

CHAPTER I

INTRODUCTION

1.1 Research Background

Language learning not only deals with language skills but also language components. The language components, grammar and vocabulary, are essential in language learning. Language cannot exist without grammar, which is its fundamental component (Nassaji & Fotos, 2011). Thus, grammar plays a crucial role in mastering those skills. Grammar can be defined as the rules or structure of sentences in the English language. It is vital for people who want to learn another language, especially English, to learn grammar. Mastering grammar is essential to communicate with others. By mastering grammar, students can express their feelings and thoughts without misconception. Mastering grammar helps students improve their English, particularly in the four language skills.

The ability of students to construct well-written sentences according to English grammatical rules is a reliable measure of their knowledge of grammar. To achieve grammar mastery, students must know grammar and rules to create a sentence. Therefore, without a naming technique, it is impossible to investigate the role that words play in creating meaningful language (Dykes, 2007). A creative idea might be misinterpreted in translation if students lack a foundation in grammar. Therefore, grammar is one of the crucial roles in language proficiency. In conclusion, a language cannot function without grammar, and it will be impossible for people to communicate if they lack knowledge of grammar.

Nowadays, most things can be done using technology or digital platforms. The teaching and learning process of English also involves digital platforms especially in the assessment. According to Howell & Hricko (2006), online

assessment aims to build collaborative online learning skills in students. Online assessment is a method of measuring their ability to understand the material given through digital platforms. The use of online assessment is helpful both for teachers and students. Online assessments might assess more complex learning skills than paper-based assessment formats as they provide instant feedback and cost less time and money (Khairil & Mokshein, 2018). Measuring their ability through online assessment is easier because it analyses their knowledge. Thus, the students can conduct the assessment wherever and whenever they are.

In SMPN 14 Denpasar, the teachers have used Quizizz to assess the students' grammar mastery. The application of technology was mainly intended to avoid boredom while studying or assessing, especially in assessing grammar mastery. Therefore, some teachers have already integrated technology or digital platforms to support the teaching and learning process. According to Inoue (2010), with the use of ICT technologies and a blended learning environment, students have many opportunities to engage with all delivery modes in a meaningful and long-lasting way. The use of technology could improve their skills in mastering grammar, which is essential for their career in the future. In conclusion, using technology to learn grammar helps enrich their understanding.

Technology plays a significant role in education. It has various categories, such as online platforms, artificial intelligence, etc. One of the online platforms that is widely used in assessment is Quizizz. Quizizz is a game-based online platform for learning English, especially grammar. Quizizz is a well-known game-based online platform that can be used daily for teaching and learning activities (Lim & Yunus, 2021). This is attributable to the fact that in Quizizz, users can play a quiz based on the material, and they will get score and ranking based on the correct

answer and speed of answering the questions. In short, online platforms, such as Quizizz, can help attract students to learning in an enjoyable way.

Quizizz could be a suitable choice for assessing the students' ability in grammar. Vu et al. (2024) found that using Quizizz to assess grammar could attract students to learn grammar. The game-like structure of Quizizz made students unaware that they were being assessed. This platform engages students to compete with their friends and get the highest score (Rahayu & Purnawarman, 2019). Teachers can also monitor the students' progress and analyze their strengths and weaknesses immediately. The score measurement can be used to improve and develop the students' understanding of the material given for the next meeting. In addition, game-like assessments such as Quizizz are suitable for instantaneously measuring the students' strengths and weaknesses in grammar mastery.

As an online assessment, Quizizz helps assess students' grammar mastery in English language learning as a foreign language. Using Quizizz, teachers can efficiently assess students, but they might not realize they are being assessed. The number of schools using online platforms for learning has increased. School technology is evolving, as seen by Quizizz and other innovative technologies that bring education into the current era and improve learning outcomes. According to Nurhalyza (2024), Quizizz helped students achieve higher writing with correct grammar. Because of that, the teacher's job might be easier and more effective, especially in assessing grammar mastery. According to Rahmawati (2021), students could develop their English skills through Quizizz. The teacher and students were interested in learning because of the experience using Quizizz.

In conclusion, mastering grammar is complex, but it is essential to communicate with others without misunderstanding. Assessing students' grammar

mastery using online assessment is easier and more enjoyable for teachers and students. The online assessment that the researcher focused on was Quizizz. Teachers and students can access Quizizz by downloading it or accessing the web. The game-based online assessment that Quizizz provides creates a positive environment for assessing grammar mastery. As a result, the researcher is strongly interested in investigating the benefits of administering Quizizz in assessing grammar mastery of the eighth-grade students of SMPN 14 Denpasar in the academic year 2024/2025. This study was expected to determine the benefits of Quizizz in assessing students' grammar mastery, especially in simple past tense.

1.2 Research Problem

Considering the research background, formulating a straightforward research question is vital to conducting better research, navigating the issue's complexity, and making the discussion more precise and understandable. Based on what has been previously stated, the present research was mainly restricted to the benefits of administering Quizizz in assessing grammar mastery. As the present combination of online assessment in the teaching and learning process, it is interesting to figure out the benefits of administering Quizizz in assessing grammar mastery. Thus, the research problem in this research was formulated as follows: what are the benefits of administering Quizizz in assessing grammar mastery of the eighth-grade students of SMPN 14 Denpasar in the academic year 2024/2025?

1.3 Objective of the Study

The objectives of the study are general statements that outline its goals. Research objectives briefly describe what the research aims to achieve. The research objective summarizes the study's intended achievements, providing

answers to the purpose and goals of the researcher. By defining the objectives, the research's direction becomes clear. The main objective of the present study was related to the use of an online platform in assessing grammar mastery. Based on the background of the study, this research was mainly intended to investigate the benefits of administering Quizizz in assessing grammar mastery of the eighth-grade students of SMPN 14 Denpasar in the academic year 2024/2025.

1.4 Limitation of the Study

This study has potential limitations. It is necessary to limit the current research so that the findings would be more focused. The limitation of this study could be the unavailability of resources, materials, methodology, etc. These factors can be impactful on the findings of the research. General and specific limitations in the current research could make it more comprehensive. In this study, the researcher would give the readers specific information and discuss further research. To make the present study more specific, the limitation of the study was based on the benefit of administering Quizizz in assessing grammar mastery of the eighth-grade students of SMPN 14 Denpasar in the academic year 2024/2025.

In this study, the present research was mainly focused on investigating the benefits of administering Quizizz in assessing grammar mastery. This study should be restricted to analyzing the problem more accurately. The limitation of this study was important to limit the study and to avoid a broad discussion. This study would be more specific in figuring out the benefits of using Quizizz as a formative assessment for grammar mastery. In the present study, the researcher would limit the research and focus on the benefits of administering Quizizz in assessing grammar mastery of the eighth-grade students of SMPN 14 Denpasar in the

academic year 2024/2025. Besides, the researcher limited the benefits of using Quizizz for assessing grammar based on theory from Koç et al. (2015) and James et al. in Spratt & Lajbcygier (2009), which consisted of 4 aspects, namely accessibility, feedback, assessment reports, and learning variation.

1.5 Significance of the Study

The present study considers the importance of the anticipated research results. This study is expected to hold both theoretical and practical significance in exploring the benefit of administering Quizizz in assessing grammar mastery. This study investigated the benefits of administering Quizizz in assessing grammar mastery for the eighth-grade students of SMPN 14 Denpasar in the academic year 2024/2025. The outcomes of this research were anticipated to produce meaningful and significant research findings. By exploring Quizizz's role in language assessments, this study was mainly intended to offer insights that can improve existing methods of learning grammar. Furthermore, the researcher believed this study would provide further benefits in terms of theoretical and practical significance. The current research can be succinctly described as follows.

Theoretically, the results are expected to distribute and contribute to understanding for the researcher as a learner in learning how to conduct a basic interpretation study. Additionally, the study can serve as a guide or reference for future investigations, mainly investigating the benefits of using Quizizz-based assessments. This empirical data can support ongoing research on the benefits of using Quizizz-based assessments in English language learning. The research findings are anticipated to provide valuable insights into the benefits of administering Quizizz in assessing grammar mastery. Moreover, the results of this

study are expected to offer more comprehensive understanding of the benefits of administering Quizizz in assessing grammar mastery for English learners.

Practically, the research results are expected to be useful for English teachers, students, and other researchers. It can serve as a reflection tool for educators trying to improve learning outcomes or students' outcomes in the future. They can use Quizizz to assess and practice their grammatical mastery independently. Moreover, the students can realize the benefit of administering Quizizz in assessing grammar mastery and finding the finest learning strategy for learning grammar. For English teachers, the research findings are expected to reveal the benefits of administering Quizizz in assessing grammar mastery so they can be more confident in implementing this online learning platform as part of classroom learning activities, specifically during the assessment. For the other researchers, this study could provide a basis for further investigation on using Quizizz in assessing grammar mastery, which could widen their research for much more worthy results.

1.6 Definition of Key Term

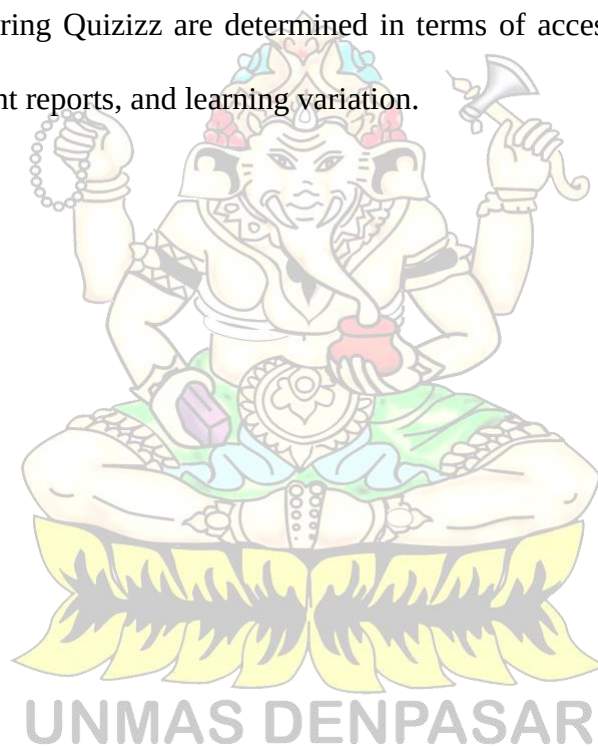
Some key terms were used in this research. Sometimes, the key terms used in the research are too general and cover a lot of ground. Because of that, the terms used in the research must be specific in order to avoid misunderstandings with the readers. In this research, the researcher focused on investigating the benefits of administering Quizizz in assessing grammar mastery of the eighth-grade students of SMPN 14 Denpasar in the academic year 2024/2025. The researcher used several key terms based on the research variables that were related to this study. The researcher defined the key terms used in this study, such as grammar mastery and Quizizz, which can be briefly and operationally defined as follows:

1. Grammar Mastery

Grammar mastery in the present study is operationally defined as the ability of the eighth-grade students of SMPN 14 Denpasar in the academic year 2024/2025 to master grammar, especially simple past tense.

2. Quizizz

In this study, Quizizz is operationally defined as an online assessment platform used to assess grammar mastery; furthermore, the benefits of administering Quizizz are determined in terms of accessibility, feedback, assessment reports, and learning variation.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

To conduct research, it is crucial to have a theoretical base. The theoretical foundation must deal with the ideas and concepts that serve as benchmarks for all studies. Several important points should be explained and discussed based on the relevant theoretical review that the researcher took in this study. Expert theories are needed to support this study. This study aimed to investigate the benefits of administering Quizizz in assessing grammar mastery of the eighth-grade students of SMPN 14 Denpasar in the academic year 2024/2025. The researcher described and discussed some theoretical reviews that related to this research, such as (1) Grammar Mastery, (2) Online Assessment, and (3) The Benefits of Quizizz.

2.1.1 Grammar Mastery

Grammar can be defined as the rules to create a sentence. According to Dykes (2007), grammar is a language to talk about language. Grammar is a system that provides tools and expressions to describe how language works. It enables investigating and discussing the principles and guidelines that control how words are created, built, and combined to communicate with others. Those things would help explain how to communicate using understandable language. A lack of vocabulary and tools in communication would be impossible without grammar. In conclusion, grammar gives a design about the rules, patterns, and functions of words and sentences, and it is crucial to understanding how language works.

Grammar can be defined into multiple meanings or nuances based on the context. Kolln & Funk (2012) provide three definitions of grammar. To begin with,

grammar is the conceptual structure of rules. It implies that learning grammar will result in a lifetime of “knowing” how to construct sentences. “Language competence” refers to this system of rules. Second, grammar is the definition of rules. The area of linguistic science that studies the formal description of language and arranging words into sentences is referred to in this context. Third, grammar, or “linguistic etiquette,” is the social consequences of usage. It refers to doing and not communicating in a manner that avoids misconceptions and offending.

Grammar mastery is important in language learning as it affects the information conveyed during communication with others. In terms of language, the people who understand and employ the language are the ultimate authorities, and the rules are meant to reflect it (Huddleston & Pullum, 2005). It includes a sentence’s verb, punctuation, and other grammatical rules. A lack of grammar can make the sentence unclear and cause misunderstanding. Because of that, social and professional context in using correct grammar enables students to express themselves correctly. Besides that, it also allows students to communicate effectively by mastering grammar. In conclusion, students must learn and master grammar to avoid misunderstandings when communicating with others.

Motivation, intellectual ability, and knowledge of the target language are important factors affecting grammar mastery. Reading, listening, or interacting in the target language daily helps students process grammatical structures. Another important factor is motivation. Students who are motivated to do better at a language typically practice more, enabling them to improve. The ability to understand grammar rules correctly and quickly is also influenced by the student’s intellectual abilities, like memorizing and problem-solving techniques. A supportive learning environment can improve the memory and application of

grammatical information; formal instruction and corrective feedback also help improve students' understanding of grammatical features.

Grammar is meant to help people not only with how to communicate their ideas but also with how to understand and interpret the ideas and words of others in sentences (Brown, 2004). It allows students to interpret sentences effectively and clearly. When reading, mastering grammar helps students to identify connections between words. Then, grammar helps listeners follow along with the speaker for the intended message when it is not clear enough. Mastering grammar is crucial to the speaker's accuracy and fluency when speaking. However, grammar is important in writing to produce clear, coherent, well-structured text, paragraphs, and even sentences. In conclusion, grammar mastery is about creating, receiving, and processing the language effectively and clearly.

To master grammar, learning basic rules and building a solid foundation of knowledge of grammar is crucial. Mastering grammar also includes adapting to the exceptions or irregularities of the rules. There are multiple ways to introduce grammar, or the teacher can present students with grammar examples and encourage them to independently analyze how the language is structured (Harmer, 2007). According to Peat (2002), grammar is about knowing why something reads badly and how to fix it. To increase the students' ability in grammar, they must understand when to apply and structure the sentence based on the grammatical rules. This method helps students to discover the grammar by themselves and increase their critical thinking. In short, understanding the exception of grammar can help students to have a deeper understanding of the use of grammar.

Mastering grammar is a developmental skill for students who learn grammar as a foreign language. Communicating in a second language requires understanding

how to combine words in a meaningful sentence (Cowan, 2008). Grammar is a foundation that helps students form a sentence instead of learning and remembering the vocabulary. When students lack grammar, they will misunderstand in communicating with other students. To achieve grammar mastery, students need to learn how to correctly construct the aspects of grammar like verbs, nouns, and other aspects. In conclusion, mastering grammar is vital for students to communicate accurately with others to avoid misunderstandings.

Huddleston & Pullum (2005) state that grammar deals with sentences and even smaller units like phrases, clauses, and words. Tenses are parts of grammar. In this present study, the researcher focused on simple past tense. A simple past tense is a tense that talks about something that happened in the past. The verb that is used in simple past tense is verb 2. In verb 2, there are two types of verbs: irregular and regular. In irregular verbs, they form the verb in some way other than adding the suffix “-ed”. For example, the verb “sit” turns into “sat”. In regular verbs, the verb is formed in the same pattern: by adding the suffix “-ed” or “-d”. For example, the verb “walk” turns into “walked”.

In simple past tense, which is used to explain the actions that happened in the past, they use adverbial times like yesterday, last week, two weeks ago, month ago, and even year ago (Azar, 2003). Moreover, there are two types of simple past tense. There are nominal and verbal simple past tense, which can be formed in affirmative, negative, and interrogative sentences. The differences between nominal and verbal simple past tense are in the use of verb, to be, adjective/noun/adverb. The nominal simple past tense in affirmative sentences is formed as subject + to be past (was and were) + adjective/noun/adverb + complement. For example, “I was at school yesterday, or I was happy last week.” On the other hand, the verbal simple

past tense in affirmative sentences is formed as subject + verb 2 + complement. For example, “I went to Korea last week or I studied English yesterday.”

In conclusion, grammar is a rule in arranging words into sentences. A lack of grammar will cause misunderstandings while communicating. The students must understand the grammar in the target language, English, so they can speak clearly and make sense of every sentence. As it affects the information conveyed, students need to master grammar. In grammar, there is a simple past tense, which is used to talk about an action or event that happened in the past. By mastering the structure and application of simple past tense, the students will be able to convey their thought in an effective way and avoid misunderstanding in communication. In short, mastering grammar enables them to effectively express themselves.

2.1.2 Online Assessment

Assessment is a process of gathering information about the students’ understanding of the teaching and learning process. According to Brown & Abeywicakrama (2018), assessment optimizes learning activities by examining trials and errors. Trials and errors mean the exercise done by the students. Luoma (2009) states that assessment aims to assess how well students can cope with their language demands. A test is a method to measure someone’s knowledge in a given domain (Brown, 2000). The test provided for the classroom assessment has to cover the materials that the student has studied, and it will show whether the students already understand the teacher’s way of delivering materials.

Nowadays, most schools utilize technology in the teaching and learning process. The use of technology can help both teachers and students to achieve the learning objectives. Online assessment is a way to measure the students’ knowledge

using the internet. Hricko & Howell (2006) state that online assessment facilitates technology and electronic-based instruments to evaluate and measure learning outcomes in face-to-face and distance learning situations. Online assessment includes exams, tests, or assignments given online and using the internet. Online assessment can be used on a computer or smartphone. In short, an online assessment is an assessment that is conducted through online platforms.

According to Brown & Abeywicakrama (2018), formative assessment is beneficial in developing the students' skills. That kind of assessment can be utilized online. Using online assessments will be helpful for both the teacher and students. In diagnostic tests, online assessment gives an instant report about the students' strengths and weaknesses. It will help the students to figure out their learning gaps. Summative assessment will provide automatic grading, allowing teachers and students to identify the students' overall grades or ranks. In formative assessment, online assessment helps students by giving instant feedback, which is beneficial for students in adjusting their learning strategy effectively. Technology, especially online assessment, serves those purposes effectively, and even if the primary objective is to assess learners' achievement, its potential can still be utilized to deliver constructive feedback to the learners (Race, 2007). In conclusion, online assessment in teaching and learning environments is beneficial.

Online assessment is important in the teaching and learning process. The online assessment offers some benefits that might not be found in paper pencil-based assessment. Some benefits of online assessment are immediate feedback, automated scoring, and accessibility (Griffin & Care, 2015). It also costs less time and money than a paper-and-pencil test because the assessment no longer uses paper. Online assessments only use gadgets and the internet, which are commonly

carried out by students nowadays. Online assessments also prevent cheating because, in some cases, the questions in the online assessment are randomized. Using online assessments also can reduce the students' stress in taking assessments because the students can take the test in a comfortable environment.

Feedback is one of the benefits of assessing students with online assessment. Online assessment provides instant feedback, allowing the students to see their assessment results and directly know their strengths and weaknesses. The feedback should be given regularly to create a positive reinforcement. According to Harmer (2007), positive reinforcement helps students to be motivated well and increases their anxiety when answering questions. Because the feedback should be honest, positive reinforcement helps students adjust their learning environment and learn more. Immediate online assessment feedback helps students self-correct and develop their critical thinking in real-time during the teaching and learning process. It is an important aspect in conducting an online assessment.

Online assessment is accessible. It means online assessment can be accessed whenever, wherever, and whoever. Improved learning, improved student interaction, flexibility, and accessibility are among the potential benefits of internet-based interaction tools like online assessment (Pozzi & Persico, 2011). As it ruins online, students need their gadgets and internet connection to access online assessments. Online assessment can be accessible whether on a computer or smartphone. It gives flexibility to the students to access the assessment as long as they have an internet connection. It is helpful for students with mobility problems as they cannot attend the classroom. Nevertheless, they have to do their assessment. In conclusion, the accessibility of online assessment makes the assessment more unbiased and can create much more objective assessment results.

Online assessment is available on various platforms. Google Forms, Quizizz, Kahoot, and LMS (Learning Management System) are some platforms commonly used to assess students. According to Griffin & Care (2015), delivering assessments using online platforms has become standard. Those platforms offer features and characteristics to make the assessment comfortable and enjoyable. Google Forms can be accessible for quizzes, surveys, data collection, and assessment. It is a simple form that can be used to create various types of questions like multiple choice, short answer task, and dropdowns to assess students. Quizizz and Kahoot are similar platforms which is a game-based assessments. This platform is a live quiz, which usually makes the students compete with each other to achieve the first leaderboard. Furthermore, LMS is usually used as a platform to give and collect assessments. LMS is usually used based on each school's website.

Other than those advantages, online assessment offers challenges as well. As online assessments need an internet connection, connectivity to a stable connection is one of the challenges. In some areas that do not have access to reliable internet, the assessment can be problematic. According to Thorne (2003), online learning accessibility may be an issue if the school does not have suitable technology to support the infrastructure. Thus, most schools provide Wi-Fi to facilitate online learning. Cheating has also become an issue, other than the internet connection. Students can easily cheat without good monitoring because they can search for the answer on the other website, resulting in plagiarism. In this case, teachers must be stricter or rely on a live quiz to avoid cheating.

In conclusion, online assessment is an online tool to create, deliver, and evaluate students' understanding of the material. Online assessment plays a crucial role in teaching and learning as it helps to give immediate feedback and

accessibility of assessment. Immediate feedback in online assessments helps students analyze their strengths and weaknesses to perform better for the following assessment. Besides, the accessibility of taking tests in online assessment allows the students to answer the assessment whenever and wherever they are. The online assessments commonly used in teaching and learning are Google Form, Quizizz, Kahoot, and LMS. All of those platforms have their functions, characteristics, and features that are helpful for both teachers and students.

2.1.3 The Benefits of Quizizz

Quizizz is a game-based online platform. Quizizz is a competitive game that provides feedback and scoring (Degirmenci, 2021). Teachers and students can access Quizizz by joining on their website at <https://quizizz.com/> or downloading the Appstore or Play Store application. Teachers can find or make the quiz on Quizizz and share the link or game code with the students. In Quizizz, students will play by answering the quiz. Students who answer all the questions correctly and quickly will be in the first leaderboard. However, the students who answer incorrectly will get feedback after the quiz ends on each student's screen (Yudi & Nurmala, 2019). In short, Quizizz is an online platform that provides quizzes and feedback to students after they finish answering the quizzes.

Quizizz has its own characteristics, like avatars, memes, songs, and themes, which students can choose based on their tastes. Pertiwi (2020) found that this characteristic helped students learn excitingly. After students answer a few questions, a meme related to the wrong or right answer pops up. Furthermore, a fire streak will be filled every time the students answer the question correctly. Those who fulfil the fire streak will get bonus points. If students have several wrong

answers, Quizizz provides a second chance to choose one of the wrong questions and answer the question again. In addition, Quizizz offers positive reinforcement depending on whether the answer is wrong or correct.

Quizizz is accessible for both teachers and students. For the teacher, Quizizz will show the question and the answer key. Moreover, the teacher will be able to create their quiz using Quizizz. Conversely, Quizizz provides several quizzes that students or teachers can search for based on their desires. Not only for the teacher, quizzes also allow students to access the quizzes by entering the quiz code or sharing the quiz link (Rahmawati, 2021). Because of this feature, they are engaged in doing the quiz as a form of prestige. It helps to improve learning for those with different backgrounds and learning skills. In summary, teachers and students can be used by teachers and students either independently or in a group or class.

These unique assessment techniques give students more creative and flexible options by letting them decide how and when to do the assessment and giving them a little flexibility based on their learning pace (Hricko & Howell, 2006). Quizizz is commonly used as live quiz, yet students can still access the quiz even though they are not in the classroom as long as they have the game code or shared link. Moreover, Quizizz's feedback feature encouraged them to make adjustments and identify their mistakes (Zuhriyah & Pratolo, 2020). Quizizz will pop up engaging and related memes and sounds based on whether the answer is correct. On the other hand, at the end of the quiz, students can review their performance in answering the questions to see their strengths and weaknesses.

Quizizz is interactive and has an engaging feature like assessment reports, giving students more learning variation. Both students and teachers can identify the strengths and weaknesses of the students' performance in the material given

because of the assessment reports. Furthermore, the report supports the students to adjust their learning strategies and environment for better performance. According to Harasim (2012), self-regulation is a customized learning technique that gives students greater control over their habits. Personalized learning, like self-regulation, gives students the guidance they require for learning growth and performance. Other than that, Quizizz is a user-friendly assessment instrument. According to Zuhriyah & Pratolo (2020), compared to traditional paper pencil tests, Quizizz helps students perform better and positively affects how they feel about tests. As a result, quizzes increase assessment accuracy and efficiency and promote supportive and encouraging learning variation among students.

Quizizz helps students positively increase their learning experiences. Using Quizizz, students can motivate well and compete to get the best score (Zhao, 2019). The sense of urgency and excitement in this competitive setting encourages students to participate actively and aim for better performance. Using Quizizz is beneficial for students because it promotes their confidence and provides positive reinforcement. Koç et al. (2015) state three benefits of online assessment for students: easy access to tests, feedback, and assessment reports. Moreover, James et al. in Spratt & Lajbcygier (2009) mention online assessment provides informative feedback and learning variation. In the current research, the benefits of online assessment, especially administering Quizizz, are delved into based on accessibility, feedback, assessment reports, and learning variation.

1. Accessibility

Quizizz is accessible on multiple devices, such as smartphones, tablets, and computers. This design develops the accessibility of Quizizz because it means Quizizz is accessible on any devices the students have for taking

assessments. To utilize Quizizz, students who face difficulties downloading the application can access it on their website. Thus, it means Quizizz will not consume much storage on the devices. Online assessments, especially quizzes, can be accessed wherever and whenever they have internet access (Koç et al., 2015).

2. Feedback

In Quizizz, the feedback will pop up after the students finish answering the question. In Quizizz, they use positive reinforcement like memes, sound, and streak as feedback. This real-time feedback helps students adjust their understanding of the material as they proceed. According to James et al. in Spratt & Lajbcygier (2009), online assessment provides immediate feedback to the students in their learning process and teaches them new techniques and methods of learning.

3. Assessment Reports

Quizizz also provides an assessment report, accessed after students finish their assessment. It usually shows the rank, total score, review, wrong and correct answer number, and answer pace. This feature allows students to track their progress and results in real-time. The teacher can see the assessment report, and it is valuable for students to figure out their learning gaps (Koç et al., 2015).

4. Learning Variation

Quizizz relieves some of the stress of regular tests by implementing gamification features like ranking, leaderboard, points, and entertaining services that are switch-taking tests, especially paper-pencil tests, based in a relaxed and joyful experience. James et al. in Spratt & Lajbcygier (2009)

state that online assessment allows teachers to evaluate a wide range of skills and give students various assessments, including those that are difficult to assess through traditional assessment methods.

In Quizizz, various question types can be chosen in different learning styles. Multiple choices, drop down, open-ended, short answer, polls, fill in the blank, true or false, and many more. Question types like multiple choice and true or false are great options for assessing factual knowledge with less complexity. Those questions aim to identify the correct and incorrect answers (Brown & Abeywicakrama, 2018). Fill-in-the-blank and short answer questions are usually used to test recall ability and aim for in-depth responses by memorizing the material based on the assessment. Moreover, polls and open-ended questions are generally used to collect opinions and express their understanding to improve the students' thinking skills. These Quizizz features help avoid boredom and create an interactive learning environment for students while taking assessments.

In summary, Quizizz is a game-based online assessment platform. Quizizz provides accessibility, feedback, assessment report, and learning variation. Students can access Quizizz on their gadgets by downloading the application or joining on their website. Quizizz has several characteristics that reduce boredom and increase students' confidence and enthusiasm (Wulandari, 2022). The learning experiences of using Quizizz can be increased positively because of the gamification-like assessment, which is entertaining, unlike traditional assessments like paper-pencil tests. Quizizz also provides several types of questions in their quiz. Those types of questions can avoid boredom for the students taking the test.

According to the theoretical review, this present study focused on the benefit of Quizizz as an online assessment of grammar mastery. Quizizz, as a

formative assessment, is a combination of technological assessment tools. It helps stimulate the students' skills in using technology for their future careers (Darmawan et al., 2020). The use of Quizizz helps students to motivate and decrease their anxiety because of its gamification assessment tool. The availability of feedback in Quizizz elevates the combination as formative assessment provides real-time feedback about the students' grammar. In this study, the researcher figured out the benefits of administering Quizizz in assessing students' grammar mastery of the eighth-grade students of SMPN 14 Denpasar in the academic year 2024/2025.

2.2 Empirical Review

In the empirical review, the researcher covers the other investigations. Through the analysis of empirical studies, researchers can improve their understanding and guarantee that their research has a basis in reliable data, which contributes significantly to the research. The study that would be reviewed was bound to have a similar relationship to this present study. Empirical reviews obtain information from real experiences rather than theories or beliefs. An empirical review aims to provide a comprehensive and systematic overview of existing published research on a specific topic. The other purpose is to help researchers identify gaps or areas for further research. This present study has been conducted by researchers such as Pertiwi (2020) and Kholifah et al. (2024).

The first similar research study was conducted by Pertiwi (2020) entitled "Using Quizizz as an Assessment of Students' English Learning". In her research, she used a qualitative approach as the research design. She explored the students' views about using Quizizz as an assessment in learning English. The sample of her research was 3 students from vocational high school. She collected the data through

observation, interviews, and documentation. Her research found that students agreed that Quizizz was a medium for learning and assessing English because it had an attractive appearance. She found the advantages and disadvantages of using Quizizz based on students' interviews. She found that Quizizz made students interested in learning English because of the feature, but students did not like using Quizizz because of the limited time Quizizz gave and the lack of internet access.

The second similar research was conducted by Kholifah et al. (2024) entitled "Grammar Assessment Using the Quizizz Application (A Case Study Class XI at SMK Bina Bangsa Ciledug Kota Tangerang)". They used the qualitative case study method as research design. They aimed to identify and analyze the use of Quizizz to assess grammar tests from the teacher's point of view. They also aimed to figure out the students' struggles while using Quizizz. In their research, they used interviews and questionnaires to collect the data. Their research found that Quizizz helped the teacher assess the students' understanding of grammar, but they also faced difficulties in internet access and technological knowledge. They also found obstacles faced by the students in doing grammar tests, namely the obstacle of internet access, language barrier, difficult questions, and technological knowledge.

Both of the research applied qualitative research as the research design. As a strength, the first and second relevant research state clearly the subject and the place where the research was carried out. The researchers could collect representative data to answer the research question, so it yielded worthwhile research findings. The research also found that Quizizz was beneficial in classroom assessment though using Quizizz also created challenges. However, the first similar research focused on the students' perception of using Quizizz as an assessment tool for students in English learning. Besides, the second research focused on the

challenges faced by the students in using Quizizz as a grammar test. To deepen the research on the application of Quizizz in language learning, the present study would like to complement the previous research by focusing on the benefits of administering the online Quizizz platform to assess grammar mastery. In the current research, the benefits would be limited based on the theory of Koç et al. (2015) and James et al. in Spratt & Lajbcygier (2009) that mention four aspects, namely accessibility, feedback, assessment reports, and learning variation.

