

## Student's Perception on The Use of ICT to Improve Student's Grammar in XII IPA 4 Class at SMA 20 Batam

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### ABSTRACT

This study examines the perspective of 42 student's of grade 12 and their teacher's attitudes on ICT for grammar learning at SMA 20 Batam. Data was gathered through Likert- scale questionnaires and interviews. Initial observations reveal grammar skill deficiencies among students. Preliminary findings suggest students hold positive views on leveraging ICT tools like interactive platforms to strengthen problematic grammar areas. The researchers want to see if using things like mobile apps, game-based platforms like Quizizz, and other interactive platforms have a positive impact on developing stronger grammar proficiency. Pre- and post-assessments were conducted to evaluate the impact of implementing interactive platforms like Slido and Quizizz on improving grammar proficiency. Based on the pre- and post-questionnaires and interviews conducted, our study aims to address the following research questions: Does ICT can help to improving the student's grammar proficiency? What are the student's perception towards the use of ICT in learning grammar?. Moreover, the integration of platforms like Slido and Quizizz was found to contribute positively to grammar competence, understanding of the material, and overall class engagement. These findings support the potential of ICT in addressing grammar deficiencies and fostering a more dynamic and effective English language learning environment for high school students. Further research and consideration of widespread implementation may be warranted based on these encouraging results.

**Keyword:** *Information and Communication Technology (ICT), Grammar proficiency, Interactive Platforms, Assessments, and ICT Tools*

### ABSTRAK

Studi ini meneliti perspektif 42 siswa kelas 12 dan sikap guru mereka terhadap TIK untuk pembelajaran tata bahasa di SMA 20 Batam. Data dikumpulkan melalui kuesioner skala Likert dan wawancara. Pengamatan awal menunjukkan adanya kekurangan keterampilan tata bahasa di antara para siswa. Temuan awal menunjukkan bahwa siswa memiliki pandangan positif dalam memanfaatkan alat TIK seperti platform interaktif untuk memperkuat area tata bahasa yang bermasalah, para peneliti ingin melihat apakah menggunakan hal-hal seperti aplikasi seluler, platform berbasis permainan seperti Kuis, dan platform interaktif lainnya memiliki dampak positif dalam mengembangkan kemahiran tata bahasa yang lebih kuat. Penilaian sebelum dan sesudah dilakukan untuk mengevaluasi dampak penerapan platform interaktif seperti Slido dan Quizizz dalam meningkatkan kemampuan tata bahasa. Berdasarkan kuesioner dan wawancara yang dilakukan sebelum dan sesudahnya, penelitian kami bertujuan untuk menjawab pertanyaan-pertanyaan penelitian berikut ini; apakah TIK dapat membantu meningkatkan kemampuan tata bahasa siswa? Dan bagaimana persepsi siswa terhadap penggunaan TIK dalam pembelajaran tata bahasa? Selain itu, integrasi platform seperti Slido dan Quizizz terbukti berkontribusi positif terhadap kompetensi tata bahasa, pemahaman materi, dan keterlibatan kelas secara keseluruhan. Temuan-temuan ini mendukung potensi TIK dalam mengatasi kekurangan tata bahasa dan mendorong lingkungan belajar bahasa Inggris yang lebih dinamis dan efektif untuk siswa sekolah menengah. Penelitian lebih lanjut dan pertimbangan untuk penerapan yang lebih luas mungkin diperlukan berdasarkan hasil yang mengembirakan ini.

**Kata Kunci:** *Teknologi Informasi dan Komunikasi (TIK), Kemahiran tata bahasa, Interaktif Platform, Penilaian, dan Alat TIK*

## INTRODUCTION

ICT can enhance student's proficiency in the four language skills of English, including listening, speaking, reading, and writing (referred to as language performance), and mastery of the four components of English language, which encompass grammar, vocabulary, spelling, and pronunciation (referred to as language competence) (Adlina et al., 2021). However, comprehending English grammar can be challenging for certain students in Indonesia. In contrast to other countries, Indonesia has chosen a distinct approach by designating English as Foreign Language, while neighboring countries like the Philippines, Singapore, and Malaysia consider English as a Second Language. In Indonesia, English is primarily employed in specific sectors, like international corporations, educational institutions, and foreign diplomatic affairs. The everyday use of English in conversations within Indonesia is relatively rare (Alrajafi, 2021), English grammar is often perceived as the most challenging aspect among EFL students, it requires extra time and practice for the continuous understanding in using of sentence structures, hence some of the students that have limited time of English classes in their school take English courses beyond their regular school curriculum or engage in English training programs for specific needs, such as English for Specific Purposes, conversational English, TOEFL, IELTS, and more. This choice is driven by their commitment to enhancing their English language proficiency due to the English usage that is widespread across almost all aspects of life (Puspitasari et al., 2023).

The integration of media and ICT in teaching English grammar provides a range of benefits. It makes the learning experience more dynamic and engaging, promotes active participation, and offers various resources and materials that are up-to-date and authentic. It also promotes collaborative learning and allows for individualized instruction based on students' needs and abilities (Yermekkyzy, 2022).

This study aims to explore the perspective of 12th-grade science students at SMA 20 in Batam, Indonesia on utilizing information and communications technologies (ICT) to enhance their ineffective English grammar skills. Its central purpose is three fold to assess the specific grammar challenges students currently face, evaluate openness towards adopting technology-assisted teaching methods, and analyze the potential of targeted ICT integration to improve understanding and application of grammar concepts based on the needs of Indonesian EFL learners. The outcomes intend to provide student-centered insights on digitally-enabled grammar instruction for facilitating supportive innovations. They may additionally guide English language education policies in Indonesia to address widespread grammar competence deficiencies found among high school demographics in essential future-ready areas.

English Language Teaching and Learning in 21'st century has entered the era of the Fourth Industrial Revolution (Industry 4.0), which is characterized by heavy reliance on technology for innovation, automation, and information exchange. To keep up with these technological advancements, it is crucial to provide additional support and improvements to help both teachers and students in English Language Teaching and Learning to adapt towards the ongoing changes in the educational landscape (A. Prayogo, 2022). In today's educational landscape, technology plays a pivotal role, with the aid of technology, access to information has become more convenient and rapid, making it an invaluable resource for English education. Information related to English lessons and knowledge is readily available, contributing to the effectiveness of the teaching and learning process (Arigusman et al., 2018).

It is important for both teachers and students to have the 21'st century skills: digital literacy skills and tech-savviness. They should be proficient in using ICT applications and techniques as integral tools for teaching and learning Purposes (Nur Hafifah & Harry Sulisty, 2020). Digital Literacy, refers to a set of practices that enable students to create, share, and understand meaning and knowledge in a digital environment . It encompasses the ability to find and utilize digital content, produce digital content, and disseminate digital content. In the context of literacy education, digital literacy is seen as a vital skill for

students in the digital age to acquire. It involves the integration of digital technologies into language teaching, including media literacy skills and digital competencies (Lathipatud Durriyah & Zuhdi, 2018).

Meanwhile, the digital literacy environment is a key component in promoting digital literacy among teachers and students in creating a conducive atmosphere for the integration of technology in education. It involves providing teachers with the necessary training and support to enhance their ICT skills and encouraging the use of ICTs in language teaching to improve students' achievement and motivation (Nur Hafifah & Harry Sulisty, 2020).

Various media and ICT tools are utilized to enhance the teaching and learning experience, making it more engaging and interactive for students. One of the example is mobile phones and students can integrate mobile phones into the classroom as essential tools for learning a language. They provide portability, social interactivity, community, individuality, and immediacy to develop grammar competences. Mobile phone-assisted language learning allows students to access resources, engage in interactive activities, and practice grammar skills anytime and anywhere (Erkulova et al., 2020). Quizizz is one of the example of the platform media that can be used as a media for teaching and learning grammar in the English classroom . It is a gamified quiz platform that provides a fun and interactive learning experience for students . The implementation of Quizizz allows students to practice grammar together using their computers or smartphones . The colorful interface, avatars, and music in Quizizz create a game-like experience for students (Irwansyah et al., 2021).

As well as the integration of media and ICT in enhancing Grammar proficiency, ICT also can Designing Instruction and Assessing the Grammar Learning. Designing instruction involves creating assessment instruments that assess grammar competence. These instruments can be categorized into test and non-test assessments, or formative and summative assessments. Test assessments include quizzes and tests with selected- response, limited-production, and extended-production tasks. These tasks can occur before, during, or after instruction, depending on the assessment goals (Pelawi & Sumarni, 2020).

Some of the previous studies also show how ICT can enhance the students grammar learning. Erkulova, on the research study, stated that the integration of media and ICT (Information Communications Technology) in teaching English grammar in secondary schools has shown positive effects on language learning. One way media is integrated is through the use of audio-visual aids (AVA) in teaching English grammar. AVA allows students to actively participate in the learning process and helps alleviate boredom and dullness in the classroom. Another study also talked about the use of ICT with one the media platform that is Quizizz as a game-based learning tool in the English classroom provides an engaging and effective way to teach and assess grammar, it also promotes students' understanding, motivation, and active participation in the learning grammar process (Irwansyah et al., 2021).

## METHODOLOGY

This study employs a mixed-method research approach, encompassing both quantitative and qualitative research techniques. The quantitative aspect involves the collection and analysis of numerical data through means such as surveys and tables. Meanwhile, the qualitative dimension entails gathering non-numerical data, including text, video, and audio recordings, primarily through interviews. The objective of this research is to identify the XII IPA 4 student's perception at SMA 20 Batam on the role of ICT in improving their Grammar skill. The participants are about 42 of SMA 20 students in grade XII IPA 4 along with their English teacher. The age range of the participants was between 17 to 18 years old, and they shared a common linguistic background, with the majority originating from Batam. All individuals included in the study had a uniform background in language, having undergone three years of English language education in high school prior to participating in this research. To collect the research

data, our research team uses 2 instruments, that are questionnaire and interview. For the questionnaire we uses Google Forms to collect responses from students in class XII IPA 4 and their 1 english teacher at SMAN 20 Batam. The questionnaire covers various types of questions, including multiple-choice, open-ended, and Likert scales. To gauge agreement, a five-point Likert scale is employed, ranging from "strongly disagree" (1) to "strongly agree" (5). For assessing frequency, a four-point Likert scale is used, with options like "never" (1), "rarely" (2), "sometimes" (3), and "always" (4). In addition to the questionnaire, the team also conducts interviews as part of their data collection method. Interviews involve asking questions to a select group of participants to gain deeper insights into the choices they made on the questionnaire.

This study was conducted in a grade 12 IPA 4 class at SMA 20 Batam. The students were asked to do a pre-test assessment that was administered at the beginning of the first class using Slido. Students joined the link that was given through their mobile devices. Two fixer questions were shown regarding to their prior knowledge of the material and grammar. The teacher delivered the lesson on a challenging grammar concept identified through initial observations, utilizing interactive PowerPoint slides. Online videos and digital games were integrated to facilitate explanations and examples. Students were given

opportunities to ask questions and clarify doubts. At the end of the class after completing instruction delivery, students' grammar knowledge was evaluated through a formative Quizizz assessment. The multichoice quiz contained graded questions testing understanding of the key grammar rules explained. Student quiz performance data was recorded by the researcher to allow an analysis of grammar comprehension before and after the technology-assisted instruction. The teacher shares a questionnaire feedback regarding the integration of digital platforms for engagement, learning comprehension, motivation, and overall effectiveness.

A mixed-method research methodology is used in this study, which includes both quantitative and qualitative research methods. The quantitative component is gathering and evaluating numerical data using tools like tables and questionnaires. The qualitative dimension comprises the primary method of interviewing students and teachers at SMAN 20

Batam. Researchers conduct the data and sort it into an easy form. The data that have been collected by the researcher will be presented in the form of a descriptive explanation and also in the form of a diagram. This data presentation will make researchers easily understand and focus on the problem that researchers got. Researchers will make a conclusion based on the data that have been collected before and also a recommendation on the issue related to Student's perception of the use of ICT to improve student's grammar in XII IPA 4 at SMA 20 Batam.

## FINDINGS AND DISCUSSION

The findings and discussion of this study on the use of ICT to enhance grammar learning in the XII IPA 4 class at SMA 20 Batam are noteworthy when compared to the insights from prior research conducted by (Zam & Al Arif, 2019), (Pardede, 2020), (Ningsih,

2023), and (Abdul Halim et al., 2020). These studies collectively delve into the role of ICT, specifically Slido and Quizizz, in English grammar instruction. By drawing comparisons with the current research, we aim to assess the consistency and uniqueness of our findings, contributing to the broader discourse on leveraging technology for language education.

The comparison between our study and the prior research collectively supports the notion that the integration of ICT tools, such as Slido and Quizizz, holds promise for improving grammar learning outcomes. The alignment in findings across studies underscores the potential for these technologies to address common challenges in English language education, such as grammar proficiency. As the

educational landscape continues to evolve in the digital age, these insights contribute to the ongoing discourse on effective and innovative approaches to language instruction. Result from data collection questionnaire The result and findings of the student's questionnaire have been organized into 10 sections, as outlined below:

1. ICT use increases my motivation to learn.
2. ICT use makes me more involved in learning.
3. ICT makes me learn more actively.
4. The use of ICT helps me to acquire grammar competence.
5. I feel confident when answering questions using Slido, rather than raising my hand and answering directly.
6. Slido helps me to improve my understanding of the material.
7. Slido makes the material more engaging for me.
8. I enjoy learning English using games like Quizizz.
9. Learning English through Quizizz increases my attention in class.
10. I think I can improve my English through games like Quizizz.

Table 1. Student's Perspective Using ICT

Items	Responses	
ICT use increase my motivation to learn.	Agree	26 (90%)
	Disagree	3 (10%)

Table 1 shows data on student's perspectives about whether using information and communications technology (ICT) increases their motivation to learn. The table shows that out of 29 total students surveyed, 26 students (90%) agreed that ICT use does increase their motivation to learn. In comparison, 3 students (10%) disagreed that ICT increases their learning motivation. This table demonstrates that the vast majority of students (90%) believe that the use of ICT in their education enhances their motivation to learn. Only a small minority (10%) feel that ICT does not increase their motivation. Overall, the results indicate that integration of ICT likely improves student motivation levels. (Pardede, 2020) study reinforces this trend, revealing that more than 60% of participants acknowledged and strongly acknowledged the potential of ICT to boost learning interest and motivation. Importantly, participants demonstrated a substantial level of self-efficacy in utilizing ICT for learning indicating that ICT use enhances their motivation.

Both the quantitative data from Table 1 and the qualitative insights from Pardede's study converge to emphasize a prevailing belief among students that integrating ICT into education is associated with increased motivation to learn. The consistent positive responses and high levels of self-efficacy reported in both sources suggest that the incorporation of ICT likely plays a beneficial role in enhancing student motivation levels.

Table 2. Student's Perspective Using ICT

Items	Responses	
ICT use makes me more involved in learning.	Agree	25 (86%)
	Disagree	4 (14%)

Table 2 shows student's perspectives on whether using information and communications technology (ICT) makes them more involved in learning. Of the 29 total students surveyed, 25 students (86%) agreed that ICT use does make them more involved in learning. In comparison, 4 students (14%) disagreed that ICT makes them more involved. These survey results demonstrate that the majority of students (86%) believe that integrating ICT into their education leads to greater engagement and active participation in the learning process. Only a small minority (14%) feel that using technology does not make them more involved as learners. This provides evidence that the adoption of ICT in the classroom is likely to increase student involvement for most of the student population.

(Pardede, 2020) study further reinforces this perspective, as more than 60% of participants agreed that ICT use makes them more involved in learning, reflecting a high perception of the positive impacts of ICT on engagement. The findings are substantiated by responses to open-ended questions, with 77% of participants expressing interest in utilizing ICT for learning. Both quantitative data from Table 2 and qualitative insights from Pardede's study consistently indicate a positive association between ICT use and increased student involvement in learning. The strong agreement across both sources suggests that the adoption of ICT in education is likely to foster greater engagement and participation among the student population.

Table 3. Student's Perspective Using ICT

Items	Responses	
ICT makes me learn more actively.	Agree	26 (90%)
	Disagree	3 (10%)

Table 3 shows student's perspectives on whether using information and communications technology (ICT) makes them learn more actively. Out of 29 students surveyed, 26 students (90%) agreed that using ICT does make them learn more actively. In comparison, 3 students (10%) disagreed that ICT makes them more active learners. These survey results show that the vast majority of students (90%) believe that integrating ICT into education helps facilitate more active learning on their part. Only a small minority (10%) feel that technology usage does not lead to more active learning for them. Overall, this provides strong evidence that the adoption of ICT in the classroom can enable more students to participate more actively and dynamically in the learning process. The findings from (Pardede, 2020) study reinforce this trend, with more than 76% of participants expressing agreement and strong agreement that ICT makes them learn more actively. This further emphasizes a positive perception of the educational values associated with ICT. The high level of agreement across both sources provides strong evidence that the adoption of ICT in the classroom is associated with increased active learning among students.

The converging perspectives from Table 3 and Pardede's study collectively affirm that a significant majority of students perceive ICT as a catalyst for more active learning. The consistent positive responses from both sources underscore the educational benefits associated with the integration of ICT, reinforcing the notion that technology adoption contributes to a more dynamic and engaged learning experience for students.

Table 4. Student's perspective using ICT

Items	Responses	
The use of ICT helps me to acquire grammar competence.	Agree	26 (90%)
	Disagree	3 (10%)

Table 4 shows student's perspectives on whether using information and communications technology (ICT) helps them acquire grammar competence. Of the 29 total students surveyed, 26 students (90%) agreed that the use of ICT does help them gain grammar competence. In contrast, 3 students (10%) disagreed that ICT helps them acquire grammar skills. These survey results demonstrate that the vast majority of students (90%) believe utilizing technology assists them in building up capabilities with grammar rules and structure. Only a small minority (10%) feel ICT does not aid their acquisition of grammar competencies. Overall, this indicates that the incorporation of ICT into language or communications coursework can be highly effective for enabling most students to develop strong grammar skills. In contrast, the study by (Zam & Al Arif, 2019) indicates a lower percentage, with 36.30% of students perceiving that ICT helps them acquire grammar competence in English language learning. While this percentage is lower than the agreement rate in Table 4, it still signifies a considerable portion of students acknowledging the positive impact of ICT on grammar skills. Both sources converge on the notion that ICT plays a role in enhancing grammar competence, though with varying levels of agreement. Table 4's high agreement rate of 90% reflects a strong belief among students in the efficacy of ICT for grammar acquisition, while Zam and Al Arif's (2019) study suggests a positive, albeit less unanimous, perception. Together, these findings indicate that the incorporation of ICT into language or communications coursework is generally viewed as beneficial for supporting students in developing strong grammar skills.

Table 5. Student's Perspective Using Slido

Items	Responses	
I feel confident when answering questions using Slido, rather than raising my hand and answering directly.	Agree	26 (90%)
	Disagree	3 (10%)

I feel confident when answering questions using Slido, rather than raising my hand and answering directly. Table 5 shows student perspectives on whether using the technology tool Slido to answer questions increases their confidence levels compared to traditional hand-raising. Of the 29 total students surveyed, 26 students (90%) agreed they feel more confident answering through Slido than directly with hand-raising. In contrast, 3 students (10%) disagreed and felt less confident with Slido versus direct hand raising. These survey results indicate that utilizing interactive technology tools like Slido in the classroom leads to much higher confidence levels for most students when participating, compared to traditional hand raising to answer. The vast majority (90%) of students feel more assured responding through Slido, while only a small minority (10%) are less confident. This suggests technology systems can empower increased student participation.

The findings and discussion presented in the additional study by (Ningsih, 2023) highlight a slightly lower percentage, with 52% of students agree expressing confidence when answering questions using Slido, as opposed to traditional hand-raising. This study emphasizes the positive impact of Slido technology on students' perceptions of classroom engagement and learning outcomes. Furthermore, the emphasis on flexibility in educational instruments, as highlighted in the survey results, underscores the importance of catering to diverse student requirements and preferences in online activities.

Both sources align in recognizing the positive influence of interactive technology, particularly Slido, on student confidence and participation. While Table 5 demonstrates a higher agreement rate (90%), the additional study emphasizes the nuanced aspect of student preferences and the importance of flexibility in educational tools. Collectively, these findings suggest that integrating technology tools like

Slido can contribute significantly to increased student confidence and engagement in the learning process, provided there is room for adaptability to cater to individual needs.

Table 6. Student's Perspective Using Slido

Items	Responses	
Slido helps me to improve my understanding of the material.	Agree	25 (86%)
	Disagree	4 (14%)

Table 6 shows students' perspectives on whether using the Slido technology tool helps improve their understanding of class material. Of the 29 total students surveyed, 25 students (86%) agreed that using Slido does help them better understand the material. In comparison, 4 students (14%) disagreed and felt Slido does not improve their understanding. These survey results show that the majority of students (86%) believe that incorporating interactive technology platforms like Slido in the classroom enhances their comprehension of the material. Only a small minority (14%) feel Slido does not assist their understanding. This indicates that tools like Slido likely help facilitate an improved grasp of knowledge for most students. In (Ningsih, 2023) study, the findings and discussion highlight a somewhat lower agreement rate, with 50% of students expressing agreement that Slido helps them improve their understanding of the material. Despite the variation, this study still underscores the positive impact of Slido technology on students' perceptions of learning outcomes.

Both sources converge in acknowledging the positive influence of interactive technology, specifically Slido, on students' understanding of class material. While Table 6 presents a higher agreement rate (86%), the additional study reinforces the idea that technology tools like Slido can positively affect learning outcomes. The importance of flexibility in educational instruments remains a common theme, emphasizing the need to accommodate various student needs and preferences. Overall, these findings suggest that incorporating interactive technology tools enhances students' understanding of class material, with flexibility being a key factor in optimizing their learning experiences.

Table 7. . Student's Perspective Using Slido

Items	Responses	
Slido makes the material more engaging for me.	Agree	27 (93%)
	Disagree	2 (7%)

Table 7 shows student's perspectives on whether using the Slido technology platform makes class material more engaging for them. Of the 29 total students surveyed, 27 students (93%) agreed that using Slido does make the material more engaging. In comparison, 2 students (7%) disagreed and felt Slido does not improve engagement. These survey results demonstrate that the vast majority of students (93%) believe that integrating interactive technology tools like Slido increases student engagement with course material. Only a very small minority (7%) feel Slido does not enhance engagement. This provides strong evidence that platforms like Slido can make content more appealing and interesting for most students. The findings and discussion by (Ningsih, 2023) highlight a somewhat lower agreement rate, with 56% of students expressing agreement that Slido makes the material more engaging for them.

Despite this variation, the study still points towards a significant majority of students finding Slido to be an engaging tool for learning. Both sources align in recognizing the positive impact of Slido on student engagement with class material. While Table 7 demonstrates a higher agreement rate (93%), the additional study reinforces the idea that Slido contributes to an engaging learning experience for a substantial majority of students. Overall, these findings suggest that interactive technology platforms like



Slido play a crucial role in enhancing student engagement with course material, contributing to a more stimulating and interesting learning environment.

Table 8. Student's perspective using Quizizz

Items	Responses	
I enjoy learning English using games like Quizizz.	Agree	26 (90%)
	Disagree	3 (10%)

Table 8 shows student's perspectives on whether they enjoy learning English using game-based technology tools like Quizizz. Of the 29 total students surveyed, 26 students (90%) agreed that they do enjoy learning English through games like Quizizz. In comparison, 3 students (10%) disagreed and do not enjoy game-based learning tools like Quizizz. These survey results demonstrate that the vast majority of students (90%) positively enjoy supplementing their English language learning with game formats like Quizizz. Only a small minority (10%) do not enjoy this form of gamified learning. This indicates that tools like Quizizz can boost student enjoyment and engagement in studying English for most learners.

In (Abdul Halim et al., 2020) study, the findings reveal an even more unanimous perspective, with 100% of students strongly agreeing that they enjoy learning English using games like Kahoot! and Quizizz. This indicates an overwhelmingly positive perception and high motivation towards utilizing online quiz-games for learning English.

Both sources consistently affirm the positive impact of game-based technology tools on student enjoyment and engagement in learning English. While Table 8 demonstrates a high agreement rate (90%), the additional study underscores an even more unanimous and positive perception. Overall, these findings strongly suggest that incorporating gamified learning tools, such as Quizizz, can be highly effective in boosting student enjoyment and motivation for learning English, creating a more engaging and interactive language-learning experience.

Table 9. Student's perspective using Quizizz

Items	Responses	
Learning English through Quizizz increases my attention in class.	Agree	26 (90%)
	Disagree	3 (10%)

Table 9 shows student's perspectives on whether learning English through game-based tools like Quizizz increases their attention span in class. Of the 29 students surveyed, 26 students (90%) agreed that Quizizz does increase their attention and focus. In comparison, 3 students (10%) disagreed and felt Quizizz does not heighten attention. These results show that the vast majority of students (90%) self-report greater sustained attention in class when using gamified learning tools like Quizizz for English acquisition. Only a small minority (10%) do not feel their attention improves. This suggests that supplementing coursework with platforms like Quizizz could lead to more focused and attentive learning for most students.

In (Abdul Halim et al., 2020) study, the findings reveal a slightly higher agreement rate, with 92% of participants strongly agreeing that learning English through Quizizz increases their attention in class. This emphasizes a positive impact of online quiz-games on students' attention and engagement in English lessons. Both sources consistently support the notion that using game-based tools, particularly Quizizz, positively influences students' attention spans in English class. While Table 9 demonstrates a high agreement rate (90%), the additional study reinforces an even more unanimous and positive perception. Overall, these findings suggest that incorporating gamified learning tools can effectively

contribute to increased attention and focus in English classes, potentially leading to a more engaging and attentive learning experience for the majority of students.

Table 10. Student's perspective using Quizizz

Items	Responses
I think I can improve my English through games like Quizizz.	Agree 25 (86%)
	Disagree 4 (14%)

Table 10 shows student's perspectives on whether games like Quizizz can help improve their English skills. Of the 29 students surveyed, 25 students (86%) agreed that playing English learning games on platforms like Quizizz can help enhance their language abilities. In contrast, 4 students (14%) disagreed that gamified tools like Quizizz can improve English competencies. These survey results demonstrate that most students (86%) believe that supplementing standard coursework with game-based learning technologies like Quizizz assists in developing stronger English competencies. Only a small minority (14%) feel such gamification does not aid English acquisition. This suggests Quizizz and similar platforms likely facilitate improved English learning outcomes for the majority of learners when incorporated.

In (Abdul Halim et al., 2020) study, the findings reveal an even higher agreement rate, with 93% of participants strongly agreeing that they believe they can improve their English through Quizizz. This underscores a strongly positive perception among students regarding the potential for enhancing their English skills through the use of online quiz-games. Both sources consistently support the notion that game-based tools, particularly Quizizz, positively impact students' perceptions of improving their English skills. While Table 10 demonstrates a high agreement rate (86%), the additional study reinforces an even more unanimous and positive perception. Overall, these findings suggest that incorporating gamified learning tools can be effective in fostering improved English language competencies, with the majority of students expressing a positive outlook on the potential for enhancing their language skills through platforms like Quizizz.

## CONCLUSIONS

The study at SMA 20 Batam indicates that students in grade XII IPA 4 hold positive perceptions regarding the use of ICT, particularly interactive platforms like Slido and Quizizz, to improve their grammar proficiency. The majority of students expressed increased motivation, active engagement, and enhanced confidence when using ICT tools. Moreover, the integration of platforms like Slido and Quizizz was found to contribute positively to grammar competence, understanding of the material, and overall class engagement. These findings support the potential of ICT in addressing grammar deficiencies and fostering a more dynamic and effective English language learning environment for high school students. Further research and consideration of widespread implementation may be warranted based on these encouraging results.

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