



EFL Students' attitude towards Quizizz-Mediated Assessment tool in Reading Classroom

Muhammad Fadhilah Irsyad¹, Fauzi Miftakh², Iwan Ridwan³

^{1,2}. Universitas Singaperbangsa Karawang

Abstract

Received: 06 Maret 2024

Revised: 22 Maret 2024

Accepted: 30 Maret 2024

This study focused on investigate students' attitude towards Quizizz in reading classroom. The participant took 4 students for being interviewed. The study used qualitative analysis to observe the data. The result showed students that they had positive responses to the Quizizz experience. The students indicated that they had positive attitude based on three components. In affective component, students revealed exhibit a high level of satisfaction and enthusiasm when using Quizizz in their reading classes. For behavioral, students are more willing to participate in class activities due to the interactive and enjoyable nature of Quizizz. Furthermore in cognitive Quizizz functions as a tool that aids students in understanding and engaging with the learning material more effectively

Keywords: Student attitude, Quizizz, Reading Classroom

(*) Corresponding Author: 1910631060108@student.unsika.ac.id

How to Cite: Irsyad, M. F., Miftakh, F., & Ridwan, I. (2024). EFL Students' attitude towards Quizizz-Mediated Assessment tool in Reading Classroom. <https://doi.org/10.5281/zenodo.11112320>.

INTRODUCTION

Reading is an important skill to learn in English. However, in Indonesia, few students show interest in reading activities. As explained by Juliansyah F (2022), many Indonesian people, especially schoolchildren, are not keen on participating in such activities. The reason why reading is important in English learning is because by reading students can get a lot of knowledge or information. for students its a good activity because because it is crucial, as the success of their studies depends on their reading ability. According to John Bostock (2021) reading English is an important part of language learning because it helps you develop other related skills like grammar, vocabulary, and writing. Reading allows language learners to explore topics that they love and stories that engage them. This motivated the researchers to conduct a study to investigate whether using Quizizz technology could positively influence students' attitude reading in the classroom and make them happier.

However, English is still a challenging subject for many people. There are various factors that are considered to have influenced the learning process such as motivation, attitude, anxiety, learning achievement, intelligence aptitude, age, and personality. Among all these factors, attitude is considered to be crucial for learning language. Attitude is one of the success factors in learning language. Attitude plays a key role in student achievement. It includes students' beliefs, feelings and behaviors. Students' attitude have a significant influence on their engagement with reading. As Kush & Waktins (2001) states that attitude is "a state of mind, accompanied by feelings and emotions that make reading more or less probable"

By reading, readers will get a lot of very useful information, both new and previously read information. However, there are several problems that students face in learning to read, one of which is students' lack of interest in reading, so students'

attitudes show the pressure that students face in learning English. reading is a complex cognitive activity essential for sufficient functioning and for obtaining information in modern society (Alfassi, 2004). Therefore, this research was conducted to find out whether students cognitive, affective, behavioral towards Quizizz in reading classroom.

In recent years, the integration of technology in education has paved the way for innovative assessment methods that aim to capture and analyze students' attitudes effectively. One of many technology in education which combine the power of technology to assess students' attitudes towards learning English in the reading classroom is Quizizz. According to Zhao (2019), Quizizz are a game-based learning tool, an interactive multiplayer game-based platform, an easy-to-access platform to students, and an effective platform to save learning time.

METHODS

This study adopted a qualitative research study because this study aimed to describe the attitude towards Quizizz as an assessment in reading classroom. which is a social phenomena. In line with Bist (2015) the focus of qualitative research is on qualitative phenomena. This type of research seeks to uncover the underlying motivations and desires using in depth interview for the purpose. This research used a case study to meet the objectives in this research, namely to find students' attitudes (cognitive, affective, behavior) in using Quizizz to determine both positive and negative outcomes towards learning reading in the classroom. Refers to (Ary et al., 2010) stated that case study is a research method that deeply examines a single subject, like an individual or group, to gain a comprehensive understanding. It involves various techniques such as interviews and observations to collect detailed data.

The researcher took 4 students as random sampling to participate in this study. When measuring student attitudes, it is important to obtain a sample that accurately represents the entire student population. Random sampling helps to achieve this by reducing bias and increasing the likelihood of obtaining a diverse range of attitudes. By randomly selecting students from different schools or educational settings, researchers can capture a broader perspective on student attitudes towards a particular subject (Saidi & Siew, 2018).

Data collection is a technique for collecting the information needed to answer the research question. Interview was chosen as the instrument of this research to gain in-depth information from participants. According to Ary et al., (2010) interviews are a common data collection technique in qualitative research that can provide insight into participants' perspectives. The interview used was a semi-structured interview. The semi-structured interview is the popularly interview technique used in qualitative research (Cohen et al., 2007). What is meant by semi-structured is that the interviewer has prepared all the questions that will be interviewed to the participants. However, participants can answer questions in a relaxed, long, or short way. The participants were individually interviewed by the author regarding their attitudes towards Quizizz as media in reading classroom. The participant will be explained as student following with number in findings.

RESULTS & DISCUSSION

Results

The findings were arranged based on the themes formed when analyzing the data obtained from participants. All data has a different code based on the components needed to adjust the topic discussed, namely student attitude. The components developed from student attitude are affective, behavioral, and cognitive. To help understand the data, participants are given a code in the form of numbers to distinguish each data obtained from each participant.

Findings of the Research

The main findings of this research are explained thematically, in this stage, the information about students' attitudes toward Quizizz-mediated assessment tool in reading classrooms was obtained through observation checklists and interviews. Involves student affective, behavioral and cognitive towards Quizizz in reading classroom

1. Affective field

In this stage illustrates how students' affective during learning reading. The data obtained relating to student affective. Affective relates to emotions in attitudes, involving emotional response to an object, or situation.

a. Students' feeling when using Quizizz in reading classroom

In finding an information about students' feeling, the students were interviewed about how they felt when using Quizizz in class reading. The results were examined below:

- “Seru, terus enjoy. apalagi nggak pernah nih belajar kayak gini, jadi enak sih”
[It's fun, it's enjoyable, especially since I've never learned like this before] (S1)
Vignette 01
- “... seru gitu, soalnya kan pakai aplikasi, soalnya kalau saya itu belajar pakai buku doang dari SD sampai SMP...”
[... It's exciting, because it's using an application, because since I was in elementary school i always learning using books] (S2)
Vignette 02
- “Senang sih, kak”
[im happy] (S3)
Vignette 03
- “Kayak senang sih, soalnya kayak baru pertama kali sih soalnya diajari di kelas pakai quizizz jadi seru gitu”
[I'm happy, because it's like the first time I've been taught in class using quizizz, so exciting] (S4)
Vignette 04

Based on the interview results, the researcher found 4 students that showed high satisfaction on learning reading using Quizizz that students felt happy to learn using quizizz in reading class. Student also felt it fun and enjoyable because this is their first time learning using Quizizz.

b. Students' confidence in learning reading using Quizizz

At this stage, students were asked about how their confidence when using Quizizz in class reading. The students' response:

- “Saya sih percaya diri. cuma karena pengalaman kan jadi baru masih belum tahu gimana hasilnya ntar.”

[I'm confident, but because it's a new experience, I still don't know how it's going to turn out.] (S1)

Vignette 05

- “Kalau dari saya percaya diri bisa dibilang neutral lah ya. Soalnya kan apa aluaa tuh karena baru pertama kali menggunakan aplikasi untuk belajar kali ya.”
[For me, I can say that my confidence is neutral, because this is the first time using an application for learning.] (S2)

Vignette 06

- “aku jadi lebih percaya diri sih kak, karena jadi seru gitu belajarnya”
[I became more confident, because it was so fun to learn.] (S3)

Vignette 07

- “Saya kalau soal percaya diri mah percaya diri terus”
[When it comes to self-confidence, I'm confident.] (S4)

Vignette 08

Based on the interview, the researcher indicates that students had no negative response towards the using of Quizizz in reading classroom. Most of the students' felt confidence when using Quizizz in reading class.

c. **Students' enthusiasm in learning reading using Quizizz**

At this stage, students were asked about how their enthusiasm when using Quizizz in class reading. The students' response:

- “saya antusias kak, karena senang, seru gitu”
[I'm enthusiastic, because it's fun, exciting] (S1)

Vignette 09

- “saya antusias sih, ya seru sih soalnya kan kita kayak melihat pembelajaran yang memang berbeda dari yang kita belajar sebelumnya. Kayak pakai aplikasi quizizz ini kan kayak punya fitur-fitur fungsi dan fitur yang menarik lah”
[I'm enthusiastic, it's exciting because we see learning that is different from what we learned before. Like using this Quizizz application, it has interesting functions and features.] (S2)

Vignette 10

- “Aku antusias si, senang saja.”
[I'm enthusiastic, its fun] (S3)

Vignette 11

- “Kalau antusias iya, karena melihat hal baru kan, jadi kayak seru aja gitu ngikutin”
[If enthusiastic, yes, because you're seeing new things, so it's kind of exciting to follow along.] (S4)

Vignette 12

Based on the interview results, the researcher found 4 students showed high satisfaction on learning reading using Quizizz. The students also showed the Quizizz learning method is a new learning method for them. students also show a positive emotional attitude. One of them felt interested because he thought Quizizz had interesting features. Overall, the use of quizizzes in reading class has a positive impact on students' affective attitude. This is also supported by the findings in the observations, in tables number 4 students displayed a high level of enthusiasm towards the learning tasks or reading when using Quizizz

2. Behavioral field

In this stage illustrates how students' behavioral when using Quizizz in reading classroom. The data obtained relating to student behavioral. Behavioral refers to students' actions or behaviors towards an object, which are influenced by their beliefs and feelings towards the object.

a. Students feel motivated to learn to reading by using Quizizz

In this stage, students' were ask about how students' behavior related to motivation when learning using Quizizz in reading classroom. The students' response:

- “Termotivasi sih pasti ya, karena kan itu balik lagi pembelajarannya itu seru sistem belajarnya itu beda dari yang biasanya. Jadi bisa menambah motivasi saya untuk belajar sih itu”

[I'm motivated for sure, the learning is fun because the learning system is different from the usual. So it can increase my motivation to learn] (S1)

Vignette 13

- “Kalau motivasi itu pasti ada karena memang ini kan ilmu baru walaupun emang pembelajaran baru dari guru yang menerapin quizzes kan. Mungkin kalau misalkan saya jadi guru kak, saya juga pasti bakal mempertimbangkan penggunaan quizzes ini ntar untuk murid-murid saya”

[The motivation is definitely there because this is new knowledge even though it is new learning from teachers who apply quizzes. Maybe if I were a teacher, I would also consider using quizzes for my students.] (S2)

Vignette 14

- “iya. Saya jadi lebih termotivasi lagi”
[Yes. I became more motivated] (S3)

Vignette 15

- “Iya dong, termotivasi soalnya kan nanti saya yakin bakal ketemu lagi sama kuisis kalau saya SMA”
[Yes, because I'm sure I'll meet again with the quiz when I go to high school.] (S4)

Vignette 16

Based on the interview, the researcher found all of the students' felt motivated because it's fun learning using Quizizz. Students feel motivated because learning using Quizizz according to them is more exciting and fun compared to their usual learning methods. And some students say if he became a teacher, he will consider using Quizizz for his students.

b. Students feel more active participating in class by using Quizizz

At this stage, students were asked about how they participation in class when using Quizizz in class reading. The students' response:

- “saat menggunakan quizizz saya jadi lebih sering berpartisipasi sih. Soalnya kan seru gitu untuk belajar.”

[When using quizizz, I participate more often because it's fun to learn.] (S1)

Vignette 17

- “Iya kak, quizizz membuat aku jadi lebih berpartisipasi dalam kelas”
[Yes, quizizzes make me participate more in class.] (S2)

Vignette 18

- “Aku iya, jadi ingin belajar aktif gitu.”

[I do, so I want to learn actively] (S3)

Vignette 19

- “Kalau lebih berpartisipasi jawabannya iya, soalnya kayak seru gitu ngelihat kita ngerjain sama-sama kayak lomba gitu lho kak”

[If the question is participate more, the answer is yes, because it's so exciting to see that we are doing it together, it's like a competition] (S4)

Vignette 20

Based on the results of student interviews, results show positive behavior towards the use of Quizizz in the reading class. Students felt that he became more active in participating in class when using Quizizz in reading class. This is also supported by the observation checklist in table no 1 and 2. when using quizizzes in the reading classroom the quality and frequency of interaction between teachers and students is satisfactory. And the students showed active participation and interest during the reading learning period using quizizzes in the classroom

3. Cognitive field

In cognitive attitudes refer to the knowledge and beliefs component of attitudes. It involves the individual's understanding and ideas about a particular object, or situation.

a. Students found Quizizz help them problem solving in learning

At this stage, students were asked about how their problem-solving skills were in class when using Quizizz in reading learning in class. Students' responses:

- “kalau dibilang membantu sih ya cukup membantu sih belajarnya jadi lebih menyenangkan

[If you say it helps, yes, it is quite helpful, it makes learning more fun.] (S1)

Vignette13

- “membantu jadi lebih bisa lebih fokus ngerjainya”

[its helps to be more focused on learning.] (S2)

Vignette 14

- “Kalau menurut aku, iya sih membantu. Karena seru saja”

[In my opinion, yes, it helps. Because it's fun] (S3)

Vignette 15

- “lumayan membantu sih kak, jadi lebih menyenangkan aja sih belajarnya”

[It's quite helpful, it makes learning more fun.] (S4)

Vignette 16

Based on the results of the interviews, students had positively attitude in terms of cognitive, this can be seen from the students' responses above that they felt that Quizizz could help them solve problems when learning in reading classroom.

b. Students found that Quizizz is helping them in learning reading

At this stage, students were asked “Do the Quizizz helps you understand more details in reading lessons? Why?”. Students' responses:

- “cukup membantu soalnya di quizzes itu kan banyak ya materi-materinya dan nggak cuma satu aja gitu untuk materinya”

[quite helpful because in the quizzes there is a lot of material and not just one material.] (S1)

Vignette 17

- “membantu sih kak soalnya quizizz seru aja gitu belajar menggunakan quizizz”

[It helps because quizizz is just fun to learn using quizizz.] (S2)

Vignette 18

- “iya sih, kalau menurut aku. Karena pembelajarannya kan tidak lewat buku ya. Jadi kayak senang saja sama hal baru gitu”

[Yes, in my opinion. Because the learning is not through books. So it's just like being happy with new things] (S2)

Vignette 19

- “iya kak, membantu karna seru aja gitu belajar menggunakan quizizz jadi lebih menyenangkan belajarnya”

[yes, it helps because it's fun to learn using quizizz so it's more fun to learn.] (S4)

Vignette 20

Based on the results of interviews with 4 students, the researcher found that students think that Quizizz can help them to learn, and they can better understand interesting and exciting learning and could get new knowledge. Furthermore, Quizizz help students to provide a better understanding of learning reading. Overall, Quizizz can be a beneficial addition to the classroom, because student feel learning using quizizz felt exciting so that he felt helped in understanding the learning material more easily. That means students' also has positive attitude in terms of cognitive.

DISCUSSION

The findings of this research provide valuable insights into students' attitudes and experiences when using Quizizz as a mediated assessment tool in reading classrooms. The data is thematically organized into three main categories: affective, behavioral, and cognitive aspects of student attitude.

1) **Students' have a positive attitude on affective towards the use of Quizizz in the reading classroom**

The first thematic category explores students' affective responses to Quizizz-mediated assessment. According to Sharpe & Abraham (2019) affective refers to feelings or emotions associated with an attitude object. The data from interviews and observations clearly indicate that students are satisfaction about using Quizizz in their reading classes. This satisfaction is evident through their statements expressing enjoyment and interest in this new learning method. Several students mentioned that Quizizz offers a refreshing and engaging way to learn, different from traditional methods. Their excitement is further supported by the observation checklist, which shows a high level of satisfaction among the students. This positive affective response is a significant finding as it suggests that Quizizz has the potential to enhance students' emotional engagement with the learning material. When students are excited and motivated to learn, it can lead to better learning outcomes and a more positive learning experience. A study conducted by Pahamzah et al. (2020) also found similar results, which explained that Quizizz was easy to use and allowed for interactive and fun learning experiences. This positive result also similar with Pham, A. T. (2022) The study reveals that students had positive attitudes towards Quizizz and perceived high levels of satisfaction.

2) **Students' have a positive attitude on behavior towards the use of Quizizz in the reading classroom**

The second thematic category focuses on students' behavioral responses to Quizizz-mediated learning. According to Sharpe & Abraham (2019) Behavioral information refers to past behaviors or behavioral intentions with respect to an attitude object. The interview data highlight that students are more active and willing to participate when Quizizz is used in the classroom. Students mentioned that the interactive and enjoyable nature of Quizizz motivates them to engage more actively in class activities. Some even expressed a willingness to participate more frequently, indicating that Quizizz encourages participation and involvement in the learning process. Students feel motivated because learning using Quizizz according to them is more exciting and fun. The findings suggest that Quizizz has a positive impact on student behavior with increased motivation and active participation during reading lessons. A similar result was also found by Zulfikar, T (2019) students' attention during learning English, students' positive participation during the English learning. This similar with research is conducted by Pham, A. T. (2022) The study reveals that students had positive attitudes towards Quizizz and Quizizz was found to enhance students' motivation. Increased student participation and motivation can lead to a more dynamic and interactive classroom environment, which can contribute to better learning outcomes.

3) Students' have a positive attitude on cognitive towards the use of Quizizz in the reading classroom

The third thematic category explores students' cognitive responses to Quizizz-mediated learning. According to Sharpe & Abraham (2019) Cognitive information refers to beliefs or thoughts about an attitude object. Based on the results of interviews with these four students, the findings suggest that Quizizz has a positive impact on student cognitive it becomes evident that Quizizz is seen as a tool that helps students understand and engage with the learning material more effectively. It encourages problem-solving skills, concentration, and the acquisition of new knowledge. Moreover, the interactive and enjoyable nature of Quizizz seems to play a pivotal role in enhancing students' cognitive engagement during reading lessons. This similar with research conducted by Pahamzah et al. (2020) The study found that the use of Quizizz have positive impact on student engagement and it improved their reading comprehension skills. The results of this study are also in line with research conducted by Priyanti (2020) who found that quizzes have a positive effect on students' reading comprehension.

CONCLUSION

In conclusion, the result show how was the student attitude while learning by using Quizizz in reading classroom. However, the Quizizz help the student in learning especially for the experience in problem solving. Based on three components of attitude, it shows the students attitude in positive ways. The component that stands out in this study is student affective, as students feel more pleasant impressions and feel that learning using Quizizz gives new enthusiasm for them.

In terms of affective responses, students reveals exhibit a high level of satisfaction and enthusiasm when using Quizizz in their reading classes. They find Quizizz to be a refreshing and engaging way to learn, distinct from traditional methods. This positive affective response suggests that Quizizz has the potential to

enhance students' emotional engagement with the learning material, which can ultimately lead to improved learning outcomes and a more positive overall learning experience.

In behavioral responses, Quizizz encourages greater student participation and active engagement in the classroom. Students are more willing to participate in class activities due to the interactive and enjoyable nature of Quizizz. This increased participation can contribute to a more dynamic and interactive learning environment, which is likely to have a positive impact on learning outcomes.

In terms of cognitive responses. Quizizz has a positive impact on students' cognitive development. It functions as a tool that aids students in understanding and engaging with the learning material more effectively. Students reported improvements in problem-solving skills, concentration, and knowledge acquisition. The interactive and enjoyable nature of Quizizz played a pivotal role in enhancing cognitive engagement during reading lessons.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

ACKNOWLEDGEMENT

I would like to express my gratitude to Mr. Fauzi Miftakh, S.Pd., M.Pd. and Mr. Iwan Ridwan S.Pd., M.Pd as my advisors who guided me for finishing this research.

REFERENCES

- Alfassi, M. (2004). *Reading to Learn: Effects of Combined Strategy Instruction on High School Students*. *The Journal of Educational Research* 97(4), 171-185
- Bist, R. B. (2015, July). *Research Procedure: An Introduction*. *Journal of NELTA Surkhet*, 4
- Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology*. *Qualitative Research in Psychology*, 3(2), 11-101
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. In *Ecology, Environment and Conservation* (6th ed., Vol. 10, Issue 1). Routledge.
- Fauzan Juliansyah, & Rukmana, D. (2022). *THE EFFECT OF THE READING CORNER PROGRAM ON INCREASING READING INTEREST*. In *Jurnal Cakrawala Pendas* (Vol. 8, Issue 3, pp. 798–809). Universitas Majalengka. <https://doi.org/10.31949/jcp.v8i3.2633>
- John Bostock, 2021; *The Importance of Reading: Why Reading is such an important English Language skill*;
- Kush. J. C. & Watkins. M. W. (2001). *Long-Term Stability of Children's Attitudes Toward Reading*. *The Journal of Educational Research*. 89 (5).
- Pahamzah, J., Syafrizal, S., Juniardi, Y., & Sukaenah, P. M. (2020.). *quizizz as a students' reading comprehension learning media: a case study at the eleventh grade of dwi putra bangsa vocational school in cimanggu*. *International Journal of English Language and Linguistics Research* Vol.8, No 5, pp. 27-33, November 2020
- Pham, A. T. (2022). *University Students' Attitudes towards the Application of Quizizz in Learning English as a Foreign Language*. *International Journal*

- of Emerging Technologies in Learning (iJET), 17(19), pp. 278–290.
<https://doi.org/10.3991/ijet.v17i19.32235>
- Siew, N. M., & Saidi, S. S. (2018). Assessing Students' Understanding of the Measures of Central Tendency and Attitude towards Statistics in Rural Secondary Schools. In *International Electronic Journal of Mathematics Education* (Vol. 14, Issue 1). Modestum Publishing Ltd.
<https://doi.org/10.12973/iejme/3968>
- Sharpe, R., & Abrahams, I. (2019). Secondary school students' attitudes to practical work in biology, chemistry and physics in England. *Research in Science & Technological Education*, 1–21.
<https://doi.org/10.1080/02635143.2019.1597696>
- Zhao, F. (2019). *Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom*. *International Journal of Higher Education*, 8(1), 37-43.
- Zulfikar, T., Dahliana, S., & Sari, R. A. (2019). An Exploration of English Students' Attitude toward Learning English. In *English Language Teaching Educational Journal* (Vol. 2, Issue 1, p. 1). Universitas Ahmad Dahlan.
<https://doi.org/10.12928/eltej.v2i1.947>