

Using Quizizz to Enhance the Pupils' Mastery of Grammar during the Pandemic

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Abstract – The teaching of grammar has always been a contentious topic of language acquisition, since the teaching approach is often tedious and boring. In regards to this matter, teachers are urged to engage their pupils in a fun and meaningful manner throughout the teaching and learning process. In this new era where digital technologies are indispensable, more innovative tools have gradually emerged in the education field, and their existence are especially prominent during the COVID-19 pandemic. Hence, this paper attempted to investigate the use of Quizizz in enhancing the pupils' mastery of grammar during the pandemic. Quizizz is an innovative platform with presentations and gamified quizzes which allows the learners to study at their own pace. The participants of this research comprised a total of 30 Year 5 pupils from a primary school in Kelantan, Malaysia. Data were collected by means of closed-ended items questionnaire via survey research design and were analysed and discussed quantitatively in descriptive analysis. The findings revealed that Quizizz has shown a positive impact among the Year 5 pupils. Results of the study showed that the pupils were more motivated to learn and participate in a fun learning environment. Future research is suggested to extend the use of Quizizz in teaching different language skills.

Keywords – Quizizz, grammar mastery, pandemic, fun, motivation

I. INTRODUCTION

In spite of the 21st century teaching and learning progression, the learners' English competency was still at a worrying stage. Grammar plays a significant role in learning English as it is after all the backbone of the language. Cam & Tran (2017) defined grammar as the foundation of English, which enables the language learners to read, write, speak and understand English efficiently. Over the years, many Malaysian students, from primary school up to tertiary education were found struggling to master grammar given its nature of complexity. It was however contrary to the students from native speaking environments where they could fabricate English words with excellent grammar structure effortlessly (Dewi et al., 2020).

In Malaysia, the teaching of English begins early, starting at preschool level up until secondary schools in form five. Nevertheless, after 11 on-going years of learning English, the outcome remains unsatisfactory (Misbah et al., 2017). Numerous studies had been conducted and the results often revealed that failure in grammar mastery was the

contributing factor to the observed phenomenon, as further supported by Ibrahim (2016), which emphasises on the necessity to teach grammar in order to achieve a higher proficiency in ESL learning. The current development of Malaysian education in English learning has undergone a comprehensive reform. The establishment of the Common European Framework of Reference (CEFR) that aligned with the Standard Curriculum Primary School (KSSR) has moderately transformed the existing English curriculum in primary schools towards an international standard, where the teaching of grammar is embedded in all types of language learning skills with the emphasis of fun and meaningful learning, instead of teaching it in isolation (Zakaria & Yunus, 2020).

In regards to the education transform, all Malaysian English teachers face no other options but to adjust their pedagogical practices from the traditional chalk-and-talk approach to task-based learning in promoting better participation of learners (Sidhu et al., 2018). This is essential as the use of innovative tools such as Quizizz, Kahoot, Quizlet Live, Wordwall and Gimkit have started to gain its popularity among the educators in 21st century teaching and learning, especially during the COVID-19 pandemic. This is in line with the seventh shift stated in the Malaysia Education Blueprint 2013 - 2025, which is "Leverage ICT to scale up quality learning across Malaysia" that emphasises on the use of technologies and self-paced learning among the pupils (Ministry of Education [MOE], 2013). Thus, this study aims to investigate the use of Quizizz in enhancing the pupils' mastery of grammar during the pandemic.

II. PROBLEM STATEMENT

Teaching grammar has always been a disputable subject over the past centuries in English language teaching. In Malaysian education system, students are exposed to grammar knowledge since primary school, yet many of them still struggle to master English effectively (Misbah et al., 2017). The techniques of teaching grammar is one of those areas that teachers need to explore. Throughout the past researches, many studies had indicated an emotional breakdown among the English learners while learning grammar as it was often associated with rote memorization and drills which they found tedious and impossible to understand (Ibrahim, 2016; Cam & Tran, 2017; Rakhmanina, 2018; Dewi et al., 2020). As regards to the issue mentioned above, intrinsic and extrinsic motivation are fundamental in determining the success of English language learning (Rafiq et al., 2020). Therefore, teachers are urged to incorporate fun elements in their lessons and one of the best ways is to stimulate the learners' interest

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through online platforms, such as Quizizz. Taking everything into account, the researchers believe that it is crucial to examine the connection between the use of Quizizz and the mastery of grammar in given circumstances. Hence, the purpose of this study is to investigate the use of Quizizz in enhancing the pupils' mastery of grammar during the pandemic.

III. RESEARCH QUESTIONS

Two research questions are formulated as follow:

- (a) To what extent does Quizizz help in improving the pupils' understanding of grammar rules?
- (b) To what extent does Quizizz help in increasing the pupils' motivation to learn grammar?

IV. LITERATURE REVIEW

The Concept of Grammar

The foundation of English language is organised and bound to a certain set of rules called grammar (Rakhmanina, 2018). Without knowing the rules of grammar, we certainly cannot communicate and exchange information at ease. Since Malaysia gained independence, there has been a continuous education reform throughout the Malaysian education system. A study which was carried out to review the English teaching policies in Malaysia had recounted the transformation journey of classical Grammar Translation Method (GTM) in the 19th century to the adoption of Communicative Approach up until today (Rashid et al., 2017). This is in line with the introduction of CEFR in our existing English curriculum in Malaysia.

The essence of the Grammar Translation Method (GTM) puts a strong emphasis on grammatical rules, vocabulary memorisation, text translations and written exercises (Chakrabarty, 2017). Under this approach, classes are taught in the pupils' first language as a medium of instruction with limited use of the target language. This is supported by Larsen-Freeman (2015), who opined that GTM was used in aiding the pupils to read and comprehend foreign language literature. In contrast, Communicative Approach focuses on the use of language rather than the structure and form itself. Under this approach, communicative competence is being stressed on and grammar is considered only as an acquired sub-skill to achieve meaningful purposes in speaking and writing (Larsen-Freeman, 2015).

Another question that English teachers should ponder is whether grammar should be taught implicitly or explicitly. Implicit grammar teaching is viewed as a subconscious learning process to learn and acquire a targeted language (Krashen, 1981). Zheng (2015) also supported Krashen's view by pointing out that grammar is acquired naturally through various situational scenes and communication processes. Under implicit teaching, it is suggested that the teachers encourage the learners to undergo certain mental processes to induce the grammar rules on their own. On the contrary, Krashen (1982) proposed that explicit grammar teaching is carried out by explaining the grammar rules

clearly and practices are given to test the pupils' understanding. As supported by Zheng (2015), she specifically elucidated that the grammatical rules are learned purposefully through explicit grammar teaching, in which making form is the core center of the teaching methods. In short, both implicit and explicit grammar teaching are not incompatible, but are complementary to each other.

ICT and Language Learning

Information and Communication Technology (ICT) is regarded as the greatest innovation in every aspect of human life. As a matter of fact, ICT is viewed as the basis of education reform (Hidayati, 2016). In this 21st century, the use of ICT has become a conventional phenomenon in the education field of most of the countries, especially after the emergence of COVID-19 pandemic. Since late November 2019, the COVID-19 pandemic has emerged as a highly dangerous and transmittable virus, threatening public health all around the world. Hence, on 11 March 2020, the World Health Organisation (WHO) declared COVID-19 a global pandemic. Since then, this pandemic has affected teaching and learning at schools worldwide (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020). In line with this, all government and private educational institutions in Malaysia have no options but to shift face-to-face instruction to online teaching, so that the continuity of teaching and learning can be preserved. This is supported by Alkamel and Chouthaiwale (2018) in which they claimed that the introduction of ICT in education will aid in moulding a more learner-centered setting where the pupils will replace the roles of the teachers as the dominant parties to take charge of their own learning.

The question of how an educator makes a class more exciting, compelling, mesmerising yet effective is no stranger to teachers nowadays (Pudin, 2017). As reiterated by Yunus (2018), the use of technology helps to transform the educators' role constructively and foster pupil-centered learning. As grammar can be dull and unappealing at times where learners tend to have a hard time concentrating in the classes, teachers will be able to gather the pupils' attention through technology. It is in line with Matus's view (2018) where ICT focuses on sensory receptors such as eyes and ears to store the perceived information in one's long and short term memory system. In light of this, gamification can be applied to engage the learners' interest in language teaching. In the age of the fourth industrial revolution, the millennial generation interacts and shares ideas through the abundance of social media and online game platforms (Yunus and Tan, 2021). Flores (2015) in his study on gamification in second language acquisition, indicates that the main purpose of gamification emphasises on the expansion of users' participation and improvement of their motivation by incorporating interactive game elements. Thus, by integrating gamification in the context of second language learning, pupils will be able to immerse themselves in a non-threatening and less stressful learning environment, which in turn elevates a sense of

empowerment and boosts their engagement to accomplish the desired learning goals.

The Use of Quizizz in Teaching and Learning

Hypothetically, games are often linked with excitement, happiness and competitiveness among the players where they socialise and express their ideas in a non-threatening atmosphere (Yunus & Tan, 2021). With regards to the said hypothesis, gamification is indeed effective in language teaching. The application of the gamification concept in language teaching has been prominent since the past century. As a result, multiple effective applications have started to emerge in the education field, such as the Quizizz application (Namara & Murphy, 2017). Imagine that the multiplayer game mode which we normally encounter while playing online games appears in a real classroom setting, it can surely leave a striking yet thrilling impression to the learners' learning and all of this wonder can simply be achieved through the use of Quizizz. In adopting Quizizz to do in-class activities, students would be presented with distinctive game features like avatars, themes, memes and music which are intended to encourage the students to study better (Zhao, 2019). With regards to that, Quizizz encourages a sense of competitiveness among the students to finish the quiz in time where they can view their live ranking on the leader board simultaneously.

Quizizz is a free contemporary online learning platform which has been broadly accepted and used in the education field owing to its learner-centered nature classroom setting. Students can access it for free, which aids the teachers to conduct quizzes, facilitate discussions and gather the learners' data effortlessly. It is worth mentioning that Quizizz is now expanded to ease the teachers' work, where plenty of upgrades are offered such as the integration of audio clips and YouTube videos in the lessons. The teachers may also edit the lessons and quizzes published by others which fosters a sense of collaboration among the educators (Quizizz, 2021). Apart from that, Quizizz is equally effective throughout its evaluation process as teachers can download the students' results in Microsoft Excel form right after the quiz is conducted, which in turn helps them to examine the pupils' performance at ease. Quizizz is one of the exceptional tools that stands up among all the other educational applications due to its new integration with Google Classroom. It allows the teachers to assign quizzes via Google Classroom and receive immediate notifications when pupils complete their quizzes. It is also a great convenience when the teachers can view the pupils' scores which are automatically updated in Google Classroom's grade book (Medvedovska et al., 2016).

A number of studies have been undertaken to examine the use of Quizizz in the teaching and learning process. The results of a study conducted by Zhao (2019) to examine the use of Quizizz among a class of accounting students proved that Quizizz was indeed effective in enhancing their learning experiences, due to its fun multiplayer class activities features. This is in line with the underlying pedagogical principles of the curriculum which emphasise on fun, meaningful and purposeful learning as well as integration of

salient new technologies (Curriculum Development Division [CDD], 2011). All in all, the conventional way of teaching grammar has slowly shifted to the use of online interactive platforms due to the influence of ever-updating technology (Yunus & Azman, 2019). Therefore, this paper attempted to explore the use of an innovative tool, namely Quizizz in enhancing the pupils' mastery of grammar.

V. METHOD

This study employed a survey research design which comprised a total of 30 pupils from a primary school in Kelantan, Malaysia to investigate the use of Quizizz in enhancing the pupils' mastery of grammar during the pandemic. 12 of them were male learners and the other 18 participants were female. They were in Year 5 and on an average of eleven years old. The pupils had low to average levels of proficiency in English. All of the participants come from middle socioeconomic backgrounds families in which they are constantly exposed to the digital devices in their daily use. Generally, they are familiar with the use of Quizizz for about one and a half years in both face-to-face and online instruction since the pandemic outbreak. The duration of the study was a period of four weeks.

The instrument used in this study was a questionnaire, created online via Google Form as it could be linked automatically to Google Classroom and shared among the participants. The questionnaire attempted to investigate to what extent does Quizizz help in improving the pupils' understanding and motivation to learn English grammar. It consisted of two sections, with 10 closed-ended items for each section. Throughout the process of designing this questionnaire, the researchers modified part of the items based on the Attitude/Motivation Test Battery (AMTB) which was developed by Gardner (1985). Besides, a number of questionnaire items were also adapted from Halim et al. (2020) to suit the context of this research. The researchers had amended the questionnaire after it was being validated by two expert teachers.

Generally, the questionnaire items were classified and arranged according to a six-point Likert scale where the pupils had to select the responses given on their screen pertaining to each item. On the twenty-eighth day, which was the last day of the study, the researchers shared the link of the Google Form questionnaire to the participants via Google Classroom. The data collected were then analysed to answer RQ1 and RQ2 with the use of frequency counts and percentages, where they were discussed quantitatively in descriptive analysis.

VI. FINDINGS

Based on the questionnaire given, the data of 30 Year 5 pupils pertaining to the use of Quizizz in the grammar classes were collected. The questionnaire given to the respondents consisted of two sections, which corresponded to the aims of the research.

Section A: Pupils' Understanding of Grammar Rules Through the Use of Quizizz

The items in this section were to answer RQ1 in this paper, which was aimed to investigate to what extent does Quizizz help in improving the pupils' understanding of grammar rules. There were a total of 10 items in this section. The tabulation of data was shown on Table I.

TABLE I: PUPILS' UNDERSTANDING OF GRAMMAR RULES THROUGH THE USE OF QUIZZIZ

Section A: Pupils' understanding of grammar rules through the use of Quizizz						
Item	Statements	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Strongly Agree
A1	I think Quizizz helps me to understand English grammar better.	-	-	1 (3.3%)	5 (16.7%)	14 (46.7%)
A2	I think English grammar is not too hard when it is taught using Quizizz.	-	-	-	3 (10%)	12 (40%)
A3	I think I can understand the lesson better when the teacher teaches using Quizizz.	-	-	2 (6.7%)	6 (20%)	9 (30%)
A4	I think learning English grammar is easy.	-	1 (3.3%)	5 (16.7%)	11 (36.7%)	5 (16.7%)
A5	I think my grammar has improved since the use of Quizizz in the class.	-	-	1 (3.3%)	4 (13.3%)	7 (23.3%)
A6	I think I understand better in English class than the other classes.	-	2 (6.7%)	5 (16.7%)	8 (26.7%)	3 (10%)
A7	I think the audio clips help me to understand the grammar rules better.	-	-	-	5 (16.7%)	14 (46.7%)
A8	I think the Youtube videos help me to understand the grammar rules better.	-	-	-	6 (20%)	16 (53.3%)
A9	I think I can pay more attention to the questions given through Quizizz compared to the questions on the paper.	-	-	-	7 (23.3%)	13 (43.3%)
A10	I think my performance in English has improved since the use of Quizizz in the class.	-	-	2 (6.7%)	12 (40%)	8 (26.7%)

Adapted from Gardner's AMTB and Halim et al. (2020)

Based on Table I, the majority of the respondents in which 14 out of 30 of them or 46.7% strongly agreed with item A1 (I think Quizizz helps me to understand English grammar better) while 10 of the respondents or 33.3% agreed with the statement given. None of them answered 'Strongly Disagree' or 'Disagree'. Then, 12 respondents which constituted 40% of the study strongly agreed with item A2 (I think English grammar is not too hard when it is taught using Quizizz), whereas 15 or 50% of them chose to agree with the statement in the questionnaire given. Similar to the previous item, none of the respondents selected 'Strongly Disagree' or 'Disagree'. Following item A3 (I think I can understand the lesson better when the teacher teaches using Quizizz), 9 out of 30 respondents or 30% strongly agreed with the statement, whereas 13 or 43.3% of them agreed, and only 2 or 6.7% of them slightly disagreed.

Next, the data in item A4 (I think learning English grammar is easy) showed that none of the respondents strongly disagreed with the statement. A total number of 5 or 16.7% respondents strongly agreed and 8 or 26.7% of them agreed with the statement respectively. Later in item A5 (I think my grammar has improved since the use of Quizizz in the class), most of the respondents, which made up 18 or 60% agreed with the statement and 7 or 23.3% of them strongly agreed to it. None of them selected 'Strongly Disagree' or 'Disagree' for this item. In the upcoming item A6 (I think I understand better in English class than the other classes), out of 30 respondents, 3 or 10% of them strongly agreed with the statement given, and 12 or 40% of them agreed with it. 8 or 26.7% of the respondents slightly agreed with the statement and 5 respondents or 16.7% slightly disagreed for this item. Later, 14 or 46.7% of the respondents strongly agreed and 11 or 36.7% of them agreed with item A7 (I think the audio clips help me to understand the

grammar rules better). No respondents choosing 'Strongly Disagree', 'Disagree' or 'Slightly Disagree' were recorded.

The data in item A8 (I think the Youtube videos help me to understand the grammar rules better) revealed that most of the respondents strongly agreed (16 or 53.3%) and agreed (8 or 26.7%) with the statement given, whereas there were only 6 or 20% of the respondents slightly agreed with it. As identical with the previous item, nobody chose 'Strongly Disagree', 'Disagree' or 'Slightly Disagree' for this item. Subsequently, in item A9 (I think I can pay more attention to the questions given through Quizizz compared to the questions on the paper), 13 or 43.3% of them selected 'Strongly Agree' and 10 or 33.3% chose 'Agree'. None of the respondents strongly disagreed, disagreed or slightly disagreed with this statement. Last but not least, a similar number of respondents, 8 or 26.7% of the respondents strongly agreed and agreed with the statement in item A10 (I think my performance in English has improved since the use of Quizizz in the class). There were 12 or 40% of the respondents slightly agreed and only 2 or 6.7% slightly disagreed with the statement. None was found to choose 'Strongly Disagree' or 'Disagree' for this item.

Section B: Pupils' Motivation to Learn Grammar Through the Use of Quizizz

The items in this section were to answer RQ2 in this paper, which was aimed to examine to what extent does Quizizz help in increasing the pupils' motivation to learn grammar. There were a total of 10 items in this section. The tabulation of data was shown on Table II.

TABLE II: PUPILS' MOTIVATION TO LEARN GRAMMAR THROUGH THE USE OF QUIZZIZ

Section B: Pupils' motivation to learn grammar through the use of Quizizz						
Item	Statements	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Strongly Agree
B1	I love using Quizizz to learn English grammar.	-	-	-	4 (13.3%)	20 (66.7%)
B2	I like to attend English classes.	-	-	4 (13.3%)	7 (23.3%)	12 (40%)
B3	I think Quizizz is very fun and interesting.	-	-	-	3 (10%)	22 (73.3%)
B4	I think I am more confident to learn grammar with the help of Quizizz.	-	-	4 (13.3%)	8 (26.7%)	8 (26.7%)
B5	I feel like playing games when I am learning grammar through Quizizz.	-	-	1 (3.3%)	5 (16.7%)	11 (36.7%)
B6	I think the English class is entertaining.	-	-	4 (13.3%)	7 (23.3%)	6 (20%)
B7	I feel excited when I'm answering quizzes in Quizizz.	-	-	2 (6.7%)	9 (30%)	7 (23.3%)
B8	I think Quizizz makes me want to learn more in the class.	-	-	-	9 (30%)	10 (33.3%)
B9	I feel stress free whenever my teacher conducts a Quizizz activity.	-	-	-	8 (26.7%)	14 (46.7%)
B10	I enjoy competing with my friends when playing games like Quizizz.	-	-	-	2 (6.7%)	25 (83.3%)

Adapted from Gardner's AMTB and Halim et al. (2020)

Based on Table II, it was found that out of 30 respondents, none of them strongly disagreed with or disagreed with the statements given from item B1 until item B7. In addition, for item B8, B9 and B10, it was found that none of the respondents strongly disagreed, disagreed or slightly disagreed with the related statements. The data in item B1 (I love using Quizizz to learn English grammar) revealed that 20 or 66.7% of them strongly agreed with the statement, whereas 6 or 20% of them selected 'Agree' and

4 or 13.3% selected 'Slightly Agree' in the questionnaire for this item. For item B2 (I like to attend English classes), it was discovered that 12 or 40% of the respondents strongly agreed with the statement, while there were only 4 or 13.3% of them slightly disagreed with it. A similar number of 7 respondents or 23.3% of them agreed and slightly agreed with the given statement. Then, most of the respondents were found to strongly agree with the statement in item B3 (I think Quizizz is very fun and interesting), which constituted 22 out of 30 respondents or equivalent to 73.3%. There were only 5 or 16.7% of the respondents and 3 or 10% of them agreed and slightly agreed with the statement respectively.

For item B4 (I think I am more confident to learn grammar with the help of Quizizz), 10 or 33.3% of the respondents agreed with the statement, whereas 4 or 13.3% of them slightly disagreed with it. The same data was recorded for choosing 'Strongly Agree' and 'Slightly Agree' in this item, which made up 8 out of 30 or 26.7% of the respondents. Next, out of 30 respondents, 11 or 36.7% of them strongly agreed with item B5 (I feel like playing games when I am learning grammar through Quizizz), whereas 13 or 43.3% agreed with this statement, followed by 5 or 16.7% slightly agreed and only 1 or 3.3% slight disagreed with it. Later in item B6 (I think the English class is entertaining), 6 or 20% of the respondents strongly agreed and 13 or 43.3% agreed with the statement given. There were also 7 or 23.3% of the respondents selected 'Slightly Agree' and 4 or 13.3% of the respondents selected 'Slightly Disagree' in this questionnaire item.

In the upcoming item B7 (I feel excited when I'm answering quizzes in Quizizz), 7 or 23.3% and 12 or 40% of them selected strongly agreed and agreed respectively. There were only 2 or 6.7% of the respondents selected 'Slightly Disagree' and 9 or 30% of them selected 'Slightly Agree' for the designated item. The data in item B8 (I think Quizizz makes me want to learn more in the class) revealed that a number of 10 or 33.3% of the respondents strongly agreed with the item while 11 or 36.7% of them agreed with the statement given, followed by 9 respondents or 30% of them slightly agreed with it. Subsequently, in item B9 (I feel stress free whenever my teacher conducts a Quizizz activity), out of 30 respondents, 14 or 46.7% strongly agreed with the item. There was a record of similar numbers, which was 8 or 26.7% of them agreed and slightly agreed with the statement given respectively. Last but not least, more than half of the respondents (25 or 83.3% of them) strongly agreed to the statement given in item B10 (I enjoy competing with my friends when playing games like Quizizz). Concurrently, 3 or 10% of the respondents agreed with the last item while 2 or 6.7% of them slightly agreed with the statement given.

VII. DISCUSSION

Pupils' understanding of grammar rules through the use of Quizizz

The data collected in Table I were used to answer RQ1. From the findings, it was suggested that most of the research participants claimed to understand English grammar rules

better when the teacher taught the grammar items using Quizizz, which provided them a sense of familiarity with ICT tools. This was in line with Yunus and Tan's view (2021) where they claimed that the new generation was generally accustomed to various social and internet platforms in their daily lives. The outcome was obvious as the majority of them selected 'Agree' and 'Strongly Agree' among all of the items in the questionnaire. There were only a few participants that opted for 'Disagree' and none of them opted for 'Strongly Disagree'. Therefore, it was proven that Quizizz was an effective tool to consolidate the learners' understanding of the grammar rules.

Apart from that, the findings in Table I indicated that the learners could understand the grammar items better when grammar rules were presented and visualised animatedly to make it more comprehensible for the learners. This was due to the fact that Quizizz acted as an in-class activity tool to help the learners to focus and perform better by presenting them with animated features, like avatars, themes, memes and music (Zhao, 2019). It can be shown through the analytical process in items A3, A7 and A8, where more than half of the learners agreed and strongly agreed that the integration of audio clips and YouTube videos could actually assist them to understand the lesson better.

Finally, from the data collected, the participants also believed that their attention span had increased significantly through the use of Quizizz in the grammar lessons. It is supported by Matus (2018) where he opined that learners could store their newly gained knowledge in the memory system as they were consistently conditioned through the use of ICT tools, like Quizizz. The findings were significantly shown in item A9 and A10, where none of the participants strongly disagreed, disagreed or slightly disagreed that they could pay more attention to the questions given through Quizizz, as compared to printed worksheets in item A9. Besides, 76.6% of the participants strongly agreed and agreed that their attention span had increased, while 53.4% of them strongly agreed and agreed that their English performance had increased since the teacher uses Quizizz in the class. Thus, it was concluded that the adoption of Quizizz in grammar lessons did help the pupils to understand the grammar rules better.

Pupils' motivation to learn grammar through the use of Quizizz

To answer RQ2, Table II suggested that almost all of the participants were more motivated to learn grammar when it was taught with Quizizz. The effectiveness of Quizizz in shaping the learners' motivation in language learning was in line with Gardner (1985), where he described language learning motivation as a combination of complex variables, including expression of efforts, reason, and desire for second language learning. It was further supported by Flores (2015) in his study, where he proved that the use of gamification would improve motivation in second language learning. Throughout the findings, Quizizz had proven to make English more approachable to the learners as it aroused their curiosity in English grammar learning. It was notably manifested in Table II where more than half of the

participants strongly agreed, agreed and slightly agreed with all of the items given. Similarly, the data also evinced that none of the participants opted for 'Strongly Disagree' as well as 'Disagree' and less than 4 or below 13.33% of the participants selected 'Slightly Disagree' for all of the items in the questionnaire given.

Besides, the participants also thought that they had become more confident in learning grammar when the lesson was carried out through Quizizz due to its animated and entertaining features. It was similarly asserted by Zhao (2019) that the learners' learning experiences would be enhanced as fun multiplayer elements were integrated into a language classroom through Quizizz, which in turn became a confidence boost for the learners to master important skills like grammar effortlessly. At this juncture, it was evident in item B3, where 73.3% of the participants strongly agreed that Quizizz was fun and interesting to be used, whereas in item B4, a total number of 18 participants agreed and strongly agreed on the usefulness of Quizizz in terms of boosting up their confidence level in grammar learning. Likewise, it was also supported by the data in item B6, where 63.3% of the participants strongly agreed and agreed that the English class had become entertaining since Quizizz was introduced to grammar teaching. 13.3% of the participants selected 'Slightly Disagree' for all of the items in the questionnaire given.

Not least of all, the findings in Table II also revealed the role of Quizizz as an effective gamification tool to adjust the learners' mindset in learning grammar. Under the adoption of Quizizz, grammar lessons would be conducted in an interesting and stress free manner, which further proved the hypothesis of Yunus and Tan (2021) that games could actually elevate the positive feelings and competitiveness among the learners to achieve a desired learning goal. This was clearly demonstrated in items B5 and B9 where a total number of 24 respondents agreed and strongly agreed that they were playing actual online games while using Quizizz to learn grammar, while 22 out of 30 of them agreed and strongly agreed that they felt stress free when the lesson was conducted through Quizizz activity. In conclusion, summing up all of the findings in Table II, it was deduced that Quizizz did help the pupils to increase their motivation in grammar learning.

VIII. CONCLUSION

In conclusion, Quizizz is a useful and innovative tool that educators can use to teach grammar as well as consolidate the pupils' learning in both face-to-face and online instruction. A significant upshot of this research is that the pupils' understanding of grammar rules increased through the application of Quizizz. The pupils found it easier to comprehend the grammar rules taught through the use of Quizizz than the traditional chalk-and-talk approach. More significantly, the use of Quizizz also raised the pupils' motivation in learning English as Quizizz served as a medium that enabled the pupils to learn in an engaging and less intimidating environment. However, it is unavoidable to have some downsides of using Quizizz, especially in long term usage where the pupils may get easily distracted and

neglect the focus on grammar rules. Hence, it is vital for the teachers to vary their teaching strategies as there is no 'one size fits all' tool or approach that aids in grammar teaching and Quizizz is one of the many that is worth exploring particularly in teaching grammar.

Among the limitations of the study, the data collected were non-generalizable to other contexts as the number of respondents who took part in this study was small and all of them were from the same school. Nevertheless, this research could serve as a benchmark. It is recommended that further research be done in depth through the integration of Quizizz for other English language skills such as listening and reading, which are considered as receptive skills that can be easily assessed in the form of quiz. Prospective researchers can also ask their pupils to create their own quizzes based on the grammar items that they have learned using the Quizizz tool. Besides creating a sense of belongingness among the pupils, it also helps to prepare pupils to be innovative and creative thinkers, which is in line with the Malaysia Education Blueprint 2013 - 2025 (MOE, 2013).

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