



## Exploring EFL Students' Practice And Challenges By Using Quizizz In Learning Reading Comprehension

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### Abstract

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*Learning to read English is often faced with various challenges, especially in the context of students learning English as a foreign language. One of the problems that arise is the feeling of boredom that some students feel during the process of learning to read. This boredom can affect students' motivation and focus in understanding reading material, which in turn can have a negative impact on student's level of understanding of the reading material. The research objective is to explore using the Quizizz platform as an ICT tool in learning to read. Method in this study is using qualitative approach with phenomenology design. The participant are 5 students from junior high school. Data analysis follows the approach of Miles and Huberman. The result found that the findings focus on aspects of student behavior during learning reading through Quizizz. The findings indicate that using technology for learning is equally important in building a more interactive classroom. Quizizz in learning to read English can build active interaction and participation of students during the learning process. Therefore, students involved in the learning process can develop their ability to understand English texts better.*

**Keywords:** *Interactive Learning, Participation, Quizizz, Reading Comprehension*

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## INTRODUCTION

Learning English as a foreign language (EFL) is integral to today's global education. One of the critical components in mastering English is the ability to read with good comprehension. These skills are critical in academic settings and everyday life, where the ability to understand English texts is a precious asset (Kendeou et al., 2014). Even so, learning to read English is often faced with various challenges, especially in the context of students learning English as a foreign language. One of the problems that arise is the feeling of boredom that some students feel during the process of learning to read. This boredom can affect students' motivation and focus in understanding reading material, which in turn can have a negative impact on student's level of understanding of the reading material (Zaccoletti et al., 2020).

Difficulty in reading is a challenge that needs to be overcome by students and teachers. Teachers often need help choosing the most effective teaching strategies or media to overcome students' reading difficulties. To prevent students from getting bored while reading, teachers need to deeply understand how to use various tactics, approaches, or appropriate learning materials. One aspect that can help overcome this challenge is using learning media (Raja et al., 2021). Learning media can be hardware or software that supports learning and helps students achieve their learning goals (Puspitarini & Hanif, 2019).

The importance of integrating learning media in learning cannot be ignored because this can encourage students to participate more actively in the learning process, help them understand the material better, and prevent boredom. According to Raja and Nagasubramani (2018), using technology in the classroom can stimulate active, collaborative, creative, and evaluative learning. In addition, the development of information and communication technology (ICT) also provides various advantages for students in improving language skills, especially in reading (Sandolo, 2010).

Given the importance of overcoming students' reading difficulties and improving the quality of learning English as a foreign language, this study explore using the Quizizz platform as an ICT tool in learning to read. Thus, this research is expected to provide deeper insight into the effectiveness of Quizizz in increasing students' motivation, improving their understanding of reading material, and overcoming feelings of boredom in learning to read English. In addition, this study will also identify and analyze the obstacles that may arise when using Quizizz in learning to read. This research is expected to significantly contribute to developing more innovative and effective English learning methods. In addition, the results of this study are also expected to guide teachers in choosing appropriate learning strategies to overcome students' reading difficulties and make learning English reading more interesting and meaningful for students.

## **METHODS**

This study used a qualitative research method with a phenomenological design. This method was chosen because the study aimed to understand students' experiences in learning in grade 8 junior high school in depth, particularly in terms of reading English. The phenomenological approach allows researchers to explore students' understandings, perceptions, and experiences in detail without ignoring the complexities from their point of view. It follows the focus of research which wants to understand how students experience learning to read English. This study involved five research participants who were 8th-grade junior high school students.

Research instruments include observation, interviews, and documentation. Data analysis follows the approach of Miles and Huberman (1994), which involves data reduction, data presentation, and concluding. This method is expected to provide an in-depth understanding of students' experiences in learning to read English.

## **RESULTS & DISCUSSION**

### ***Results***

The researcher found several student responses in learning to read through Quizizz. In this finding, the data showed that there was a focus on aspects of student behavior during learning. Based on the results of observations, students actively participated with friends and teachers during learning to read using Quizizz. This participation could be seen when students read texts autonomously and actively asked questions to the teacher or helped friends if they had no difficulties.



**Figure 1. Students Help Their Friend During The Lesson**

At the same time, the data also showed that students were more confident in their reading skills in front of the class. The student's self-confidence supported the student's efforts in his performance. This finding was supported by interview data, as follows:

Vignette 1:

*Saya lebih berani kak bertanya, agar saya lebih paham*

Vignette 2:

*Berani sih kak soalnya guru juga memberikan kesempatan untuk bertanya apa yang tidak dimengerti*

Vignette 3:

*Pertama-tama saya coba cari materinya sendiri sih kak kan sekarang di hp udah ada, tapi kalo saya masih ga paham saya berusaha buat tanya ke guru aja*

Based on those data, the data showed that students had higher confidence than in previous learning. This high self-confidence triggered students to be more active in class. Simultaneously, students also showed effort to understand the text first. Students would ask questions if they couldn't find answers or understand them. This student's self-confidence supported understanding students better in the learning process.

In other findings, researchers found that student self-confidence evoked positive student behavior in the learning process. Researchers found that self-confidence could help students build focus and attention toward learning. Positive behavior could affect the process of learning achievement itself. As shown in the following interview data

Vignette 4:

*S1 : Suka memperhatikan sih tapi kadang suka ke distract sama temen-temen*

Vignette 5:

*S2: Memperhatikan sih tapi kadang kalo lagi bosan gitu suka ngobrol sama temen*

Based on the data above, the data showed that participants tended to pay attention to teachers during learning. However, distractions from friends could affect students' self-focus on learning. At the same time, the affective aspects of students again played a role in this finding. The boredom felt by students was also an internal distraction, making it difficult for them to focus on learning.

The research data showed that students liked learning to read English using Quizizz. From the results of observations, active participation of students in learning was a form of happy and enthusiastic student behavior as students argued

in interviews about aspects of their feelings towards reading learning using Quizizz. The researcher described the research data in the following table:

**Table 1. Students Satisfaction During The Class**

Data	Initial	Statement
Interview	S1	<i>Menurut saya sendiri iya karena lebih seru seperti main game</i>
	S2	<i>Lebih menyenangkan sih kak soalnya ada fitur-fitur yang bikin ada musiknya atau suara-suara lucu kaya meme gitu kak. Fitur ini jadi kaya lebih menarik dan seru jadi bikin semangat buat baca</i>
	S3	<i>Iya apalagi ada fitur kaya game gitu membuat menarik jadi kaya seru. Pembelajarannya ga boring ga bosan jadi lebih semangat</i>
	S4	<i>Iya karena seru</i>
	S5	<i>Menurut saya iya kak soalnya lebih menyenangkan, ada efek-efek tertentu yang menyenangkan</i>

Based on these data, students showed a sense of pleasure in the learning process. The trigger factor was learning that was more fun and interactive. Interesting audio and visualization encouraged students to be more enthusiastic and more comfortable in their learning. Therefore, students' feeling (affective) aspect influenced student learning behavior and motivation.

**Table 2. Students' Statement about Their Comprehension**

Data	Initial	Statement
Interview	S1	<i>Iya kak menurut saya lebih fleksibel baca text yang ada di quizizz jadi saya ngerasa lebih paham dibanding membaca di text print out biasa</i>
	S2	<i>Sebenarnya kalo kaya gitu sih aku dua-duanya paham tapi lebih suka dan menarik yang di quizizz</i>
	S3	<i>Dua-duanya menarik tapi kaya lebih memahami yang di print out</i>
	S4	<i>Yang di quizizz karena lebih menarik</i>
	S5	<i>Di quizizz karena ada warna-warna yang menarik jadi saya lebih tertarik gitu</i>

Based on the table, the findings showed that students' reading comprehension skills could develop. It was caused by interactive media that could attract students. Therefore, they became easier to participate in class. Students also tended to use digital technology or text compared to printouts. It was because technology could help them save time. At the same time, they could also access it anytime and anywhere, so it was flexible for them. Audio and visualization features in digital text helped them illustrate and made it enjoyable for them to read. Thus, their reading comprehension became more explored and able to develop.

Based on the observations, the researcher found that some students needed clarification about using Quizizz as a medium for learning to read English. It was due to students who needed to become more familiar with using the features contained in Quizizz. Student statements in interviews supported these findings.

Vignette 6:

S1 : *Kalo kesulitan mungkin cara penggunaanya masih bingung sama fitur yang ada*

Vignette 7:

S2 : *Saya cuma kesulitan itunya aja sih kak kadang fiturnya ada yang buat saya bingung*

Based on those data, students indicated they had difficulty learning to read English using Quizizz. Students rarely used this learning media, so its tools and features were foreign to them. New features in the learning media helped students have new experiences in the learning process. However, it also made students need clarification in using the learning media.

### **Discussion**

The results showed that students experienced difficulties in learning to read English, especially pronunciation. Abker's research (2020) also supports this finding, stating that foreign language learners often have difficulty pronouncing English words correctly. Factors such as differences in the use of English as a second language and a foreign language, as well as differences in the use of English in everyday life compared to other Asian countries, are also the cause (Bahri & Sitorus, 2022; Masduqi, 2011). Teachers need to utilize technology as an interesting and interactive learning tool to overcome this obstacle. Technology also helps students develop positive attitudes toward Information and Communication Technology (ICT). This allows teachers and students to maximize the learning process with various tools and features that support using digital media in learning (Abbasova & Mammadova, 2019).

The use of technology can trigger an increase in students' positive attitudes towards using ICT in the context of learning English. This is also related to research findings which show that using Quizizz as a learning tool helps students to be actively involved in the learning process. This finding is supported by research by Juniarta et al. (2020), which confirms that using Mobile Assisted Language Learning in the classroom can increase student participation in learning. The results of this study are also in line with the findings of Azman et al. (2022), who stated that Quizizz could increase student participation in classroom learning and shows that students feel motivated to participate in learning actively.

This research also shows that students become more interested in learning by using interesting and interactive learning media. This finding aligns with the research of Degirmenci (2021), who found that using Quizizz in teaching language can increase students' attention to learning material. Research data also indicates that the use of Quizizz in learning to read has a positive impact on the level of student satisfaction during the learning process. Students enjoy using Quizizz because of this platform's interesting and interactive features. This finding is consistent with research by Isma et al. (2022), who found that Quizizz is an interactive and interesting learning tool for students and that fun learning experiences can increase student satisfaction with their learning process.

The importance of learning interest in increasing students' motivation, participation, and attention in learning is also reflected in the results of this study. This increased motivation, participation, and attention can positively impact students' comprehension abilities in processing learning material. This finding

supports research by Orellana et al. (2020), which emphasized that the emotional factors or feelings of students involved in learning can influence their understanding of learning material. Students with a favorable view of the learning process tend to have a better understanding, and this finding is also reinforced by research by Juniarta et al. (2020), who found that the application of technology in teaching English reading using Quizizz can improve students' reading comprehension skills.

However, the findings of this study also reveal that students may experience difficulties in using Quizizz features in the context of learning English. One of the factors causing this difficulty is students' need to understand the Quizizz platform and its features. This difficulty can impact student motivation and learning effectiveness, given the importance of technology in increasing student interaction and involvement in learning. This finding also aligns with Zulfa & Ratri's research (2022), which identified similar challenges. The research shows that students need to understand Quizizz's features better.

Often, students feel they need more time to complete assignments, which may impact their understanding of the features provided by the platform. Students need more understanding of the technology used in learning and the pressure to complete tasks to avoid confusion using the Quizizz feature quickly. Therefore, educators must consider students' readiness level to face technology and provide clear instructions about using educational platforms such as Quizizz. Initial support and training provided to students can increase their understanding of the features of the technology used. In addition, a learning approach that provides time and opportunities for students to adapt to the platform and its features can also be an effective solution.

## **CONCLUSION**

Based on the discussion, the researcher concluded that this study explained the difficulties and obstacles—furthermore, the interaction of EFL students in learning English reading using Quizizz. Based on research data, students tend to have difficulty learning to read regarding aspects of written English pronunciation. Quizizz can be a bridge for students to get used to skimming English texts. This is because many variations of features can encourage students to hone their students' English pronunciation skills. At the same time, students also need to recognize the features contained on the platform. Often students feel compelled to complete assignments quickly, which can affect their understanding of the platform's features.

In facing these challenges, teachers need to have the ability to customize learning that is more interesting and interactive for students so that the learning process can run well. Technology can assist teachers in developing learning into interactive and fun classes. Learning by using technology can also help students to have a positive attitude toward the use of technology. In addition, technology also stimulates student participation in learning by providing tools and features that support the use of digital media. Thus, these findings indicate that using technology for learning is equally important in building a more interactive classroom. Quizizz in learning to read English can build active interaction and participation of students during the learning process. Therefore, students involved in the learning process can develop their ability to understand English texts better.

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