

Fostering Students' English Grammar Learning Outcomes and Handling Classroom Technological Inclusivity by Integrating Quizizz Paper Mode

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

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Abstract

This study embarked on fostering grammar learning outcomes of tenth-grade students at MAN Kota Blitar and handling classroom technological inclusivity by integrating Quizizz paper mode as a pedagogical tool in teaching Simple Past and Present Perfect Tenses. 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' grammatical learning outcomes from 66.50 in the pre-test to 89.50 in the post-test. Further, 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 fosters inclusivity by allowing every student to participate, irrespective of their access to technology. Moreover, it offers students a chance to rest their eyes and 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 studies by applying larger sample sizes and examining the prolonged effects of utilizing Quizizz paper mode on students' mastery of grammar or other English sub-skills.

Keywords: quizizz paper mode, grammar, technological inclusivity, classroom action research

2 I INTRODUCTION

The English instruction as a foreign language (EFL) in Indonesia, spanning all educational tiers, mandates a comprehensive mastery of four fundamental language skills; reading, writing, speaking, and listening (Wulandari & Fadhilawati, 2019). In addition, the students are also required to learn English sub-skills, one of which is grammar (Mansur & Fadhilawati, 2021), etc. In learning English, understanding grammar becomes a strong foundation for the students to achieve English mastery (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

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the targetted language. It's like a frame that 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, with its convoluted rules, exceptions, and subtle intricacies, often presents a daunting challenge. The task of teaching grammar is frequently characterized by its inherent complexity. Students grapple with difficulties arising from the abstract nature of grammatical concepts, compounded by the presence of numerous irregularities and the requisite precision in contextual application.

The difficulty of learning Grammar encountered by students at X MIPA I in MAN Kota Blitar, especially in understanding and using simple past tense and present perfect tense was not satisfactory. It was reflected in the results of the preliminary test which was 66.50. It was under the minimum criterion mastery required by the school 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." Moreover, they also struggled with effectively utilizing time signals to indicate past actions, often facing confusion in using words like "yesterday," "last week," or "in 1945." Additionally, distinguishing between regular and irregular verbs posed difficulties, leading to errors like using "eated" instead of "ate." The intricate usage of auxiliary verbs like "did" for forming questions and negatives also presented hurdles, impacting their overall grasp of the simple past tense structure and its contextual application. Furthermore, they also faced challenges in comprehending and utilizing the present perfect tense. One of the main difficulties centered around forming the tense correctly. They struggled with the concept of combining the auxiliary verb "have" (or "has") with the past participle form of the main verb. For instance, they often made errors like saying "I have did" instead of the correct form "I have done." Additionally, understanding the precise time frame of the present perfect tense proved to be problematic. They had trouble distinguishing between actions that occurred in the recent past and those with ongoing relevance to the present. This led to incorrect usage of time markers like "just," "already," and "yet." Furthermore, the irregularity of past participles in some verbs, like "eaten" instead of "eated," posed challenges in constructing grammatically accurate sentences. Overall, the students' struggle in grasping the nuances of forming and applying the present perfect tense stemmed from difficulties in both conjugation and the nuanced time-related aspects of the tense.

Based on the research's 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) Unfavorable 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. absence of Engaging Resources: The absence of captivating educational tools for teaching and learning left students uninspired and grappling with the material; and 5) 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.

To overcome those challenges the researchers were interested in applying a new feature provided by Quizizz as media in grammar instruction in the classroom called Quizizz Paper Mode. Quizizz Paper mode is a new feature provided by Quizizz that allows for offline or in-person classroom engagement with Quizizz activities, catering to situations where students may not have access to smartphones, laptops, or internet connectivity (Ni'am et al., 2021). In this mode, the teacher takes on the role of a facilitator, guiding students through the questions, collecting their responses on paper, and later facilitating discussions or reviews based on the answers provided. This mode aims to create an interactive and inclusive learning experience while overcoming technological limitations.

Moreover, in hosting a quiz using the Paper Mode you 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

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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

There are many advantages of applying Quizizz Paper mode in the classroom. However, the advantages are almost the same with Quizizz without paper. Firstly, it enhances student engagement through its interactive and gamified approach, fostering a dynamic learning environment (Azizah et al., 2023). The Quizizz paper mode feature is very useful for teachers to conduct offline or face-to-face learning. Additionally, this feature helps students without smartphones, laptops, and internet data because the teacher acts as an operator (Ni'am et al., 2021). Further Quizizz's paper-mode feature proves invaluable for educators aiming to facilitate offline instruction, catering to students who lack access to smartphones, laptops, or internet connectivity. During lessons, teachers distribute printed Quizizz paper-mode materials to students, who actively engage by physically displaying their answers. This process maintains student involvement as teachers swiftly scan and project the responses, seamlessly integrating offline participation with effective classroom dynamics (Putra, 2023).

In addition, Fauziah & Hadi, (2023) noted that the use of technology like Quizizz Paper Mode has many benefits such as: 1) allows students to actively engage in learning through interactive features such as engaging questions, instant responses, and interactive answer choices, students can directly participate in the learning process; 2) increasing Engagement: Technology can provide a more interesting and enjoyable learning experience for students. By combining elements of gamification, competition, and instant feedback⁵ Quizizz Paper Mode can enhance student engagement in learning. Students are more likely to be motivated to actively participate and engage in learning using such technology and 3) Improving Learning Effectiveness: With the presence of technology like Quizizz Paper Mode, students can access learning materials more easily and flexibly, they can learn independently and receive immediate feedback on their understanding. Furthermore, technology enables teachers to monitor student progress and comprehension more effectively, allowing for necessary adjustments and interventions.

Many studies have explored and proved the utilization of Quizizz in enhancing the quality¹⁶ of instruction (for examples see; Rahayu & Purnawarman, 2019; Priyanti et al., 2019; Yan mei et al., 2019; Zuhriyah &

Pratolo, 2020; Amalia, 2020; Suryaman et al., 2020; Fadhilawati, 2021; Mansur & Fadhilawati, 2021). However, the utilization of Paper Mode in Education is not as much as the utilization of Quizizz itself, there are some studies on the implementation of Quizizz Paper Mode that are mostly done in the Indonesian context such as: 1) Putra, (2023) revealed that the integration of Quizizz Paper Mode enhanced the students' vocabulary mastery in Junior High School. Furthermore, it was reported that the students presented a positive attitude toward the implementation of Quizizz Paper Mode for learning new vocabulary; 2) Azizah et al., (2023) reported that the seventh-grade students at MTS Tarbiyyatul Falah Karawang had a strong motivation to learn and easily understood the materials after taught by applying Quizizz Paper Mode; 3) Rini & Zuhdi, (2023) argued that Quizizz Paper Mode had a significant influence on the learning outcomes of the application of Pancasila values in the fourth-grade class of UPT SD Negeri 220 Gresik; 4) Ni'am et al., (2021) revealed that the corporation of Quizizz paper-mode was effective to enhance the eighth grade students' mathematics achievement at SMP Negeri 2 Wiradesa; 5) Fauziah & Hadi, (2023) argued that the use of Quizizz Paper Mode had a positive effect in enhancing the third-grade students' learning achievement and motivation at SDN Singabraja 02; and 6) Puspanegara & Fadhilawati, (2023) proved that the integration of quizizz paper mode had increased the students' animal vocabulary mastery in an elementary school in Blitar.

From the problem faced by students at XMIPA 1 in MAN Kota Blitar, the strong points of Quizizz paper mode presented by experts before, the results of previous studies that proved Quizizz Paper Mode was effective in enhancing students' learning outcome and motivation as well as there is lack of research on the use of Quizizz paper mode in English language Teaching and learning, especially grammar because most of the previous studies on the use of Quizizz paper mode were done in elementary school, and junior high school in the field of mathematics, Civics, etc, therefore, the researchers were interested to foster students grammar and handle classroom learning technological inclusivity at XMIPA 1 in MAN Kota Blitar 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.

II METHODS

To answer the research problems, the researchers utilized Classroom Action Research (CAR). 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 simple past tense and present perfect tense at XMIPA 1 in MAN Kota Blitar by utilizing Quizizz Paper Mode. The study not only aimed to elevate students' grammatical mastery but also sought to capture their insights regarding the integration of Quizizz Paper Mode into their grammar instruction. 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

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3 planning, acting, observing and evaluating, and reflecting (Kemmis et al., 2014). Each phase of the research procedure is elucidated in detail as follows:

Planning

During this phase, the researchers undertook a series of preparatory activities, including formulating a comprehensive lesson plan as guiding for grammar instruction using Quizizz Paper Mode, arranging the classroom setup to facilitate smooth platform integration, curating relevant materials for Simple Past Tense and Simple Present Tense, crafting engaging grammar quizzes within the Quizizz application, preparing a post-test assessment, designing a comprehensive questionnaire via Google Forms to elicit student feedback, and defining success criteria whereby students are deemed successful if their post-test scores reach or exceed 75, with a target average score of 75.00, collectively laying the groundwork for the subsequent stages of the research and ensuring a well-structured and informed progression toward achieving the study's objectives

Acting

In this section, the researchers executed the instructional strategies outlined in the lesson plan (Fadhilawati, 2016). Within this pedagogical framework, the researchers adeptly implemented the planned approach, which involved teaching students the intricacies of the simple past tense and the present perfect tense using the Quizizz Paper Mode. This phase of instruction unfolded across four pivotal sessions, each playing a distinct role in the comprehensive learning journey. The initial session centered 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

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). In this phase, the researchers observed the results of the implementation of Quizizz paper mode to the students' grammar mastery by distributing post-test assessment that was done by utilizing Quizizz paper mode. The post-assessment comprised 50 questions in the form of multiple-choice. 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, collectively contributing to a maximum score of 100. The administration of the post-assessment via Quizizz Paper Mode was allotted a period of 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 5 scales Likert options; Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. After getting the data, the researchers analyzed them quantitatively and interpreted the results descriptively.

Reflecting

Reflection holds significant importance in this research. It's essential 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 students' grammar learning achievements of simple past tense and present perfect tense 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 75.00, and the class mean score eclipsed the same mark, the research endeavor would stop the research in the first cycle. However, if the predetermined benchmarks not be attained, the researchers would continue into the next cycle.

III RESULTS AND DISCUSSION

This section elucidates the research outcomes, providing comprehensive insights to address the articulated research problems. The study endeavors to respond to two pivotal research problems, firstly, how are the students' grammar achievements after the utilization of Quizizz paper mode; and secondly, a meticulous exploration into students' perceptions of the incorporation of Quizizz paper mode as a pedagogical tool for grammar learning as explained in detail as follows:

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

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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:

3 **Table 1. The result of Students' Grammar Achievement before and after Applying Quizizz Paper Mode**

No	Students Initials	Score	
		8 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 students' learning outcomes of 32 students in learning simple past tense and present perfect tense were enhanced significantly on average, and the students' grammar learning outcome went up from 66.00 to 89.00, 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.

Students' Perceptions and Responses towards Quizizz Paper Mode:

The exploration of students' 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

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4	Learning Grammar through Quizizz paper mode is easy	81,25	12,50	6,25	0,00	0,00
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
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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, signaling 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 the incorporation of Quizizz paper mode as a pedagogical tool for learning and evaluating grammar. 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.

Discussion

Based on the outcomes presented above, it can be deduced that students' average scores in mastering 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); Rini & Zuhdi, (2023); Putra, (2023), and (Puspanegara & Fadhilawati, (2023) who revealed that the 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 using Quizizz paper mode helped them understand grammar concepts better. That result is aligned with Azizah et al., (2023) who found that students had a strong motivation to learn and easily understood the materials after being taught by applying Quizizz Paper Mode. 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 reported that Quizizz paper mode feature is very useful for teachers to conduct offline or face-to-face learning and help students without smartphones, laptops, and internet data because the teacher acts as an operator. Further, the utilization of Quizizz paper mode made students more engaged and enjoyable in studying grammar, that result is in line with Fauziah & Hadi, (2023) who argued that the use of technology like Quizizz Paper Mode allows students to actively engage in learning through interactive features such as engaging questions, instant responses, and interactive answer choices, students can directly participate in the learning process.

Furthermore, Technology can provide a more interesting and enjoyable learning experience for students. By combining elements of gamification, competition, and instant feedback, Quizizz Paper Mode can enhance student engagement in learning Fauziah & Hadi, (2023). Furthermore, technology enables teachers to monitor student progress and comprehension more effectively, allowing for necessary adjustments and interventions. In addition, the majority of the students love Quizizz paper mode for grammar evaluation more than traditional written tests. As a result, there is a substantial improvement in their learning

outcomes. The research findings reinforce the outcomes observed in (Refnita, 2017) who demonstrated that consistent use of Quizizz can notably enhance students' learning accomplishments. This also aligns with the findings of Rahayu and Purnawarman (2019) and Fadhilawati (2021), who both concluded that integrating the Quizizz platform is effective in aiding students' Grammar learning and serves as a suitable method for evaluating their achievement

IV CONCLUSION AND SUGGESTIONS

Based on the findings presented above, it is evident that a remarkable enhancement in students' mastery of grammar especially simple past tense and present perfect tense has transpired. 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 efficacy of the undertaken interventions. 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 the 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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