

## **Teachers' Perspective Integrating Quizizz as an e-Assessment ICT Technique to Deliver English Grammar**

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### **Abstract**

Quizizz's contribution to facilitating EFL students' grammar learning at secondary-level education has recently been trending. This contributes not only to grammar learning assistance but also to other subjects of language competencies and culturally responsive pedagogy. The efficacy of Quizizz is due to the platform's capability of providing various features for free and the platform's design, which captured students' attention. The principal objective of this research was to examine teachers' perspectives on using Quizizz as an e-assessment platform for English grammar comprehension skills at secondary-level education. Employing a qualitative method, the study selected the perspectives of five English teachers who had experienced using Quizizz for English grammar lessons across Jakarta. The study's findings show that Quizizz proves effective for teachers to use as an E-Assessment platform, fostering enhancements of its features to assess fluency and accuracy in acquiring EFL grammar comprehension skills.

**Keywords:** *Quizizz, Language Learning, Technology, E-Assessment, English Grammar.*

### **INTRODUCTION**

The relationship between language learning and the advent of technology is undergoing a significant transformation. Technology roles in language education have gained considerable prominence, both inside and outside the traditional classroom, by encompassing various learning environments and opportunities for students to engage with the material in diverse and innovative ways. Shadieff et al. (2020) define technology as systematically using technological processes, methods, or information to achieve educational objectives. Language learning has benefited from the rapid advancements in technology, and students now have access to various digital tools and resources.

Pazilah et al. (2019) stated that the integration of technology in language learning, especially for acquiring English, is clearly evident as it significantly transformed the landscape of language education. Especially in today's rapidly advancing digital age, technology has supported the significance of comprehension in oral and written skills as it has never been more pronounced. Proficiency in language acquisition becomes the most important of practical communication skills. Thus, mastering grammar rules is essential for learning English as it forms the foundation for understanding the language's vocabulary.

In addition, mastering grammar rules can be challenging for students. This is because it can be difficult for students to remember all the vocabulary words and grammar rules applied. To become proficient in English, students must learn numerous terms. However, vocabulary instruction in class rarely covers all necessary terms. This can be incredibly challenging for English as a Foreign Language (EFL) learners, who may need to be more effectively introduced to the language and its components due to their limited usage of English in everyday conversations. As a result, they may need help mastering vocabulary and have a limited lexicon.

Moreover, the world of education is currently being impacted by various new technologies. E-assessment is one of the breakthroughs, as it facilitates assessing students' performance on what they have been working on throughout the day. As it focuses on increasing the efficiency and effectiveness of test administration (Redecker & Johannessen, 2013). Through the use of social learning theories, models, and methods, there is potential for designing and evaluating collaborative gamification activities for vocabulary instruction. This approach provides a comprehensive understanding of gamification techniques. Therefore, exploring the practical tool of gamified vocabulary instruction, both inside and outside the classroom, may be necessary to determine whether improving students' vocabulary performance is possible.

Various new technologies are currently impacting the world of education. These technological innovations hold significant promise, particularly in English language acquisition. Furthermore, it is essential to acknowledge the role of technology in facilitating novel opportunities to enhance the English learning process through the medium of electronic platforms or mobile applications. E-assessment is one of the breakthroughs, as it enables students to assess their performance based on what they have been working on throughout the day. This approach provides a comprehensive understanding of gamification techniques. Among the commendable E-Platforms for English language learning that are favourable among students is the Quizizz platform. Quizizz is a well-established digital formative evaluation tool employed frequently in educational settings. It is an interactive online assessment instrument that utilizes gaming elements to enable students to use their devices to answer the questions posed. Over the past five years, several studies have been conducted on using Quizizz for language evaluation. As evidenced by prior research, (Febriani et al., 2022) surveyed students' perceptions of using Quizizz in learning grammar, which revealed a positive response and a high level of satisfaction. The average percentage of students' perceptions of using Quizizz in learning grammar was 88.90%, indicating a score range of 76% to 100%. This data emphasized the clear and sound perception of Quizizz in improving students' abilities to understand English grammar.

Moreover, (Fadhilawati, 2021) stated that implementing Quizizz can enhance students' grammar achievement, particularly in learning relative pronouns, as her samples demonstrated a positive attitude towards using Quizizz in learning relative

pronouns. This is in line with Meliana et al. (2023), who additionally support their study of student evaluations of Quizizz’s impact on students’ educational experiences as positive. The platform assists students in learning English grammar, expanding their vocabulary, enhancing students’ engagement with learning, and reducing boredom during classroom activities. Quizizz also helps students stay motivated during in-class learning, which is essential for maintaining focus and achieving academic outcomes.

Both studies above open avenues for further research on tracking the progress of English grammar learning with suitable platforms from students’ perspectives. Further research could investigate the efficacy of the Quizizz platform as an E-Assignment in different educational contexts or with varying populations of students or even different perspectives. Therefore, the main objective of this research was to investigate teachers’ perspectives on using quizzes as an e-assignment to enhance the English grammar abilities of students from secondary-level education. Employing a qualitative research methodology, the study is guided by one research question: (1) What are secondary-level education teachers’ perceptions about using Quizizz to teach English grammar? The findings will help the researcher find strategies for secondary-level education teachers or tutors to find suitable E-Assessment platforms for EFL students to learn English grammar.

## **LITERATURE REVIEW**

### **1. Information and Communication Technology (ICT)**

The application of technology catalyzes the language acquisition process, facilitating more efficient communication (Kenning, 2007, as cited in Qureshi & Khatoon, 2023). In his study of the impact of information and communication technology (ICT) on English language instruction, Chapelle (2010) argue that ICT is a valuable tool for maintaining learner interest in the classroom. Students who have grown up with technology are more familiar with digital tools and, therefore, more receptive to incorporating them into their learning environment, whether for reading, listening, speaking, writing or creating an engaging classroom atmosphere.

This shift in learning methodology from traditional to e-learning is evident in the increasing prevalence of digital tools and platforms, such as Quizizz, which represents an example of an e-learning platform commonly utilized in educational settings to administer online assessments. The basic argument of this shift is that given the need for active participation and communication, game-based approaches have been widely adopted worldwide to enhance the quality of digital and traditional learning engagements (Fernandez-Rio et al., 2020). Consequently, many game-based software applications and web platforms are employed in both online and traditional classroom settings.

### **2. Teaching English Grammar**

Studying grammar in English is complex (Febriani et al., 2022). According to Huddleston et al. (2021), the pattern or structure of grammar is used to construct a good

sentence with a subject, verb, and object. Therefore, grammatical structure is necessary to create a comprehensive sentence because it makes it easy to understand its meaning.

Teaching grammar in accordance with the student's cultural background is also considered to be important. Since English status in the Indonesian curriculum is a foreign language, teachers need to consider cultural context learning that is suitable for students to reach the goals of learning or teaching grammar-in-context to minimize students' grammatical errors in real-life practice (Amin, 2018). To be able to present the material closest to and relate to students' backgrounds, challenges start to emerge. For this reason, teachers must provide engaging instructional media to increase students' interest and be culturally responsive while participating in English learning activities.

Kumayas and Lengkoan (2023) stated that the challenge a teacher faces while teaching grammar, besides the need for knowledge from non-bachelor graduates and students' aspect, is facilities. Facilities play an essential role in supporting students' learning activities because it is one of the fundamental needs and support for students' learning activities both at home and school (Paranduk et al., 2021, as cited in Kumayas & Lengkoan, 2023). The existence of complete learning facilities, if properly used, will facilitate and accelerate the ongoing learning process. Nevertheless, with the English grammar learning process, the learning achievement obtained will be maximized under the proper circumstances.

### **3. Quizizz as E-Assessment**

Quizizz is famously known as a formative assessment platform that is often used in educational settings. It is also known as an interactive online assessment that encourages students to use their devices to work through the questions. Several studies on using Quizizz for language assessment have been conducted over the past five years. Research regarding Quizizz as an E-Assessment platform for pedagogical tools suggests that integrating Quizizz into classroom activities and teaching methods produces positive results. Some studies regarding quizzes were investigated by Lesmana (2020) as a tool for assessing Dynamic English Course students in the area of English teaching and learning, and they proved to be effective.

With its features, Quizizz became a widely employed media to promote an interactive learning experience. The platform introduces collaborative learning opportunities and improves student engagement to make the learning atmosphere in the classroom fun and exciting. Teachers can easily incorporate the use of this media into the classroom to help students improve their journey in learning language skills. This is recommended as using Quizizz, teachers can increase students' focus and interest (Jazil et al., 2020; Manipatruni et al., 2023; Nordin & Swanto, 2023; Rizaldy, 2022). Based on the previous discussion, we can point out that Quizizz has proven to be a favourable E-Assessment tool due to its effectiveness and positive reception by teachers and students. Its interactive and gamified approach to learning makes it an engaging platform, encouraging active participation and motivation among students. Teachers find Quizizz valuable as it provides instant

feedback, detailed analytics, and customizable quizzes, enabling them to create instruction to meet individual student needs and track progress efficiently.

## **METHODS**

### **1. Method and Design of the Research**

The research method employed in this study is qualitative. Qualitative research involves investigative techniques that rely on nonstatistical and nonnumerical data collection methods, analysis, and evidence production (Bhangu et al., 2023). This method aims to gather and analyze data to derive empirical insights and establish statistical relationships, providing a complete understanding of objectives. The research design chosen is a thematic analysis design. Thematic analysis refers to a range of flexible and evolving approaches for qualitative data analysis (Bowman et al., 2023). Its expanded use demonstrates a shift in research practices and the emergence of new local standards.

### **2. Participants**

The study involved five English teachers from five different schools across Jakarta who were experienced in using Quizizz while teaching grammar. This research uses purposive sampling, which ensures reliable, uniform sampling to increase the reliability and trustworthiness of the result (Leah, 2024).

### **3. Research Instruments**

Researchers categorized the question into four topics. The first topic includes three questions on the use of Quizizz. The second topic features three questions on the connection between Quizizz and grammar learning. The third and fourth topics contain three questions about the impacts, challenges, and suggestions for using Quizizz in the classroom. The objective of the interview was to explore teachers' perceptions of Quizizz as a tool for assessing and teaching English grammar.

### **4. Technique of Data Collection**

To collect information from the research, the researchers employed interviews to answer the questions about using Quizizz as a medium for teaching English grammar. The interview session was in English and Indonesian to help the researchers comprehend the questions more effectively.

### **5. Technique of Data Analysis**

This research uses thematic analysis as the data analysis technique in order to obtain a comprehensive survey. After conducting the interviews, researchers collected the answers from the interviews. Each class's dominant or similar answers were grouped according to themes and divided into three major themes.

## **RESULTS AND DISCUSSION**

The following section presents the data gathered during the survey. These findings were obtained by interviewing regarding administering Quizizz as a medium for teaching English grammar to secondary school students in various schools in Jakarta. As mentioned in the methodology above, this research comprised thirteen interview

questions divided into four topics.

The survey that was conducted through online interviews found that quizzes have a positive impact on improving English grammar skills. Respondents as teachers reported that they often felt helpful with the feature that Quizizz provided. Such tasks as creating an assignment, processing the quiz, and assessing thoroughly make the platform favourable. Moreover, features such as leaderboard. Most respondents said Quizizz could motivate students to improve English grammar comprehension and class engagement in traditional settings. Nonetheless, we need to pay attention as some of the respondents of Quizizz users felt a lower significant impact on their classroom environment by using Quizizz.

### Interview Results

Given the results of interviews with five respondents who are English teachers of secondary-level education schools from across Jakarta, the researcher found several perceptions from the teachers and derived their answers into four aspects: the use of Quizizz, its features, benefits, and challenges in operating Quizizz as an E-Assessment tool for the English grammar subject.

#### A. Teachers’ Perspective of The Use of Quizizz as an E-Assessment

Teachers have increasingly adopted Quizizz as an e-assessment tool, driven by its game-based platform that aligns well with students’ interests. The engaging views of Quizizz, characterized by interactive and fun elements, have proven to be a significant motivator for teachers to incorporate it into their teaching practices. To maintain a dynamic and varied approach to instruction, many teachers utilize Quizizz at least twice a week, as shown in Table 1.

**Table 1.** The Use of Quizizz

| Topic              | Theme Points                                                                                                                                                                                                                                                                                                               |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The use of Quizizz | <ul style="list-style-type: none"><li>● Students’ interest in game-based platforms motivated Teachers to use Quizizz.</li><li>● Teachers use Quizizz at least twice a week to maintain variation in teaching activities.</li><li>● Multiple choice features are frequently and favourable to use among teachers.</li></ul> |

The data reveal that teachers recognize the importance of aligning educational tools with students' preferences. By using Quizizz at least twice a week, teachers aim to keep the classroom atmosphere lively and maintain high student interest and participation levels. The preference for multiple-choice features indicates that teachers find it an effective way to assess students’ understanding of English grammar. This feature likely

offers a straightforward method for creating assessments and demonstrating students' knowledge, making it a preferred choice among respondents.

### **B. Teachers' Perspective of Subject's Content Structure in Quizizz**

The teacher believed the structured format of questions on Quizizz enhances the delivery of subject content, particularly in grammar courses. By incorporating Quizizz for both exercise questions and ice-breaking sessions, teachers create a more engaging and varied learning experience. The preference for short-text exercises over longer ones is notable, as this platform is believed to be the most suitable.

**Table 2.** Quizizz and Grammar Learning

| Topic                        | Theme Points                                                                                                                                                                                                                                                                                                                 |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quizizz and Grammar Learning | <ul style="list-style-type: none"> <li>• Structured questions for exercise and ice-breaking sessions during the grammar course.</li> <li>• Short text exercises are more convenient than long ones.</li> <li>• By activating the report feature, students' comprehensive grasp of grammar concepts tends to rise.</li> </ul> |

The data suggest that teachers value the ability to design Quizizz that blends practice exercises with interactive ice-breakers, making grammar lessons more dynamic and enjoyable. The emphasis on short text exercises indicates maintaining student interest and comprehension. Additionally, activating the report feature on Quizizz has proven beneficial, as it provides students' struggle with live feedback, allowing for targeted instruction that enhances students' understanding and mastery of grammar concepts.

### **C. Teachers' Perspective of The Impact of Quizizz for Learning Grammar**

Teachers generally hold a positive view of Quizizz as a platform for learning grammar, with an overall rating of 4 out of 5 stars. This high rating indicates a strong endorsement of its effectiveness in the classroom. One of the critical metrics teachers use to convey the success of Quizizz is the students' scores, which help assess how well the platform facilitates grammar learning.

**Table 3.** The Impact of Quizizz for Learning Grammar

| Topic                                      | Theme Points                                                                                                                                                                                                                                       |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Impact of Quizizz for Learning Grammar | <ul style="list-style-type: none"> <li>• Teachers' rated 4 out of 5 stars for Quizizz as a platform for learning grammar.</li> <li>• Teachers pay attention to the score to assess the effectiveness of Quizizz in facilitating grammar</li> </ul> |

learning

- Students' showed positive feedback regarding their experience using Quizizz.
- Students' improvements are pretty significant.

The data reflect a consensus among teachers that quizzes are a valuable tool for teaching grammar, as evidenced by the high ratings they receive. The focus on students' scores as a measure of effectiveness suggests that teachers find the platform successful, indicating that students enjoy using Quizizz and find it beneficial for their learning. Moreover, the significant improvement in the students' grammar skills underscores the impact of Quizizz, suggesting that its interactive and game-based model effectively enhances grammar understanding.

#### **D. Teachers' Challenges and Suggestions for Using Quizizz**

While Quizizz has been positively received as a tool for teaching grammar, teachers face several challenges related to its implementation. The most frequent issues reported are network connectivity problems and device incompatibility. These technical difficulties can disrupt the flow of lessons and prevent using Quizizz effectively in the classroom. To manage these challenges, teachers often find themselves waiting for network issues to resolve, which can be time-consuming and frustrating.

**Table 4.** Challenges and Suggestions for Using Quizizz

| Topic                      | Theme Points                                                                                                                                                                                                                                                                                                                                    |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Challenges and Suggestions | <ul style="list-style-type: none"> <li>• Frequent challenges that teachers face are networks and incompatible devices.</li> <li>• Teachers overcome the challenges by waiting for the network and technical issues to improve.</li> <li>• Teachers suggest that other teachers prepare a backup traditional classroom activity plan.</li> </ul> |

The data highlight significant obstacles that teachers encounter when using Quizizz, primarily involving unreliable internet connection and devices that may not support the platform. These challenges can prevent the seamless integration of Quizizz into grammar lessons, affecting both teaching and learning experiences. To overcome these issues, teachers recommend a backup plan involving traditional classroom activities. This suggestion ensures that learning can continue uninterrupted, even when technical problems arise. By being prepared with alternative activities, teachers can maintain the momentum of their lessons and ensure that educational goals are still achieved.



## DISCUSSION

The research outcomes affirm Quizizz's contribution to facilitating EFL students' grammar learning at secondary-level education. Not only contributing to the grammar learning assistance and other subjects of language competencies. The efficacy of Quizizz is due to the platform's capability of providing various features for free and the platform's design, which captured students' attention. Hermawan et al. (2023), in their study, revealed that the Quizizz platform employs a range of engaging features, including animation, sound, and colour, which have the potential to capture students' attention. This aligns with the research findings where teachers' intention to use Quizizz was because of students' attention to Quizizz's creative design and features. The reason is that teachers consider that one of the most crucial initial steps in the teaching process is to capture the student's attention.

According to the teachers, using quizzes in grammar learning has various benefits. The utilization of Quizizz in grammar learning was deemed preferable to conventional methods due to its accessibility, convenience, and facility of use. This is in line with Siregar and Oktavia (2022), who found Quizizz to be accessible and straightforward for students to use. Their respondent also perceived Quizizz as a fun and interesting grammar-learning tool. Moreover, Binova et al. (2024) also discovered that Quizizz was more accessible and provided an interactive method for teaching grammar. Students' feedback emphasized the platform's user-friendly interface, finding its clickable format less fatiguing and more convenient. Additionally, the interactive and gamified elements of Quizizz were noted to enhance student interest in grammar learning.

Another favorable gamified element among teachers is the leaderboard of assessment scores. A study conducted by Purba (2019) indicated that quizzes are interactive educational tools that capture students' attention and boost their engagement. Students appreciated how Quizizz made grammar learning more exciting and enjoyable, particularly with its focus on student scores as a measure of effectiveness, which teachers found indicative of the platform's success. The leaderboard features help teachers assess students' grammar skills criteria.

Nevertheless, the benefits of Quizizz, this platform also has several challenges for teachers. Based on the data collected, teachers stated that many challenges and difficulties exist when using Quizizz; one of them is technical issues that continue to arise. This is in line with Binova et al. (2024), who found technical problems the most significant part of the challenge, with a low internet connection, lack of internet bandwidth, glitches, and unexpected logouts being the main difficulties they faced. In order to overcome this issue, the majority of the teachers believe that other traditional classroom activities should prepare future teachers who face the problem of continuing learning activities. Another challenge that may arise regarding using Quizizz is the chances for students to find ways to cheat. Cheating is a serious matter, so to reduce this possibility, respondents suggest teachers use every feature that is available on the platform, for example, the

timing feature where students urge to answer in a limited time, also turn off "power-ups" This is the feature that most used by students because of its unique setting, students can expect a favour in different ways, such as freezing countdown, double up scores and reducing possibilities of answer in multiple choice quiz. Therefore, teachers' creativity needs to be integrated in order to maintain successful and engaging learning, whether it is by technology platforms or traditional models.

## **CONCLUSION**

This research finds a positive perspective from teachers of secondary-level schools about how Quizizz is effective as an E-Assessment platform in terms of integrating the platform for English grammar comprehension skills for secondary-level education students. With the advent of technology and new platforms for language learning, teachers are faced with new assistance in assessing students' performance. As several EFL students are still trying to find a convenient platform to study, teachers also need to figure out which platform is aligned and suitable best to assess students' preferences. Therefore, platforms like Quizizz appear to answer students' and teachers' needs.

This platform was found to be effective in enhancing students' interest in learning and their comprehension during English grammar lessons. Moreover, quizzes provide several features that help teachers assess and monitor students effectively. For instance, its interactive quizzes and gamified elements capture students' attention and make learning more engaging. Additionally, Quizizz provides teachers with tools to create customized quizzes, track student performance in real time, and generate detailed reports. These features enable teachers to assess students' understanding accurately and monitor their progress effectively, ensuring that learning objectives are met and individual student needs are addressed. However, While Quizizz offers engaging benefits that make learning more enjoyable, the researcher also identified several weaknesses that students encounter. These include technical issues like low internet signals, unexpected logouts, and software bugs. Additionally, there are concerns about the potential for students to cheat during assignments and other related challenges.

All being said, this research has some limitations in terms of the media that is being studied and the methodology that is being applied. This study focuses on quizzes as an assessment of the media that is being examined. Future research might consider finding other E-Assessment media that are suitable for teachers of secondary-level education to be applied to future research. Moreover, in terms of methodology, future research might consider diving more into the methodology and design that will be applied, such as mixed methods to find Quizizz efficacy in numbers and deep into students' or teachers' perspectives to find elaborated reasons why this media is considered favorable. Further study is also suggested to experiment with the comparative study of the effectiveness of learning English grammar through quizzes and traditional activities. This investigation is recommended as future researchers may find the essence of the difference between traditional activities and technology-integrated activities.

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