Students' Cognitive, Affective, and Behavioural Perceptions of the Quizizz Towards Their Grammar Skills in a Business English Training Class at PT. Xl Axiata Tbk. Jakarta

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Abstract

This study explored students' perceptions of the Quizizz platform in a Business English training class at PT. XL Axiata Tbk. in Jakarta. To promote effective language learning, especially in a Business English training class, a dynamic and engaging teaching approach is essential. Traditional methods such as lectures and exercises often lack the enthusiasm necessary to actively involve students in the learning process. In incorporating game-based elements like rewards, rivalries, and instant feedback, gamification provides a potential solution to increase engagement and improve learning outcomes. The study utilized a mixed-methods design, gathering data through questionnaires, interviews, and documentation analysis. The sample included 47 students from a Business English training class at PT XL Axiata Tbk. Jakarta. The results showed that *Quizizz*, as a gamification platform, enhances student engagement and motivation in language learning and underscores the potential of gamification in language instruction, particularly within the context of a Business English training class.

Keywords: *Quizizz*, Students' Perceptions, Grammar Skills, Business English, Gamification.

Introduction

Technology in education has become more and more common in the current digital era (Setiawan, 2016). In order to engage students and improve their learning experiences, gamification, the application of game principles and components in non-game contexts, has become a popular strategy (Figueroa-Flores, 2016). One such platform that has gained popularity among educators is Quizizz (Fadli, 2022). Quizizz is an online gamification platform that allows teachers to design interactive quizzes with gamified components, such as points, leaderboards, and avatars (Citra & Rosy, 2020).

Quizizz can be incorporated into the Business English training class to allow the students to interact with the grammar exercises in a fun and competitive way, encouraging active motivations (Lim & Yunus, 2021). Language learning, especially in the context of a Business English training class, calls for a fun and engaging teaching style to achieve successful learning results (Tratnik et al., 2019). In order to increase engagement and

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improve learning outcomes, gamification offers a possible option by utilizing game-based components including prizes, competitions, and quick feedback (Alsawaier, 2018).

Gamification provides a dynamic and competitive learning environment that encourages participation of the students and fosters a sense of enjoyment and achievement (Lim & Yunus, 2021). In addition to that, integrating Quizizz into a Business English training class, the students can engage with the grammar exercises in an interactive manner, leading to improved skills (Ladd, 2011). The Quizizz gamification platform aims to enhance the students' learning experiences by incorporating game elements into the educational process (Hamari et al., 2014).

To determine the effectiveness of Quizizz in enhancing the students' grammar skills, researchers can conduct studies that compare the students' performances before and after using the platform. They can measure some improvements in areas, such as sentence structures, verb tenses, word usage, and punctuations. Furthermore, the students' engagements and motivations are also key factors in effective learning, and if the students perceive Quizizz as an enjoyable and beneficial tool, they are more likely to actively participate.

Five studies have explored students' perceptions of Quizizz in relation to their grammar skills. These studies collectively suggest that students view Quizizz as an effective tool for improving grammar. The platform is credited with enhancing engagement, providing immediate feedback, and supporting self-assessment in grammar learning. Rahayu and Purnawarman (2019) study utilized Quizizz to promote self-assessment and improve students' grammar understanding, revealing that students could identify their strengths and weaknesses, and showed significant improvements in their grammar skills through the use of Quizizz. Investigated students' perceptions of Quizizz as a formative assessment tool for learning grammar in the classroom, finding that students had positive perspectives and appreciated the platform's role in their grammar learning (Mai et al., 2019).

Furthermore, Fakhruddin and Nurhidayat (2020) examined Quizizz as a game-based learning tool for grammar in written discourses, highlighting students' positive perceptions and increased concentration. Mansur and Fadhilawati's classroom action research demonstrated that Quizizz positively impacted students' understanding of conditional sentences and received favorable feedback. Pham (2022) study on the use of educational technology tools, including Quizizz, in higher education showed that students had positive attitudes and high satisfaction levels, although some issues were identified that need addressing. Despite the positive findings, research on students' perceptions of Quizizz in Business English training reveals gaps, such as the need for more in-depth qualitative research to understand specific influencing factors and potential challenges in implementing Quizizz in this context.

Based on the above background, the formulation of this research is: 1) what are the students' perceptions of the Quizizz towards their grammar skills in the Business English training class at PT. XL Axiata Tbk. in Jakarta? 2) What challenges do the students perceive in relation to the integration of gamification elements in the Business

English training class environments? 3) How do the students compare the Quizizz with the other traditional methods of grammar instructions in terms of their effectiveness, enjoyment, and overall experience in the Business English training class? 4) What are the specific features or aspects of the Quizizz that the students find most beneficial for enhancing their grammar skills in the context of a Business English training class?

The objectives of this study are: 1) To explore the students' perceptions of the Quizizz towards their grammar skills in the Business English training class at PT XL Axiata Tbk. in Jakarta. 2) To identify the challenges associated with integrating the gamification elements in the Business English training class environments. 3) To find out how the students compare Quizizz with the other traditional methods of grammar instructions in terms of their effectiveness, enjoyment, and overall experience in the Business English training class. 4) To analyse the specific features or aspects of the Quizizz that the students find most beneficial for enhancing their grammar skills in the context of a Business English training class.

The theoretical significance of the study lies in its contribution to the existing knowledge on gamification in language learning, particularly within Business English training, and its insight into how gamification components enhance grammar skills. Practically, the study's findings are valuable for educators and trainers to assess the effectiveness of Quizizz in improving grammar skills, refine language learning techniques and curricula, and develop strategies to boost student engagement.

Research Methods

The research study utilized a mixed-methods design, following the explanatory sequential approach as discussed, to investigate the impact of the Quizizz platform on students' grammar skills within a Business English training class at PT XL Axiata Tbk. in Jakarta (Creswell, 2012);(Creswell & Creswell, 2017). The first, quantitative phase involved collecting and analyzing numerical data from 47 student participants to determine the degree to which Quizizz influenced their engagement, motivation, and grammar proficiency. This objective, positivist-oriented approach aligned with the goal of gathering measurable, statistical data about the platform's effects.

Subsequently, the qualitative phase was conducted to provide deeper insights that could help explain the quantitative findings. This involved semi-structured interviews with a subset of the initial survey participants, which allowed the researchers to explore in greater depth the students' experiences, perceptions, and the contextual factors behind their use of Quizizz. The researchers were able to obtain a more comprehensive understanding of how Quizizz impacted the students' grammar skills, thereby enhancing the robustness and validity.

The study was conducted over a multi-month period during the 2023 training class (June through August), with the timeframe determined based on the availability of the participants and the resources needed to collect the data. The research took place within a Business English instructional program at PT. XL Axiata Tbk. located in Jakarta. In addition to that, the participants were selected due to their enrollment in the Business

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English training class, which made them well-positioned to provide relevant insights and perspectives for the research topic. Furthermore, their experience using Quizizz, an educational platform, offered valuable information that contributed to the significance of the study.

The investigation took place within a Business English instructional program at PT. XL Axiata Tbk. located in Jakarta. The purpose of the study was to examine the students' viewpoints regarding the Quizizz platform. The research context involved learners enrolled in the training class who were actively utilizing Quizizz as an educational tool. The study sought to gain understanding of how the students perceived Quizizz in relation to improving their grammar competencies within the specific setting of the Business English training course.

This research utilized a combination of a questionnaire and semi-structured interviews to gather comprehensive data on students' perceptions of Quizizz. The questionnaire was designed to collect both quantitative and qualitative data, featuring 15 statements derived from Andresta (2022) to measure students' perceptions of Quizizz. The questions were grouped into constructs based on their theoretical alignment and were measured using a Likert scale, ranging from "Strongly Disagree" to "Strongly Agree." An exploratory factor analysis (EFA) was conducted to validate these constructs, ensuring that the items appropriately loaded onto their respective factors.

The internal consistency of the questionnaire was assessed using Cronbach's Alpha in SPSS, resulting in a value of 0.793, which indicates a high level of reliability and suggests that the questionnaire items consistently measure the intended constructs. The validity test results, presented in Table 3.1, demonstrated that most of the questionnaire items were statistically significant, further confirming the reliability and validity of the collected data.

The semi-structured interviews complemented the questionnaire by providing in-depth qualitative insights into the perspectives on using Quizizz. These interviews, designed based on 10 questions from Andresta (2022), allowed for a more detailed exploration of various aspects such as challenges faced by students, specific features of Quizizz that were particularly impactful, and the perceived differences between Quizizz and traditional teaching methods. The qualitative data obtained from these interviews helped uncover specific challenges, highlight features of the platform that stood out to them, and shed light on their interpretations of using Quizizz compared to conventional educational approaches. The combination of quantitative data from the questionnaire and qualitative data from the interviews enabled a triangulation of findings, thereby enhancing the validity and reliability of the research.

The data analysis for this study was grounded in the positivist paradigm, emphasizing the use of statistical methods to objectively measure and analyze the data within the framework of Classical Test Theory (CTT). The analysis followed a structured process, starting with data cleaning and preparation to ensure accuracy and completeness of the dataset. Descriptive statistics were then used to summarize the basic features of the

data, providing an overview of the students' perceptions of Quizizz and their grammar skills.

The reliability of the questionnaire was assessed using Cronbach's alpha to ensure internal consistency of the items, while the validity was evaluated through exploratory and confirmatory factor analysis to verify the underlying constructs were appropriately represented. This quantitative analysis was a crucial step in ensuring the reliability and validity of the research findings within the CTT framework. In addition to the quantitative methods, the study also involved qualitative data analysis using open, axial, and selective coding techniques.

Results and Discussion

The researcher in this study utilized the comprehensive framework suggested by Maio and Haddock (2019) to classify the students' perceptions of Quizizz application for grammar into three categories: cognitive perceptions, affective perceptions, and behavioral perceptions. In this study, this framework assumed to offer a robust analytical perspective that enabled the researcher to examine and comprehend the multifaceted nature of the students' attitudes, emotions, and actions towards Quizizz as an educational tool.

Cognitive Perceptions

Cognitive perceptions refer to the mental processes involved in the interpretation and understanding of information (Haddock & Maio, 2019). These perceptions encompass the act of making judgments, attributions, and forming beliefs about oneself, others, and the environments. Furthermore, in this study, the researcher included ten questionnaire questions and four interview questions to assess the cognitive perceptions of the students.

It is evident that item 1, which pertains to the participants' familiarity with using the Quizizz application to improve grammar skills in the Business English training class, received responses from all 47 participants. Notably, 19 of the respondents (40.4%) expressed agreement, while 17 respondents (36.2%) indicated strong agreement with this statement. Further, item 2, which asserts that Quizizz is a learning medium with comprehensive and flexible features, received responses from all 47 participants.

The analysis indicates that the majority of the respondents, comprising 21 individuals (44.7%), expressed agreement, while 19 respondents (40.4%) strongly agreed with this statement. Item 3, which asserts that "Completing exercises in the Quizizz application can improve grammar skills in the Business English Training class," received a total of 47 responses. Among these respondents, 29 individuals (61.7%) of the total agreed with the statement, while 13 respondents (27.7%) of the total strongly agreed with it. Item 4, which suggests that the utilization of the Quizizz application for grammar learning, it received responses from all 47 participants. The analysis reveals that the majority of the participants, comprising 27 respondents (57.4%), expressed agreement, while 10 respondents (21.3%) strongly agreed with this statement.

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Regarding item 5, which states "I did not encounter any obstacles while working on Quizizz application exercises due to a smooth Internet connection," it received responses from all 47 participants. The analysis reveals that the majority of the respondents, comprising 25 individuals (53.2%), expressed agreement, while 13 respondents (27.7%) strongly agreed with this statement. As for item 6, which posits that Quizizz is suitable and effective as both an online and onsite assessment tool, it received responses from all 47 participants.

The analysis indicates that a considerable number of the respondents, comprising 38.3%, expressed agreement, while 36.2% strongly agreed with this statement. Regarding item 7, which asserts that Quizizz enhances understanding of grammar materials, it received responses from all 47 participants. The analysis reveals that a substantial number of the respondents, comprising 24 individuals (51.1%), expressed agreement, while 9 respondents (19.1%) strongly agreed with this statement. However, it is noteworthy that a significant portion of the participants, 13 respondents (27.7%), expressed a neutral stance towards this statement.

As for item 8, which states "Working on questions through the Quizizz application enhances my curiosity to pay close attention to the learning processes," it received responses from all 47 participants. The analysis reveals that a majority of the respondents, comprising 25 individuals (53.2%), expressed agreement, while 15 respondents (31.9%) strongly agreed with this statement. Regarding item 9, which states "Working on questions through the Quizizz application enhances my curiosity to pay close attention to the learning processes," it received responses from all 47 participants.

The analysis reveals that the majority of the respondents, comprising 61.7%, expressed agreement, while 27.7% strongly agreed with this statement. In addition to that, as for item 10, which states "I feel that the Quizizz application can enhance my grammar skills," it is known to receive responses from all 47 participants. The analysis reveals that the majority of the respondents, comprising 24 individuals (51.1%), expressed agreement, while 14 respondents (29.8%) strongly agreed with this statement.

Regarding the interview responses, when asked "Why do you use the Quizizz application for grammar skills?", several participants highlighted the advantages they derive from utilizing Quizizz. Respondent SS emphasized the immediate feedback provided by Quizizz, which enables her to promptly identify and rectify any errors in her grammar. As she stated, "I use Quizizz for various purposes, including assessing my grammar skills. Firstly, it provides me with instant feedback on my responses, allowing me to pinpoint any mistakes and correct them immediately."

In response to the question "In your opinion, what are the advantages and disadvantages of using the Quizizz application for grammar skills?", several participants discussed the benefits associated with the platform's visual elements and motivational aspects. For instance, respondent FE noted that Quizizz is user-friendly, visually engaging, and enjoyable due to its competitive nature. However, FE also mentioned certain drawbacks, including the inability to listen to the questions or answers and the presence of time.

Regarding the question 3 "Do you still want to use the Quizizz application in the future?", a significant number of respondents expressed their intention to continue utilizing Quizizz for their studies. Respondent SS, for instance, affirmed her desire to use Quizizz going forward, emphasizing her anticipation of the improvements it would bring. This response indicates a positive outlook on the continued use of Quizizz as a valuable learning tool, highlighting the participants' recognition of its potential benefits for their future educational endeavors.

Lastly, in response to the question 4, "What preparations do you make before using the Quizizz application?", the responses encompassed various types of preparations, but a common thread emerged related to technical readiness. Respondent ME stated that she ensures a stable internet connection, fully charges her device's battery, and reviews the relevant study materials, noting, "I ensure the internet connection is stable, the battery is fully charged, and I study the materials." This emphasizes the significance of addressing technical aspects, such as internet connectivity and device battery life, alongside the preparation of study materials.

Affective Perceptions

The affective dimension of perception relates to the emotional and evaluative components. This encompasses the subjective experiences of emotions, feelings, and affective responses elicited by various stimuli. In the context of this particular study, the researcher incorporated a multi-pronged approach, including 10 questionnaire items and 4 interview questions, to examine the participants' affective perceptions. Furthermore, the questionnaire and interview questions were designed by the researcher to delve into the emotional and evaluative aspects of the participants' perceptions and experiences.

Regarding item 11, which stated "I like using the Quizizz application because it can reduce cheating in the class," all 47 participants responded. The analysis revealed that a significant proportion of respondents, comprising 21 individuals (44.7%), agreed with this statement. In addition, 10 respondents (21.3%) strongly agreed. For item 12, which stated "I feel challenged to learn in the Business English training class using the Quizizz application due to the time limit feature displayed," responses were collected from all 47 participants.

The analysis indicates that the majority of respondents, accounting for 26 individuals (55.3%), agreed with this statement. Furthermore, 14 respondents (29.8%) also strongly agreed. For item 13, which stated "The use of Quizizz is more beneficial than studying using books," responses were collected from all 47 participants from the study. The analysis reveals that a significant proportion of the respondents, comprising 18 individuals (38.3%), agreed with this statement. In addition to that, 14 respondents (29.8%) strongly agreed.

For item 14, which stated "The utilization of the Quizizz application for grammar learning gives me a new experience in the learning process in the Business English Training class," responses were collected from all 47 participants. The analysis demonstrates that the majority of the respondents, accounting for 26 individuals (55.3%), agreed with this statement. In addition, 15 respondents (31.9%) strongly agreed.

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Regarding item 15, which stated "The animated graphics in the Quizizz application made me interested in working on practice questions," responses were also collected from all 47 participants. The analysis indicates that a significant proportion of the respondents, comprising 21 individuals (44.7%), agreed with this statement.

Furthermore, an additional 18 respondents (38.3%) strongly agreed. For item 16, which stated "All grammar materials in the Business English training class are suitable for using the Quizizz application as a grammar learning tool," responses were collected from all 47 participants. The analysis demonstrates that a significant proportion of the respondents, comprising 24 individuals (51.1%), agreed with this statement. In addition to that, it can be known that, from the findings, 11 respondents (23.4%) strongly agreed.

Regarding item 17, which expressed the statement "I am excited to use the Quizizz application because it has a leaderboard/ranking feature," all 47 participants provided responses. The analysis reveals that a substantial number of the respondents, comprising 20 individuals (42.6%), strongly agreed with this sentiment. Additionally, 19 respondents (40.4%) agreed with the statement. Moving on to item 18, which stated "The use of the Quizizz application for grammar learning in the Business English training class saves me time because I no longer need to write questions," responses were again collected from all 47 participants. The analysis indicates that a significant proportion of the respondents, comprising 26 individuals (55.3%), agreed with this statement. Furthermore, the study also found that there were 11 respondents (25.5%) who strongly agreed with the statement.

Regarding item 19, which stated "The Quizizz feature that displays correct and incorrect answers in multiple-choice questions motivates me to eagerly work on the next questions," responses were collected from all 47 participants. The analysis reveals that a significant proportion of the respondents, comprising 25 individuals (53.2%), agreed with this statement. In addition, 17 respondents (36.2%) strongly agreed. Moving on to item 20, which asserts that the Quizizz feature displaying correct and incorrect answers in multiple-choice questions serves as a motivational factor for respondents to enthusiastically proceed with the subsequent questions, the full set of 47 respondents provided their responses. The results indicate that 25 respondents (53.2%) agreed, while 17 respondents (36.2%) strongly agreed.

Regarding the response to question 6, "What preparations do teachers make before using the Quizizz application?", ME highlighted several key steps that teachers typically take in their preparation: Firstly, ME emphasizes the importance of ensuring a stable internet connection, as this is crucial for a seamless experience during the Quizizz session. Secondly, they make sure that the device's battery is fully charged to prevent any interruptions or disruptions. In addition, ME notes that teachers prepare the relevant materials and align the questions with the content they plan to present. This step helps to ensure that the Quizizz activities are well-integrated with the learning objectives and the overall lesson plan. Finally, ME mentions the need to configure the quiz parameters, such as the duration. However, she expresses uncertainty about whether this configuration requires a manual or automatic process.

Moving on to question 7, "What are the obstacles in using the Quizizz application in the English grammar skills lessons in Business English Training classes?", ST outlined three potential challenges. First, ST identifies technical issues as one of the obstacles. This could encompass problems with internet connectivity, platform malfunctions, or difficulties in accessing the Quizizz application itself. Secondly, ST emphasizes motivation as a potential hindrance. This suggests that learners may not be fully engaged or enthusiastic about using Quizizz for their English grammar skills development in a business-oriented context. Finally, ST mentions assessment accuracy as another challenge. This implies that the Quizizz application may have limitations in accurately evaluating the learners' proficiency in English grammar within the Business English training environment.

Behavioural Perceptions

The concept of behavioral perception involves the process of interpreting and comprehending the actions, gestures, and expressions of others in order to gain insights into their thoughts, emotions, and intentions. In this particular study, the researcher incorporated five survey questions and three interview questions to explore the behavioral perceptions.

According to the questionnaire results, item 21 which states "My grammar skills improved while learning through Quizizz," a significant portion of respondents expressed positive perceptions. Specifically, 39.6% (19) agreed and 22.9% (11) strongly agreed that their grammar skills had improved through the use of Quizizz. This suggests a favorable view of the impact of the application on their language proficiency. However, it is worth noting that a sizeable proportion, 35.4% (17) of the respondents, maintained a neutral stance on this matter.

Similarly, for item 22, which states "The background music on Quizizz makes me feel excited and engaged while working on the questions," the questionnaire results indicate that a substantial number of participants had a positive perception. 37.5% (18) agreed, and 18.8% (9) strongly agreed that the background music enhanced their engagement and excitement while using Quizizz. Once again, it is important to acknowledge that 35.4% (17) of the respondents held a neutral position on this aspect of the Quizizz application.

The questionnaire results for item 23, which states "I am challenged by the uniform time limit on each question in the Quizizz application because the difficulty level of the questions varies," indicate that a substantial proportion of respondents faced difficulties with this aspect. Specifically, 39.6% (19) agreed, and 37.5% (18) strongly agreed that the uniform time limit posed a challenge, given the varying difficulty levels of the questions. In addition, for item 24, which states "Despite the tension due to time constraints, Quizizz can create a more energetic classroom atmosphere," the findings suggest that a significant number of participants, 47.9% (23) agreed and 35.4% (17) strongly agreed, believed that the Quizizz application was able to foster a more energetic classroom environment, despite the tensions arising from the time constraints.

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Furthermore, the questionnaire results for item 25, which states "I want to use Quizizz more in the future," indicate a positive inclination towards the continued use of the application. 39.6% (18) of respondents agreed, and 31.3% (15) strongly agreed that they wish to use Quizizz more in the future for the students. However, it is noteworthy to emphasize that 29.2% (14) of the participants expressed a neutral stance on this matter. The interview responses reveal insights into the suitability of different English materials for the Quizizz application. FE's response to question 8, "In your opinion, are all English materials suitable for the Quizizz application?", suggests a selective approach. FE believes that grammar-related content is particularly well-suited for Quizizz, as the structured nature of grammar exercises aligns with the application's format and ability to provide clear, concise questions.

In addition, FE mentions that reading comprehension materials with short questions could also be appropriate for Quizizz, implying that longer reading passages may not be as compatible. In contrast, SA's response to the same question highlights potential limitations of Quizizz when presenting reading materials. According to SA, when reading passages are displayed in Quizizz, the text becomes very small and crowded, negatively impacting the user experience and making it less appealing to work on. This response underscores the challenges Quizizz may face in effectively presenting and facilitating longer reading activities.

The interview response to question 10, "In your opinion, how do the students overall respond to grammar lessons using the Quizizz application?", provides valuable insights. According to ST, the students generally have a positive response to grammar lessons conducted through Quizizz. ST notes that the application can "boost the mood after class or meeting or ice breaking," suggesting that Quizizz has the potential to create a lively and engaging learning experience for students.

This indicates that the interactive and game-like nature of Quizizz can be effective in capturing students' attention and enhancing their enthusiasm, particularly in specific contexts such as after a class, meeting, or as an ice-breaker. However, ST also cautions that students "will also get bored if it is used too much." This implies that while Quizizz can be an effective tool, excessive or repetitive usage may diminish its novelty and lead to a decrease in student engagement. In addition to that, the response highlights the need to strike a balance in incorporating Quizizz into the learning process, avoiding over-reliance on the application to maintain its effectiveness and appeal to students.

Discussions

The findings highlight the relevance of two key learning theories in the context of using Quizizz for grammar instruction. One such theory is social constructivism, which emphasizes the pivotal role of social interaction and collaboration in the learning process. According to this approach, knowledge is constructed through engagement with others and the environment. In the case of gamified learning platforms like Quizizz, social interaction can be facilitated through features such as leaderboards and competitive elements. These components encourage students to actively participate in the platform, compete with their peers, and collaborate in learning activities. The findings demonstrate

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how the social interactions and collaborative aspects of Quizizz influenced the students' perceptions and their development of skills.

Another relevant theory is self-determination theory, which focuses on the intrinsic motivation of individuals in the context of gamified learning. Self-determination theory posits that individuals are motivated when their innate psychological needs for autonomy, competence, and relatedness are fulfilled. Gamified platforms like Quizizz can cater to these needs by providing autonomy through self-paced learning, opportunities for competence through challenges and rewards, and a sense of relatedness through social interactions with peers. The study findings offer insights into how the Quizizz platform supports students' intrinsic motivation and contributes to their grammar skills development, by examining their perceptions of autonomy, competence, and relatedness within the application.

The findings indicate that the students in the Business English training class at PT. XL Axiata Tbk. in Jakarta hold a generally positive perception towards the use of Quizizz for improving their grammar skills. The data suggests that the participants have a favorable view of Quizizz as an effective tool for enhancing their grammar proficiency. The majority of the respondents expressed agreement or strong agreement with statements affirming Quizizz's effectiveness in improving their grammar skills.

This aligns with the findings of Alsawaier (2018), who found that students perceive Quizizz as a comprehensive and flexible learning medium that caters to their educational needs and preferences. Furthermore, the participants recognized Quizizz's ability to enhance their focus and understanding of grammar materials, which is consistent with the observations made by Fadlilah (2019). The students also appreciated the absence of technical obstacles when using the Quizizz application, which they attributed to a smooth Internet connection, as noted by (Alsawaier, 2018).

The findings also reveals some potential drawbacks in the use of Quizizz for enhancing grammar skills, as reported by the respondents. One participant mentioned the inability to listen to the questions or answers as a limitation, suggesting that the lack of an audio component could pose challenges for some students. In addition to that, the presence of time constraints was also highlighted as a drawback, indicating that the timed nature of the Quizizz activities may present difficulties for certain learners.

These responses suggest that students may face challenges related to the audio component and time limitations when using Quizizz for grammar skills development. While the findings focus primarily on the positive perceptions and benefits of Quizizz, the neutral stance expressed by some participants towards the statement about Quizizz enhancing their understanding of grammar materials hints at varying levels of effectiveness and potential issues with content comprehension (Alsawaier, 2018). This implies that the platform may not be equally effective for all students in terms of facilitating a deep understanding of the grammar concepts.

When comparing Quizizz with traditional methods of grammar instruction in the Business English training class, the students generally perceived the gamified platform as highly effective and enjoyable. They recognized Quizizz's potential to improve their

grammar skills and highlighted its effectiveness as a tool for enhancing language proficiency in the specific context of Business English (Figueroa-Flores, 2016). The immediate feedback provided by Quizizz was appreciated by the students, as it allowed them to promptly identify and correct any errors in their grammar (Wade, 2021). In addition, the convenience and competitive nature of Quizizz were mentioned as positive attributes.

However, the students also noted some limitations, such as the inability to listen to questions or answers and the presence of time constraints. These findings suggest that while Quizizz is perceived as a highly effective and enjoyable alternative to traditional grammar instruction methods, there are still aspects of the platform that may need improvement or refinement to better cater to the diverse learning needs and preferences of the students in the Business English training class.

Conclusion

The study on students' perceptions of Quizizz towards their grammar skills in a Business English training class reveals predominantly positive views from the participants. The students perceived Quizizz as an engaging and enjoyable platform that enhanced their motivation and active involvement in grammar exercises, ultimately leading to improved skills. They appreciated the interactive nature of Quizizz, which included gamified components such as points, leaderboards, and avatars, as these elements provided a stimulating learning experience. Furthermore, the students also valued the immediate feedback and competitive elements offered by Quizizz, as these features contributed to their overall positive perceptions of the platform and its effectiveness in reinforcing their grammar knowledge.

However, the study also highlighted some challenges perceived by the students in relation to the integration of gamification elements in the Business English training class. For instance, one key challenge identified was the need for effective implementation and integration of Quizizz into the curriculum. The students expressed concerns about the proper use and alignment of Quizizz with the learning objectives and content of the class, emphasizing the importance of clear instructions and guidance from the teachers to fully utilize the platform's potential. Therefore, it can be stated that these findings indicate the significance of providing proper training for teachers to ensure the effective integration of Quizizz's benefits into the classroom and address any potential implementation issues.

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