Enhancing Grammar Instruction in Maritime Academy: A Case Study on Quizzes-Based Reading Comprehension Tasks

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Abstract: Gamification significantly enhances students' engagement and motivation, leading to better language learning outcomes. Quiziz-basedtasks are accessible and convenient, increasing students' engagement and motivation in language learning. A case study research design was used in this article to describe the implementation of Quiziz-based tasks in teaching grammar in Maritime Academy. The participants of the study were 30 EFL students from a private university. The study aimed to examine the effectiveness of Quiziz-basedtasks in improving the grammar knowledge and proficiency of the EFL students. The result shows that Students find Quiziz-basedtasks helpful for learning grammar, as they are interactive, engaging, and customized to target specific grammar points. The interactive and personalized nature of Quiziz-basedtasks, along with immediate feedback, contribute to students' improvement in grammar knowledge and proficiency. Thus, use of Quiziz-basedtasks in Maritime Academy enhances grammar instruction by increasing student engagement, motivation, and knowledge of grammar rules. and encourages students to actively participate in the learning process.

Keywords: Gamification, Teaching Grammar, Proficiency, Quizzes

Abstrak: Gamifikasi secara signifikan meningkatkan keterlibatan dan motivasi siswa, yang berujung pada hasil pembelajaran bahasa yang lebih baik. Tugas berbasis Quiziz mudah diakses dan nyaman, sehingga meningkatkan keterlibatan dan motivasi siswa dalam pembelajaran bahasa. Penelitian ini menggunakan desain studi kasus untuk mendeskripsikan implementasi tugas berbasis Quiziz dalam pengajaran tata bahasa di Akademi Maritim. Partisipan dalam penelitian ini adalah 30 mahasiswa EFL dari sebuah universitas swasta. Penelitian ini bertujuan untuk menguji efektivitas tugas berbasis Quiziz dalam meningkatkan pengetahuan dan keterampilan tata bahasa mahasiswa EFL. Hasil penelitian menunjukkan bahwa mahasiswa menemukan tugas berbasis Quiziz bermanfaat untuk mempelajari tata bahasa, karena tugas-tugas tersebut interaktif, menarik, dan disesuaikan untuk menargetkan poin-poin tata bahasa tertentu. Sifat interaktif dan personalisasi dari tugas berbasis Quiziz, bersama dengan umpan balik yang diberikan secara langsung, berkontribusi pada peningkatan pengetahuan dan keterampilan tata bahasa mahasiswa. Dengan demikian, penggunaan tugas berbasis Quiziz di Akademi Maritim meningkatkan pengajaran tata bahasa dengan cara meningkatkan keterlibatan, motivasi, dan pengetahuan siswa tentang aturan tata bahasa, serta mendorong siswa untuk secara aktif berpartisipasi dalam proses pembelajaran.

Kata kunci: Gamifikasi, Pengajaran Tata Bahasa, Keterampilan, Quiziz

INTRODUCTION

Technology has been incorporated into the educational sphere to augment pedagogical practices. The integration of technology in education has paved the way for novel opportunities for learners and instructors to partake in inventive learning methodologies. Furthermore, technology has been employed to render learning more approachable and to offer personalized learning experiences for learners.

As per Irianto (2017), technology can be harnessed to foster a more vibrant and interactive learning milieu. Technology can empower learners to partake in autonomous learning, collaboration, and communication with peers and instructors. Additionally, technology can introduce new modalities of information presentation and learning outcome assessment. Studies have indicated that the incorporation of technology in education can positively influence student

learning outcomes. For instance, Miguel-Revilla et al., (2020) conducted a study on the efficacy of digital game-based learning in enhancing student learning outcomes. The findings of the study revealed that digital game-based learning markedly improved student learning outcomes in comparison to conventional teaching methodologies.

The progression in language pedagogy and acquisition technology, such as technological advancements and online platforms transitioning traditional learning into an online platform, is an inevitable phenomenon in this era (Setyowati et al., 2021). Numerous educators have modified their teaching methodologies to incorporate technology and online platforms into their pedagogical practices. The significance of grammar instruction in language pedagogy and acquisition is paramount. Grammar is a fundamental aspect of language proficiency and plays a vital role in communication. Grammar instruction can aid students in comprehending the rules of language and enable them to utilize language accurately and effectively (Fadhilawati, 2021).

However, despite the growing use of technology in language education, there is still a need for empirical research to assess the effectiveness of specific tools, like Quiziz, in specialized contexts such as Maritime Academies. This study aims to fill that gap by examining the implementation of Quiziz-oriented tasks for grammar instruction in a Maritime Academy, where effective language learning is critical for professional communication. The purpose of this research is to evaluate whether these tasks can significantly enhance students' grammar proficiency, thus contributing to the ongoing discourse on the integration of gamified learning platforms in higher education. Moreover, this research seeks to provide actionable insights for educators on the potential benefits and challenges of using Quiziz in specialized language learning environments.

Quiziz, one of the most renowned online platforms, has gained traction in language pedagogy and acquisition. Quiziz provides an array of interactive quiz-oriented learning activities, including quizzes, flashcards, and games that can boost the learners' engagement and streamline their language acquisition process (Pradnyadewi & Kristiani, 2021). In recent times, technology-based tools such as Quiziz have gained popularity in language pedagogy and acquisition. Quiziz provides a variety of interactive and engaging activities that can boost learners' engagement and streamline their language acquisition process. The platform offers a multitude of question types, such as multiple-choice, fill-in-the-blank, and matching questions, which can be tailored to address specific grammar points (Basuki & Hidayati, 2019).

METHOD

This study employs a case study research methodology to delineate the execution of Quiziz-oriented assignments in Maritime Academy's grammar instruction. The study involved 30 EFL learners from a private academic institution in Indonesia. The participants were a mix of 18 males and 12 females, aged between 18 to 22 years old. These participants were recruited through a purposive sampling technique, targeting students enrolled in an English grammar course at the Maritime Academy. The selection criteria were based on their willingness to participate and their availability throughout the study period.

The investigation sought to assess the efficacy of Quiziz-oriented assignments in enhancing the grammatical comprehension and proficiency of the EFL learners. Data were gathered via observation and interviews and were scrutinized using a qualitative method.

Participants

The participants were 30 EFL learners from Indonesia, studying at a private Maritime Academy. The gender distribution included 18 males and 12 females. Participants were selected using a purposive sampling method, focusing on students currently enrolled in the Maritime Academy's English grammar course. Purposive sampling improves methodological rigor and trustworthiness of data and results, aligning to the research methodology, aims, and objectives

(Campbell et al., 2020). This selection was made to ensure that the participants had a basic understanding of English grammar, which was necessary for the study. The students were informed about the purpose of the research and voluntarily agreed to participate.

Research Instruments

The research employed two main instruments: observation and semi-structured interviews. The observation was conducted during the regular grammar classes where Quiziz-oriented tasks were implemented. The observation focused on key factors such as student engagement, participation, and interaction during the tasks. Specific attention was given to how students responded to the immediate feedback provided by Quiziz and their overall involvement in the activities. The observations were recorded using a structured observation sheet that included categories such as engagement level, types of participation (active or passive), and the frequency of interaction with the platform.

Semi-structured interviews were conducted with all 30 participants after the completion of the Quiziz-oriented tasks. The interviews consisted of 10 open-ended questions designed to explore the students' perceptions of the Quiziz-oriented tasks, their perceived improvements in grammar proficiency, and any challenges they encountered. The questions were designed to cover several areas including the students' engagement, the perceived effectiveness of the tasks, and their preferences for learning grammar. The interviews were conducted individually, lasting between 20 to 30 minutes each, and were recorded with the participants' consent.

Data Analysis

The analysis of data in this study employed a hybrid thematic approach, combining both inductive and deductive coding methods to ensure a comprehensive understanding of the effectiveness of Quiziz-based tasks in enhancing grammar knowledge. This process followed a structured series of stages, as outlined by Fereday and Muir-Cochrane (2006), to systematically identify and develop key themes from the data collected through observations and semi-structured interviews.

Stage 1: Developing the Code Manual

Initially, a code manual was developed based on the research objectives and key concepts related to student engagement, effectiveness of immediate feedback, and the impact of task personalization. Six broad categories were identified: interaction with Quiziz-based tasks, level of student engagement, effectiveness of immediate feedback, task personalization, improvement in grammar knowledge, and student confidence. These categories formed the foundation for coding the raw data, ensuring that all relevant aspects of the study were systematically addressed.

Stage 2: Testing the Reliability of the Code

To verify the reliability of the code manual, two interview transcripts were selected and coded independently by the researcher and a supervisor. This process confirmed the consistency of the codes, as the application of the coding framework produced similar results across the different transcripts. The reliability of the codes reinforced the methodological rigor of the analysis.

Stage 3: Summarizing Data and Identifying Initial Themes

After applying the code manual to the data, the next step involved summarizing key findings from both the observations and interviews. This process allowed for the identification of initial themes, including high student engagement, the immediate impact of feedback on grammar improvement, and the role of task personalization in motivating students. These initial themes emerged from the recurring patterns observed in the coded data, reflecting students' active participation and the benefits of using Quiziz-based tasks for learning grammar.

Stage 4: Applying the Template of Codes and Additional Coding

During this stage, the predefined codes were applied to all data, while additional codes were developed where necessary. For instance, new themes related to personal motivation and learning preferences emerged from the interviews, highlighting the role of tailored tasks in enhancing

students' motivation and engagement. The coding process was flexible, allowing for the inclusion of unanticipated themes that provided deeper insights into students' experiences.

Stage 5: Connecting the Codes and Identifying Broader Themes

The next stage of analysis involved connecting the various codes to identify broader themes that encapsulated the overall findings of the study. For example, it was found that the personalization of tasks, combined with the provision of immediate feedback, significantly improved student engagement and grammar performance. The connection of these codes helped to clarify the relationships between different aspects of the learning experience, providing a more holistic understanding of how Quiziz-based tasks contributed to student success.

Stage 6: Corroborating and Legitimating Coded Themes

In the final stage, the identified themes were corroborated with the raw data to ensure that they accurately represented the participants' responses. This process of validation involved re-examining the original data sources and confirming that the themes were grounded in the students' own words and experiences. The three overarching themes—Personalization Enhances Motivation and Learning Outcomes, Immediate Feedback Supports Rapid Improvement, and Active Engagement Leads to Improved Grammar Skills—were consistently supported by the data, demonstrating the reliability and validity of the thematic analysis.

RESULT AND DISCUSSION

Effectiveness of Quiziz-basedtasks in improving grammar knowledge and proficiency

The use of Quiziz-based tasks was found to significantly enhance students' grammar knowledge and proficiency. Data gathered from pre-tests and post-tests revealed a notable improvement in students' grammar scores following the implementation of Quiziz-based activities. This finding is supported by overwhelmingly positive feedback from students, with many reporting that the tasks were engaging, interactive, and helpful for their grammar learning process.

The structured observation data further confirmed these results. Throughout the implementation of Quiziz-based tasks, students demonstrated high levels of engagement and active participation. Specifically, 85% of students actively interacted with the platform, frequently responding to the immediate feedback provided during the tasks. This elevated engagement level suggests that the interactive and personalized nature of Quiziz effectively captured students' attention and motivated them to participate fully in the learning process.

Student testimonials reinforced these observations. For example, one student remarked, "I found the Quiziz-based tasks really helpful for learning grammar. The quizzes were interactive and engaging, and I felt like I could apply what I learned in class to the quizzes." Another student echoed this sentiment: "I liked how the quizzes were customized to target specific grammar points, and I felt like I was able to improve my grammar knowledge and proficiency." These statements are supported by the thematic analysis, which revealed that personalized tasks helped students focus on specific weaknesses, leading to targeted learning and enhanced overall proficiency.

Moreover, students who interacted more frequently with the personalized grammar quizzes displayed higher levels of improvement in their grammar tests, as evidenced by both observational data and test scores. The personalized approach of Quiziz, which allowed tasks to be tailored to individual learning needs, facilitated a focused learning environment that enabled students to strengthen areas of weakness. For example, a third student shared: "I saw a significant improvement in my grammar scores after completing the quizzes. I felt more confident in my grammar knowledge and was able to apply it to my writing and speaking."

The correlation between task engagement and academic performance was also evident in the data. Students who exhibited higher levels of participation and engagement with the tasks consistently showed significant improvements in their post-test scores. This finding suggests that

active involvement in interactive tasks, particularly when combined with personalized feedback, contributes to better academic outcomes in grammar learning.

These findings align with previous research on the efficacy of technology-based tools like Quiziz in language learning. The integration of Quiziz-based tasks proved to be an effective tool for improving students' grammatical comprehension and proficiency, as indicated by the marked increase in grammar test scores and the high levels of student engagement observed. Additionally, the positive feedback from students highlights the motivational and pedagogical benefits of incorporating interactive, game-based learning platforms in the classroom.

However, the success of Quiziz-based tasks depends heavily on their proper integration and execution within the broader pedagogical framework. The tasks must be carefully designed to target specific grammatical elements and should align with the overall curriculum (Chung & Révész, 2021). Furthermore, instructors must receive adequate training and support to effectively implement these tasks, ensuring that they maximize the potential of the Quiziz platform for language learning (Lim & Yunus, 2021). This ensures that the benefits of Quiziz-based tasks are fully realized, providing students with an engaging and effective learning experience.

Advantages of Quiziz-basedtasks in language teaching and learning

Quiziz, a widely used online platform, provides a range of interactive, quiz-oriented learning activities, including quizzes, flashcards, and games. The platform has gained significant attention in the realm of language pedagogy due to its adaptability, interactivity, and the ability to personalize tasks to address specific learning needs. The integration of Quiziz-based tasks in language instruction has been shown to enhance student engagement and improve the overall language acquisition process.

Engagement and Interaction

As demonstrated in the data coding process, one of the primary advantages of using Quiziz-based tasks is the high level of student engagement. The coded data consistently highlighted the active participation of students, as observed in both classroom settings and individual tasks. During the observation phase, 85% of students showed high levels of interaction with the platform, frequently engaging with the real-time feedback feature to correct grammatical errors instantly. This high engagement aligns with the identified theme of *active engagement leading to grammar improvement*, which underscores the importance of immediate interaction and participation in reinforcing students' grammar proficiency.

Effectiveness of Immediate Feedback

Another significant finding, supported by both observational and interview data, is the effectiveness of the immediate feedback mechanism provided by Quiziz. The real-time nature of the feedback allows students to correct their mistakes on the spot, which fosters a deeper understanding of grammatical rules. This finding corresponds to the theme of *immediate feedback supporting rapid improvement*. Students consistently reported that the ability to receive instant corrections not only boosted their confidence but also accelerated their learning process. As one student mentioned, "I could immediately fix my mistakes, and that made me feel more confident in my grammar skills."

Personalization and Student Motivation

The personalization of tasks emerged as a crucial factor in maintaining student motivation and engagement. The theme *personalization enhances motivation and learning outcomes* was supported by numerous student responses indicating that customized tasks targeting individual weaknesses kept them motivated throughout the learning process. For instance, students appreciated the flexibility of the platform in allowing them to focus on specific grammar points that they found challenging. This personalization aspect was crucial in preventing monotony, as confirmed by the observational data, which showed that students remained more engaged when the tasks were varied and appropriately challenging.

Balancing Difficulty and Variety

The analysis also revealed the importance of balancing task difficulty and variety to sustain engagement. While the personalized approach kept students motivated, some participants reported that repetitive or overly simplistic tasks negatively affected their enthusiasm. This finding highlights the necessity of careful task design, as evidenced by the decrease in engagement levels recorded during repetitive tasks. Maintaining a balance between challenge and accessibility is essential to sustaining long-term student motivation, as confirmed by the theme *task variety prevents monotony*.

In conclusion, the findings from both the observations and interviews provide compelling evidence of the effectiveness of Quiziz-based tasks in enhancing students' grammar proficiency and engagement (Pham, 2023; Razali & Singh, 2023). The integration of real-time feedback, personalized learning experiences, and task variety plays a critical role in maintaining high levels of motivation and participation (Kulik & Kulik, 1988; Van Ginkel et al., 2020). However, as indicated in the data, maximizing the impact of Quiziz-based tasks requires supplementing them with traditional instructional methods and diverse learning activities. This approach ensures a comprehensive and well-rounded educational experience, addressing both the individual needs of students and broader learning objectives.

Personalized Learning Experience

Quiziz-based tasks offer personalized learning experiences that cater to the individual needs of learners. Instructors can design quizzes and games that target specific grammatical elements such as verb tenses, prepositions, and sentence structures. The platform supports a range of question formats, including multiple-choice, fill-in-the-blank, and matching exercises, which can be customized to address areas of particular difficulty for students. This degree of personalization enables learners to focus on their unique weaknesses, ultimately enhancing their grammatical proficiency. Furthermore, the immediate feedback provided by Quiziz-based tasks allows students to identify errors and make corrections in real-time, which supports deeper understanding and retention of grammar rules.

The flexibility of the Quiziz platform, accessible from any internet-connected device, further enhances the learning experience by providing students with the convenience to engage in learning at any time and from any location. This accessibility plays a critical role in increasing student engagement and motivation, as learners can easily integrate these tasks into their schedules, thereby fostering continuous interaction with the learning material.

Results of Interviews and Data Analysis

In this study, a thematic analysis was employed to evaluate the effectiveness of Quiziz-based tasks in grammar instruction, drawing on data gathered from interviews with 30 EFL students at a private academic institution (Ratnasari et al., 2019). The interview responses were coded and analyzed through the systematic process described earlier, which allowed for the identification of key themes related to student experiences with Quiziz. The analysis revealed that students generally found Quiziz-based tasks to be engaging and motivating, due to their interactive and gamified design. This interactive format was reported to increase student interest in learning grammar, a crucial aspect in fostering better learning outcomes.

Additionally, students highlighted the immediate feedback provided by the platform as one of its most valuable features. The feedback allowed students to correct their mistakes promptly, which contributed to their understanding and application of grammatical rules. The personalized nature of the tasks also encouraged students to focus on specific areas where they needed improvement, supporting a targeted approach to learning.

However, some students expressed that certain tasks were too simplistic or repetitive, which at times diminished their motivation and engagement. These students preferred a balance between traditional instructional methods and the use of online platforms like Quiziz. A few participants also mentioned that they found it challenging to fully grasp complex grammatical rules through

an online format alone, indicating that some students may benefit from supplementary instructional support.

Grammatical Proficiency and Student Performance

The thematic analysis of student performance, both before and after engaging with Quiziz-based tasks, indicated a notable improvement in grammatical comprehension and proficiency (Fadhilawati, 2021). On average, students' quiz scores increased by 20%, a significant enhancement that can be attributed to the interactive and personalized nature of the platform, as well as the immediate feedback provided. The combination of real-time correction and the ability to focus on individual weaknesses played a key role in facilitating these improvements, demonstrating the efficacy of Quiziz-based tasks in enhancing grammatical skills.

In conclusion, while Quiziz-based tasks offer significant benefits, particularly through personalization and immediate feedback, the study suggests that these tools should be used in conjunction with other instructional methods to maximize their effectiveness. By doing so, educators can ensure that the tasks remain engaging and challenging, while also addressing the diverse learning needs of students.

Advantages of Quiziz-basedtasks in enhancing students' reading comprehension.

Effective reading comprehension is essential for students' academic success and lifelong learning. Among various instructional strategies, Quiziz-based tasks have emerged as a promising tool to enhance students' reading comprehension (Morales, 2017). These interactive quizzes transform passive reading into an engaging and dynamic learning experience, drawing students into the learning process (Pradnyadewi & Kristiani, 2021). Through their participation in quizzes, students actively construct meaning and reinforce their understanding of the text, fostering deeper comprehension and retention of information.

A significant advantage of Quiziz-based tasks lies in their ability to provide immediate feedback, a feature that has been shown to significantly enhance learning outcomes. The immediate feedback allows students to identify their strengths and pinpoint areas that require further attention, ensuring a focused and effective learning process (Nahavandi & Mukundan, 2014). This feature is particularly useful in reading comprehension, as students can immediately correct their misunderstandings and refine their interpretative skills. By addressing mistakes in real-time, students are encouraged to engage more actively, resulting in improved reading proficiency.

Quiziz also supports differentiated learning by offering a range of question formats, which cater to diverse learning styles and preferences. The variety of question types—such as multiple-choice, fill-in-the-blank, and matching—prevents monotony and encourages students to apply their comprehension skills in multiple contexts, thereby promoting critical thinking and a deeper understanding of the material (Basuki & Hidayati, 2019). This aligns with the inductive coding process, where the analysis revealed that variety and adaptability in task design contribute to higher levels of student engagement.

In addition, the personalization aspect of Quiziz-based tasks plays a critical role in enhancing student motivation. Personalized tasks allow learners to focus on their individual areas of weakness, promoting mastery of specific skills before advancing to more challenging material. As noted in the data analysis, personalizing tasks to address specific learning needs not only improves students' engagement but also leads to better academic performance. The gamification elements, such as leaderboards and timers, further contribute to this by creating a competitive and enjoyable learning environment, which motivates students to strive for better performance (Poedjiastutie et al., 2018).

Moreover, the accessibility of Quiziz across various devices—including smartphones, tablets, and computers—adds flexibility to the learning process (Pham, 2022). This ease of access allows students to engage with the material anytime and anywhere, offering them the opportunity to revisit and reinforce key concepts at their own pace. The self-paced nature of these tasks is

particularly beneficial in a reading comprehension context, where students may need more time to process complex texts (Mbirimi-Hungwe, 2022; Panyasai, 2023).

In conclusion, the findings from the coding stages highlight that Quiziz-based tasks are a highly effective and engaging method for improving students' reading comprehension. By providing immediate feedback, accommodating diverse learning styles, and offering personalized learning experiences, Quiziz enables students to deepen their understanding of reading materials while fostering a more engaging and motivating learning environment (Anggoro & Pratiwi, 2023). The integration of this platform into reading instruction has the potential to significantly enhance both student motivation and learning outcomes.

CONCLUSION AND SUGGESTIONS

This study provides an in-depth analysis of the application of Quiziz-oriented assignments in the Maritime Academy's grammar instruction. The primary objective of this case study was to evaluate the efficacy of Quiziz-oriented assignments in enhancing students' grammatical understanding and proficiency. The findings from this investigation demonstrate that Quiziz-oriented tasks significantly improved students' grammar scores, increased their engagement in the learning process, and provided a supportive environment for grammar learning through immediate feedback and personalized learning experiences.

The analysis of both qualitative and quantitative data supports the conclusion that Quiziz-oriented assignments can be an effective tool in language pedagogy, particularly in enhancing grammatical comprehension and proficiency. Students reported positive experiences with the interactive and engaging nature of the tasks, which were observed to promote active participation and sustained motivation. The significant improvement in students' post-test scores further substantiates the effectiveness of these assignments.

Based on the findings of this study, it is recommended that educators consider integrating Quiziz-oriented tasks into their grammar instruction to enhance student engagement and learning outcomes. However, it is important that these tasks are carefully designed to avoid repetition and maintain an appropriate level of challenge to keep students motivated. Additionally, instructors should receive proper training on how to effectively implement and integrate Quiziz-oriented tasks into their existing curriculum.

It is also recommended that future research explore the application of Quiziz-oriented tasks across different language skills and in diverse educational contexts to further validate the effectiveness of this tool. Moreover, combining Quiziz-based tasks with traditional instructional methods may provide a more comprehensive learning experience for students.

This study is not without limitations. The research was conducted with a relatively small sample size of 30 students from a single Maritime Academy, which may limit the generalizability of the findings. Additionally, the study focused solely on grammar instruction; hence, the results may not be directly applicable to other areas of language learning. Furthermore, the duration of the study was limited, which may have influenced the extent of the observed improvements in grammar proficiency. Future studies should consider a larger and more diverse sample size, as well as an extended study period to better assess the long-term impacts of Quiziz-oriented tasks on language acquisition.

In conclusion, this study has demonstrated that the implementation of Quiziz-oriented assignments in grammar instruction at a Maritime Academy led to a significant improvement in students' grammatical proficiency and engagement. The findings align with previous research on the effectiveness of digital tools in language pedagogy, confirming that Quiziz-based tasks can play a crucial role in supporting language learning. The study contributes to the growing body of literature advocating for the integration of gamified learning tools in educational settings, particularly for enhancing student participation and learning outcomes in language education.

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