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INVESTIGATING THE PERSPECTIVES OF EFL STUDENTS TOWARD QUIZIZZ-MEDIATED GRAMMAR INSTRUCTION

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Abstract

Mastering English grammar plays a vital role in supporting students in using English properly. In order to facilitate students in learning English it is necessary to have learning media that meets the needs of students. One of the technology-based learning media used in learning English is Quizizz application. This study investigates the perspectives of sixth-grade students in Buleleng, Bali regarding the use of Quizizz as a learning tool in teaching grammar. This research employed a qualitative design to explore how students perceive the use of Quizizz in enhancing their grammar skills. The data were gathered through observation, interviews, and documentation. The study revealed that students have a good perception to the use of Quizizz as learning medium on grammar skill. Quizizz is a medium that meets the needs and abilities of students as a better learning medium to be used in learning grammar. Practically, students have no difficulty in using Quizizz and hold a positive view of Quizizz as learning for grammar. They find it effective and suitable for their learning needs, contributing to improved engagement. Overall, integrating Quizizz into grammar instruction emerges as an innovative approach that enhances student motivation.

Keywords: *Perception, Learning Media, Quizizz, English Grammar*

INTRODUCTION

In this modern era, technological development is accelerating. This affects the learning process at school. The fourth generation stage, often known as the industrial revolution 4.0, has been reached in Indonesian technological and informational development (Jannah et al., 2020). This revolution heavily stresses the usage of internet technology, which presents the fundamental notion of network connections that are made automatically in various spheres of human life. One of the industries impacted by the progress of this revolution is education. Future growth in the education sector in Indonesia built as an open educational model. This takes the form of sharing common educational resources among educational institutions connected by a network, employing interactive information technology tools, and making the best use of internet technology for the advancement of learning.

With the increasing development of modern technology, the learning media

used in schools is also increasingly varied. With advances as well as advanced technological developments, learning media such as visual audio media and also online quizzes have begun to be used in schools. The educational world today more and more use technology-based media where today teachers are required to use learning media that is interesting and also more creative as long as it can attract the attention of students in learning.

Technology-based learning media can provide practical aspects for students to be able to understand the materials provided by teachers (Dhamayanti, 2021). In order to the learning objectives well, then the methods and also the media used in the learning process must be adapted to the curriculum and the level of student learning ability. Everything pertaining to software and hardware that can be used for learning. It is employed to transmit instructional materials from the point of origin to deserving persons or organizations that might pique learners' interests, feelings, and attention.

Learning that occurs in or outside of the classroom has the potential to improve. For students, the media serves as a source of information. Making the learning material simpler to understand for students is the goal. The educational procedure that aims to make the message clearer through media learning is aided. Presented such that learning's goal is a better, more effective use of the media. Learning is constantly changing and taking on new forms, including media that uses visual, auditory, visual audio, and internet technology.

Learning media is a tool used in the teaching process. The use of these learning media aims to make learning activities more attractive and also effective so that they can the desired goals. Therefore, teachers as facilitators in the learning process need to use media that can attract the interest of students to participate in learning activities in particular in the English learning because English is an international language. English is an important language to master in order to be more effective and communicative.

English is formally taught as a foreign language from elementary school to college. The technology-based learning media that can be used to motivate students to be able to develop their abilities is using learning applications. The more sophisticated use of ICTs in general English instruction is acknowledged as an improved version of methodologies, approaches, tools, strategies, and programs that are highly suitable to teaching English and help to produce the desired results. Erito (2022) stated that the implementation of ICT brings several benefits to students in creating awareness of the use of technology in their independent learning and learning needs. Technology in general accepted as an educational and complementary tool necessary in various learning-teaching contexts, especially for teaching English.

Building a positive learning environment in the classroom is crucial to overcome the students' lack of passion for English learning activities. To support and include student behavior in learning English, teachers must instead employ effective teaching resources or tools. The classroom environment can be enhanced and students' motivation for learning increased with the use of appropriate learning resources. The way students react to using technology-based learning material also has an impact on the success of the teaching and learning process.

One of the learning applications that can be used by teachers in the learning process of teaching especially in learning English grammar is Quizizz. The Quizizz is one of the innovations in education created to meet learning objectives. This

program is a learning tool with a variety of functions. Teachers and students get free access to this application, which is extremely simple to use.

Quizizz is a game-based educational application that makes in-class lessons interesting and enjoyable while bringing multiplayer activities to the classroom (Pahamzah et al., 2020). It refers to interactive multiplayer learning media. Students can use Quizizz to complete in-class assignments on their mobile devices. Quizizz can be used by teachers to perform material, makes exercises, pre-test and post-test. Quizizz application can be accessed by everyone, both elementary school and college students. Based on the result of initial observations by the researcher, the process of learning English in the sixth grade at SD Negeri 10 Banjar is more using discussion method and the teacher still not used learning application. Therefore, the researchers were interested in introducing the Quizizz application to the sixth grade students in English language learning at SD Negeri 10 Banjar.

The Quizizz application allows students to experience an exciting and enjoyable atmosphere as it presents a colorful interface display, contains images, avatars and is also accompanied by music (Angelina et al., 2022). Quizizz has gamification features such as themes, meme, avatars and also music that can make learning more enjoyable (Rahmawati, 2021). Quizizz is an effective and innovative e-learning-based learning media because the application or platform Quizizz can be used as a tool to evaluate learning in addition to as a means of delivering material. In the Quizizz application there are features such as interactive quizzes or games that can be used to ask questions. On this quiz feature there is a time feature on each question so it can improve the performance and also

the competitiveness of students to answer questions accurately within a limited time.

In this study, the researchers were interested in finding out how students perceived the use of the Quizizz as a media for learning English, especially for learning grammar. Perception is the process of giving meaning, understanding or interpretation of information. Febriani et al. (2022) stated that the perceptions of the students can determine the effectiveness of using these applications. Meanwhile, Oktarina&Anggerina (2024) assert that perception is the process by which every individual organizes and interprets sensory impressions, so that each person perceives something differently, influenced by functional and structural factors.

Perceptions are a cognitive process that enables a person to comprehend environmental stimuli. The process of perception is what the participants observe and connected to a certain item. The ability to recognize or describe an object will vary depending on the individual. Perception has personality subjective because the likelihood of a similar object or event varies on the circumstances and talents of each participant. Each student will perceive or respond differently when using the Quizizz application. This is because students' perceptions are based on their observations and experiences when using the Quizizz application.

METHOD

The method applied in this research is descriptive qualitative in nature. The participants included 6 male and 12 female students in the even semester of 2023/2024 at one of the public elementary school in Buleleng, Bali. The data collection methods used in this research were observation, interview and documentation.

This research consists of three stages, namely, pre-research, research

implementation and completion. In the pre-research, the researchers applied for permission from the authorized school to conduct research at the school, conducted observations and made an interview guide for the students. The implementation of this research was conducted during two meetings with a duration of 60 minutes each meeting. At the first meeting, the researchers invited and explained to the students to get acquainted with the Quizizz application. Then, the researchers asked the students to do the grammar test about simple present tense using Quizizz by using laptops that available at the school. At the second meeting, the researchers interviewed 10 students in the sixth grade. The researcher gave twelve open-ended questions to the students.

Then, the researchers collected and evaluated the data from the observation, interview and documentation, processed data from observation, interview, and documentation to find out how sixth grade students perceive Quizizz as learning media on grammar skill. The researchers made conclusion from the findings of the research. To collect the data, the researchers used the interview guide as the instrument. After the instrument has been prepared, then before the researchers performs the research there is validity test. The researchers validate the instrument to both supervisors. In this study, the experts are asked their opinion about the instrument that has been compiled.

The interview was conducted to find out how students' perception regarding to the use of Quizizz in learning grammar. The question of the interview was created in adapted from Yanti (2021). The interview guide included of twelve open-ended questions which used in interviewing the subjects. The researcher used three category of perception on using application according to Ebadi et al. (2021) as indicators of the interview guide. The indicators were described in the following table:

Table 1. *Indicators of the Interview Guide*

Questions	Indicators
1 – 4	Convenience Applying to the use of Quizizz
4 – 8	Excitement to the use of Quizizz
9 – 12	Practicality to the use of Quizizz

The researchers used the results of the interview as the primary source for this research. The interview result can be used as the most powerful source for obtaining information. The primary source is the source that can provide very valuable information directly. Sugiyono (2008) stated that the main source is to give important data related to research problems. The researchers used descriptive qualitative analysis in this study. Data analysis can be defined as sorting, organizing, and arranging data into smaller, more manageable sections. This data analysis involves organizing the results of data collection in a systematic manner, then interpreting the data and producing new theories or hypotheses.

The activity in this data analysis employs the Sugiyono (2008) theory, which stated that activities in qualitative data analysis should be interactive and continuous until the end, ensuring that the data are accurate. Miles & Huberman (1994) stated that there are three activities of data analysis, namely; data reduction, data display, and data verification. In the data reduction stage, the researchers grouped the data from the interview according to the specified categories. Then, in the data display the researcher present the data from observation in the form of text. The researcher presented data

from interviews that have been grouped according to three categories of perceptions on using applications with a brief explanation.

The researcher added documentation to clarify the research findings. The third step in qualitative research is drawing conclusion and verification. Conclusion is the result of the research that answers the formula of research problems based on data analysis. The preliminary conclusion made are only temporary and can change after the next stage of data retrieval if strong and supporting evidence is found. This conclusion can answer the problem formula, but it is not possible because the problem formula in qualitative research is only temporary and can change after field research.

In this study, researcher draw conclusion based on data obtained through observation, interview, and documentation presented to answer research questions. Denzin (1978) stated that there are four types of triangulation, namely; source triangulation, methodological triangulation, investigator triangulation and theoretical triangulation. The researchers use methodological triangulation to get the validity of data.

RESULTS AND DISCUSSION

Grammar is one of the most important skills in learning English. In facilitating students in learning grammar, they need a learning media that matches the needs of students. The use of learning media is an important aspect of the learning process. Learning media can help students in understanding the learning materials. With the modern technological developments, there are many technology-based media that can be used to facilitate the learning process, one of them is Quizizz. The aim of this study is to find out sixth grade students' perception toward Quizizz as learning media on grammar skill.

This research was carried out in the even semester at SD Negeri 10 Banjar, Buleleng, Balis. The researchers obtained the research data from observation, interview and documentation. Students' perception of the use of Quizizz as a learning media is seen from three categories of perception in using application, namely; convenience applying, excitement, and practicality. The analysis of the students' perception toward Quizizz as learning media on grammar skill are presented below:

Students' perception of convenience of applying quizizz

The first category is convenience applying, according to Ebadi et al. (2021) a convenience applying is the ease of use of the application. In the first indicator, there were four questions focused on convenience applying to the use of Quizizz. The researchers provided 4 questions regarding to the convenience applying to the use of Quizizz. The Quizizz platform provides a variety of features that can make learning more enjoyable. One of the interesting features on Quizizz is the music feature. The music feature on Quizizz can attract the attention of student to learn grammar. It supported by the result of interview with Student 1.

> *S1: "Hal yang saya sukai adalah fitur musik pada Quizizz karena fitur tersebut dapat membuat pembelajaran lebih asik, dan untuk hal yang tidak saya sukai tidak ada." ("What I like is the music feature on Quizizz because it can make learning more intuitive, and for the things I don't like there are no.")*

According to the Student 1, the music features available on Quizizz can make learning more intuitive. It was in line with the result of interview from Student 9.

S9: "Hal yang disukai yaitu sangat menyenagkan saat musik diputar, dan yang tidak disukai yaitu agak susah saat digunakan dan terkadang koneksinya suka ngelag."

("The things I like is its very enjoyful when the music is played, and the things I don't like are little bit hard to use and sometimes the connection is bad.")

Based on the feedback from students 9, the favourite thing that student like when using Quizizz is the music feature. Having music when working on a topic on Quizizz can make learning more enjoyable. Students 9 revealed that the thing that she dislikes while using Quizizz are Quizizz slightly hard-to-use and also sometimes the internet connection run slowly

In addition to the music feature, some students also revealed that the appearance on Quizizz can make them feel comfortable in learning grammar. It supported by the interview result from student 3.

S3: "Hal yang menurut saya menarik adalah tampilan Quizizz yang berwarna dan ada tampilan gambar yang membuat ketertarikan untuk belajar, dan hal yang saya tidak sukai tidak ada."

("The thing I find interesting is the colorful display on Quizizz and there's a picture that makes me interested in learning, and there is nothing I don't like.")

According to student 3, the colorful display on Quizizz makes her interested in studying grammar. In addition, the availability of images on the questions on Quizizz also makes students more interested in learning. The display of Quizizz can be seen on the figure 1.1.
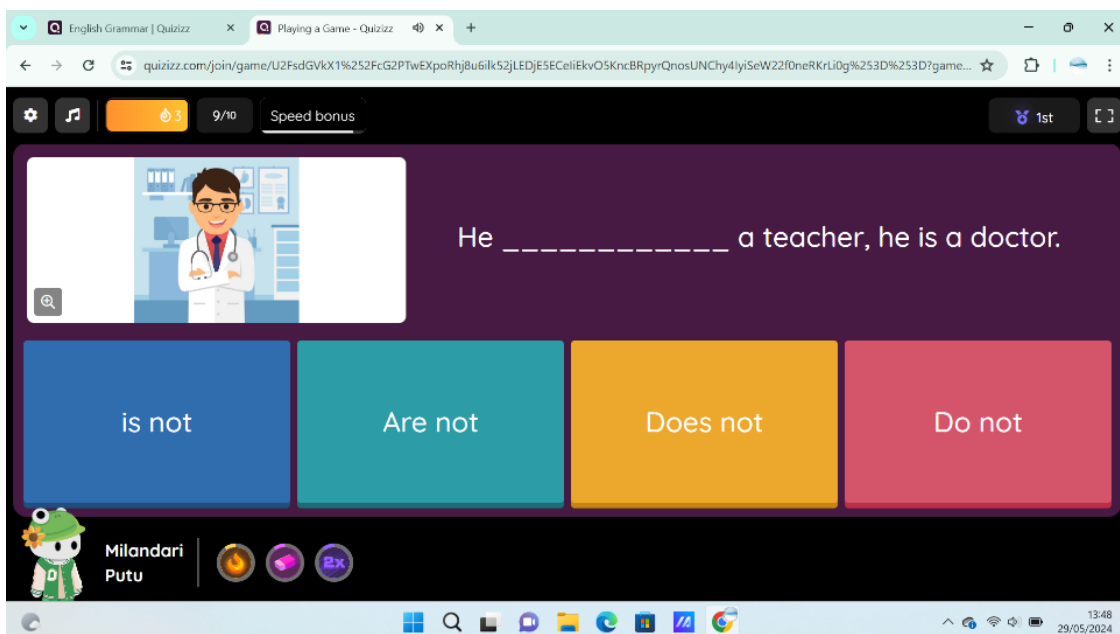

Figure 1. *The Display of Quizizz*

The students felt that the presence of image on the questions on Quizizz makes the learning process more enjoyable. It makes students do not felt bored during the lesson. That statement was in line with the interview result with student 8.

S8: "Saya suka bagaimana Quizizz memberikan pertanyaan, itu membuat diri saya merasa tertantang."

("I like how Quizizz asks questions, it makes me feel challenged.")

Based on the statement, it can be stated that the Quizizz display can encourage students to learn grammar because it can makes students feel challenged to work on quizzes in Quizizz.

The avatars feature offer students fun and creative ways to represent themselves on Quizizz. The presence of the avatars feature on Quizizz can make learning feel like a game so students don't get bored when learning. This feature is one of the things students like when using Quizizz as a grammar learning media. It was supported by the statement of student 4.

S4: "Hal yang saya sukai pada Quizizz adalah fitur Avatar/karakter."

("The thing I like from Quizizz is the Avatar/character feature.")

According to the student 4, the thing that he likes on Quizizz is the avatars/character feature. With the availability of avatars feature , student can experience a learning atmosphere like a game. It indicates that the students have a positive perception of the availability of the avatars feature on Quizizz.

Quizizz is an effective media to use in grammar learning. It supported by the result of interview with student 1.

S1: "Menurut saya nyaman karena aplikasinya menarik dan membantu untuk belajar grammar."

("I think it's comfortable because the Quizizz application is interesting and helps to learn grammar.")

Based on the statement, students felt comfortable in learning grammar by using Quizizz because the Quizizz application is interesting. Quizizz is an effective media to learn grammar which can help students to understand the grammar material.

Meanwhile, the students argue that Quizizz makes them more focused in grammar. It was supported by statement from student 7.

S7: "Iya saya merasa lebih fokus karena dengan Quizizz saya lebih mudah menjawab soal hanya dengan menggunakan laptop."

("Yeah, I feel more focused because with Quizizz I'm easier to answer questions just by using a laptop.")

Based on the feedback from student 7, it can be said that Quizizz can make students more focused in learning grammar because Quizizz is easy to use. With Quizizz students can learn just by using a laptop and also an internet connection so learning is more efficient. It was in line with the interview result from student 4.

S4: "*Saya merasa lebih fokus karena saya menyukai Quizizz.*

("I feel more focused because I like Quizizz.")

Based on feedback from students 4 it can be said that the availability of colorful display and also interesting features on Quizizz can raise a positive perception of the use of Quizizz as a grammar learning media. This can make students feel more focused on learning

grammar. It also supported by the interview result from student 5.

S5:Menurut saya, Quizizz dapat membuat saya lebih fokus dalam belajar grammar.

("In my opinion, Quizizz can make me more focused on learning grammar.")

Based on the results of interviews with students 5, it can be said that Quizizz can make students feel more focused in grammar learning. Quizizz is a suitable media used to learn grammar.

It can be conluded that, most of the students like the appearance and the features available on Quizizz. The attractive display on Quizizz can attract students' interest in learning grammar. The results of the interview showed that Quizizz has an interesting appearance, besides the availability of images on the questions can increase the interest of students in learning grammar. It makes the students felt comfortable to learn grammar by using Quizizz. It was in line with the statement by Angelina et al. (2022) that Quizizz allows students to experience an exciting and enjoyable atmosphere as it presents a colorful interface display, contains images, avatars and is also accompanied by music.

The students argue that Quizizz has a lot of interesting features. Quizizz has avatar feature that can Quizizz has an avatar feature that can be converted into a variety of characters. Quizizz has music feature that can make learning more intuitive. It was in line with the statement by Rahmawati (2021) that Quizizz has gamification features such as themes, meme, avatars and also music that can make learning more enjoyable. It can be stated that the features available on Quizizz can make students felt comfortable to learn grammar.

The students have a positive perception of the presence of music feature on Quizizz that makes student felt more enjoyable when answering questions on Quizizz. The display and the features available on Quizizz makes students more focused in learning grammar. Quizizz can increase students' understanding of the material given. Quizizz is an effective media to use in grammar learning process because students can easily work on Quizizz using the laptops that available at school. The result of this study indicates that Quizizz is an effective media to use in learning grammar. The result of this study was in line with Pahamzah et al. (2020) study previously that Quizizz is an interactive quiz application which is more effective in increasing students' enthusiasm in learning because it capable in carrying out by using smartphone or computer that replaces the old way in doing quiz which only involves pen and paper.

The students also have a good perception to the learning process by using Quizizz. Quizizz can make students focus on learning grammar, because by using Quizizz learning becomes more efficient just by using a laptop and an internet connection. Students can easily access Quizizz using an internet connection. And also the students have a good perception of convenience applying to the use of Quizizz. Students felt that Quizizz is an effective media and it can be use easily in grammar learning. Quizizz makes students felt comfortable in the process of learning grammar. It makes students more focused while learning grammar. Beside that, Quizizz also has an attractive appearance and also has a variety of special features that can make learning more enjoyable.

Students' perception of excitement of using quizizz

The second category is excitement. In this case, the researchers sketch the

student's perception of excitement to the use of Quizizz. Ebadi et al. (2021) stated that excitement is a state of mind or sensation defined by a sufficient amount of intense pleasure, love, enjoyment and satisfaction or a sense of pleasure when utilizing an application. Based on the statement, it can be said that students' perception of excitement to the use of Quizizz is influenced by feelings of love, enjoyment, satisfaction or sense when students use the Quizizz application. In the interview guide, the fifth to eighth questions focused on excitement to the use of Quizizz.

There is a leader board feature on Quizizz that can encourage students to learn grammar. Competition in Quizizz sessions can motivate students to answer grammar questions correctly so they can earn high scores. With the presence of a leader board feature, students can determine their learning abilities by looking at the rank they get. It was supported by the interview result with student 6.

> S6: *"Dengan adanya papan peringkat pada Quizizz, saya jadi lebih semangat belajar."*
>
> *("With the leader board feature on Quizizz, I'm more enthusiastic in learning.")*

Based on that statement, it can be stated that the leader board feature can makes students more enthusiastic in learning grammar. It can motivated students to answer grammar questions correctly. It was in line with an interview with student 8.

> S8: "*Saya merasa bersemangat untuk menjawab banyak pertanyaan lagi dan bersaing dengan banyak orang.*"
>
> *("I'm excited to answer many more questions and compete with many people.")*

From the result of interview with Student 8, it can be stated that the presence of the leader board feature makes the student felt challenged to compete with other students. It also makes students feel challenged to get a highest rating. It also supported by the result of interview with student 9.

> S9: *"Adanya papan peringkat sangat membuat saya penasaran terhadap peringkat yang didapatkan oleh teman saya yang ikut menggunakan Quizizz."*
>
> *("There presence of the leader board feature makes me curious about the ratings of my friend who used Quizizz.")*

Based on that statement, it can be stated that the presence of the leader board feature on Quizizz can attract students' attention to learn grammar. With this feature, students will be motivated to answer the question correctly. Quizizz is an interesting media to use in learning grammar. It was supported with the observations by the researcher at the first meeting when students practice working on Quizizz. The researcher found that students were happy to learn grammar using Quizizz. It can be seen when researcher started the Quizizz session, the students were so excited to answer questions correctly to get a highest ranking.

The appearance and attractive features of Quizizz can motivate students to learn grammar. Quizizz is a media that meets with the needs and abilities of students. Using Quizizz as a learning media can help students understand grammar material. By using Quizizz learning becomes more enjoyable so that students are easier in understanding grammar material. It was in line with the interview result from student 8.

S8: *"Sebenarnya saya sudah bisa berbahasa Inggris, namun setelah mencoba belajar grammar dengan Quizizz rasanya grammar saya menjadi lebih baik."*

("Actually, I can speak English, but after trying to learn grammar with Quizizz it felt like my grammar was getting better.")

Based on the result of interview, Student 8 stated that Quizizz could improve her grammatical knowledge. The statement was supported by the documentation of the grammar test results obtained by student 8.
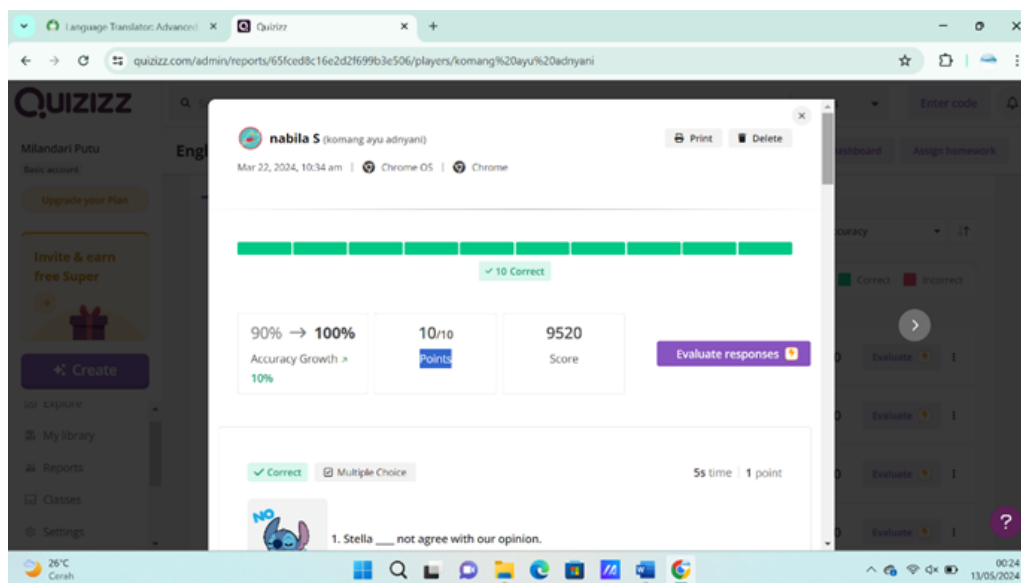

Figure 2. *Quizizz Report from Student 8*

The competition that exists at the quiz sessions can motivate them to get the highest score and increase their enthusiasm for learning grammar. This is supported by the interview results that show that most students are motivated to learn grammar using the Quizizz media. It can be stated that most of students felt that they are motivated to get rankings and highest scores in every quiz session when using Quizizz in learning grammar. The students felt that the leader board feature on Quizizz can encourage them to learn grammar. It was in line with the study conducted by Rahmawati (2021) which shown that the students were agreed with the statement The ranking function (leader board) in Quizizz motivates me to study. With the leader board feature on Quizizz, the students can see their live rankings, it can motivate them to answer the questions correctly so that they can get the highest score and get highest rankings. With the presence of a leader board feature, students can determine their learning abilities by looking at the rank they get. It encourages students to learn grammar.

The presence of leader board feature on Quizizz can increase student interest in learning grammar. Quizizz is a suitable media for learning grammar. Quizizz can encourage students to learn grammar and also Quizizz may attract students' attention of understanding grammar material. Quizizz can increase students curiosity of grammar material. The students have a good perception of the leader board features on Quizizz. The result of this study also supported by the result of the previous study that conducted by Dhamayanti (2021) which shows that Quizizz application can increase EFL

students' motivation and enthusiasm during e-learning activity because of the features on the application that can enhance the students' interest and will not feel bored during the lesson.

It can be said that the students have a good perception of excitement to the use of Quizizz. In this case, the features on Quizizz can attract students' interest in learning grammar. The leader board feature on Quizizz makes the student felt challenged to compete with other students. It encourages the student to get highest ranking, so it can attract students' interest to learn grammar. Beside that, the presence of the leader board feature can also improved the classroom engagement. Students feel that Quizizz is a fun learning media that can improve their motivation to learn grammar.

Students' perception of practicality of using quizizz

Practicality was the third category seen to know students' perception in using Quizizz in grammar learning. According to Ebadi et al. (2021) practicality is the usage of application to help learning need and the ability to use the application. In this case, the researchers determine students' perception on the usage of the Quizizz in learning grammar and the ability of students to use the application. The students felt that there is no difficulty in using Quizizz. The result of this study was similar to the previous study conducted by Prasongko (2021) that the student have no difficulty to operate Quizizz application setting based on the lecturers' perceptions. It supported by the results from the interview which shows that the students have no difficulty in using Quizizz as grammar learning media. Quizizz is an easy media to use for students. It was supported by the result of interview from student 4.

S4: *"Quizizz mudah digunakan dan saya suka belajar*

grammar dengan menggunakan Quizizz."

("Quizizz is easy to use and I like learning grammar using Quizizz.")

Based on the statement from student 4, Quizizz is easy to use in grammar learning so that students feel comfortable in learning grammar using Quizizz. It is also supported by the statement from student 1.

S1: *"Menurut saya, Quizizz mudah digunakan, fitur yang tersedia juga mudah digunakan."*

("In my opinion, Quizizz is easy to use, the features that available on Quizizz are also easy to operate.")

Based on that statement, can be seen that the students felt that Quizizz is easy to operate and there is no difficulty on using Quizizz in learning grammar. It also in line with the result of interview with student 8.

S8: *"Menurut saya Quizizz itu menarik, rasanya seperti bermain video game. menggunakan Quizizz itu jauh lebih mudah daripada les Bahasa Inggris."*

("I think Quizizz is interesting, it feels like playing a video game. Using Quizizz is much easier than taking an English course.")

Based on the statement, it can be said that in practice, Quizizz is an easy-to-use media to use for students. Quizizz was a media that suited to the needs and abilities of students.

Quizizz can be easily used in grammar learning. Quizizz revealed the true competence of the students. The use of Quizizz in learning has advantages and

disadvantages. Based on student responses, Quizizz has several advantages, such as the presence of avatar feature, music feature, a leader board feature on Quizizz, which practically makes students feel challenged in answering questions. The presence memes feature on Quizizz can give an interesting effect when answering questions. The avatars feature offer students fun and creative ways to represent themselves on Quizizz. The students can converted the avatar into various characters. The presence of the avatars feature on Quizizz can make learning feel like a game so students don't get bored when learning. Quizizz has leader board feature to encourage students to study, besides that the teacher can also add images on quizzes to make learning more interesting. The presence of picture on the questions in Quizizz can make it easier for students to understand the meaning of the questions.

As an online learning media, of course the use of Quizizz in learning requires internet access. An unstable internet connection is an obstacle in using online applications such as Quizizz and also other learning media that require internet access. This obstacle can be overcome by doing good preparation before using Quizizz in learning, especially ensure a stable internet connection. According to the student's response, it does not really interfere the learning process, the disadvantage does not create a negative perception of the use of Quizizz as a grammar learning media.

CONCLUSION

Based on the research data, SD Negeri 10 Banjar is one of the public elementary schools in Buleleng Regency that located at Banjar Dinas Sekar at Banjar Village. This school has a computer lab that equipped with wi-Fi facility and also laptops to support the learning process. Based on the findings and discussion of the study that have been described in the previous chapter, the researcher can concluded that the sixth grade students have a good perception to the use of Quizizz as learning media on grammar skill.

The colorful display of Quizizz makes students felt comfortable in learning grammar. The features available on Quizizz can attract their attention to learn grammar. It also makes learning more enjoyable. Quizizz motivated students to learn grammar, the presence of leader board feature on Quizizz makes the students felt challenged. The students can see the live ranking of their performance on the leader board feature.

Quizizz is a media that meets the needs and abilities of students as a better learning media to be used in learning grammar. Students were happy to learn grammar using Quizizz. Quizizz can provide feedback that matches with students' abilities, so students can find out how far their understanding of grammar materials. Practically, students have no difficulty in using Quizizz. Quizizz was easy to use for students. The students can easily work on Quizizz by using laptops that available at the school.

The obstacle that students face is that sometimes Quizizz application run slowly if the internet connection is not stable. To overcome the obstacle, teachers can do better preparations before using Quizizz in learning, especially ensuring a stable internet connection.

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