EXPLORING STUDENTS' PERCEPTIONS AND MOTIVATION IN USING QUIZIZZ FOR GRAMMAR PROGRAM: A STUDY IN KAMPUNG INGGRIS PARE KEDIRI

[#1]Muhammad, [*2]M Syaichul Muchyidin, [*3]Wildan Isna Asyar, [*4]Fika Ar-rizqi Naf'ihima

[#1]English Student, Faculty of Teacher Training and Education, UNISKA Kediri, Indonesia
[*2]English Lecturer, Faculty of Teacher Training and Education, UNISKA Kediri, Indonesia
[*3]English Lecturer, Faculty of Teacher Training and Education, UNISKA Kediri, Indonesia
[*4]English Lecturer, Faculty of Teacher Training and Education, UNISKA Kediri, Indonesia

Corresponding Author Email: Massmuh5@gmail.com

A B S T R A C T S

This study investigates students' perceptions of and motivation towards using Quizizz for grammar learning at Kampung Inggris Language Center in Pare Kediri. Using a quantitative descriptive method, data were collected through online surveys from 58 students. The study aimed to assess whether Quizizz, as a gamified learning tool, could enhance students' engagement and motivation in grammar instruction. The results revealed that 96% of students found Quizizz easy to use and accessible, while 97% agreed that its gamification features, such as leaderboards and immediate feedback, made grammar lessons more engaging. Additionally, 93% of students reported that these features improved their overall learning experience. These findings highlight the potential of Quizizz to address motivational challenges and make grammar learning more interactive and enjoyable, particularly in non-formal educational settings like Kampung Inggris. By demonstrating the effectiveness of gamified learning tools, this research contributes to the understanding of technology integration in language instruction. It suggests that applications like Quizizz can foster both cognitive and affective engagement, potentially influencing broader educational practices.

How to cite: Muhammad, M., Muchyidin, M., Asyar, W., & Naf'ihima, F. (2024). Exploring Students' Perceptions and Motivation in Using Quizizz for Grammar Program: A Study in Kampung Inggris Pare Kediri. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, *11*(2), 246-257. doi:https://doi.org/10.33394/jo-elt.v11i2.13337

INTRODUCTION

In learning English, one of the challenges often faced by students is a lack of motivation to study grammar. This issue is not only significant in general English education but also in non-formal learning settings. Motivation, as highlighted by Ryan and Deci (2020), plays a crucial role in learning. It emphasizes that intrinsic motivation—where learners engage in an activity out of personal interest—can be a key driver in achieving success. According to Rahman (2023) Lack of motivation can significantly affect students' success in learning English grammar. This has become a fairly common issue, especially among students who view grammar as a boring and complicated part. Such perceptions are compounded by the nature of grammar itself, as explained by Komara & Tiarsiwi (2021), grammar is one of the difficult subjects to understand. As a result, mastery of grammar material is often not optimal.

In the context of English courses, where students are expected to master grammatical aspects well to support their communication skills, grammar is a crucial subject that needs to be understood (Komara & Tiarsiwi, 2021). Therefore, efforts are needed to find more engaging and interactive learning methods. Just like the widespread use of technology in this digital era. aligning with ARCS Model of Motivation (Chang, 2021)**,** which stresses the importance of attention, relevance, confidence, and satisfaction in fostering learner engagement.

The lack of student motivation in grammar learning is often caused by the still-dominant traditional methods, such as rote memorization and continuous repetition of material (Samoshkina, 2024). Traditional teaching methods often fail to meet the needs of modern learners. Andriani et al. (2023) Stated that this method tends to make the learning process feel monotonous and less engaging for students, causing them to become less motivated to delve into the material being taught. From the perspective of Self-Determination Theory, when students lack autonomy in their learning process or feel incapable of mastering grammar concepts, their motivation naturally declines. Providing opportunities for choice, offering constructive feedback, and fostering a supportive environment can help address this issue (Guay, 2022). When learning focuses solely on memorization without providing practical or interactive context, students often feel bored and find it difficult to maintain interest and understanding of grammar concepts. As a result, the effectiveness of learning decreases because students are not actively engaged in the learning process, so the goals of grammar learning are not optimally achieved. Thus, there is a need for innovative approaches that address these motivational challenges.

This challenge is particularly evident in Kampung Inggris, Pare Kediri which is widely known for its "fun English" teaching and learning methods. As explained by Rizky (2021) that The "fun English" teaching methods at Kampung Inggris, Pare utilize a variety of media and integrated language skills to develop students' abilities. These methods emphasize enjoyable and interactive activities to make English learning more appealing and less intimidating for students. Kampung Inggris also incorporates outdoor learning, where students study in more relaxed, open environments, which helps reduce boredom and increases student participation (Rahayu, 2020). However, grammar learning within this context often stands out as a challenge because of its traditionally theoretical and formulaic nature, which can clash with the engaging and non-formal teaching styles commonly applied in Kampung Inggris. This discrepancy highlights the need for innovative approaches to teaching grammar that align with the "fun English" ethos while maintaining academic rigor.

A similar issue arises at Kampung Inggris Language Center (KILC) in Pare Kediri. In this setting, where grammar is essential for building language proficiency, the challenges of low motivation and traditional methods are particularly evident. Many students enrolled in this course view grammar as a barrier rather than a tool for enhancing their language proficiency. Traditional teaching methods that rely on memorization and repetitive exercises frequently fail to engage students. Gunawan & Yusniaty (2021) noted that the monotonous nature of grammar lessons in Kampung Inggris contributes to low student engagement and even decreases class attendance. Therefore, there is a need for more innovative and interactive teaching methods to make grammar learning more engaging (Paladieva et al., 2023). One way is to use technology as a method to enhance learning in grammar.

Integrating technology into the learning process offers a promising solution to overcome the challenges associated with traditional, monotonous teaching methods. Gamified applications like Quizizz bring an interactive approach to learning by transforming conventional study materials into engaging quizzes that students can enjoy (Yanuarto & Hastinasyah, 2023). Quizizz, specifically, stands out by enabling students to practice grammar through dynamic quizzes that deliver immediate feedback (Pham, 2023), helping them correct mistakes and reinforce understanding in real-time. This interactive approach shifts the learning

process from passive repetition to active engagement, as students become more involved and motivated to learn. Additionally, Quizizz incorporates gamification elements—such as leaderboards, avatars, and progress tracking—which add a competitive and enjoyable edge, making learning grammar not only more effective but also fun (Razali et al., 2020). Studies, including recent research by Le Thi Ngoc (2024), highlight that tools like Quizizz significantly enhance student motivation and engagement, primarily because the gamified elements resonate with students, creating a more immersive and rewarding learning experience. Thus, the use of Quizizz exemplifies how technology-driven, gamified learning can reinvigorate the educational process, making it both effective and appealing. Thus, incorporating gamification offers a viable pathway to address challenges in grammar instruction.

Various studies have shown that apps such as Quizizz can increase student motivation across different subjects. Aýun & Irwansyah (2022) found that students were more motivated and engaged in biology lessons when using Quizizz. In addition, Matlan & Maat (2021) reported that the majority of students had a positive perception of this app in maths learning. In the context of language learning, Rahman (2023) also found that the use of Quizizz significantly increased motivation in grammar learning, especially for low-ability students. These studies have explored the effectiveness of using Quizizz in increasing student engagement and motivation, focusing on interaction during the teaching and learning process as well as reinforcement of understanding of grammar concepts. The interactive quiz format offered by Quizizz is also considered more engaging than conventional learning methods (Anak Yunus & Kim Hua, 2021), which suggests that game-based technology can contribute to a more enjoyable and effective learning experience. However, research exploring its application in non-formal educational settings remains limited.

While some studies have explored the impact of using Quizizz in education, especially in formal school settings, the application of Quizizz in non-formal contexts such as Kampung Inggris remains underexplored. This research has been conducted on its use in non-formal school and its use for grammar program. This is where the importance of this study lies. The study aims to explore how students perceive the use of Quizizz in grammar learning at Kampung Inggris Language Center, Pare Kediri and whether the application can enhance their motivation to learn. In the context of Kampung Inggris, Pare Kediri, where the student population is diverse, this research is expected to provide deeper insights into the effectiveness of technology in grammar instruction.

Although Quizizz's use in formal educational settings has been the subject of numerous studies, these studies typically concentrate on teacher-led classrooms and structured environments with standardized curricula. For example, Rahman (2023) discovered that Quizizz's interactive tests and immediate feedback increase students' motivation to learn grammar in formal education. In a similar vein, Matlan & Maat (2021) observed that Quizizz enhanced learning outcomes and student engagement in math classes in conventional school environments. These results, however, might not be entirely applicable to informal learning settings like Kampung Inggris, which mainly rely on innovative, interactive teaching strategies and lack strict curricula.

The use for Quizizz in informal learning environments, especially for grammar instruction, has not received much attention up to this point. This disparity is important because informal environments like Kampung Inggris present particular difficulties, like balancing the frequently monotonous nature of grammar instruction with interactive, activity-based learning. This study intends to fill the gap in the literature by examining whether gamified learning resources can successfully increase motivation and engagement in grammar programs outside of formal classroom settings. It does this by concentrating on the use of Quizizz in this particular context.

Thus, this study provides a novel contribution by exploring students' perceptions of using Quizizz in a grammar program within a non-formal educational setting, specifically at Kampung Inggris Language Center, Pare Kediri. Unlike previous studies that focus on teaching in formal schools, this research will uncover how gamified applications like Quizizz can help increase student motivation in grammar learning at language centers. The findings of this research are expected to offer new insights into the use of technology in grammar instruction, especially in more diverse and dynamic learning environments outside formal schools.

RESEARCH METHOD

This research utilizes a quantitative descriptive approach. The subjects in this research were 58 students at Kampung Inggris Language Center. The data was given to the students by an online Google form.

Research Design

This study employed the survey research approach, which describes the perceptions and motivation of the population by examining its sample (Creswell & Creswell, 2018). The purpose of this study was to quantitatively describe how students felt about using Quizizz for grammar instruction. A purposive sampling method was used to select participants who met specific criteria relevant to the research objectives. The participants were selected from students enrolled in the grammar program at Kampung Inggris Language Center (KILC), Pare Kediri. The criteria for selection included: (1) students who had used Quizizz as part of their grammar learning activities, (2) those with a minimum of one month of active participation in the course, and (3) a mix of beginner and intermediate learners to represent a range of proficiency levels. These criteria ensured that the sample adequately represented the target population of grammar learners in a non-formal educational setting, strengthening the validity of the study.

Population and Sample

The population of the study includes all students at Kampung Inggris Language Center, Pare Kediri. The sample in this study was 15 students of EM 144 class, 18 students of EM 145 A class, 15 students of EM 145 B class, and 10 students of EM 146 class. So the samples of this study were 4 classes totalling 58 students. A purposive sampling method will be employed. This sampling approach is suitable as it focuses on students actively involved in the grammar program, ensuring they have experience with the Quizizz platform.

Instruments

The main instrument for data collection is a questionnaire consisting of Likert scale items. The questionnaire was adapted and modified from previous studies (Rahman, 2023; Matlan & Maat, 2021) to align with the research objectives. To ensure the validity and reliability of the instrument, the items were reviewed by three experts in educational research for content validity, and modifications were made based on their feedback.

The reliability of the questionnaire was evaluated using Cronbach's alpha, yielding a reliability coefficient of 0.85 for Part A and 0.88 for Part B, indicating high internal consistency. A 4-point Likert scale was used (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree) to measure students' perceptions and motivation.

The questionnaire was divided into two sections: Part A focused on students' perceptions of using the Quizizz application and consisted of 10 items, while Part B explored how the use of Quizizz can enhance students' motivation in learning grammar, also containing 10 items.

Data Analysis

The data analysis was conducted using Microsoft Excel 2019 to calculate the mean and percentage of each item, with charts employed to present the findings visually. The survey, created using Google Forms, consisted of 20 questions and was made available to respondents for one week. Clear instructions were provided at the beginning of the form to guide participants, ensuring accuracy in their responses. Anonymity and confidentiality were also guaranteed to encourage honest feedback.

After the survey period ended, the responses were downloaded as a spreadsheet file for further analysis. Microsoft Excel was used to process the data systematically, enabling precise calculations and effective visualization of results through charts.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

Tables 1 and 2 present students' perceptions of using the Quizizz application. These tables provide valuable insights into how students interact with the application and their overall satisfaction with its features.

Table 1
Students' Perceptions of Using the Quizizz Application

Item	Question	SA	A	D	SD
1	Quizizz is easy to access and use for grammar practice	34% (20)	62% (36)	2% (1)	2% (1)
2	Quizizz helps make grammar lessons more engaging and interesting	31% (18)	66% (38)	3% (2)	0% (0)
3	The features in Quizizz (like leader board and avatars) enhance my experience of learning grammar	29% (17)	64% (37)	3% (2)	3% (2)
4	Quizizz helps me better understand grammar rules and concepts	28% (16)	64% (37)	9% (5)	0% (0)
5	I feel confident using Quizizz for self-assessment in grammar	31% (18)	60% (35)	9% (5)	0% (0)
6	Quizizz provides immediate feedback, which helps improve my grammar skills	29% (17)	67% (39)	2% (1)	2% (1)
7	I find that using Quizizz is a useful way to revise and practice grammar	38% (22)	57% (33)	3% (2)	2% (1)
8	I would recommend the use of Quizizz for learning grammar to others	22% (13)	60% (35)	16% (9)	2% (1)
9	Quizizz makes grammar learning more interactive than traditional methods	29% (17)	62% (36)	7% (4)	2% (1)
10	Overall, I have a positive perception of Quizizz as a learning tool for grammar	28% (16)	64% (37)	7% (4)	2% (1)

Based on table 1, students generally have a positive perception of using Quizizz for grammar practice, with the majority responding with either "Strongly Agree" (SA) or "Agree" (A) for each question.

For the question, "Quizizz is easy to access and use for grammar practice," 96% of students responded positively, with 34% choosing "Strongly Agree" and 62% choosing "Agree." This high level of accessibility suggests that Quizizz is user-friendly, a critical feature for maintaining engagement, particularly in non-formal learning contexts.

Regarding "Quizizz helps make grammar lessons more engaging and interesting," 97% of students agreed (31% SA, 66% A), indicating that Quizizz successfully enhances interest in grammar learning. This suggests that Quizizz not only simplifies grammar learning but also

transforms it into an enjoyable experience, which is essential for sustaining long-term student motivation.

In response to "The features in Quizizz, like the leaderboard and avatars, enhance my experience of learning grammar," 93% of students (29% SA, 64% A) expressed appreciation. This finding highlights the impact of gamified elements in fostering a sense of competition and enjoyment, which are known to improve student engagement and focus.

For the statement, "Quizizz helps me better understand grammar rules and concepts," 92% of students agreed (28% SA, 64% A). This suggests that Quizizz not only engages students but also effectively supports their comprehension of complex grammar concepts, indicating its dual role as an educational and motivational tool.

When asked if "I feel confident using Quizizz for self-assessment in grammar," 91% responded positively (31% SA, 60% A). This reflects the platform's ability to provide a safe and constructive environment for students to evaluate their skills, which can enhance self-regulation in learning.

In response to "Quizizz provides immediate feedback, which helps improve my grammar skills," 96% of students agreed (29% SA, 67% A). Immediate feedback is critical in the learning process, as it allows students to identify and correct mistakes promptly, reinforcing their understanding.

For the question, "I find that using Quizizz is a useful way to revise and practice grammar," 95% of students agreed (38% SA, 57% A). This high level of agreement underscores Quizizz's utility as a revision tool, promoting regular practice and reinforcing learned material.

When asked if they would recommend Quizizz, "I would recommend the use of Quizizz for learning grammar to others," 82% responded positively (22% SA, 60% A), though 16% disagreed. This suggests that while the majority appreciate Quizizz, there may be individual differences in preferences or experiences that influence willingness to recommend it.

For the statement, "Quizizz makes grammar learning more interactive than traditional methods," 91% agreed (29% SA, 62% A). This finding supports the notion that interactive tools like Quizizz can modernize traditional learning approaches and increase student participation.

Finally, in response to "Overall, I have a positive perception of Quizizz as a learning tool for grammar," 92% of students agreed (28% SA, 64% A). This reflects an overall satisfaction with Quizizz, emphasizing its effectiveness and appeal as a learning platform.
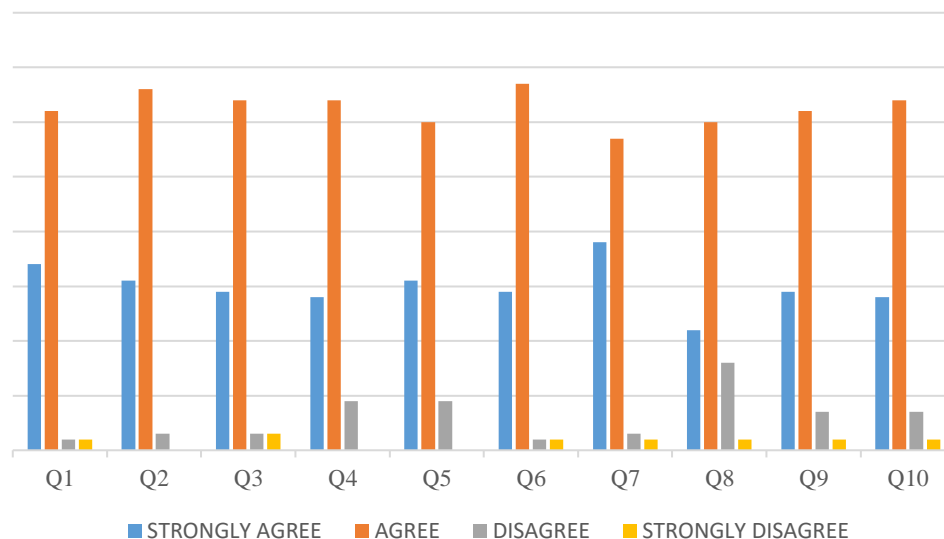

Figure 1. Students' Perceptions of Using the Quizizz Application

Figure 1 shows consistent trends across all ten questions (Q1 to Q10). The "Agree" (orange bar) category dominates across most of the questions, ranging between approximately 57% to 67%, showing that a majority of students found Quizizz useful and effective for grammar learning. The "Strongly Agree" (blue bar) responses, while lower than "Agree," still hold significant portions in each question, typically hovering around 28% to 38%, indicating strong enthusiasm for Quizizz.

For instance, in questions like Q1 ("Quizizz is easy to access and use for grammar practice") and Q2 ("Quizizz helps make grammar lessons more engaging and interesting"), over 30% of students strongly agreed, with a large majority agreeing overall. Similar trends can be seen for Q6 ("Quizizz provides immediate feedback, which helps improve my grammar skills") and Q7 ("I find that using Quizizz is a useful way to revise and practice grammar"), where strong positive responses reinforce Quizizz's role as an effective learning tool.

Disagreement is minimal across all questions, represented by the grey and yellow bars for "Disagree" and "Strongly Disagree," respectively. In most cases, "Disagree" responses were below 10%, and "Strongly Disagree" was consistently low, often at or near 0%, showing that very few students had a negative view of the platform.

In summary, figure 1 illustrates that students overwhelmingly view Quizizz as an accessible, engaging, and beneficial tool for grammar practice, with high levels of agreement across all questions and very little disagreement.

Table 2
The Use of Quizizz Can Enhance Students' Motivation in Learning Grammar

Item	Question	SA	A	D	SD
11	Using Quizizz increases my motivation to study grammar	22% (13)	60% (35)	16% (9)	2% (1)
12	Quizizz makes grammar lessons more enjoyable, motivating me to participate	29% (17)	62% (36)	7% (4)	2% (1)
13	The competitive elements in Quizizz, like scoring, motivate me to perform better in grammar task	28% (16)	64% (37)	7% (4)	2% (1)
14	I feel encouraged to review my grammar knowledge after using Quizizz	28% (16)	62% (36)	10% (6)	0% (0)
15	Quizizz makes learning grammar feel like a fun challenge, boosting my motivation	36% (21)	57% (33)	5% (3)	2% (1)
16	I am more motivated to continue improving my grammar skills when using Quizizz	21% (12)	67% (39)	12% (7)	0% (0)
17	Quizizz helps me stay focused and motivated during grammar practice	33% (19)	48% (28)	19% (11)	0% (0)
18	The ability to track my progress in Quizizz motivates me to learn grammar more effectively	29% (17)	64% (37)	7% (4)	0% (0)
19	Quizizz motivates me to participate more actively in grammar lessons	24% (14)	67% (39)	9% (5)	0% (0)
20	Overall, Quizizz enhances my motivation to learn grammar	38% (22)	59% (34)	2% (1)	2% (1)

Based on table 2, the responses clearly indicate that Quizizz has a positive impact on students' motivation to learn grammar, with the majority expressing either "Strongly Agree" (SA) or "Agree" (A) across all items related to motivation.

For the statement, "Using Quizizz increases my motivation to study grammar," 82% of students agreed (22% SA, 60% A). This suggests that Quizizz acts as a motivator, making grammar learning more appealing and encouraging consistent study habits.

In response to "Quizizz makes grammar lessons more enjoyable, motivating me to participate," 91% responded positively (29% SA, 62% A). The enjoyable nature of Quizizz activities likely increases student participation, an important factor in effective learning.

When asked if "The competitive elements in Quizizz, like scoring, motivate me to perform better in grammar tasks," 92% of students agreed (28% SA, 64% A). This finding highlights the motivational power of gamification, which can drive students to achieve higher performance levels.

Regarding "I feel encouraged to review my grammar knowledge after using Quizizz," 90% of students agreed (28% SA, 62% A). This indicates that Quizizz fosters a sense of responsibility and initiative for independent learning, crucial for mastering grammar.

For "Quizizz makes learning grammar feel like a fun challenge, boosting my motivation," 93% responded positively (36% SA, 57% A). By framing grammar learning as a fun challenge, Quizizz helps reduce the perceived difficulty of the subject, increasing students' willingness to engage.

When asked if "I am more motivated to continue improving my grammar skills when using Quizizz," 88% agreed (21% SA, 67% A). This reflects the platform's ability to sustain motivation over time, which is vital for long-term skill development.

For "Quizizz helps me stay focused and motivated during grammar practice," 81% of students agreed (33% SA, 48% A), though 19% disagreed. This suggests that while Quizizz effectively holds the attention of most students, some may face challenges maintaining focus, possibly due to external factors or individual preferences.

In response to "The ability to track my progress in Quizizz motivates me to learn grammar more effectively," 93% of students agreed (29% SA, 64% A). Progress tracking is a significant motivational factor, as it helps students set goals and monitor their achievements.

For "Quizizz motivates me to participate more actively in grammar lessons," 91% of students agreed (24% SA, 67% A). This finding emphasizes Quizizz's role in creating a dynamic and participatory classroom environment.

Finally, for "Overall, Quizizz enhances my motivation to learn grammar," 97% of students agreed (38% SA, 59% A). This indicates that Quizizz is a highly effective tool for boosting students' overall enthusiasm and commitment to grammar learning.
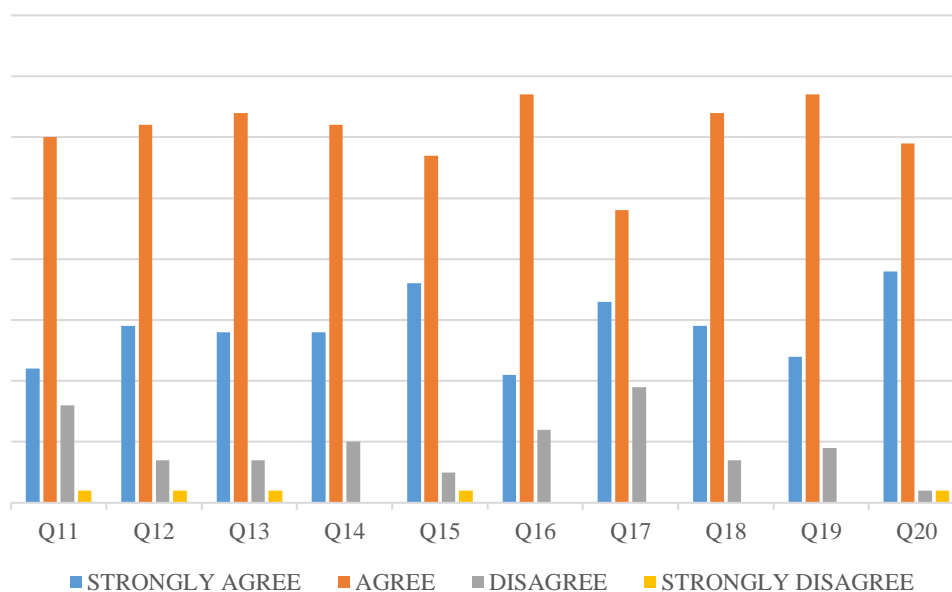

Figure 2. The Use of Quizizz Can Enhance Students' Motivation in Learning Grammar

Figure 2 illustrates consistent trends across all ten questions (Q11 to Q20), showing that "Agree" (orange bar) responses dominate, typically ranging between 57% to 67%. This indicates that a majority of students found Quizizz effective in boosting their motivation for learning grammar. The "Strongly Agree" (blue bar) responses, though slightly lower than "Agree", are still significant, generally falling between 21% to 38%, reflecting strong enthusiasm among many students.

For example, in questions such as Q15 ("Quizizz makes learning grammar feel like a fun challenge, boosting my motivation") and Q20 ("Overall, Quizizz enhances my motivation to learn grammar"), the "Strongly Agree" category is particularly high, at 36% and 38% respectively. These responses suggest that many students see Quizizz as not only a motivating but also an enjoyable tool for grammar practice. Similar patterns are observed in Q13 and Q14, where "Agree" and "Strongly Agree" responses show substantial positive reception toward the competitive and review aspects of Quizizz.

Disagreement levels are consistently low across all questions, as represented by the "Disagree" (gray bar) and "Strongly Disagree" (yellow bar) categories. In most cases, "Disagree" responses remain under 10%, and "Strongly Disagree" responses are near or at 0%, indicating that very few students held negative perceptions of Quizizz's role in grammar learning.

Discussion

This study investigates students' perceptions of using Quizizz for grammar learning and its impact on their motivation at Kampung Inggris Language Center (KILC), Pare Kediri. The findings reveal positive perceptions of Quizizz's features and its motivational benefits, supported by established theories of gamification and motivation in education. The results indicate that 96% of respondents found Quizizz easy to access and use, aligning with Rahman (2023), who emphasized the importance of accessibility in reducing barriers to learning. Moreover, 97% agreed that Quizizz made grammar lessons more engaging. This is consistent with gamification theory, which posits that elements such as leaderboards, avatars, and points enhance student engagement (Razali et al., 2020). Students also valued the gamified aspects of Quizizz, with 93% stating that features like leaderboards and avatars enriched their learning experience. Anak Yunus & Kim Hua (2021) assert that gamification boosts students' participation and enjoyment, making challenging subjects like grammar more approachable. Thus, Quizizz successfully transforms grammar learning into an engaging and interactive experience, especially in non-formal educational contexts like Kampung Inggris.

To maximize its effectiveness, educators can integrate Quizizz into non-formal courses as both a teaching medium and a daily assessment tool. Quizizz can be used during class sessions or assigned for self-assessment, allowing students to review materials independently. Furthermore, educators can utilize its features to share instructional materials, such as PowerPoint presentations, followed by practice quizzes, creating a seamless and dynamic learning process. The findings also demonstrate that Quizizz significantly improves students' motivation. For instance, 96% of students appreciated the instant feedback feature, which aligns with Ryan & Deci (2020) Self-Determination Theory. Prompt feedback enhances intrinsic motivation by helping students understand their progress and correct errors in real-time (Pham, 2023). Additionally, 92% of respondents agreed that Quizizz's competitive features, such as scoring and rankings, encouraged them to perform better in grammar tasks. This supports Razali et al. (2020), who argued that gamification's competitive elements foster a sense of achievement and drive students to improve.

However, some students (19%) noted difficulties maintaining focus due to time constraints in Quizizz. Tavares (2022) highlights that such constraints may induce stress and hinder concentration. To address this, educators can modify the settings by extending the

duration or disabling the timer, allowing students to focus better on their tasks. While the sample size was relatively small, comprising 58 students, it represents the entire population of grammar learners at KILC, which includes varied proficiency levels. This diversity strengthens the representativeness of the findings within KILC. Moreover, given that most English courses in Kampung Inggris employ similar "fun English" methodologies (Rizky, 2021), the results may offer insights applicable to other institutions in the area. Nevertheless, further research with larger and more diverse samples is necessary to generalize the findings to broader contexts.

Overall, the findings highlight the effectiveness of Quizizz in addressing motivational challenges in grammar learning. By integrating gamification into instruction, Quizizz aligns with Kampung Inggris's ethos of creating enjoyable and interactive learning environments (Rahayu, 2020). Its ability to engage students both cognitively and affectively makes it a valuable tool for non-formal grammar programs. Future research could explore its application in teaching other language skills or in different educational settings to expand its potential benefits.

CONCLUSION

The results of this study show that the students at Kampung Inggris Language Centre in Pare Kediri have a positive perception towards the use of Quizizz application for grammar learning. The majority of students reported that Quizizz not only helped them understand grammar concepts better, but also increased their motivation and interest in the material. This is mainly due to the gamification features in Quizizz, such as leaderboards, avatars, and immediate feedback, which transform grammar learning from a task that is usually perceived as difficult and monotonous into a more engaging and fun activity.

The use of Quizizz proved effective not only in supporting the cognitive aspect of grammar learning but also the affective aspect, by increasing students' motivation. This finding is in line with previous research showing that gamification in learning tools can increase student engagement and participation. The interactive and accessible format of Quizizz encourages students to actively participate and motivates them to continue improving their grammar skills. However, some students noted challenges in maintaining focus, especially on more complex questions with time constraints. Addressing this minor issue, for example by adjusting the timing, could further optimise the learning experience for more students.

Overall, the use of Quizizz in non-formal education environments, such as language learning centres, demonstrated its potential in creating a more dynamic and motivating learning atmosphere. This research suggests that Quizizz can be a valuable tool for grammar programmes in both formal and non-formal educational contexts. Further research is recommended to explore the application of gamification-based learning to other language skills and educational environments to maximise the benefits of technology-based learning.

This study contributes to existing knowledge by highlighting the role of gamified learning tools, like Quizizz, in addressing motivational challenges in grammar instruction. Its focus on a non-formal learning environment provides new insights into how such tools can be adapted to dynamic and flexible settings like Kampung Inggris. These findings support the broader integration of technology-driven gamification in language teaching, particularly in making traditionally difficult subjects like grammar more accessible and enjoyable.

Future research could expand on these findings by exploring the use of Quizizz in other non-formal educational contexts or testing its effectiveness across different language skills, such as listening, speaking, and writing. Investigating long-term impacts on student performance and engagement would also provide a more comprehensive understanding of the tool's potential in diverse learning environments.

ACKNOWLEDGEMENT

REFERENCES

Anak Yunus, C. C., & Hua, T. K. (2021). Exploring a Gamified Learning Tool in the ESL Classroom: The Case of Quizizz. *Journal of Education and E-Learning Research*, *8*(1), 103–108. https://doi.org/10.20448/journal.509.2021.81.103.108

Andriani, Yusna, Yosi Ramadona, Eka Pratiwi Estiningtias, & Anita Satriani. (2023). Interaksi Guru dan Siswa: Analisis Mendalam terhadap Kurangnya Motivasi Belajar di Kelas Akibat Metode Pengajaran Tradisional. *PIJAR: Jurnal Pendidikan Dan Pengajaran*, *1*(3), 487–493. https://doi.org/10.58540/pijar.v1i3.496

Aýun, Q., & Irwansyah, I. P. (2022). Students' perceptions of the use quizizz as an online learning media for biology. *Biosfer*, *15*(1), 147–158. https://doi.org/10.21009/biosferjpb.20182

Chang, Y.-S. (2021). Applying the ARCS Motivation Theory for the Assessment of AR Digital Media Design Learning Effectiveness. *Sustainability*, *13*(21), 12296. https://doi.org/10.3390/su132112296

Creswell, J.W. and Creswell, J.D. (2018) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage, Los Angeles.

Guay, F. (2022). Applying Self-Determination Theory to Education: Regulations Types, Psychological Needs, and Autonomy Supporting Behaviors. *Canadian Journal of School Psychology*, *37*(1), 75–92. https://doi.org/10.1177/08295735211055355

Gunawan T., & Yusniaty G. (2021). Masalah Yang Dihadapi Pelajar Bahasa Inggris Dalam Memahami Pelajaran Bahasa Inggris. *Dialektika: Jurnal Bahasa, Sastra Dan Budaya*, *8*(1), 30–41. https://Doi.Org/10.33541/Dia.V8i1.3110

Komara, C., & Tiarsiwi, F. (2021). Exploring Indonesian EFL Learners' Perception of English Learning Grammar. *Journal of English Language Teaching and Linguistics*, *6*(2), 459. https://doi.org/10.21462/jeltl.v6i2.564

Le Thi Ngoc, H. (2024). The Effectiveness of Using Quizizz in Teaching English as a Foreign Language at a Tertiary Level. *Journal of Knowledge Learning and Science Technology*, *3*(1), 207–222. https://doi.org/10.60087/jklst.vol3.n1.p222

Matlan, S., & Maat, S. (2021). Penggunaan Aplikasi Quizizz Sebagai Alternatif Penilaian Formatif dalam Pengajaran dan Pembelajaran Matematik. *Jurnal Dunia Pendidikan, 3*(4), 217-227. Retrieved from https://myjms.mohe.gov.my/index.php/jdpd/article/view/16270

Paladieva, A., Pavlyuk, V., Bondar, G., & Honcharuk, V. (2023). Implementation Of Interactive Methods Learning In Theoretical English Grammar Classes. *Pedagogy And Education Management Review*, *1*, 58–63. https://doi.org/10.36690/2733-2039-2023-1-58

Pham, A. T. (2023). The impact of gamified learning using Quizizz on ESL learners' grammar achievement. *Contemporary Educational Technology*, *15*(2), ep410. https://doi.org/10.30935/cedtech/12923

Rahayu, D. I. (2020). The Acquisition and Learning of EFL in A Non-formal English Education in Indonesia. *Journal of English Education*, *5*(2), 86–94. https://doi.org/10.31327/jee.v5i2.1312

Rahman, N. D. (2023). THE USE OF QUIZIZZ AS A GAME-BASED LEARNING TOOL IN IMPROVING THE MASTERY OF GRAMMAR: LOW-PROFICIENT L2 LEARNERS' PERCEPTIONS. *International Journal of Modern Education*, *5*(17), 70–80. https://doi.org/10.35631/ijmoe.517007

Razali, N., Nasir, N. A., Ismail, M. E., Sari, N. M., & Salleh, K. M. (2020). Gamification Elements in Quizizz Applications: Evaluating the Impact on Intrinsic and Extrinsic Student's Motivation. *IOP Conference Series: Materials Science and Engineering*, *917*(1), 012024. https://doi.org/10.1088/1757-899X/917/1/012024

Rizky Pratiwi, W. (2021). Communicative Visual Media-Based Speaking Instructional Methods At Peace Kampung Inggris Pare. *Klasikal : Journal Of Education, Language Teaching And Science*, *3*(1), 31–40. https://doi.org/10.52208/klasikal.v3i1.91

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, *61*, 101860. https://doi.org/10.1016/j.cedpsych.2020.101860

Samoshkina, I. (2024). Applied Learning in Higher Education: Bridging the Gap Between Theory and Practice. *Proceedings of The International Conference on Modern Research in Education, Teaching and Learning*, *3*(1), 25–34. https://doi.org/10.33422/icmetl.v3i1.271

Tavares, N. (2022). The use and impact of game-based learning on the learning experience and knowledge retention of nursing undergraduate students: A systematic literature review. *Nurse Education Today*, *117*, 105484. https://doi.org/10.1016/j.nedt.2022.105484

Yanuarto, W. N., & Hastinasyah, P. D. (2023). Gamification: Quizizz in Mathematical Game Learning for Secondary Students. *Indonesian Journal of Mathematics Education*, *5*(2), 64–73. https://doi.org/10.31002/ijome.v5i2.6588