STUDENTS' PERCEPTION OF USING QUIZIZZ APPLICATION IN READING CLASS AT SMA NEGERI 11 PALEMBANG

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DEDICATION

I dedicate this thesis to:

With gratitude and love, faithfully this thesis for:

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10. *My almamater.*

MOTTO

"Be better than you were a second ago and live with Islam and the Qur'an"

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Saya menyatakan dengan sebenar-benarnya seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang di sajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

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Lina Iswanda

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Finnaly, the writer hopes this thesis is useful to readers and could be as a reference to other researcher for the next thesis.

Palembang, July 2025

Mahasiswa

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ABSTRACT

In the digital era, where educational practices are rapidly evolving, integrating technology into classrooms is vital to boost students' engagement and learning outcomes. Game-based learning applications, such as *Quizizz*, are increasingly used to enhance interactive learning experiences and support student-centered instruction. This study aims to investigate students' perceptions and the perceived benefits of using the Quizizz application in reading lessons at SMA Negeri 11 Palembang in the 2024/2025 academic year. Grounded in the Technological Pedagogical Content Knowledge (TPACK) framework, the research examines how digital tools support English language learning, particularly reading comprehension, by blending technology with pedagogy and content knowledge. A quantitative approach with a survey method was employed, involving 132 tenth-grade students selected through purposive sampling. Data were collected using 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), utilizing a Likert scale for responses. The results show that students generally have positive perceptions of Quizizz, highlighting its interactive interface, instant feedback, and motivational features such as leaderboards and multimedia content. Students reported that the application helps improve their reading class by making the learning process more enjoyable, dynamic, and accessible. They also felt more motivated to participate actively during reading activities. Quantitative findings reveal that 55.74% and 56.90% of students, respectively, selected "Agree" and "Strongly Agree" responses on key items, indicating an overall positive perception and benefits of using the Quizizz application in reading class. Overall, these results indicate that in terms of both students' perceptions and the benefits of the Quizizz application, learners have a highly positive view of its use in reading classes. Its gamification features, ease of use, and engaging design effectively motivate students, reduce mental effort, and improve focus and comprehension. Quizizz also enhances students' confidence, promotes active participation, and fosters meaningful interaction with peers and teachers. These findings suggest that Quizizz is an effective, user-friendly, and valuable tool for improving learning experiences and outcomes in reading classes.

Keywords: *Perception, Quizizz Application, Reading Class, Game-Based Learning, TPACK Framework, Educational Technology*

CHAPTER I

INTRODUCTION

This chapter presents background of the study, limitation of the problem, formulation of the problem, objectives of the study, and significances of the study.

1.1 Background of the Study

In the ever-evolving digital era, technology integration in learning is a must for educators. However, the availability of technology in the classroom does not always guarantee its effective use and suitability to learning needs. As a result, Technological Pedagogical Content Knowledge (TPACK) emerges as a crucial framework for assisting teachers in fusing technology with effective teaching techniques. With this method, teachers not only know how to utilize technology, but also how to incorporate it into the curriculum in a way that will enhance student learning.

According to Mishra, P. (2006), Technological Pedagogical Content Knowledge (TPACK) framework is a method that combines content, pedagogy, and technology to enhance learning comprehension and memory. TPACK is also crucial for the growth of English language proficiency, especially reading class. Reading is a crucial ability that helps pupils comprehend written materials, learn new information, and hone their critical thinking abilities. Reading is one of the essential language skills that enables students to comprehend written texts, acquire new knowledge, and develop critical thinking skills (Wardani, 2020).

Reading is as an intricate and dynamic process in which readers not only take in information but also actively engage in learning and cognitive growth. Through reading, students should interpret, analyze, and integrate new information with their prior knowledge. This process goes beyond simply grasping the words on a page; it involves cultivating a deeper comprehension, gaining fresh perspectives, and broadening one's understanding. Thus, reading is crucial for enhancing comprehension and fosters the development of critical thinking skills that support lifelong learning (Duffy, 2022).

However, the emphasis on English language teaching in many schools does not adequately support the development of learning motivation in reading classes. As a result, students often struggle to stay engaged with learning materials and demonstrate sustained interest in reading activities. Low motivation in reading can hinder academic progress, particularly in subjects that require consistent reading practice and comprehension, such as science and humanities (Eriksson, 2022).

The Program for International Student Assessment (PISA) highlighted the low performance of Indonesian students in reading literacy. According to the PISA 2022 report, about 25% of students in Indonesia reached Level 2 or higher in reading, far below the OECD average of 74%. At this level, students can identify main ideas, locate information based on complex explicit criteria, and reflect on the purpose and form of texts with specific directions. The Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) released the results of the 2022 PISA study on Tuesday (December 5). The results show that Indonesia's literacy ranking improved by 5 to 6 positions compared to PISA 2018,

marking the highest percentile increase in the country's history of participating in PISA. Minister Nadiem Anwar Makarim stated that this improvement reflects the resilience of Indonesia's education system in overcoming learning loss due to the pandemic.

Specifically, Indonesia's reading literacy ranking rose by 5 positions, mathematical literacy also increased by 5 positions, and scientific literacy improved by 6 positions. OECD Director for Education and Skills, Andreas Schleicher, praised Indonesia's education system, highlighting its resilience during the COVID-19 pandemic. He acknowledged the challenges of recent years but noted that Indonesian students have maintained the quality of their learning outcomes. He also commended Indonesian teachers for their strong support of students throughout the pandemic.

Therefore in recent years, the integration of technology into educational practices has grown significantly, with various digital tools being used to support and enhance learning outcomes. The incorporation of technology in education, particularly through mobile applications, offers numerous benefits. Huang et al. (2019) note that technology-enhanced learning environments can facilitate active participation and improve information retention. Additionally, research by Chen and Chang (2016) indicates that gamified learning can enhance motivation and lead to better academic outcomes. The interactive features of platforms like Quizizz align with modern pedagogical theories that support student-centered learning, allowing students to take ownership of their educational experiences.

Quizizz application is a tool or a game-based learning platform that promotes interactive and engaging learning experiences (Basuki & Hidayati, 2019). The use of Quizizz in the classroom has been shown to increase student motivation, participation, and academic performance (Zhao, 2019). The integration of Quizizz into reading class instruction offers students the opportunity to improve their understanding of texts in an engaging manner. By offering instant feedback and fostering a competitive, yet supportive environment, Quizizz enables learners to actively engage with reading materials (Permana & Santosa, 2020). Research indicates that game-based learning applications like Quizizz can enhance students' reading class by making the learning process more interactive and less monotonous (Rahman, Sa'ad, & Ismail, 2018).

Given its growing popularity, there is a need to explore how students perceive the use of Quizizz in learning environments, especially in reading comprehension activities. Understanding students' perceptions is essential as it offers insights into the effectiveness of Quizizz in improving reading class and helps educators refine their teaching practices (Ahmadi, 2018). Research that focuses on student perceptions provides valuable information on user experiences, helping educators understand both the advantages and potential challenges of using such technology in the classroom (Putra & Santoso, 2020).

In a study conducted by Yetty Hastiana (2023) from High School in Muara Enim Regency regarding the use of the Quizizz platform as an evaluation medium in secondary education, several findings related to the perceptions of Quizizz usage by teachers and students were identified. Most teachers reported that using Quizizz

enhances students' interest, motivation, and attitudes during the learning process. Teachers feel that this platform helps them conduct evaluations in a more interactive and enjoyable manner. Students also can demonstrate a high level of interest in evaluations conducted using Quizizz, with many expressing enjoyment and a lack of boredom during assessments, thanks to engaging features such as memes, music, and videos.

Moreover, Quizizz also has several strengths that make it an effective learning tool. According to Halimah & Zulheddi (2023), Quizizz can boost students' willingness to study by fostering an engaging environment where elements like leaderboards, music, and memes encourage active student participation. Additionally, Quizizz is able to greatly engage pupils because to its innovative and technologically based approach. Regarding active involvement, it was observed that Quizizz's gamification technology fosters student cooperation and participation by enabling healthy competition. Furthermore, according to Nugroho & Cahyono (2020), Quizizz gives students fast feedback so they may recognize and learn from their errors right away.

However, Quizizz also has disadvantages. Reliance on a steady internet connection is a barrier, particularly in places with poor internet infrastructure, according to Wulandari (2021). It also notes that quiz formats that are centered on multiple-choice questions often promote surface learning, in which pupils prioritize memorization over in-depth comprehension. Additionally, Putri & Santoso (2022) discovered that certain students may experience stress due to competitive features like leaderboards. Quizizz also emphasized how quizzes' relatively straightforward

question designs hinder their ability to assess higher-order abilities like critical analysis and problem-solving.

Therefore, this study aimed to explore students' perceptions of using the Quizizz application in class at SMA Negeri 11 Palembang. Based on the writer's experience when she did three-months in teaching practicum at SMA Negeri 11 Palembang. The writer carefully observed the teaching strategies employed by the teacher and took a note that the Quizizz application was consistently used as a teaching aids in every subject, especially in English. This regular use of Quizizz fosters an engaging and interactive learning environment, while also can boost students' involvement and encouraging them to participate more actively in class. Because of its prominent and regular role in the classroom, the writer is interested in exploring how students perceive of Quizizz application, particularly in relation to its benefits on reading class.

Additionally, as digital learning tools become increasingly common in educational settings, understanding students' attitudes and perspectives toward these technologies is essential for evaluating the success of technology integration in classrooms. Therefore, the writer was interested in conducting a research entitled "Students' Perception of Using Quizizz Application in Reading Class at SMA Negeri 11 Palembang".

1.2 The Problems of the Study

1.2.1 Limitation of the Problem

This study investigated the opinions of the tenth graders in using the Quizizz Application in Reading Class at SMAN 11 Palembang.

1.2.2 Formulation of the Problems

Based on the explanation above, the problems of the study were formulated in the following questions:

1. What were students' perceptions on Using Quizizz Application in reading Class at SMA Negeri 11 Palembang?
2. What were the benefits of Quizizz Application in reading Class at SMA Negeri 11 Palembang?

1.3 Objectives of the Study

Based on the problems objectives of the study were stated as follow:

1. To describe the students' perception on using Quizizz Application in Reading Class at SMA Negeri 11 Palembang.
2. To describe the benefits of Quizizz Application in learning Reading Class at SMA Negeri 11 Palembang.

1.4 The Significances of Study

The significances of the research are as follows:

1. Students

This study would be beneficial for students as it explores their perceptions of using the Quizizz application in reading class. By understanding how Quizizz affected their motivation, engagement, and comprehension, students could optimize their learning experiences. Moreover, this study highlighted the role of gamified learning in making reading more interactive and enjoyable, which could enhance their academic performance and critical thinking skills.

2. Teacher

This study provided valuable insights into how technology, particularly Quizizz, could be integrated into the curriculum to enhance reading class. By examining students' perceptions and experiences, teachers could refine their teaching strategies, ensuring that technology was used not only as a supplementary tool but also as an essential component of the learning process. Additionally, the findings could help teachers create more interactive and student-centered learning environments.

3. Readers

This study contributed to the broader discourse on digital learning by providing evidence of how gamification influences student engagement and learning outcomes. Readers, including education policymakers, practitioners, and parents, could gain a better understanding of the benefits and challenges of implementing digital tools like Quizizz in educational settings. This could

lead to more informed decisions regarding the adoption of technology in learning.

4. Other Researchers

The results of study served as a reference for future studies in the field of technology-enhanced language learning. By identifying gaps and areas for improvement in using Quizizz for reading comprehension, this study could pave the way for further exploration of digital learning tools in English language teaching. Other researchers could build upon these findings to develop more effective strategies for integrating technology in education, ensuring that digital learning is both engaging and pedagogically sound.

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Appendix A.The Validity Results of Try-Out in SPSS

The Try-Out (TO) Results Table

Item	Corrected Item-Total Correlation	R-Tabel	
1	.299	0.333	Invalid
2	.281	0.333	Invalid
3	.666	0.333	**Valid**
4	.179	0.333	Invalid
5	.256	0.333	Invalid
6	.559	0.333	**Valid**
7	.605	0.333	**Valid**
8	.611	0.333	**Valid**
9	.813	0.333	**Valid**
10	.297	0.333	Invalid
11	.813	0.333	**Valid**
12	.258	0.333	Invalid
13	.813	0.333	**Valid**
14	.244	0.333	Invalid
15	.813	0.333	**Valid**
16	.149	0.333	Invalid
17	.813	0.333	**Valid**
18	.813	0.333	**Valid**
19	.776	0.333	**Valid**

20	.648	0.333	**Valid**
21	.114	0.333	Invalid
22	.813	0.333	**Valid**
23	.545	0.333	**Valid**
24	.813	0.333	**Valid**
25	.813	0.333	**Valid**
26	.681	0.333	**Valid**
27	.761	0.333	**Valid**
28	.597	0.333	**Valid**
29	.213	0.333	Invalid
30	.129	0.333	Invalid
31	.726	0.333	**Valid**
32	.726	0.333	**Valid**
33	.686	0.333	**Valid**
34	.686	0.333	**Valid**
35	.617	0.333	**Valid**

Appendix B. The Reliability Result

Reliability Statistics	
Cronbach's Alpha	N of Items
.981	24

Case Processing Summary			
		N	%
Cases	Valid	132	100.0
	Excluded[a]	0	.0
	Total	132	100.0

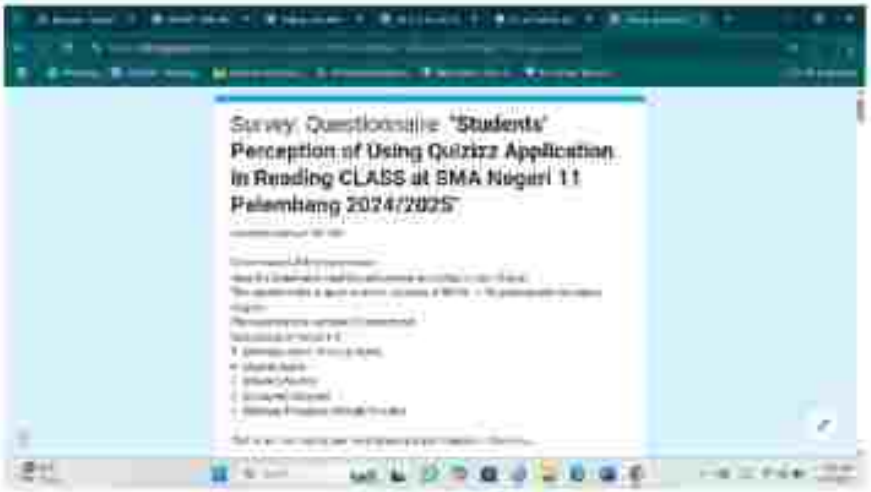
Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	82.4242	503.605	.774	.980
VAR00002	82.5833	498.077	.818	.980
VAR00003	82.5379	499.579	.808	.980
VAR00004	82.5909	494.549	.863	.980
VAR00005	82.5606	497.561	.824	.980
VAR00006	82.5379	498.663	.808	.980
VAR00007	82.5606	498.126	.818	.980
VAR00008	82.5833	506.001	.761	.980
VAR00009	82.4621	498.815	.809	.980
VAR00010	82.4924	496.435	.863	.980
VAR00011	82.4697	492.816	.882	.979
VAR00012	82.3636	497.561	.817	.980
VAR00013	82.4091	497.037	.817	.980
VAR00014	82.5000	504.221	.750	.980
VAR00015	82.2955	499.630	.841	.980
VAR00016	82.4167	501.130	.844	.980

VAR00017	82.4091	500.870	.797	.980
VAR00018	82.5833	496.291	.883	.979
VAR00019	82.5379	497.579	.824	.980
VAR00020	82.4773	499.152	.851	.980
VAR00021	82.5152	504.847	.751	.980
VAR00022	82.5758	500.597	.812	.980
VAR00023	82.5303	501.243	.780	.980
VAR00024	82.6742	503.015	.790	.980

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
86.0909	543.396	23.31086	24

Appendix C. The Respondents of Questionnaire



Appendix D. The Documentation of Data Collection

Appendix E. The R-Table Form

DF = n-2	0,1	0,05	0,02	0,01	0,001
	r 0,005	r 0,05	r 0,025	r 0,01	r 0,001
1	0,9877	0,9969	0,9995	0,9999	1,0000
2	0,9000	0,9500	0,9800	0,9900	0,9990
3	0,8054	0,8783	0,9343	0,9587	0,9911
4	0,7293	0,8114	0,8822	0,9172	0,9741
5	0,6694	0,7545	0,8329	0,8745	0,9509
6	0,6215	0,7067	0,7887	0,8343	0,9249
7	0,5822	0,6664	0,7498	0,7977	0,8983
8	0,5494	0,6319	0,7155	0,7646	0,8721
9	0,5214	0,6021	0,6851	0,7348	0,8470
10	0,4973	0,5760	0,6581	0,7079	0,8233
11	0,4762	0,5529	0,6339	0,6835	0,8010
12	0,4575	0,5324	0,6120	0,6614	0,7800
13	0,4409	0,5140	0,5923	0,6411	0,7604
14	0,4259	0,4973	0,5742	0,6226	0,7419
15	0,4124	0,4821	0,5577	0,6055	0,7247
16	0,4000	0,4683	0,5425	0,5897	0,7084
17	0,3887	0,4555	0,5285	0,5751	0,6932
18	0,3783	0,4438	0,5155	0,5614	0,6788
19	0,3687	0,4329	0,5034	0,5487	0,6652
20	0,3598	0,4227	0,4921	0,5368	0,6524
21	0,3515	0,4132	0,4815	0,5256	0,6402
22	0,3438	0,4044	0,4716	0,5151	0,6287
23	0,3365	0,3961	0,4622	0,5052	0,6178
24	0,3297	0,3882	0,4534	0,4958	0,6074
25	0,3233	0,3809	0,4451	0,4869	0,5974
26	0,3172	0,3739	0,4372	0,4785	0,5880
27	0,3115	0,3673	0,4297	0,4705	0,5790
28	0,3061	0,3610	0,4226	0,4629	0,5703
29	0,3009	0,3550	0,4158	0,4556	0,5620
30	0,2960	0,3494	0,4093	0,4487	0,5541
31	0,2913	0,3440	0,4032	0,4421	0,5465
32	0,2869	0,3388	0,3972	0,4357	0,5392
33	0,2826	**0,3338**	0,3916	0,4296	0,5322
34	0,2785	0,3291	0,3862	0,4238	0,5254
35	0,2746	0,3246	0,3810	0,4182	0,5189
36	0,2709	0,3202	0,3760	0,4128	0,5126
37	0,2673	0,3160	0,3712	0,4076	0,5066
38	0,2638	0,3120	0,3665	0,4026	0,5007