

STUDENTS' PERCEPTIONS OF ICT UTILIZATION FOR LEARNING GRAMMAR IN ONLINE CLASS

Dyah Supraba Lastari
dslastari@yahoo.co.id
University of Muhammadiyah Tangerang

Arjulayana
arjulayana@umt.ac.id
University of Muhammadiyah Tangerang

ABSTRACT

During the transition period following the Covid-19 pandemic, many education institutions around the world have implemented the integration of ICT (information and communication technology), including for English grammar online class. This research was conducted to find out students' perceptions of the utilization of ICT for learning grammar in online settings. The subjects of this research were second semester students at Muhammadiyah University of Tangerang. The participants experienced online grammar learning by using LMS (Learning Management System); video conferencing platform; video sharing website; social media and game-based application. Researcher used questionnaires and interviews to collect data on how they perceive technology integration in grammar teaching-learning process. The findings showed that students responded positively towards the utilization of technology to facilitate English grammar teaching-learning process in online settings.

Keywords: ICT, CALL, English grammar

INTRODUCTION

During the transition period following the Covid 19 pandemic, the use of ICT (information and communication technology) has been quite impactful to the teaching and learning process in many education institutions around the world. Educators have tried to explore various strategies and techniques of instructions to optimize students' online learning experience by maximizing the

use of technology. Utilizing technology has been considered as an essential solution to allow online learning possible in various fields of subjects, including English grammar.

Grammar is a fundamental component and an important guide in English language learning. Learning English means that we need to study the structure of the language, as well as the pattern to enable us to communicate properly. In other word, we have to learn about grammar to be able to communicate using a more structured language. Grammar is generally defined as a set of rules specifying the correct ordering of words at the sentence level (Nunan, 2003.) Longman dictionary of applied linguistics defines grammar as “a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language” (Cited in Nunan, 2003). Sentences are acceptable if they follow the rules set out by the grammar of the language. Language learners’ progress is often tracked according to the accuracy of the grammatical forms that they produce (Luoma, 2004). In general, learners’ progress are seen from knowing a few structures to using more and more, from using simple structures to using more complex ones and from making many errors to making few if any at all. Grammar was not only being viewed as a set of linguistic systems but also seen as a tool for communication (Nunan 2003). Grammatical competence enables learners to use and understand English language structures accurately and unhesitatingly, which eventually contributes to their fluency.

Grammar has always been considered as a critical obstacle faced by most EFL learners. In writing a text in English, the EFL learners often make grammatical mistakes (Singh, et.al 2017). In terms of speaking in English, learners also have difficulties in producing correct sentences in appropriate grammar structure. As English is not their native language that they use to communicate in daily life, it is actually not easy for EFL learners to comprehend the structure of English grammar and produce correct sentences based on the rules of grammar itself. Most EFL learners find grammar as the causes of why they feel uncomfortable in producing several words in English (Al-Mekhlafi & Nagaratnam, 2011). Thus, lots of teachers have tried to make grammar teaching more enjoyable by providing fun, imaginative and useful activities within the English curriculum, yet they still find it difficult to make students interested and catch up the grammar rules well. Various ways of teaching have already been conducted by the teacher and one of them is implementing technology.

The implementation of information and communication technology, or also well known as ICT, in the classroom enhances teacher passion and student involvement (Houchine, 2011). So, teachers can build learning activities that help students become more motivated, independent, active, and capable of growing their own knowledge by utilizing a range of ICT tools and applications. Jamieson-Proctor et al. (2013) added that ICT integration in schools, particularly in the classroom, is critical since students that was born and raised in the digital are comfortable with technology and would learn better in technology-based settings. This condition forces teachers to adapt to the preferences of students by incorporating technology into their curriculum, resulting in a more engaging learning environment that improves the learning process and outcomes. Meanwhile, Harmer (2012) said that modern software, internet and mobile technology are becoming useful in education. Furthermore he recommended using ICT for researching online, making videos, presenting online via virtual conferences and use virtual learning platforms. He added that teachers and students not only can use mobile devices for browsing the internet but they can also use apps and social media.

The potentials benefits of ICT integration in LTL are indeed pervasive in the wide range of the tools used and different purposes associated with using them. Zhao (2003) indicated that these varieties of uses and effectiveness can be classified into four areas, namely: access to learning materials, communication opportunities, feedback, and learner motivation. The use ICT and internet has made English being used in technologically mediated context (Dudeny & Hockly 2007). The use of digital technology in the ELT class room is becoming more important as it presents us with authentic tasks, materials and access to a wealth of ready-made ELT materials, including digital course books and resource books and it offers new ways for practicing language and assessing performance. In addition, using a range of ICT tools can give learners exposure to and practice in all of the four main language skills (speaking, listening, reading and writing)

Padurean and Margan (2009) mentioned four benefits of adopting ICT in the EFL classroom. To begin with, ICT enables presentation control. Computers unlike books can include both visual and auditory features, as well as text combined with images and photographs. Second, ICT encourages creativity and uniqueness. Third, ICT enables teachers to incorporate various resources and allow students to get fast feedback on their responses. Finally, ICT provides more options so that teachers can customize ICT applications to their students' requirements and language levels. ICT applications are more user-friendly than books.

Houchine (2011) had identified five ICT-related consequences on EFL teaching. The first is assisting teachers in quickly adapting teaching materials to fit the circumstances, needs, and responses of students. The second is offering online access to authentic materials. The third is allowing users to respond to and utilize recent/ real-time web-based information. The fourth is aiding teachers in combining or using abilities in different ways (grammar, pronunciation, vocabulary, etc.). Furthermore, employing ICT applications in the classroom to teach English makes the classroom more student-centered, reducing teachers' classroom responsibilities.

Lian and Arifah (2014) noted that computer technology and its application in classrooms, in comparison to lecture-based classes, can successfully increase both teaching and learning settings in terms of learners' linguistic knowledge, background information, and interpretation to meet students' educational needs. Furthermore, a study conducted by Hidayati (2016) had concluded that ICT enables EFL teachers to have access to a wide range of authentic materials and resources necessary for the ideal implementation of CLT. Incorporating ICT into the classroom can facilitate more diversity of English content, context, and novel pedagogical methods, as well as more interactive, flexible, and innovative learning (Cakici, 2016). As a result, students can arrange, present, and work out their own language problems, grammar mistakes, and efficient communication methods while learning English through ICT applications independently.

Krajka (2021) stated that schools and teachers had to find their own ways of teaching online. They used ICT such as E learning platform (example: google classroom); student engagement applications, (such as Kahoot or Mentimeter), readymade resources taken from high high credibility sites (example: British Council LearnEnglish); synchronous teaching was allowed via some platform was approved for school use (most usually, googlemeet, Microsoft Teams or Zoom), asynchronous mode of learning vocabulary and grammar by getting instructions, assignments, links to Padlet; Wordwall;iscollective.com;Quizziz; Quizlet; YouTube videos. Similarly, Hermagustiana (2021) mentioned that online English Grammar learning during the Covid-19 pandemic had used ICT as supporting factors which help the students understand the materials in a remote learning context (online written materials; Google form; online videos in YouTube; lecturer explanation in zoom meeting and interaction via WA group).

According to Ahmadi (2018), the use of ICT applications improves language acquisition for a variety of reasons. For learners, it provides rich and multidimensional language learning environments that assist learners in two ways in recognizing and practicing accurate English pronunciation by using speech recognition in programs or applications, and by allowing learners to participate in video conferences with native English speakers or other language learners via applications such Skype or Zoom Meeting. Furthermore, it is said that having a videoconferencing allows learners to access quick feedback, which improves their learning performance because their mistakes are remedied directly.

Universities around the world have been implementing and upgrading course delivery systems for years. Some universities in Indonesia have also implemented e-learning through the Learning Management System (LMS). Jati (2012) reported that LMS can be utilized to present the materials in the website were, lecture notes in the form of PowerPoint slides; videos links to youtube relevant to the topic discussed in the class; quizzes; assignments and reading texts relevant to the topic discussed. In other words, LMS can facilitate teaching and learning activities; interface for static course material, interactive course materials and student activities including discussion forum, forum, and chat facilities.

PowerPoint presentations, which are a frequent sort of oral report that requires a logical and analytical framework as well as the accuracy of facts and terminology, as well as audio-video clips, are becoming increasingly popular in EFL teaching. Using this application makes teaching easier and more enjoyable for both teachers and students by involving learners in a more interactive language environment, which encourages them to improve their English abilities (Alkash & Al-Dersi, 2013). A study conducted by A. Mohsenzadeh, et.al (2015) had indicated that both learners and instructors had positive attitudes towards the use of power point presentations in teaching and learning as conducted in EFL classrooms. Kristiani (2016) reported that PowerPoint Presentation is useful for EFL as its characters include emphasis, augmentation, and multimedia learning. As “emphasis” aspect, teachers who make a presentation using PowerPoint can put a single word or phrase in order to emphasis a certain point of an important part in the materials so that the learners can easily understand the concept which have already summarized in points. The second reason is augmentation, the addition of a picture, a graph, and a table can present a good-looking type of presentation. The presenter can attract students’ attention by augmenting interesting illustrations. Another reason is the multimedia learning, the presenter can also add some features in PowerPoint, as it can be hyperlinked with other files with different format (documents, videos, audio files) and websites.

Youtube videos can be utilized in English language classes to help students improve their vocabulary, accents, pronunciation, and a variety of other skills. Based on the pupils' levels, the teacher can choose which videos to show them. Kurniawati (2013) conducted an investigation about the effectiveness of using YouTube video in teaching English grammar viewed from students' attitude . Refers to her findings, it can be concluded that in general YouTube video is an effective teaching media to teach grammar and there is an interaction between teaching grammar and students’ attitude in teaching grammar. YouTube video is more effective than textbook as teaching media for the students having positive attitude in teaching grammar.

One of the applications that has been proven to be effective in teaching a foreign language is Quizizz application. Quizizz application is an educational application that applies the concept of gamification. It has some interesting features such as: avatars, music, leaderboard, and theme

that make the students learn something like they are playing game (Mac Namara & Murphy, 2017). Similarly, Sato (2019) stated that Quizizz is a game-based application for creating quizzes which is designed in order to make students enjoy learning and be more engaged as it provides competitive, multi-player games. Many other researchers also had conducted studies about the implementation of Quizizz for learning. Priyanti et al. (2019) reported that students who were taught using Mobile-Assisted Language Learning integrated with Quizizz got higher reading comprehension score than those who were taught by using conventional strategy. Amalia (2020) had used Quizizz website for online assessment and reported that the students strongly agreed that Quizizz has an attractive display and it is better than the offline traditional test. Rahayu and Purnawarman (2018) also confirmed that using Quizizz for self-assessment had successfully improved students' grammar understanding. Meanwhile, Fadhilawati (2021) found out that the students' achievement in learning relative pronouns increased after they learned the materials and evaluated by applying quizizz application and they also presented positive views to the use of Quizizz. In addition, Ahlina and Forsia (2021) also reported that there had been a significant and positive effect of using Quizizz on the students' grammatical understanding for junior high school students.

In short, many researchers had found out the utilization of technology can be beneficial to facilitate English learning and teaching for online learning, including for grammar class. Therefore, the instructor tried to maximize their learning by utilizing various means of ICT in grammar online class during the transition from Covid-19 pandemic period. This study aims to find out students' perception towards the utilization of ICT to facilitate learning grammar in online classroom. The students experienced the teaching learning process by using video conference tool (Zoom), LMS (pjj.umd.ac.id), Powerpoint slides, videos shared in Youtube channel, Quizizz and Instagram.

METHODOLOGY

This study aims to find out students' perception toward the use of ICT in online grammar class. The researchers wanted to investigate whether the students found the implementation ICT were useful to facilitate them to learn grammar in online settings. There were 53 second semester students of Universitas Muhammadiyah Tangerang participated as the subjects of this study.

The research questions for this study are: *How do students perceive the utilization of ICT for learning grammar in online class?; Do students find the implementation of ICT is useful to facilitate them learning grammar in online class; Do they have any problem related to the implementation of ICT for learning grammar in online class?*

Researchers expected this study can give more insights about the utilization ICT for teaching grammar especially for higher education learning environment.

This research was conducted to investigate how the implementation of ICT can facilitate students to learn grammar. The subjects of this research were 53 (fifty three) second semester students of Universitas Muhammadiyah Tangerang. The research took place at Universitas Muhammadiyah Tangerang during online learning from February to June 2022.

In this study, the researchers used questionnaire and interview as the instrument to collect the data. Questionnaire given to the participants was highlighting English online learning students had been attending. Then, the students' responses of the questionnaire and interview were analyzed to make conclusion about students' perception towards the utilization of technology for EFL grammar teaching-learning process in online class.

FINDINGS AND DISCUSSION

This section presents findings and discussions of the research regarding students' perception towards the implementation of ICT (Information and Communication Technology) for learning grammar in online class.

During the transition phase from pandemic of Covid 19, the learning settings at Universitas Muhammadiyah Tangerang was still conducted online, including the grammar class for second semester students. Students experienced learning grammar by using learning media system, video conference tool (Zoom), power point presentation, video sharing channel, social media and game-based application. This study was conducted to find out those second semester students' attitude towards the integration of ICT in grammar online class. This study used questionnaire and interview to collect data and information.

From the questionnaire, researchers had collected information about devices used by students for participating in online grammar class; students perception towards the frequency of using applications/ digital tools to facilitate learning grammar online; the most useful applications/ digital tools to help students learning grammar in online settings.

1. What kind of device do you use for participating in Grammar Class?

First, the researchers found that students used Laptop and Smartphone to participate in online grammar class as we can see in table 1.

Tabel 1. Devices used for participating in online grammar class.

Device	Number of Students	Percentage
Laptop	33	62.3 %
Smartphone	28	52.8%
Personal Computer	0	0

2. How do you perceive these statements related to the implementation of online learning for English grammar class?

Table 2. Students perception of learning English grammar in online class (51 respondents)

Statements	SD	D	N	A	SA	Total 265	Score	Criteria
I like to learn English grammar	2	0	8	25	18	216	82	Very good
It is important to learn grammar.	2	0	6	20	25	225	85	Very good
I need to improve my grammar competence.	2	0	2	21	28	232	88	Very good
It is easy for me to access internet	3	3	18	21	8	187	71	Good
I am comfortable with the implementation of ICT in grammar online class	3	0	19	19	12	196	74	Good

SD= strongly disagree

D= Disagree

N= neutral

A= Agree

SA= strongly agree

In general, we can see that most of the students were motivated to learn English grammar as they felt the importance and the necessity. The majority of them also showed positive perception toward the use of ICT for learning grammar. Most of them said that they were comfortable and did not have significant problems to access internet.

3. How often do you use the following ICT tools?

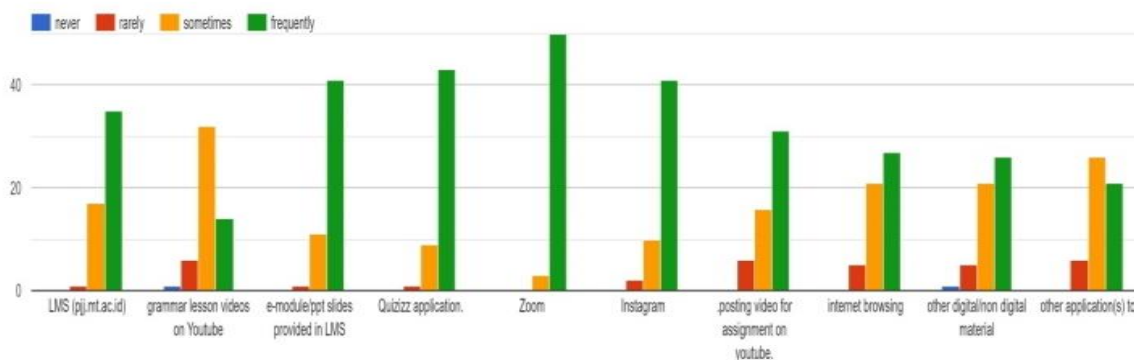


Figure. 1. The frequency of students' using ICT tools for online grammar learning.

During the implementation of online learning, the students diligently attend online lecture session via zoom, As we can see in figure 1, Zoom was the most often used by the students, it was used frequently by 50 students and 3 others stated that they used it sometimes. Next, Quizizz application, Powerpoint slides and LMS were used frequently by most of the students. Some of them also used other application or other resources to facilitate them to learn more grammar.

4. Which tools/ sources do you think are useful to help you for learning grammar in online class?

Table 3. Students' perception towards the usefulness of ICT tools/ applications employed by the lecturer in online grammar class.

No.	Tools/applications	Number of responses	Percentage
1	Quizizz for grammar exercises and test	34	64.2%
2	Zoom	33	62.3%
3	Power point slides	32	60.4%
4	LMS	24	45.3%
5	Grammar lesson vides on Youtube	23	43.4%
6	Posting assignment on Instagram	18	34%
7	Posting video assignments	6	11.3%

Majority of the students stated that Quizizz was useful application to help them learning grammar in online class (64.2%). Most of them also reported that Zoom and Power point slides were useful, each 62.3% and 60.4%.

5. What other sources do you use to learn grammar?

Table 4. Other ICT sources used by students to support their grammar learning.

Learning Sources	Number of responses
Non Digital (Grammar books, dictionary, etc):	14
Browsing Internet (Google or other searching engine)	19
English Learning Website (ruang guru, brainly, Kampung Inggris, etc)	6
Applications (Google Translate, Duolingo, Grammarly, CAKE, Memrise, Spotify, Webtoon)	33
English learning videos on youtube	18
Social media: instagram, tiktok, twitter, telegram	7
E-books	2

From the questionnaire, the researchers found that many of the students also used various sources to support them learning EFL grammar. They used non digital sources (grammar books, dictionary, etc) and digital sources (browsing internet, using digital application, watching YouTube videos, etc).

6. *What kind of technical difficulties do you have when you learn grammar online?*

Mostly students could access technology by using their gadget to participate in online grammar learning. Nevertheless, they sometimes had internet problems, such as bad signal, unavailable wi-fi or not enough internet quota.

“Sometimes I have a little trouble with the connection, for the rest there is no difficulty”.

“The problem is sometimes the internet signal is disconnected when learning about grammar so it makes me difficult to understand what is being said by the lecturer”

Some of them have problem to understand the material, because the limitation of interaction with their lecturer and friends.

“Sometimes it is hard for me to understand the material, I need more time to get it”

“I actually like to practice more rather than just attending the lecture and reading the materials online. It would be good if all of us can practice and discuss offline.”

“Sometimes I have trouble the material presented. But I can use other resources such as the material provided on LMS and the rewatch again the video on Youtube”.

In order to find out more about students perception toward the implementation of ICT for learning grammar, researchers also had interviewed some students (three female students and three male students). All of them had positive impression on utilization of ICT for learning grammar in online class. Here are some excerpts from the interview.

Interviewer: “What is your impression about the use of technology to facilitate learning grammar in online class?”

Student 1: I can understand the material delivered and presented by the lecturer during zoom session. But I hope other students were more active in the classroom.

Student 2: It was a good experience, because I still can understand the material given by my teacher although we had an online class.

Student 3: at first, I did not get used of it. But later I consider it is easier to access material by using online learning and I can learn more thoroughly from internet.

Student 4: I enjoy it. I feel comfortable because I have experienced online learning since I was in high school.

Student 5: It is very good because we can study whenever and wherever we want to study grammar to increase our knowledge.

Student 6: I think it is good because the lecturer integrate technology so that it supports me to understand and absorb the material explained by teacher from zoom.

Interviewer: What do you like about using technology in online grammar class:

Student 1 I like online learning as we can review more by watching the video shared on YouTube and practicing grammar by using Quizizz.

Student 2 I can be more focused and hear better when I learn online.

Student 3: It is easy for us to access the material and supplement material.

Student 3, 4: Students assessment via Quizizz. The assessment looks friendlier than the printed test as the display is just like game with music and animation.

Student 6: Integration of technology for online class is useful and the explanation via zoom was clear enough. And Quizizz was effective for us to practice and get instant feedback related to our answers.

Interviewer: Is there anything that you don't like related to the use of ICT for online class?

Student 1: During the zoom session some my friends were so passive and not responsive. And they usually turn the camera off.

Student 2: When I have problem with network.

Student 4: I don't like the time limit set on Quizizz.

Student 6: In learning grammar, I think we need discussion. But during the online learning the interaction and discussion were limited.

Interviewer: Is the utilization of technology helpful for assisting you to learn grammar in online class? From all the sources used in online grammar class, which one do you like best?

Student 1: Yes, it is helpful. I prefer practicing with Quizizz as we can find out our mistakes immediately and we can try again to correct our mistakes. As we practice we can be more prepared for the midtest and final test.

Student 2. The one I like best is the lecture by zoom. Although the materials were sent to LMS and the video shared via YouTube, I still need to attend and pay attention to the lecture in Zoom session. That way, I can understand the lesson well.

Student 5: I use powerpoint, zoom, videos on youtube, lms . We can review again our lesson by watching the videos provided in youtube.

Student 4: It is very useful, especelly Quizizz. It is very good for practicing grammar and I can learn from my mistake.

Student 3: I like to use quizizz the most. But I also use LMS, powerpoint, zoom and youtube.

Student 6: I think presentation by zoom is the most beneficial. Although the lesson material had been sent by online, I still need to hear the explanation from the lecturer. I also like quizizz, because it is effective and it gives direct feedback.

Interviewer: "Do you have any problem when you use technology in online grammar class?"

Student 1, 4: Few times I had internet connection problems or did not have enough internet quota.

Student 5: Bad signal or not clear voice during zoom. And sometimes the time setting was too short for me to do Quizizz.

Student 2: When I have some internet connection, it can disturb me to participate in join zoom or doing grammar exercises on quizizz.

Student 3: When I have difficulties to understand the lesson, it is not easy for me to elaborate my question to the lecturer during the zoom session or by chatting after class.

Student 6: Sometimes I joined the zoom session from my workplace. There could be some interruptions from customers or my colleagues.

Interviewer: Do you have any suggestions related to the implementation of technology for grammar learning?

Student 1: I suggest there will be rules about turning on camera and students must be active in the online session.

Student 3: longer zoom session and longer time for doing Quizizz.

Student 4,5: The lecturer via zoom was good enough. We can understand the grammar lesson.

Student 6: The lecturer had tried to do her best in using technology to facilitate online grammar learning. But I wish there would be more time for discussion.

All in all, the results from questionnaire and interview have shown us that students gave positive response to the implementation ICT for learning grammar in online class. As mentioned by Jamieson-Proctor et al. (2013) the students were born and raised in the digital era are comfortable with technology and would learn better in technology-based settings. Students were also motivated to use ICT as it allowed them to access the material and facilitate them to practice more, as had been stated by (Zhao 2003) that ICT give students access to learning materials, communication opportunities, feedback, and learner motivation. Most of them were comfortable to attend Zoom session diligently and found that instructor's presentation via Zoom had made them understand the material. They also enjoyed to use Quizizz frequently as the application had fun features and could help them to practice grammar. Furthermore, they also found that accessing LMS to get the slides and watching the presentation videos on Youtube were useful for students to review the lesson material as often as possible. Meanwhile, the obstacles that they had with the implementation of ICT were related with internet connection. Sometimes they had internet connection problems that disturbed them when having zoom sessions or accessing the learning materials.

CONCLUSIONS

The research finally came to several points of conclusions. Almost all of the students had positive perception of the implementation of ICT for learning grammar. Students felt that the integration of ICT in grammar online class was useful for to help them learning grammar in online class, especially zoom meeting, quizizz and power point slides. Sometimes they had internet connection problems and they felt that interaction and discussion in online class were limited.

REFERENCES

- Al-Mekhlafi, A. & Nagaratnam, R. (2011). Difficulties in Teaching and Learning Grammar in an EFL Context. *International Journal of Instruction*. Vol. 4(2): 70-92.
- Ahlina, H and L. Forsia. 2021. The Effect of Using Quizizz toward Students' Grammatical Understanding. *Foremost*. Vol. 2(2). Pages: 16-24.
- Ahmadi, M. R. (2018). The Use of Technology in English Language Learning: A Literature Review. *International Journal of Research in English Education*, 3(2), 115-125.
- Alkash, K. A. M., & Al-Dersi, Z. E. M. (2013). Advantages of using Power Point presentation in EFL classroom & the status of its use in Sebha University. *International Journal of English Language and Translation Studies*, 1(1), 3- 16.
- Amalia, D. (2020). Quizizz Website as an Online Assessment for English Teaching and Learning: Students' Perspectives. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 7(1), 1-8.
- Cakici, D. (2016). The use of ICT in Teaching English as a foreign Language, Participatory Educational Research (PER), (online) Special Issue 2016- IV;73-77.
- Dudeny, G & Hockily, N. 2007. How to Teach English with Technology. Longman Pearson Essex.
- Fadhilawati, D. 2021. Using Quizizz Application for Learning and Evaluating Grammar Material. *JOSAR*, Vol. 6(1): 85-94.
- Harmer, J. (2012). *Teacher Knowledge: Core Concepts in English Language Teaching*. Pearson. Essex
- Hermagustiana, I (2021). English Grammar Learning During The Covid 19 Pandemic: Indonesian Students' Voice . Proceeding International Conference On Elt (Iconelt) Tondano, April 15-16, 2021 Universitas Negeri Manado (78-87)
- Hidayati. (2016). Integrating ICT in English Language Teaching and Learning in Indonesia JEELS, Volume 3, Number 1, May 2016 page 38-62
- Houcine, S. (2011). The effects of ICT on learning/teaching in a foreign language. *Retrieved September, 1, 2012*.
- Jamieson-Proctor, R., Albion, P., Finger, G., Cavanagh, R., Fitzgerald, R., Bond, T., & Grimbeek, P. (2013). Development of the TTF TPACK Survey Instrument. *Australian Educational Computing*, 27(3),26-35.
- Jati, G. (2012). Maximizing learning management system (LMS) in higher education: an ELT case. In Proceedings of the 59th TEFLIN International Conference. English Language Learning and Teaching in the Digital Era. Widya Mandala Catholic University Surabaya. Pages 6-8
- Krajka, J (2021). Teaching grammar and vocabulary in COVID-19 times: Approaches used in online teaching in Polish schools during a pandemic. *The JALT CALL Journal issn 1832-4215 Vol. 17, No.2 Pages 112–134*
- Kristiani, Mikhael. (2016). The Reasons of Using of Powerpoint in Language Classrooms Thesis. English Language Education Program Faculty of Language and Literature Satya Wacana Christian University Salatiga
- Kurniawati, D. (2013). The Effectiveness of Using Youtube Video in Teaching English Grammar Viewed from Students' Attitude. *English Education: Jurnal Tadris Bahasa Inggris IAIN Raden Intan*, vol. 5, no. 1, 2013, pp. 52-65.

- Lian arifah Lian, A. B. (2014). "New Learning" and CALL: a DIY paradigm. *Asia CALL Online Journal*, 9, 14-26.
- Luoma, S. (2004). *Assessing Speaking*. Cambridge University Press. London.
- Mac Namara, D., & Murphy, L. (2017). Online versus offline perspectives on gamified learning. *CEUR Workshop Proceedings*, 1857: 47–52.
- Mohsenzadeh, Abdollah , A. Marzban, S. F. Ebrahimi (2015). Attitudes of EFL Learners and Instructors towards the Application of Power Point Presentation in Iranian Classroom Context.” *Journal of Applied Linguistics and Language Research* 1 (2015): 74-87.
- Nunan, D. 2003. *Practical English Teaching*. Mc Graw –Hill. New York.
- Padurean, A., & Margan, M. (2009). “Foreign Language Teaching Via ICT”. *Revista de Informatica Sociala*, vol. VII nr. 12, ISSN 1584-384X (2009). P:2-7
- Priyanti, N.W.I, Santosa, M.H. & Dewi, K.S. (2009). Effect of Quizizz Towards The Eleventh-grade English Students’ Reading Comprehension in Mobile Learning Context. *LEJU*, 2(2): 71-80.
- Rahayu, I.S.D & P. Purnawarman. (2018). The Use of Quizizz in Improving Students’ Grammar Understanding through Self-Assessment. *Advances in Social Science, Education and Humanities Research*, vol. 254. *Eleventh CONAPLIN 2018*.
- Sato, K. 2019. Engaging Reading Activities with Quizizz. *The Language Teacher*, 43(5): 23-25
- Singh, C., Razak, N., & Ravinthar, T. 2017. Grammar Errors Made by ESL Tertiary Students in Writing. *English Language Teaching*. Vol.10 (5). Pages: 16-27.
- Zhao, Y. (2003). Recent developments in technology and language learning: a literature review and meta-analysis. *CALICO Journal*, 21(1),7-27