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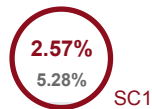
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Perception of High School Students on Learning Modal Verbs through Quizizz

Britania Agnelisa Denny Putri 1), Fika Megawati 2)

1,2 Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia *Email Penulis Korespondensi: fikamegawati@umsida.ac.id Page | 1

6 | Page Page | 3 Abstract. : Learning English can be a challenging experience, especially when it comes to learning grammar. Conventional classroom approaches are considered wasteful of time, ineffective, and boring. Given these difficulties, the purpose of this study is to investigate students' perceptions with learning English grammar through Quizizz, with a focus on modal verbs. Quantitative descriptive method was employed, and the subjects were 51 Grade XI students from two classes in a Sidoarjo high school in Indonesia. The data were gathered by administering thirteen

closed-ended questionnaire items targeting five key indicators: grammar ease of understanding, anxiety, self-confidence, enjoyment, and motivation. The results, which were presented in percentage bar graphs, showed that students had a predominantly positive response to the introduction of Quizizz into the learning process. A vast majority reported increased motivation, reduced anxiety, and greater confidence in using the modal verbs effectively. Furthermore, students reported that using Quizizz to learn grammar was not only enjoyable but also enhanced their comprehension. The open-ended responses revealed several features that contributed to their enjoyment of the experience. According to the study findings, Quizizz is a valuable and entertaining tool that can effectively replace traditional methods when used to enhance grammar instruction in English as a Foreign Language (EFL) courses.

Keywords - Students perception, English grammar, Quizizz, Modal verbs, EFL

Abstrak : Belajar bahasa Inggris bisa menjadi pengalaman yang menantang, terutama dalam hal mempelajari tata bahasa. Pendekatan kelas konvensional dianggap membuang-buang waktu, tidak efektif, dan membosankan. Dengan adanya kesulitan-kesulitan tersebut, tujuan dari penelitian ini adalah untuk menyelidiki persepsi siswa terhadap pembelajaran tata bahasa Inggris melalui Kuis, dengan fokus pada kata kerja modal. Metode deskriptif kuantitatif digunakan, dan subjek penelitian ini adalah 51 siswa kelas XI dari dua kelas di sebuah sekolah menengah atas di Sidoarjo, Indonesia. Data dikumpulkan dengan memberikan tiga belas item kuesioner tertutup yang menargetkan lima indikator utama: kemudahan pemahaman tata bahasa, kecemasan, kepercayaan diri, kesenangan, dan motivasi. Hasilnya, yang disajikan dalam bentuk grafik batang persentase, menunjukkan bahwa siswa memiliki respon yang sangat positif terhadap pengenalan Quizizz ke dalam proses pembelajaran. Sebagian besar melaporkan peningkatan motivasi, berkurangnya kecemasan, dan kepercayaan diri yang lebih besar dalam menggunakan kata kerja modal secara efektif. Selain itu, para siswa melaporkan bahwa menggunakan Quizizz untuk belajar tata bahasa tidak hanya menyenangkan tetapi juga meningkatkan pemahaman mereka. Tanggapan terbuka mengungkapkan beberapa fitur yang berkontribusi terhadap kenikmatan pengalaman mereka. Menurut temuan penelitian, Quizizz adalah alat yang berharga dan menghibur yang secara efektif dapat menggantikan metode tradisional ketika digunakan untuk meningkatkan pengajaran tata bahasa dalam kursus Bahasa Inggris sebagai Bahasa Asing (EFL).

Kata Kunci - Persepsi siswa, Tata bahasa Inggris, Quizizz, Kata kerja modal, EFL

1. I. Introduction

1. Learning English grammar is a significant issue for Indonesian students, because it requires a solid understanding of the subject. The basis of language proficiency is grammar, which helps students speak more clearly and efficiently. However, learning grammar requires memorizing many rules and structures; students often find learning grammar to be tedious and challenging. In an attempt to make learning enjoyable and exciting, educational games are beginning to be utilized in language instruction in this digital era. According to Tehrani constructivist learning theory, students who participate in actual world activities and receive immediate feedback are more motivated and comprehend topics more fully [1]. Since gaming media can boost student involvement in the learning process, game-based learning theory also lends support to this strategy by Gee [2].

2. Teaching grammar should become more exciting and interactive to solve this issue. Educational games have become a popular method of language teaching to help students understand and recall lessons more efficiently and effectively. These games enable students to collaborate and apply grammatical concepts, making grammar learning more enjoyable. According to Amalia and Pham combining elements of competition, rewards, and immediate feedback, educational games motivate students, increasing their grammar comprehension[3][4]. Furthermore, Adipat these games enable a secure environment for trial and error, students can learn from their mistakes without fear of failure[5]. Additionally, it may improve their confidence and desire to participate. In this way, Saleh noted that educational games are valuable for enhancing grammar training efficiency and quality[6]. Modal verbs play a significant role in EFL contexts, particularly in expressing such semantics as possibility, necessity, obligation, and permission. Gao noted that certain modal verbs, such as "can" and "will," are used excessively by EFL learners, while others, like "would," are not used adequately, reflecting the superficial knowledge of their subtle application[7]. In addition, Ahmed found that structural complexity causes students to struggle with modals, affecting their motivation and performance[8].

1.

Quizizz has been acknowledged as an effective instrument for enhancing student engagement and learning outcomes. According to Putri the game-based approach includes elements such as competition, rewards, and real-time feedback that not only make learning enjoyable but also enhance students' motivation and focus [9]. Similarly, Rulismi found that Quizizz in high schools significantly increases students' interest in learning across a variety of indicators, including enjoyment, engagement, and attention [10]. In addition, Aulia Quizizz is also effective in increasing students' interest and engagement in learning activities, in addition to facilitating academic success[11]. These studies support the idea that Quizizz can be a useful and efficient tool to raise learning results and student engagement in a variety of educational contexts.

Previous studies have shown that educational games can improve learning outcomes, including vocabulary, grammar and motivation among English language learners, as noted by Vitaz and Castillo [12][13]. Grammar lessons that were formerly boring and difficult can now be enjoyable because of the dynamic and engaging medium these games offer. For instance, Quiroz demonstrated that game-based learning can promote cooperation and engagement, which are critical to learning [14]. Competitions, prizes and real-time feedback are other features that can be incorporated into educational games to increase student motivation and improve retention and understanding of complex language ideas. Furthermore, Dehghanzadeh highlighted how well-made games provide customization based on individual skill levels, enabling every learner to learn at a level that meets their requirements [15]. Moreover, interactive games give students a low-stress setting to practice language, which is particularly helpful in language-learning situations. According to Yi educational games are interactive and at their own pace, associated with better academic results and a stronger desire to participate in language exercises [16]. This game-based approach primarily benefits students by improving technical language proficiency and fostering resilience and optimism toward ongoing education by Stavrev[17].

In terms of using Quizizz in education, the research shows that there is a different focus at different levels of education. Research at the primary level focused on training teachers to use Quizizz as game-based learning support. According to Wulandari showed that training improved teachers' ability to integrate Quizizz into learning [18]. At the secondary school level, research into the effectiveness of Quizizz in enhancing students' vocabulary acquisition showed significant results in improving students' scores by Maming [19]. The use of Quizizz to enhance students' understanding of grammar, particularly conditional sentences, was then explicitly discussed at the high school level. The study by Mansur showed a significant increase in students' scores after

using Quizizz, with positive responses to game-based learning [20]. While many studies have discussed Quizizz and grammar, they focus on general grammar topics or vocabulary, and rarely take the topic of teaching modal verbs in English grammar learning at the senior high school level. In fact, in the practice of learning English, modal verbs are an essential part related to communication skills, such as expressing possibility, permission, obligation, and suggestion, but underexplored, particularly in this context. Based on the results of pre-observation in one of the high schools in Sidoarjo, it was found that students often have difficulties understanding the meaning and context of the use of modal verbs. This result was obtained from the teacher interview during the pre-observation. The school has implemented Quizizz as a tool to support the learning process.

Based on these gaps and observation results, this study aims to discover the perspectives and experiences of students who learn English grammar through educational games. Few studies have examined how students perception the use of game-based learning tools specifically for learning modal verbs, despite the fact that these verbs are essential for communicating meaning. Most studies have examined game-based learning in the context of vocabulary and general grammar instruction. The novelty of this research lies in developing a more individualized game-based method, where students' perception are used to understand the elements of engaging and challenging grammar learning through games, particularly in modal verbs. Therefore, this research looks at students' perception and the usefulness of games as teaching aids, essential for developing learning strategies that better suit their needs and preferences.

This research is focus on answering the following specific question. What are the perceptions of senior high school students toward learning modal verbs through Quizizz as a game-based learning platform?

2. II. Method

The perceptions of students learning English grammar through educational games were assessed in this study using a descriptive quantitative methodology. In addition to analyzing trends in the data gathered, this design attempts to characterize students' perceptions, motivation, and learning results quantitatively. Descriptive quantitative research is particularly effective in identifying relationships, trends, and distributions in a given population, making it suitable for evaluating students' motivation, learning outcomes, and overall engagement in a structured manner [21]. One of Sidoarjo's high schools served as the study's population; 51 students from Grade XI-4 and XI-8 were chosen to participate, with data collected from two different classes to ensure a comprehensive analysis of their perceptions. All 51 students participated in the study, and the research employed a saturated sampling technique to ensure comprehensive data collection and representation of students' perceptions. With the help of the English teacher, who suggested two classes based on the students' active engagement in learning English and the variety of their academic backgrounds, which allowed for a range of viewpoints on the use of Quizizz in grammar learning, participants were chosen through purposive sampling.

Table 1. Students from grade XI-4

NO.	Gender	Class
1	Female	XI-4
2	Male	XI-4
3	Male	XI-4
4	Female	XI-4
5	Male	XI-4
6	Female	XI-4
7	Male	XI-4
...
26	Female	XI-4

Table 2. Students from grade XI-8

NO.	Gender	Class
1	Male	XI-8
2	Male	XI-8
3	Male	XI-8
4	Female	XI-8
5	Female	XI-8
6	Female	XI-8
7	Male	XI-8
...
25	Male	XI-8

The data collection instrument for this consisted of thirteen closed-ended questions with a **Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree)**. **In order to measure the** five key indicators: motivation (1 item), anxiety (3 items), self-confidence (3 items), ease of understanding grammar (4 items), and enjoyment (2 items) of the learning process. The closed-ended questions were adapted from previous research focused on game-based learning by Gee [2], engagement by Maming [19], and perception by Syed [22]. While most of the items are directly informed by these references, some are modified to precisely fill the context of learning grammar with Quizizz. The questionnaire was subjected to an expert evaluation process to ensure its content authenticity. The 13 items were reviewed by a lecturer in English grammar. The review involved the clarity of each statement, adherence to the five indicators, and overall appropriateness in measuring the students' perceptions of learning modal verbs through Quizizz. Based on the feedback of the validator, minor linguistic adjustments were made, and the final instrument was deemed valid for data collection. The initial version was composed of 16 closed-ended questions trying to measure five major indicators. These questions were selected and modified from available literature for use within the context of learning grammar using Quizizz. Three items were eliminated from the instrument following a comprehensive study. Two of the items that were eliminated were from the Self-Confidence and Ease of Understanding Grammar indicators, which included feedback-related questions. These were eliminated because, in terms of feedback for grammatical comprehension, the statements were too general and vague. Originally included in the Enjoyment indicator, the third item was eliminated because it created redundancy by duplicate items in the Motivation indicator. 13 items

were kept for the final questionnaire during the validation process to make sure they were relevant, intelligible, and in line with the study's goal.

The frequency distribution, mean, and standard deviation of each questionnaire category are displayed after the data is analyzed using descriptive statistics. All respondents who directly filled the requirements received the questionnaire. The purpose of this questionnaire is to collect data on various indicators of students' perception of educational games, such as motivation, anxiety, self-confidence, ease of understanding grammar, and enjoyment of the learning process. Specific questions addressed matters such as how well the game explained grammar rules and how well the game encouraged. This analysis was used to determine the pattern of students' perceptions and experiences studying grammar through educational games.

The results are presented as bar charts illustrating the percentage distribution of student responses for each indicator. This visual representation highlights how students perceive learning modal verbs through learning games in relation to crucial factors like motivation, anxiety, self-confidence, knowledge of grammar, and enjoyment. Percentages were used to make trends easier to interpret and comparisons simpler across categories. Data were analyzed descriptively by calculating the frequency and percentage of response per Likert-scale item. This allowed the researcher to interpret students' overall inclination in each indicator.

1. Results

This section presents the result of the survey conducted with respondents. Each response was analyzed based on five key indicators: motivation, anxiety, self-confidence, ease of understanding grammar, and enjoyment. The students' answer to each question are illustrated using percentage-based bar charts, which show the distribution of responses.

The mean value of all the indicators was also calculated to reflect the overall trend of students' opinions. The Ease of Understanding Grammar indicator had the highest mean value of 3.86 (SD = 0.76), indicating that most of the students were helped in the grasp of modal verbs through Quizizz. Anxiety and Self-Confidence indicators had mean values of 3.00 (SD = 0.35) and 2.98 (SD = 0.11), as reflecting a range of responses. Meanwhile, the Enjoyment indicator was given an average score of 2.00 (SD = 1.00), while Motivation had the lowest score of 1.00 with no variation (SD = 0.00) since it was composed of a single item. Adding the standard deviations provides a clearer representation of response consistency, wherein it is observed where stronger agreement occurred and where stronger variation occurred. These results give a general image of how learners perceive learning grammar, particularly modal verbs, by means of Quizizz.

Ease of Understanding Grammar

Figure 1. Students response on Ease of Understanding Grammar

Data from the 'Ease of Understanding Grammar' indicator as illustrated in Figure 1 shows that most students found Quizizz helpful in understanding modal verbs. For the first statement, "The game in Quizizz helps me understand faster than other learning media," 26% agreed, 1% strongly agreed, 13% were neutral, 5% disagreed, and 1% of students strongly disagreed. In the second statement, "I feel easier to remember the rules of modal verbs that have been learned after using Quizizz," 26% agreed, 3% of students strongly agreed, 13% were neutral responses, 6% disagreed, and 3% strongly disagreed. In the third statement, "Quizizz helps me understand the topic of modal verbs (such, can, must, should) in different contexts," 24% agreed, 2% strongly agreed, and 21% neutral responses; only 3% disagreed, and none strongly disagreed. Lastly, for the statement "I feel I understand modal verbs better after using Quizizz," 24% agreed, 3% strongly agreed, 20% provided neutral responses, and 3% disagreed, with none strongly disagreeing. These results suggest that, although some students indicated that Quizizz helped improve knowledge of and memory for modal verbs. In general, feedback indicates that Quizizz is seen as a practical learning tool for English grammar as a foreign language.

Anxiety

Figure 2. Students response on Anxiety

Data from the 'Anxiety' indicator as illustrated in Figure 2 suggest that they generally feel more relaxed when learning grammar with Quizizz. For the first statement, "Playing Quizizz makes me less nervous when facing modal verbs question," 19% agreed, and 4% of students strongly agreed. Meanwhile, 23% remained neutral, 5% disagreed, and none strongly disagreed. For the second statement, "Quizizz helps me minimize the fear of making mistakes when answering modal verbs question," 25% agreed, and 4% strongly agreed. In comparison, 15% chose a neutral response, 4% disagreed, and 3% of students strongly disagreed. Lastly, regarding the statement, "I feel more relaxed learning grammar using Quizizz than other learning media," 26% agreed, and 8% strongly agreed. While 14% were neutral, 3% disagreed, and none strongly disagreed response. The disagreement and neutral response levels show that not all the students experienced a drastic in anxiety. However, overall results show that a significant proportion of the students were more comfortable and less anxious while learning grammar, especially modal verbs, through Quizizz. This serves as evidence for the argument that gamified learning resources can make a learning environment more engaging and comfortable.

Self-Confidence

Figure 3. Students response on Self-Confidence

Data from the 'Self-Confidence' indicate as illustrated in Figure 3 that Quizizz had a positive influence on students' confidence in learning grammar. For the first statement, "Quizizz encouraged me to actively participate during the modal verbs learning session," 23% agreed, and 5% of students strongly agreed. 19% selected neutral responses, 3% disagreed, and only 1% strongly disagreed. For the second statement 'Quizizz made me confident in using the modal verbs I learned in writing English,' 22% are agreed, and 6% strongly agreed. 19% chose neutral, 3% are disagreed and only 1% strongly disagreed. Lastly, for the statement 'Quizizz increased my confidence in understanding modal verbs,' 20% agreed, 4% strongly agreed. 22% were neutral, the lowest rate was 4% disagreed and 1% who strongly disagreed. The results indicate that Quizizz has encouraged students' to have confidence in knowing and using modal verbs and engaging participation in class. Although the neutral response rate high, overall feedback was positive, reflecting the utilization of interactive learning materials to verify students' confidence.

Enjoyment

Figure 4. Students response on Enjoyment

Data from the 'Enjoyment' indicator as illustrated in Figure 4 shows a positive student perception of utilizing Quizizz in learning modal verbs. In the first statement, "I feel that the use of Quizizz makes learning modal verbs a more positive experience," 26% of students agreed, and 8% strongly agreed. While 15% of the responses were neutral, 1% disagreed, and 1% strongly disagreed. In the second statement, "Quizizz makes learning modal verbs more fun and interesting," 30% agreed, and 12% strongly agreed. 7% chose neutral, 1% disagreed, and 1% strongly disagreed. The results suggest that the majority of students not only enjoyed but were also interactive in the sense that it made the classroom more active and enjoyable.

Motivation

Figure 5. Students response on Motivation

The data from the 'Motivation' indicator as illustrated in Figure 5 show that a vast majority of the students were motivated to learn modal verbs because of the interactive and exciting nature of Quizizz. For the statement "I feel motivated to learn modal verbs because the game format in Quizizz is interesting and exciting," 20% agreed and 9% strongly agreed. Whereas 19% for neutral, which could potentially imply that although the format was enjoyable, it did not drastically affect motivation for all of the students. 1% disagreed, while 2% strongly disagreed. The results show that Quizizz gamified learning environment plays a key role in sparking students interest in grammar, especially modal verbs. Overall, the answer show that Quizizz successfully motivates students by making the learning process more interactive and enjoyable.

According to the results of the questionnaire, students perceived learning modal verbs through Quizizz as predominantly positive. The responses reflected a clear direction towards affirmation on all five aspects: enjoyment, self-confidence, motivation, reduced stress, and comprehension of grammar. Quizizz did encourage a greater interest and involvement in grammar education, as seen by the students' largely "agree" or "strongly agree" responses to most of the questions, especially those pertaining to motivation and enjoyment. As seen by their high self-confidence and grammatical comprehension ratings, the students who used the game-based method felt more confident and knowledgeable about the material. However, based on their responses on the anxiety scale, most students said they were less nervous and more comfortable with not being correct.

2. DISCUSSION

According to the results, students generally had a positive opinion of using Quizizz to learn modal verbs. This implies that the game-based approach effectively made learning fun and interesting. This study examined students' perceptions of studying English grammar, specifically modal verbs, utilizing Quizizz as a learning tool. The presentation focuses on five key indicators: ease of understanding grammar, anxiety, self-confidence, enjoyment, and motivation. The first indicator was grammar ease of understanding, and the results showed that most students thought Quizizz helped them understand and remember how to use modal verbs. This is consistent with Gee's [2], assertion that learning through interactive activities fosters a deeper understanding. Moreover, the interactive and situational nature of Quizizz questions further simplifies abstract grammar rules. These findings are consistent with Pham et al, that have confirmed the enhancement of grammar clarity in learning through computer games, thanks to their instant feedback and engaging content [4]. Regarding anxiety, the students found themselves in a more comfortable position when using Quizizz. They reported that the secure setting and instant feedback reduced their anxiety concerning mistakes. This supports the constructivist learning theory [1], which refers to low-stress, feedback-rich settings as crucial to learning achievement. The findings also align with those of Adipat [5], who reported less learner anxiety in game-based formats.

On self-confidence, the research revealed that students were more confident in knowing and applying modal verbs. This is also supplemented by a higher willingness to participate and practice. This is corroborated by self-determination theory by Syed, with autonomy and competence-both of which are intrinsic to Quizizz's design-being the cornerstone of confidence building [22]. The discovery aligns with Saleh [6], who found that learning games foster greater confidence among language learners. On the enjoyment aspect, learners unequivocally liked Quizizz and found it fun. The points, timers, and competitive gamified elements provided a supportive and effective learning environment. Enjoyment as a motivational driver is very applicable in language learning, particularly for grammar topics that have traditionally been perceived as dull [16]. Similarly, Putri et al found that fun in learning can be an antecedent to greater retention and a higher willingness to engage [9].

Finally, the motivation indicator indicated that students were more motivated to learn modal verbs on Quizizz than with traditional methods. This result supports the result of Amalia [3], which found that game-based learning increased motivation because learning became more enjoyable rather than mandatory. The interactive elements, rewards, and self-tracking of progress are all central to Quizizz, which increases student motivation. More broadly, the results suggest that incorporating Quizizz into the teaching of grammar will most likely enhance understanding, decrease anxiety, increase confidence, and enhance enjoyment and motivation. The results confirm the research question and suggest that well-designed learning games can have the potential to make potentially challenging language topics exciting and effective learning spaces.

3. Conclusion

This study concludes that Quizizz has a positive influence on students' grammar learning, particularly in understanding modal verbs. Based on the feedback of 51 Grade XI students, the research identified improvements across five indicators: ease of understanding grammar, anxiety, self-confidence, enjoyment, and motivation. The majority of the students felt more comfortable understanding modal verbs because of context-rich questions and immediate feedback. The game mode helped reduce anxiety and allowed them to practice without fear of making mistakes, in addition to improving their confidence in applying grammar rules through visible progress and reward systems. Quizizz's interactive and competitive features made learning grammar more enjoyable and interesting and enhanced students' motivation to learn.

Practically, these findings offer several contributions. Through immediate feedback, Quizizz can be used by teachers as a powerful supplemental tool that promotes student participation and strengthens grammar learning. This study highlights the value of contextualized content, adaptive pacing, and motivational elements like gamified rewards and progress tracking for instructional designers. Quizizz offers students a low-stakes setting that promotes self-assurance, fun, and a heightened interest in grammar instruction. Future research may explore the applicability of Quizizz to other grammatical topics. Additionally, it may be achieved through longitudinal studies or mixed-method approaches.

4. Acknowledgement

Heartfelt gratitude to the Grade XI-4 and XI-8 students, the English teacher, and SMA Muhammadiyah 2 Sidoarjo's entire academic community for their

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Appendix 1. Items of Questionnaire

No	Indikator	Butir Pertanyaan	Response
		SS S N TS STS	
1.	Ease of Understanding Grammar	Saya merasa lebih memahami modal verbs setelah menggunakan Quizizz.	
2.	Ease of Understanding Grammar	Quizizz membantu saya memahami topik modal verbs (seperti can, must, should) dalam konteks yang berbeda.	
3.	Ease of Understanding Grammar	Saya merasa lebih mudah mengingat aturan modal verbs yang telah dipelajari setelah menggunakan Quizizz.	
4.	Ease of Understanding Grammar	Permainan di Quizizz membantu saya memahami modal verbs lebih cepat dibandingkan media pembelajaran lainnya.	
5.	Anxiety	Saya merasa lebih santai belajar grammar dengan menggunakan Quizizz dibandingkan media pembelajaran lainnya.	
6.	Anxiety	Quizizz membantu saya mengurangi rasa takut membuat kesalahan saat menjawab soal modal verbs.	
7.	Anxiety	Bermain Quizizz membuat saya tidak gugup ketika menghadapi soal modal verbs.	
8.	Self-Confidence	Quizizz meningkatkan rasa percaya diri saya dalam memahami modal verbs.	
9.	Self-Confidence	Quizizz membuat saya percaya diri menggunakan modal verbs yang saya pelajari dalam menulis bahasa Inggris.	
10.	Self-Confidence	Quizizz mendorong saya untuk berpartisipasi aktif selama sesi belajar modal verbs.	
11.	Enjoyment	Quizizz membuat pembelajaran modal verbs menjadi lebih menyenangkan dan menarik.	
12.	Enjoyment	Saya merasa bahwa penggunaan Quizizz membuat pembelajaran modal verbs menjadi pengalaman yang lebih positif.	
13.	Motivation	Saya merasa termotivasi untuk belajar modal verbs karena format permainan di Quizizz menarik dan seru.	

Appendix 2. Research letter from school

Appendix 3. Documentation

Figure 1. Explaining some of indicators

Figure 2. Distributed questionnaires

Figure 3. Students fill out Quizizz

Appendix 4. Table students grade XI- 4 and XI - 8

NO.	Initial	Gender	Class
1	A.A	Female	XI-8
2	A.A.H	Female	XI-4
3	A.F.E	Female	XI-8
4	A.K.A	Female	XI-8
5	A.M	Male	XI-4
6	A.N	Female	XI-8
7	A.R	Male	XI-4
8	A.S.K	Male	XI-8
9	A.S.P	Female	XI-4
10	A.Z	Female	XI-4
11	A.Z.T	Male	XI-8
12	C.F	Male	XI-8
13	C.K.R	Male	XI-4
14	C.S	Male	XI-8
15	D.A	Female	XI-8
16	D.A.M	Female	XI-4
17	E.S.H	Male	XI-8
18	F.A	Male	XI-4
19	F.A.M	Female	XI-8
20	F.K	Male	XI-8
21	F.N.M	Male	XI-4
22	G.A.F	Male	XI-4
23	H.A.S	Female	XI-8
24	J.A.A	Female	XI-4
25	J.F.T	Female	XI-8
26	J.R	Male	XI-8
27	K.S.P	Female	XI-8
28	M.A	Male	XI-4
29	M.B.K	Male	XI-4
30	M.D.A	Male	XI-8
31	M.F	Male	XI-8
32	M.F.C	Female	XI-4
33	M.N.C	Male	XI-4
34	M.P	Male	XI-4
35	M.P.W	Female	XI-4
36	M.R	Male	XI-8
37	N.A.R	Male	XI-8
38	N.E	Female	XI-4
39	N.F	Male	XI-8
40	N.K	Male	XI-8
41	N.R	Female	XI-4
42	N.S	Male	XI-4
43	R.R.P	Male	XI-4
44	S.F	Male	XI-8
45	S.V	Female	XI-8
46	S.Z.M	Female	XI-4
47	T.A.F	Female	XI-4
48	Z.F.A	Female	XI-8
49	Z.H	Male	XI-8
50	Z.P.D	Female	XI-4
51	Z.Z.N	Female	XI-4