

EFFECTIVENESS OF QUIZZZ ON PRIMARY SCHOOL STUDENTS'
ENGLISH GRAMMAR LEARNING

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requirements for the award of the degree of
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DEDICATION

This is for my Ayah, late mom and mak for their constant support and unconditional love. I love you all dearly.

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I would like to thank God, the Almighty who has granted countless blessing, knowledge and opportunity along my master journey and He said (14:7): “If you are grateful, I will surely increase you [in favor]”. Next, I would like to express my gratitude to my supervisor, Dr. Kew Si Na for her expertise, continuous assistance and guidance throughout my research. I cannot imagine how much fun and helpful she will be for helping and guiding me if the Covid-19 pandemic did not hit the world. I would also like to extend my thanks to my other lecturers from Semester 1 until 4 that in a way, have provided valuable experience and shared insightful suggestions in my research study.

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ABSTRACT

With the emergence and popularity of technology in education, gamification is seen to be one of the learning methods in improving students' learning outcomes in multiple academic fields. However, research available on the use of gamification among second language learners in the context of primary school English language students is limited. Therefore, by filling in this gap, this study seeks to investigate the effectiveness of Quizizz on primary school students' learning English grammar and to discover students' acceptances and perceptions towards the use of Quizizz in learning English grammar. By employing a quantitative approach, this study resorted to quasi-experimental research with experimental and control groups from Year 5 students as the samples. The instruments used to address the objectives are grammar tests and questionnaire. The findings show that experimental group who experienced the grammar lessons using Quizizz had a better grammar test performance compared to the control group who learned the lessons using traditional method in the classroom. Also, experimental group has high acceptance in using Quizizz for their language learning and they show positive perceptions towards the use of it as well. Hence, this study concludes that Quizizz had positive impacts on primary students' grammar learning, acceptance and perception.

ABSTRAK

Dengan adanya teknologi yang semakin terkenal penggunaannya dalam dunia pendidikan, “gamifikasi” dilihat sebagai salah satu kaedah pembelajaran dalam meningkatkan hasil pembelajaran murid dalam pelbagai bidang akademik. Walau bagaimanapun, penyelidikan yang tersedia mengenai penggunaan “gamifikasi” dalam kalangan murid dalam konteks sekolah rendah adalah terhad. Oleh itu, untuk memenuhi jurang yang dinyatakan, kajian ini dijalankan dengan tujuan untuk mengkaji keberkesanan Quizizz terhadap pembelajaran tatabahasa Bahasa Inggeris dalam kalangan murid sekolah rendah dan untuk mengetahui penerimaan dan persepsi pelajar terhadap penggunaan Quizizz dalam pembelajaran mereka. Dengan menggunakan pendekatan kuantitatif, kajian ini menggunakan kaedah kuasi-eksperimen dengan membentuk kumpulan eksperimen dan kawalan yang terdiri daripada murid Tahun 5 sebagai sampel. Instrumen yang digunakan untuk mencapai objektif kajian ialah ujian tatabahasa dan soal selidik. Hasil kajian menunjukkan bahawa kumpulan eksperimen yang menggunakan Quizizz dalam pembelajaran tatabahasa Bahasa Inggeris mempunyai prestasi ujian yang lebih baik berbanding dengan kumpulan kawalan yang mempelajari pelajaran yang sama menggunakan kaedah tradisional. Kumpulan eksperimen turut mempunyai penerimaan yang tinggi dalam menggunakan Quizizz untuk pembelajaran bahasa Inggeris mereka dan mereka menunjukkan persepsi positif terhadap penggunaannya juga. Justeru itu, kajian ini menyimpulkan bahawa Quizizz dapat memberi kesan positif terhadap pembelajaran tatabahasa Bahasa Inggeris, penerimaan dan persepsi murid sekolah rendah.

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LIST OF ABBREVIATIONS

ESL	-	English as a Second Language
ICT	-	Information Communication Technology
CEFR	-	Common European Framework of References
CALL	-	Computer Assisted Language Learning
MALL	-	Mobile Assisted Language Learning
TAM	-	Technology Acceptance Model
L1	-	First language
L2	-	Second language
EFL	-	English as a Foreign Language
PU	-	perceived usefulness
PEU	-	perceived ease of use
IT	-	Information and Technology
RQ	-	Research question
<i>M</i>	-	Mean
<i>SD</i>	-	Standard Deviation
<i>N</i>	-	Total Number

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CHAPTER 1

INTRODUCTION

1.1 Introduction

In Malaysia, English language is placed as the second language. It is made a compulsory subject in the Malaysian schools in order to give credibility to this status. Each Malaysian student must sit for English subject in major public examinations in Malaysia, although it is not a must to pass (Thirusanku & Yunus, 2012). Thus, English must be taught efficiently in schools so that students who have experienced the national education system are able to communicate the language well.

As far as the English language is concerned, students are taught to learn four fundamental skills, including listening, speaking, reading and writing, so that they can comprehend any sort of knowledge in the spoken or written language of their everyday lives. However, grammar appears to be a vital hindrance faced by most students, especially for English learners. In terms of speaking, ESL learners face difficulty in dealing with their grammar in order to produce accurate sentences in appropriate grammar structure. Other than that, the students also often commit grammatical mistakes when writing English text (Singh, et.al 2017). As English is placed as the second language in Malaysia, the students are said to be facing a struggle in grasping the grammar structure of the language and also constructing right sentences according to the grammar rules itself. Generally, grammar is often said as the roots of why the students feel uncomfortable in using the language and sometimes, they feel like getting pressure to learn the language because of the grammar (Al-Mekhlafi & Nagaratnam, 2011). However, several strategies of teaching grammar effectively have already been done and one of them is through the use of technology.

Technology has dramatically changed the way we live especially during this pandemic time. Education is one of the fields in which technological developments can be efficiently used in order to produce better outcomes from students' learning efforts. According to Lazar (2015), students are granted the right to decide about their learning styles throughout their progress, which is a significant advantage compared to the traditional way of learning using technology in the classroom. In this sense, Bradwell (2010) described technology as a key element of the structural evolution of educational institutions, making it easy to access various information resources across multiple platforms, such as the Internet, social media and other online tools. We witness the fact that an increasing number of computer or handheld programmes have been progressively created for educational purposes, which can be used advantageously to improve the learning outcomes expected from students. Therefore, the presence of technology could literally put students into a new environment of learning English, including grammar, which makes English more enjoyable and engaging for students.

In addition, handheld devices such as tablets, smartphones and personal laptops/computers have become an integral part of learning English, according to Zou, Yan & Li (2020). Many people prefer both mobile devices and the internet because it provides ease of communication and ease of mobility, in addition to the fact that it is almost difficult to reach someone without a mobile phone (Bidin & Ziden, 2013). In the same vein, education-wide gamification is also a technical approach among students that has steadily emerged these days. Gamification in the use of game design features can be said to be a non-game practice (De-Marcos et.al, 2014). With that, it is predicted that the grammar learning success of students can also be enhanced through the incorporation of gamification.

One example of a playful, game-based learning is Quizizz. It is a free online app that has gained broad recognition from millions of users worldwide (Harrell 2019). As a way to involve students and improve their engagement during the class, Quizizz has recently become increasingly popular. This famous gamification tool has game-inspired features. In Quizizz, quizzes are incorporated with elements of game design, such as graphics, music, audio, points and competitive leaderboard, with the major

intention of boosting the motivation of students to create a pleasant and competitive environment (Wang 2015). This research would also further explore how Quizizz may have an effect on the grammar learning among primary school students.

1.2 Research Background

Learning a language indicates that we do need to learn the grammatical structure of the language as well as its pattern that allows us to communicate properly. In other words, we need to learn grammar so that we can communicate in a more structured language. Grammar can be interpreted as a generalisation of linguistic structures that forms a language system (Kapatsinski, 2014). Grammar is a basic English language that helps language learners to read, write, speak and understand the language effectively (Cam & Tran, 2017; Turkmen & Ayden, 2016). According to Misbah et al. in 2017, English as a Second Language (ESL) learners still have difficulties learning it even though learning the language sounds easy. Grammar is a complex language component of which it is hard to teach and learn about it. It is a part of language learning alongside four essentials which are listening, speaking, reading and writing. Subasini & Kokilavani (2013) emphasised that grammar is considered to be an integral part of the process of learning those four skills, and its significance cannot be overlooked because it is the concept that makes it possible to talk about the language.

As stated by Mart (2013), English grammar is taught because it can encourage a well understanding and foster independent learning. Salehuddin, Hua & Maros (2006) had conducted a study on the production of erroneous English structures made by the secondary ESL learners in Malaysia and they concluded that our learners struggled to use the proper sentence structure as they found that the three top mistakes produced by the students were the incorrect use of the articles, the subject-verb-agreement and the copula 'be'. The top mistakes made were basic mistakes, but they do have a huge impact on the learners' proficiency. Ibrahim (2016) emphasised that grammar learning is a must in order to achieve higher proficiency in ESL. Therefore, it is suggested that the grammar teaching must be pleasurable to offer students with better language performance. In line with this problem, many language educators have

tried to make grammar teaching as pleasurable as possible with meaningful tasks within the English lesson. However, they still find it hard to get students involved and to keep up with these “laws of grammar”. Innumerable learning strategies have already been applied by the language teachers and one of them is the implementation of technology.

The integration of information communication technology (ICT) in language teaching is advantageous and it is in line with the current trends in the Malaysian education system. As mentioned by Azmi (2017), the implementation of ICT into education has proved to be a better way of teaching because learners are seen to be more driven towards a more enjoyable environment of learning. However, although Malaysia's education system has progressed towards 21st-century learning, grammar lessons structured in our English curriculum are still based on the conventional classroom environment (Chung, 2017). In addition, in 2018, the Ministry of Education introduced the Common European Framework of References (CEFR) in the English Language Education System. The level of proficiency of our students is being sorted using CEFR descriptors in order to ensure that our students are well recognised at international level. Our students must ultimately be able to master the language effectively and also to get at a good grade level according to CEFR descriptors.

Since 1988, Computer Assisted Language Learning (CALL) has grown into a better learning tool for language classroom teachers (Padmavathi, 2013). Online tools can be used to facilitate better teaching and learning for both teachers and students. With adequate teacher facilitation, online tools are capable of enhancing the language of learners (Krystalli et al, 2014). The incorporation of ICT into teaching will therefore ensure the effectiveness of the learning session. In addition, the emergence of modern technologies has encouraged the development of mobile assisted language learning (MALL) and therefore increased the number of use portable devices for language learning (Yang, 2013). Mobile learning which discusses second language acquisition is called MALL. Interestingly, mobile phones, also known as smartphones, seem to have a huge influence on learners and have also recently been used by most students. Lekawael (2017) mentioned that the integration of mobile devices makes the process of learning the English language more fruitful and also allows learners to be

independent learners. Furthermore, in Malaysia, a recent pilot study done by Marzo, et al. (2020) showed that more than half of the participants who participated in the study between the ages of 10 and 12 years old owned a smartphone. They admitted to not just owning but also actively using it on a daily basis. However, it is mentioned in this study as well that even though a portion of the schoolchildren did not own a smartphone, they admitted being active users by using their parents' or siblings' smartphones on a daily basis. Moreover, even though a very minimal proportion of study participants stated that they used their mobile phones for educational purposes, the majority of them supported the use of mobile phones in their learning, for example in school projects. From this study, it can be said that our young learners are living in the world in which they socialise using technology as well as learning by technology. It can be said that they are somehow kind of “digital native”. That is why mobile learning is quite familiar to be used by the young generation.

Games are said to be advantageous in education. The concrete reason for a game to be a useful learning tool is that it offers a competitive platform for learners to actively engage in the game (Mekler et. al, 2016; Bullard & Anderson, 2014). It means that many educators tend to use a more interactive way to teach their lessons, rather than a call and talk way these days. Concepts and experience in the real world can be fostered by games that prove to be a successful learning platform (Hashim, 2018; Santhanam, Liu & Shen, 2016). As a 21st-century educator, teachers should be able to keep up with ever-changing education to ensure that students have quite a maximum learning experience. There is a genuine belief that learning can be improved by gaming with regards to the evolution of technology (Wiggins, 2016; Krystalli et al., 2014).

Apart from the fact that the game is enjoyable, it encourages students' interaction and can even be seen as an occasional reflection to observe student responses. One of the MALL strategies that is recognised to be effective in teaching English language is through gamification (Dewi et. al, 2020). Quizizz is a part of gamification which fits in MALL strategy in which it can be operated through mobile devices (Icin, 2018). Furthermore, Ju & Adam (2018) explained that Quizizz is a kind of interactive game that offers a multiplayer classroom experience that encourages all the students to practise and learn on a numerous handheld device to create a pleasant

learning environment for them. They also emphasised that Quizizz would significantly improve students' interest, attention, creativity, and learning community connections. Other than that, based on the results studied on the usage of Quizizz generally in English teaching and learning (Göksün & Gürsoy, 2019, Rakangthong & Yimwilai, 2020, Fakhrudin & Nurhidayat ,2020), it is worth discovering the impact of the Quizizz application specifically on grammar learning among primary school students.

The research concentrates on exploring the effectiveness of Quizizz in English grammar learning among primary school students in Malaysia, drawing from this context. This study will therefore help to support existing and previous studies that will improve the nature of teaching and learning languages. The study will show whether gamification in language teaching and learning is effective or not and given this background, it is worthwhile to examine more on how it can make an impact on the school students' grammar learning.

1.3 Problem Statements

Previous research on the use of gamification in ICT to improve the use of English language mainly focused on language learning in the classroom. Several studies have explored some specific well-known gamification tools like Kahoot! (Lin, Ganapathy, & Kaur, 2018; Lestari, 2019; Nikmah, 2019; Hadijah, Pratolo & Rondiyah, 2020; Hashim, Rafiq & Yunus, 2019; Göksün & Gürsoy, 2019; Rakangthong & Yimwilai, 2020) and Quizizz (Bal, 2018; Göksün & Gürsoy, 2019; Fakhrudin & Nurhidayat, 2020; Rakangthong & Yimwilai, 2020; Dewi, 2020) in teaching the language and this kind of research has led to exploration of other unpopular gamification and ICT tools that are available around the globe for the language educators such as Socrative (Valiente, Cazevielle & Jover, 2016; Hashim, Rafiq & Yunus, 2019), Quizlet (Sanosi, 2018) and Triventy (Rakangthong & Yimwilai, 2020).

Some of these studies have also focused on the effectiveness of using various gamification tools available in order to improve the vocabulary teaching and learning experiences for both teachers and students (Lestari, 2019; Hadijah, Pratolo &

Rondiyah, 2020). Other than that, fewer studies have examined the language learning by the use of this technology-savvy tools in our local context specifically among the secondary level students (Hashim, Rafiq & Yunus, 2019, Govindasamy, Yunus & Hashim, 2019). Of interest as well to researchers studying our local tertiary level students' acceptance of the use and usefulness of smartphones in learning and the study said that games feature is the most preferred feature by the university students to be used in learning (Deris & Shukor, 2019).

After discovering numerous researches done related to this topic, it is noticeable that minimal research attention has been directed toward the grammar learning using gamification in ICT among Malaysian primary school students. In today's era, children at these ages are very attracted to the usage of the ICT and it is beneficial if the educators could focus on improving their language level specifically their grammar usage at an early age using the interactive tools offered by the ICT. Existing studies on the usage of ICT and gamification tools are primarily focusing on vocabulary learning with a less focus on Malaysian primary school students. In addition, primary school students have been exposed to the usage of ICT planned by the government such as Frog VLE previously and today, Malaysian education system is using DELIMa platform and Google Classroom to enhance the quality of learning. Moreover, gamification tools like Quizizz also offer the opportunity for the primary school educators to involve teaching sessions together providing the game and fun elements as well at the same time.

By examining these numerous contexts, using Quizizz to improve the grammar learning among Malaysian primary school students, we can better discover the effectiveness at this level of ages. With this quantitative discovery, researchers can explore the effectiveness not only in terms of students' learning potential, but also find out whether Quizizz can be used as a motivational tool to learn the grammar items as well. It is hoped that this research may give benefit and clear ideas about what Quizizz is and other ICT tools to our local administrators and teachers.

1.4 Research Objectives

The main purpose of this study is to discover how Quizizz can make an impact on Malaysian primary school students' grammar learning. Hence, the following research objectives framed this current study:

- (a) To investigate the effectiveness of Quizizz on primary school students' learning English grammar.
- (b) To discover students' acceptances towards the use of Quizizz in learning English grammar.
- (c) To identify perceptions of students using Quizizz on learning English grammar.

1.5 Research Questions

Based on the research objectives above, the following research questions framed this current study:

- (a) Is there a significant difference between pre-test and post-test of control group and experimental group?
- (b) What are the students' acceptances towards the use of Quizizz in learning English grammar?
- (c) What are the perceptions of students in using Quizizz on learning English grammar?

1.6 Research Hypothesis

Below are the research hypothesis that were tested for Research Question 1:

- (a) H_0 : There is no significant difference between the score of grammar pre-test and grammar post-test for experimental group.
- (b) H_1 : There is a significant difference between the score of grammar pre-test and grammar post-test for experimental group.
- (c) H_0 : There is no significant difference between the score of grammar pre-test and grammar post-test for control group.
- (d) H_1 : There is a significant difference between the score of grammar pre-test and grammar post-test for control group.
- (e) H_0 : There is no significant difference of grammar pre-test score between experimental group and control group.
- (f) H_1 : There is a significant difference of grammar pre-test score between experimental group and control group.
- (g) H_0 : There is no significant difference of grammar post-test score between experimental group and control group.
- (h) H_1 : There is a significant difference of grammar post-test score between experimental group and control group.

1.7 Theoretical Framework

This study is likely to be related to the continuous reinforcement schedule of Skinner's operant conditioning theory, where behaviour can indeed be motivated or disrupted by the effects of behaviour (B. F. Skinner, 1950). Positive reinforcement is one of the most commonly used methods of reinforcement. Positive reinforcement happens when a new stimulus, viewed as a consequence of behaviour, reinforces the actual behaviour (B. F. Skinner, 1953; Woolfolk, 1998). Gamification like Quizizz allows users to experience virtual rewards, such as points and badges, for a correct answer or completion of every activity. Even though points and badges cannot be used to redeem tangible materials like money or food in this study, these virtual rewards reinforce desirable behaviour within the gamified practise. (Landers et. al, 2015). As Quizizz could help to retain an individual's interest in the activity because it could provide badges intermittently after a certain amount of points have been earned. Badges are the achievements of a particular learner and therefore can fulfil a person's need for recognition and function as a virtual status symbol (Sailer et. al, 2014). This is in line with operant conditioning theoretical standpoint as the satisfaction of the individual's desire for acknowledgement could be a form of positive reinforcement too. As a result, when a learner completes the grammar activity in the Quizizz (i.e. the desired target response) and receives positive reinforcement via acknowledgement of his/her effort (e.g. a badge), the probability of the desired target response occurring again increases (Landers et al., 2015).

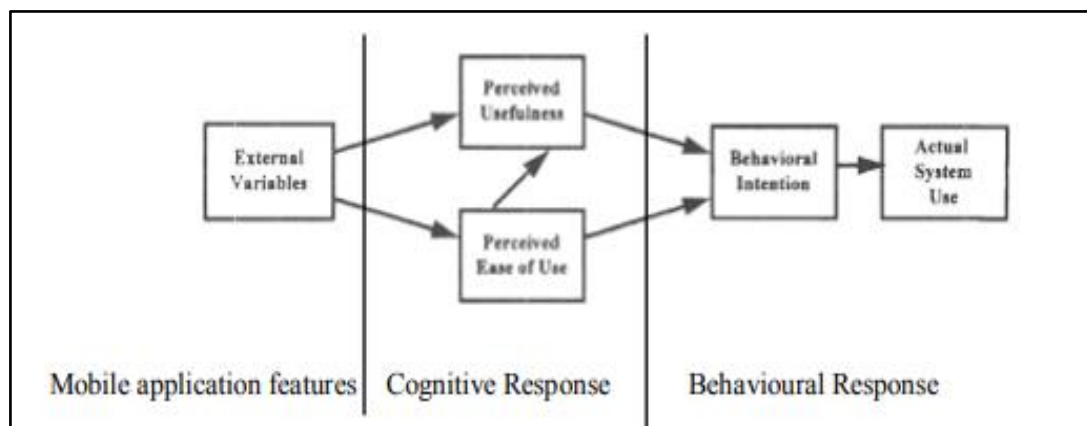


Figure 1.1 Technology Acceptance Model by Davis et al (1989)

Other than that, a model that involved in the study regarding one variable which is students' acceptance is the Technology Acceptance Model by Davis et al (1989) as shown in Figure 1.1. This model was chosen to be adapted in this study because it reflects the environment of using technology in language learning. Based on this model, it is proposed that the cognitive processes involved are the consequence of the intention to use ICT. It is therefore suggested that students' acceptance of using Quizizz to learn grammar is affected by their perceived usefulness, ease of use and intention to use. It is also suggested that the intention of students to use Quizizz in future language learning is affected by their acceptance in grammar learning of the use of Quizizz. Therefore, in the future, they will likely enjoy using Quizizz if their acceptance of its use in language learning is positive.

1.8 Conceptual Framework

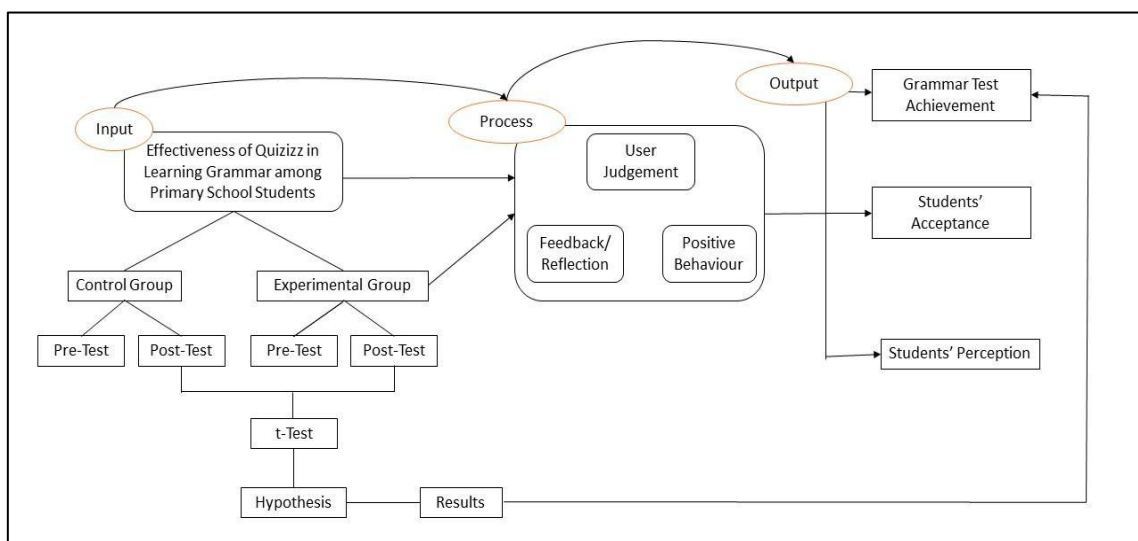


Figure 1.2 Conceptual framework for the study.

Figure 1.2 displayed the conceptual framework for this study, and it is guided with reference to the Game and Learning Model (input-process-output) by Garris et al (2002) to ensure that the study will stay on track. There are three aspects of the framework, which are input, process and output. The input domain includes the participants, grammar items that were covered and Quizizz's application as the gamification for learning. Next, the students experienced a process that was seen in

the process domain while learning the grammar items using Quizizz. User judgment or responses, user behaviour and system feedback or reflection are included in this process. First of all, they make individual judgments or give ratings on Quizizz and decide whether it's interesting, fun, engaging or enjoyable. Positive reviews can contribute to positive behaviour and further inspire learners to engage in the grammar activities. The students' feedback on their progress towards the learning goals motivates them to increase their effort and attention to the tasks (Garris et al., 2002). This engagement led to specific objectives or the study's outcomes that can be seen as illustrated in the output domain. In brief, this framework started with the experimental procedures for both control and experimental groups, and the experimental group went through the framework to provide the researcher with the data required to address the research questions framed.

1.9 Significance of the Research

The teaching and learning English have a significant place in our national curriculum. Handheld devices and broad access to the Internet provide both teachers and students with great opportunities to make use of technology. Online games like Quizizz can be seen as the simplest and cheapest way to incorporate technology in ESL classrooms by using mobile devices that practically every student owns and can be accessed from almost anywhere day in and day out. The significance lies in its attempts to indicate potential beneficiaries of Quizizz that can be operated on any mobile devices with Internet connection. This may constitute one of the most concrete segments of advanced technology today and in line with the aim of achieving high standards in English language teaching.

Other than that, this study can help our learners specifically level 2 primary school students to use the language correctly and confidently with minor grammatical errors made. It means that it is important to use good and proper sentences in order to help them convey messages or information or ideas, whether in written or oral form, to a great degree as they know how to apply the English structure they have acquired when using the language in the future, particularly as they will be secondary school students later. Other than that, more personal aims for these students include reaching

an English quality that helps them to communicate with peers or to understand their favourite English-language TV shows or songs. Based on the related studies, this study can also be a starting point for other language teachers to make use of Quizizz and other online gamification resources to enhance teaching and learning experience inside and outside classrooms, create a strong teacher-student relationship and increase the motivation of students to learn English as their second language.

Parents also believe that technology will improve their children's technological awareness and have a positive effect on their academic development (Preradovic et al., 2016). Therefore, this present study may also benefit parents out there who might have been looking for a huge impact in their children's language proficiency. They can save their effort, money and time to improve their children's language proficiency through Quizizz that is available and free to use. Other than that, Maicibi (2003) mentioned that efficient performance cannot be realised without a proper administrative style. With that, this study might also bring benefit to the school administrators where they can encourage the teachers and students to make use of online learning tools effectively and also give chances for gamification resources to be implemented in teaching and learning sessions. It may be useless for not being able to utilise all the essential teaching materials and financial support available in the school if the students are not guided to their use, or if the teachers who guide their use are not adequately qualified to implement them effectively. After all, administrators are the one holding the highest position and are responsible for making sure the entire school runs efficiently and meets educational standard.

1.10 Scope of the Research

Since the study addressed the use of Quizizz with aim to discover its effectiveness in grammar learning among primary school students, this study was conducted on the Year 5 primary school students of School X located in Johor Bahru, Johor, Malaysia. The participants were the representative from a group of primary school students because they have been learning English for the past four years and the participants are at the second level in a primary school where they must know how to use basic grammar rules correctly. After all, the focused students at School X are

going to face a big test when they are in Year 6 next year. Their language proficiency will be graded using the CEFR system before furthering their study to secondary schools. Other than that, Quizizz was the only gamification tool that was used to see the effectiveness of gamification in learning grammar lessons in this study. The reason why the researcher decided to use Quizizz over another common gamification tools is that in this current pandemic phase, there are some teachers preferred using Quizizz as an online assessment application where the learning process must be performed online and it is stated that Quizizz is a strong and legitimate online learning application offered today (Darmawan, Daeni & Listiaji, 2020). Furthermore, Quizizz also has an integration with Google Classroom. Since the Ministry of Education has introduced all teachers and students the DELIMa system which can be used to access Google Classroom and other Google products effortlessly, this can easily push out the quizzes created by the teacher using Quizizz to the students. The students can participate in the activity which they have already authenticated with their DELIMa emails.

Next, the grammar items that were covered under this study were prepositions, adjectives and simple tenses. In a study by Odacıoğlu et. al (2017), it is mentioned that wrong selection of prepositions accounted would be followed by pointless insertion and omission of prepositions. They later suggested that it will be helpful for a language instructor/teacher to pay more attention to the problematic prepositions. Next, Gear (1993) stated that verbs indicate a point of time in the past, present, or future. On account of these structure rules, tense is considered difficult for some non-first language speakers. Sukasame et al (2014) found that even university students still made errors for seven tenses, namely present continuous tense, future simple tense, present simple, past continuous tense, present perfect tense, past simple tense, and past perfect tense. Therefore, it can be said that the problem of tenses remains difficult for second language learners around the globe. Last but not least, adjectives are chosen due to the fact by Omar (2015) saying that Malaysian primary ESL learners faced difficulties in using adjectives as they mostly think in and use the pattern of their first language (L1) rather than the second language (L2). With these findings and following by the grammar items found in the Year 5 syllabus, it is judicious to have prepositions, adjectives and simple tenses as the focused grammar items in this study.

1.11 Definition of Terms

Definition of terms shall lay the foundations for the terms used, later and provide the necessary context. First, the term "grammar" is defined, and its different interpretations discussed. Then, different explanations of "Computer Assisted Language Learning (CALL)" will be provided and the term "Mobile Assisted Language Learning (MALL)" will be defined. Based on that, "gamification" shall be defined which is the major concern in this discovery. Afterwards, the term "Common European Framework of References (CEFR)" shall be focused on. Drilling down even further, "intermediate learners" will be defined, and students' motivation will be discussed.

1.11.1 Grammar

Grammar is a description of how words and phrases generally connect to each other in oral or written forms in a particular language (Andrews, 1999). This explanation demonstrates that there is a connection between words in a sentence, paragraph, text, and context. Thus, it can be said that grammar draws a general framework that allows people to comprehend the meaning of terms in a sentence. In other words, grammar helps people to learn what words mean in any structural and semantic ways. Grammar binds style to content that is fulfilled by the application of grammatical rules or punctuation. Grammar is also the pillar of language; that is, without grammar, people would find it challenging to express themselves effectively.

1.11.2 Computer Assisted Language Learning (CALL)

Levy (1997) mentioned that Computer Assisted Language Learning (CALL) can be understood by the search for and study of applications of the computer in language teaching and learning. It is often described as an approach to language teaching and learning in which the computer is used as a way of presenting, improving and assessing the language items/focuses to be studied, typically having a significant interactive aspect.

1.11.3 Mobile Assisted Language Learning (MALL)

Mobile Assisted Language Learning (MALL) is a term that originates from a wider scope of CALL and basically points to portable devices such as mobile phones and tablets that are used to support the language learning process. According to Yaman and Ekmekçi (2016), MALL is a term that encompasses a wide variety of handheld devices and helps students to access language learning resources and to get in touch with their teachers and friends whenever and wherever they want. In short, it is known to be a sub-branch of CALL and is used to facilitate students' language learning through the use of a mobile device.

1.11.4 Gamification

Gamification is a method of using game elements to learn, but without the entertainment value (de Byl, 2013). Nick Pelling developed the term back in 2002, but not until 2010 that gamification itself became commonly recognised and acknowledged (Kim, 2015). On the other hand, according to de Byl (2013), the term "serious games" is used to practise, train and find solutions. The key purpose of gamification is to cultivate greater involvement in people by helping to build more robust experiences of everyday life events using games elements, while serious games are designed to train and be used for reinforcement and education in virtual worlds with previously established learning goals (Kim & Lee, 2015; Ypsilanti et al., 2014). Hence, gamification is used to educate and serious games, on the other hand, are used to train and practise while engaging with real world objects

1.11.5 Quizizz

Quizizz is an effective assessment platform that allows all learners to practice together with their computer, smartphone or iPad and contains fun multiplayer classroom activities (Ju & Adam, 2018). Quizizz is a free tool that enables educators to turn introductory and review exercises into engaging, multiplayer activities for learners effectively. It enables teachers to create their own activities or to use those already carried out by other teachers. Furthermore, Quizizz represents a great online

tool which helps students check their knowledge and progress in learning. With Quizizz, teachers can also assign homework to give extra practice to students. Moreover, it is also a convenient online assessment tool that helps teachers evaluate the students' language learning as well as their knowledge level (Bury, 2007). Students simply need to go to the Quizizz website/link and enter the teacher's game code in order to participate in the activity. A thorough student report study can be downloaded and saved as a School Based Assessment (PBS) as a record for both teachers and students.

1.11.6 Common European Framework of References (CEFR)

In Malaysia, the Education Ministry officially implemented the Common European Framework of References (CEFR) standards in 2018. Malaysia, known for its multiracial population, generally acknowledges Bahasa Malaysia as the official national language, English as the second language, and Malaysian Chinese and Indian languages are also taught by the government schools. However, The CEFR implementation currently focuses primarily on English language only. The CEFR six-point scale framework explains language ability starting from A1 for beginners up to C2 for language masters (“Common European Framework of Reference for Languages,” 2018).

1.11.7 Intermediate Learners

When referring to the intermediate level, it applies to B1 level in the CEFR scale framework for language proficiency. Students at this point require fresh experiences to make them realise how well they know and what to bring their passive knowledge active, along with a steady new language (Latham-Koenig & Oxenden, 2014). The intermediate level is often a breakthrough for students: many students really start to 'take off' at this point in terms of their ability to communicate and express themselves. Some learners, however, may see the intermediate stage as a 'plateau' where they have accepted the fact that they are no longer being able to make any progress.

1.11.8 Perception

Rakhmat (2007) specified that perception is an experience acquired from concluded knowledge and interprets messages about the events. Perception is the process of knowledge collection, organisation, and interpretation (Schmitz et al, 2012). This process involves the perception of select stimuli that pass through our perceptual filters, are organised into our current structures and patterns, and are then interpreted on the basis of previous experiences. According to Schmitz et al (2012), we respond differently to an object or individual we view favourably than we do to something we find undesirable. Therefore, perception includes the way we see the world. The process of interpretation of the accepted information will not be the same to every individual.

1.12 Summary

In summary, this study is organised into five chapters. The first chapter of this study had already opened with the research background and further explained the problem statement and purposes of the study. This is followed by the research objectives, research questions, theoretical framework from related theories, conceptual framework based on the selected model, significance of the research and also definition of related terms that will be used in this study. Next, Chapter 2 will present a review of the literature that connects the current study to the usage of Quizizz in teaching grammar including grammar teaching and learning, CALL and MALL in Malaysian education system and also the use of variety gamification tools in the language lessons. Chapter 3 will describe the research methodology that was used to answer the research questions. It outlined the study's research design, samples and population, research instruments, research procedures and its data analysis. Chapter 4 will analyse the data obtained and last but not least, Chapter 5 will unfold the data with discussion based on the previous study.

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