

## STUDENTS' PERCEPTION OF USING QUIZIZZ APPLICATION IN READING CLASS

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**ABSTRACT:** Integrating technology into the classroom is essential for enhancing student engagement and learning outcomes. Quizizz is widely adopted to promote interactive and student-centered instruction. This study investigates students' perceptions and the perceived benefits of using the Quizizz application in reading lessons at SMA Negeri 11 Palembang during the 2024/2025 academic year. A quantitative approach was used, involving 132 tenth-grade students selected through purposive sampling. Data were collected via a closed-ended questionnaire based on five aspects: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude (A), Skill Engagement (SKE), and Interaction Engagement (IE), using a Likert scale. The findings indicate that students generally have positive perceptions of Quizizz. They appreciate its interactive interface, multimedia features, instant feedback, and gamification elements like leaderboards, which enhance motivation and engagement. Students reported that Quizizz made reading activities more enjoyable, accessible, and dynamic, contributing to improved participation and focus. Quantitative data show that 55.74% and 56.90% of students chose "Agree" and "Strongly Agree" on key items, indicating overall positive responses. The study concludes that Quizizz is an effective, user-friendly tool that fosters motivation, confidence, and meaningful interaction, while reducing mental effort in learning. Pedagogically, the results suggest that teachers can integrate Quizizz to create more engaging reading environments, curriculum designers can incorporate game-based learning elements into literacy programs, and schools can use such platforms to foster motivation and comprehension in English reading. These results support the integration of game-based learning applications to improve reading comprehension and classroom experiences.

**Keywords:** *perception, Quizizz application, reading class, game-based learning*

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### Persepsi Siswa terhadap Penggunaan Aplikasi Quizizz dalam Kelas Membaca

**ABSTRAK:** Pada era digital saat ini, integrasi teknologi dalam pembelajaran menjadi hal yang esensial untuk meningkatkan keterlibatan siswa dan hasil belajar. Aplikasi pembelajaran berbasis permainan seperti Quizizz telah banyak digunakan untuk mendukung pembelajaran yang interaktif dan berpusat pada siswa. Penelitian ini bertujuan untuk mengkaji persepsi siswa serta manfaat yang dirasakan dari penggunaan aplikasi Quizizz dalam pembelajaran membaca di SMA Negeri 11 Palembang pada tahun ajaran 2024/2025. Dengan berlandaskan pada kerangka Technological Pedagogical Content Knowledge (TPACK), penelitian ini mengeksplorasi bagaimana pemanfaatan teknologi mendukung pemahaman membaca dalam bahasa Inggris melalui perpaduan antara pengetahuan pedagogik, konten, dan teknologi. Pendekatan kuantitatif digunakan dalam penelitian ini dengan metode survei terhadap 132 siswa kelas X yang dipilih melalui teknik purposive sampling. Data dikumpulkan menggunakan angket tertutup yang mencakup lima aspek: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude (A), Skill Engagement (SKE), dan Interaction Engagement (IE), dengan skala Likert sebagai instrumen penilaian. Hasil penelitian menunjukkan bahwa siswa secara umum memiliki persepsi yang positif

terhadap Quizizz. Siswa mengapresiasi antarmuka yang interaktif, fitur multimedia, umpan balik instan, serta elemen gamifikasi seperti papan peringkat yang meningkatkan motivasi dan keterlibatan. Siswa merasa bahwa penggunaan Quizizz menjadikan kegiatan membaca lebih menyenangkan, mudah diakses, dan dinamis, yang berdampak pada peningkatan partisipasi dan fokus belajar. Data kuantitatif menunjukkan bahwa masing-masing 55,74% dan 56,90% siswa memilih opsi "Setuju" dan "Sangat Setuju" pada butir-butir utama. Penelitian ini menyimpulkan bahwa Quizizz merupakan alat yang efektif dan mudah digunakan untuk meningkatkan motivasi, kepercayaan diri, dan interaksi bermakna dalam pembelajaran, sekaligus mengurangi beban kognitif siswa. Temuan ini mendukung integrasi aplikasi pembelajaran berbasis permainan sebagai strategi untuk meningkatkan pemahaman membaca dan pengalaman belajar di kelas.

**Kata Kunci:** *persepsi, aplikasi Quizizz, kelas membaca, pembelajaran berbasis permainan*

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## INTRODUCTION

In today's rapidly evolving digital era, the integration of technology in education has become essential for enhancing student engagement and improving learning outcomes. However, technology's presence alone does not ensure effective use. Teachers must acquire the ability to integrate digital tools meaningfully into pedagogy. The Technological Pedagogical Content Knowledge (TPACK) framework provides a critical lens for this integration, emphasizing the interplay of technology, pedagogy, and subject matter knowledge (Mishra, 2006). Within English reading instruction, TPACK guides educators in aligning technological affordances with instructional goals, ensuring that tools such as game-based platforms are not only engaging but also pedagogically sound and conducive to comprehension.

Reading is a foundational language skill that underpins students' capacity to access knowledge, think critically, and engage in lifelong learning. Yet, motivation to read in English remains low across many educational contexts. Eriksson (2022) notes that reduced reading motivation harms academic achievement, particularly in comprehension-based subjects. The Programme for International Student Assessment (PISA, 2022) reported that only 25% of Indonesian students attained at least Level 2 proficiency in reading, far below the OECD average of 74%. While Indonesia's ranking has improved, these results underscore persistent challenges in cultivating reading literacy.

In recent years, amid these challenges, technology-mediated approaches—especially game-based learning—have gained prominence for their potential to boost motivation and participation. Quizizz, a widely used platform, integrates features such as instant feedback, multimedia elements, and gamification mechanisms like leaderboards. Prior studies indicate that these features can enhance engagement, foster interaction, and create positive classroom atmospheres (Basuki & Hidayati, 2019; Zhao, 2019; Permana & Santosa, 2020). At the same time, research has cautioned against overreliance on surface-level questioning, the need for stable internet connections, and the competitive stress that leaderboards may impose (Wulandari, 2021; Putri & Santoso, 2022).

Despite its limitations, Quizizz remains a common instructional tool across subjects. Based on the researcher's teaching practicum at SMA Negeri 11 Palembang, Quizizz was frequently used in English reading classes, contributing to more interactive and participatory learning environments. This observation highlights the importance of investigating how students themselves perceive its effectiveness.

Accordingly, this study seeks to explore students' perceptions of Quizizz in reading classes at SMA Negeri 11 Palembang. A qualitative descriptive approach is employed, using questionnaires and semi-structured interviews to capture learners' experiences and attitudes. The findings are expected to provide valuable pedagogical insights, informing teachers about strategies to balance engagement and rigor, guiding curriculum designers in effectively embedding technology into literacy programs, and supporting policymakers in strengthening digital literacy initiatives. Ultimately, this research aims to contribute to the broader discourse on how game-based platforms can support reading motivation and comprehension in Indonesian classrooms.

## METHODOLOGY

### 1. Research Design

The research method in this study was quantitative. According to Creswell (2012), quantitative research focuses on collecting numerical data to analyze variables and draw generalizations from a sample population. The research design used was a descriptive survey, which is suitable for exploring perceptions or attitudes. A cross-sectional survey design was applied, where data were collected at a single point in time from a sample of students. The

main instrument used was a questionnaire, as it is commonly employed in survey research to gather structured data (Lodico et al., 2010).

## 2. Population and Sample

The research population was 132 tenth-grade students of SMA Negeri 11 Palembang in the academic year 2024/2025. The research participants were selected using a purposive sampling technique, meaning that the population participated as the research sample. The researchers used purposive sampling as the selected participants possess the necessary knowledge and experience regarding the implementation of the Quizizz application in reading class.

## 3. Instrumentation

The researchers administered a closed-ended questionnaire as the primary research instrument. The questionnaire consisted of 24 items measuring two aspects of students' perceptions: (1) the perception of the Quizizz application and (2) the benefits of using Quizizz in reading classes. The items were rated on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). To ensure content validity, the questionnaire was adapted from Rahman, Ahmad, and Hashim (2018), covering five aspects: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude (A), Skill Engagement (SKE), and Interaction Engagement (IE). Initially, 35 items were drafted and piloted with a non-sample group at SMA Negeri 11 Palembang.

The validity of the instrument was tested using the corrected item-total correlation technique, with a minimum threshold of 0.30. The results indicated that 24 items were valid and retained, while 11 items were invalid and discarded. The reliability of the questionnaire was examined using Cronbach's Alpha coefficient. The analysis revealed a Cronbach's Alpha value of 0.87, which is above the minimum acceptable standard of 0.70. This result indicates that the questionnaire had high internal consistency and was reliable for data collection. Finally, the validated and reliable questionnaire was distributed to the tenth graders of SMA Negeri 11 Palembang through Google Forms.

## 4. Data Analysis

Data analysis refers to the systematic process of analyzing data to facilitate researchers in obtaining conclusions. The obtained data were analyzed by using percentage analysis. Percentage analysis was employed to categorize the students' responses regarding their perception and the benefits of using the Quizizz application.

$$\text{Percentage} : \% = \left( \frac{f}{n} \right) \times 100$$

Figure 1. Percentage Formula

Furthermore, the researchers used perception assessment criteria by adopting the approach of Freeman et al. (2014), which classifies Likert scale scores of 4 and 5 as positive perceptions, 3 as neutral, and 1 or 2 as negative perceptions. For ease of analysis, the writer presented the respondents' responses in percentage form. The perception category is presented in Table 1.

Table 1. The Category of Perception

Perception	Students' Perception Category
Positive	50% - 100%
Neutral	30% - 49%
Negative	<30%

## FINDINGS AND DISCUSSION

### 1. Findings

#### 1.1 Students' Perception of Quizizz Application

14 items measured students' perception of the aspects of students' experience using the Quizizz application. Table 2 presents the results of students' perception of the Quizizz application for this aspect.

Table 2. The Result of Students' Perception of the Quizizz Application

Students' Perception of Quizizz Application					
No.	Questions	Scale	Frequency	Percentage	Category
	Item No. 2	5	33	25.00%	
		4	35	26.52%	Positive
1.	I feel more motivated to complete reading tasks when using Quizizz with gamification features.	3	41	31.06%	Neutral
		2	12	9.09%	
		1	11	8.33%	Negative
		Item No. 7	5	32	24.24%
		4	42	31.82%	Positive
2.	I feel comfortable using Quizizz in reading because its interface and functionality are easy to understand.	3	32	24.24%	Neutral
		2	16	12.12%	
		1	10	7.58%	Negative
		Item No. 8	5	24	18.18%
		4	46	34.85%	Positive
3.	Interacting with Quizizz in reading activities does not require a lot of my mental effort.	3	41	31.06%	Neutral
		2	15	11.36%	
		1	6	4.55%	Negative
		Item No. 9	5	36	27.27%
		4	44	33.33%	Positive
4.	I find that using Quizizz for reading activities is simple and user-friendly.	3	28	21.21%	Neutral
		2	15	11.36%	
		1	9	6.82%	Negative
		Item No. 10	5	33	25.00%
		4	46	34.85%	Positive
5.	Overall, I believe that Quizizz for reading tasks is easy to use.	3	30	22.73%	Neutral
		2	13	9.85%	
		1	10	7.58%	Negative
		Item No. 11	5	39	29.55%
		4	40	30.30%	Positive
6.	I think that using Quizizz is a good idea for reading activities.	3	29	21.97%	Neutral
		2	12	9.09%	
		1	12	9.09%	Negative
		Item No. 13	5	40	30.30%
		4	44	33.33%	Positive
7.	I find Quizizz is fun in reading exercises.	3	25	18.94%	Neutral
		2	12	9.09%	
		1	11	8.33%	Negative
		Item No. 14	5	35	26.52%
8.		4	33	25.00%	Positive

	Item No. 14	3	46	34.85%	Neutral
		2	11	8.33%	
	I am more confident in doing reading exercises using Quizizz than other methods.	1	7	5.30%	Negative
	Item No. 15	5	44	33.33%	Positive
		4	39	29.55%	
9.	I feel that learning reading has become more excited with the features in Quizizz.	3	34	25.76%	Neutral
		2	8	6.06%	
		1	7	5.30%	Negative
	Item No. 16	5	36	27.27%	Positive
		4	38	28.79%	
10.	I like to complete reading assignments when using Quizizz.	3	43	32.58%	Neutral
		2	9	6.82%	
		1	6	4.55%	Negative
	Item No. 21	5	32	24.24%	Positive
		4	38	28.79%	
11.	Quizizz encourages discussion and collaboration with friends when analyzing and understanding reading passages in the quiz.	3	42	31.82%	Neutral
		2	14	10.61%	
		1	6	4.55%	Negative
	Item No. 22	5	30	22.73%	Positive
		4	39	29.55%	
12.	I enjoy helping my fellow students understand reading materials through Quizizz.	3	40	30.30%	Neutral
		2	15	11.36%	
		1	8	6.06%	Negative
	Item No. 23	5	33	25.00%	Positive
		4	39	29.55%	
13.	Using Quizizz for reading exercises encourages me to assist my classmates when they face difficulties.	3	38	28.79%	Neutral
		2	13	9.85%	
		1	9	6.82%	Negative
	Item No. 24	5	26	19.70%	Positive
		4	34	25.76%	
14.	I ask questions and discuss with the teacher or friends more often after using Quizizz in reading class.	3	48	36.36%	Neutral
		2	17	12.88%	
		1	7	5.30%	Negative
				<b>55.74%</b>	<b>Positive</b>
				27.98%	Neutral
				16.29%	Negative
				100%	
	<b>TOTAL</b>				

From the table above, as many as 55.74% of students with the agree (4) and strongly agree (5) options have a positive perception of the use of the Quizizz application, because the average value of these students' choices is above 50%. Based on the students' responses, for Item 2, 25% of respondents strongly agree, 26.52% agree, 31.06% neutral, 9.09% disagree, and 8.33% strongly disagree. This indicates that most students feel more motivated to complete reading tasks when using the Quizizz application with gamification features.

For Item 7, 24.24% of respondents chose strongly agree, 31.82% agree, 24.24% neutral, 12.12% disagree, and 7.58% strongly disagree. It indicated that most students agreed that they feeling comfortable on using Quizizz application in reading because its interface and functionality are easy to understand. For Item 8, 18.18% of respondents strongly agree, 34.85% agree, 31.06% neutral, 11.36% disagree and 4.55% strongly disagree. The results show that most students agreed that interacting with the Quizizz application in reading activities do not require a lot of their mental effort.

For Item 9, 27.27% of respondents strongly agree, 33.33% agree, neutral 21.21%, 11.36% disagree, and 6.82% strongly disagree. It indicated that most students agreed that using the Quizizz application for reading activities is simple and user-friendly. For Item 10, 25% of respondents strongly agree, 34.85% agree, neutral 22.73%, 9.85% disagree, and 7.58% strongly disagree. The results show that most students believed Quizizz application for reading tasks is easy to use.

For Item 11, 29.55% of respondents strongly agree, 30.30% agree, neutral 21.97%, 9.09% disagree, and 9.09% strongly disagree. It indicated that most students think that using Quizizz application is a good idea for reading activities. For Item 13, 30.30% of respondents strongly agree, 33.33% agree, 18.94 neutral, 9.09% disagree and 8.33% strongly disagree. The results show that most students agreed to Quizizz application is fun in reading exercises.

For Item 14, 26.52% of respondents strongly agree, 25% agree, 34.85% neutral, 8.33% disagree, and 5.30% strongly disagree. It indicated that most students were more confident in doing reading exercises using Quizizz application than other methods. For Item 15, 33.33% of respondents strongly agree that learning reading has become more excited with the features of Quizizz application, 29.55% agree, 25.76% neutral, 6.06% disagree, and 5.30% strongly disagree.

For Item 16, 27.27% of respondents strongly agree, 28.79% agree, 32.58%, 6.82% disagree, and 4.55% strongly disagree. It indicated that most students like to complete reading assignments when using the Quizizz application. For Item 21, 24.24% of respondents strongly agree, 28.79% agree, 31.82% neutral, 10.61% disagree, and 4.55% strongly disagree. The results show that most students assumed that Quizizz application encourages discussion and collaboration with friends when analyzing and understanding reading passages in the quiz.

For Item 22, 22.73% of respondents strongly agree, 29.55% agree, 30.30% neutral, 11.36% disagree, and 6.06% strongly disagree. It indicated that most students enjoy helping their fellow students to understand reading materials through the Quizizz application. For Item 23, 25% of respondents strongly agree, 29.55% agree, 28.79% neutral, 9.85% disagree, and 6.82% strongly disagree. The results show that most students think that using Quizizz application for reading exercises can encourage them to assist their classmates when they face difficulties. For Item 24, 19.70% of respondents strongly agree, 25.76% agree, 36.36% neutral, 12.88% disagree, and 5.30% strongly disagree. These responses indicate that most students ask questions and discuss with the teacher or friends more often after using the Quizizz application in reading class.

### 1.2 Benefits of Using the Quizizz Application

10 items measured students’ perception of the benefits of using the Quizizz application. Table 3 presents the percentage analysis result for this aspect.

Table 3. The Result of the Benefits of Using Quizizz Application

Aspect Benefits Using the Quizizz Application					
No.	Questions	Scale	Frequency	Percentage	Category
1.	Item No. 1 I find that Quizizz increases my reading learning outcomes.	5	35	26.52%	Positive
		4	43	32.58%	
		3	35	26.52%	Neutral
		2	13	9.85%	Negative
		1	6	4.55%	
2.	Item No. 3	5	32	24.24%	Positive
		4	42	31.82%	Neutral
		3	34	25.76%	

	Using Quizizz is useful in my reading learning activities.	2	15	11.36%	Negative
	Item No. 4	1	9	6.82%	
		5	34	25.76%	Positive
		4	37	28.03%	
3.	I find that Quizizz helps me focus more on understanding reading texts.	3	32	24.24%	Neutral
	Item No. 5	2	19	14.39%	Negative
		1	10	7.58%	
		5	34	25.76%	Positive
		4	38	28.79%	
4.	I would recommend using Quizizz for reading activities to other students.	3	33	25.00%	Neutral
	Item No. 6	2	18	13.64%	Negative
		1	9	6.82%	
		5	34	25.76%	Positive
		4	40	30.30%	
5.	I can easily access Quizizz for reading tasks from various devices (e.g., smartphones, tablets, or computers).	3	32	24.24%	Neutral
	Item No. 12	2	17	12.88%	Negative
		1	9	6.82%	
		5	42	31.82%	Positive
		4	45	34.09%	
6.	Using Quizizz for reading helps improve my learning experience.	3	21	15.91%	Neutral
	Item No. 17	2	15	11.36%	Negative
		1	9	6.82%	
		5	39	29.55%	Positive
		4	38	28.79%	
7.	Quizizz enhances my ability to comprehend and retain information from reading activities more effectively.	3	37	28.03%	Neutral
	Item No. 18	2	10	7.58%	Negative
		1	8	6.06%	
		5	30	22.73%	Positive
		4	39	29.55%	
8.	Quizizz helps me feel more confident in understanding and answering reading comprehension questions.	3	41	31.06%	Neutral
	Item No. 19	2	12	9.09%	Negative
		1	10	7.58%	
		5	34	25.76%	Positive
		4	40	30.30%	
9.	The competitive aspect of Quizizz encourages me to improve my reading skills.	3	33	25.00%	Neutral
	Item No. 29	2	15	11.36%	Negative
		1	10	7.58%	
		5	34	25.76%	Positive
		4	41	31.06%	
10.	Quizizz helps me interact more actively with friends and teachers during reading lessons.	3	35	26.52%	Neutral
		2	16	12.12%	Negative
		1	6	4.55%	
				56.90%	Positive
				25.23%	Neutral
				17.18%	Negative
				100%	

Regarding the table above, as many as 56.90% of students with the Agree (4) and Strongly Agree (5) options have a positive perception of the use of the Quizizz application, because the average value of these students' choices is above 50%. For Item 1, 26.52% of respondents strongly agree, 32.58% agree, 26.52% neutral, 9.85% disagree, and 4.55% strongly disagree. It indicated that most students agreed that the Quizizz application increases my reading learning outcomes. For Item 3, 24.24% of respondents strongly agree, 31.82% agree,

25.76% neutral, 11.36% disagree and 6.82% strongly disagree. This implies that most students agreed using Quizizz application is useful in reading learning activities.

For Item 4, 25.76% of respondents strongly agree, 28.03% agree, 24.24% neutral, 14.39% disagree, and 7.58% strongly disagree. It indicated that most students agreed that Quizizz application helps to focus more on understanding reading texts. For Item 5, 25.76% of respondents strongly agree, 28.79% agree, 25% neutral, 13.64% disagree, and 6.82% strongly disagree. This implies that most students would recommend using the Quizizz application for reading activities to other students.

For Item 6, 25.76% of respondents strongly agree, 30.30% agree, 24.24% neutral, 12.88% disagree and 6.82% strongly disagree. It indicated that most students agreed that they can easily access Quizizz application for reading tasks from various devices (e.g., smartphones, tablets, or computers). For Item 12, 31.82% of respondents strongly agree, 34.09% agree, 15.91% neutral, 11.36% disagree, and 6.82% strongly disagree. This implies that most students agreed that using Quizizz application for reading helps to improve the learning experience.

For Item 17, 29.55% of respondents strongly agree, 28.79% agree, 28.03% neutral, 7.58% disagree, and 6.06% strongly disagree. It indicated that the Quizizz application enhances the ability to comprehend and retain information from reading activities more effectively. For Item 18, 22.73% of respondents strongly agree, 29.55% agree, 31.06% neutral, 9.09% disagree, and 7.58% strongly disagree. This implies that most students find the Quizizz application helps to feel more confident in understanding and answering reading comprehension questions.

For Item 19, 25.76% of respondents strongly agree, 30.30% agree, 25% neutral, 11.36% disagree, and 7.58% strongly disagree. It indicated that most students agreed that the competitive aspect of the Quizizz application encourages them to improve their reading skills. For Item 20, 25.76% of respondents strongly agree, 31.06% agree, 26.52% neutral, 12.12% disagree, and 7.58% strongly disagree. These responses indicate that most students agreed that Quizizz application helps them to interact more actively with friends and teachers during reading lessons.

## 2. Discussion

Based on the data obtained, there are two things that can be interpreted. Firstly, the findings indicate that most students hold a positive perception toward the use of Quizizz, particularly in reading classes. Students feel more motivated to complete reading tasks due to its gamification features, and they perceive Quizizz as easy to use thanks to its simple and understandable interface and functionality. They also consider it a fun and engaging tool that enhances their English learning experience. Interaction with the application requires little mental effort, making the reading process lighter and more enjoyable. Additionally, students are more confident when using Quizizz compared to other methods and find reading lessons more engaging. They also show greater interest in completing reading assignments with Quizizz.

Beyond the individual advantages, the use of Quizizz also promotes discussion and collaboration with classmates in analyzing reading passages, helping peers understand the material, and motivating students to ask questions and participate in discussions with both teachers and peers during reading classes. This interpretation is consistent with the study by Wulandari (2021), which identifies Quizizz as an accessible and user-friendly platform.

Furthermore, the results of studies by Solikhah & Galuhwardani (2023) and Khalsum (2024) also support this interpretation, showing that the integration of Quizizz as a gamification-based learning medium contributes positively to students' English learning,

especially in improving reading comprehension. These studies consistently demonstrate that students perceive Quizizz favorably, influenced by intrinsic motivational factors such as curiosity, a sense of challenge, and the desire to improve language skills, as well as extrinsic factors like higher academic achievement and interest in using technology.

In addition, students view Quizizz as an interactive and accessible platform that helps them concentrate better and understand the learning material more effectively—particularly in terms of reading comprehension and vocabulary development. Features such as interactive quizzes, automatic scoring, and visually engaging elements are perceived to encourage active participation and sustained engagement throughout the learning process.

Secondly, based on the results of the questionnaire items related to the Benefits of the Quizizz Application, it can be interpreted that students give a positive response to its use in reading classes. They report that Quizizz increases their reading learning outcomes, supports their learning activities, helps them focus on understanding reading texts, and enhances their ability to comprehend and retain information more effectively. Additionally, the competitive aspect of Quizizz encourages them to improve their reading skills and boosts their confidence in answering reading questions. Students also highlight the ease of accessing Quizizz from various devices as an advantage that enables them to complete reading tasks anytime and anywhere. Moreover, they express that using Quizizz improves their overall learning experience, promotes more active interaction with friends and teachers during reading lessons, and makes them willing to recommend it to other students—demonstrating clear benefits for motivation, focus, comprehension, confidence, and classroom interaction.

The results of this study also indicate that most students agree that the use of the Quizizz application offers substantial benefits in improving their engagement and performance in reading classes. This perception reflects positively on students' views regarding its usefulness in supporting reading instruction. These findings align with those of Hardianti (2024), who concludes that Quizizz enhances motivation and interest, making English learning more enjoyable. Although Hardianti's study examines the broader context of English language learning while this study focuses specifically on reading classes, both reveal a shared insight: students see Quizizz as an effective and engaging educational tool.

In addition, findings from Widyasari and Wijirahayu (2025) further support this interpretation, as their study demonstrates that Quizizz contributes positively to both learning motivation and performance in reading classes among vocational high school students. Most participants report that the platform's gamified nature fosters a more interactive and enjoyable learning environment. Despite some initial challenges with adapting to the technology, the overall response suggests that Quizizz plays a significant role in enhancing student engagement, understanding, and participation during reading activities.

Based on the results above, it can be concluded that for both the aspects of Students' perception of Quizizz Application and benefits of Quizizz Application, the students hold a highly positive view of using it in reading classes. Quizizz's gamification features, ease of use, and engaging design motivate students, reduce mental effort, and improve focus and comprehension. It also boosts confidence, encourages active participation, and supports meaningful interaction with peers and teachers. These findings confirm that Quizizz is an effective, user-friendly tool that enhances learning experiences and outcomes in reading classes.

## CONCLUSION

Based on the research findings, it can be concluded that students hold a highly positive perception of using the Quizizz application in reading classes and recognize its substantial benefits for learning English reading. Quizizz is considered flexible for supporting learning

both inside and outside the classroom, offering features that help students manage their own learning. Its gamification elements, ease of use, and engaging design motivate students, reduce mental effort, improve focus and comprehension, and boost their confidence. It also encourages active participation and meaningful interaction with peers and teachers. These findings confirm that Quizizz is an effective, user-friendly, and valuable tool for enhancing students' learning experiences and improving their English reading ability.

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