DIALOGUE SOCIAL SCIENCE REVIEW

Effectiveness of Quizizz Application in Teaching English Grammar at Elementary Level

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ABSTRACT
Objective of the present study is to analyze the effectiveness of the Quizizz application in teaching English grammar to elementary students and to evaluate its impact on the students' academic performance, motivation, and engagement in learning, particularly in learning tenses. Study Design was action research study using a quantitative approach. The study was carried out at a private secondary school in Rawalpindi, Pakistan, for a period of two weeks. The study was carried out using the pre-test and post-test method to gather data from twenty-five students of grade eight. First, a pre-test was carried out to measure the students' existing knowledge of English grammar. After that, the students were taught through the Quizizz application by providing lectures, learning, and homework. Finally, a post-test was carried out to measure the students' learning outcomes. The data was analyzed statistically to determine the effectiveness of the application. The results showed that there was a significant improvement in the performance of the students after using the Quizizz application. The post-test results were higher compared to the pre-test results, showing that the students had a better grasp of the grammar concepts. The students demonstrated more interest, participation, and motivation to learn. The analysis showed that the difference between the pre-test and post-test results was significant. The conclusion of this study is that the Quizizz application is an effective and innovative tool for teaching English grammar to elementary-level students. The application improves the learning, engagement, and assessment results of students. The application also assists teachers by automatically generating results and decreasing their workload. Therefore, the application should be incorporated into the traditional and online teaching systems to enhance the performance of students in academics.

Keywords: Quizizz Application, English Grammar, Elementary Level, Digital Learning, Student Achievement, Online Assessment.

INTRODUCTION
Teaching grammar at elementary level is very important because it help learners to understand English better. But our students consider grammar as a boring subject. Teachers should teach grammar in innovative ways. So, students can learn it better. We all know that the world is becoming a global village. Teachers can teach dull subjects through online tools to create student's interest. We know that we face uncertain situations in which we cannot Quizizz is an online tool which help students to learn through games. Researcher conducted this research to check the effectiveness of Quizizz

application in teaching English Grammar.

Quizizz is an online learning tool that helps in creating interactive lessons, quizzes, assignments, and assessments to make classroom learning fun and enjoyable. It enables teachers to track students' performance and encourages active participation using digital tools. English grammar is the study of sentence structure, word formation, and rules of language, primarily concentrating on syntax and morphology. In elementary education in Pakistan, schooling continues until grade eight, where students learn basic language skills. Grammar is the backbone of learning that enables students to understand, speak, and write English correctly by enhancing sentence formation, communication, and overall language proficiency.

Grammar is a crucial tool for successful communication that enables students to articulate their thoughts clearly and confidently. It makes learning easy by enabling students to arrange their ideas and form meaningful sentences. Regular practice of grammar helps in accuracy, fluency, and comprehension of language patterns. Learning grammar also helps in improving listening, speaking, reading, and writing skills, making students competent communicators in and out of the classroom. Hence, it is important to have in-depth grammatical knowledge to build confidence, minimize mistakes, and maximize overall English language proficiency.

LITERATURE REVIEW

British linguist, academic, and author Crystal (2014) tells us that "grammar is the study of contrasts of all the meanings that it is possible to make within sentences. According to Chomsky, (father of modern grammar) Universal Grammar (UG) is the. system of principles, conditions, and rules that are elements or. properties common to all languages – the essence of human. language. Language plays a vital part in society since it allows us to express our message and grasp what other people mean in spoken or written form, ensuring that we do not misunderstand what they mean (Kuiper & Allan, 2017) stated that a person's language reflects both his or her characteristics and the ideas and behaviors of their environment. The kind of language which most people use is English. Listening, speaking, reading, and writing are the four skills in English. but also, English has sub-skill and one of them is grammar, (Hanief & Supuwiningsih, 2020) stated that grammar is the rule that make a sentence perfect and we can communicate well in formal Situation and also grammar appears to be a significant challenge for most learners, particularly EFL students. (English for Foreign Language). 180 | ISSN: 2579-437X | Volume 7, 9 October 2021 Meanwhile, grammar is often shown in the school as a subject of learners' uneasiness in forming multiple words in English, and they may feel under pressure to learn English as a result of the grammar (Al-mekhlafi, 2011).

A research proved that in internet, more than 80% of the sites use English as the medium language while 20% of the rest use the other languages such as Indonesian, Chinese, and the other It indicates that if people do not learn English as their second language they will only acquire less than 20% of the new knowledge, for nowadays new knowledge is mostly shared through the internet Alfitri (2012).

Mujiyanto et al (2010:2) defines culture as the result of human endeavor to maintain their life, maintain their bloodline, and to raise their prosperity; therefore culture can be defined as the realization of human's endeavor against the challenges in the process of their adaptation towards the environments. It means that environment changes can really affect human's cultural life; when the cultural atmospheres changes, so will the cultural life.

Mujiyanto et al (2010:5-6) explains that culture as civilization is divided into two

classification; they are high culture and low culture. A society is considered as highly cultured when the people have highly reading habit, tend to write, dedicate themselves to the knowledge development, realize their health value, and so on. Sneddon, (2003). As a global language, it is obvious that English plays an important role in the international interaction. International interactions include economic relationship among countries, international business relationship, global trading, and others. In this kind of international interactions, English mainly acts as a global lingua franca. Lingua franca is a language that is used to communicate among different people from different countries.

Moreover (Hanief & Supuwiningsih, 2020) said that a lot of students have a difficult learning method about grammar because when it is practiced about patterns and structures which depend on the time when we spea k. Moreover, many English learners believe that grammar is such a difficult thing to be. For decades, the value of grammar in foreign language teaching and learning has been a focus of debate. Perhaps there will never be a solution to the debate whether grammar should be taught or not and to what extent grammar is supposed to be taught. It is believed that teaching grammar is less significant for children than adults and it plays a less important part in listening and reading than writing (Celce-Murcia, 1991). Despite many various views about the role of grammar in language teaching and learning, it is incontestable that the importance of grammar can't be ignored, especially in formal classroom language teaching. However, for a long time, English grammar has been a headache for many teachers and students. Although it takes teachers and students a great amount of time to get access to English grammar teaching, the effect is not that obvious. Analyzing different approaches and problems related to each approach, Ellis (2006) states that teaching grammar is undoubtedly necessary for mastering the language, for achieving accuracy and fluency. Nowadays, most junior middle school students in China are willing and encouraged to speak English. Some of them are able to speak English fluently, but they fail to meet the demand of grammatical accuracy. In China, as great importance is attached to applied linguistics from "teaching" to "learning", language learning strategies have aroused widespread concern among linguistic experts (Huang, 2017). Language learning strategies refer to a series of methods or behaviors used by learners to understand, learn, and memorize language information (O'Malley & Chamot, 1990). It is widely recognized that learning strategies are of vital importance in teaching and learning of English grammar.

Elturki (2014) stated that one of the most challenging components of learning a new language is mastering grammar. It is also related to the result of students' grammar tests in MTs Al Muslihuun Tlogo Blitar. Based on the pre-test done on 17th of June 2021 the students' achievement on simple present and present continuous was lacking, the average result in the class was (67.08). The result was less than the minimum needed for mastery of the grammar criterion. (75.00), actually simple present and present continuous was explained by the teacher in the first semester but many students were difficult to understand simple present and present continuous tense. Therefore, the researcher would like to increase the students' grammar achievement by using technology as media for teaching and learning which is about the use of smartphones as a modern technology. Most of the students use a smartphone for studying. Therefore by using a smartphone, the teacher and students can access some of the applications for a study like Quizizz application which is proven to be effective in teaching English.

Mei et al (2018) said that Quizizz is a form of digital instrument that requires all of your students to start practicing together in the classroom using a computer, iPad, tablet, or smartphone, leading to an enjoyable exercise for the learners. According to Akbar (2020)

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Quizizz is an effective media it implied the student teachers were excited, interested, motivated and fun when playing Quizizz as an online quiz application. Moreover, Handoko, (2021) reported Quizizz is a gamification assessment tool that is incredibly effective. Quizizz is a great strategy for developing the assessment classroom learning environment. Quizizz generates a detailed analysis of student test responses, which can be used as learning assessment tools for potential enhancement. On the student side, they are quite excited about utilizing Quizizz to complete tests. This application's pleasant and interactive interface encourages you to accomplish the exam. Many educators had used Quizizz in the classroom. For example (Jannah & Perdana, 2020)reported that there was a statement with the lowest mean, concerning not all students can reduce their exam anxiety with the help of Quizizz. Furthermore, the majority of students agreed to participate in the suvey. According to researchers, Quizizz is considered as one of the highly applied online learning tools due to its usefulness. It is usually conducted to check learners' understanding based on the topic that had been taught. Not only that, it could be used to test learners' prior knowledge and give an insight to the educators on the input to be given to the learners (Junior, 2020). As stated by Zhao (2019), Quizizz is an educational game-based app, which gives the opportunity to carry out multi-player activities simultaneously.

Rahmawati, (2021) reported that Quizizz helped me become more engaged. In English courses in online learning, Quizizz stimulates an interest in learning English during online learning, doing exercises on Quizizz is fun, Quizizz has an attractive display. (Amalia, 7 th ELTT Conference | Proceedings | M.R Aziz1, D. Fadhilawati2 and N. Sutanti3 | 181 2020) reported that the study's findings revealed that students have a good attitude toward Quizizz use. Finally, the students agreed that Quizizz has an appealing display that is both informative and fun, that students cannot cheat during the test, that Quizizz fosters a competitive environment in the classroom, and that Quizizz is superior to traditional offline tests.

METHODOLOGY

This study was conducted under the action research framework using a quantitative approach to examine the effectiveness of the Quizizz application in teaching English grammar. Data were collected through pre-test and post-test to measure students' learning outcomes. Initially, a pre-test was administered to assess students' prior knowledge of grammar, especially tenses. After that, students were taught through the Quizizz application for two weeks, during which learning materials, lectures, and homework were uploaded regularly. At the end of the intervention, a post-test was conducted to determine the improvement in students' performance.

The population of the study consisted of grade eight students studying English grammar in a private school of Rawalpindi, while the sample included twenty-five students selected through convenience sampling. Pre-test and post-test were used as research instruments. The collected data were analyzed to evaluate the practicality and usability of the application. The results were used to provide feedback to students and to assess the overall effectiveness of Quizizz in improving grammar learning.

DATA ANALYSIS

The current study intended to evaluate the effectiveness of Quizizz application on teaching English Grammar to students of grade 8th. To gather data pre test and post-test were designed for students. The pretest and posttest were employed on students. The pre test was conducted before intervention. After that, researcher applied the intervention for

2 weeks in which researcher taught them, post learning material on application and then took a quiz on the application. The researcher took the post-test at the end of the intervention.

Then researcher compared and analyzed the results of the pre- and post- test. After gathering and analyzing the data, the researcher became able to see how the students had performed on the pre- and post-test.

Firstly, the mean difference of the pre test and post test was calculated.

Secondly the t-test was applied by using SPSS version 20.0 on scores of both pre and posttest. The results were also explained in this chapter.

The raw scores gained by the students in both pretest and posttest are given below. The names of the students were given pseudonym. They were numerical numbers from 1 to 25, given to every student. Scorers gained by students in pretest and posttest were places in front of each pseudonym.

DISCUSSION

This research study was carried out to analyze the effectiveness of the Quizizz application in teaching English grammar to elementary school students, especially in tenses. The performance of the students was analyzed through pre-test and post-test. The findings revealed that students learned effectively by using the Quizizz application. The increase in the test scores revealed that the Quizizz application is a very useful tool for assessment and learning. Students showed more interest and motivation compared to the traditional method of teaching, and they actively participated in the learning process.

The findings also revealed that grammar, which is a difficult and boring subject, can be taught in an interesting manner through digital platforms. Students reacted positively to the new method of learning and showed enthusiasm during the classes. The vast difference between the pre-test and post-test scores confirmed the positive effect of the Quizizz application. The application is also useful in traditional as well as online classes, especially in uncertain times like the COVID-19 pandemic, as it gives automatic results and feedback.

CONCLUSION

The conclusion of this research is that the Quizizz application is an effective and innovative tool for teaching English grammar to elementary-level students. The pre-test results revealed that students had little knowledge of grammar concepts, particularly tenses. But after using the Quizizz application, their performance improved dramatically. The interactive feature of the application allowed students to learn with more focus and interest.

Moreover, the application is helpful for both learning and testing purposes, as it provides automatic results without burdening teachers. Students can also prepare their lessons by uploading study materials before taking quizzes, which further helped them learn better. Hence, it is recommended that the Quizizz application should be used in the classroom as well as in online learning platforms to improve students' grammar skills and performance.

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