IDEAS

How Do Students Perceive Grammar Learning Through Quizizz? Insight from Eleventh Graders

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Abstract

This study explored students' perceptions and experiences using Quizizz as a gamified learning platform to improve grammar accuracy in expository writing. Using a qualitative case study design, the research involved six purposively selected eleventh-grade students from a class of 75, representing various proficiency levels. Data were collected through structured interviews and classroom observations over four weeks to examine how students interacted with Quizizz during grammar lessons. The findings indicate that Quizizz significantly enhances student motivation and engagement by offering an interactive and enjoyable learning experience. Immediate feedback was especially helpful in improving students' understanding of conjunctions and the simple present tense. However, challenges such as unstable internet access and limited grammatical explanations were also reported. Despite these limitations, Quizizz proved to be a valuable supplementary tool when combined with teacher guidance. It supports student-centred learning and increases participation in digital classrooms. Grounded in constructivist and gamification learning theories, the study highlights the importance of interactive and autonomous learning environments. The findings suggest that while Quizizz alone may not suffice for deep grammar instruction, its integration with conventional teaching methods can enrich grammar learning. Practical insights are also offered for educators aiming to implement gamified learning tools effectively, particularly for scaffolding complex grammar topics in diverse classrooms.

Keywords: *Quizizz, grammar accuracy, expository writing, gamified learning, student engagement, EFL*

Introduction

Reading, writing, speaking, and listening are the four essential language abilities that students of English as a Foreign Language (EFL) learners at times struggle to learn. In addition to these abilities, students have significant challenges when studying grammar, which is essential to language competency. Three fundamental linguistic elements, vocabulary, grammar, and pronunciation, must be highlighted to help students improve their English proficiency. Improving proficiency in these areas is essential for both general language learning and efficient communication. Because it controls the structure of language through smaller components like words, phrases, and sentences, grammar is especially important among them (Zhang, 2022).

Grammar is still a major concern for EFL learners. However, their unsuitable comprehension of grammatical rules, which can differ greatly from the structures of the Indonesian language, many students find it difficult to compose proper sentences (Al-Mekhlafi & Nagaratnam, 2011). For example, because of the structural differences between English and Bahasa Indonesia, students from Indonesia are often silent, timid, and afraid of making grammatical errors. Their development and involvement in educational activities may be affected by this problem. Furthermore, grammatical mistakes, especially during writing, may cause writing errors. These misconceptions can hurt the academic achievement of learners and undermine their confidence in learning and work conditions.

This topic of study focuses on the eleventh graders. According to the Merdeka curriculum, eleventh graders ought to examine various types of narrative and expository texts. This study focuses on expository literature. A pilot study on their writing lesson was conducted by the researcher with senior high school students. It recognised that they need help with expository writing. One of the main causes of students' difficulties in expository writing is grammar. Students agree that the learning strategy might be more beneficial when it comes to teaching grammar concepts. It is usual for students to have incorrect grammatical problems when writing in English. The pilot study also discovered that teaching grammar was boring.

The teacher also argues that students who need a foundation in English are typically less active, which makes them bored. If grammar instruction is repetitive, students won't be able to understand its purpose. Additionally, students will need help in understanding grammar if teachers cannot explain the material in an understandable way. Grammar is a problem for most students, especially EFL students. Writing and grammar should not be provided on their own. according to (Hinkel, 2024) entitled The Effectiveness of Defined Grammar Instruction, showed that teaching grammar through writing activities significantly enhances students' ability to apply grammatical rules in their writing, which can improve overall writing performance.

One advantage of technology is its potential to create applications that function as educational tools. Specifically, Quizziz is a platform that supports teachers in gamifying their lessons both within and outside of the classroom (Nurhalyza, 2024). A useful resource for educators and learners, Quizizz, offers engaging and active learning. This platform can offer an interactive classroom by integrating academic material with game aspects. Verified that the application has the most recent updates installed to benefit from the newest features and functionalities. However, integrating technology into the classroom can enhance students' language learning. Nurhalyza (2024) argued that Quizziz are accessible on PCs, iPads, and mobile devices. Teachers prefer the Quizizz application because it has many useful features. Teachers can use Quizizz, for instance, to plan classes and grade students. Before focusing on their grammar learning objectives, students can evaluate their strengths and weaknesses using the Quizizz application.

In this one, the author references four previous studies. In the first study, Quizziz was used to teach conditional sentences to eleventh graders (Fadhilawati, 2021). The ability of the Quizizz platform to improve students' performance and get positive feedback from students was established. In the second study, seven English Basic Grammar courses were taught to university freshmen using Quizizz (Pham, 2023). The findings showed that although both groups' post-test scores were higher than their pre-test scores, students in the experimental group performed significantly better on the achievement test than students in the control group.

Teachers are therefore recommended to consider using this gamified learning platform as a useful tool and to choose the correct educational material in order to optimise the quality of their exam teaching. In the third study, Fakhruddin and Nurhidayat (2020), Quizizz is used to teach written discourse to fourth-semester university students. It was shown that the students had a good understanding of Quizziz, were all actively engaged in answering the research questions, and gave more attention to the material. The results of the study improved EFL learning activities and instruction, especially in written discourse grammar. Most students significantly believe that Quizziz improves their interest in learning grammar for written communication, according to the study's findings.

Furthermore, the study conducted by Lastari (2022) explores the integration of Quizizz within a tertiary-level educational context, specifically targeting third-semester university students. The research highlights the strategic use of Quizizz as a digital platform aimed at enhancing student engagement and learning outcomes in grammar instruction for written communication. The findings indicate that the majority of participants perceived the use of Quizizz positively, asserting that its implementation significantly reinforced their interest and motivation in learning grammar, particularly as it relates to effective written expression.

If students learn grammar, they might be able to write more clearly and quickly (Amrani, 2024). It is easier for readers to understand when sentences are constructed correctly. Understanding grammar facilitates our ability to comprehend text, which can improve our ability to communicate. Incorrect grammar can change a sentence's meaning and cause misunderstandings. The findings showed that students who received detailed grammar learning significantly improved the overall level of their writing, highlighting the positive impact of grammar competency on writing ability. Furthermore, employing appropriate grammar shows focus and clear communication. Conjunctions and the simple present tense are essential for writing to be effective, especially in expository writing.

Despite reiterating the importance of grammar in several places, this study situates itself within a pedagogical framework that reflects the specific challenges faced by Generation Z learners under the Merdeka curriculum. Generation Z's affinity for technology aligns with the study's implementation of gamified tools like Quizizz, providing a strong rationale for digital interventions in EFL contexts. The research is anchored in constructivist learning theory and gamification principles, highlighting the potential of interactive learning environments to address motivational and cognitive barriers in grammar instruction. Recent national reports indicate that over 60% of Indonesian senior high school students still struggle with basic grammar application in writing tasks (Kemendikbud, 2023), underscoring the urgency of effective instructional innovations.

Generation Z was born around 1997 (Nurhalyza, 2024). Information and communication technologies have successfully replaced many parts of daily life in the digital age. Gen Z grew up in the digital age and has a lifestyle that relies heavily on technology. They see technology use as an exciting new aspect of life. Generation Z is knowledgeable about technology and effective at using devices such as cellphones, tablets, laptops, and PCs.

The purpose of this study is to investigate how effectively Quizizz can improve eleventh-grade EFL students' grammar knowledge, especially in expository writing. They appear to be more open to acceptance and diversity and have more progressive and accepting views than earlier generations. Generation Z regularly looks for flexible educational opportunities. Nurhalyza (2024) Learning by doing is considered essential by them, and they frequently access online resources to learn new things. The availability of informative and effective teaching resources for Z Generation English language learners has been the subject of study. This particular study focuses on the increasing application of technology in the classroom for improving the motivation and engagement of students. Educational media can improve communication between educators and students. Agustina and Cahyono (2017) The teacher ought to contemplate what motivates students to learn. Gamification engages students and motivates them to focus on their

education.

Although several studies have explored the use of Quizizz in grammar instruction, few have specifically focused on its application in expository writing for eleventh-grade EFL students. Most existing research centres on university-level learners or general grammar topics, leaving a gap in understanding its effectiveness at the senior high school level. Additionally, limited attention has been given to how Quizizz addresses grammar challenges aligned with the Merdeka curriculum. This study aims to fill that gap by exploring the perspective of students about how Quizizz supports grammar learning in expository writing among eleventh graders.

To fill this gap, this study aims to shed light on this issue, and the following research questions were developed with this aim in mind:

1. How do EFL students in the eleventh-grade experience using Quizizz to learn grammar for writing explanatory text?

Research Design

This study employed a qualitative case study design to examine how effectively Quizizz enhances the grammar knowledge of eleventh-grade EFL students, particularly in applying the simple present tense in expository writing. The research also explored how the platform supports the development of students' writing proficiency and the potential role of technology in improving English language learning. Data were collected over four weeks through grammar-focused sessions involving the use of Quizizz, emphasizing the simple present tense and conjunctions. Semi-structured interviews, guided by Morris's (2015) framework, and structured classroom observations were used to gather in-depth data. Observation checklists were adapted from established models to ensure consistency. Ethical approval was granted by the school, and informed consent was obtained from both participants and their guardians. To ensure the trustworthiness of the findings, member checking was conducted, and the researcher adopted a non-participant observer role to reduce potential bias and maintain the authenticity of classroom interactions.

Population and Sample OR Subject

Five eleventh-grade students were intentionally chosen as research subjects, with two students having high academic achievement, one student with average achievement, and two students with inferior academic achievement. This stratified selection aimed to furnish the researcher with an extensive comprehension of student viewpoints across various tiers of academic achievement.

Instruments

This study employed an *interview blueprint* as a supporting instrument in qualitative research to guide researchers in formulating standardised yet open-ended questions for data collection. The blueprint enabled researchers to maintain consistency in the interview process across multiple informants, ensuring that each participant received the same conceptual framework and questions (Morris, 2015). The purpose of using this tool was to obtain in-depth oral information from informants who possess expertise related to the research topic. Following a structured questioning route, researchers were able to gather detailed insights while allowing flexibility in participant responses, thus enriching the depth and relevance of the qualitative data collected (Adom et al., 2020).

Data Analysis

This research utilized thematic analysis for analyzing qualitative data collected by interviews and observations, in connection with the research purpose of examining students' opinions and experiences about the usage of Quizizz in grammar acquisition for expository writing. Thematic analysis, as described by Braun and Clarke (2021), was selected for its adaptability and ability to show both implicit and explicit interpretations in qualitative data. Utilising a systematic method that included transcription, initial coding, theme identification, and story building, two main themes were identified: Positive Impact and Negative Impact. These topics summarise students' diverse reactions to the integration of Quizizz in the language learning process.

Under the Positive Impacts of Quizizz on Students' Grammar Learning theme, seven sub-themes were identified: (1). Positive Student Engagement and Motivation, (2). Interactive Grammar Practice via Digital Media Improves Students' Knowledge (3). The Use of Expository Writing as a Tool to Practice and Improve Grammar (4). Writing Tasks Strengthen Grammar Application (5). Seamless Accessibility Enhances Learning Experience (6). Gamified Features Enhance Focus and Engagement (7). Competitive Practice Supports Grammar Skill Development. These findings support the view that gamified platforms can increase learner autonomy, motivation, and grammar proficiency (Alonso-Mencía et al., 2020; Bayeck, 2020). Meanwhile, the Negative Learning Outcomes Due to Quizizz Implementation theme revealed three sub-themes: (1). Device and Internet Limitations as Barriers to Digital Grammar Learning, (2). Instant Feedback Enhances Self-Correction and Motivation (3). High Student Satisfaction with Quizizz for Grammar Practice. These concerns align with previous critiques of game-based digital learning, which highlight the risk of diminishing deeper cognitive engagement when pedagogical goals are overshadowed by entertainment (Dichev & Dicheva, 2017).

The emergence of these themes not only validates the use of thematic analysis in unpacking learner experience but also offers a nuanced understanding of how digital gamification tools such as Quizizz affect grammar learning. Ultimately, this approach provides rich insights into students' cognitive and affective learning dimensions, enhancing the theoretical framework of game-based learning in second language education.

Research Findings

This section presents the qualitative findings of the study, focusing on students' perceptions and experiences with using Quizizz in comparison to traditional learning methods for grammar instruction in expository writing. Drawing on interview and observation data, the analysis explores how Quizizz impacts student engagement, satisfaction, and learning outcomes, while also highlighting its limitations and areas for improvement. The findings are organised into three main themes: Students generally perceive Quizizz as an engaging tool that enhances grammar learning in expository writing. The researcher finds Positive Impacts of Quizizz on Students' Grammar Learning for practice and reinforcement, but still prefer direct teacher explanations for deeper understanding. The students in the interview highlighted the engaging nature of Quizizz, and the students also found the Negative Learning Outcomes Due to Quizizz Implementation.

A. Positive Impacts of Quizizz on Students' Grammar Learning

The positive impacts of Quizizz on students' grammar learning suggest that the platform effectively engages learners through interactive and enjoyable activities. This engagement enhances students' motivation and supports better retention and application of grammar rules.

1. Positive Students Engagement and Motivation

Quizizz dynamic and gamified design significantly improves student motivation and engagement. According to traditional education, grammar learning is more engaging when points, features, and game-like elements are incorporated, as they tap into students' natural drive to learn. Student perceptions and observation data, which showed higher interest and participation during Quizizz-integrated sessions, both support this improved engagement. To keep up interest, constant content updates are essential, as shown by a need for ongoing novelty.

> *"Quizizz impact on English comprehension is fun because there are many features so we can choose." Data 1/B.C.5:13*
> *" Quizizz has many features, but I understand better if it is explained directly in class." Data 1/D. A/6:10*

> *"Satisfied using Quizizz because our grammar improved, maybe more features."*
> *Data 1/B.C/7:06*
> *"The method of using Quizizz is more fun, we are motivated to use it because there are many features, we like playing games."* Data 1/E./9:10

Students reported that Quizizz significantly increased their engagement and motivation in grammar learning due to its interactive interface and game-like features. The competitive point system and immediate feedback created a learning environment that was both enjoyable and instant feedback.

2. Interactive Grammar Practice via Digital Media Improves Students' Knowledge

Quizizz repetition greatly improves students understanding of grammatical topics, especially tenses like the simple present. The platform's design facilitates repeated exposure and instant feedback, both of which are essential for internalizing grammar rules. Class observations confirming better grammatical accuracy during lessons complement students' reports of better understanding.

> *"Using Quizizz makes me understand tenses better because there are many practice questions"* Data 2/C/9:30
> *"When I use Quizizz I also feel that my knowledge in simple present tense increases"* Data 2/B/9.20
> *"Using Quizizz makes me feel that my grammar is improving"* Data 2/D. E/9.50

Students were able to strengthen their knowledge of tense usage, especially the simple present tense, because of Quizizz's availability of grammar assignments. Understanding and grammatical recollection are improved by constant instruction and immediate feedback. Eventually, students reported a discernible improvement in their grammatical accuracy.

3. The Use of Expository Writing as a Tool to Practice and Improve Grammar

Perception students in expository writing reinforces grammatical knowledge by requiring application of grammar in context. Students reported enhanced awareness of tense usage and sentence structure through such writing tasks. These findings are validated by observational evidence of improved analytical discussions about grammar during writing activities, suggesting a reciprocal relationship between writing and grammar mastery.

> *"With the practice of expository text, I know how to characterize the simple present tense"* Data 3/C. B/10:15

"Working on expository texts makes me more familiar with part of speech grammar" Data 3/A. E/10:45
"Grammar has improved after doing some problems from the expository text" Data 3/D/11:05

Students were able to apply their grammar knowledge in context, especially with the subject of parts of speech and tense use, especially to the implementation of expository writing activities. According to FGD results, students who participated in structured writing were able to better understand grammar rules. Their findings align with observations that demonstrate students successfully recognizing the structural components of expository writing and actively engaging in debates about it. Therefore, student perceptions and teacher observations confirm the reciprocal relationship between writing and grammatical comprehension.

4. Writing Tasks Strengthen Grammar Application

Students' grammatical awareness was further improved via paragraph writing exercises, which motivated them to take closer attention to sentence structure and tense uses. This subject highlights the mutually beneficial relationship between writing and grammar learning, with written work acting as an opportunity for grammatical retention and practice.

"In writing paragraphs, I learned a lot more because of the connection between tenses and writing" Data 4/B/11:30
"I am more careful when making paragraph text because I already know how to use simple present tense" Data 4.A.C/11:50

Grammar education combined with writing exercises helps students internalize and use grammar rules in meaningful ways. The finding is consistent with data collected in the classroom, which showed that students understood the simple present tense better when completing writing assignments. Writing can be an effective tool for grammar combining, as seen by the positive correlation found between writing exercise and grammar accuracy.

5. Seamless Accessibility Enhances Learning Experience

Students experienced minimal difficulty accessing Quizizz, noting its user-friendly interface and teacher support. The ease of use allowed learners to focus more on the content rather than on navigating the tool. This theme highlights the role of accessibility in ensuring a smooth digital learning experience.

> *"So far, there have been no difficulties using Quizizz for grammar practice."* (Data 5/D/11:35)
> *"There were no difficulties because the teacher already provided the code when we entered the Quizizz practice."* (Data 5/A/11:50)
> *"No difficulties, because Quizizz is easy to access."* (Data 5/B.C. E/12:00

Students appreciated Quizizz's accessibility and use, pointing out that there were few technical difficulties when the teacher presented guidance. The observation notes, which confirmed the effective implementation during class activities, reflected their welcoming digital experience. Students were able to focus on the grammar material because there were no technical interruptions, suggesting that user-friendly platforms such as Quizizz can support educational applications, especially if appropriate support is given.

6. Gamified Features Enhance Focus and Engagement

The platform's interactive and competitive features, like scores and score platforms, were highlighted by students as the main sources of motivation that maintained them focused on grammar exercises. These elements supported ongoing participation and gave the learning process.

> *"I felt focused because there were points that could add to my score."* Data 6/D/12:15
> *"I felt like I was playing a game because there were points to win, so I stayed concentrated."* Data 6/A/12:45

Quizizz's gamification features, especially point systems and competitiveness, were found to be important motivators that kept students' attention during grammatical exercises. High levels of student interest and attentiveness, especially during interactive sessions, are documented by observational data, which supports this perspective. The connection between motivational game elements and observed engagement highlights the educational benefits of gamified resources in supporting students' focus and interest.

7. Competitive Practice Supports Grammar Skill Development

Students' comprehension of language structures was reinforced by Quizizz's repetitive and competitive style. Their understanding of specific grammar rules, including verb forms in the simple present tense, improved with repeated interaction with structured activities. It shows how language accuracy can be successfully reinforced through digital repetition.

"I feel like I can use the appropriate tense now." (Data 7/A/13:00)
"I understand the difference between using -s and -es in tenses." (Data 7/B/13:15)
"I now know better the function of simple present tense." (Data 7/C/13:45)
"A lot of exercises from Quizizz make it easier for me to understand simple present tense." (Data 7/D/14:00)
"Many practice questions in Quizizz help me remember the patterns more easily." (Data 7/E/14:15)

Quizizz practice that was both competitive and repetitive helped students retain grammar principles more thoroughly. Students reported better memory and comprehension of tense constructions, particularly the simple present tense's usage of -s/-es. Students' increasing confidence and grammatical precision in writing assignments are in line with teacher perceptions of this cognitive reinforcement. As a result, through active participation and repetition, competitive online exercises can successfully assist grammar learning.

B. Negative Learning Outcomes Due to Quizizz Implementation

Despite its advantages, students said the challenges while using Quizizz. The most commonly reported issue is internet connectivity and device limitations.

1. Device and Internet Limitations as Barriers to Digital Grammar Learning

Students experienced difficulties with internet access and device limitations despite the generally good reviews. Their learning flow was occasionally interrupted by technical difficulties, which frustrated them. This show that in order to effectively utilize online learning platforms, an efficient digital platform must be present.

"Our challenge using Quizizz is the internet and our device, sometimes the internet is slow, so we use WiFi to make it run smoothly." (Data 8/A/14:30)
"If the internet lags, it's annoying, Miss. It disconnects." (Data 8/B/14:45)
"Sometimes our device, Miss, it gets an error or stuck loading." (Data 8/C/15:00)
"Yes Miss, sometimes my phone is slow." (Data 8/D/15:10)
"Sometimes it lags too. The phone or sometimes the signal just disappears." (Data 8/E/15:20)

The results of the interviews show that although Quizizz is recognized as a useful and entertaining instrument for grammar study, external technological issues occasionally make it difficult to use. Issues with unpredictable internet connections, poor device performance, and program issues were commonly noted

by students. These problems made it difficult for them to focus and interfered with the flow of grammar practice sessions. Some students said that in order to continue participating, they had to wait for their gadgets to work regularly or rely on external Wi-Fi networks. Despite Quizizz's teaching effectiveness, these findings highlight the need for dependable internet connectivity and show that it's effect can be limited by the technological surroundings in which it is used.

2. Instant Feedback Enhances Self-Correction and Motivation

The immediate feedback provided by Quizizz played a critical role in promoting self-correction and reflective learning. Students found that quick feedback on incorrect answers helped them identify and address their weaknesses, fostering a growth mindset and a desire to improve.

> *"The app gives scores instantly, so if the score is low, we get nervous. That's why we're motivated to study harder so next time we get a high score and don't feel nervous anymore."* (Data 9/A/15:30)
> *"If we answer incorrectly, Quizizz shows the correction so we know what we did wrong."* (Data 9/B/15:45)
> *"So we can learn from those wrong answers."* (Data 9/C/16:00)

According to the interview responses, students find Quizizz's feedback to be very helpful in understanding and identifying their grammatical mistakes. In addition to being useful for diagnosis, immediate scores and remedial feedback also act as motivators, pushing students to raise their game. Students are able to identify and grow from their mistakes when they are made visible, which supports reflective learning. This implies that Quizizz's feedback system effectively supports self-controlled learning and advances skills in grammar.

3. High Student Satisfaction with Quizizz for Grammar Practice

Students expressed strong satisfaction with Quizizz, describing it as fun, engaging, and beneficial for grammar practice. Its gamified features and diverse question types were key contributors to increased motivation and reduced boredom in learning grammar.

> *"I am satisfied using Quizizz because the practice questions are helpful."* (Data 10/A/16:15)
> *"Learning grammar feels fun because it's like playing a game."* (Data 10/B/16:30)
> *"Happy and satisfied using Quizizz because it's exciting."* (Data 10/C/16:45)
> *"It's enjoyable and interactive using Quizizz, so it's not boring."* (Data 10/D/17:00)

"Not boring at all because the exercises are varied." (Data 10/E/17:30)

As an online resource for learning grammar, Quizizz received positive reviews from students. Students mentioned its game-based components and interactive features as important components that enhanced the fun and engagement of grammar instruction. Their focus and motivation were maintained by the platform's usage of a variety of question styles and instant visual feedback. These results show that Quizizz successfully supports students' emotional and intellectual development during lessons in grammar.

Discussion

The implementation of Quizizz in grammar instruction presents many advantages for EFL learners, particularly for improving their engagement, focus, and comprehension of grammatical structures. This study indicates that students viewed Quizizz as a motivating and enjoyable platform, especially due to its gamified features such as immediate feedback, scoring systems, and user-friendly interfaces. These aspects corroborate findings from previous studies, which argue that gamified environments significantly improve learners' active participation and cognitive engagement in language learning activities (Su & Cheng, 2014; Wang & Tahir, 2020). Additionally, digital platforms like Quizizz offer immediate feedback to assist in self-management and reflective learning, both of which are essential for grammar acquisition (Huang et al., 2019).

Supporting grammar learning through writing-based applications is one of Quizizz's most significant advantages. Participants in this study indicated enhanced knowledge of grammatical application, particularly in composing explanatory paragraphs, due to iterative and contextualized grammar exercises. This discovery supports the notion that significant language activities enhance the retention of grammar (Pham, 2023). The platform's recurrent and fast correction methods improve grammatical precision, providing students to identify mistakes and implement corrective strategies in real-time (Fadhilawati, 2021; Fakhruddin & Nurhidayat, 2020). Furthermore, the integration of writing practice with grammar application improves learners' ability to absorb rules, aligning with (Hinkel, 2024) findings on grammar education for written discourse.

Despite its advantages, this study also revealed some limits concerning the application of Quizizz in grammar acquisition. The main issue expressed by participants was limited internet connectivity and device constraints, which limited access to real-time practice sessions. These limits complement earlier research findings that highlight the digital divide as an important challenge to the use of online learning technologies (Adom et al., 2020; Dichev & Dicheva, 2017). Unstable internet connectivity, slow devices, and technical problems slowed students' learning progression, diminished their focus, and occasionally resulted

in engagement. As technology becomes more essential to classroom education, these obstacles must be overcome through support for infrastructure and educational adaptability (Creswell & Poth, 2016).

Another crucial observation is to the superficial learning that can happen when gamification dominates educational objectives. Although many students indicated increased satisfaction, a minority voiced worries that Quizizz prioritized speed and competition at the expense of deep grammatical knowledge. According to certain criticisms, an excessive dependence on game-based tactics may encourage extrinsic incentive at the expense of intrinsic, concept-focused learning (Dichev & Dicheva, 2017; Huang et al., 2019; Tracy, 2024). For this reason, this supports such criticisms. Therefore, teachers must include platforms such as Quizizz with reflective, classroom instruction to ensure that students retain difficult grammatical principles while engaging in gamified activities.

Nevertheless, it is impossible to overlook Quizizz's benefits for grammar acquisition. It offers a flexible and adaptable platform for providing interesting knowledge, especially to Generation Z learners who are already established in digital technology (Nurhalyza, 2024). Quizizz supports diversity by being accessible on various platforms and facilitates formative evaluation through immediate feedback systems. When used strategically, it improves student-centered learning, minimizes classroom monotony, and facilitates differentiated instruction, particularly for students of varying proficiencies (Braun & Clarke, 2021; Saunders et al., 2018). Consequently, Quizizz serves as a valuable extra resource that, when integrated with conventional training, facilitates comprehensive language development in EFL environments.

These results are further explained through the lens of constructivist learning theory, which posits that learners construct knowledge best through active engagement with meaningful tasks. In the case of Quizizz, students participated in recursive grammar practice within a digital framework that offered immediate, individualized feedback—hallmarks of a constructivist environment. Gamification theory also informs the findings, particularly in how reward systems, competitiveness, and interactivity influenced students' emotional and cognitive engagement (Deterding et al., 2011; Wang & Tahir, 2020). This theoretical alignment demonstrates that technological tools, when grounded in sound pedagogy, can address both motivational and instructional gaps in grammar education.

Conclusion

The findings of this study confirm that Quizizz offers several specific benefits for grammar instruction in EFL classrooms. Students showed increased motivation, improved engagement, and heightened grammatical awareness due to the platform's interactive features, such as immediate feedback, diverse question

formats, and gamified points. Furthermore, writing tasks using Quizizz strengthened grammar retention and contextual application, especially for elements like the simple present tense and conjunctions.

The integration of Quizizz also fostered student autonomy and contributed to a positive learning atmosphere. Based on these results, it is suggested that educators adopt Quizizz as a supplementary tool in grammar instruction. Teachers are encouraged to design contextual grammar tasks on the platform and combine them with direct, explanatory instruction. This hybrid approach will maximize the motivational benefits of gamification while ensuring that conceptual understanding of grammar remains intact. Educational institutions should also provide training for teachers on how to design and implement digital grammar tasks effectively. However, this study is not without limitations. The small number of participants and the specific focus on eleventh-grade students limit the generalizability of the findings. Moreover, technological barriers such as device limitations and unstable internet access were challenges that influenced the learning experience. Future research should consider a broader and more diverse participant pool and include quantitative data to complement qualitative insights.

It is recommended that future researchers investigate long-term impacts of Quizizz on grammar proficiency and explore its effectiveness in other areas of language learning, such as listening and speaking. Comparative studies between different gamified platforms may also offer deeper insights into best practices for digital learning integration. By addressing these areas, future work can continue to refine the use of educational technology in enhancing EFL instruction.

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