

## **Fostering Reading Comprehension: Exploring EFL-Students' Perception Using Quizizz and Its Relation to Their Proficiency**

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### **Article History**

Received: 2025-02-01

Reviewed: 2025-02-12

Accepted: 2025-04-30

Published: 2025-04-30

### **Highlights**

EFL-students have positive perception using Quizizz. The result of the study shows that interactive features, motivation enhancement, and immediate feedback from using Quizizz increase the student engagement in the class. Even more, this study reveals that there is significant correlation between EFL-students' perception using Quizizz and their reading proficiency.

**ABSTRACT:** This study explores EFL students' perceptions of using Quizizz as an assessment tool in Basic Reading class and examines its correlation with their reading proficiency. A survey was conducted among 25 students using a closed-ended questionnaire, and their reading proficiency was assessed using final test scores. The findings reveal that students generally have a positive perception of Quizizz, particularly in terms of its interactive features, motivation enhancement, and immediate feedback. Correlation analysis indicates a significant relationship between students' perceptions and their reading proficiency, suggesting that higher engagement with Quizizz is associated with better reading outcomes. However, some technical difficulties and accessibility challenges were noted, emphasizing the need for additional training and support. The study concludes that integrating Quizizz in reading instruction enhances student engagement and proficiency, though further research is needed to explore long-term effects and broader implementation strategies.

**Keywords:** EFL-students, Quizizz, Reading Comprehension, Reading Proficiency, Gamification.

## **Introduction**

The growth of technology in the modern era is so rapid that it is unable to be avoided or interfered with in every human life (Nisa, 2022). This also has an impact on the education system in Indonesia, which was previously only conventionally practiced, turning to blended learning. The Indonesian government has changed the way of learning continuously from time to time with the same goal of educating the nation. As we know, about 5 years ago, the world experienced a disruptive disease called Coronavirus. This has led to significant changes in our education system, starting from that year until 2025. To sum up, this shift has a significant impact on how to learn, how to comprehend and how to master the material by the students (Suharni et al., 2021).

Technology is vital. In this modern era, there are many new technologies that can be used by lecturers to deliver learning materials. Lecturers can use Quizizz. Quizizz is a creative

application provider that's also known as the worldwide most entertaining teaching platform. Currently, more than 70 million learners and teachers globally utilize this application (Chaiyo & Nokham, 2017; Utami et al., 2022). Quizizz is an interactive quiz application that may be used for interactive games learning and assessment (Kurniawati et al., 2024). Quizizz is outstanding and has features beyond the other online learning media. This illustrates the significance of technology for making it simpler for humans to access, work, and conduct activities that lead to improve productivity and practicality (Khalsum, 2024; Rahayu et al., 2023). By using this application, it will enhance students' interest in reading because students can get multiple benefits.

The benefits of technology development have changed the shape of education in Indonesia (Rabani et al., 2023). Some lecturers have been monitoring these changes in order to keep up with the instructional activities that would be implemented. The purpose is to carry out educational activities successfully and effectively. A concrete example is the way lecturers teach, the way students learn and the continuously updated learning media (Darling-Hammond et al., 2024). By using Quizizz, lecturers are not only expected to use this platform as a learning media, but also as an evaluation tool (Purwati, 2022). On the student's side, they can improve their pronunciation, understanding of words, intonation, and reading fluency through different approaches.

Viewed from the preliminary study in Basic Reading class, most of the students are happy to use Quizizz as the assessment tools. The lecturers permit the students to use Quizizz during the presentation (in 12 meetings), in the mid, and final test. After the presentation has done, the presenter gives the exercise to assess students' reading comprehension via Quizizz. The score earned from Quizizz in every presentation is sent to the lecturers as the basic foundation to evaluate the student's reading comprehension about the material being discussed in the class. It seems that Quizizz proper to use in teaching and learning of reading class because it can attract the students' interest and motivation (Annisa & Susanti, 2024). Quizizz also can be as the comprehensive learning and assessment approach, so it can improve student's reading comprehension while playing this mobile application (Pahamzah et al., 2020). To know more deeply about the level of students' reading comprehension, the Quizizz was also utilized in the mid- and final- test. This demonstrates the importance of Quizizz as the assessment tool in reading class (Chotimah & Cahyani, 2021; Jannah et al., 2020).

Some researchers have found that there are many problems faced by the students in reading, those are lack of motivation, lack of vocabulary, lack of confidence, and lack of the skills to interpret the information through reading (Asmara et al., 2022; Hamzah, 2023; Priyanti et al., 2019). To solve those problems, (Dzikrullah & Syafi'i, 2021; Pradnyadewi & Kristiani, 2021) states that Quizizz is the application that can help students to check their comprehension and progress in reading. To differ this present study with the previous researches, the novelty of this study is to investigate the relationship between EFL-student's perception using Quizizz and their reading proficiency was conducted through correlational approach. This study focuses on the relationship between both variables, which have not been examined before.

Due to the existing problems found above, the researcher would like to conduct a study about fostering reading comprehension: exploring EFL-students' perception and its relation to their proficiency. What can be addressed here are:

- (1) How is the EFL-student's perception using Quizizz as an assessment tool?
- (2) Does the EFL-students' perceptions using Quizizz affect students' reading proficiency?

## **Method**

### **Design**

This study aimed to explore how the EFL-students' perception using Quizizz and to analyze how the correlation to their reading proficiency is. To achieve a comprehensive understanding about the EFL-students' perception using Quizizz, survey research was employed. A survey is a quantitative research approach that collects past or present data related to people's opinions, characteristics, beliefs, and behaviors concerning variable relationships (Ponto, 2015). Then, to get a deep understanding about significant correlation to their reading proficiency, a correlation method was used. By using this method, the degree of the relation can be measured.

### **Subject**

The subjects of this research were selected through purposive random sampling. Purposive sampling is a method of identifying and selecting examples that will efficiently employ limited research resources (Campbell et al., 2020). The subject is 25 students of English Education Department, FKIP, Universitas Islam Kadiri who have done the following Basic Reading class and already used Quizizz in one semester.

### **Instruments**

The 20 items of questionnaire and document final test score were used as the main instruments. The questionnaire was used to gain the data related with EFL-students' perception using Quizizz as the assessment tool. The document of the final test score was used to gain the data related with the students' reading comprehension in Basic Reading class. The closed-ended questionnaire adopted from (Nisa, 2022), (Prasongko, 2021) and (Zhao, 2019). The instrument used a Likert's scale format.

### **Validity and Reliability**

Here there are 2 types of validity used. (1) The research instrument's construct validity was assessed by two experts from FKIP UNISKA Kediri's English Education Study Program. (2) Empirical validity (also known as statistical or predictive validity) refers to how well test scores correlate (correlate) with behavior measured in other situations (Taherdoost, 2018). Validity of the questionnaire: the questionnaire items were considered valid if the Pearson correlation coefficient (r-output) exceeded the critical value of the r-table.

### **Reliability**

Reliability was defined as the degree of consistency and error-free measurements. This study only looked at the dependability of the questionnaire. A questionnaire is considered reliable when its coefficient is 0.70 or above. The reliability score is 0.72 (Nisa, 2022).

### **Data Collecting Technique**

Researchers gained the data through two main instruments, namely questionnaire and document final score. The questionnaire has already undergone a reliability trial with some previous researchers. Thus, the questionnaire was pre-validated; it was not retested. It is the same as the data from the document.

### **Data Analysis Technique**

To gain the data related to the EFL students' perception using Quizizz, a distributing questionnaire was utilized. The questionnaire was performed in Google Form. The data from Google Form was described to know the EFL-students' perception using Quizizz. After collecting data, the writer employed descriptive statistical analysis to create a general description of the research. The descriptive analysis method analyzes data without drawing inferences or making generalizations about it. The collected data was evaluated using: 1) Classify the scores and frequencies of students' responses based on the categories on the Likert scale. 2) Use percentage findings to analyze students' perceptions on utilizing the Quizizz platform for learning English in the Basic Reading Class. (3) Coded the data according to categories such as Feature and Display, Motivation, Easiness, English Language and Evaluation, and Satisfaction (Nisa, 2022).

Then, another data was obtained from the document final score. Final score was obtained from the average score of main tasks (30%), another thing such as presence, activeness, ethics, etc. (20%), midterm (25%), and final exams (25%). As a simple note, before researchers did the inferential statistic, the data from Google Form was converted into numbers. To fulfill the prerequisite test analysis, the normality and linearity test was performed. The normality test used Saphiro-Wilk since the sample is less than 50. The data is considered normal if the p-value exceeds 0.05. While the linearity test used Test for Linearity using SPSS 25. The data was linear if the Deviation from Linearity is greater than sig. score 0.05. To know the correlation between EFL-students' perception using Quizizz and their reading proficiency, Pearson Product Moment was used. If the sig. score is less than 0.05, the data could be categorized as significant correlation.

### **Findings and Discussion**

#### **Findings**

The next set of research questions convey a framework for presenting the study's findings: (1) How is the EFL-student's perception using Quizizz as an assessment tool? (2) Do the higher EFL-students' perception in using Quizizz, the better their reading proficiency?

### Close-Ended Questionnaire Result

The first objective of this study was to know the EFL-students' perception using Quizizz as an assessment tool. The data were the description from a survey using Google Classroom. In the questionnaire, the 25 students gave their perception regarding this issue. The table below was the recapitulation to all perceptions toward the 20 items of the questionnaire.

Table 1  
*Recapitulation of Close-Ended Questionnaire*

No	Statement	SA	A	N	D	SD
1.	Quizizz is interesting.	4% (1)	36% (9)	48% (12)	12% (3)	0% (0)
2.	Quizizz has an interesting display.	16% (4)	64% (16)	16% (4)	4% (1)	0% (0)
3.	Quizizz has many challenging features.	4% (1)	56% (14)	40% (10)	0% (0)	0% (0)
4.	I enjoy doing learning and evaluations using Quizizz.	12% (3)	36% (9)	48% (12)	4% (1)	0% (0)
5.	Quizizz feels like a game.	44% (11)	48% (12)	8% (2)	0% (0)	0% (0)
6.	Quizizz doesn't make me tense in doing the test.	0% (0)	36% (9)	48% (12)	12% (3)	4% (1)
7.	I can't cheat on a test using Quizizz.	4% (1)	64% (14)	32% (8)	0% (0)	0% (0)
8.	Quizizz creates a competitive atmosphere in the evaluation session (Quiz).	12% (3)	44% (11)	44% (11)	0% (0)	0% (0)
9.	Quizizz is better than traditional tests.	12% (3)	40% (10)	44% (11)	0% (0)	4% (1)
10.	Using Quizizz is easy.	8% (2)	48% (12)	40% (10)	4% (1)	0% (0)
11.	Using Quizizz was effective in increasing my involvement in learning English in the Basic Reading class.	4% (1)	52% (13)	44% (11)	0% (0)	0% (0)
12.	Using Quizizz for practice sessions or class evaluations stimulated my interest in learning English for Basic Reading Class.	4% (1)	56% (14)	40% (10)	0% (0)	0% (0)
13.	Using Quizizz for practice sessions or classroom evaluations helps me review topics in reading lessons.	12% (3)	52% (13)	32% (8)	4% (1)	0% (0)
14.	Using Quizizz helps me concentrate in Basic Reading class on answering English questions.	0% (0)	48% (12)	44% (11)	8% (2)	0% (0)
15.	Doing exercises in Basic Reading class using Quizizz is more helpful in learning than doing exercises in class using paper.	12% (3)	52% (13)	36% (9)	0% (0)	0% (0)
16.	Doing exercises in Basic Reading class using Quizizz helps me deepen my learning of English.	8% (2)	68% (17)	20% (5)	4% (1)	0% (0)
17.	I would like to use Quizizz more in the future.	8% (2)	60% (15)	32% (8)	0% (0)	0% (0)
18.	Using Quizizz is effective in improving my Grammar skills or Vocabulary in Basic Reading class.	4% (1)	48% (12)	44% (11)	4% (1)	0% (0)
19.	I recommend Quizizz to learn English for Basic Reading Class.	4% (1)	72% (18)	20% (5)	4% (1)	0% (0)
20.	The rating function (Leaderboard) in Quizizz encourages me to learn English.	16% (4)	44% (11)	36% (9)	0% (0)	4% (1)

The categorization of the EFL-students' perception using Quizizz in Basic Reading Class based on five aspects serves as follows:

Table 2

*Recapitulation of Categorization*

Category	Numbers	%		
		Strongly Agree and Agree	Neutral	Disagree and Strongly Disagree
Feature and Display	1, 2, 3, and 20	30%	35%	3%
Motivation	4, 5, 6 and 12	30%	36%	3%
Easiness	7, 9, and 10	29%	39%	1%
English language and evaluation	8, 11, 13, 14, 15, 16, and 18	30%	37%	2%
Satisfaction	17 and 19	33%	33%	1%

### Converted Questionnaire and Document Final Score

The next was the recapitulation of the final score from 25 EFL-students who have followed the Basic Reading Class in one semester and converted the questionnaire score. Here, the final score was chosen based on the average score from main tasks, another thing, midterm, and final exams score. The EFL-student's perception using Quizizz score was obtained from the total converted score from the questionnaire.

Table 3

*Recapitulation of All Score*

No	Students Code	EFL-student's perception using Quizizz	Final exam score
1.	NJ	77	78
2.	ANR	69	80
3.	MA	47	70
4.	YR	71	86
5.	ANL	73	75
6.	NSRA	82	75
7.	UNN	74	90
8.	TD	66	70
9.	FRR	75	86
10.	ERS	78	82
11.	MAR	85	82
12.	IDW	82	78
13.	IMR	67	70
14.	CAR	69	86
15.	PMAC	81	81
16.	ASBS	80	78
17.	MPA	77	78
18.	HNM	66	86
19.	MD	82	85
20.	HAN	60	70
21.	GGA	88	85
22.	SSD	72	76
23.	TBKD	69	76
24.	DNF	70	86
25.	HMI	73	86

### Validity Instrument

Before continuing the analysis, the item of instrument was tested using SPSS to know the validity score. The following is the calculation.

Table 4  
*Validity Test*

Item	Validity Score	Sig.
1.	.558	.004
2.	.685	.000
3.	.646	.000
4.	.482	.015
5.	.465	.019
6.	.805	.000
7.	.584	.002
8.	.564	.003
9.	.766	.000
10.	.542	.005
11.	.606	.001
12.	.738	.000
13.	.721	.000
14.	.598	.002
15.	.561	.004
16.	.703	.000
17.	.607	.001
18.	.535	.006
19.	.759	.000
20.	.741	.000

Based on the calculation of validity test, all items were considered valid because all the items are less than p-value 0.05. Thus, it means that the instrument validity has been fulfilled. Then, the next analysis was a normality test. The normality test was performed using Shapiro-Wilk because the sample is less than 50, and the results are presented in Table 5.

Table 5  
*Normality Test*

Variable	Statistics	p-value	Notes
EFL-Student's Perception Using Quizizz	.940	.150	Normal
Reading Proficiency	.918	.047	Normal

The normality test is presented in Table 5. The p-values for the EFL-students' perception using Quizizz is 0.150 and for reading proficiency is 0.047. If the p-values are greater than a preset significance level (often set at 0.05), the data is considered normally distributed. From table 5, it can be seen that both the p-values are greater than 0.05. It means that the data is normally distributed.

The next was the calculation of the linearity test. The linearity test was performed using Compare Means analysis through SPSS 25. The results of the linearity test are presented in Table 6.

Table 6  
Linearity Test

Variable	Deviation from Linearity		
	F	Sig.	Note
Reading Proficiency*EFL-Student's Perception Using Quizizz	.633	.788	Linear

The linearity test is presented in Table 6, the sig. score obtained from this calculation is 0.788. This score is greater than preset value 0.05. It means that the data is linear. Because this prerequisite analysis test has been fulfilled, the next formula is correlation to each variable to know the degree of the relationship.

Table 7  
*Correlation Analysis*

Variable	N	r <sub>0</sub>	Sig.
EFL-students' perception using Quizizz – Reading Proficiency	25	.425	.034

From the correlation analysis, it can be seen that the score  $r_0$  is 0.425 and the sig. score is 0.034. The r score is greater than 0.01 but less than 0.05. It means that the correlation score is significant at one-tailed. Thus, it can be concluded that there is significant correlation between EFL-students' perception using Quizizz and their Reading Proficiency. The better their perception using Quizizz in the Basic Reading Class, the better their reading proficiency.

## Discussion

The findings of this study indicate that EFL students generally perceive Quizizz as an engaging and effective assessment tool in the Basic Reading class. The results align with previous studies that suggest gamification-based learning platforms enhance student motivation and participation (Nisa, 2022; Zhao, 2019). Quizizz, with its interactive features and competitive elements, appears to foster a more engaging learning environment, reducing students' anxiety and increasing their interest in reading activities.

### Students' Perception of Using Quizizz in Basic Reading Class as Assessment Tool

The survey results reveal that a significant portion of students find Quizizz to be interesting and useful in their learning reading process (Asmara et al., 2022). It meant that the students have a positive perception about the use of Quizizz in reading class. This supports the gamification theory proposed by (Krath et al., 2021), which posits that incorporating game-like elements into educational settings can increase intrinsic motivation. More recent studies, such as those by (Kurniawati et al., 2024; Roshdan et al., 2021) reinforce this view, emphasizing that Quizizz is an interesting app for increasing the students' reading comprehension.

However, while most students view Quizizz positively, some challenges were noted, particularly in terms of lack of vocabulary, lack of self-confidence, and lack of skills to interpret the meaning of reading in text (Ali & Asari, 2024; Hamzah, 2023). Solving those problems, Quizizz offers interactive features to attract the student's interest and motivation (Pradnyadewi & Kristiani, 2021; Putri, 2023). Although there are some difficulties in learning reading materials, by using Quizizz it can help the students monitor their progress of reading comprehension.

### The Relationship Between Perception and Reading Proficiency

The correlation analysis in this study demonstrates a significant relationship between students' perceptions of Quizizz and their reading proficiency. This finding aligns with previous research



indicating that positive attitudes toward technology-enhanced learning correlate with improved academic performance (Abdullah et al., 2020). More recent research by (Wang & Tahir, 2020) highlights that interactive digital assessments enhance student retention and comprehension, supporting the idea that positive engagement with technology improves language proficiency. The self-efficacy theory (Bandura, 1997) also supports this outcome, as students who believe in the effectiveness of a learning tool are more likely to engage deeply with the learning process, resulting in better outcomes.

Furthermore, Quizizz appears to enhance reading comprehension by providing repeated exposure to reading materials in an interactive format. According to (Nation, 2013), repeated reading exposure is crucial for vocabulary acquisition and comprehension development. Recent studies, such as those by (Chih-Ming Chen & Lo, 2016; Gomes & Hirata, 2024), further support this claim, demonstrating that digital learning tools significantly impact students' reading fluency and text comprehension. Quizizz facilitates this by incorporating multiple quiz attempts, encouraging students to engage with texts more frequently, which may contribute to their improved reading proficiency.

## Conclusion

This study concludes that EFL students generally have a positive perception of using Quizizz as an assessment tool in Basic Reading class. The gamification features, immediate feedback, and interactive nature of Quizizz contribute to increased student motivation and engagement. Moreover, the study found a significant correlation between students' positive perception of Quizizz and their reading proficiency, suggesting that integrating game-based assessment tools can enhance learning outcomes. However, some challenges related to digital literacy and accessibility were identified, indicating the need for additional support for students less familiar with the platform.

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