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FOSTERING STUDENTS' ENGLISH GRAMMAR LEARNING OUTCOMES AND HANDLING CLASSROOM TECHNOLOGICAL INCLUSIVITY BY INTEGRATING QUIZZZ PAPER MODE

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Abstract

This study fostered grammar learning outcomes of tenth-grade students and handled technological inclusivity by using Quizizz paper mode, especially in understanding and using simple past and present perfect tense. This study utilized four stages of classroom action research encompassing planning, implementation, observation and evaluation, and reflection, the researchers used pre-tests, post-tests, and questionnaires for collecting the data. The outcomes unveiled a substantial improvement in students' learning from 66.50 to 89.50. Furthermore, students displayed favorable reactions, affirming the power of Quizizz paper mode in addressing challenges in grammar learning due to its engaging nature, cost-effectiveness, and provision of real-time feedback. Additionally, it fostered inclusivity by allowing every student to participate, irrespective of their access to technology. Moreover, it allowed students to rest their eyes on electronic devices while combining physical and digital learning experiences. The findings of this study suggest that integrating technology-based platforms like Quizizz paper mode can enhance grammar mastery by promoting increased engagement and interactivity among students. based on those results, it is recommended that future researchers explore Quizizz paper mode for teaching various grammar topics or language skills by applying larger sample sizes and examining the prolonged impacts of this tool on students' mastery of grammar or other language skills.

Keywords: *quizizz paper mode, grammar, technological inclusivity*

I INTRODUCTION

English as a foreign language education in Indonesia, spanning all educational tiers, mandates a comprehensive mastery of four pivotal language skills they are: Speaking, Writing, Listening, and Reading (Wulandari & Fadhilawati, 2019). In addition, the students are also required to learn English sub-skills, one of which is grammar (Mansur & Fadhilawati, 2021). In learning English, understanding grammar becomes a strong foundation for the students to achieve English proficiency (Fadhilawati et al., 2022). Further, Sioco & De Vera, (2018) claimed that grammar is seen as a cornerstone of language as the basis for effective communication. So, having adequate grammar knowledge helps students to communicate in English correctly and appropriately. Grammar is also pivotal when students write by using the targeted language. It helps them write clearly and make sense. With good grammar, the students can create sentences that make sense, use different verb forms correctly, put words in the right order, and use punctuation in a way that makes their writing clear and becomes engaging, and interesting for the reader (Rossiter, 2021).

Despite the pivotal of Grammar to mastering English oral or written, mastering grammar remains a formidable hurdle for many students (Fadhilawati, 2021; Aziz et al., 2021). The intricate tapestry of grammar, convoluted rules, exceptions, and subtle intricacies, often presents a daunting challenge. Grammar learning often presents a challenge due to its inherent complexity. Students often struggle with grasping abstract grammatical concepts, further complicated by various irregularities and the need for precise application within different contexts.

The challenge of mastering grammar faced by students in X MIPA I at MAN Kota Blitar, particularly in comprehending and employing the simple past tense and present perfect tense, fell short of expectations. This was evident in the preliminary test scores, which recorded 66.50, below the school's minimum mastery criterion of 75.00. Based on the result of the test analysis, the students' challenges in learning simple past tense included the difficulty in changing verbs to their appropriate past tense forms, such as irregular verbs like "go" and changing to "went" instead of "Goed" this phenomenon is called overgeneralization. Overgeneralization in language learning happens when learners use a rule or pattern inappropriately, creating an unconventional form known as an overgeneralization error because it doesn't fit the target language's norms (McKercher, 2018). In the case of "goed" or "eated," learners might overapply the regular past tense form (-ed) to irregular verbs like "go" and "eat." Even though high school students have been exposed to English for some time, overgeneralization can still happen for several reasons: 1) Simplification: When learners encounter

irregular verbs, they might initially try to simplify language patterns by applying regular rules they are more familiar with. This tendency to simplify can lead to errors like "goed" or "eated.", 2) Lack of awareness: Some students did not have a good ability to use irregular verbs and their past tense forms. Without explicit instruction or practice, they may rely on regular verb patterns by default, 3) Transfer from native language: in languages where verb conjugation follows regular patterns, learners might transfer these patterns to English, even though English has many irregular verbs.

Moreover, in Indonesian, verb conjugation is not a feature, so the time adverbial and the correct form of the verbs must collate. This principle becomes crucial when considering language learning, especially among high school students with existing exposure to English. They often encounter difficulties in effectively utilizing time signals to denote past actions, leading to confusion with words like "yesterday," "last week," or "in 1945." Additionally, distinguishing between regular and irregular verbs poses challenges, resulting in errors such as using "eated" instead of "ate." Furthermore, the intricate usage of auxiliary verbs, like "did," for forming questions and negatives presents hurdles, impacting their overall grasp of the simple past tense structure and its contextual application. Moreover, students face comprehension and utilization challenges with the present perfect tense. They made errors like "I have did" instead of "I have done." Additionally, understanding the precise time frame of the present perfect tense proves problematic, leading to misuse of time markers like "just," "already," and "yet." Overall, the principle of collocating time adverbials with the correct verb form is essential for high school students grappling with the complexities of English grammar and verb usage

Furthermore, based on the researchers' analysis, the students' disappointing learning outcomes can be attributed to several factors such as; 1) Teaching method: The way the English teacher taught mostly using traditional methods seemed to contribute. The approach involved having students read simple past tense and present perfect tense from worksheet/LKS, followed by explanations, and at the end of the lesson, they were assigned individual exercises from the book; 2) Time Constraints: Another issue was the limited time allocated for studying Grammar. Even though the topic was intricate, only one class session was dedicated to it; 3) Lack of Review: Students merely relied on completing exercises from the grammar book without a comprehensive review. While the results might have appeared satisfactory, they didn't truly showcase their actual abilities as many resorted to referring to the book or seeking help from their smarter peers; 4) Unfavourable timing for study: Conducting the class during the latest session (14:30-16:00) had negative effects. Students often felt fatigued, uninterested, anxious, and struggled to concentrate due to factors like hunger and drowsiness; 5) Absence of Engaging Resources: The absence of captivating educational tools for teaching and learning left students uninspired and grappling with the material; 6) Digital Divide/Digital disparity: The presence of students without smartphones and others lacking internet vouchers compounded the issue. The school's limited Wi-Fi bandwidth, accessible only from specific nearby locations, further exacerbated this challenge. Consequently, when exercises or online assessments were administered, certain students of X MIPA I was unable to participate due to the unavailability of required resources; and 7) The different structure between the mother tongue of the students and English; The structural disparity between the students' mother tongue, Indonesian, and English presents a significant challenge in mastering English grammar. Unlike English, where verbs are inflected to mark tense or time, Indonesian maintains a consistent morphological form regardless of when the action occurs. For instance, the verb "makan" (eat) remains unchanged whether describing present, past, or future actions, relying on contextual cues or time indicators for clarification. Consequently, Indonesian learners of English may initially struggle to grasp the concept of tense and the necessity of altering verb forms to denote different temporal contexts. This linguistic contrast underscores the need for tailored instructional approaches that address the specific difficulties arising from this structural distinction.

To address the students' difficulties, the researchers explored the implementation of a novel tool offered by Quizizz called Quizizz Paper Mode, as a means of integrating grammar instruction into the classroom. Quizizz Paper Mode is an innovative feature to facilitate offline or in-person classroom interaction through Quizizz activities. This mode is designed for situations where students may not have smartphones, laptops, or internet access available to them (Ni'am et al., 2021). In the Quizizz Paper Mode, the instructor takes on a facilitative role, assisting the students through the questions, recording their responses on paper, and facilitating discussions or reviews based on these answers. The primary objective of this mode is to foster interactive and inclusive learning experiences while circumventing technological constraints.

Moreover, educators should ensure the mitigation of cheating and the promotion of an equitable and upright learning atmosphere in a Quizizz paper mode. This can be achieved by: 1) Establishing

transparent directives and anticipations: Educators ought to set forth unambiguous guidelines and expectations concerning academic honesty and the repercussions of dishonest conduct. Learners should comprehend the parameters of cheating and the ensuing outcomes, 2) Shuffling question sequences: Utilizing Quizizz's feature to randomize the sequence of questions for each student can heighten the difficulty for individuals attempting to cite the answers from their friends, 3) Imposing time constraints: Enforcing time limits can deter them from seeking the answers from others resource or collaborating with peers for answers during the assessment, 4) Incorporating diverse question formats: Integrating a range of question types can raise the complexity level for students attempting to share or locate answers online, 5) Monitoring progress: Educators can monitor students' progress during the quiz by reviewing real-time reports provided by Quizizz. This allows them to identify any unusual patterns or suspicious behaviour that may indicate cheating, 6) Honor code pledge: Having students sign an honour code pledge affirming their commitment to academic honesty can serve as a reminder of the importance of integrity in learning. 7) Proctoring: In some cases, educators may choose to proctor quizzes to ensure that students are not engaging in dishonest behaviour. This could involve supervising students in person or using remote proctoring software, and 8) Doing Post-quiz analysis: After the quiz, educators can review the results and look for any anomalies or inconsistencies that may indicate cheating. They can then address any issues with individual students as needed.

Moreover, in hosting a quiz using the Paper Mode educators may follow these streamlined steps: 1) Commence by crafting a novel quiz using our computer or opt for an existing one enriched with multiple-choice queries. Alternatively, harness the wealth of knowledge from the expansive Quizizz Library by importing a quiz from over 30 million activities. Effortlessly transition into the immersive Paper Mode with a mere click.; 2) Navigate to the next phase by clicking 'Print.' This grants us access to a PDF compilation housing 60 distinctive Q-cards. With a simple print command, these cards become tangible instruments of engagement, distributed amongst our students. A noteworthy aspect - these Q-cards can be employed across an array of quizzes within the Paper Mode, embodying sustainability. 3) Embark on the quiz journey. Present the array of meticulously curated questions through the prism of your computer screen. For a grander impact, elevate the experience by projecting these questions onto a larger canvas, ensuring optimal visibility; 4) As your students collectively raise their Q-cards, a pivotal juncture emerges. Seamlessly transition into the Quizizz app on your smartphone, where the 'Paper Mode' awaits your command. Effortlessly scan all Q-cards in a harmonious sweep, capturing the symphony of participation, and 5) Elevate the culmination of this dynamic process by tapping 'Submit.' Witness the students' responses as they are etched into records. The journey extends beyond this, offering real-time insights into classroom performance after each question. Upon the quiz's closure, delve into a trove of detailed reports, unveiling a treasure trove of intelligence that adds depth to the educational narrative.

Further, numerous benefits have been associated with implementing Quizizz Paper mode in educational settings. However, these benefits are closely parallel to Quizizz utilization without the paper. Initially, it boosts students' motivation because it offers an interactive learning model based on games that cultivate an active atmosphere of learning (Azizah et al., 2023). In addition, it is fruitful in assisting educators in creating interesting offline instruction and catering to students who may not have access to digital devices or a good internet connection (Ni'am et al., 2021). In class, educators can give printed Quizizz paper-mode materials to active students to participate by recording their answers physically. This method sustains students' engagement as educators promptly review and present the responses, seamlessly blending offline interaction with efficient classroom interactions (Putra, 2023).

Additionally, Fauziah & Hadi, (2023) argued that the integration of Quizizz Paper Mode offers numerous advantages, including 1) Empowering students to engage actively in lessons via interactive elements such as captivating questions, immediate feedback, and interactive answer options that encourage direct participation in learning; 2) Enhancing motivation: Technologies of learning have the potential to create a more captivating and fun learning environment for students through its elements such as gamification, competitions, and immediate responses, Quizizz Paper Mode can boost students' engagement in learning. The increased engagement often leads to heightened motivation and active participation in the learning process; 3) Boosting the efficacy of learning facilitates easier and more flexible access to learning materials for students. It allows for independent learning and provides immediate feedback on comprehension; 4), It empowers educators to check students' progress, understand their strengths and weaknesses efficiently, and make necessary adjustments and interventions.

Numerous researchers have delved into the efficacy of Quizizz in improving instructional quality, as evidenced by research conducted by Rahayu & Purnawarman, (2019); Fadhilawati, (2019); Dewi et al., (2020); Zuhriyah & Pratolo, (2020); Amalia, (2020); Suryaman et al., (2020); Fadhilawati, (2019); Mansur & Fadhilawati, (2021); Aziz et al., (2021); Fadhilawati et al., (2022); However, Quizizz Paper Mode in education has not received as much attention. Nonetheless, several studies on utilizing Quizizz Paper Mode were predominantly conducted in the Indonesian context. Such as: 1) Puspanegara & Fadhilawati, (2023) integrated Quizizz Paper Mode to boost elementary school students' achievement in learning animal vocabulary; 2) Rini & Zuhdi, (2023) examined the impact of Quizizz Paper Mode on elementary students' achievement in learning Pancasila Value; 3) Al Husnah et al., (2023) conducted a study on knowing the student's perception of the utilization of Quizizz Paper Mode as an assessment tool in English classrooms; 4) Putra, (2023) integrated Quizizz Paper Mode to escalate junior high school students' achievement in learning vocabulary; and 5) Ni'am et al. (2021) incorporated Quizizz Paper Mode to enhance junior high school students' mathematic learning outcomes. Despite the considerable attention given to the efficacy of Quizizz in various educational contexts, including its impact on student's achievement in different subjects and its role in enhancing instructional quality, there remains a notable gap in the literature regarding the use of Quizizz Paper Mode specifically for improving grammar learning outcomes. While several studies have explored the effectiveness of Quizizz Paper Mode in enhancing vocabulary acquisition, understanding of cultural values, perception of assessment tools, and mathematical learning outcomes among students, there is a scarcity of research examining its potential in bolstering grammar learning. The existing studies predominantly focus on elementary and junior high school levels in Indonesia, indicating a regional specificity in Quizizz Paper Mode within educational settings. Therefore, the researchers were interested in fostering students' grammar and handling classroom learning technological inclusivity by utilizing Quizizz paper mode and achieving responses to the use of it in teaching and learning Grammar of Simple Past tense and Present Perfect Tense at XMIPA 1 in MAN Kota Blitar.

II METHOD

To achieve the research objectives, Classroom Action Research (CAR) was employed in this study. CAR is an approach used to discover the most effective strategies within one's classroom, aiming to enhance student learning through teacher-initiated improvements (Khasinah, 2013). In this case, the researchers applied CAR design to boost the grammar achievements of 32 students, particularly on the two topics first is simple past tense and the second is present perfect tense at XMIPA 1 in MAN Kota Blitar by utilizing Quizizz Paper Mode. The study was not only aimed to elevate students' grammatical mastery but also sought to capture their insights regarding the Quizizz Paper Mode utilization for learning grammar. Data collection encompassed a pre-test, post-test, and a questionnaire, employed to gauge both students' grammar performance and their perceptions of the tool's implementation. The research methodology aligned with Kemmis and Taggart's four-stage model, encompassing meticulous planning, acting, observing and evaluating, and reflecting (Kemmis et al., 2014). Each phase of the research procedure is elucidated in detail as follows:

2.1 PLANNING

During this stage, the researchers engaged in several preparatory tasks. They began by developing an extensive lesson plan to direct grammar instruction utilizing Quizizz Paper Mode. They then arranged the classroom layout to seamlessly integrate this platform, ensuring an optimal learning environment. Next, they curated pertinent materials focusing on Simple Past Tense and Simple Present Tense. Additionally, they crafted interactive grammar quizzes within the Quizizz application and devised a post-test assessment. To gather valuable insights, they designed a comprehensive questionnaire using Google Forms to solicit student feedback. Lastly, they established success criteria, whereby students were considered successful if they achieved a post-test score of 75 or above, with an average target score of 75.00. These preparatory activities collectively paved the way for subsequent stages of the research, ensuring a methodical and well-informed progression toward the attainment of the study's objectives.

2.2 ACTING

At this stage, the planned instruction was implemented (Fadhilawati, 2016). Within this pedagogical framework, teaching and learning grammar by integrating Quizizz paper Mode was implemented by the researchers. This phase of instruction unfolded across four pivotal sessions, each playing a distinct role in the comprehensive learning journey. The initial session centred on acquainting

students with the information on how to apply Quizizz Paper Mode as well as reviewing grammar material of simple past tense. In the subsequent meeting, the focus seamlessly transitioned to facilitating a profound grasp of the nuances of the present perfect tense, enriched by practical exercises incorporated seamlessly into the learning experience. The third session emerged as an engaging platform for students to actively partake in exercises encompassing both the simple past tense by using Quizizz Paper Mode. The final meeting was marked as practicing present perfect tense by applying Quizizz Paper Mode. The following is an example of a picture of integrating Quizizz paper mode in class.



Figure 1. Grammar Class by Utilizing Quizizz Paper Mode

2.3 OBSERVING AND EVALUATING

The observation and evaluation phases are crucial to understanding how the tested method impacts the learning process and student achievements. The data collected will help researchers make decisions regarding the continuation of method implementation or any necessary modifications (Fadhilawati & Sari, 2018), at this stage, the outcome of the implementation of Quizizz paper mode to the tenth-grade students' grammar mastery was observed. It was done by distributing post-test assessment that was done by utilizing Quizizz paper mode. The post-assessment comprised 50 multiple-choice questions. Of these, 25 items were dedicated to gauging students' mastery in understanding the form and using simple past tense, while the remaining 25 items assessed the students' understanding of the form and using present perfect tense. Each item carried a weighted value of 2 points. The administration was allotted 90 minutes. Furthermore, the researchers gave questionnaires to students to gather their perceptions on the utilization of Quizizz Paper mode in learning grammar. The Questionnaire covered 12 statements with five options of Likert Scales; Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. After gaining the results, the researchers analysed them quantitatively and interpreted the results descriptively.

2.4 REFLECTING

Reflection holds significant importance in this research. The researchers need to complete the reflection on the initial results before deciding whether the following cycle is required or not (Mansur & Fadhilawati, 2021). In the reflection phase, the researchers consulted the achievements of the students with predefined success research criteria, which had been established in the earlier planning phase. As delineated by these benchmarks, if individual student scores surpassed the minimum threshold of 75, and the average score of the class minimum eclipsed the same mark, the researchers' endeavour would stop the research in the first cycle. However, if the predetermined benchmarks not be attained, the researchers would continue into cycle 2.

III RESULTS AND DISCUSSION

This section elucidates the research outcomes, providing comprehensive insights to address the articulated research problems. The study endeavours to respond to two pivotal research problems, firstly, how are the students' grammar achievements after the utilization of Quizizz paper mode; and secondly

how are students' perceptions of the incorporation of Quizizz paper mode as a pedagogical tool for grammar learning as explained in detail as follows:

3.1 STUDENTS' GRAMMAR ACHIEVEMENTS BEFORE AND AFTER THE UTILIZATION OF QUIZIZZ PAPER MODE

The investigation delved into students' grammar achievements after their exposure to instruction employing Quizizz paper mode. The discernment of this impact was predicated upon a comprehensive analysis of students' performance metrics, elucidating their grasp of grammar concepts. The data drawn from this meticulous scrutiny has illuminated a nuanced perspective on the efficacy of employing Quizizz paper mode for learning grammar. The following are the students' results before and after the utilization of Quizizz Paper Mode for learning grammar in the classroom:

Table 1. The Students' Grammar Achievement

No	Students Initials	Score	
		Pre-Test	Post-Test
1	AAN	52	80
2	AFA	74	92
3	AK	62	90
4	BER	70	90
5	BMA	66	90
6	CAA	52	80
7	DAF	68	90
8	FHP	58	84
9	FIA	80	96
10	FPA	78	96
11	HF	58	84
12	HIA	66	90
13	HMS	78	94
14	HRP	72	90
15	KD	54	82
16	MEN	66	90
17	MFA	66	90
18	MFC	60	88
19	MFI	56	82
20	MQA	64	90
21	NL	60	88
22	NNK	60	88
23	NNQ	76	94
24	MAP	60	86
25	PSU	74	92

26	RFR	78	94
27	RH	68	90
28	SS	76	92
29	TDM	80	96
30	YJP	76	92
31	ZIS	60	84
32	ZUMA	60	84
	AVERAGE SCORE	66.50	89.50

From the result presented in Table 1, we may infer that the student's learning outcomes of 32 students in learning simple past tense and present perfect tense were enhanced from 66.00 in the pre-test to 89.00 in the post-test. This means that utilizing Quizizz Paper mode in learning grammar helped them understand the concept of simple past tense and present perfect tense and use them in context better.

3.2 STUDENTS' PERCEPTIONS AND RESPONSES TOWARDS QUIZIZZ PAPER MODE

The exploration of student's perceptions of the incorporation of Quizizz paper mode as a pedagogical tool for grammar learning encapsulates a quantitative investigation into their experiential encounter with Quizizz paper mode as a pedagogical instrument for grammar instruction. This inquiry unfolds by distributing the questionnaire at the end of cycle 1 of the research. The result of the questionnaire given is as follows

Table 2. The Students' Perceptions of the Incorporation of Quizizz Paper Mode as a Pedagogical Tool for Grammar Learning

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		%	%	%	%	%
		5	4	3	2	1
1	The utilization of Quizizz paper mode helps me to understand the grammar concepts better	68,75	28,13	3,13	0,00	0,00
2	I found Quizizz paper mode to be an effective tool for practicing grammar exercises despite the Wi-Fi and smartphone	84,38	15,63	0,00	0,00	0,00
3	Using Quizizz in paper mode makes studying grammar more engaging and enjoyable	78,13	18,75	3,13	0,00	0,00
4	Learning Grammar through Quizizz paper	81,25	12,50	6,25	0,00	0,00

	mode is easy					
5	The instant feedback when learning Grammar via Quizizz paper mode enhanced my motivation to learn	68,75	25,00	6,25	0,00	0,00
6	Learning grammar through Quizizz Paper mode saves money	78,13	18,75	3,13	0,00	0,00
7	Learning Grammar through Quizizz paper mode gives my eyes and electronic devices a break for a while	81,25	15,63	3,13	0,00	0,00
8	Quizizz paper mode makes me focus on learning Grammar	62,50	31,25	6,25	0,00	0,00
9	Learning Grammar through Quizizz paper mode is interesting	84,38	15,63	0,00	0,00	0,00
10	The gamification aspect of Quizizz (e.g., points, leaderboards) motivates me to actively participate and improve my grammar skills	71,88	21,88	6,25	0,00	0,00
11	Learning Grammar through Quizizz paper mode is not time-consuming	68,75	28,13	3,13	0,00	0,00
12	I like Quizizz paper mode for grammar assessments more than traditional written tests	84,38	15,63	0,00	0,00	0,00

From the table above, we can see that 1) the majority of students (68.75%) strongly agreed that using Quizizz paper mode helped them understand grammar concepts better; 2) an overwhelming percentage (84.38%) strongly agreed that Quizizz paper mode is an effective tool for practicing grammar

exercises, even when Wi-Fi connectivity is challenging; 3) A significant portion (78.13%) strongly agreed that using Quizizz in paper mode made studying grammar more engaging and enjoyable; 4) learning grammar through Quizizz paper mode's simplicity was acknowledged, as 81.25% strongly agreed; 5) The presence of instant feedback when they learned via Quizizz paper mode motivated students to learn, with 68.75% strongly agree to that point; 6) About 78.13% of students strongly agreed that Quizizz paper mode was cost-effective, 7). A notable percentage (81.25%) strongly agreed that Quizizz paper mode provided a welcome break for their eyes and electronic devices, enhancing the learning experience; 8) The ability of Quizizz paper mode to foster focus during grammar learning was recognized, with 62.50% strongly agreeing; 9) An impressive 84.38% of students strongly agreed that learning grammar through Quizizz paper mode was interesting; 10) The gamification aspect of Quizizz, such as points and leaderboards, motivated active participation and skill improvement for 71.88% who strongly agree to that statement; 11) 68,75% students presented positive views of Learning Grammar through Quizizz paper mode is not time-consuming, and 12) The majority of the students (84.38%) love Quizizz paper mode for grammar evaluation more than traditional written tests.

In summary, the incorporation of Quizizz paper mode as a pedagogical tool for grammar learning elicited overwhelmingly positive feedback from students. They perceived the tool as highly effective for practicing grammar exercises, even in the face of challenges like limited Wi-Fi connectivity and smartphone availability. The students' enthusiastic response to the tool's engaging and motivating features underlines its potential to enhance grammar learning despite technological constraints. Particularly striking was the strong consensus that Quizizz paper mode was preferred for grammar assessments over traditional written tests, signalling a noteworthy shift in student preferences towards interactive and technology-driven evaluation methods. Overall, the findings underscore Quizizz paper mode's capacity to overcome obstacles, foster positive learning experiences, and transform assessment practices in grammar instruction. The questionnaire results reflect a predominantly positive perception among students toward Quizizz Paper Mode integration in grammar instruction. Students found it effective, engaging, and motivating. The interactive and gamified nature of Quizizz paper mode seems to have positively impacted their learning experience, with students appreciating features like instant feedback, focus enhancement, and the break from electronic devices.

3.3 DISCUSSION

Based on the outcomes presented above, students' average scores in understanding and using the grammar of simple past tense and present perfect tense improved significantly, progressing from 66.00 to 89.00. The result was in line with Ni'am et al., (2021); Puspanegara & Fadhilawati, (2023); Rini & Zuhdi, (2023); Putra, (2023), and Fuziah & Hadi, (2023) who revealed that the integration of Quizizz Paper mode improves students' learning outcomes. Additionally, students' reactions towards the utilization of the Quizizz Paper Mode in Learning grammar were very positive. Several factors could have contributed to the student's success. Primarily, the instructor transitioned from conventional teaching methods to a combination of digital approaches using the Quizizz application with paper-based. Secondly, the instructor held extra sessions for grammar instruction. Initially, the lesson plan allocated only one session for simple past tense and instruction; however, after recognizing the results fell short of the minimum target, the instructor expanded it to four sessions during the action phase. Furthermore, the instructor decided to use media to engage students who had teaching-learning sessions in the last period. This alteration was made to address common issues that arose during the final period of the day when students often experienced fatigue, hunger, lack of motivation, drowsiness, and other negative feelings. Integrating technology into the process aimed to alleviate such sentiments. This aligns with the observations of Pradnyadewi & Kristiani, (2021) who emphasized that employing Quizizz in student learning can inject variety into classes, reducing monotony and preventing boredom.

Moreover, the majority of students also argued that the utilization of Quizizz paper mode assisted them in understanding the concepts of tenses better. That result is aligned with Azizah et al., (2023) who found that students were more motivated to learn the lesson as well as able to catch the delivered materials after Quizizz Paper Mode integration in their learning. In addition, most of the students thought that Quizizz paper mode is an effective tool for practicing grammar exercises, even when Wi-Fi connectivity is challenging, that result is in the same vein as Ni'am et al., (2021) who argued that this feature is very useful to make fun of offline classes and solve technological inclusivity. Further, the utilization of Quizizz in paper mode made students more engaged and enjoyable in studying grammar. This outcome aligns with the findings of Puspanegara & Fadhilawati, (2023) who advocated for the integration of technology such as Quizizz Paper Mode in education. They asserted that leveraging

interactive features such as engaging questions, immediate feedback, and interactive answer choices fosters active student engagement in the learning process.

Furthermore, digital technology offers an avenue for creating engaging and enjoyable learning experiences for students. Fuziah & Hadi, (2023) argued that platforms like Quizizz Paper Mode, with incredible elements such as learning-based games, a healthy learning competition with peers, and direct feedback could boost students' motivation to learn something new. Moreover, technological tools especially digital technology facilitated educators to closely track the students' gradual learning progress. Notably, a preference for Quizizz paper mode for grammar evaluation over traditional written tests has been observed among the majority of students, leading to substantial improvements in their learning outcomes. These findings echo the conclusions drawn by Refnita, (2017) who demonstrated the significant enhancement of students' learning achievements through the consistent use of Quizizz.

IV CONCLUSION AND SUGGESTION

Based on the findings presented above, it is evident that a remarkable enhancement in students' grammar achievement. This is highlighted by a substantial surge in the mean post-test score (89.50), a notable improvement from the pre-test score (66.50), underscoring the success of the undertaken action. Moreover, students have demonstrated positive responses, affirming the efficacy of Quizizz paper mode in tackling their challenges in learning grammar. Its inherent allure lies in its captivating nature, adaptability, and invaluable real-time feedback it provides. Notably, it fosters inclusivity, enabling active participation irrespective of individual technological constraints. Furthermore, it strategically amalgamates physical and digital learning realms, affording students a reprieve from prolonged screen exposure. This study firmly indicates that the integration of technology-driven platforms, exemplified by Quizizz paper mode, holds the potential to revolutionize grammar instruction. The augmentation in engagement and interactivity is a testament to its transformative capability. Looking ahead, it is recommended to extend the application of Quizizz paper mode to various grammar nuances and language proficiencies. Replicating this study on a larger scale will ensure comprehensive insights. Additionally, delving into the enduring impacts of Quizizz paper mode on sustained grammar mastery and allied sub-skills stands as a promising avenue for future exploration.

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