforms, can improve language learning outcomes. This article encourages further research to address grammar learning challenges and explore innovative teaching methods and digital tools. Analyzing the Quizizz results offered valuable insights into the grammar abilities of eleventh graders. While some students showed commendable proficiency, others faced challenges in certain areas. By understanding these patterns, educators can tailor their approach to create a more effective and inclusive grammar education environment, ensuring that all students can confidently navigate the ins and outs of the English language.

With this research, teachers do not need to force themselves to provide all writing material in the classroom because we know that there is limited time in the teaching and learning process. Teachers can also utilize the existence of Quizizz to provide material outside of class so that the writing process can be carried out in class to maintain the

authenticity of the material. Second, before teachers do online learning, it is necessary to ensure that the required media is available, especially gadgets such as laptops, PCs, or tablets, and a good internet connection. It will be useless if one of these aspects does not exist. For example, poor internet access will hinder the online learning process. In addition, make sure that all students are familiar with the media used, namely Quizizz. Future researchers will address the next suggestion. In addition to considering the results of this study, they should pay attention to choosing an appropriate research design, the conditions of teachers, students, and schools, the availability of the required media, how to select materials and sources that will be placed in Quizizz, and the writing process. In addition, future researchers are advised to develop this study by exploring the use of this application for different types of essays, different language abilities, and different levels of students.

REFERENCES

- Amiro, F. A. (2023). Quizizz Platform on EFL Students' Reading Comprehension. *InVoLLT*, pp. 95-10.
- Anisa, A. R., Ipungkarti, A. A., & Saffanah, K. N. (2021). Pengaruh Kurangnya Literasi serta Kemampuan dalam Berpikir Kritis yang Masih Rendah dalam Pendidikan di Indonesia. *Conference Series Journal*, 01(01), 1–12.
- Arifin, S., & Hamzah Puadi Ilyas. (2022). Pelatihan Penulisan Paragraf Deskriptif Bagi Siswa Menengah Atas Muhammadiyah Cileungsi. *Multidisiplin Pengabdian Kepada Masyarakat*, 1(02), 32–38. <https://doi.org/10.58471/pkm.v1i02.279>
- Bunga Febriani, R., Rukmini, D., Mujiyanto, J., & Yuliasri, I. (2022). Lecturers' Perception on the Implementation of Approaches to Teaching Literature in EFL Classrooms. *Studies in English Language and Education*, 9(1), 349–364. <https://doi.org/10.24815/siele.v9i1.21035>
- Comber, B. (2015). Literacy, place, and pedagogies of possibility. In *Literacy, Place, and Pedagogies of Possibility*. <https://doi.org/10.4324/9781315735658>
- Eleanora, F. N., & Supriyanto, E. (2020). Violence against Women and Patriarchy Culture in Indonesia. *International Journal of Multicultural and Multireligious Understanding*, 7(9), 44. <https://doi.org/10.18415/ijmmu.v7i9.1912>
- Gregory, M. (2001). Curriculum, Pedagogy, and Teacherly Ethos. *Pedagogy*, 1(1), 69–90. <https://doi.org/10.1215/15314200-1-1-69>
- Hardianti, M. (2024). *Indonesian higher education students' perception of critical literacy*. 11(2), 111–123
- Khalifatussalam, R. I. (2021). Low Literacy in Indonesia: Understanding and Factors That Influence It. *Low Literacy in Indonesia: Understanding and Factors That Influence It, November*, 1–8.
- Mahfud, M., & Rizanizarli, R. (2021). Domestic Violence against Women in Indonesia: The Recent Domestic Violence Elimination Law Analysis. *Fiat Justisia: Jurnal Ilmu Hukum*, 15(4), 385–398. <https://doi.org/10.25041/fiatjustisia.v15no4.2276>

- Moekahar, F. dkk. (2019). ICoSEEH 2019. In *Sustainable Development in Developing Country for Facing Industrial Revolution 4.0*. <https://proceeding.uir.ac.id/conference/panel/file/1967.pdf#page=248>
- Nabhan, S., & Hidayat, R. (2018). Investigating Literacy Practices in a University EFL Context from Multiliteracies and Multimodal Perspective: A Case Study. *Advances in Language and Literary Studies*, 9(6), 192. <https://doi.org/10.7575/aiac.all.v.9n.6p.192>
- Novianti, N., Thomas, A., & To, V. (2020). Addressing challenges in critical literacy practice in EFL classrooms: A new framework. *Indonesian Journal of Applied Linguistics*, 10(1), 206–217. <https://doi.org/10.17509/IJAL.V10I1.25049>
- Nurbani, A. N. (2020). Adapting Chess Game into Physical Activity in Teaching Speaking for EFL Learners. *Jet Adi Buana*, 5(02), 163–174. <https://doi.org/10.36456/jet.v5.n02.2020.2586>
- Parker, L., & Prabawa-Sear, K. (2019). Introducing Indonesia. In *Environmental Education in Indonesia*. <https://doi.org/10.4324/9780429397981-4>
- Pribadi, W., & Kartiasih, F. (2020). Environmental Quality and Poverty in Indonesia. *Jurnal Pengelolaan Sumberdaya Alam Dan Lingkungan*, 10(1), 89–97. <https://doi.org/10.29244/jpsl.10.1.89-97>
- Setiawan, R., & Agustina, E. (2023). *Journal of English for Academic and Specific Purposes Literary Works for Early-Age Students : Knitting Social Class, Literacy, & Culture in Parenting Blockades Journal of English for Academic and Specific Purposes*. 6(2), 47–57.
- Setiawan, R., & Nungki Nurbani, A. (2023). Envisioning Critical Literacy through Literary Work for EFL Pre-Service Teachers. *J-SHMIC : Journal of English for Academic*, 10(1), 35–50. [https://doi.org/10.25299/jshmic.2023.vol10\(1\).11252](https://doi.org/10.25299/jshmic.2023.vol10(1).11252)
- Setiawan, R., Syahria, N., Andanty, F. D., & Nabhan, S. (2022). Pengembangan Modul Ajar Kurikulum Merdeka Mata Pelajaran Bahasa Inggris Smk Kota Surabaya. *Jurnal Gramaswara*, 2(2), 49–62. <https://doi.org/10.21776/ub.gramaswara.2022.002.02.05>
- Sitorus, D. S., & Santoso, T. N. B. (2022). Pemanfaatan Quizizz Sebagai Media Pembelajaran Berbasis Game Pada Masa Pandemi Covid-19. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 12(2), 81–88. <https://doi.org/10.24246/j.js.2022.v12.i2.p81-88>
- Susanto, F., Rahmad Hidayat, Endang M. Rahayu, Hertiki, Armelia Nungki, Joesasono O. Soelistijowati, & Claudia Fira Inne P. (2022). Strategi Penyusunan Perangkat Pembelajaran Mata Pelajaran Bahasa Inggris Melalui Peta Konsep Dalam Kurikulum Merdeka. *Kanigara*, 2(2), 351–363. <https://doi.org/10.36456/kanigara.v2i2.5905>