

## **Students' Perception of Quizizz on Reading Comprehension at One Vocational High School in Jombang**

**Zharifah Arihhana Hadi Putri**

Universitas Negeri Surabaya  
zharifaharihhana72@gmail.com

### **Abstrak**

Saat ini, teknologi sudah menyatu dengan aktivitas kebanyakan orang. Salah satu contoh pemanfaatan teknologi dalam pendidikan adalah media pembelajaran yang dapat membantu tenaga pendidik untuk mencapai pemahaman yang lebih baik selama proses belajar-mengajar dengan lebih efisien dan efektif. Salah satu media pembelajaran yang digunakan dalam proses pembelajaran bahasa Inggris adalah Quizizz. Peneliti ingin mengetahui ide dan pengalaman siswa selama menggunakan Quizizz dalam pemahaman bacaan. Penelitian ini merupakan penelitian kualitatif, dengan peserta sepuluh siswa kelas X di salah satu SMK di Jombang. Dalam penelitian ini, peneliti menggunakan wawancara semi terstruktur. Hasil penelitian ini mengungkapkan bahwa sebagian besar siswa sudah terbiasa dengan Quizizz untuk diterapkan dalam pemahaman bacaan. Mereka percaya bahwa Quizizz adalah media pembelajaran yang lebih baik untuk digunakan daripada media tradisional dan ingin terus menggunakannya dalam setiap pelajaran bahasa Inggris. Quizizz memiliki banyak manfaat, seperti mudah digunakan, membantu mengingat materi untuk belajar lebih baik, dan membuat mereka merasa termotivasi saat melihat papan peringkat. Quizizz juga memiliki kekurangan dalam proses belajar mengajar.

**Kata Kunci:** Quizizz, persepsi murid, pemahaman bacaan.

### **Abstract**

Nowadays, technology is already corporate with most peoples' activities. One example of the use of technology in education is a variety of learning tools that could help a learner achieve a better understanding during the teaching-learning process in the class more efficiently and effectively. One of the learning media tools used in the English learning process is Quizizz. The researcher wants to know students' ideas and experiences using Quizizz in reading comprehension. This study is qualitative research, with ten students from 10th grade at one vocational high school in Jombang as participants. In this study, the researcher used semi-structured interviews. This study's results reveal that most students are already familiar with Quizizz to implement in reading comprehension. They believe that Quizizz is a better learning media to use than traditional media and want to use it in every English lesson. Quizizz has many benefits, such as being easy to use, helping recall material for learning better, and making them feel motivated when they see the ranking leaderboard. Quizizz has drawbacks in the teaching and learning process as well.

**Keywords:** Quizizz; students' perception; reading comprehension.

### **INTRODUCTION**

English is essential in this era. There are a lot of future environments and job prospects that require understanding English well. Thus, in the early stage of students' education is already provided English is one of the usual subjects, even in vocational schools (Maisara, 2022). Maisara also stated of four language abilities, reading is one skill students should understand effectively. Handayani et al. (2018) mentioned that reading is an active and complex process that involves understanding a written text, developing and interpreting meaning, and using meaning as appropriate to the type of text, purpose, and situation.

English has become more necessary for vocational students since that more than 70% of vocational graduates

are looking for a job instead of continuing their university studies (Safira and Azzahra, 2022). However, Horwitz, M.B, & Cope, J. (1986) affirmed that many students choose vocational high schools because vocational have lower English standards outcomes than public ones. Moreover, most of them came from underprivileged families and were unconcerned with their English achievements in junior high school. So, the students are uninterested in learning English. Furthermore, they have a variety of anxieties in learning English. This is in line with Horwitz (1986) who stated that other anxiety EFL students got while learning English, included concerns about practicing speaking and feeling horrified about the English assessment. These factors could make students low

achievement in English subjects and make them easily bored and impassive while learning English.

As stated by Yusuf & Enesi (2011), reading is a crucial student skill. Students need to read the text to function efficiently and successfully. From reading, students learn anything about what they should know. Meanwhile, Handayani et al. (2018) mentioned that reading is an active and complex process that involves understanding a written text, developing and interpreting meaning, and using meaning as appropriate to the type of text, purpose, and situation. Reading comprehension is essential for students as readers because the goal of reading is comprehension. Through comprehension, readers not only read the words but also should add their experiences and background knowledge since a good reader needs to think before, during, and after reading. In addition, Klingner et al. (2007) state that reading comprehension is constructing meaning by coordinating several complex processes, including word reading, word and world knowledge, and fluency. It means that the more readers read a text, the more they comprehend and understand it, and the reader automatically responds to it. The reader will get information, pleasure knowledge.

Nowadays, technology is already incorporated into education to make everything effective and entertaining. The use of technology in education is a variety of learning tools that could help a learner achieve a better understanding during the teaching-learning process. Sartini (2020) said that students in the digital era are more confident in using technology, especially in English subjects. Since it significantly impacts education as the technology is used in comparable levels of academic contexts, it becomes normal for students nowadays could use various media tools while learning wherever they want.

One of the learning media tools used in the English learning process is Quizizz. According to Zhao (2019), Quizizz is a game-based education software incorporating several player activities into the studies and fostering in-class interactive practice and excitement. Through this learning media, the learner could join in an attractive learning process on any device, such as their phone or laptop. Quizizz is an e-learning media that can be used in the English e-learning classroom. Quizizz is a fun e-learning platform that uses game-based learning to increase student involvement and motivation. Gamification refers to using game-based regulation and game-like thinking to boost students' motivation and activity. Quizizz is a pedagogical media application that modifies the gamification concept. According to Zhao (2019), Quizizz is a game-based education software incorporating several player activities into the studies and fostering in-class interactive practice and excitement.

Quizizz displays student responses quickly on each student's screen; it allows them to take the quiz at their leisure and amend their answers after the game. Quizizz also offers game-based learning, which students may compete with during the session. As a result, Quizizz can assist students in achieving quiz recognition, learning efforts, learning motivation, activity involvement, and academic accomplishment.

In accordance with Chaiyo and Nokham (2017), the benefit of utilizing Quizizz is that the student cannot cheat owing to the random questions it delivers. As a result, they will concentrate more on the quiz. Lestari (2019) observed that when students use Quizizz, they are more focused and aware of the test. Additionally, the pupils understand the proper answer to each question they have answered. They can find out the pupils' rankings at the end of the session.

Quizizz offers multiplayer games, making classroom tasks like answering questions more dynamic and enjoyable. Quizizz, just as Zhao (2019) mentioned, is a game-like educational application. It differs from other instructional software, including memes, themes, avatars, and amusing music. According to Basuki & Hidayati (2019), Quizizz is an engaging game for doing fast evaluations in the classroom. Quizizz is an online platform for creating interactive quiz games that may use as an evaluation tool in the classroom.

The issue with Quizizz is that students' levels may drop as the duration of time influences the results produced. The higher the results got, the faster the quiz was completed. The use of Quizizz is reliant on an internet connection. Another issue is that students will need help to attend the Quizizz session if their internet connection could be better. As a result, according to Salsabila (2020), the application of Quizizz's multi-tasking function is a disadvantage since students can open other media to retrieve answers from the present quiz. In this situation, the teacher asked that pupils assess the time spent on each quiz question. According to Madha et al. (2022), the player's attention on answering the following question is disrupted because the Quizizz leaderboard ranking has shown many participants claimed that their position was lowered unfairly due to the displayed leaderboards. Chandra (2021) also added which the participant felt under pressure to respond to the question appropriately. The time restriction in the Quizizz program was an excellent issue for several participants because most needed more time to answer every question accurately.

Students have an important role in learning, this thing because students can become subjects and objects in deep research education standard improvement. Students' perceptions form when students are in the right environment, both in the school and community. The

student's perception results from student observations of receiving information about an object.

Perception is where most learning processes start. It is crucial to comprehend how the students view the teacher's in-class inquiries. These opinions impact students' propensity to actively participate in discussions or other teaching and learning events as what Cole (1994) stated.

The researcher selects vocational school students as the subject of this study. In addition, this study organized a research problem on the vocational students' perception while using Quizizz in their reading comprehension since their perception can reveal the fundamental reasons for Quizizz's impact on their willingness to learn English.

Previous research done by Zhao (2019) which examined the opinions of students who used Quizizz in an accounting class. Using Quizizz, this study investigated the impact of frequency on student feedback and instructor teaching ratings. The findings showed that students knew Quizizz's potential to enhance learning. They thought Quizizz was simple and a better evaluation method than paper since it would help pupils feel less anxious during exams. Ju, and Adam (2019) conducted the second research. This study examined how well Quizizz, an educational platform based on games, evaluated learners in an Arabic lesson at Sultan Idris Education University Malaysia. The researchers discovered that every student actively participated in responding to the questions and paid closer attention to the subject. The findings from the research also demonstrated that learners had a favorable opinion of Quizizz as a tool for web instruction and evaluation. According to previous research by Mihailova (2006) that examined how teachers and learners perceived using e-learning as an approach in higher educational institutions, the primary topics of difficulty for digital learning teachers found to be: a lack of duration, a lack of enthusiasm or interest, and a lack of communication.

## METHODS

The researcher used a qualitative method. Pursuant to Hancock, Ockleford, and Windridge (2009), the qualitative method focused on collecting and analyzing data also may contribute to producing new principles and concepts or evaluating implementation structures. Thus, O'Leary (2004) mentioned that the qualitative method explains data using words, visuals, or codes employing thematic exploration. According to Creswell (2018), instruments are employed for assessing or monitor the dynamics or opinions of the subjects of research.

The subjects are ten students in 10th grade in a vocational high school in Jombang, precisely five students in each of two classes who have already given English as one of the subjects at school for at least three years of study.

They are selected based on some reason of participants. These include:

1. The participants should have understood and been familiar with Quizizz.
2. The participants who got English subjects when this research was conducted.

Leavy (2017) states that an interview is a data-generating instrument that features an in-depth interview, a semi-structured interview, oral history, biographic minimalism, and a focus-group format. Thus, the researcher chose a semi-structured interview. Moreover, there are additional questions that asked when necessary. Ary at al. (2010) defines that an interview is to help a researcher to achieve an opinion and trust about a specific situation in their language. The interview contained eight questions and aimed to understand students' perception while using Quizizz in reading comprehension.

**Table 1.**  
*Interview Guideline*

No.	Question	Category
1.	What do you know about Quizizz?	Vocational high school students' perception about Quizizz in reading comprehension
2.	Is Quizizz better at learning media than traditional media? - If yes, why? - If not, why is traditional media better than Quizizz?	
3.	Does your teacher explain the procedure of using Quizizz well while in class? You can mention if there is a problem as well.	The benefit on using Quizizz in reading comprehension
4.	What do you know about the benefit on using Quizizz in reading comprehension?	
5.	Is there any drawback to using Quizizz in reading comprehension?	
6.	What is your reaction whenever you see the ranking leaderboard during and after the quiz?	Vocational high school students' perception about Quizizz in reading comprehension
7.	Is your reading comprehension improving while using Quizizz?	
8.	What do you think if you use Quizizz in every English lesson?	comprehension

The researcher collected data in the form of interview transcripts with ten students of 10th grade as the data source. The interview transcripts contained students' thoughts and ideas. Ary et al. (2010) define that an interview helps a researcher to achieve an opinion and trust about a specific situation in their language. The interview contained eight questions and aimed to understand students' perceptions while using Quizizz in reading comprehension. Then, the data analyzed using three qualitative methodologies outlined by Helaludin and Wijaya (2019) were applied to examine the data in this study. They are data reduction, data display, and conclusion.

## RESULTS AND DISCUSSION

Based on the students' responses regarding the perception of Quizizz in reading comprehension. The researcher concludes that:

### 1. Vocational students' perception of Quizizz in reading comprehension

#### a. A fun website to play

Most students believe that Quizizz is a fun website used in teaching-learning. It can be shown from this response:

*"It is a fun, challenging quiz game with limited time to answer the questions, Miss." (AF12)*

#### b. A better learning media than traditional media

The second perception that students revealed is that Quizizz is better than traditional media because Quizizz only needs a gadget to click the answers. It is proven by the student's statement below:

*"Quizizz is better for learning media than books. Miss. Somehow it made me relax by not staring at any paper or books while in the lesson section." (MJ31)*

### 2. The benefits of using Quizizz in reading comprehension.

The researcher found that Quizizz had numerous benefits for students. They are:

#### a. Accessible and easy to use

Quizizz is easy to use whenever and wherever they want. They do not have to wait for their teacher to play Quizizz. It is followed by the statement of the participant:

*"Quizizz is a simple website that most students would be quick learning to use. It's really fun, like playing games, and easy to use everywhere and anytime." (MJ31)*

#### b. Helps recall material for learning better

The second benefit of Quizizz is that it helps students to recall the learning material better. It can be shown from this response:

*"Quizizz makes me relax a bit when I face a difficult question. Since I played it quite a lot somehow, I could remember the same pattern of the questions." (AM34)*

#### c. Make students feel motivated

The feature of a ranking leaderboard makes students feel proud whenever they see their rank in a high place and motivated to maintain their good ranks. It is shown below:

*"I feel proud of myself if I can maintain my good ranking and always get motivated to practice more. So, I can avoid my ranking getting falls-out." (LM20)*

### 3. The drawbacks of using Quizizz in reading comprehension.

Students who use Quizizz must face some drawbacks, and the researcher found some drawbacks that students have experienced. They are:

#### a. Time limits while playing Quizizz

Most students feel that is the time-limits feature while playing Quizizz and it makes them nervous. It can be proven by the following:

*"Many students would get annoyed with time limits. It will make them panic easily and could not focus properly on answering the rest of the questions." (LM20)*

#### b. Need Internet quota and connection

Some still need to provide internet quota regularly and make them ask for their friends' hotspots. Some also suddenly experience their Quizizz lag and blank, so they need to restart the Quizizz. It will be explained below:

*"My connection sometimes made me end the quiz suddenly. So, I need to refresh my website, enter the code, and play the quiz from the start." (AC14)*

#### c. Leaderboard ranking made students feel insecure

Some students still feel insecure and have low self-esteem after seeing their low ranks and comparing them to their friends who got high rankings. It is shown below:

*"Sometimes, I feel insecure about seeing my other friends with a higher ranking than me, and sometimes I get motivated to practice more and then hit a higher grade. It's mixed feelings to me, Miss." (MJ31)*

Most of the respondents gave a positive perception while using Quizizz. One of the results mentioned that Quizizz is a fun website used in teaching-learning. This supports the statement from Allbie & Brahmana (2022) that students' perceptions of Quizizz as a digital game-based media are fun and helps students avoid getting bored in learning English. Students also want to use Quizizz more in their English lessons which is supported by the statement by Zhao (2019) that students' satisfaction with an educational application may increase when they use it more because of familiarity. All those results showed that the student's experience in learning interpreted their perception of what they gained during the learning

process. All those results showed that the student's experience in learning interpreted their perception of what they gained during the learning process.

Many students state that they get a lot of motivation to maintain a good rank in the leaderboard when they can see their rank while playing Quizizz. Licorish et al. (2018) discovered that the Quizizz education tool increases student motivation and learning engagement. The results above synchronized with Zuhriyah and Pratolo (2020) who proposed the most recent prior study which aimed to investigate learners' opinions on using Quizizz as an assessment tool for English classes. The study results then revealed that Quizizz offered an enthusiastic response to its use as an evaluation tool for enhancing learners' reading abilities. Because students had to read and answer questions throughout the quiz, all students believed that Quizizz was able to boost and grow their reading skills.

However, Quizizz has several drawbacks that students face while using Quizizz in reading comprehension. Students need to become more familiar with the time limits feature since it made them nervous, and they could have done better while answering Quizizz questions. This is supported by the previous study by Chandra (2021) which the participant felt under pressure to respond to the question appropriately. The time restriction in the Quizizz program was an excellent issue for several participants because most needed more time to answer every question accurately. A few students stated that they did not provide internet quota regularly and had experienced bad connection while playing Quizizz in class. In addition, some students still feel insecure seeing the leaderboard because of their low rank. It is proven by the statement of Madha et al. (2022) that the player's attention on answering the following question is disrupted because the ranking has shown many participants claimed that their position was lowered unfairly due to the displayed leaderboards. The respondent feels that displaying a lower ranking will cause the individual to be bullied by other players in the group.

## CONCLUSION

There are three significant benefits of Quizizz in the teaching and learning process: it is accessible anywhere, helps them recall material for learning better by themselves because they do not have to wait for their teacher to play Quizizz in the class, and enhances students' enthusiasm to study when they see their results in real-time with Quizizz leaderboard ranking.

Moreover, students stated several drawbacks while they were using Quizizz. Most students are still unfamiliar with time limits because it makes them panic easily and decide to answer the quiz randomly. Some students still need to provide internet quota regularly, they experience

lag while playing Quizizz, and leaderboard ranking made some students feel insecure instead of motivated to do better after seeing their low ranks and then comparing them to their friends who got high rankings. Based on the results of the data and conclusion, the research has some suggestions for English teachers, Students, and future researchers.

First, English teachers should accompany students more so they will only use gadgets at a certain time while in class, except with Quizizz. Teachers should complement and support students after seeing the leaderboard ranking. So, the students will feel more motivated no matter the rankings that they get. Teachers could implement Quizizz more as homework, so the students would use Quizizz more and get familiar with the time-limit feature.

Second, Students should continue to be involved in their reading study. Students must pay attention to the teacher to use Quizizz correctly. To resolve this issue of time limits and seeing leaderboard rankings, they should use Quizizz with the appropriate amount in the process of learning, be active, and freely express their fresh perspectives by establishing the reading content so that the learning process might be effective.

Third, the researcher suggests that future research to step ahead. Quizizz as a learning media may help enhance several elements of teaching English reading comprehension. They might utilize this study as a model for another researcher in the same field.

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