

Students' Satisfaction and Motivation in Learning Grammar mediated by Quizizz

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ABSTRACT

The development of education in Indonesia is growing rapidly along with technological advances. The use of technology can be an excellent supporter in learning English in universities. Learning media such as online quiz applications should be an alternative way to teach foreign languages, especially English. The focus of this research was to identify the students' satisfaction and motivation in learning grammar mediated by Quizizz. This research used a qualitative approach through sampling techniques with Saturated Sampling (census) on English Language Education Study Program at Sari Mulia University in Banjarmasin, South Kalimantan. From the results obtained through interviews and questionnaires, each student has various opinions regarding learning grammar mediated by Quizizz. Students feel satisfied and considered Quizizz is more interesting than other learning media because it is easy to use with an attractive appearance and it is self-paced so each student gets a chance to answer without feeling rushed. Students consider Quizizz to be an easy-to-use application and one of the teaching media that can increase students' motivation to learn grammar easier even though there are several limitations and problems experienced by students using Quizizz, including the limitations of internet connections but it doesn't make them give up in learning and keep feeling excited..

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1. INTRODUCTION

In English, there are four skills which must be mastered, they are listening, speaking, reading, and writing. Grammar in the Encyclopedia Britannica [1] is the language rules that govern sounds, words, sentences, and other elements, as well as their combination and interpretation. A common definition of contemporary grammar is the basic structure of a language that every native speaker of that language knows intuitively. The systematic description of language features is also grammatical. These characteristics are phonology (sound), morphology (word formation system),

syntax (word arrangement patterns), and semantics (meaning). Grammar or grammar is one of the important sub-skills in learning English. By learning grammar properly, we can communicate well in formal situations [2]. Grammar learning is very important for students to be able to speak and write English correctly [3].

The development of education in Indonesia is growing rapidly along with technological advances. Learning English in higher education is a must in the era of globalization where English is a mandatory requirement to be able to compete in the international arena. The use of technology can be an excellent supporter in learning English in universities, as research conducted by Rahman [4] shows that the use of online digital-based quizzes can increase student motivation in learning English.

The use of media is very important during the learning process and is expected to achieve better results or high learning achievement. Learning media are human and non-human devices, materials or methodologies used by teachers to solve all learning problems [5]. There are many technology-based learning media, digital transformation marked with internet and information technology use has entered into government apparatus learning, particularly the new employees constituting millennial generation inherent to gadget. Online-based quizzes that can be optimized as assessment tools, such as Kahoot, Quizlet, Quizizz, etc. The online quiz application has been widely used by lecturers as a learning medium as well as an assessment tool. By using an online quiz application, lecturers can give quizzes to students practically. Students will also be more interested in the assessment process if it is illustrated with playable animations. In addition, Quizizz offers immediate feedback in the form of scores that automatically appear at the end of the quiz.

Quizizz can be used as a learning media as a fun multiplayer classroom activity that allows all students to practice together with their computers, smartphones and iPads [6]. In Quizizz, multiple choice questions with two-three-or four points answer will appear on each student's screen, so that they can answer the questions at their own pace, and review their responses at the end so that the use of Quizizz makes students active and concentrate on the learning material [7]. Therefore, Quizizz can be implemented in learning English in the digital era.

The development of information and communication technology brings major changes in the field of education to help innovate the learning process, improve performance, and manage processes effectively and efficiently. Quizizz is an educational application that applies the concept of gamification. It has some interesting features like: avatars, music, leaderboards and themes that make students learn something like they are playing a game [8]. Furthermore, the Quizizz application can provide students with an interactive and fun experience in doing exercises, especially to answer questions [9]. From this explanation, it can be concluded that Quizizz is an educational platform that has extraordinary features such as memes, music, avatars, themes to stimulate students' motivation and participation in learning and doing quizzes. Lecturers can also view student quiz results and download them as a guide for providing feedback to students.

Quizizz can be applying in various lesson subjects, one of them is English subject. Quizizz can be a learning tool and assessment tool to help teacher for providing material and task which to utilize the technology they use in daily like computer, gadget and Smartphone. Through this application, students can active to participate the learning process with apply the Quizizz in interactive classroom activities. Students using their mobile phone or gadget and computer to increase their learning experience.

This phenomenon implies that Quizizz can use as a learning media to influence the way students approach their learning. In learning, assessment is important to revise how and what students wish to study. The assessment on Quizizz also measures student ability after learning meanwhile lecturers can get feedback after they teach on whether their teaching effectively and successfully or not to achieve the purposes and objectives of the lessons. To realize good and advanced education, it is necessary to increase the learning process and evaluate the quality of learning, because success is not only influenced by a learning process but can also be seen from the results of the evaluation.

2. METHOD

This research method used a qualitative approach that focused of descriptive qualitative through sampling techniques with Saturated Sampling (census) on English Language Education students at Sari Mulia University in Banjarmasin, South Kalimantan. The population in this study were all students of the English Language Education Study Program at Sari Mulia University Banjarmasin, South Kalimantan who studied Grammar courses as many as 9 people, then 9 people or all students were selected as samples using Saturated Sampling (census) which is a sampling method when all members of the population are used as samples. as a sample. This is often done when the population is small, less than 30 people [10].

The data from this study were processed through the results of interview and questionnaire. The average score and percentage score of each item's scale were calculated. The Satisfaction by using Quizizz were determined by interview. The interview was given with open question. The interview conclude how lecturer use the Quizizz in learning grammar. The questions of interview in text below:

Table 1. List of Interviews

Indicators	Questions
Factors affecting of Quizizz	Are you interesting using Quizizz as teaching media in learning grammar?
	Why the Quizizz is interesting?
	How is the Quizizz improve your English skill?
	Why you more interesting learning using Quizizz than another media?
	How is the Quizizz increase your confidence in learning grammar?

The motivation experienced by students are determined by categorizing the average score based on the qualification level guidelines suggested by Koyan [11]. A very high categorization corresponds to a very positive response, while the lowest categorization corresponds to a very negative response. Analysis of the results of the interviews used the four steps of systematic activity proposed by Miles & Huberman [12]. Consists of data collection, data reduction, data presentation, as well as drawing conclusions and verification. The questions of questionnaire in text below:

Table 2. Questionnaire students' motivation on the use Quizizz as teaching media in learning grammar

Variable	Indicators	Question number
Students' motivation in learning grammar mediated by Quizizz.	Self-efficacy	1-10
	Understanding	11-20
	Attitude	21-30

Data from the questionnaire were processed by using SPSS 26. The average score and percentage score of each item's scale were calculated. The problems experienced by students are determined by categorizing the average score based on the recommended level of qualification guidelines [13]. A very high categorization corresponds to a very positive response, while the lowest categorization corresponds to a very negative response. Analysis of the results of the interviews using four steps of systematic activity [14]. Consists of data collection, data reduction, data presentation, as well as drawing conclusions and verification.

3. RESULTS AND DISCUSSION

3.1 Students' satisfaction of using Quizizz in Learning Grammar

Based on the purpose of the research, the qualitative descriptive research was conducted to find out students' satisfaction in learning grammar mediated by Quizizz. This research was conducted with interview and questionnaire. The interview was conducted with 9 students of English Language Education Study Program. Researcher give 5 questions to every respondent that cover of advantages of Quizizz and support the students' satisfaction questionnaire. In addition, the result of interview was produced in the form of script and the data were presented in a descriptive form.

The results of the interview showed the five informants who were asked for information about their satisfaction in learning grammar mediated by Quizizz, students have the following satisfaction: (1) They consider Quizizz an interesting tool because it is easy to use with an attractive appearance, (2) Quizizz's attractive appearance makes them more enthusiastic in learning grammar, (3) They think Quizizz is a fun learning application because they can directly get the results of the exams they have done in the application, (4) They think Quizizz is easier to use than other applications, (5) Quizizz is self-paced so each student gets a chance to answer without feeling rushed. Students also see questions on their own devices, so they feel empowered to answer to the best of their abilities.

3.2 Students' motivation of using Quizizz in Learning Grammar

The questionnaire consisted of thirty questions covering 3 perception indicators. The indicators are self-efficacy, understanding, and attitude. The grouping of symptoms observed from each respondent' English Language Education Study Program about learning grammar mediated by Quizizz are divided into five categories: strongly agree, agree, neutral, disagree and strongly disagree. Grouping was based on the percentage of the student responses that led to a variety. The description of the data was presented on the basis of the criteria set for the interpretation of the questionnaire score. Lastly, the researcher described the data in descriptive form. The data is also presented on a table and chart.

Table 3. Students' Motivation Scale Result

		P1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	77.8	77.8	77.8
	4	2	22.2	22.2	100.0
Total		9	100.0	100.0	

		P2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	44.4	44.4	44.4
	2	2	22.2	22.2	66.7
	3	1	11.1	11.1	77.8
	4	2	22.2	22.2	100.0
Total		9	100.0	100.0	

		P3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	66.7	66.7	66.7
	3	1	11.1	11.1	77.8
	4	2	22.2	22.2	100.0
Total		9	100.0	100.0	

		P4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	77.8	77.8	77.8
	4	2	22.2	22.2	100.0
Total		9	100.0	100.0	

P5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	77.8	77.8	77.8
	4	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

P6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	7	77.8	77.8	77.8
	3	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

P7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	22.2	22.2	22.2
	3	7	77.8	77.8	100.0
	Total	9	100.0	100.0	

P8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	11.1	11.1	11.1
	3	6	66.7	66.7	77.8
	4	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

P9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	11.1	11.1	11.1
	3	8	88.9	88.9	100.0
	Total	9	100.0	100.0	

P10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	22.2	22.2	22.2
	3	7	77.8	77.8	100.0
	Total	9	100.0	100.0	

P11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	66.7	66.7	66.7
	4	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

P12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	77.8	77.8	77.8
	4	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

P13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	11.1	11.1	11.1
	3	7	77.8	77.8	88.9
	4	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

P14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	55.6	55.6	55.6

	3	2	22.2	22.2	77.8
	4	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

P15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	66.7	66.7	66.7
	3	1	11.1	11.1	77.8
	4	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

P16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	44.4	44.4	44.4
	3	3	33.3	33.3	77.8
	4	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

P17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	44.4	44.4	44.4
	2	3	33.3	33.3	77.8
	4	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

P18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	11.1	11.1	11.1
	2	1	11.1	11.1	22.2
	3	4	44.4	44.4	66.7
	4	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

P19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	11.1	11.1	11.1
	2	3	33.3	33.3	44.4
	3	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

P20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	55.6	55.6	55.6
	2	2	22.2	22.2	77.8
	3	1	11.1	11.1	88.9
	4	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

P21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	77.8	77.8	77.8
	4	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

P22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	88.9	88.9	88.9
	4	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

P23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	88.9	88.9	88.9
	4	1	11.1	11.1	100.0
Total		9	100.0	100.0	

P24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	55.6	62.5	62.5
	3	2	22.2	25.0	87.5
	4	1	11.1	12.5	100.0
	Total	8	88.9	100.0	
Missing System		1	11.1		
Total		9	100.0		

P25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	22.2	22.2	22.2
	3	6	66.7	66.7	88.9
	4	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

P26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	44.4	44.4	44.4
	3	3	33.3	33.3	77.8
	4	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

P27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	44.4	44.4	44.4
	3	2	22.2	22.2	66.7
	4	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

P28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	66.7	66.7	66.7
	2	2	22.2	22.2	88.9
	3	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

P29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	11.1	11.1	11.1
	3	6	66.7	66.7	77.8
	4	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

P30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	66.7	66.7	66.7
	2	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

The data from this research were processed through the results of a questionnaire. Data from the questionnaire was processed using SPSS 26. Consists of data collection, data reduction, data presentation, as well as drawing conclusions and verification. From the results obtained through questionnaires and interviews, each student has various opinions regarding the most difficult skills to master to the problems experienced of learning grammar mediated by Quizizz.

First, students feel satisfied and considered Quizizz an interesting tool because it is easy to use with an attractive appearance, Quizizz's attractive appearance makes them more enthusiastic in learning grammar, Quizizz is a fun learning application because they can directly get the results of the exams they have done in the application, Quizizz is easier to use than other applications, and Quizizz is self-paced so each student gets a chance to answer without feeling rushed. Students also see questions on their own devices, so they feel empowered to answer to the best of their abilities.

Second, students consider Quizizz to be an easy-to-use application and one of the teaching media that can increase students' motivation to learn grammar easier. It makes teaching-learning more fun, improves mastery of the material, and increases student motivation and activity in studying grammar courses even though there are several limitations and problems experienced by students using Quizizz, including the limitations of internet connections but it doesn't make them give up in learning and keep feeling excited.

4. CONCLUSION

The development of education in Indonesia is growing rapidly along with technological advances. Learning English in higher education is a must in the era of globalization where English is a mandatory requirement to be able to compete in the international arena. The use of technology can be an excellent supporter in learning English in universities

The purpose of this research was to determine the students' satisfaction and motivation in learning grammar mediated by Quizizz. In collecting the required data, the researcher gave an interview and questionnaire to the students who took the grammar course. This research was conducted at the English Language Education Study Program, Sari Mulia University Banjarmasin, South Kalimantan. Based on the purpose of this study that to find out the students' satisfaction and motivation in learning grammar mediated by Quizizz, this type of research was qualitative research that produces observable written or spoken words.

This research method used a qualitative approach that focused of descriptive qualitative through sampling techniques with Saturated Sampling (census) on English Language Education students at Sari Mulia University in Banjarmasin, South Kalimantan. The population in this study were all students of the English Language Education Study Program at Sari Mulia University Banjarmasin, South Kalimantan who studied Grammar courses as many as 9 people, then 9 people or all students were selected as samples using Saturated Sampling (census) which is a sampling method when all members of the population are used as samples. as a sample. This is often done when the population is small, less than 30 people. The data from this study were processed through the results of an interview and questionnaire.

From the results obtained through questionnaires and interviews, each student has various opinions regarding learning grammar mediated by Quizizz. Data from the questionnaire were processed using SPSS 26. Consists of data collection, data reduction, data presentation, as well as drawing conclusions and verification. From the results obtained through questionnaires and interviews, each student has various opinions regarding experienced in learning grammar mediated by Quizizz.

First, students feel satisfied and considered Quizizz an interesting tool because it is easy to use with an attractive appearance, Quizizz's attractive appearance makes them more enthusiastic in learning grammar, Quizizz is a fun learning application because they can directly get the results of the exams they have done in the application, Quizizz is easier to use than other applications, and Quizizz is self-paced so each student gets a chance to answer without feeling rushed. Students also see questions on their own devices, so they feel empowered to answer to the best of their abilities.

Second, students consider Quizizz to be an easy-to-use application and one of the teaching media that can increase students' motivation to learn grammar easier. It makes teaching-learning more fun, improves mastery of the material, and increases student motivation and activity in

studying grammar courses even though there are several limitations and problems experienced by students using Quizizz, including the limitations of internet connections but it doesn't make them give up in learning and keep feeling excited.

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