

# Effectiveness Of Quizizz in Interactive Teaching and Learning Malay Grammar

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**Abstract:** For teaching and learning Malay language grammar, there are many types of online assessment tools and applications have been developed in Malaysia. One such application is Quizizz, a game-based online quiz that facilitates teaching and learning. The purpose of this research is to measure the effectiveness of Quizizz application to teach and learn Malay grammar. We have used descriptive questionnaire research design, and chosen 130 students from Tamil schools by following the simple random sampling strategy. We have explored the effectiveness of Quizizz application as a formative quizzing tool for teaching and learning Malay grammar in year-four Tamil school students from 15 Tamil schools in Manjung district. The results showed that it was imperative to use Quizizz as a formative assessment tool to learn and teach Malay grammar to Tamil students. Students also responded positively to the use of Quizizz in the classroom through survey questionnaire results. At the end, we conclude that it is important for teachers to consider using fun and entertainment technology quizzing tools to teach Malay grammar.

**Keywords:** Malay grammar, Quizizz, Self-assessment, Teaching and learning.

## 1. Introduction

The use of information communication technology (ICT) in education has evolved since the mid-20th century and is promoting e-learning as an alternative tool to facilitate student learning (Bury, 2017). The integration of web-based games or mobile language learning has benefited teachers and students by making teaching and learning more effective. This technological medium not only increases students' motivation and autonomy or independence, it also allows students to self-assess based on the feedback provided after immediate assessment (Chaiyo, 2017). In Malaysia, the four most searched and used gamified quizzes are Kahoot, Quizlet, Edupuzzle, and Quizizz for teaching and learning, particularly for the Malay grammar.

Among all online platforms, the Quizizz will be the focus of this study as it is believed to be a highly effective tool to support students' self-assessment, particularly when it comes to learning Malay grammar. Formative assessment plays an important role in the continuous development of the language to develop its competences and skills, and to continue to support them in this growth process. One of the most important elements in formative assessment is self-assessment, which is an essential element of effective learning. It enables students to activate them as masters in their learning process and develop the necessary skills for independent learning in Malay grammar (Fraenkel, 2007). By learning from the

formative feedback, students learn the importance of revising and redesigning work for improvement (Kuh, 2014).

## **2. Problem Statement**

Whatever it is, one of the most common barriers to paying tuition fees is met by teachers. Since Scherer focused on this because of the too long hours and short assignments, some teachers fail to deliver the criticism it is on time (Larson-Hall, 2010), as Samet astonishingly says that students can track their progress Objectives (Lee, JJ & Hammer, 2011). Another problem based on the need for behavioral assessment is raised by the students themselves. Most of students find issues and problems learning Malay grammar in school due to usage of traditional methodology of teaching and boredom and lack of student's interest and attention towards students. Most of the Malaysian students in Sugeng's study were limited to the focus of the study, which is self-assessment of grammar in sentences such as verbs, nouns, and tenses. They had no language skills such as the use of verbs, nouns and adjectives in both spoken and composite states (Poerwati, 2015).

With this in mind, students should develop their self-assessment skills by using the application component of Quizizz to learn and learn Malay grammar as verbs, nouns and adjectives to explore their qualities and skills. Missing by learning grammar in sentences such as how, verb, noun and purpose. Numerous reviews of gamified quizzes have been distributed to improve student learning (Suo, 2018). The result showed comparative results that the gamification tool completely improved student learning and performance. These analyzes focused on the possibility of using gamified quizzes as a formative quiz. (Zhao, 2019). It is therefore necessary to perform a specific search for similarity with the use of the gamified instrument to determine if formative judgment is possible. With this in mind, this research plans to introduce a common sense method for self-assessment of learning languages such as verbs, nouns and objectives through the use of data and an excellent assessment of Quizizz teaching and learning applications of grammar Bahasa Melayu sentences such as verbs, nouns and objectives are one of the most commonly used gamified quizzes. This research also hopes to discover improvements in Malay grammar students, such as understanding verbs, nouns, and adjectives after using self-assessment. (Rodríguez-Gómez, 2009).

## **3. Literature Review**

### **3.1 Formative Assessment**

To assess themselves, as Samet (2018) points out, students fill the gap between the current situation of understanding and the learning objective.

Self-assessment occurs when students evaluate their own work and identify qualities and shortcomings (introspection), establish a connection between their work and their own criteria of the next achievement (self-assessment) and decide how they will proceed towards the objective (Basuki, 2019). This gives students a better opportunity to master the learning cycle and build their metacognitive point of view. Metacognitive strategies refer to ways to increase awareness of the thought processes and learning that take place. When this awareness exists, one is able to control his or her mind by planning, monitoring and evaluating what is learned (Abdul Halim, Ariffin & Darus 2021). Metacognitive strategies adds a second layer of students thinking, in the same order as the new media navigation architecture. This layer consists of a meta-understanding of the nature of disciplinary practice. This layer is generative, supporting the transfer of understanding across contexts, including undiscovered contexts. It also supports mnemonic work, using tools to help remember (tags, annotations, coding, bookmarks) that refer to more general levels of meaning (Abdul Halim et al., 2021). So, they act as masters in their learning as they discover how to learn. There are three main elements of accuracy and reliability in self-assessment that need to be considered, i.e., preparation, input and clear rules (Bury, 2017).

### 3.2 Learning Malay grammar through Quizizz

Gamification hopes to create collaboration and encourage users to use game components such as approaches, scoreboards, and critiques along with other benefits (Viray, 2016). There are some popular Web 2.0 applications such as Kahoot, Quizlet, Edupuzzle and Quizizz that are used for teaching Malay grammar in Malaysian schools. The basic focus of this research is to measure the effectiveness of the use of Quizizz application for teaching and learning Malay grammar and in students' self-assessment. Quizizz is a gamified online tool for teaching and learning Malay grammar, which that allows students to assess their knowledge and track progress. Quizizz also allow teachers to assign school work to the students for additional practice.

Quizizz is available for free and its easy-to-use formative online assessment tool that teachers can use to conduct students' language studies (Zhao, 2019). The highlights of Quizizz in teaching and learning Malay grammar are timely access, study segment, re-research of the quiz and completion of another quiz. These four highlights could be referred as behavioral assessment steps using Quizizz. (Rahayu, 2018).

The input material in Quizizz for teaching and learning Malay grammar includes the game or quiz overview (scoring and ranking) as well as performance data (number of answers), the number of unexpected questions, normal time per questions and the longest series. Followed by the assessment segment: students can see all directions where the correct answers can be found for each question. To improve the students' understanding after the study, they can repeat the quiz with the relevant but random questions. This decision allows students to assert themselves through numerous efforts and experiential learning, at least absurd for students who are suddenly "as good as expected". Ultimately, students can take a new quiz with multiple questions, but simultaneously on a similar topic in a similar setting. This includes the rationale for the self-assessment, i.e. the students' ability to take responsibility for completing the later stages (Basuki and Hidayati, 2019).

According to Ariffin (2021), Student teams-achievement divisions (STAD) strategies is suitable in learning grammar Quizizz. This STAD strategies encourage students to answer correct the questions in Quizizz that drive them to collect better mark and success in this Quizizz activity. It encourage the students to be positive and confident with the grammar they learned. Students also will improve their grammar capability. Majority of the respondents agreed that STAD strategies was acceptable and suitable to be implemented in learning grammar (Affin, 2021).

As uttered by Ja'afar, Othman, Kesevan, and Budi (2021), reading repeated the questions in Quizizz all the time makes they develop more vocabulary. Students can get new information from each repetition questions in Quizizz. Repetition read the questions can strengthen students' memory. The findings showed the students who only heard the same questions in grammar 3 times were much better at remembering the grammar as well as remembering new words (Ja'afar et al., 2021).

### 3.3 Which Game to Use

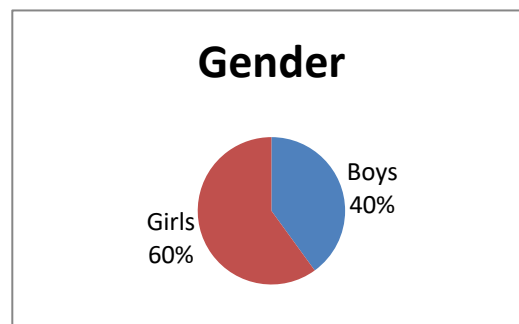
Teachers need to understand the psychology of students and be careful about choosing quiz games if they are to be invaluable to the student's perspective, and trivia games need to develop students' skills while students study Malay grammar in the classroom. Above all, the teacher should focus on the motivation behind a game, means a game should be appropriate and valuable. Nedomová (2007) emphasizes how *"we should consider whether the quiz-style movement is only for students to make the exercise more engaging and protect them from burnout, or whether we will generally reconsider some of the grammar and practice, etc."* when choosing a game.

It is equally important to consider the level of play when choosing quiz games. Teachers should decide if the level of play matches the students' skill level, as a game can become problematic if it is above the student's level, or it can become tiring if students find it too easy to use and remember to continue. When a game is seen as an incentive for grammar education, teachers generally use it to practice or reinforce a particular syntactic part of the language, especially when a quiz game is suitable for students' level. The way in which games improve connection and social interest also matters. Students, especially young people, learn when communicating with their peers. Some games can

combine collaboration and rivalry as while collaborating within a group, students simultaneously encounter another group (Rixon, 1991). Finally, when choosing a game, teachers should also consider how best to teach children to use trivia games that require real activity, connection, rivalry, and investment.

#### 4. Method

A descriptive questionnaire was used in the current research with the aim of examining the use of Quizizz for learning and teaching Malay grammar among Tamil students from 15 schools in Manjung district. Using the simple random sampling, total 130 Tamil students were chosen. The reason researcher selecting simple random sampling due of it is a moderate random sample that each member of the population obtains an equal opportunity to be selected for the study. This indicates that it is certain that the sample selected is representative of the population and that the sample is selected in an unbiased manner. All the respondents were year-four Tamil students. The females dominated the number of participants (i.e., 40% males and 60% females) as shown in Figure 1.



**Fig. 1** Demographic data about the participants (n=130).

The survey consists of fifteen questions. In the first part of the questionnaire, the respondents were informed about the reasons for participating in the questionnaire. In the next section, they were asked to enter demographics by age, gender, and type of school. In the third part, they were asked to fill in the options that best demonstrated their attitude towards the teaching and learning of Malay grammar. The questionnaire included a five-point Likert scale with five options, specifically "strongly disagree", "disagree", "neutral", "agree" and "strongly agree". The questionnaire items were prepared in English, in the light of the relevant literature. The reliability coefficient of the questionnaire was set at 0.072, indicating a moderate reliability that may arise due to the small number of questions asked in the survey and the small number of respondents.

As studies suggests, any number above 0.67 can be accepted as satisfactory for the reliability of the instrument (Cohen, Manion & Morrison, 2007, p. 506). After organizing and recording the results of the questionnaire, the results of the respondents were examined using the SPSS software. The data were reported on frequencies and percentages, and then frequencies and percentages for each question were explained in tables.

#### 5. Findings

The outcomes acquired from the data analysis are presented below. The Table 1 below shows the students' beliefs about the formative assessment value of using Quizizz for teaching and learning Malay grammar.

**Table 1:** Students' beliefs about the formative assessment value of using Quizizz for teaching and learning Malay grammar (n=130).

Question	Statement	Agree	Disagree
1	I believe that quiz games are both fun and full of formative assessment value for learning Malay grammar.	86.15%	13.85%
5	I believe that quiz games should be given a special role in learning Malay grammar among Tamil students.	92.31%	7.69%
9	I believe that games present many opportunities to learners to show their skills not only in Malay grammar but also in many language areas.	100%	0%
13	I think that teachers must use quiz games for fun only for breaking down boredom among Tamil students, for learning Malay grammar.	53.85%	46.15%

The responses of the above questions show that an extraordinary majority of Tamil students (i.e., 86.15%) agree with the importance of learning Malay grammar while estimating the formative assessment of tests in Malay grammar learning and teaching. In question five, respondents and students were asked whether games should play an extraordinary role in learning Malay grammar. The implications of the fifth question show that a huge majority of respondents (i.e., 92.31%) agree on the possibility that games play a unique role in learning and teaching Malay grammar. The side effects of question nine show that all respondents have the same feeling that games enable students to demonstrate their grammatical skills, but also in many language areas. Finally, the 13th question was designed to find out whether respondents thought that games were only the planned tools for entertainment or opportunities to make primary education more successful among Tamil learners. The results show that nearly 53.85% of respondents believe that games are entertainment tools only, but others see them as the best option for guidance that is valuable to students. In conclusion, Table 1 shows that although some students learning Malay grammar cannot imagine games having a formative assessment value, but most consider formative assessment very important and play a large role in learning Malay grammar.

**Table 2:** Use of Quizizz in Malay grammar learning as a form of instruction (n=130).

Question	Statement	Agree	Disagree
2	I believe that I cannot measure students' knowledge of grammar when I use quiz games in my classroom.	36.92%	63.08%
6	I believe that using quiz games to learn Malay grammar may distract students' attention during the instruction.	43.85%	56.15%
8	I believe that using games in my Malay grammar class can be time-consuming.	40%	60%
10	I feel uncomfortable when I don't learn exact rules for every Malay grammar area.	80%	20%
12	I find it difficult to find a quiz game for every aspect of Malay grammar learning.	86.15%	13.85%

The results show that the majority of students (i.e., 63.08%) disagree with the possibility that the Quizizz discourage teachers from guessing student data on grammar when used as a learning and guidance method. In addition, 56.15% of students do not accept that games distract students' attention when used for studying and teaching Malay grammar in Tamil schools. Just over half of the students cannot help but disagree that it is a daunting task to use games in grammar classes to teach Malay grammar in schools. Question 12 shows that a large proportion of the students studying Malay grammar (i.e., 86.15%) have difficulty finding a game for each area of Malay grammar. All in all, the successors in Table 2 show that while most students believe in the legitimacy of direct guidelines, their attitude toward using games as a learning method and orientation is generally certain as well. The consequences of question ten show that an incredibly dominant group of students (i.e., 80%) accept that games reduce students' discomfort by learning Malay grammar in school. Therefore, the tests help students overcome their discomfort, feel relaxed and study in the classroom.

**Table 3:** Students' thoughts about the effectiveness of using games in learning and teaching grammar (n=130).

Question	Statement	Agree	Disagree
3	I believe that using quiz games can lower students' anxiety towards Malay grammar learning.	92.31%	7.69%
4	I believe that quiz games are not very effective in Malay grammar learning and teaching.	23.33%	76.67%
7	I believe that quiz games are highly motivating and entertaining way of teaching and learning Malay grammar, especially for the weak students.	86.67%	13.33%
11	I believe that while playing a quiz game, learners are not concerned about focusing on the structures, but learn them unconsciously.	90%	10%

In Table 3, the results gave the impression that using quiz games to learn and demonstrate Malay grammar has a great advantage among Tamil students. It is suggested that quiz games can reduce students' anxiety while learning Malay language, and the majority of students (i.e., 92.31%) agreed that it helps relieving tension and stress. It is also expressed that the Quizizz are not extremely convincing for learning Malay grammar, and the vast majority of the students (i.e., 76.67%) could not help but contradict this statement. Question seven shows that a significant proportion of students, (i.e., 86.15%) agree that the online language tests encourage and promote confidentiality. Question 11 suggests that when students play quiz games, students are not bothered about focusing on structure, they learn that without knowing, and practically 90% of students agree and show the importance of using the Quizizz to learn Malay language in Tamil schools.

Bekiri (2003) also emphasizes this point by arguing that collaboration helps the most vulnerable students overcome their pressure and convince them to take an interest in the trivia game. Finally, the outcome shows that an extraordinarily high proportion of students accept that when students play a trivia game, they not only focus on structures, but also learn them without realizing it. Table 3 shows that an incredibly large proportion of students know how to play games from different perspectives when learning Malay languages in Tamil schools.

**Table 4:** The frequency of using games for teaching/learning Malay grammar (n=130).

Question	Statement	Agree	Disagree
14	I learn through Quizizz in my grammar class as much as possible.	63.08%	36.92%
15	I would like to use the Quizizz for learning other subjects in the classroom.	100%	0%

Question 14 was asked to find out how relentlessly the participants use Quizizz in their Malay grammar class. The results show that a large number of participants (i.e., 63.08%) try to use the Quizizz often in their lessons. In question 15, 130 pupils like to use the Quizizz for learning other subjects. However, it can be concluded from the overall results that games are used as often as possible to train in Malay grammar classes because the results in Table 4 have a low index as opposed to the results and the aftermath of two questions. It seems so natural to integrate quiz games into the classroom.

## 6. Discussion

The current research shows that using Quizizz to teach and learn Malay grammar improves students' introduction to ICT based activities. In addition, the actual results show that this application contributed to learning achievement and that the use of the Quizizz for learning and training Malay grammar is important, comprehensive and accepted by the students. Using Quizizz to teach and learn Malay grammar, a game-based learning application undoubtedly has many benefits for students. Tables 2 and 3 show how comprehensive and important it is to use Quizizz to learn grammar among Tamil students.

Glandon and Ulrich (2005) have said that using a game in the classroom has a favorable position where students can find direct data about their answers. It also conveys clear and important messages to students, that guarantee strong rewards rather than vague long-term benefits (Lee, JJ & Hammer, 2011). The overall results in above tables illustrate that a large proportion of students showed positive ratings and outlook for Quizizz for learning Malay grammar in the class. As Suo, Suo and Zalika (2018) show, computer game-based exercises can successfully promote students' thinking, interest, humor, and social associations. This application also helps to awaken the minds of the students. The survey results also show that students enjoy using Quizizz to learn Malay grammar as a word, a thing, and an action goal. In addition, most students found that Quizizz for learning Malay dialects did not ease their quiz issues. Ultimately, most students agree that Quizizz for teaching and learning Malay grammar have made Quizizz much relevant to teaching and learning. A dominant segment of students accepted that the games could reduce students' nervousness with regard to grammar learning, and they also accepted that using Quizizz is much successful in learning Malay grammar in the classroom. Many students accept that while playing a game, they do not have to focus on the structures in particular as they are learning it automatically. Majority of the students accepted that the games are fun and full of formative assessment results for learning Malay grammar.

The main point of this research was to investigate the appropriateness of using games to educate and impart grammar to young students from the perspective of Tamil school-oriented students. Trivia games are important in school classes as Vernon (2006, p. 1) argues, young learners "*focus on movement and somehow maintain their language*" when playing a game. Gunn and McCallum (2005) note that games are a different approach that students can use to learn, master, and cover up different grammatical structures. The results of the current study also show that games are an important element in teaching and learning Malay grammar, and perhaps the most ideal approach to coordinate young students' energy in language learning as young students really want to be dynamic. In addition, they are innovative and imaginative and fit for themselves subliminally.

For a game to be able to motivate students, it is important that students and teachers consider some factors such as, the choice of game to use; and the ability of users to use the game in the classrooms. For a game to be formatively effective, it is important that students understand their work and the wide variety of variables that affect the performance of a game. The result of a formative assessment allows students to warm up the material and receive momentary inputs to their level of control. Quizizz for teaching and learning Malay grammar is one of the tools for a formative quiz that can definitely be used in Malay practices, especially to improve authority in scoring action words, things and goals growing students.

## **7. Conclusion**

At present it can very well be concluded that formative assessment has an important function in the classroom. The result of a formative assessment allows students to warm up the material and receive momentary inputs to their level of control. Quizizz's apps for teaching and learning Malay grammar are one of the tools for a formative quiz that can definitely be used in Bahasa Melayu (BM) practices in school, especially to improve authority in scoring action words, things and goals growing students. Most of the students have definitely responded to Quizizz apps for studying and learning Bahasa Melayu in the classroom. As a suggestion for the supplemental act of using Quizizz apps to educate and learn Malay grammar students, consider the planning cycle as well. For example, they are tied to testing so you can help with moulding their work.

The respondents clearly state that the games are suitable for teaching and practicing Malay grammar. Learning the grammar will be enchanting and consistent as the games provide an important environment for students to practice the language in an informative way. Despite this finding, some of the implications of this study point at least to misleading practices. It turns out that 80% of students feel uncomfortable about not learning grammar by clearly stating the grammar rules. This shows that although Malaysian teachers see the appreciation of games for teaching Malaysian grammar, they actually follow a standard method of grammar learning and teaching.

This finding supports what was discussed in the previous article by Wei-Pei (2008), who found that despite students guaranteeing to observe the assessment of the games in Malay grammar teaching and guaranteeing the use of question marks in their class. The perception shows that the classrooms were actually intensively confronted with the students. This contradicts the literature on the grounds that students do not feel clearly shown as norms, but rather feel comfortable being taught grammatical demonstration techniques with proof of choice (Gunn and McCallum, 2005). Likewise, Deesri (2002) reports that students feel uncomfortable in class because they have to master new and opaque language structures, which affects their understanding of what can be handled with games. Although this study is a small survey using 130 respondents' perspectives, it is generally considered a significant step forward in differentiating researchers' perspectives on an important topic, namely the learning of Malay grammar of the young Tamil students via quizzes.

Taking into account all aspects, a formative assessment of these results shows that students see the formative pedagogical advantage of using quizzes in their classroom and agree that voice control training is clearly still important to use of quizzes, such as an art guide, is also important. Useful. In essence, respondents say that it is successful to use games in grammar teaching, especially for young students. Finally, the consequences of this study show that an extraordinary majority of respondents support the appropriateness of using quizzes in Malay language classes, but do not use them as regularly as they are. Most respondents say that this is due to the conditions in the crowded classrooms and the large volume of the curriculum. With the exact schedule and the data sent to the teachers, this problem must be managed to ensure the benefits of taking samples in the classroom to learn the Malay language.



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