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THE EFFECTIVENESS OF USING QUIZIZZ IN IMPROVING STUDENTS' GRAMMAR ACCURACY

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Abstract
This study investigates the effectiveness of using Quizizz, a gamified digital platform, in enhancing students' grammar accuracy in English Language Teaching (ELT). As grammar proficiency remains fundamental to effective communication, engaging and interactive tools are essential to motivate learners and improve their linguistic skills. The current research highlights the positive impacts of gamification and digital platforms like Quizizz on student engagement, motivation, and grammar retention. However, limited attention has been paid to learners' subjective experiences and perceptions of using such platforms specifically for grammar learning, leaving a gap in understanding how these tools support meaningful grammar acquisition in authentic classroom contexts. The primary aim of this study is to explore students' experiences and perceptions of using Quizizz to improve their grammar accuracy. Employing a phenomenological research design, data were collected through semi-structured interviews with nineteen university students who utilized Quizizz in their grammar exercises. Additional data were gathered via classroom observations and researcher field notes to triangulate findings. Thematic analysis was employed to interpret the qualitative data, identifying key themes related to engagement, perceived effectiveness, challenges, and motivational factors. The findings reveal that students generally found Quizizz to be engaging and motivating, citing its game-like interface, immediate feedback, and competitive elements as factors that increased focus and reduced anxiety. Participants perceived the platform as beneficial for repetitive practice and self-correction, which contributed to improved confidence in grammar use. Nevertheless, some participants expressed concerns about limited feedback depth and dependency on internet connectivity. These insights suggest that while Quizizz supports active learning and motivation, it should be integrated with explicit instruction and deeper grammatical explanations.

Keywords: Digital learning tools, grammar accuracy, Quizizz

INTRODUCTION

The integration of digital platforms into English Language Teaching (ELT) has transformed how grammar is taught and learned. As grammar accuracy remains a fundamental component of language proficiency, educators continuously seek engaging and interactive tools to enhance student learning. Among the emerging technologies, game-based learning platforms such as Quizizz have gained popularity due to their potential to make grammar learning more dynamic, enjoyable, and accessible. These tools allow for immediate feedback, student-paced learning, and the gamification of traditional drills, all of which align with current learner-centered approaches in ELT.

Mastering grammar structures is essential for achieving linguistic competence. Inaccuracies in grammar can hinder students' ability to communicate effectively, both in writing and speaking. However, conventional methods of grammar instruction often lead to disengagement, especially among students who struggle with rote memorization or repetitive tasks. Leveraging digital tools that

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align with students' technological preferences can address motivational issues and enhance the learning experience. The increasing reliance on technology in classrooms presents an opportunity to re-evaluate how digital platforms can play a role in reinforcing grammatical accuracy.

Recent studies have highlighted the pedagogical benefits of game-based learning platforms. For instance, Ismail and Mohammad (2022) observed increased student engagement and motivation when digital tools were used for grammar practice. Ahmad et al. (2021) demonstrated that interactive quizzes led to better retention of grammar rules. In a separate study, Fitriani and Sari (2023) found that the use of Quizizz in EFL classrooms promoted active learning and encouraged students to self-monitor their grammar usage. While these studies confirm the potential of gamified platforms in language learning, they primarily rely on test scores and quantitative assessments to measure outcomes.

Although existing research has established that Quizizz enhances engagement and grammar retention, less attention has been paid to how learners experience the platform during grammar-focused activities. Insights into students' perspectives, learning processes, and perceived effectiveness remain limited. Understanding these dimensions is vital to evaluating whether such platforms support meaningful learning, especially in grammar instruction that requires both understanding and application.

This study offers a fresh perspective by exploring how students engage with Quizizz specifically in the context of grammar accuracy. Unlike previous investigations that emphasize performance-based outcomes, this study centers on the lived experiences of learners and how they perceive the platform's role in shaping their grammar awareness and usage. By focusing on how learners interact with technology during grammar learning, the study seeks to explore the practical dimensions of implementing Quizizz in actual classroom settings. The study is guided by the following objectives: (1) to investigate students' experiences with using Quizizz in learning grammar, and (2) to explore students' perceptions of its effectiveness in improving grammar accuracy.

Grounded in real classroom contexts, this study offers insights that enrich the understanding of how technology-based tools are perceived and utilized by learners. It draws attention to learner autonomy, motivation, and engagement with grammar tasks, while also highlighting the adaptability of digital platforms to various instructional styles. The findings serve as a resource for educators aiming to optimize grammar instruction and align it with contemporary learning environments shaped by interactivity and feedback mechanisms.

This study contributes to the field of ELT by deepening the understanding of grammar instruction through digital gamification. Specifically, it contributes new perspectives on how students perceive grammar learning using Quizizz and how such platforms affect their engagement, attention to form, and accuracy in real-time practice. Furthermore, it contributes to the growing body of research exploring student-centered technology integration in grammar pedagogy, providing guidance for educators and researchers seeking to improve language instruction through digital innovation.

Research questions:
1. How do students experience the use of Quizizz in learning grammar?
2. How do students perceive the effectiveness of Quizizz in improving their grammar accuracy?

LITERATURE REVIEW

Quizizz and Grammar Learning in EFL

In the context of English as a Foreign Language (EFL) teaching, the integration of gamified platforms such as Quizizz is increasingly recognized for its potential to enhance grammar learning. Various studies illustrate the effectiveness of interactive learning environments in fostering deeper engagement and comprehension among EFL learners. Gamification transforms traditional learning into engaging experiences, promoting active participation through game-like elements, which can significantly improve learners' motivation and grammar skills. Empirical findings suggest that tools like Quizizz facilitate better retention of grammatical structures and improve learning outcomes among EFL students (Helal, 2024; Synekop et al., 2023; Phuong, 2020).

Gamification in EFL education caters to diverse learning styles and preferences while promoting collaborative learning and peer interaction. The social aspect of platforms like Quizizz encourages students to actively participate and compete in a low-stakes environment, potentially reducing anxiety associated with traditional grammar assessments. Notably, studies indicate that learners benefit from both individualized practice and peer collaboration enabled by gamified platforms, allowing for the reinforcement of grammatical concepts through practice and interaction with peers (Teng et al., 2022; Alzubi et al., 2024; Dewantono & Murtisari, 2023; Rintaningrum et al., 2023).

The timing of grammar instruction also plays a critical role in its effectiveness. Research indicates that different forms of Focus on Form Instruction (FFI)—integrated, before-isolated, and after-isolated—positively impact EFL learners' grammar learning (Xu & Li, 2022). Additionally, incorporating instructional strategies that require students to actively engage with grammar concepts contextually leads to higher levels of understanding and retention. For instance, contextualized grammar tasks allow learners to practice grammar in real-life scenarios, which is pivotal for reinforcing language structures (Li et al., 2023; Sato & Storch, 2020).

Moreover, the theoretical foundation of grammar learning posits that understanding the underlying systems of language requires active cognitive engagement. Indirect learning through gamified platforms can support critical thinking and problem-solving abilities in EFL learners. Research suggests that inductive learning methods, which emphasize exploration and discovery, further complement the use of gamified platforms by enhancing learners' abilities to infer grammatical rules from examples rather than relying solely on explicit instruction (Alfares, 2024; Baron, 2020; Hassan, 2021). Hence, when EFL educators employ tools like Quizizz in conjunction with inductive learning approaches, they enhance engagement and support the development of critical language skills vital for learners.

The implications of using gamified platforms extend beyond simple grammar acquisition; they encompass broader areas of learner engagement, motivation, and self-efficacy. When learners are engaged within a gamified environment, they are more likely to exhibit increased motivation towards their studies and reduced language anxiety. Such platforms provide immediate feedback, allowing learners to correct their mistakes in real-time and enhance their learning process (Daşkan, 2023; Rustipa et al., 2023; Qotboddin & Mohammad, 2021). This immediate feedback loop is crucial in grammar learning, where timely corrective measures can significantly affect learners' retention and application of grammatical rules.

Additionally, the presence of gamified learning environments encourages self-regulated learning, where learners take charge of their own learning processes. Through platforms like Quizizz, students can practice grammar autonomously, track their progress, and set personalized learning goals. Research highlights the positive correlation between self-efficacy and grammar proficiency, suggesting that the more engaged students feel in their learning process, the more likely they are to excel in their grammar skills (Sartika, 2020; Zeng et al., 2024; Souisa & Yanuarius, 2020).

To effectively implement gamified learning via platforms such as Quizizz in EFL grammar instruction, educators must consider pedagogical strategies that align with learner outcomes. Incorporating collaborative and social learning aspects within these platforms can reinforce grammar concepts through peer exchanges and collaborative challenges, enhancing both understanding and retention. Moreover, providing learners with opportunities to engage in metacognitive reflection on their learning experiences can further boost their grammar mastery (Öztürk & Çakıroğlu, 2021; Musa & Hassan, 2022). Thus, it is essential for educators to integrate these platforms thoughtfully, ensuring that learning goals align with the interactive nature of gamified environments to achieve optimal results in grammar instruction.

In summary, the integration of gamified tools like Quizizz represents a significant advancement in EFL grammar learning, demonstrating that interactive, engaging platforms can yield improved grammatical proficiency, foster deeper engagement, and encourage enhanced motivation among learners. Through gamification, educators can reshape grammar instruction from traditional, passive models to dynamic, student-centered experiences that not only emphasize the importance of grammar but also develop critical thinking and collaborative skills essential for learners in a globalized world. As evidenced by current research, the effective implementation of these tools has the potential to revolutionize EFL grammar instruction.

Gamified Tools for Grammar Accuracy

Gamified tools for grammar accuracy are increasingly recognized as effective methods in enhancing the grammar skills of learners, especially in foreign language education. A variety of studies have substantiated the impact of gamification on grammar mastery, motivation, and overall learning achievement among students. This response synthesizes relevant literature to detail the effectiveness and implementation of gamified tools for grammar accuracy.

One prominent study by Castillo-Cuesta (2020) explores the enhancement of English as a Foreign Language (EFL) grammar and vocabulary through digital

games. The findings indicate that a significant percentage of participants (over 90%) recognized the effectiveness of digital games in improving grammar knowledge, emphasizing the potential of gamified environments to increase engagement and interest in language learning. Such evidence aligns with Boudadi and Gutiérrez-Colón's (2020) literature review, which identifies a positive correlation between gamification and increased student motivation and learning outcomes in Second Language Acquisition, especially in grammar achievement. This body of research underlines the motivation factor as a critical aspect of gamified learning, which is strengthened by the inherent enjoyment of game-like activities.

Duolingo serves as a key example of a gamified application, demonstrating its effectiveness in bolstering grammar skills among learners. Fadhilawati et al. (2023) report significant improvements in grammar mastery among students using Duolingo, aided by gamification features like leveling up and rewards. This application encourages regular practice, thus facilitating better comprehension and retention of grammatical concepts. Additionally, the findings are corroborated by Novikov (2022), who notes that gamified applications, including Duolingo, enhance not only vocabulary but also grammar acquisition, leading to heightened student interest and positive learning outcomes during the COVID-19 pandemic.

Diverse methodologies further illustrate gamification's versatility and effectiveness in emphasizing grammatical accuracy. For example, Zavala and Valdiviezo-Ramírez (2024) investigated the influence of board games on teaching English grammar, concluding that they foster enhanced engagement and improve the acquisition of grammatical structures among children. By integrating physical games into language instruction, educators can create a more interactive atmosphere that promotes collaborative learning and grammar practice. This strategy supports claims made by Almelhes (2024), presenting the incorporation of gamified environments as an effective means to increase participation and attentiveness in language learning.

In recent research, Pham has examined the impact of gamified platforms like Quizizz on ESL learners. The application was found to facilitate better comprehension of grammar concepts while also enhancing motivation among students (Pham, 2023). This assertion is further supported by the systematic review conducted by Cruz et al. (2023), which emphasized the diverse positive learning outcomes associated with gamification in English learning. The review highlights a quantitative advancement in students' grades following the implementation of gamified tools, underscoring the significant advantages of gamification in the context of grammar instruction.

Exploring the neurological impacts, researchers like Phuong found that integrating gamified learning with educational tools, such as Kahoot!, effectively reduced anxiety in learners while aiding in grammar proficiency. They noted that gamified environments decrease distractions, fostering a conducive atmosphere for language acquisition (Phuong, 2020). This dual impact on emotional well-being and cognitive outcomes reinforces the overall efficacy and transformative potential of gamified tools in educational settings.

As the body of research grows, it becomes increasingly evident that tools like Grammarly also hold substantial promise for improving grammatical accuracy in writing among EFL learners. This platform uses automated checks to provide feedback that helps students recognize errors and see where improvements can be

made, thereby enhancing their writing quality (Tambunan et al., 2022). Studies by researchers such as Suryanto et al. (2024) indicate that automated writing evaluation tools complement teacher feedback, aiding in the overall development of grammatical skills.

The synthesis of gamified tools for grammar accuracy not only promotes learner engagement but also creates a more enjoyable and effective educational experience. With evidence from diverse studies, including those by Pham and others, it is clear that the integration of gamification strategies can significantly contribute to the improvement of grammar skills in EFL contexts (Pham, 2023; Cruz et al., 2023; Zholdas et al., 2024). By fostering motivation and reducing traditional barriers of language learning, gamified environments present a promising frontier in educational technology.

Furthermore, the implementation of a gamified approach requires careful consideration of the educational context and student demographics. Factors such as accessibility, technical skills, and the preferences of both teachers and students play a crucial role in the success of gamification in grammar instruction (Araújo & Carvalho, 2022; Nguyen, 2024). Collaborating with educators to tailor the gamified experience can optimize its implementation, ensuring that it meets the needs and capabilities of learners.

In conclusion, the body of research extensively supports the assertion that gamified tools significantly enhance grammar accuracy among learners. The integration of digital games, mobile applications, and other interactive strategies can foster increased motivation, better engagement, and higher academic performance in grammar instruction. As technology continues to evolve, it will remain essential for educators to adapt these innovative approaches to maximize their effectiveness in teaching grammar and language mastery in foreign language acquisition settings.

METHOD

Research Design

This study employed a phenomenological approach to explore how students experience the use of Quizizz in learning grammar and how they perceive its effectiveness in improving grammar accuracy. Phenomenology is concerned with understanding individuals lived experiences and the meanings they assign to those experiences. This design was selected to uncover the essence of students' engagement with a digital learning platform within the context of grammar instruction. Through this lens, the research sought to capture students' voices, reflections, and inner awareness regarding the use of Quizizz as part of their learning journey.

Participants

The participants in this study were 19 undergraduate students enrolled in the English Education program at a public university in Indonesia. These students had completed at least one semester of formal grammar instruction and were currently involved in a course where Quizizz was integrated into classroom activities. Participants were selected purposively to ensure they had direct and relevant experience with the platform in the context of grammar learning. All participants

voluntarily agreed to take part in the study and demonstrated a willingness to articulate their personal experiences and perceptions.

Instruments

The primary research instrument was a semi-structured interview guide specifically designed to explore participants' reflections on their experiences using Quizizz. The interview guide consisted of open-ended questions that encouraged students to describe how they interacted with the platform, what aspects they found helpful or challenging, and how they believed it influenced their grammar accuracy. Follow-up probes were used to elicit deeper responses and clarify emerging ideas. In addition, researcher field notes were taken during classroom observations to document student behaviors, engagement levels, and contextual factors that complemented the interview data.

Data Collection

Data collection was conducted over a four-week period. Individual interviews were held with each of the 19 participants, lasting approximately 25 to 35 minutes. All interviews were conducted in a quiet and comfortable environment to support open and honest communication. With participants' consent, interviews were audio-recorded and later transcribed verbatim. To enrich the data, non-participant classroom observations were conducted during sessions where Quizizz was used for grammar instruction. These observations focused on student interaction, attention levels, and responses during game-based activities. Informal interactions with students before and after class were also noted to capture spontaneous reflections.

Data Analysis

Data were analyzed using the thematic analysis approach common in phenomenological research. After transcription, the interview data were read repeatedly to immerse the researcher in the participants' experiences. Initial codes were generated to capture key meanings, emotions, and perceptions expressed by the participants. These codes were then organized into clusters of related meanings, which were subsequently grouped into overarching themes that reflected the essence of students' experiences with Quizizz. The process was iterative and reflective, allowing for the continuous refinement of themes. Field notes and observation data were used to triangulate findings and ensure a more comprehensive understanding of the phenomena.

Ethical Consideration

Ethical procedures were strictly followed throughout the research process. Prior to data collection, informed consent was obtained from all participants. They were assured of their right to withdraw at any time without penalty and were informed about the purpose, process, and confidentiality of the study. Pseudonyms were used in all transcripts and reports to protect participant identity. Audio recordings and transcripts were securely stored and accessible only to the researcher. Ethical clearance for the study was obtained from the university's research ethics committee to ensure adherence to institutional and professional standards of ethical research.

FINDINGS

Table 1 presents a thematic analysis of students' experiences using Quizizz for grammar learning. Several main themes emerged, each comprising multiple sub-themes. Students highlighted various positive aspects of the platform, including its gamified design, immediate feedback, competitive elements, and the enjoyable learning environment. They also noted gains in grammar confidence through consistent practice and self-correction. However, some participants expressed concerns about the lack of detailed feedback, pointing to a desire for deeper grammatical explanations.

Table 1. Emergent themes and sub-themes from student experiences using Quizizz for grammar learning

Main Theme	Sub-Themes	Description	No. of Participants (N=19)	Sample Participant Quote
Gamified Learning Engagement	- Game-like interface - Real-time scoring	Students reported heightened focus due to game-like elements.	16	"I feel more excited because it's like a game, not a test."
Immediate Feedback	- Correct/incorrect answers - Instant explanations	Students valued prompt feedback that helped reinforce or correct their grammar.	15	"I could see my mistake immediately and understand it better."
Peer Competition and Motivation	- Leaderboards - Time-based rewards	Competition increased motivation and attentiveness.	13	"I wanted to be in the top 3, so I paid more attention to the questions."
Enjoyment and Positive Emotions	- Fun environment - Reduced anxiety	The platform created a relaxed and fun learning atmosphere.	17	"I don't feel the pressure like in paper tests. It's fun."
Improved Grammar Confidence	- Self-correction - Practice consistency	Repeated practice improved confidence in grammar usage.	14	"After several games, I felt more confident with tenses and articles."
Limited Depth of Explanation	- Lack of detailed feedback - Surface-level review	Some students wanted deeper explanations beyond right/wrong answers.	9	"Sometimes I still don't know why my answer was wrong."

The most prominent theme was *Enjoyment and Positive Emotions*, reported by 17 out of 19 students. They appreciated the fun and relaxed environment Quizizz

fostered, noting that it reduced anxiety compared to traditional grammar tests. Closely following this was *Gamified Learning Engagement*, mentioned by 16 participants, who found the game-like interface and real-time scoring mechanisms highly engaging. These elements increased their concentration and transformed learning into an enjoyable experience. Additionally, *Immediate Feedback* was a recurring theme for 15 students, who valued seeing their mistakes corrected in real time, which helped reinforce grammar knowledge more effectively. The theme *Improved Grammar Confidence* was also prevalent, with 14 students indicating that repeated practice on Quizizz helped them feel more secure in their grammar skills.

Competitive elements also played a motivating role, as seen in the *Peer Competition and Motivation* theme, reported by 13 students. Leaderboards and time-based rewards spurred them to engage more seriously with each question, enhancing attention and motivation. However, not all feedback was positive. A notable 9 students raised concerns under the *Limited Depth of Explanation* theme, pointing out that Quizizz often provided only surface-level feedback. They expressed the need for more detailed grammatical explanations to better understand their mistakes. This suggests that while Quizizz is an effective and engaging tool for promoting grammar practice, its instructional depth may need to be supplemented with more comprehensive feedback to fully support students' learning needs.

Figure 1 presents students' reported benefits and challenges associated with using Quizizz for grammar learning. The data are categorized into two groups: *Benefits* (represented in green) and *Challenges* (in gray), and each theme is measured by the number of times it was mentioned across student responses. The figure clearly shows that positive perceptions of Quizizz outnumber the challenges, with some features standing out more frequently than others.

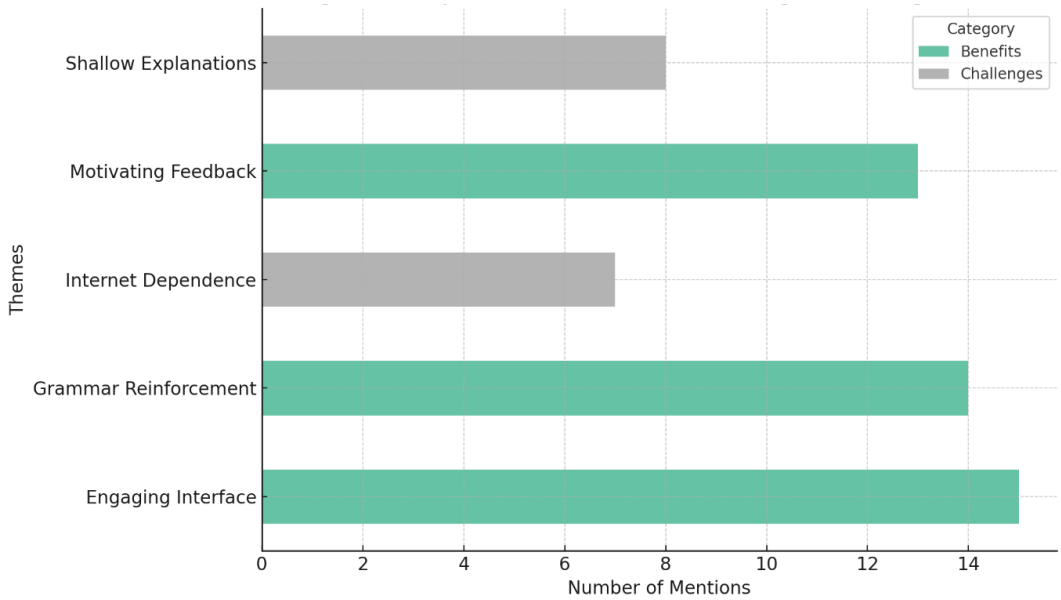


Figure 1. Benefits and challenges of using Quizizz

Among the benefits, *Engaging Interface* was the most frequently mentioned theme, cited 15 times, suggesting that the visual and interactive elements of Quizizz

were highly appealing and encouraged participation. *Grammar Reinforcement* followed closely with 14 mentions, indicating that students saw the platform as effective in helping them consolidate grammar knowledge through repetitive and game-based tasks. *Motivating Feedback* was also prominent, with 13 mentions, highlighting how immediate, encouraging feedback played a role in sustaining students' interest and motivation to improve. These responses collectively indicate that students appreciate Quizizz not only as a fun tool but also as a pedagogically supportive one that aligns with their grammar learning needs.

Despite the overall positive views, students did report some limitations. The most frequently noted challenge was *Shallow Explanations*, mentioned 8 times, pointing to concerns that Quizizz activities sometimes lacked detailed grammar explanations or contextual depth. This suggests a need to complement the platform with more explicit instruction. *Internet Dependence* was also identified as a challenge by 7 students, reflecting concerns about connectivity issues that may hinder seamless access or cause distractions during use. These findings indicate that while Quizizz is largely perceived as beneficial, attention should be paid to its limitations to ensure it supports deep, reliable learning experiences.

In Table 2, students expressed varying levels of perceived effectiveness regarding the grammar learning tool. While a substantial number found it highly beneficial, others reported only moderate or minimal support for their grammar learning. The tool was seen as helpful primarily when used consistently and alongside other learning aids, though a few students saw little to no educational value in it.

Table 2. Student perceptions of Quizizz effectiveness in improving grammar accuracy (RQ2)

Perceived Effectiveness Level	No. of Students	Percentage (%)	Key Perception Summary	Illustrative Quote
Very Effective (5)	6	31.6%	Strong improvement in accuracy and confidence due to frequent exposure and feedback	"It really helped me master tricky grammar rules."
Effective (4)	6	31.6%	Regular use improved retention, though explanations were occasionally unclear	"It's good for reviewing, but I still need teacher help sometimes."
Moderately Effective (3)	4	21.1%	Helped reinforce grammar but not sufficient as a standalone learning tool	"Helpful for revision, but I don't rely on it fully."
Slightly Effective (2)	2	10.5%	Limited improvement; mostly entertainment rather than learning	"It's fun but I don't learn much grammar from it."
Not Effective (1)	1	5.3%	Found no meaningful impact	"I don't think it helps me

Perceived Effectiveness Level	No. of Students	Percentage (%)	Key Perception Summary	Illustrative Quote
			on grammar learning	understand grammar at all."

DISCUSSION

The findings of this study highlight the overall positive reception of Quizizz as a digital tool for teaching grammar in English as a Foreign Language (EFL) setting. Students reported feeling more engaged and motivated when interacting with grammar content through this gamified platform. Unlike traditional grammar instruction that often relies on rote memorization and passive exercises, Quizizz introduces a dynamic learning experience by integrating competition, interactivity, and instant gratification. These elements collectively contribute to transforming grammar instruction from a routine task into a more stimulating and participatory activity. The motivational aspects of gamified learning are consistent with prior studies that emphasize the role of enjoyment and novelty in sustaining student interest (Helal, 2024; Phuong, 2020; Synekop et al., 2023). As grammar is typically perceived as one of the less enjoyable components of language learning, integrating technology like Quizizz can bridge the gap between learners' emotional responses and academic goals. This approach may also be beneficial for students who struggle with attention or boredom, as it allows them to engage more deeply with the material in a non-threatening way.

Moreover, the emotional and psychological benefits observed in this study further demonstrate the value of gamified learning environments. Many students described a reduction in classroom anxiety and a heightened sense of enjoyment when using Quizizz for grammar tasks. This is significant because emotional factors play a pivotal role in shaping language acquisition. Negative emotions such as fear or frustration can hinder students' willingness to take risks and use the language, particularly when dealing with rule-based aspects like grammar. Conversely, a supportive environment that emphasizes enjoyment and interactivity encourages students to engage more willingly and persistently. This study's findings are in line with affective theories in second language acquisition that argue for the importance of low-anxiety, emotionally rich contexts in promoting successful language learning (Rintaningrum et al., 2023; Rustipa et al., 2023). Quizizz, with its colorful visuals, positive reinforcement, and game-based tasks, seems to create a psychological space where learners feel more at ease and less self-conscious, which in turn enhances their receptivity to complex grammatical forms.

One of the most appreciated features of Quizizz, as identified by students, was its capacity to deliver immediate feedback. This functionality allows learners to reflect on their performance in real-time, identifying errors and reinforcing correct usage promptly. From a pedagogical standpoint, this feature supports a more autonomous and reflective approach to grammar learning. Learners become active participants in monitoring their own progress, rather than passively receiving corrections from an instructor. This aligns with constructivist approaches that emphasize learner-centered instruction and formative feedback as central components of effective learning. Prior research (Daşkan, 2023; Qotboddin & Mohammad, 2021) has confirmed the value of real-time feedback in promoting

self-awareness and facilitating more effective error correction strategies. However, it is also important to note that students expressed a desire for more detailed explanations alongside the feedback. While Quizizz efficiently indicates whether answers are right or wrong, it often lacks in-depth clarification about why a particular grammatical form is correct or incorrect. This reflects a wider concern in the literature: although gamified tools excel at increasing engagement, they sometimes fall short in fostering deep linguistic understanding (Sato & Storch, 2020; Xu & Li, 2022). Therefore, the use of Quizizz should ideally be supplemented by explicit instructional guidance, perhaps through teacher-led discussions or follow-up activities that address the rules behind the answers.

Additionally, the repeated and contextualized practice offered by Quizizz appears to contribute significantly to students' grammar confidence. Confidence in grammar use is often built through exposure, repetition, and successful task completion—features that are inherent in the Quizizz platform. Students benefit from the opportunity to practice grammar rules repeatedly in a variety of formats, which helps to solidify their understanding and application of the rules. This echoes findings from self-efficacy research in language learning, where learners' belief in their grammatical competence improves through structured and successful performance (Baron, 2020; Alfares, 2024). When learners repeatedly experience success—even in small increments—they develop a greater sense of control over grammar, which encourages risk-taking and deeper engagement. The flexible and self-paced nature of Quizizz also empowers learners to revisit questions and correct their misunderstandings without the embarrassment of making errors in front of peers. Over time, this kind of private, iterative learning environment can lead to increased grammatical accuracy and fluency, particularly when learners are encouraged to reflect on their progress.

The study also underscored the complex impact of competition in gamified platforms. Many students reported that features such as leaderboards and timed responses motivated them to pay closer attention and perform better. These competitive elements can boost focus and foster a drive to succeed, especially among learners who are stimulated by achievement and recognition. However, the competitive nature of such platforms must be balanced carefully, as it can also create pressure and discourage students who consistently perform at lower levels. Previous research (Teng et al., 2022; Dewantono & Murtisari, 2023) has warned of the potential for competitive gamification to exacerbate stress or alienate less confident learners. In response, educators should implement strategies that maintain competition in a constructive form—such as allowing students to compete against their personal best rather than others, or incorporating collaborative game modes where team success is emphasized. This can ensure that motivation remains inclusive and supportive rather than exclusionary.

Despite the strengths identified, the study also revealed some limitations inherent in using Quizizz for grammar instruction. One key issue is the platform's limited capacity for offering comprehensive grammatical explanations. While the interface is effective for testing recognition and recall, it does not always facilitate deeper conceptual understanding. This is especially problematic when learners encounter more nuanced grammar points that require contextual or rule-based clarification. This concern reflects critiques found in the literature, which suggest that digital tools often prioritize surface-level engagement over analytical depth (Xu

& Li, 2022). For this reason, it is essential that gamified tools like Quizizz be used as part of a broader instructional strategy rather than a standalone solution. Teachers might, for instance, follow up Quizizz activities with guided analysis of common errors or use Quizizz results to inform mini-lessons on challenging grammar points. By integrating the platform into a structured grammar curriculum that includes explicit instruction and communicative practice, educators can ensure that learners not only enjoy the learning process but also develop lasting grammatical competence.

In conclusion, the use of Quizizz in grammar instruction offers promising pedagogical benefits that go beyond mere entertainment. The platform enhances student engagement, reduces affective barriers to learning, and fosters confidence in grammar usage through interactive and repetitive practice. These advantages are well-documented in existing literature and were affirmed by student perceptions in this study. Nevertheless, educators must be mindful of the platform's limitations, particularly in its capacity to foster deep understanding. A balanced approach that combines the motivational strengths of gamification with the rigor of explicit instruction and reflective learning is essential. Such an approach ensures that gamified grammar practice not only captures students' attention but also contributes meaningfully to their long-term language development. Moving forward, educators are encouraged to explore blended learning models that maximize the pedagogical potential of tools like Quizizz while addressing their instructional gaps through complementary strategies.

CONCLUSION

Students generally reported positive experiences using Quizizz for grammar learning, highlighting its engaging, game-like interface, immediate feedback, and motivating competitive elements as key contributors to their increased focus and enjoyment. The platform fostered a relaxed learning environment, which helped reduce anxiety and build grammar confidence through repeated practice and self-correction. Many students perceived Quizizz as effective in improving grammar accuracy, especially when used consistently; however, some expressed concerns about its limited feedback depth and dependence on internet connectivity. While most found it beneficial, a few students saw it as more entertaining than educational, indicating that its effectiveness varies based on individual learning styles. These findings suggest that Quizizz is a valuable supplementary tool for reinforcing grammar concepts, but it should be paired with deeper instructional support to meet all learners' needs.

Despite offering valuable insights into students' experiences, this study has several limitations due to its methodological design. First, the use of a phenomenological approach with a small, purposively selected sample of 19 students from a single university limits the generalizability of the findings; the results reflect specific, subjective experiences that may not represent broader student populations or different educational contexts. Second, reliance on self-reported data through interviews and observations may be influenced by participants' memory, personal biases, or a desire to present favorable responses, potentially affecting the authenticity of the data. Third, the absence of quantitative measures means that claims about improvement in grammar accuracy are based on perceptions rather than objective performance metrics. Future research could

address these limitations by incorporating a mixed-methods design that includes pre- and post-tests to assess actual grammar gains, expanding the participant pool across multiple institutions, and exploring longitudinal effects of digital tools like Quizizz to understand their sustained impact on language learning outcomes.

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