



Improving Students' Grammar through Socratic Application in Vocational High School in Central Java

Tiara Marcella Prasetyo¹, Issy Yuliasri²

^{1,2} English Language and Literature Department, Universitas Negeri Semarang

Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-08-10 Keywords: <i>Socratic, grammar skill, motivation, teaching medium, dynamic assessment</i> DOI: 10.24256/ideas.v14i1.9992 Corresponding Author: Tiara Marcella Prasetyo mptiaraa11@student.unnes.ac.id English Language and Literature Department, Universitas Negeri Semarang	<i>This study aims to analyze the effect of the Socratic application on improving their grammar and motivation in English learning. The subject of this research is an 11th-grade vocational high school with a major in Pharmacy, which will participate in a three-month program using the Socratic application. The Socratic is used to help student master their grammar skills. The purpose of this study is to investigate how the Socratic application, used as a teaching medium, enhances the mastery of grammar, improves motivation in learning grammar, and how students perceive its use in teaching grammar. This research utilizes dynamic assessment to support students in learning grammar. This study uses a quasi-experimental design and a closed questionnaire for gathering data. the one that participate the. The collected data were then analyzed quantitatively using SPSS. The results indicate that Socratic effectively improved students' reading comprehension. The students reported that Socratic created a new and more engaging learning atmosphere during the activities. The average for the pre-test is 77.84, while the average for the post-test is 91.73. The average from the subtraction of the posttest with pretest is 13.88. It can be deduced and summarized that using Socratic as the teaching medium indeed manages to help improve the grammar mastery of the students. The mean difference between pre-test and post-test scores was -13.88, showing a substantial increase in grammar mastery after the intervention. The obtained t value of -4.94 with 16 degrees of freedom and a significance value below 0.001 indicates that the difference was statistically</i>

1. Introduction

The development of teaching methods has affected the study method of the English language. Nowadays, digital platforms are increasingly being integrated into the classroom to support students' learning processes. Technology-using learning and teaching methods let teachers create an interactive learning environment to enhance students' engagement in studying and improve their motivation and achievement, specifically in learning English grammar.

Grammar is one of the main components of English that plays an important role in enabling students to communicate accurately and effectively. However, many students find grammar difficult and boring because the traditional teaching methods rely on explanation and exercises. Grammar, while a talent in and of itself, can also be seen as a necessary "master" skill for developing proficiency in listening, speaking, reading, and writing. (Gobena, 2022). Teachers should actively prepare and provide greater motivation for students inside and outside the learning context by creating a medium for teaching English, especially grammar. One digital platform for teaching English is Socrative. Socrative is an effective alternative to online formative assessments in improving students' reading comprehension, compared to paper-based formative assessments (Putri, 2023). Through Socrative, teachers can monitor students' responses instantly, provide instant feedback, and adjust instruction based on the performance of the students. These features make Socrative really suitable as a teaching medium tool in learning English, especially grammar.

Previous studies have indicated that Socrative can highly support the students' learning process. Kolisnyk (2022) explains that Socrative enables teachers to design quizzes and interactive activities during classroom sessions, creating a virtual learning space where teachers manage and guide students' learning activities. The interactive features in Socrative can increase the students' motivation and participation during grammar lessons. Motivation itself is important to maintain the student's interest, which enables them to have more focus in studying. In Indonesia, it is necessary to learn languages in Indonesia because languages are used in daily life, like talking, reading, writing, listening, etc. Humans are naturally social and need language to understand each other.

In this study, Socrative is implemented with dynamic assessment. Dynamic assessment is a type of formative assessment, a general and inclusive concept that encompasses various approaches, involves teaching, and is presented through feedback during the assessment process, varying by individual performance (Tuluk, 2020). According to Tuluk (2020), dynamic assessment primarily focuses on students' potential in their studies by offering guidance and support for each student's performance. Through dynamic assessment, students are encouraged to reflect on their learning, understand their mistakes, and improve their

understanding of English grammar through continuous feedback in the Socrative application.

Dynamic Assessment, also known as an alternative assessment, helps learners enhance performance beyond their current ability. Although the concept of DA has been widely introduced by experts, it is still rarely put into practice by many educators, particularly in the Indonesian context (Anam,2023). Some of the previous study's research papers, most of them use formative assessment to implement their grammar teaching. This research used various instruments to collect the data. The things that make it different compared to the others' previous research are that this research uses dynamic assessment, whereas most of the previous research uses formative assessment.

The integration of Socrative and dynamic assessment allows students to receive instant feedback on grammar exercises and learn from their mistakes during the learning process. This approach is expected to help students improve their grammar mastery and increase their motivation in learning English. It can be concluded that using Socrative as a teaching medium helps teachers immensely in helping student improve their grammar studies. Additionally, Awedh (2015) concludes that Socrative enhances students' degree of interactivity, which promotes active participation in class and collaborative learning, both of which raise student engagement in the educational process.

In practice, this means that Dynamic Assessment for Learning does more than rank or classify students—it helps teachers understand the learning processes behind performance. For example, instead of simply marking a wrong answer, the teacher provides hints or guidance to see whether the learner can arrive at a correct solution with some support. Several studies show that using Socrative in vocational schools can help improve students' grammar results. Gomez (2019), Fitriani (2017), Surwani (2022) affirm that using Socrative received a positive response in vocational school and believe that their research can assist the lecturers to improve the students' English skills and be useful for future education improvement.

Other than helping to teach English more effectively, it can also help to improve motivation in learning grammar. Motivation is essential because without motivation, nothing can be done. According to Kotera (2021), Academic motivation is recognized as a key factor for academic success and well-being. He also added that highly motivated students actively engage with academic activities and maintain good well-being. Learning motivation, intrinsic or extrinsic motivation, is a factor that determines the learning process, and it determines the activity of students in learning.(Rahmi,2022).

Motivational techniques should be increased with education and with the benefit of learning for students, so that they generate values and demands in their knowledge, interest in the skills that they manage to develop during education. Rahmi also mentions that Students who have learning motivationare characterized

by active attitudes and behavior in learning, persistent and never giveup, and diligently reads books that will support their learning and improve their achievements, that if the learning motivation of students is lesser, certainly the students will not be excited and being in different in-class learning, these students will also experience difficulties in learning. Learning is considered an experience that flows within the classroom, referring to motivation with emotional self-regulation (Morenoetal,2018).In other words, in class, educators must stimulate students so that learning motivation can increase, both external motivation and intrinsic motivation.

The research gap is that this research uses dynamic assessment while most of the other articles use formative assessment .it means that it is solely focused on the progress of the students instead of the result itself. Fitriani (2020) used Socrative to teach vocabulary and concluded that Socrative is effective for teaching English in classes. Latifah (2022) also uses formative assessment as an assessment in her research. Dynamic assessment rarely used in research.

This study focused on Socrative as an online formative assessment to improve the students' reading comprehension achievement, especially in SMK Muhammadiyah Gubug.This research only gives details on the effectiveness in using Socrative in improving grammar and motivation of the students.

The research questions of this study are formulated as follows:

1. How effective is the Socrative application as a teaching medium in improving the students' grammar mastery in SMK Muhammadiyah Gubug?
2. How effective is the Socrative application as a teaching medium in improving the students' motivation in learning grammar in SMK Muhammadiyah Gubug?

How do students perceive the use of Socrative in learning grammar in SMK Muhammadiyah Gubug?

2. Method

Research settings

This present study was carried out with a quasi-experimental research design by utilizing a pre-test and post-test. The participants of this study are the students in SMK Muhammadiyah Gubug, grade 11, in the pharmacy major, with a population of 17 students. SMK Muhammadiyah is one of the vocational schools located in Gubug, Grobogan. This school has 5 majors, which are nursing, pharmacy, Automotive Engineering (Light Vehicles), Computer and Network Engineering, and the Fashion Design department. This research is using quasi -experimental with a mixed method. It is taken by asking a teacher to help teach the students with the Socrative application. It is conducted for 2 weeks. The researcher prepares the account that the teacher uses for the experiments. The researcher also prepared the rundown of the lesson plan and recorded the lesson. After the lesson is done, the teacher will answer the teacher's reflective sheet. The next lesson will depend

on the result of the teacher's reflective sheet. After the end of the post-test, the students have to fill out the questionnaire prepared by the researcher, and the data will be analyzed for the paper.

Instruments

Validity has been defined as referring to the meaningfulness and usefulness of the scientific researcher. In this research, the validity is received from a university lecturer who will measure the validity of the data from pre-test, post-test, and the questionnaire. To know whether it is valid or not, the researcher asked the validator, as an expert judgment, to check the question for the pre-test and post-test. The validator is given the sample of the pre-test and post-test, and also the questionnaire. After receiving the result, the researcher continue with conducting the experiments

Two instruments were employed in the present study. The first one was a pre-test and post-test. The pre-test was made up of 30 grammar questions with multiple choice derived from various TOEFL reading tests, and the post-test was different from the pre-test but was the same type and contained grammar questions. Since the reading passages used in both the pre-test and post-test were adopted from the TOEFL reading tests, the list of statements used for the questionnaire is

1. The competition in the Socrative application increases my motivation to learn grammar
2. I find Socrative easy to use in learning grammar
3. Using Socrative helps me understand grammar better
4. I enjoy learning grammar more with Socrative than with the traditional way
5. Socrative encouraged me to participate more actively in grammar\
6. Socrative helped me learn from my mistakes in grammar exercises
7. I felt a sense of achievement when I participated in class
8. The game-like format of Socrative made the grammar lesson less boring
9. I would recommend using platforms like Socrative for learning other language skills to my friends
10. The feedback provided in Socrative quizzes helped me improve my grammar skills

According to the list of the statement above, the closed-ended questionnaire consisted of a five-point Likert scale ranging from strongly disagree to agree strongly. This questionnaire was used to assess students' motivation and perceptions regarding the use of the Socrative application for learning grammar. The data analysis was conducted for the class taught using Socrative as an online

formative assessment. In this study, several types of data were analyzed through the following steps: Two instruments were employed in the present study. The first one was a pre-test and a post-test. The pre-test was made up of multiple-choice questions derived from the sample of TOIEC grammar questions and aligned with the 11th-grade topics. The reason is that not all students have experience in answering the test.

The procedure of the research is first to ask permission from the school and the individual who will be the teacher, along with the students to be participants in the research. After that, the researcher will explain the procedure of the experiments to all the participants. The researcher will prepare the account and the instruments used for the research, which include the pre-test, post -test, and the questionnaire. The next step is to let the teacher guide the students by teaching grammar using the material the researcher has prepared in the classroom. During the first meeting, the teacher will ask the students to open their Socratic and do the pre-test, followed by the material that the students will learn from the result of the pre-test in the next meeting, and end with the participants doing the post-test and questionnaire in the last meeting. The researcher watched and recorded the process of the lesson in each meeting, making sure the procedure didn't have any problems. The one who conducted the invention is Miss Khusna, the English teacher in Smk Muhammadiyah Gubug. She will guide the students in this research.

3. Result

No	pre test	post test	POST-pre test
AIRA	73.33	86.67	13.34
Alfila Nurul Khoirani	76.67	96.67	20
Anindya Zahra Meylani	73.33	93.33	20
Arifatul nikmah	80.00	83	3
Aulia Fitriyati	50.00	93.33	43.33
Chika maysa	83.33	93.33	10
Eka Indah Puspitasari	86.67	90	3.33
Elsadena Olivia	83.33	90	6.67

Erlita Okta Avianti	63.33	100	36.67
Fatin Aqila	83.33	96.67	13.34
Kanaya Fatin Khairun Nisa	80.00	96.67	16.67
Natasya Aulia Putri	90.00	93.33	3.33
Putri Nabila	76.67	96.67	20
Rivana Ayu Pratiwi	83.33	90	6.67
Jihan Puspitasari	83.33	86.67	3.34
Leny Harmiyat	83.33	90	6.67
Nanda Amelia	73.33	83	9.67
Averages	77.84	91.73	13.88

Table 1: The pre-test and post-test results

From the table above, it can be seen that there are significant increase in post-test results compared to the pre-test. The average for the pre-test is 77.84, while the average for the post-test is 91.73. It can be seen that the third column is the improvement point, which can be counted by subtracting post test score from the pre-test score. The average from the subtraction of the post test with pre test is 13.88.

It can be deduced and summarized that using Socrative as the teaching medium indeed manages to help improve the grammar mastery of the students. The highest difference is Aulia, with the highest score improvement from the result between post-test and pre-test, which is from 50 to 90. The average of the improvement is 13.88, which means that there are significant improvement from the use of the Socrative application with dynamic assessment. It can be summarized that Socrative has many benefits and is capable of helping students to study grammar.

Descriptive Statistics of Pre-Post Test Scores

Test Condition	Mean	N	Standard Deviation	Standard Error Mean
Pre-test	77.84	17	9.57	2.32

Post-test	91.73	17	4.95	1.20
-----------	-------	----	------	------

Table 2 *Descriptive Statistics of Pre-Post Test Scores*

As shown in Table 3, the mean score of the pre-test was 77.84, indicating students' initial level of grammar mastery before the intervention. The standard deviation of 9.57 suggests a relatively wide dispersion of scores, reflecting varied levels of grammatical competence among students at the outset. In contrast, the post-test mean increased to 91.73, demonstrating a substantial improvement in grammar performance after learning with Socrative. The reduction in standard deviation to 4.95 indicates that students' scores became more homogeneous following the instructional treatment. This pattern suggests that Socrative-supported grammar instruction may have contributed not only to higher achievement but also to more consistent learning outcomes across learners (Brown, 2004)

The pre-test and post-test were administered to measure students' grammar mastery before and after the implementation of Socrative in grammar instruction. The tests consisted of multiple-choice items covering various grammatical aspects such as tenses, parts of speech, prepositions, conjunctions, and sentence structure, which are commonly emphasized in EFL grammar assessment. The instruments were designed to reflect students' grammar competence in a vocational school context and were aligned with the instructional objectives of the grammar lessons. A total of seventeen students participated in both the pre-test and post-test, ensuring data completeness and comparability across testing phases. Descriptive statistics were employed to provide an initial overview of students' grammar performance prior to inferential analysis, as recommended in educational research methodology (Creswell, 2012). Table 2 presents the descriptive statistics of students' grammar scores before and after the use of Socrative in classroom instruction.

The comparison between minimum and maximum scores further illustrates changes in students' grammar mastery after the intervention. In the pre-test, students' scores ranged from moderate to high levels, reflecting partial mastery of the grammar components tested. After the implementation of Socrative, the post-test scores showed a noticeable upward shift, with most students achieving scores closer to the upper range. This improvement suggests that students were better able to apply grammatical rules accurately in post-intervention assessment tasks. The narrowing of score distribution implies that lower-performing students benefited from the learning activities provided through Socrative. Such findings align with previous studies emphasizing the role of formative digital assessment in supporting diverse learners (Nicol & Macfarlane-Dick, 2006).

N	Correlation (r)	Sig. (Two-tailed)
17	-0.192	0.460

Table 3 Paired Samples Correlation between Pre-test and Post-test Scores

Table 3 shows that the correlation coefficient between pre-test and post-test scores was -0.192 , with a significance value of 0.460 . The non-significant correlation indicates that students' initial grammar performance was not strongly related to their post-test results. This finding suggests that improvement in grammar mastery occurred regardless of students' starting levels. Students with lower pre-test scores were able to achieve substantial gains similar to those of higher-performing peers. Such results support the view that technology-enhanced instruction can provide equitable learning opportunities for students with varying proficiency levels (Hattie, 2009).

Beyond descriptive and correlational analysis, a paired samples t-test was conducted to determine whether the difference between pre-test and post-test scores was statistically significant. This test was chosen because the same group of students was assessed twice under different instructional conditions. The paired samples t-test is commonly used in educational research to evaluate the effectiveness of instructional interventions (Pallant, 2020). The analysis focused on the mean difference, variability of score changes, and significance level. The results of the t-test are presented above.

Comparison	Mean Difference	Std. Deviation	T value	f	ig. (Two-tailed)	
Pre-test - Post-test	13.88		1.59	4.94	6	.001

Table 4 Comparison of pre test and post-test

As indicated, the mean difference between pre-test and post-test scores was -13.88 , showing a substantial increase in grammar mastery after the intervention. The obtained t value of -4.94 with 16 degrees of freedom and a significance value below 0.001 indicates that the difference was statistically significant. This result demonstrates that the observed improvement in students' grammar scores was unlikely to have occurred by chance. The findings confirm that students performed significantly better after learning grammar through Socratic-based activities. Such statistically significant gains are often interpreted as evidence of instructional effectiveness in experimental and quasi-experimental studies (Gay, Mills, & Airasian, 2012).

To complement the significance testing, effect size analysis was conducted to examine the magnitude of the instructional impact. Effect size provides information about the practical significance of the results beyond statistical significance alone. In this study, Cohen's d and Hedges' g were calculated to account for sample size considerations. The results of the effect size analysis are presented

in Table 4. Reporting effect size is considered a best practice in educational research as it allows meaningful interpretation of learning gains (Cohen, 1988)

Effect Size Measure	Value	95% Confidence Interval
Cohen's d	1.20	-1.82 to -0.56
Hedges' g	1.14	-1.73 to -0.53

The effect size values presented in Table 4.4 indicate a large effect of the Socrative intervention on students' grammar mastery. A Cohen's d value of 1.20 suggests that the improvement observed was not only statistically significant but also educationally meaningful. Similarly, Hedges' g of 1.14 confirms the robustness of the effect after adjusting for sample size. These values exceed the conventional threshold for a large effect, which is typically set at 0.80 (Cohen, 1988). The large effect size strengthens the conclusion that Socrative played a substantial role in enhancing students' grammar learning outcomes.

Overall, the descriptive statistics, correlation analysis, t-test results, and effect size estimates collectively depict a clear pattern of improvement in grammar mastery following the use of Socrative. Students demonstrated higher mean scores, reduced score variability, and significant learning gains after the intervention. The findings indicate that Socrative-supported grammar instruction was associated with improved performance across students with diverse initial abilities. These results provide a solid empirical foundation for subsequent discussion and interpretation in the discussion section. The detailed presentation of pre-test and post-test data ensures transparency and supports the credibility of the research findings (Fraenkel, Wallen, & Hyun, 2019).

The effectiveness of Socrative in increasing motivation

Socrative is capable of helping to increase motivation in learning. In his research paper, Cerqueiro (2019) said a significant increase in the extent to which the use of Socrative is perceived to be enjoyable and appropriate when sessions include points and leaderboards. This means that Socrative is appropriate to be used in helping improve the students' motivation in learning English, especially grammar. The Cerquero also explains that Socrative offers a wide range of possibilities to create tasks: Different ways of managing the activity (teacher-paced or students working at their own pace, questions appearing in a pre-established or random order), combining different types of questions (true/false, multiple choice, short answer), and inserting an image for each question. In other words, Socrative can really help students improve their motivation for studying. It can also help students study more effectively while experiencing complete different way of learning, which is normally with a textbook or PPT only.

Socrative has various functions and activities that can be enjoyed, for example, polls, quizzes, and quick on-the-fly questions, which can be easily personalized to

pedagogical needs. Users can create and deploy activities from a personal bank or import activities shared by other users, and can select from a variety of delivery methods (Wood,2020). Some of the teachers used traditional assessment as a teaching method and would lecture and give some assignments. This causes some of the students to lose motivation to study. Some of the students prefer to play a game or chat with their friends. Moreover, the technology nowadays causes the students to feel like school or studying is not that important.

Students' Perception of The Use of The Socrative

No	Items	SD	D	N	A	SA
1	The competition in the Socrative application increases my motivation to learn grammar	-	1 5.88%	1 5.88%	10 58.82%	5 29.41%
2	I find Socrative easy to use in learning grammar		1 5.88%	1 5.88%	13 76.47%	2 11.76%
3	Using Socrative helps me understand grammar better			5 29.41%	11 64.70%	1 5.88%
4	I enjoy learning grammar more with Socrative than with the traditional way			3 17.64%	7 41.17%	7 41.17%
5	Socrative encouraged me to participate more actively in grammar			4 23.52%	5 29.41%	8 47.05%
6	Socrative helped me learn from my mistakes in grammar exercises		1 5.88%	2 11.74%	8 47.05%	6 35%
7	I felt a sense of achievement when I participated in class			2 11.76%	10 58.82%	5 29.41%
8	The game-like format of Socrative		1 5.88%	3 17.64%	10 58.82%	3 17.64%

	made the grammar lesson less boring					
9	I would recommend using platforms like Socrative for learning other language skills to my friends			5 29.41%	8 47.05%	3 17.64%
10	The feedback provided in Socrative quizzes helped me improve my grammar skills		1 5.88%	5 29.41%	7 41.17%	4 23.52%

SD : Strongly disagree D : Disagree N : Neutral A : Agree SA: Strongly agree

In item one, 88.23% of the students agree that the competitive side of Socrative can certainly improve motivation for learning grammar. This statement is strengthened with 88.23% of students who agree that they find Socrative easy to use for learning grammar. Moreover, over 70.58 % of the students agree that Socrative helps them understand grammar more. In the fourth item, 82.34% of the students find learning Socrative is more enjoyable than using a normal method, which is usually with a textbook and giving a lecture to the students.

The next items have 76.46 % vote, which finds Socrative encouraging them to participate more actively in studying, which is caused by the space race option in the Socrative application. During the research, over 87.94% of the students seem to feel some achievement when they are studying. In the following item, over 88.23% of the students state that Socrative motivates them to participate more actively in grammar learning.

Furthermore, 76.46 % of the percentage of the Socrative's me-like format of Socrative made the grammar lesson more enjoyable. In Socrative, there is an instant feedback system after they finish a quiz or assignment. 64.81% of students found the feedback provided in Socrative quizzes helped them in improving their grammar skills. 70.57% recommend using platforms like Socrative for learning other language skills to their friends. 58.81 % of students would recommend their friends to use platforms like Socrative to learn other language skills, especially English.

It can be concluded that most of the students strongly support that Socrative can be used to help the students' studies.

4. Discussion

Students' motivation toward grammar learning was measured through items related to competition, enjoyment, and willingness to engage actively. The item

addressing competition in Socrative revealed a wide distribution of responses, indicating individual differences in how competition affected motivation. Although responses ranged from low to high scores, the cumulative distribution showed full participation across the scale. This variation suggests that competitive elements were motivating for some students while neutral for others. Such diversity in motivational response is common in gamified learning environments (Hamari et al., 2016).

Enjoyment in learning grammar was measured through a comparative item between Socrative and traditional teaching methods. Most students indicated that they enjoyed grammar learning more when Socrative was used. A smaller group selected neutral, while none expressed disagreement. This finding indicates that the gamified format contributed positively to students' emotional engagement. Enjoyment plays a significant role in sustaining attention and motivation in language learning (Dörnyei & Ryan, 2015).

Enjoyment also emerged as another salient aspect of students' perceptions. Many students reported that learning grammar through Socrative was more enjoyable than traditional instructional methods. Enjoyment plays a significant role in sustaining learners' attention and reducing anxiety, particularly in grammar learning, which is often perceived as difficult (Dörnyei & Ryan, 2015).

In addition, the relatively large effect size indicates that the instructional intervention had a substantial impact on learning outcomes. The strong effect observed in this study suggests that the use of Socrative meaningfully changed students' grammar performance. This strengthens the claim that the improvement was not incidental but pedagogically significant. Therefore, Socrative can be considered an effective instructional tool for grammar teaching.

The dynamic assessment focused on the process and step-by-step of the student's study progress. Some of the research papers focused on teaching grammar with the intent of improving grammar only, without using dynamic assessment. For example, Anam's (2023) research result shows that there are significant effects. In terms of the effectiveness of Socrative with multimedia for students with high interests, the findings showed that there was a significant improvement in students' post-test scores. The students showed a lot of motivation to study English. In the pre-test and post-test results, it can be seen that most of the students found that studying grammar can enhance their study motivation and interest.

Dynamic assessment for learning can help the teacher to measure the students' grammar skills and can be more focused on specific materials to teach the students. The teacher's job is to make sure the students can overcome their problem in solving parts that they are not familiar with. Dynamic assessment is focuses on the potential of a student during the lesson. This study provides new insight of using dynamic assessment for assessment and more on the progress, rather than the score itself. The progress of each student varies because each

student has their own strong points and weak points.

5. Conclusion

In summary, Socrative can help students improve their grammar skills. Socrative can improve the students' grammar skills because this application provides immediate feedback and correction, allowing them to understand whether their answer is wrong or right. The Socrative application also has real progress monitoring, which can be seen by the teacher to see which grammar concept the students need explaining. Another reason is that Socrative encourages students to participate and learn from their mistakes.

The researcher chose grammar because some of the students found grammar hard and challenging. Based on the pre- and post-test results, there is a significant improvement in the score. Even though some of the students already got a high score in the pre-test, after receiving a lesson using Socrative, they still managed to improve even further and become even better in grammar. The researcher found that the lecturer and some students seem to have difficulty using Socrative, and the researcher must provide more detailed information on teaching grammar with the application. It can also be summarized that some of the students found Socrative to be competitive, and it is really good to stimulate the students to be more active and study hard. Impact of Socrative on students' motivation. Socrative effectively enhanced students' motivation to learn grammar. The various features, including interactive quizzes, instant scoring, and competitive elements, contributed to students' interest, persistence, and engagement.

Students reported feeling more competent and confident in their learning, which encouraged continued participation and effort during grammar activities. Students' perceptions of Socrative Students generally perceived Socrative positively in Students' perceptions of Socrative Students generally perceived Socrative positively in terms of ease of use, enjoyment, engagement, and learning support. They indicated that the platform helped them understand grammatical concepts better, provided opportunities to learn from mistakes, and made lessons more enjoyable and interactive. The high level of acceptance and willingness to recommend Socrative demonstrates its effectiveness as a learner-centered instructional tool.

6. References

- Ali, M. W. (2016). *Effectiveness of language games in teaching grammar to undergraduates at Islamia College, Peshawar* [Master's thesis, Islamia College].
- Ali, Z. (2020). Gamification and learner motivation in technology-enhanced language learning. *Journal of Educational Technology Systems*, 49(1), 72–89.
- Anam, S., Akhiriyah, S., & Iswati, H. D. (2023). *Looking into the role of dynamic assessment in English grammar mastery of Indonesian EFL learners*. In *Proceedings of the Unima International Conference on Social Sciences and Humanities (UNICSSH 2022)*. Atlantis Press. <https://doi.org/10.2991/978-2->

494069-35-0_70

- Alcívar, C. M. M., Menéndez, C. E. S., & Valencia, A. D. Z. (2021). *Motivation and its importance in the classroom learning process and teaching. International Research Journal of Engineering, IT and Scientific Research*, 7(4), 148–154. <https://doi.org/10.21744/irjeis.v7n4.1881>
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Cerqueiro, F. F., & Martín-Macho Harrison, A. (2019). *Socrative in higher education: Game vs. other uses. Multimodal Technologies and Interaction*. <https://www.mdpi.com/2414-4088/3/3/49>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge.
- Dixon, C., Oxley, E., Gellert, A., & Nash, H. (2023). *Dynamic assessment as a predictor of reading development: A systematic review. Reading and Writing*
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- El Shaban, A. (2017). The role of technology acceptance in enhancing students' learning outcomes. *International Journal of Educational Technology*, 14(3), 34–48.
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.
- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational research: Competencies for analysis and applications* (10th ed.). Pearson.
- Gobena, G. T. (2022). *Increasing students' grammar learning motivation through consciousness-raising tasks: Communicative English skills I. Journal of Education, Society & Multiculturalism*, 3(2), 129–151. <https://doi.org/10.2478/jesm-2022-0022>
- Gómez-Espina, R., Rodríguez-Oroz, D., Chávez, M., Saavedra, C., & Jesús Bravo, M. (2019). Assessment of the Socrative platform as an interactive and didactic tool in the performance improvement of STEM university students. *Higher Learning Research Communications*, 9(2), 1–11. <http://dx.doi.org/10.18870/hlrc.v9i2.438>
- Hamari, J., Koivisto, J., & Sarsa, H. (2016). Does gamification work? A literature review of empirical studies on gamification. *Proceedings of the 49th Hawaii International Conference on System Sciences*, 3025–3034.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Kolisnyk, M., Kornyska, Y., Ogurtsova, O., & Sokyrskya, O. (2022). Socrative as a

- Formative Assessment Tool in English for Specific Purposes Course Arab World English Journal (AWEJ) 2nd Special Issue on Covid 19 Challenges (2)377-392. DOI: <https://dx.doi.org/10.24093/awej/covid2.25>
- Masters K, Ellaway RH, Topps D, Archibald D, Hogue RJ. Mobile technologies in medical education: AMEE guide no. 105. *Med Teach*. 2016;38(6):537–549. doi: 10.3109/0142159X.2016.1141190. [DOI] [PubMed] [Google Scholar][Ref list]
- Masruddin, M., Amir, F., Langaji, A., & Rusdiansyah, R. (2023). Conceptualizing linguistic politeness in light of age. *International Journal of Society, Culture & Language*, 11(3), 41-55.
- Masruddin, Hartina, S., Arifin, M. A., & Langaji, A. (2024). Flipped learning: facilitating student engagement through repeated instruction and direct feedback. *Cogent Education*, 11(1), 2412500.
- Mohamad, M., Lestari, D. D., Zahidi, A. M., & Matore, M. E. M. (2019). Socrative in Teaching Tenses: Indonesian Students and Lecturers' Perceptions. *Creative Education*, 10, 140-150.
- Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199–218.
- Pallant, J. (2020). *SPSS survival manual* (7th ed.). McGraw-Hill Education.
- Putri, D., Prastikawati, E., & Wiyaka, W. (2023). Socrative as Online Formative Assessment to Foster Reading Comprehension. *SALEE: Study of Applied Linguistics and English Education*, 4(1), 278-295. <https://doi.org/10.35961/salee.v4i1.582>.
- Rahmi, T. S., & Neviyarni, S. (2022). *The role of learning motivation (extrinsic and intrinsic) and its implications in the learning process*. *International Journal of Educational Dynamics*, 5(1), 147–152. Retrieved from <https://ijeds.ppj.unp.ac.id/index.php/IJEDS/article/view/378/212>
- Sarwar, D., & Hosseinian-Far, A. (2017). Interactive learning, teaching and assessment using Socrative. In *The European Conference on Education 2017: Official Conference Proceedings*. Leeds Beckett University.
- Sharifi, M. (2021). Learners' attitudes toward technology-based grammar instruction in EFL contexts. *Journal of Applied Linguistics Research*, 12(2), 145–160.
- Tuluk, A., & Yurdugül, H. (2020). *Design and development of a web-based dynamic assessment system to increase students' learning effectiveness*. *International Journal of Assessment Tools in Education*, 7(4), 631–656.
- Wood, J. (2020). Socrative in the language classroom: Tackling classroom anxiety and encouraging participation. In *HEAd 2020 - 6th International Conference on Higher Education Advances* (pp. 1181-1189). (International Conference on Higher Education Advances; Vol. 2020-June). Polytechnic University of Valencia. <https://doi.org/10.4995/HEAd20.2020.11231>