



## **GRAMMAR ASSESSMENT USING THE QUIZZZ APPLICATION (A Case Study Class XI at SMK Bina Bangsa Ciledug Kota Tangerang)**

**Nurul Kholifah<sup>1</sup>, Abdul Muin<sup>2</sup>, Selnistia Hidayani<sup>3</sup>**

<sup>123</sup> State Islamic University of Sultan Maulana Hasanuddin Banten, Indonesia

e-mail: nurulkholifah138@gmail.com<sup>1</sup>

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### **ABSTRACT**

*This research aims to identify and analyze how teachers use the Quizizz application to assess grammar tests. Then this research also aims to identify the obstacles faced by students when using the Quizizz application. This research uses a case study method, using interviews and questionnaires with teachers and students. Researchers found that 100% of teachers agreed to use the Quizizz application with various advantages of the application, namely it is practical, effective, efficient and does not take a long time. Researchers found that there were four obstacles faced by students, 53.3% of students had difficulty accessing the internet due to inadequate facilities at school and the facilities that students had. Then 50% of students had problems with the language display in the Quizizz application, caused by the students' lack of vocabulary. Furthermore, 46.7% of the obstacles were the lack of question-and-answer activities between students and teachers, this had an impact on students' difficulty working on questions because they thought it was difficult to ask the teacher. Then 43.3% had problems using the Quizizz application, the cause was students' lack of technological knowledge.*



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### **KATA KUNCI**

Penilaian Tata Bahasa Siswa,  
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### **CORRESPONDING AUTHOR**

Nurul Kholifah

State Islamic University of Sultan Maulana

Hasanuddin

Banten, Indonesia

nurulkholifah138@gmail.com

### **ABSTRAK**

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis bagaimana guru menggunakan aplikasi Quizizz untuk menilai tes tata bahasa. Selain itu, penelitian ini juga bertujuan untuk mengidentifikasi hambatan yang dihadapi siswa saat menggunakan aplikasi Quizizz. Penelitian ini menggunakan metode studi kasus, dengan menggunakan wawancara dan kuesioner dengan guru dan siswa. Peneliti menemukan bahwa 100% guru setuju menggunakan aplikasi Quizizz dengan berbagai keunggulan aplikasi tersebut, yaitu praktis, efektif, efisien, dan tidak memakan waktu lama. Peneliti menemukan bahwa ada empat hambatan yang dihadapi siswa, 53,3% siswa mengalami kesulitan mengakses internet karena fasilitas yang tidak memadai di sekolah dan fasilitas yang dimiliki siswa. Kemudian, 50% siswa mengalami masalah dengan tampilan bahasa di aplikasi Quizizz, yang disebabkan oleh kurangnya kosakata siswa. Selanjutnya, 46,7% hambatan adalah kurangnya kegiatan tanya jawab antara siswa dan guru, hal ini berdampak pada kesulitan siswa dalam mengerjakan soal karena mereka merasa sulit untuk bertanya kepada guru. Kemudian, 43,3% mengalami masalah dalam menggunakan aplikasi Quizizz, penyebabnya adalah kurangnya pengetahuan teknologi di kalangan siswa.

## INTRODUCTION

The use of advanced technology can be used as a tool to assess English language learning, because technology not only offers online learning but offers online assessment performance. In this digital era, teachers can utilize information and communication technology as a tool for assessing students' skills and learning outcomes. In the era of the Industrial Revolution 4.0, technological mastery is needed to design and strengthen the feedback received by students regarding learning to achieve substantial learning. It cannot be denied that English at the vocational school level is a very important subject to study, especially learning grammar.

Grammar skills are basic skills that must be mastered by students, because this is the main capital for mastering four skills, namely, speaking, reading, writing and listening skills, all of which require good grammar knowledge. When students do not have grammar skills, they will have difficulty learning English, because to start learning they will of course have to learn rule patterns in arranging words, sentences, phrases and then texts. Because the choice of verbs in a sentence must be appropriate to the present, past and future conditions. By learning grammar correctly, students can communicate well, both in formal and informal situations. Apart from that, grammatical skills also greatly influence students' active and passive English.

Assessment can be interpreted as the process of collecting and managing information on student learning outcomes to measure student learning success. There are also online assessments carried out by teachers. Online assessments are assessments carried out without face-to-face contact or using online devices with the same aim of measuring student learning success. Therefore, to help the online assessment process run, an appropriate and fast application is needed, one of which is the Quizizz application.

Quizizz is an application designed in the form of a game combined with learning material, questions in the form of quizzes, and evaluation material. Apart from that, in the Quizizz application there is music when used to work on questions so that it is more interesting and fun for students to learn. Apart from that, the Quizizz game presents various game activities that can be used in the classroom and outside the classroom which makes learning interactive and trains students to use technology.

Several studies have been conducted to provide evidence that the Quizizz application has many advantages for learning and assessment. Apart from that, the features contained in the Quizizz application can also be used to improve students' understanding of grammar. Like the research that was conducted at Bandung High School in class their own shortcomings so that they can improve their grammar learning. The limitation of this research is in choosing a method that is rarely used, namely the self-assessment method because this requires a long time.

The research carried out by Priyanti and friends in 2019 was entitled Effect of Quizizz Toward the Eleventh-Grade English Students Reading Comprehension in Mobile Learning Context. Researchers found that the average score of students who studied using Mobile-Assisted Language Learning (MALL) in collaboration with Quizizz was higher than the learning outcomes of students who studied only using conventional methods. This shows that the Quizizz application can improve student learning outcomes.

### 1. Definition of Grammar

Grammar is defined as rules or regulations in English that are used to form words and then combine them into sentences. Apart from that, grammar is also defined as the knowledge a person has in using language. This grammar is a system of rules that regulates the formation of sentence patterns, the meaning of sentences, and also their application in sentences. Grammar is historically divided into two, first, prescriptive grammar, usually called traditional grammar, this grammar emphasizes telling someone what they should say, and also what they should not say. Then the second grammar, namely descriptive grammar, focuses on the description and analysis of language used daily by the general public. It can be concluded that grammar is a rule for arranging words to form a sentence.

### 2. Teaching Grammar

Teaching grammar according to the rules has several benefits. By presenting the right rules, teachers can use time efficiently. Drilling exercises can be given to students in a timely

manner. In addition, some students feel more confident when they know the rules first, then they can apply these rules in making sentences. Grammar can be taught explicitly or implicitly. Explicit grammar teaching, which is also known as deductive or rule-driven, presents the rules of the language at the beginning of the lesson and follows with examples. This approach is preferred by students because it is usually straight to the point and is also used by teachers who have limited time to deliver lessons (Thornbury, 1999:14).

### 3. Assessing Grammar

There are many assessment objectives that make teachers want to test explicit grammar knowledge, implicit grammar knowledge, or both. For example, in a certain class, the teacher wants to assess students' explicit knowledge regarding one or more grammar, therefore, the teacher asks students to answer multiple choice questions or give short answers, so that this assessment will show how well students can apply grammar in text form. The use of fluent and spontaneous language is not needed because it can take time to find out the answer. So it can be concluded that the results of this assessment can be used by teachers who want either mine if their students have mastered certain forms of grammar. However, the teacher is very aware that this type of assessment does not really show that students have mastered grammar knowledge to be able to use it spontaneously or automatically in discourse. To be able to find out about students' implicit knowledge in mastering grammar forms, the teacher must make a plan to obtain fluent and spontaneous, and active use of grammatical forms, where automatic use of language is required, to know that students can understand and master grammar well. With spontaneous speech, the teacher must give students tasks that result in understanding and production in real-time. for example, listening and speaking.

### 4. The Principles of Online Assessment

Online assessment there are five principles, namely: Giving assignments, aimed at developing self-reflective evaluation carried out by the students themselves and teachers offering guidance to students to get positive feedback. Then the second principle is teaching according to student's needs. This aims to increase students' skills in providing feedback. The third principle is to use assessment methods appropriate to students' conditions designed to achieve learning objectives. The fourth principle is to design assessments with an online system that is easy and simple so that it can be carried out well. The fifth principle is to get positive feedback from students regarding how the teacher should assess

### 5. The Challenges in Online Assessment

- a. Language, Brink and Lautenbach stated that students consider that the language they know is different from the language used in online assessments, this is what makes students experience difficulties in interpreting language and expressing themselves in online assessments (Brink, Lautenback, 2011:2).
- b. Knowledge and Skills, Hew and Brush stated one of the obstacles to learning technology is knowledge and skills. It is not surprising that teachers and students are reluctant to use technology in classroom learning because of a lack of knowledge and skills in using technology (Hew, Brush, 2007:226).
- c. Ask the right questions, one of the challenges in online assessment is when the teacher asks questions that are rather difficult for students and students don't respond so there is no feedback in learning (Hricko, Howell, 2006:150).
- d. Internet Access, one of the challenges that must be faced by teachers and students when conducting online learning and online assessments is internet access, because when students and teachers do not have internet access, even the facilities at school are inadequate, this will hinder the learning and assessment process (Bhuana, Apriliyanti, 2021:119).

### 6. Quizizz Application

Quizizz is an educational application that implements the concept of gamification. This means showing attitudes towards quizzes as a tool for teaching as well as an online assessment during learning. In addition, this can also increase students' understanding of the material being taught (Lestari, 2019:13). In addition, the Quizizz application also has several interesting features such as: avatars, music, leaderboards, and themes that make students learn like they are playing games. The Quizizz application is an application that can help teachers in learning and also in assessment. Because the Quizizz application is very easy to access by anyone, anywhere,

and anytime. By utilizing the Quizizz application, teachers and students can see the scores of their study results directly and the teacher can download a summary of student learning outcomes (Ramadhani, Ardi, 2022:2)

## RESEARCH METHOD

### 1. Research Design

This study uses a qualitative method. Qualitative methods are called naturalistic research methods, this is because the research is carried out in natural conditions. As Creswell states. In qualitative research, which is "interpretive" in nature, the researcher makes an assessment about whether a description best fits a situation or subject and effectively captures important categories of data. Transcripts, for example, are interpreted differently by researchers than they are interpreted by others. This does not mean that the researcher's view is superior or correct; rather, it simply indicates that the researcher is adding his or her unique perspective to the interpretation (Creswell, 2012:238).

Case study research is a related in-depth exploratory endeavor based on extensive data collection. Case studies can be related to individuals, programs, school activities, classes, or groups that are studied in depth. After the case is described in detail, researcher usually use several methods to seek in-depth information and collect data. These include interviews, and questionnaire. This case study research can involve several cases, usually spanning many years, and also use many individuals as participants (examples). Case study research is usually concerned with the documentation and analysis of a single sample. The difference between case study research and other research is in the focus of the research, which is in the form of cases, not the entire population of cases (James, Brown, 2015).

### 2. Instrument and Data Collection

In this study, the researcher used questionnaires and interviews to obtain data.

#### a. Questionnaire

In this study, the researcher used questionnaires to obtain data. The questionnaire is a collection of several questions designed to obtain information from participants. The participants in this study were English teachers of class XI and students of class XI at SMK Bina Bangsa. The aim is to collect information related to grammar assessment using the Quizizz application and find out what obstacles students faced in doing grammar tests using the application.

#### b. Interview

This interview instrument was used to collect information from 2 class XI English teachers and 5 class XI students as participants to obtain information related to the teachers assess students' grammar using the Quizizz application and what obstacles students face when taking grammar tests using the Quizizz application.

### 3. Data Analysis

#### a. Condensation Data

Based on Matthew At All's opinion, data condensation is a method of selecting, concentrating, streamlining, abstracting, or modifying data that occurs throughout the corpus (body) of written field notes, interview transcripts, documents, and other empirical materials known as data condensation can also be said researchers' efforts to increase the strength of the data by condensing it.

#### b. Data Display

Data display is the second key to data analysis. Views are dense, organized collections that allow researchers to make decisions and take action. Having data displays allows the researcher to understand what is going on and act in response, whether that action is to do additional research or improve the researcher's analysis.

#### c. Conclusion Drawing

The process of drawing and verifying conclusions is the third key to the analytical method used by researchers. Qualitative analysis evaluates what happened by paying attention to patterns, explanations, causal flows, and statements since the beginning of data

collection. So, in this conclusion drawing the researcher decides on the important things needed in drawing conclusions (Matthew, Huberman, 2014:9).

## FINDINGS AND DISCUSSION

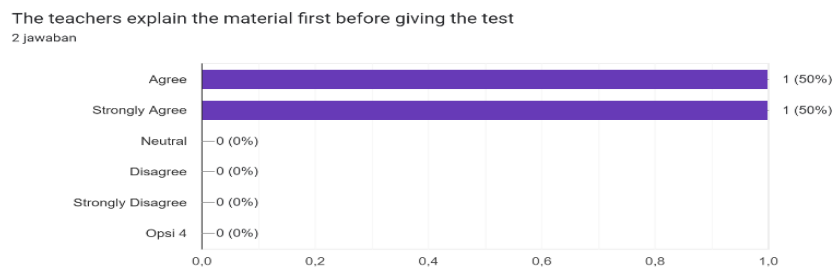
### 1. Findings

#### a. The Teacher's Use of Quizizz Application for Teachers Students Grammar Assessment The Results of the Teacher's Interview.

Based on the results of teachers' interview, it can be concluded that it is quite easy for teachers to assess students' grammar tests using the Quizizz application because the Quizizz application has many advantages, including being able to assess automatically without requiring a lot of time, being simple, practical and efficient. Therefore, teachers are greatly helped by the Quizizz application because the scores obtained by students immediately appear automatically and students can immediately see the scores obtained. This online assessment using the Quizizz application is designed according to the teaching material and learning objectives, so that it can increase student independence and student self-evaluation. Even though there are many advantages of the Quizizz application, there are obstacles faced by teachers when assessing students' grammar tests using the Quizizz application, namely internet access problems and problems with technological knowledge or how to apply it.

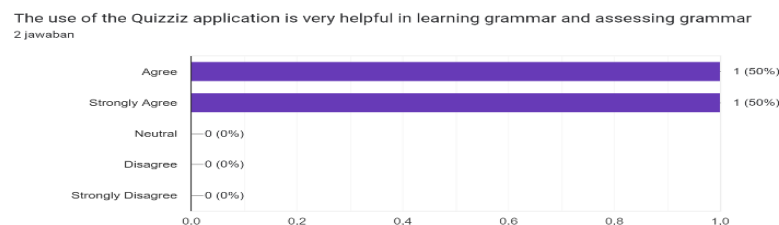
#### The Results of the Teacher's Questionnaire

**Table 1. Teachers explain the material first before giving the tests**



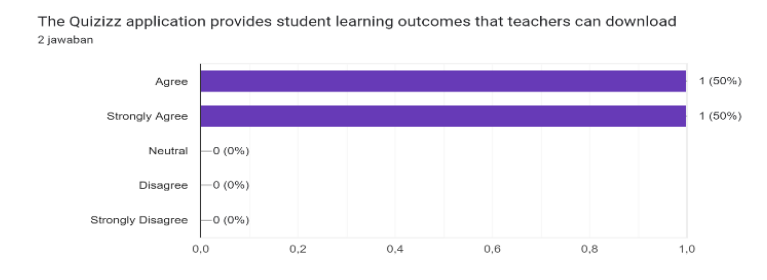
In this statement, 1 out of 2 participants or 50% agreed and 50% answered strongly agreed with the teacher's statement to provide material first before giving tests to students. This questionnaire shows that teachers agree and provide material before asking students to do a grammar test.

**Table 2. The Quizizz application is very helpful in learning grammar and assessing grammar**



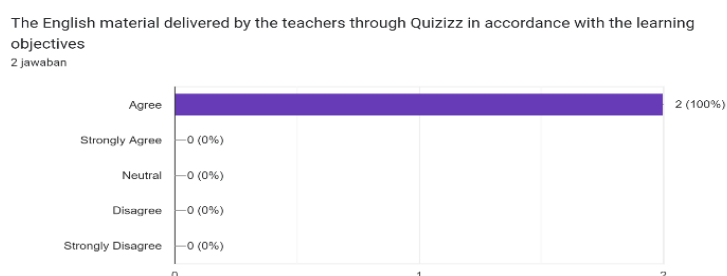
In this statement, 1 out of 2 participants or 50% agreed and 50% answered strongly agreed with the statement that using the Quizizz application is very helpful in learning grammar and assessing grammar. This questionnaire shows that teachers agree with this statement and teachers feel helped by the Quizizz application both in learning and in assessment.

**Table 3. The Quizizz application provides students with learning outcomes that can be downloaded by the teachers**



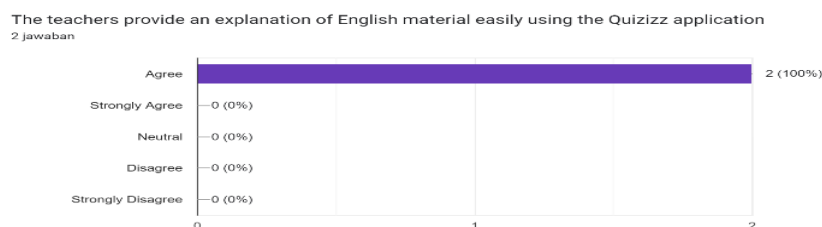
In this statement, 1 out of 2 participants, or 50% agree and 1 out of 2 participants or 50% answered strongly agree with the statement that the Quizizz application teachers can download student learning outcomes.

**Table 4. The teachers delivered English material easily**



In this statement, 2 out of 2 participants or 100% agree that the English material delivered by the teacher through the Quizizz application is in accordance with the learning objectives. This questionnaire shows that the teacher conveys the material in accordance with the learning objectives to be achieved.

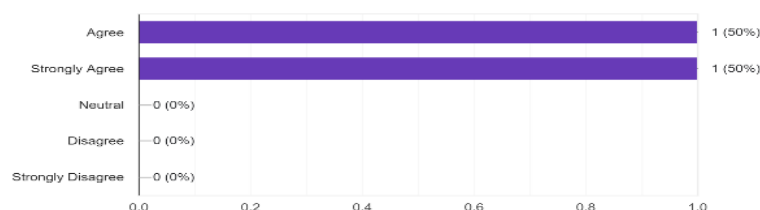
**Table 5. The teachers provide an explanation of English material easily**



In this statement, 2 out of 2 participants or 100% agree that teachers can explain English material easily using the Quizizz application. This questionnaire shows that teachers agree and easily explain material using the Quizizz application.

**Table 6. The Quizizz application helps teachers evaluate student learning outcomes**

Online assessment using the Quizizz application can help teachers make it easier to evaluate learning.  
2 jawaban



In this statement, 2 out of 2 participants or 100% agree with the statement that online assessment using the Quizizz application can help teachers make it easier to evaluate learning. This questionnaire shows that teachers 100% agree with the statement.

#### **b. The Obstacles Faced by the Students When Doing Grammar Tests Used Quizizz Application.**

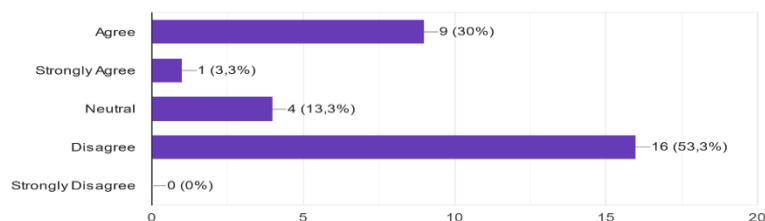
##### **The results of the Student's Interview**

Based on the results of interviews with 5 participants, it can be concluded that it is quite easy for students to do grammar using the Quizizz application, namely by filling in the questions given by the teacher. Apart from being easy and practical to do, the Quizizz application is also an educational application that is well designed so that it makes students feel as excited as playing games, does not make students bored, and does not make students tense when working on questions. Apart from that, in the Quizizz application teachers and students can immediately see the score results, therefore all students choose online assessments rather than paper assessments because online assessments can be done anywhere and at any time. However, there are several obstacles faced by students, the biggest obstacle is internet access because the facilities they have are inadequate, such as school wifi, and the internet quota for each student is insufficient, which makes students hampered when doing grammar tests using the Quizizz application. Then there are other obstacles in how to use the application or the lack of technological knowledge that students have so some students have difficulty when applying Quizizz. Next is the language barrier displayed in the Quizizz application is sometimes difficult to understand because there are several vocabulary words that students rarely encounter.

##### **The Results of the Student's Questionnaire**

**Table 7. obstacles to internet access**

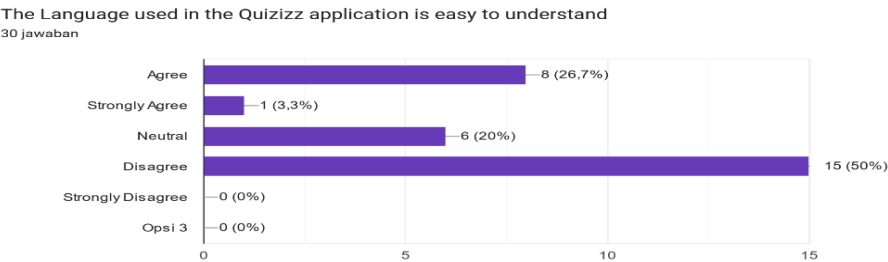
I usually have internet access to study  
30 jawaban



In this statement 9 out of 30 respondents or 30% agree with the statement that they have internet access to study, 1 out of 30 respondents, or 3.3% strongly agree with this statement, 4 out of 30 respondents, or 13.4% answered neutral, then 16 out of 30 respondents or 53.3% stated that they disagreed with the statement. This states that most of the students in class XI MM1 at

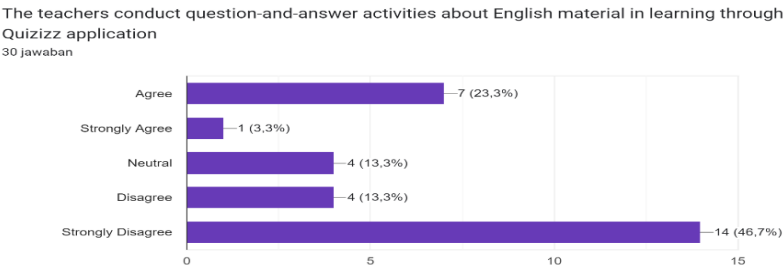
SMK Bina Bangsa do not have internet access to learn to use mobile phones, computers, and laptops.

Table 8. obstacles to the language used



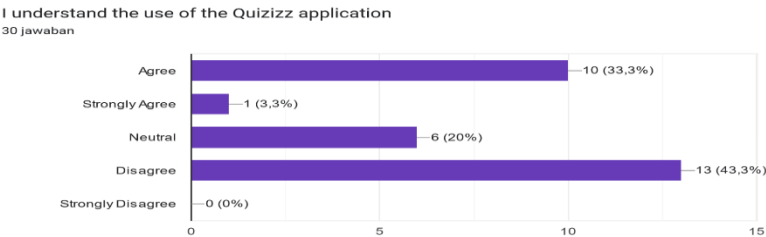
In this statement 8 out of 30 respondents or 26.7% agreed with the statement that the language used in the Quizizz application was easy to understand, 1 respondent or 3.3% answered strongly agreed, 6 out of 30 respondents or 20% answered neutral, and 15 out of 30 respondents or 50% disagree with this statement. This states that most of the students in class XI MM1 at SMK Bina Bangsa find it difficult with the language used in the Quizizz application.

Table 9. obstacles to question-and-answer activities



In this statement, 7 out of 30 respondents, or 23.3% agree with the statement that the teacher conducts question-and-answer activities about English material in learning using the Quizizz application. Then 1 out of 30 or 3.3% of respondents answered strongly agree, 4 out of 30 respondents, or 13.3% answered neutral, 4 out of 30, or 13.3% answered disagree, and 14 out of 30 respondents or 46.7% answered very don't agree. This shows that most students in class XI MM1 SMK Bina Bangsa strongly disagree with the statement that the teacher conducts question-and-answer activities related to English learning materials using the Quizizz application.

Table 10. Obstacles to application use



In this statement, 10 out of 30 respondents or 33.3% agree with the statement that they understand how to use the Quizizz application. Then 1 out of 30 respondents or 3.3% strongly



agreed, 6 out of 30 respondents or 20% answered neutral, and 13 out of 30 or 43.3% of respondents answered disagree. This shows that most of the students in class XI MM1 at SMK Bina Bangsa do not understand how to use the Quizizz application.

## **2. Discussion**

### **a. Assessing the Grammar Test Using the Quizizz Application**

Based on the results of interviews and questionnaires with 2 English teachers for class XI, the teachers assessed students' grammar tests using the Quizizz application. The first researcher will describe how the teacher assesses the grammar test. Based on the case study interviews the researcher found that the assessment carried out by the teacher was an online assessment and of course it had been designed according to the learning objectives to be achieved. Methods for assessing grammar, including using the Quizizz application, make it quite easy for teachers to assess students on grammar tests with a large number of questions and a large number of students. First, enter the Quizizz.com application or link, then log in or sign in with your respective Google or Microsoft account, select student mode or teacher mode, enter the game code or question code from the teacher, type in the student's name so the teacher can find out which student just those who have worked on the questions, the last way is to work on the questions. These methods are quite easy and practical for teachers and students to use.

Even though the method is quite easy, the teachers has designed an online assessment using the Quizizz application according to the teaching material, student conditions and learning objectives to be achieved. There are many advantages of using the Quizizz application, including increasing student independence in evaluating their learning outcomes. This finding is in accordance with the principles of online assessment in Prat Keith Rena Pallof M's theory that the principle of online assessment must use an assessment method that is appropriate to the conditions of students and of course, must be in accordance with the learning objectives to be achieved, and design assessments that are easy and simple, short, and tend to work with online system.

In addition, the questions created using the Quizizz application are usually in the form of multiple-choice or short answers to find out how well students understand grammar material. It was found in this study that there are similarities with Ellis' theory in 2006 in James Purpura that to test explicit or implicit grammar knowledge by asking students to answer multiple choice questions or giving short answers, so this assessment, can show how well students can apply grammar. in text form.

### **b. Obstacles faced by students when doing the grammar test using the Quizizz application.**

This questionnaire was obtained based on the theory used by the researcher. The researcher found four obstacles faced by students in doing on the grammar test using the Quizizz application, namely internet access constraints, language constraints displayed in the application, constraints on how to use or knowledge, and constraints on question and answer activities.

#### **1) Obstacles to Internet Access**

Obstacles to Internet access are shown in the results of the questionnaire in Table 7 In the table, there is a statement that they have internet access to the study. 9 out of 30 respondents or 30% agreed, 1 out of 30 respondents, or 3.3% strongly agreed with the statement, 4 out of 30 respondents, or 13.4% answered neutral, then 16 out of 30 respondents or 53.3% stated that they did not agree with the statement. This states that most of the students in class XI MM1 at SMK Bina Bangsa do not have internet access to learn to use mobile phones, computers, and laptops. These obstacles to internet access are the biggest obstacles that occur to students both from the teacher's point of view and the student's own point of view. This finding is in accordance with Gartika Pandu Bhuana who found that internet access is one of the obstacles in online learning or online assessment. Constraints on internet access are obstacles that are bound to occur to every teacher and student who conducts learning online or uses technology.

#### **2) Obstacles to language**

Obstacles to language are shown in the questionnaire in Table 8. In the table, there

is a statement that the language used in the Quizizz application is easy to understand. 8 out of 30 respondents or 26.7% agreed 1 respondent, or 3.3% answered strongly agreed, 6 out of 30 respondents, or 20% answered neutral, and 15 out of 30 respondents or 50% disagreed with the statement. This states that most of the students in class XI MM1 at SMK Bina Bangsa find it difficult with the language used in the Quizizz application. Language barrier is the second biggest obstacle that occurs to students. This finding is in accordance with Brink and Lautenbach's theory that students consider the language they know to be different from the language used in applications or technology, this is what makes students experience difficulties in processing language and expressing themselves. This problem often occurs for students who speak English as a third language because they only hear English being taught.

3) Obstacles on questioning Answer Activity.

The obstacles in this question-and-answer activity are shown in Table 9. 7 out of 30 respondents or 23.3% agree with the statement that the teacher conducts question-and-answer activities about English material in learning using the Quizizz application. Then 1 out of 30 or 3.3% of respondents answered strongly agree, 4 out of 30 respondents, or 13.3% answered neutral, 4 out of 30 respondents or 13.3% answered disagree, and 14 out of 30 respondents, or 46.7% answered totally disagree. This shows that most students in class XI MM1 SMK Bina Bangsa strongly disagree with the statement that the teacher conducts question-and-answer activities related to English learning materials using the Quizizz application. This obstacle is the third biggest obstacle. This obstacle is in accordance with Mary Hricko Scott L. Howell's theory that one of the obstacles faced by students and teachers who carry out online learning and online assessment is question and answer activity. When the teacher gives questions or questions that are rather difficult for students and students cannot answer them, this results in no feedback on learning.

4) Obstacles to Use and Knowledge

Obstacles to use are shown in Table 10, which contains a statement that they understand how to use the Quizizz application. 10 of 30 respondents or 33.3% agreed with this statement, 1 of 30 respondents, or 3.3% strongly agreed, then 6 of 30 respondents or 20% answered neutral, and 13 of 30 respondents, or 43.3% of respondents answered no agree. This shows that most students in class XI MM1 at SMK Bina Bangsa have difficulty using the Quizizz application. This obstacle is the smallest of the four obstacles that occur because few students experience problems using the Quizizz application. This finding is in accordance with Hew and Brush's theory. One of the obstacles in learning to use technology is knowledge and skills. It is not surprising that teachers and students are reluctant to use technology in classroom learning because of a lack of knowledge and skills in using technology.

## CONCLUSION

Based on the research findings, it can be proven that teachers and students responded positively regarding their views on the use of the Quizizz application for assessing grammar tests at school. Then the researchers found that there were four obstacles faced by students in taking grammar tests using the Quizizz application. Among them are obstacles to internet access caused by inadequate facilities at school and the facilities available to the students themselves. Then there are language barriers, the cause of this is the lack of vocabulary knowledge that students have, which makes it difficult for them to find words that they rarely encounter in the Quizizz application. Then the obstacle is the lack of technological knowledge and skills possessed by students, which makes students confused about how to use the application. The final obstacle is the lack of question-and-answer activities carried out by teachers and students. This obstacle is a communication barrier, resulting in teachers giving quizzes in the application and students finding it difficult to ask what they do not understand. This results in the absence of positive feedback in learning.

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