

Students' Perceptions in using Quizizz Application in Reading Comprehension for Grade 8th Junior High School

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ARTICLE INFO	ABSTRACT
<p>Keywords: Students' perception, Quizizz, Reading Comprehension</p> <p>DOI: http://dx.doi.org/xxx</p> <p>Received: Dec 16, 2023</p> <p>Reviewed: Dec 17, 2023</p> <p>Accepted: Dec 2, 2024</p>	<p>This study aims to determine the students' perceptions based on students' in using Quizizz Application in reading comprehension at SMPN 23 Tanjung Jabung Timur, Jambi province. The researcher used quantitative research with descriptive method and employed questionnaire to collect the data. The subjects of this research are 58 students at SMPN 23 Tanjung Jabung Timur. The findings showed that most students have positive perceptions toward Quizizz as an assessment tool. They agreed that Quizizz made them have new experiences in reading comprehension in the English class because the get new information, this Quizizz has complete and flexible features is easy to use, makes students understand the reading comprehension material better. The problems met by students in using Quizizz such as students are disturbed by notifications from other applications when doing exercises through Quizizz, afraid of being constrained by an unstable network, time limits for working on questions that are displayed and according to students' perceptions, not all reading comprehension matches using Quizizz.</p>

1. Introduction

Many industries have been significantly impacted by the Covid-19 pandemic, but mainly the education industry. The issue affects all colleges and universities worldwide. However, Covid-19 can also be a great chance to enhance the digitalization of education. Teachers are starting to utilize the simplicity of supporting ICT (Information and Communication Technology) applications and gadgets in their teaching. Utilizing ICT has as its goal overcoming the educational obstacles, particularly those brought on by the existing Covid19 (Carolan et al., 2020; Fuller et al., 2020; Madrazo, 2020; Nguyen et al., 2020).

ICT is a crucial component of the teaching and learning process in the field of education (Anshori, 2019). ICT will continue to be employed in education even after this epidemic is over, especially for e-learning and blended learning (Mali & Lim, 2021). ICT gadgets will be used more and more in the educational setting, so Indonesian teachers and students will need to quickly adjust to this situation.

The primary purpose of ICT is to provide information in the form of data, video, audio, and other formats (Onwuagboke et al., 2015). In educational field, teachers may create learning material using these existing technologies. According to llam and Elyas (2016) technology has positive effects on education, including active learning in the classroom, collaborative learning, creative learning, and evaluative learning. This is also helped by the expansion of information and communication technology (ICT), which offers several advantages for the development of

pupils' language abilities, especially in reading. Using ICT tools increases students' interest in reading because students choose to utilize these tools owing to the numerous benefits ICT technologies provide (Lekawael, 2017).

Related to the benefits of using technology in teaching and learning, the researcher investigates one of application that can be used for students in mastering English language skills. Reading is as receptive skill where the students learn to read and understand the context of reading. There are several ways conducted by students to have proper pronunciation, know the words and its meaning, accuracy in intonation, and fluency in reading. One of technology can be used in English learning is Quizizz application. Quizizz is one of the ICT applications used as a learning medium to improve students' reading skills.

According to Basuki and Hidayat (2019), Quizizz Application is one of the many excellent learning medium for quiz games in the classroom that enables teachers to track students' reading skill growth. Quizizz is a game-based educational program, according to Fadhilawati (2021), which incorporates multiplayer activities into the classroom and makes classroom practice dynamic and enjoyable. Quizizz pushes students to study in order to increase their accountability for what they are learning. This application's learning method can encourage students to engage in discussion, ask questions, offer guidance, voice opinions, and deliver knowledge. Therefore, the researcher needs to find out how Quizizz application assists students in mastering reading comprehension.

In using Quizizz, students can learn material by themselves through the Quizizz application and share it with friends and teachers. Students are allegedly urged to work together with peers to complete the assignments. Besides, Quizizz and Google Classroom are both interconnected. Whether the students are utilizing that learning management system, they will already be verified with their school emails and can quickly send out the teacher's quizzes to the students. The following are some characteristics of Google classroom integration: integrated reports for Google classroom of course, Quizizz is enjoyable.

Related to the use of Quizizz in reading comprehension for grade 8th students of junior high school, there are several aspects needed to understand, likewise, understanding of the materials. Understanding is referred to as a mental process that aims to take the students' cognitive framework and integrate the meaning from the written, audio, or visual source. One of the main mental processes is comprehension, and the instruments for it are reflected in silent reading, listening, and observing. When it comes to reading, it means that a good reader develops thought processes of the subject and makes assumptions about the content before using what they read to confirm, prove or disprove, or change those expectations. In addition to their general knowledge and cultural background, good readers are also able to recognize letters, words, and other linguistic features.

According to Grellet in Priyanti (2019), there are two primary reasons to read: reading for enjoyment as well as for information. However, each of these classifications is extremely broad and could be further broken down. Reading for pleasure, for instance, might entail reading witty posts on social media or a novel, or anything in between. Reading for information could also be broken down into related but distinct areas, like reading quickly to find relevant information, evaluating information, and integrating information from a variety of sources.

Kirmizi and Komec (2016) assert that reading comprehension is essential not only for text comprehension but also for broader learning, academic success, and employment success. This indicates that reading comprehension is a challenging endeavor that necessitates the coordination of numerous distinct cognitive abilities and skills. English teachers should have strategies for teaching students to read in order to understand reading comprehension.

Based on the description above, there are several problems meet by students of grade 8th of Junior High School deal with reading text. The first problem of student to comprehend

the text is lack of vocabulary. As study conducted by Rizal (2020) revealed that students have problem in reading when they are unfamiliar with the specific language structure and textual elements. It causes their language processing skills to fail. The second problem is low of reading habits. It can be occurred when the students do not have adequate vocabulary related to the text. The third problem is their background knowledge. Most of schools have English subject is in grade 7th of Junior High School. Therefore, they do not have English background previously. They still have lack of English even in grade 8 at present time. Other problem meet by students in English subject is the methodology of teaching English still monotonous. It can make students feel bored in learning English, especially in reading comprehension.

One of the schools that have been applying Quizizz is SMP 23 Tanjung Jabung Timur. Based on the researcher observation in SMP 23 Tanjung Jabung Timur, one of English teachers has applied Quizizz in teaching an learning English. One of classes that has been applying the Quizizz as assessment tool is eighth grade students. Teacher used assessment tool by online system through Quizizz, which showing the displaying Quizizz on LCD projector. Many teachers has already used quizizz as an assessment tool. The problem that arises is that some students use mobile phones while learning so the learning process carried out by teachers is less effective. Teachers still have difficulty maximizing the use of technology in the form of Quizizz applications in the classroom. The use applications that are still new makes teachers still overwhelmed controlling students following the learning process using a Smartphone. In addition, teachers also keep students focused on the lesson.

The utilization of the Quizizz application as a web-based evaluation apparatus in a few perusing cognizance classes at Middle School led to various understudy impression of the utilization of the application. Knowing understudies' view of the utilization of the Quizizz application means quite a bit to note to figure out which evaluation instrument is reasonable for use by instructors on a continuous premise. On the off chance that understudies are not intrigued or feel exhausted with the evaluation apparatuses utilized, understudies won't be propelled to excel on the test questions. So by knowing understudies' insights that come from the consequences of their perceptions and encounters of an article, it will prompt a perception where the insight can be positive or negative contingent upon the perceptions of every person. So in view of the foundation portrayed over, the scientist is keen on concentrating on how understudies see the utilization of the Quizizz application as an evaluation apparatus in the English class

2. Literature Review

2.1 Perception

Perception is opportunity in getting and deciphering the data passed on to show the comprehension of the data got. As indicated by Ngonidzashe (2013) perception is the course of intentionally grasping tactile data. An individual will handle the data he gets and make a rundown in grasping that data. It naturally happens either through sight, hearing, smell, etc. Allam and Elyas (2016) contend that perception is an outer component that spotlights on an individual's point of view, convictions, understanding, and reactions to new data. It implies that perception is a cycle by which an individual can direct and screen tangible impressions fully intent on establishing a Modeing for the general climate. Then, at that point, Walgito (2013) said that perception is an interaction that is gone before by the detecting system, which is the method involved with getting an improvement by the person through the faculties or likewise called the tactile cycle. Insight is an encounter, an occasion which is then gone on by retaining data and deciphering the perception.

From certain meanings of insight above, it very well may be presumed that perception is the method involved with deciphering the data that an individual gets from what the person

feels through the faculties and afterward closes in light of the conditions encompassing the climate.

2.2 Perception Type

Perception is partitioned into two sorts, the first is positive insight and the second is negative insight (Alfi, 2020);

1. Positive Perception

Positive perceptions come from individual fulfillment with specific articles that are the wellspring of the reaction, individual information and individual encounters of the apparent item. A positive perception is a compatible (not problematic) reaction to something we assess.

2. Negative Perception

Negative perceptions come from individual disappointment with specific articles that are the wellspring of the reaction, individual information and individual encounters of the apparent item. As indicated by Van Pategern et al, negative insights will more often than not center around their own longings, attempting to acquire and demonstrate their self-esteem. In accordance with Van Patergen Irwanto (2002) proposes that negative perceptions are negative decisions that include people to pass judgment on something around them. For this situation, assuming an individual has a negative perception; they will dismiss and deny each work that is noticed.

2.3 Perception Aspect

According to Rokeach & Hamka Walam (Walgito,2013) there are three types of perceptual aspects, as follows:

1. Cognitive Aspect

Cognitive aspects are aspects related to the components of information, assumptions, perspectives or getting past information and experience, as well as all that is acquired from the considerations of individual perceptual entertainers.

2. Affective Aspect

This part of perception is a viewpoint that concerns the parts of sentiments and close to home conditions of people towards specific articles and all that concerns the appraisal of positive or negative in light of one's personal elements. Which individual sentiments are affected by the requirements of every individual itself. So as such, objects that can address an individual's issues will be evaluated emphatically while objects that really block will be surveyed adversely.

3. Conation Aspect

This viewpoint connects with the rationale and motivation behind the rise of a way of behaving that happens around which is appeared in the way of behaving of people in regular day to day existence as per their impression of a specific item or circumstance.

3. Research Methodology

3.1 Type of the Research

This research design used descriptive research with quantitative approach. According to Creswell (2013), quantitative approach was a research approach that explained the phenomena by collecting numerical data analyzed by using mathematically based methods. According to Gay (1987), descriptive research consists in collecting data or answer the question concerning the current status of the subject of the study, and descriptive research is helpful to investigate a variety of educational problems.

Based on this view, descriptive research is used in this research since the researcher wants to determine the students' perception in using Quizizz application in reading comprehension. Then, the researcher investigates whether this application assist students in comprehend the reading, the reason for choosing this application to help students in comprehend the reading, and the problems meet by students in using it.

3.2 Participants

The populations in this study were students of class 8A and class 8B at SMP 23 Tanjung Jabung Timur, where the two classes had used the Quizizz application as an assessment tool in the EFL class. The following table shows the total population in this study

3.3 Instruments

This study uses the type of questionnaire used was a closed questionnaire. Where, the research questionnaire consists of thirty closed questions that focus on students' perceptions of the use of the Quizizz application. The researcher adapted from the Utami (2022) to make the questioners. The measurement scale used in this instrument is the Likert Scale. Likert scale is a form of measurement scale used to measure attitudes, opinions, and perceptions of a person or human institution about social phenomena. The following is the grid of the instruments in this research

3.4 Data Analysis Procedures

This examination utilizes a quantitative methodology; the information investigation process utilizes measurements. There are two sorts of measurements utilized during the time spent information examination in research, specifically elucidating insights and inferential insights. Distinct insights is a sort of information investigation procedure that dissects information by portraying the information that has been gathered for what it's worth without the point of reaching general determinations or speculations. If the scientist has any desire to reach determinations in the populace, the logical method utilized is inferential measurements.

In unmistakable factual methods, the information can be introduced through tables, diagrams, pie outlines, pictograms, computation of mode, middle, mean (estimation of focal propensity), computation of deciles, percentiles, computation of the appropriation of information through computation of the normal. also, standard deviation, rate estimation (Sugiyono, 2022).

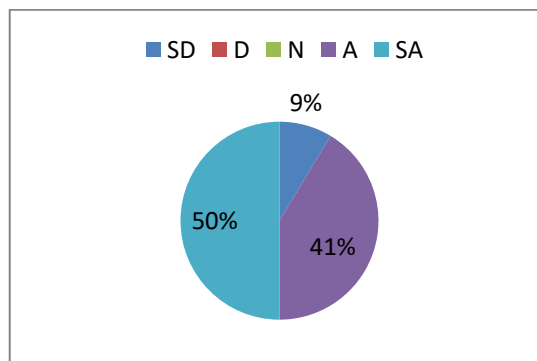
Specialists utilize illustrative measurable examination methods since scientists will just make inferences on the example not to sum up the aftereffects of the review/reach determinations to the populace. So the information that has been tracked down in light of the consequences of conveying polls utilizing a Likert scale estimation scale, then, at that point, searching for the rate utilizing a basic measurable recipe, this rate is handled by recurrence or got score partitioned by greatest score and multiplied by 100%, as adjusted from Subana, et.al (2014)

4. Findings

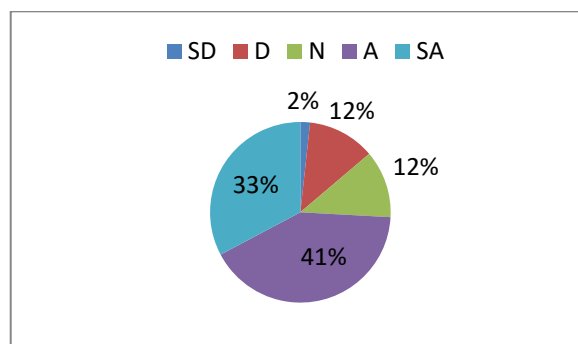
The following are the results of research on the students' perceptions based on students' conation aspects in using Quizizz Application in reading comprehension at SMPN 23 Tanjung Jabung Timur

1. Students' Cognitive

The following charts show the results of the student perception questionnaire based on cognitive aspects.



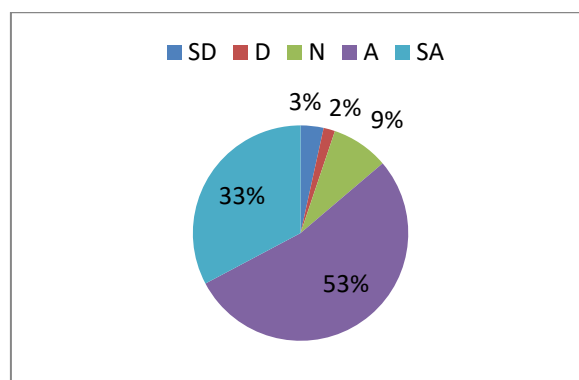
Graph 4.1 shows that students have a positive attitude towards Quizizz because 91% of students agree with the positive statement that Doing questions on the Quizizz application can improve my speed reading ability in class.



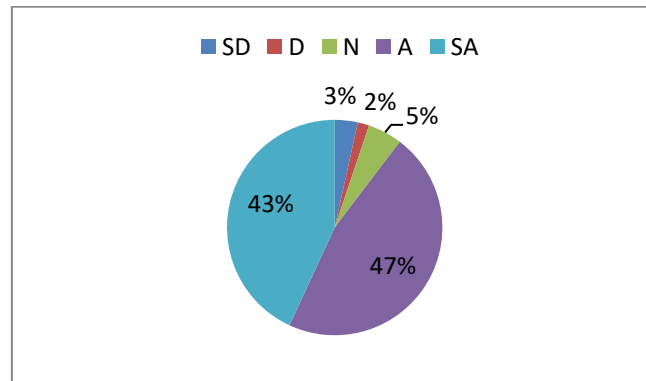
Graph 4.2 shows that students have a positive attitude towards Quizizz because 74% of students agree with the positive statement that I can understand reading comprehension material better through Quizizz

2. Affective Aspects

The following chart shows the results of the student perception questionnaire based on affective aspect.



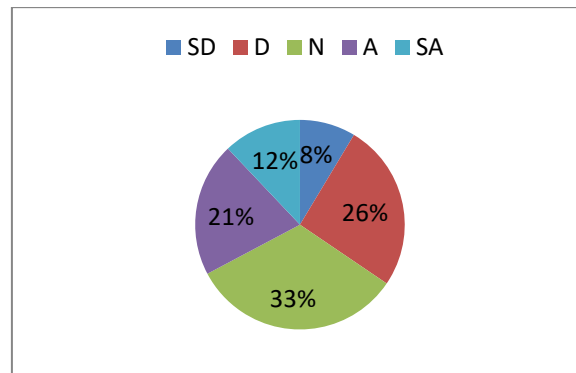
Graph 4.9 shows that students have a positive attitude towards Quizizz because 86% of students agree with the positive statement that The learning atmosphere becomes better and improves after using the Quizizz application



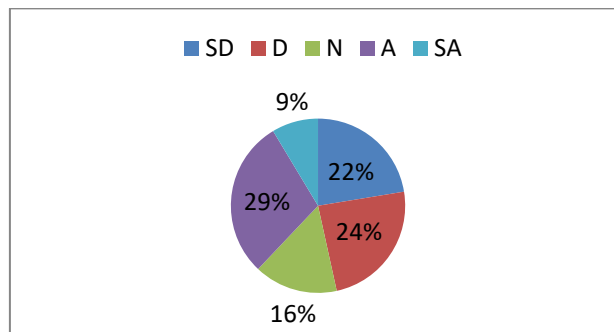
Graph 4.10 shows that students have a positive attitude towards Quizizz because 89% of students agree with the positive statement that I get a lot of information by using the Quizizz application

3. Conation Aspects

The following charts show the results of the student perception questionnaire based on conation aspect



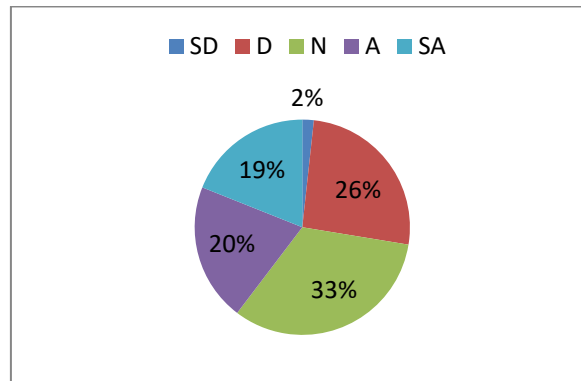
Graph 4.19 shows that students have a positive attitude towards Quizizz because 32% of students agree with the positive statement that Not all English subjects are suitable for using the Quizizz application as an assessment tool



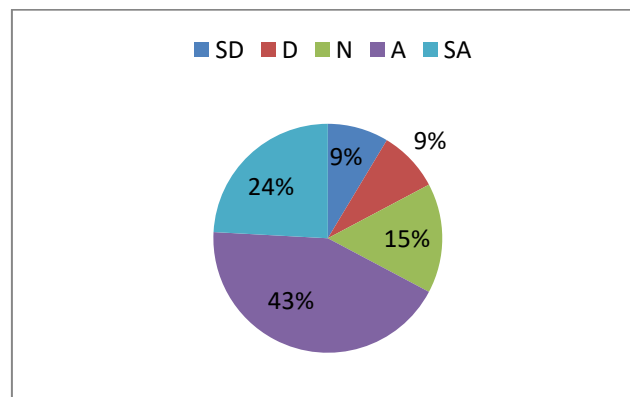
Graph 4.20 shows that students have a positive attitude towards Quizizz because 37% of students agree with the positive statement that Quizizz is only suitable for use in schools with adequate * ICT facilities

4. Students' Problems

The following charts show the results of the student perception questionnaire based on students' problems



Graph 4.29 shows that students have a positive attitude towards Quizizz because 39% of students agree with the positive statement that I want to use Quizizz more in the future



Graph 4.30 shows that students have a positive attitude towards Quizizz because 67% of students agree with the positive statement that The background sound on Quizizz makes me feel disturbed when working on questions

5. Discussion

1. Student's Cognitive

First, the researcher found that the students' perceptions based on students' cognitive aspects in using Quizizz Application in reading comprehension at SMPN 23 Tanjung Jabung Timur, from ten questions that students were strongly agree (86%) in aspect cognitive, because the students feel the Quizizz application can improve their reading skills. The students get new information from the Quizizz application and it added their knowledge, this is in line with the research by Amalia (2020) which showed that students strongly agreed that they were familiar with Quizizz. The results of this study are caused cognitive aspects,

namely students' knowledge of an object whose cognitive one is influenced by one's experience of an object in knowledge research on Quizizz. The student of SMPN 23 Tanjung Jabung Timur were not new to the Quizizz application during online learning during the pandemic, while in the research of Siregar and Oktavia (2022) found students firmly agree that Quizizz has a beautiful and enjoyable look, that students cannot cheat during tests.

Second, the researcher found students at SMPN 23 Tanjung Jabung Timur felt that the Quizizz is a type of assessment tool that has complete and flexible features. This is in line with the research of Pahamzah, Syafrizal, and Juniardi (2020) where in this study students strongly agreed with the completeness of features in the Quizizz application so that they felt comfortable using Quizizz. So the students of SMPN 23 Tanjung Jabung Timur gave a very positive response by strongly agree to use of the Quizizz application as an assessment tool allows them to gain new experiences in the learning process in the class. This is in line with the research of Siregar & Oktavia (2022) where the Quizizz application so that they felt comfortable using Quizizz. The results of this goal are similar to the results of Priyanti et al. (2019) Quizizz allegedly had an impact on students' reading comprehension because it contains numerous learning creations that unintentionally cause students to learn more.

2. Student's Affective

The students' perceptions based on students' affective aspects in using Quizizz Application in reading comprehension at SMPN 23 Tanjung Jabung Timur, from ten questions that students were neutral (47%) in aspect affective, because students agreed that Quizizz make they unfocused due to notification interruptions from other apps. Besides that, students also agreed that they had problems because the internet network was not stable. In contrast to the previous study researcher Priyanti et al. (2019) that Quizizz's use as a learning tool in the classroom has successfully assisted teachers in raising reading motivation among students and enhancing learning outcomes.

Students' perception toward Quizizz shows agree attitude about statements doing assessments in the Quizizz app can improve my speed reading skills in class and there are many students can understand material better through the Quizizz. This finding is in line with previous findings by Amalia (2020). students firmly agree that Quizizz has a beautiful and enjoyable look, that students cannot cheat during tests, that Quizizz fosters a competitive environment in the classroom, and that Quizizz is superior to traditional offline assessments.

Next, in the sixth statement was the most agreed statement where the majority of students strongly agreed that Quizizz was easy to use. The results of this study are relevant to Zuhriyah and Pratolo' previous research (2020) that students had no difficulty accessing and operating Quizizz even though it was the first time using it and students responded well to the utilization of Quizizz in the classroom.

Then, in the seventh statement the researcher found that students at SMPN 23 Tanjung Jabung Timur were neutral towards the statement Quizizz is only suitable for use during a pandemic. This is different from the research by Zuhriyah and Pratolo (2020). boosted students' self-confidence in the learning process, increased student motivation, and enhanced their reading abilities and that students strongly agree that Quizizz can be used in daily online English exercises not only in pandemic era.

Students agreed that I feel anxious studying in class using the Quizizz application because of the time limit feature that is displayed. In addition, they also agree with the twenty-third statement that I don't like with the existence of the same time limit on each question in the Quizizz application because the level of difficulty of the questions is different. This findings research in contrast previous research by Amalia (2020) showed that student's strongly agree that Quizizz can reduce their anxiety in learning.

The next statement, item number fifteen, shows that student's perceptions shows a neutral attitude about Animation on quizzz media make me not focus on studying in EFL class. In contrast to the previous study researcher Amalia (2020) that students have a strongly agree so they do not feel disturbed by the avatars and memes in Quizizz.

Next, students agree that Quizizz can help them review material that has not been understood. This finding is different from Priyanti et al. (2019) which states that students being neutral towards quizzz statements can help them review material that has not been understood. In addition they also agree that their scores increase while studying through Quizizz.

3. Student's Conation

The students' perceptions based on students' conation aspects in using Quizizz Application in reading comprehension at SMPN 23 Tanjung Jabung Timur, from ten questions that students were agree (61%) The 10th students showed that understudies' positive insights toward Quizizz builds my interest to give close consideration to learning. This finding is in accordance with past discoveries by Priyanti et al. (2019) EFL understudies concur that their comprehension and English abilities increment while doing practices through quizzz.

Understudies concur with 10th explanation I feel utilizing the Quizizz application since it can further develop my perusing cognizance at SMPN 23 Tanjung Jabung Timur. This finding is in accordance with past discoveries by Rahmawati (2021) that Quizizz animates me to think basically in learn English during internet learning. Understudies showed a positive perception by deciding to concur with the students Quizizz application can decrease duping in class. This is like past examination. Siregar and Oktavia (2022) understudies unequivocally concur that understudies can't swindle in doing English activities utilizing Quizizz.

Then, at that point, the understudies gave a positive insight by answering concurring that Quizizz makes a cutthroat environment. The consequences of this objective are like the aftereffects of Amalia's (2021) concentrate on that understudies gave an emphatically concur (SA) reaction to the students Proclamation number 25 of the exploration results shows that EFL understudy's perceptions shows an uplifting perspective about they need to involve Quizizz more later on. This finding is like the discoveries of past scientists Siregar and Oktavia (2022) found that understudies emphatically consented to involve Quizizz later on.

This section explains how to register an account via e-mail and how to log in to Quizizz. Here are some steps that can be understood.

- a. Open the website then type "Quizizz"
- b. If students do not have an account, please click for teacher then click sign up
- c. Fill in the form for account registration. The registration process at Quzziz is very simple by filling in the form provided
- d. Enter the Quizizz application then click log in
- e. Fill in the e-mail and password that you have registered with your Quizizz account

This section explains how to use the quizzes that are available in the Quizizz application.

- a. After entering the application using a teacher account, select "Quiz" to provide practice or select "Lesson" to provide learning material.
- b. In the search column, you can type the quiz topic you want to search for. Because, the Quizizz application has many quizzes that have been completed by other teachers. So it makes it easier for other teachers if they want to use exercises with the Quizizz application.

- c. Choose one of the quizzes. After selecting one of the quizzes, then click live session / start class directly to provide practice or click provide homework for assignments at home.
- d. Fill in the class where the quiz will be given and fill in several other settings. Then click continue.
- e. Provide a link and joining code for students. Teachers can share the link by clicking the "copy link" logo and sharing it in the WhatsApp group. Teachers can also share links and codes directly on Google Classroom by clicking the Google Classroom logo
- f. After all students have joined the live session / started the class, click start.
- g. After the quiz is given and completed by the student, the application will display the student's score results to the teacher.

4. Student's Problems

The problems met by students in using Quizizz Application in reading comprehension at SMPN 23 Tanjung Jabung Timur, the students are disturbed by notifications from other applications when doing exercises through Quizizz, afraid of being constrained by an unstable network, time limits for working on questions that are displayed and according to students' perceptions, not all reading comprehension matches using Quizizz. It means that the students strongly agree if the Quizizz can improve their reading skill and it make them pay close attention to learning. This finding is in line with previous findings by Zuhriyah and Pratolo (2020) students' self-confidence in the learning process, increased student motivation, and enhanced their reading abilities.

The appearance of the Quizizz application is very creative and the music in the application does not disturb students' concentration when answering questions. Quizizz can be used with many devices, such as laptops, tablets, smartphones, and also website browsers. Apart from that, Quizizz as a learning medium can also be used anywhere, anytime, and by anyone. Therefore, the Quizizz application is a very effective learning tool or medium in the world of education.

In the reading quiz, students are asked to read the questions carefully. Generally, all questions can be read well and of course the Quizizz application provides text features for quizzes and presentations. This Quizizz application has many benefits for learning English. It has been proven that the Quizizz application is very helpful in practicing reading skills, namely, using the Quizizz audio feature can improve students' ability to understand the meaning of words, can help improve students' ability to guess words, and can improve students' ability to recognize distinctive sounds. In research, students can improve their abilities in reading level independently. Siregar and Oktavia (2022) found with media features that can include images in quizzes, students can increase the level of vocabulary achievement using memory techniques.

The benefits of the Quizizz application can also be seen for teachers and students. Apart from being easy to access, the Quizizz application can also help teachers see detailed statistics on student scores on each question. Oktavia (2022) found that Quizizz application is also very useful for analyzing grammar skills in students. Other benefits that have an impact on students are attracting students' attention, students can understand questions independently, students actively ask questions about the material and in evaluation, students are careful in answering questions and managing time, and also students are calm when taking quizzes (Zuhriyah and Pratolo (2020). Furthermore, students can improve their understanding of learning material in grammar, besides that, students can also be motivated to study English material by using the Quizizz application (Amalia, 2021). So, the Quizizz application is very useful for students in learning reading comprehension.

6. Conclusion

The findings of the researcher indicated that most students have positive perceptions toward Quizizz as an assessment tool. They agreed that Quizizz made them have new experiences in reading comprehension in the English class. In addition, they also agree that Quizizz has complete and flexible features, is easy to use, makes students understand the reading comprehension material better and can review live answers. Right or wrong, the students do not feel much problems in using Quizizz, because it makes them improve their speed reading and reading comprehension reduces cheating on exams, creates a competitive classroom atmosphere, and students agree to use Quizizz as a tool more if they are future teachers. However, the problems met by students in using Quizizz for example, understudies are upset by notices from different applications while doing practices through Quizizz, scared of being obliged by a shaky organization, time limits for chipping away at questions that are shown and as per understudies' perception, not all perusing appreciation matches utilizing Quizizz.

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