



## Narrative Inquiry Of EFL Students' Experiences In Learning Grammar By Using Quizizz As A Formative Assessment Tool

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### Abstract

*This study aimed to investigate the experiences of EFL students in learning grammar through the use of Quizizz as a formative assessment tool. The study employed a narrative inquiry approach and gathering the data through reflective journals and interviews. The research site is SMA Negeri 17 Bekasi, with 6 participants consist of high, medium, and low achievements in English subject. The findings are thematically analyzed and categorized into strengths and weaknesses. In terms of strengths, this study highlighted Quizizz's practicality and ease of use, its engagement-enhancing features, and its motivational impact on students. However, in terms of weaknesses, this study discusses about its lack of impact on improving students' grammar skills, technical difficulties faced by students, and concerns related to rapid timing during assessments. The conclusion of this study is that by offering effective and interesting learning possibilities, Quizizz can be a useful tool for improving students' experiences with grammar.*

**Keywords:** EFL Students, Formative Assessment Tool, Grammar Learning, Quizizz

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## INTRODUCTION

Learning grammar is an essential aspect of EFL learning. It is reckoned to be an important principle for English learning (Cam and Tran, 2017). Grammar can help EFL students to communicate more effectively and accurately in both oral and written forms (Rossiter, 2021). However, learning grammar is not as easy as it seems. Many EFL students experienced difficulties in learning grammar, as it is one of the most difficult concepts to teach and plays a crucial role in both language learning and teaching (Özcan, 2015). It is due to a lack of interest or motivation, language exposure, and limited time devoted to grammar in schools' curricula (Al-Mekhlafi and Nagaratnam, 2011). To conclude, many factors make grammar difficult to study.

There are several methods, techniques, and even evaluations have been used by a lot of EFL teachers and instructors in addition to overcoming grammar difficulties. Formative assessment, however, has been identified to help EFL students overcome challenges in learning grammar. It can help teachers identify students' strengths and weaknesses, provide feedback, and adjust students' needs. Formative assessment can help students in learning grammar, by identifying correct errors (Gan and Leung, 2020). Therefore, formative assessment indeed has a significant impact on helping students with grammar difficulties.

The use of technology-based formative assessment, in the form of online quizzes, and can improve grammar learning outcomes (Sheard et. al., 2012). This means that technology can be an alternative to traditional assessment methods. Quizizz, however, is a technology-based formative assessment tool that has gained popularity in EFL classrooms. Quizizz is a formative assessment tool that integrates game features and real-time feedback to provide an alternative to normal assessment, and an interactive tool for classrooms that provides game-based features, such as fun avatars, sound effects, and leaderboards (Zhao, 2019; Zuhriyah & Pratolo, 2020). A study by Bury (2017) proved that online formative assessment tools like Quizizz can improve students' grammar knowledge and gain students' interest. Hence, an alternative online formative assessment tool like Quizizz can be effective in improving students' grammar performance.

There have been several previous research studies conducted on the topic. Fadhilawati (2021) researched the use of Quizizz for learning and evaluating grammar material. It is said that Quizizz could amplify students' grammar performance, and the students received a positive attitude toward using Quizizz in learning grammar. This study is also supported by Aziz et. al. (2021), which researched the effectiveness of Quizizz in improving grammar achievement. The results showed that students perceived that using Quizizz has a positive impact on their grammar performance and can assess students' achievement and increase their motivation in learning grammar. Hence, the use of Quizizz has a positive impact on students' grammar learning.

The research above has shown that the use of Quizizz has positive responses from both teachers and students in EFL learning. Although there are many similar studies on the topic of this research, there was little or no research that explains EFL students' experience in learning grammar by using Quizizz as a formative assessment tool. Previous studies have revealed that most of the research on the topic is using quantitative studies. Despite that, a methodological gap is prominent in research on the topic.

Based on the background of the research, the research question for this study is: "How do EFL students experience learning grammar while using Quizizz as a formative assessment tool?"

## **METHODS**

The design of this study used narrative inquiry research. Narrative research is a part of qualitative research design and has been used to focus on one or more individuals, collecting data through their stories and experiences (Creswell, 2007). It was chosen for this research to explore EFL students' experiences. This research was conducted in SMA Negeri 17 Bekasi, which is located in South Bekasi, West Java. The researcher chose this particular site for their study because an EFL teacher used Quizizz as a formative assessment tool for English courses at the school. The participants for this research are 11th-grade students that were taught by the EFL teacher and have been using Quizizz as a formative assessment tool. The researcher chose 6 students from a classroom that consists of high, low, and medium achievements in English subject. Meanwhile, the researcher collected the data through written narrative in the form of reflective journal and semi-structured interviews. Thematic Analysis was used to analyze the data of this research.

## RESULTS & DISCUSSION

### Results

#### 1. Strengths

##### a. Practicality and Ease of Use

Based on the interview data, the researcher found out that students preferred to use Quizizz in learning grammar rather than use it in a conventional way such as writing in a textbook.

##### *Student Vignette 1*

*“For me, Quizizz is easier because you can just click on it, and writing some notes makes me tired.”*

##### *Student Vignette 2*

*“Quizizz has game-like features and I feel like it’s more challenging as it works well for me. Using a notebook is more boring, I prefer Quizizz to a notebook.”*

##### *Student Vignette 3*

*“Quizizz is easier for me because I’m too lazy to write.”*

The vignettes showed that students found Quizizz to be more approachable and offered an engaging approach to learning grammar. Students’ comments have highlighted the platform’s ease of use, with its clickable format being perceived as less tiring and more convenient. It also served that Quizizz has interactive and gamified aspects that can contribute to interest in learning. Overall, the vignettes underlined how Quizizz addresses students’ desire for efficiency and aligned well with their learning preferences.

##### b. Engagement and Excitement over Its Fun Features

Students also perceived Quizizz as an interesting and enjoyable platform to learn grammar. They agreed that the fun features make them more engaged with the materials that the EFL teachers gave them. The following vignettes provide how students explained whether Quizizz is an enjoyable and engaging platform when they study grammar.

##### *Student Vignette 6*

*“Yes, because the features are different from other apps.”*

##### *Student Vignette 7*

*“Yes. The features make me more focused when I’m learning grammar.”*

The students’ vignettes shown above underlined the distinctive appeal of Quizizz features in facilitating grammar learning. Vignette 6 highlighted the uniqueness of Quizizz’s features compared to other platforms and suggested that it’s what makes it attractive. Vignette 7 also emphasized the role of these features in increasing their focus during grammar learning, indicating the effectiveness of Quizizz in maintaining engagement.

Besides Quizizz's ability to maintain students’ engagement, students also had positive emotions while they were using Quizizz in a grammar learning environment. Most of them explained that they felt happier and excited while using it. The following two vignettes explained students’ feelings when learning grammar using Quizizz.

##### *Student Vignette 9*

*“I feel happy so I don’t have to write some notes. Plus, I can use my gadget.”*

##### *Student Vignette 10*

*“Yes, miss. I feel more excited.”*

These student vignettes emphasized the positive emotions evoked by Quizizz's user-friendly and digital format features. In Vignette 9, the student expressed happiness when using the platform, as it related to note-taking avoidance and convenience in using their gadget for learning. This suggests that Quizizz's interactive features aligned with students' preferences for digital learning experiences. Likewise, Vignette 10 also highlighted that the usage of Quizizz heightened the student's excitement about grammar learning. The conclusion based on these Vignettes accentuated the platform's capacity to obtain positive emotions as it offered a more engaging and enjoyable way of learning grammar.

#### c. Motivational Impact

Based on the interview data, most of the students agreed that Quizizz was indeed increasing their grammar learning motivation. They agreed that Quizizz made them feel more active in learning activities and motivate them to have better performance. It could be seen from the students' vignettes below:

*Student Vignette 11*

*“Yes, it makes me more motivated.”*

*Student Vignette 12*

*“Yes, I feel more motivated. I feel more excited and alive, I guess?”*

These student vignettes provided some motivational impacts of Quizizz on grammar learning experiences. Vignettes 11 and 12 showed a positive impact on their learning motivation, as they could see that they were more excited by the features. This suggested that Quizizz's features can increase students' learning motivation and enthusiasm. In conclusion, the vignettes underscore Quizizz's potential to enhance motivation and highlight the platform's role in shaping students' enthusiasm and engagement in grammar learning.

## 2. Weaknesses

#### a. Quizizz did not affect Students' grammar skills

Quizizz had enchanting features as it was a simple, practical tool that could be used for learning. Although it was a good learning platform, most of the students explained that it has no significant change in their grammar skills. They explained how using Quizizz did not affect their grammar skills. The following vignettes are from students' reflective journal and interviews that stated how Quizizz did not contribute to their grammar comprehension.

*Student Vignette 13*

*“Throughout the time that I use Quizizz, my grammar skills didn't improve.”*

*Student Vignette 14*

*“My grammar skills did not improve.”*

The student vignettes above collectively conveyed shared beliefs towards the limited impact of Quizizz on the enhancement of their grammar skills. Vignette 13, Vignette 14, explained an agreement that Quizizz's contribution to improving students' grammar proficiency appears to be moderate. They expressed varying proportions of scepticism towards the platform's ability in terms of skill enhancement. Those vignettes indicated that Quizizz may serve as an engaging learning tool, but it did not make any improvement in their grammar abilities.

#### b. Concern over rushed-timing

One of the features of Quizizz was instant feedback and real-time assessment. Students were able to see their scores as soon as they finished doing their assignments. The vignettes below explained about how students showed their concern towards the features.

*Student Vignette 20*

*“Sometimes, the time is too short for me to answer a question so I feel rushed while trying to answer it.”*

*Student Vignette 21*

*“I feel not satisfied enough with it because of the fast timing.”*

Based on the vignettes above, the researcher found that there were no significant impact for students with the special features. They did not like how fast the timing that was set by EFL teachers for each question. Therefore, they did not have time to think and process the question because of how rushed it was. Most of the students found that they have to finish the assignment in a hurry because of the time limit. They wished the time was set a bit longer, though it could be set in custom by the teacher who made the quiz.

#### c. Technical Difficulties

Even though Quizizz was a reliable platform for learning, it had many drawbacks as well. Based on the collected data, students stated that there are many challenges and difficulties while using Quizizz. Most of them agreed that technical issues were the main part of the problem. Low internet connection, lack of internet quota, bugs, and unexpected logouts were largely the difficulties that they faced. A student also stated that additional memes were also bothering them.

It could be seen from the students' vignettes below:

*Student Vignette 24*

*“Low internet connection and sometimes it resets by itself so my data is gone.”*

*Student Vignette 25*

*“Low internet connection and suddenly log out by itself.”*

These vignettes underlined the need for a more stable and glitch-free platform, as troublesome technical issues intrude on the learning process. A dependable and uninterrupted technological framework was crucial for making a practical grammar learning experience through Quizizz.

## **Discussion**

### **1. Strengths**

The use of Quizizz in learning grammar had a lot of strengths that could be discussed. Accordingly, this research also showed that students preferred using Quizizz over conventional methods because of its accessibility, convenience, and ease. It is aligned with Siregar and Octavia (2022), who declared that Quizizz is easy to use and accessible for students. They also perceived that Quizizz is indeed an enjoyable and interesting tool to learn grammar. A study by Purba (2019) was similar, saying that Quizizz is an interactive educational tool and it made students pay more attention and increased their engagement. They liked how Quizizz makes grammar learning more interesting and fun. Most of the students felt happy and excited while using Quizizz. It is aligned with Febriani et. al. (2022), in which Quizizz makes learning grammar more enjoyable because it gains student's interest. Additionally, students as well agreed that Quizizz can boost their learning motivation since they described how it made them active in learning. In parallel, a

study by Andresta & Anwar (2022) similarly described that Quizizz can indeed increase students' motivation because of its features. Thus, Quizizz can be a considerably good platform for grammar learning.

## **2. Weaknesses**

Although Quizizz was perceived positively, there were also weaknesses in the use of the game-like learning tool as well. Students stated that they have no significant change in their grammar skills. Their skills were not increased or decreased. This is different from a study by Fadhilawati (2021), which declared Quizizz is able to improve students' grammar skills. Although there was a feature of instant feedback and real-time assessment, students explained how they didn't feel like the feature was able to improve their grammar skills. They weren't fond of the rapid time limit that was set by their teachers. Technical difficulties were also the main challenges of using Quizizz. Most of the students stated that internet connection was the main reason for their difficulties. This study aligned with Zulfa and Ratri (2022), which stated that students have difficulty with internet connection.

## **CONCLUSION**

This study attempted to explain how EFL students experience learning grammar by using Quizizz as a formative assessment tool. There are several conclusions that can be made related to the findings of this research, in regards to the research topic. The findings of this research revealed that Quizizz have multiple strengths which include practicality and ease of use, engagement through interactive and gamified features, positive emotional responses and motivational impacts towards students in learning grammar. However, while Quizizz had engaging features that make learning more enjoyable, the researcher also found weaknesses of Quizizz that students have to face in which it did not influence students' grammar skills improvement, concern over rushed timing, and technical issues such as low internet signal, logouts, and bugs.

The researcher suggested improvement, different varieties of EFL components and digital formative assessment tools, and more in-depth research are recommended for future researchers. The researcher also believed that researching about variety of another learning platforms can be worthwhile. This will enable a deeper understanding of digital formative assessment tools in EFL learning classrooms.

## **CONFLICT OF INTEREST**

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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