

Students' Experiences in Improving Writing Accuracy through Quizizz-based Grammar Practice: A Phenomenological Study

Novi Intan Aprilia¹⁾, Rudi Hartono²⁾.

Department of English Education

Universitas Negeri Semarang

Semarang, Indonesia

noviintanaa@students.unnes.ac.id, rudi.hartono@mail.unnes.ac.id

Abstract

This study investigates students' experiences in improving writing accuracy through Quizizz-based grammar practice using a phenomenological approach. Writing accuracy remains a challenge for many English as a Foreign Language (EFL) learners, particularly in applying correct grammatical structures. This research aims to explore how students perceive Quizizz's use in supporting their grammar learning and writing development.

A qualitative design was employed, with data collected through semi-structured interviews with English Education students. The data were analyzed using thematic analysis based on relevant theories of writing accuracy, grammar learning, and game-based learning. The findings indicate that Quizizz creates an engaging, motivating learning environment that encourages active participation in grammar practice. Immediate feedback helps students identify errors and improve their understanding of grammar, leading to increased confidence in writing.

However, challenges such as time pressure and technical issues were also reported. Despite this, students gradually adapted and became more careful and focused. Overall, Quizizz positively influences students' grammar awareness and promotes better writing accuracy.

Keywords - writing accuracy, Quizizz, grammar learning, game-based learning, EFL

Introduction

Writing accuracy is a part of successful academic writing, particularly for English as a Foreign Language (EFL) learners. Accuracy in writing consists of grammatical structures, proper sentence construction, and correct language conventions. However, many EFL students continue to struggle with grammatical accuracy despite receiving explicit instruction in the classroom. Students have shown that grammar-related difficulties, such as singular/plural, verb, capitalization, misuse of words, and missing words (Ibrahim, M. M. M., & Ibrahim, 2020).

In this era, technological integration has improved student engagement and performance in language learning. Game-based learning has been widely recognized for enhancing learner engagement, motivation, and grammatical accuracy in language classrooms (Laksanasut, 2025). Game-based learning platforms, such as Quizizz, have strong evidence supporting their role in the learning process due to their interactive features and instant

feedback. So, Quizizz is an online platform to boost students' participation and motivation (Harahap & Kembaren, 2023). Several studies have examined the use of Quizizz in game-based learning for English language teaching, focusing on improving students' writing achievement, grammar mastery, and learning engagement. Wahyuni (2025) Exploring Quizizz to enhance students' writing achievement at Senior High School Bangkalan. The purpose of the research is to find out the effect of Quizizz on tenth-grade students' writing, especially narrative text writing. The findings suggest that Quizizz is a productive Web 2.0 application for developing students' writing skills. Hafeez (2021) Conducted a comparative review examining the effects of game-based learning compared to traditional learning approaches in creating an effective learning environment. The findings indicate that game-based learning strategies are more effective than traditional methods across various disciplines and learning environments. Yunus & Hua (2021) Explore the use of

Quizizz as a gamified learning tool in Malaysian ESL classrooms, focusing on its effects on young learners' acquisition of irregular English Verbs. The findings indicate that Quizizz enhances student learning performance and fosters a fun, interactive, and stress-free learning environment through features such as leaderboards, memes, and instant feedback. This study also analyzes performance differences based on gender. Considering the need to understand learners' subjective experiences within educational settings, phenomenology serves as a suitable research method. This approach enables the researcher to capture the students' real feelings, challenges, meanings, and insights while using Quizizz to improve writing accuracy. Exploring students' actual experiences can contribute to a deeper understanding of the effect of digital grammar practice on writing skills.

Therefore, the purpose of this study is to explore students' experiences of improving their writing accuracy through Quizizz-based grammar exercises from a phenomenological perspective. It is hoped that the findings will provide teachers, curriculum developers, and institutions with important insights into the role of game-based digital platforms in supporting grammar learning and improving writing accuracy in the context of teaching English as a foreign language.

Methodology

This research employed a small-scale, qualitative design using a phenomenological approach. This phenomenological study aims to explore students' experiences in improving their writing skills by learning grammar through the Quizizz platform. Examine how students perceive, feel, and interpret their educational experiences during the learning processes (Magnan & Creswell, 1997). Data collection through semi-structured interviews for the Bachelor's degree in the English Education study program. The data analysis using

transcription interviews was read repeatedly to gain a deep understanding of the participants' experiences. The data were then analyzed using theory-based thematic analysis.

Finding and Discussion

The findings are organized according to the three research questions, focusing on students' experiences, perceived benefits and challenges, and the influence of Quizizz on grammar awareness in writing accuracy.

RQ 1. Students' Experiences in Using Quizizz-based grammar practice to improve writing accuracy.

The findings show that the learning process is a more engaging, enjoyable, and motivating learning activity. All participants described that Quizizz is a platform that can reduce students' boredom and create a more interactive learning grammar than traditional grammar exercises. The participants expressed that :

P1 said that the experience using Quizizz is exciting and not boring, the questions are like playing a game.

P2 explain that the learning process feels that grammar becomes more challenging and motivating because it is in the form of a quiz.

In addition, immediate feedback was perceived as highly beneficial for supporting grammar understanding. As P3 describes, immediate feedback helps to understand faster.

These findings align with those of Zhou (2024), who argues that game-based learning enhances enjoyment, intrinsic motivation, and student engagement in English as a Foreign Language (EFL) classes. The motivation increase through the rewards and engagement based on the competition using authentic language (Grab, 2026). Positive feeling in learning process play an important role in shaping students' learning process (Namaziandost et al., 2025). students feel relaxed and motivated, they are more willing to actively participate in learning activities,

including grammar exercises. This active engagement allows students to focus more on language forms, which is essential for improving writing accuracy.

RQ. 2 Perceived Benefits and Challenges of Using Quizizz for Grammar Learning in Writing

The findings show that participants perceived multiple benefits from Quizizz practice. Including improved grammar understanding, increased confidence, and higher motivation. The participant stated that learning more easily, because of the direct feedback, more careful and confident in writing:

“I understand grammar better without feeling like I'm studying hard.” (P.1)

“I can immediately see the correct answer, so I know my mistakes.” (P.2)

“I have become more careful when writing and more confident in using correct sentence structures.” (P.3)

Although there are numerous benefits, students encounter challenges when using Quizizz in the learning process. As the participant mentioned:

“Because I was in a hurry, sometimes I just pressed randomly.” (P.2)

“The difficulty was that time was limited, so sometimes I wasn't focused enough when reading the questions.” (P.3)

These findings are consistent with Alobaid's (2021) research, which highlights that technology-supported learning environments improve writing accuracy by facilitating error recognition and reducing cognitive load during writing tasks. The instant feedback provided by Quizizz enables students to quickly identify grammatical errors, facilitating the internalization of grammar rules more effectively. However, Competitive elements in gamified environments might cause some of anxiety level (Waluyo & Balazon, 2024). Quizizz also may create challenges, particularly in managing distractions and providing adequate feedback on incorrect responses (Pham et al., 2025). Furthermore, internet and

technology issues such as one of negative factors during the implementation of gamification (Helvich et al., 2023). But, technology still demonstrates that digital tools can improve students' grammar understanding (Ng et al., 2025).

RQ. 3 The Influence of Quizizz on Students' Grammar Awareness and Application in Writing

The findings indicate that Quizizz has a positive influence on students' grammar awareness and application in writing. The participant explained :

“Now, when I write, I think more about the grammar I use.” (P.1)

“I now pay more attention to sentence structure.” (P.2)

“I am more aware of grammatical accuracy when writing and often double-check sentence structure.” (P.3)

Furthermore, Quizizz influenced students' revision habits. Participants reported checking grammar more before submitting their writing assignments.

“Now I check my writing more often before submitting it.” (P.1)

“I have become more independent in correcting grammar mistakes.” (P.3)

These findings support Lakhoua's (2012) view that grammar plays a crucial role in written communication, as accurate grammar ensures clarity and prevents ambiguity. By increasing students' awareness of grammar use, Quizizz helped learners produce clearer and more accurate written texts.

Furthermore, the results align with research on corrective feedback in L2 writing. Sarré et al. (2021) argue that sustained and repeated feedback, especially indirect feedback combined with technology-mediated tasks, significantly improves writing accuracy over time. Quizizz provided continuous feedback through repeated grammar practice, which encouraged students to reflect on their errors and apply correct grammar rules in subsequent writing tasks.

Students' higher level shows that digital literacy can enhance students' confidence and competence in technology-mediated learning activities (Yuan & Li, 2025).

Conclusions

This study explored students' experiences in improving writing accuracy through Quizizz-based grammar practice using a phenomenological approach. The findings indicate that Quizizz provides a positive and engaging learning experience for EFL students, particularly in grammar learning related to writing accuracy. Students perceived Quizizz as enjoyable, motivating, and less stressful compared to traditional grammar exercises, which encouraged active participation in the learning process.

The study also revealed that Quizizz supported students' grammar understanding through immediate and continuous feedback. Repeated exposure to grammar questions helped students become more aware of their grammatical errors, leading to increased accuracy and confidence in writing. Students reported being more careful when constructing sentences and more independent in revising their written work before submission.

Furthermore, the findings confirm that although students encountered challenges such as time limitations and technical issues, these difficulties did not hinder the learning process. Instead, students gradually adapted and developed better focus, accuracy, and self-regulation during grammar practice. The triangulation between students' interview data, relevant theories, and previous studies strengthens the trustworthiness of the findings and supports the conclusion that Quizizz is an effective game-based tool for supporting grammar learning and improving writing accuracy in EFL contexts.

References

Alobaid, A. (2021). ICT multimedia

learning affordances: role and impact on ESL learners' writing accuracy development. *Heliyon*, 7(7), e07517. <https://doi.org/10.1016/j.heliyon.2021.e07517>

Grab, M. Ö. (2026). Game on: Transforming ESL learning through gamification in higher education. *Next Research*, 9, 101656. <https://doi.org/https://doi.org/10.1016/j.nexres.2026.101656>

Hafeez, M. (2021). Effects of Game Based Learning in Comparison of Traditional Learning to Provide Effective Learning Environment- A Comparative Review. *International Journal of Social Sciences & Educational Studies*, 8(4), 100–115. <https://doi.org/10.23918/ijsses.v8i4p100>

Harahap, S. H., & Kembaren, F. R. W. (2023). Teachers' Perceptions of Utilizing Quizizz Application in ELT for Young Learners. *Scope: Journal of English Language Teaching*, 7(2), 278. <https://doi.org/10.30998/scope.v7i2.16224>

Helvich, J., Novak, L., Mikoska, P., & Hubalovsky, S. (2023). A Systematic Review of Gamification and Its Assessment in EFL Teaching. *International Journal of Computer-Assisted Language Learning and Teaching*, 13(1). <https://doi.org/https://doi.org/10.4018/IJCALLT.322394>

Ibrahim, M. M. M., & Ibrahim, A. I. (2020). An Analysis of Grammatical Errors in Academic Writing of EFL Students. 1 MOHAMMED MUSTAFA MOHAMMED IBRAHIM. *Asian Journal of Social Science and Management Technology*, 2(6), 2313–7410. www.ajssmt.com

Lakhoua, L. (2012). The Importance of Grammar in ELT. *International Journal of Arabic-English Studies*,

- 13(1), 65–78.
<https://doi.org/10.33806/ijaes2000.13.1.5>
- Laksanasut, S. (2025). Gamification in ESL/EFL Education: Transforming Language Learning and Teaching Through Play. *TESOL and Technology Studies*, 6(1), 16–29.
<https://doi.org/10.48185/tts.v6i1.1562>
- Magnan, S. S., & Creswell, J. W. (1997). Research Design: Qualitative and Quantitative Approaches. In *The Modern Language Journal* (Vol. 81, Issue 2).
<https://doi.org/10.2307/328794>
- Mario, K., Cruz, L. La, Noa-copaja, S. J., Turpo-gebera, O., Montesinos-valencia, C. C., Bazán-velasquez, S. M., & Pérez-postigo, G. S. (2023). Use of Gamification in English Learning in Higher Education: a Systematic Review. *Journal of Technology and Science Education*, 13(2), 480–497.
- Namaziandost, E., Çakmak, F., & Ashkani, P. (2025). How do you feel? Unmasking ambiguity tolerance, learning adaptability, self-management, and learning outcomes in gamification vs. ludicization in foreign language learning. *Computers in Human Behavior Reports*, 18, 100651.
<https://doi.org/https://doi.org/10.1016/j.chbr.2025.100651>
- Ng, M. L., Behforouz, B., & Ghaihi, A. Al. (2025). Grammar and engagement in focus: Evaluating Gemini AI's impact on an educational environment. *Computers and Education Open*, 9, 100302.
<https://doi.org/https://doi.org/10.1016/j.caeo.2025.100302>
- Pham, A. T., Thai, C. T. H., & Van Nguyen, T. (2025). Gamified learning in grammar lessons: EFL students' perceptions of Kahoot! and Quizizz. *Acta Psychologica*, 259, 105436.
<https://doi.org/https://doi.org/10.1016/j.actpsy.2025.105436>
- Sarré, C., Grosbois, M., & Brudermann, C. (2021). Fostering accuracy in L2 writing: impact of different types of corrective feedback in an experimental blended learning EFL course. *Computer Assisted Language Learning*, 34(5–6), 707–729.
<https://doi.org/10.1080/09588221.2019.1635164>
- Type, A., Received, D., & Accepted, D. (2025). *Digital Game-Based Learning for Grammar in Efl Contexts : a YabancıDil Olarİngilizce BağlamiDilbilgisiİçİDijital Oyun Tabanlı Öğrenme SistematikBirİnceleme*. 396–415.
- Wahyuni, A. D. (2025). *Quizizz App Lication on Students ' Writing Achievement At*.
- Waluyo, B., & Balazon, F. G. (2024). Exploring the impact of gamified learning on positive psychology in CALL environments: A mixed-methods study with Thai university students. *Acta Psychologica*.
<https://doi.org/10.1016/j.actpsy.2024.104638>
- Yuan, J., & Li, X. (2025). How digital literacy and ICT self-efficacy shape student perceived post-editing competence. *Acta Psychologica*, 259, 105409.
<https://doi.org/https://doi.org/10.1016/j.actpsy.2025.105409>
- Yunus, C. C. A., & Hua, T. K. (2021). Exploring a gamified learning tool in the ESL classroom: The case of Quizizz. *Journal of Education and E-Learning Research*, 8(1), 103–108.
<https://doi.org/10.20448/JOURNAL.509.2021.81.103.108>
- Zhou, S. (2024). Gamifying language education: the impact of digital game-based learning on Chinese EFL learners. *Humanities and Social Sciences Communications*, 11(1).
<https://doi.org/10.1057/s41599-024-04073-3>