



Students' Perceptions of Quizizz as A Formative Assessment Tool for Reading Comprehension in EFL Learning

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Abstract

This study investigates high school students' perceptions of Quizizz as a formative assessment tool in improving reading comprehension in English as a Foreign Language (EFL) learning. The study was conducted at SMA PGRI 2 Bandung with a total of 58 eleventh-grade students who had prior experience using Quizizz in reading assessments. Employing a descriptive quantitative method, data were collected through a validated 27-item Likert-scale questionnaire (Cronbach's Alpha = 0.898). The findings revealed that 72.4% of students had positive perceptions, with an overall mean score of 3.43, categorized as "High." Students reported that Quizizz enhanced their comprehension, motivation, and engagement during reading tasks, although some noted challenges related to internet access and time constraints. These results imply that Quizizz is a useful and accessible tool for formative reading assessment in digital classrooms. However, as this study was limited to a single school and descriptive in nature, further research involving more diverse settings and mixed-methods approaches is recommended. Teachers are encouraged to integrate Quizizz thoughtfully, aligning it with pedagogical goals while addressing students' digital readiness.

Keywords: *Quizizz, formative assessment, reading comprehension, EFL, gamification*

Introduction

Reading comprehension plays a crucial role in English as a Foreign Language (EFL) learning, as it supports academic achievement and overall language development (Grabe & Stoller, 2019). However, Indonesian students continue to struggle in this area. The 2018 Programme for International Student Assessment (PISA) reported that Indonesian students scored an average of 371 in reading, significantly below the OECD average of 487, highlighting the need for instructional

innovation (OECD, 2019).

One promising solution is formative assessment, which refers to assessment conducted during the learning process to provide feedback and guide instruction. (Black & Wiliam, 1998; Heritage, 2021). Unlike summative assessments, formative assessment emphasizes reflection, diagnosis, and improvement. (Yorke, 2011). However, in large or time-constrained classes, applying formative assessment can be challenging. (Meliana et al., 2023). Meanwhile, traditional methods such as paper-based tests often fail to deliver timely feedback and may reduce student engagement. (Thị et al., 2024; Zhang & Crawford, 2024).

To address these issues, teachers are increasingly utilizing gamified digital tools, such as Quizizz, an online platform that provides real-time feedback, incorporates game-based elements, and offers student performance analytics. (Kalahatu, 2021). Rooted in Vygotsky (1978) Concept of the Zone of Proximal Development (ZPD) and Piaget (1972) Constructivist Theory, Quizizz promotes active learning through digital scaffolding, such as instant feedback and peer comparison (Andresta & Anwar, 2022; Zuhriyah & Pratolo, 2020).

Although several studies have found that Quizizz enhances student motivation and classroom engagement (Isnaini & Aruan, 2024; Nurmala & Suryman, 2022). Most research focuses on grammar and vocabulary. (Meliana et al., 2023; Rahayu & Purnawarman, 2019), not reading comprehension. Moreover, few studies examine students' perceptions of Quizizz's effectiveness for formative assessment in reading, particularly across dimensions such as feedback, usability, Gamification, and learning outcomes. (Zulfa & Ratri, 2022).

Student perception is a critical aspect of evaluating a learning tool, as it influences motivation and engagement. (Dhamayanti, 2021; Pahamzah et al., 2020). Without understanding how students respond to these tools, educators risk misalignment between teaching strategies and learners' needs.

This study aims to explore high school students' perceptions of using Quizizz as a formative assessment tool for reading comprehension in EFL learning. It focuses on students' experiences across seven dimensions: comprehension support, engagement, gamification, feedback, ease of use, challenges, and overall perception. By addressing this gap, the study seeks to provide both theoretical and practical contributions to the development of digital formative assessment strategies in 21st-century EFL classrooms.

Method

Research Design

This study employed a quantitative descriptive survey design to investigate students' perceptions of Quizizz as a formative assessment tool for reading comprehension. The survey method was selected because it enables researchers to systematically collect quantitative data that reflect the attitudes or opinions of a specific population (Creswell, 2014). The study focused on eleventh-grade students

at SMA PGRI 2 Bandung who had used Quizizz during English reading comprehension activities. The research was conducted without manipulating variables or implementing experimental interventions.

The approach is grounded in the principles of survey methodology, which emphasizes the use of structured instruments to obtain consistent and comparable data across participants. (Fraenkel, 1993). The survey covered several dimensions of students' experience, including engagement, feedback, Gamification, usability, comprehension support, and overall perception.

Data were collected through both online and offline formats. Printed questionnaires were distributed in classrooms under supervision, and Google Forms was used to reach students who were absent or needed more time. The data were analyzed using descriptive statistical methods, including frequency, percentage, mean, and standard deviation (Field, 2013). These analyses aimed to identify trends in perception and support educational improvement based on empirical feedback.

Research Participants

This study involved 58 eleventh-grade students from SMA PGRI 2 Bandung. The participants were selected using a total population sampling technique, in which the entire population was included in the study. This method was considered appropriate because the total number of students was small and accessible, and all participants had relevant experience with the Quizizz platform in their English reading comprehension activities (Sugiyono, 2019).

The school was selected purposively because it had already integrated Quizizz into its English instruction, especially in reading activities. This ensured that the respondents were familiar with the features of the application and could provide relevant and informed feedback. Including all 58 students allowed the researcher to collect comprehensive and unbiased data that reflect a complete view of the population.

To better understand the demographic profile of the respondents, data were categorized by gender and academic stream. The summary is presented in Table 2.1

Table 2.1 Characteristics of Respondents

Respondent Characteristics	Category	Frequency	Percentage
Gender	Male	22	37.9
	Female	36	62.1
Class	XI-IPA	30	51.7
	XI-IPS	28	48.3
Total		58	100.0

Most respondents were female (62.1%), while male students accounted for 37.9% of the sample. Regarding study program distribution, 51.7% of the students were in the science track (XI-IPA), and 48.3% were from the social studies track (XI-IPS). This balanced distribution indicates that the findings reflect diverse perspectives from both academic groups.

Research Instruments

Research instruments are essential for gathering data in educational research. (Creswell, 2014). In this study, a structured questionnaire consisting of 27 items was used to measure students' perceptions of Quizizz as a formative assessment tool in the context of reading comprehension in English as a Foreign Language (EFL). The researcher developed the items based on a review of previous studies. (Aulia & Warni, 2024; Meliana et al., 2023; Zuhriyah & Pratolo, 2020) and were adapted to suit the local learning environment and curriculum.

The questionnaire measured students' perceptions across seven dimensions:

1. Benefits of Quizizz for reading comprehension
2. Ease of use
3. Engagement and motivation
4. Gamification features
5. Effectiveness of feedback and evaluation
6. Obstacles in using Quizizz
7. Overall perception

Each statement was rated using a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), to quantify students' attitudes and experiences with Quizizz during reading comprehension activities.

To ensure content validity, the instrument was reviewed by two expert lecturers in English Education and assessment. The reviewers evaluated the clarity, relevance, and alignment of items with the research objectives. Revisions were made based on their feedback. The questionnaire was also pilot-tested with a small

group of students to ensure clarity of language and the reliability of items.

For reliability, internal consistency was examined using Cronbach's Alpha, which produced a value of 0.898, indicating a high level of reliability (Field, 2013). Item-total correlations ranged from 0.217 to 0.679, suggesting that all items made meaningful contributions to the scale.

Table 2.2 Case Processing Summary

		N	%
Cases	Valid	58	100.0
	Excluded	0	0.0
	Total	58	100.0

Table 2.3 Reliability Statistics

Cronbach's Alpha	N of Items
.898	27

Data Collection Procedure

The data collection procedure involved 58 participants and was conducted using both offline and online methods. Printed questionnaires were distributed in class under the researcher's supervision to ensure clarity and objectivity in student responses. For students who were absent or required additional time, the questionnaire was also made available via Google Forms, selected for its accessibility and automatic data compilation.

The data collection process took place over two weeks. By employing both formats, the study ensured that all students had equal opportunity to participate and that the resulting data were as complete and representative as possible. Ethical approval was obtained from the school principal prior to data collection. Students were informed about the study's objectives and provided their consent to participate voluntarily. All responses were collected anonymously and used solely for academic purposes.

Data Analysis Technique

Data analysis is a critical component of the research process, involving the organization, processing, and interpretation of collected data. In this study, data were analyzed using a quantitative descriptive statistical approach, which aimed to provide an overview of students' perceptions of Quizizz as a formative assessment tool in EFL reading comprehension classes.

Descriptive statistics were chosen because the study focused on exploring general patterns in perceptions, rather than testing relationships or differences between variables. Therefore, inferential statistics were not applied, as the

objective was not to generalize findings beyond the study sample (Bryman, 2007).

The analysis included the calculation of frequencies, percentages, mean scores, and standard deviations using SPSS version 30.0.1.0 (Field, 2013). Descriptive statistics allow researchers to present data visually through tables and graphs, making findings easier to interpret and communicate (George, 2018).

To support data interpretation, the mean scores from the questionnaire were classified into perception categories using the scale shown in Table 3.4. This classification was adapted to help educators and policymakers understand the level of students' perceptions toward Quizizz.

Table 3.4 Interpretation of Mean Score

Mean Range	Level of Perceived
0.1-1.0	Very Low
1.1-2.0	Low
2.0-3.0	Moderate
3.1-4.0	High
4.0-5.0	Very High

Results

This study investigated students' perceptions of Quizizz as a formative assessment tool for reading comprehension in EFL learning. Based on the analysis of the 27 questionnaire items grouped into seven thematic categories, the overall mean score across all items was $M = 3.43$, placing it in the "High" perception category. This suggests that students generally had positive perceptions of Quizizz, especially in terms of interactivity, feedback, and motivation, though some areas reflected moderate agreement, particularly regarding comparison to teacher-led feedback or preferences for traditional methods.

Table 41. Benefits of Quizizz in Reading Comprehension

No	Statements	SA	A	N	D	SD	Mean	Level
1	Quizizz helped me understand the text I was reading in English better.	6.9%	46.6%	31.0%	8.6%	6.9%	3.37	High
2	Using Quizizz improved my reading comprehension skills.	6.9%	51.7%	31.0%	8.6%	1.7%	3.53	High
3	Quizizz helped me identify errors in	10.3%	50.3%	24.1%	10.3%	5.2%	3.50	High

	my reading comprehension.							
4	Quizizz made me more confident in understanding English texts.	8.6%	31.0%	39.7%	13.8%	6.9%	3.20	High

The findings in Table 4.1 show that Students perceived Quizizz as beneficial for improving their reading comprehension. The highest-rated item ($M = 3.53$) indicated that students felt their comprehension skills improved through Quizizz. Though confidence (Item 4) received a slightly lower mean ($M = 3.20$), it still fell within the “High” category, showing that Quizizz also supports learner self-efficacy. These findings suggest that Quizizz supports formative learning by enabling real-time error identification and increased understanding.

Table 4.2 The Ease of Use of Quizizz as a Formative Assessment Tool

No	Statements	SA	A	N	D	SD	Mean	Level
1	Quizizz has an easy-to-understand and easy-to-use interface	15.5%	53.4%	27.6%	3.4%	–	3.81	High
2	I can easily access Quizizz through my device (laptop/cellphone).	19.0%	52.4%	22.4%	1.7%	3.4%	3.82	High
3	I feel comfortable using Quizizz without much guidance from the teacher.	6.9%	31.0%	43.1%	15.5%	3.4%	3.22	High
4	I didn't experience any technical issues while using Quizizz for the reading assessment.	8.6%	34.5%	46.6%	10.3%	–	3.41	High

The findings presented in Table 4.2 indicate that students generally had positive perceptions of ease of use. The highest score ($M = 3.82$) indicated strong agreement with the ease of accessing Quizizz. However, the lower mean ($M = 3.22$) for convenience without teacher guidance suggests that, despite the intuitive interface, some students still relied on instructional support. Furthermore, technical issues were encountered by a small number of students, indicating

limitations in infrastructure or device capabilities in some contexts.

Table 4.3: Engagement and Motivation in Reading Activities

No	Statements	SA	A	N	D	SD	Mean	Level
1	I am more motivated to learn to read by using Quizizz than by traditional methods	6.9%	27.6%	46.6%	15.5%	3.4%	3.18	High
2	I feel more focused when taking quizzes on when taking quizzes on Quizizz compared to regular tests	6.9%	43.1%	31.0%	17.2%	1.7%	3.36	High
3	I enjoy reading assessments that use Quizizz more than paper and pen.	13.8%	43.1%	31.0%	8.6%	3.4%	3.55	High
4	Using Quizizz in reading assessments has made me more active in learning English.	3.4%	39.7%	44.8%	10.3%	1.7%	3.32	High

The findings presented in Table 4.3 indicate that students expressed a generally positive attitude toward Quizizz's effect on motivation and engagement in reading. The highest-rated item ($M = 3.55$) indicated that students preferred gamified reading tasks over traditional paper-based formats. However, the first statement ($M = 3.18$) reflected that motivation still varied, with nearly half of the students remaining neutral. This suggests that while Quizizz enhanced enjoyment and participation for many, others may still require more personalized engagement strategies.

Table 4.4 Gamification Impact in Learning

No	Statements	SA	A	N	D	SD	Mean	Level
1	Gamification elements (leaderboards, scores, timers) make learning to read more	15.5%	41.4%	31.0%	8.6%	3.4%	3.56	High
2	I feel more excited about taking the reading assessment using Quizizz.	8.6%	37.9%	31.0%	8.6%	3.4%	3.41	High
3	The timer feature in Quizizz helps me be more disciplined in reading and answering questions.	12.1%	39.7%	34.5%	12.1%	1.7%	3.48	High
4	I felt challenged to improve my score on the Quizizz quiz.	24.1%	55.2%	17.2%	1.7%	1.7%	3.98	High

The findings presented in Table 4.4 yielded one of the strongest responses, with the highest mean ($M = 3.98$), indicating that competitive elements, such as assessments and leaderboards, effectively motivated students. Most participants agreed that Gamification features made the reading experience more enjoyable and disciplined. However, some neutral responses (e.g., Item 2, 31%) indicated that not all learners were equally affected by game-like mechanisms, which may be more appealing to specific learner profiles.

Table 4.5 Effectiveness of Feedback and Evaluation in Quizizz

No	Statements	SA	A	N	D	SD	Mean	Level
1	Instant feedback from Quizizz helped me understand my strengths and weaknesses in reading	6.9%	51.7%	37.9%	3.4%	-	3.62	High
2	I found out my mistake	19.0%	50.0%	25.9%	3.4%	1.7%	3.81	High

	immediately after completing the quiz on Quizizz.							
3	The feedback provided by Quizizz is more useful than manual corrections by teachers	12.1%	39.7%	34.5%	12.1%	1.7%	3.06	Moderate
4	Quizizz provides a more accurate assessment compared to traditional assessment methods.	12.1%	25.9%	41.4%	17.2%	3.4%	3.25	High

The findings in Table 4.5 describe students' feedback from Quizizz as fast and beneficial, particularly in identifying mistakes and reflecting on performance. The second item ($M = 3.81$) scored highly, emphasizing appreciation for instant feedback. However, the third item received the lowest mean overall ($M = 3.06$), indicating moderate perception when comparing Quizizz feedback to that provided by teachers. This underscores that while digital tools are efficient, students may still value teacher-led explanation and reinforcement.

Table 4.6 Obstacles in using Quizizz

No	Statements	SA	A	N	D	SD	Mean	Level
1	I am having trouble accessing Quizizz due to internet or device limitations.	15.5%	27.6%	37.6%	17.2%	1.7	3.37	High
2	I feel rushed by the timer in Quizizz	17.2%	44.8%	29.3%	6.9%	1.7%	3.68	High
3	I prefer to read questions the traditional way rather than use Quizizz.	8.6%	17.2%	53.4%	19.0%	1.7%	3.12	High

4	I experience distractions from external factors (notifications, surroundings) while using Quizizz.	12.1%	32.8%	41.4%	13.8%	-	3.43	High
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The findings presented in Table 4.6 indicate that while overall perceptions of Quizizz were positive, students acknowledged some challenges. The most prominent challenge was time pressure ($M = 3.68$), which, while motivating for some, was stressful for others. Limited access and digital distractions were also concerns for some students, highlighting the equity gap and the need for a supportive learning environment. This suggests that for Quizizz to be fully effective, both technological readiness and classroom conditions must be considered.

Table 4.7 Overall Perception of Quizizz Use

No	Statements	SA	A	N	D	SD	Mean	Level
1	Overall, I am satisfied with using Quizizz in learning to read.	1.7%	48.3%	43.1%	5.2%	1.7	3.43	High
2	I want to continue using Quizizz in reading assessments in the future.	8.6%	25.9%	44.8%	19.0%	1.7%	3.20	High
3	I recommend Quizizz to other friends or teachers as a reading assessment tool.	8.6%	17.2%	53.4%	19.0%	1.7%	3.12	High

The findings in Table 4.7 assess students' overall impressions of Quizizz. While satisfaction levels were generally high ($M = 3.43$), willingness to recommend the tool or use it long-term was more limited ($M = 3.12-3.20$). These results reflect cautiously positive support, indicating an openness to continued use, provided the technical and instructional conditions are supportive.

Discussion

This study explored students' perceptions of Quizizz as a formative assessment tool for reading comprehension in English as a Foreign Language (EFL) classrooms. The results, categorized into seven main themes, revealed predominantly positive student experiences, particularly in terms of engagement, feedback, and gamification. These findings demonstrate how formative digital tools like Quizizz can embody core principles of constructivist learning theory. In particular, they reflect Vygotsky's concept of the Zone of Proximal Development (ZPD), where students benefit from guided interaction, immediate feedback, and scaffolded challenges (Vygotsky, 1978; Zuhriyah & Pratolo, 2020).

Benefits of Quizizz in Reading Comprehension

Students perceived that Quizizz helped them understand reading texts better, identify mistakes, and increase their reading confidence ($M = 3.20\text{--}3.53$). This supports the idea that gamified platforms enhance comprehension by providing real-time feedback and active engagement (Zhang & Crawford, 2024). Furthermore, Meliana et al. (2023) emphasized that formative assessments can reinforce understanding when integrated with interactive media, aligning with this study's finding that students felt their comprehension improved through Quizizz.

The Ease of Use of Quizizz as a Formative Assessment Tool

Quizizz was generally perceived as user-friendly, with students appreciating its accessible interface and device functionality ($M = 3.22\text{--}3.82$). This echoes Zulfa & Ratri (2022), who found that students enjoyed the simplicity and convenience of Quizizz during online learning. However, some students indicated they needed teacher guidance or experienced technical issues. These challenges are consistent with (Permana et al., 2023), who highlighted digital literacy and infrastructure as key factors in successfully using gamified tools.

Engagement and Motivation in Reading Activities

Most students indicated increased motivation and enjoyment when using Quizizz compared to traditional methods ($M = 3.18\text{--}3.55$). Gamification has been shown to enhance intrinsic motivation (Isnaini & Aruan, 2024), and in this study, Quizizz's interactive format encouraged greater focus and classroom activity. However, a relatively high percentage of neutral responses (e.g., 46.6% in item 1) suggests that not all students fully internalized the motivational aspects of the platform—possibly due to differences in digital familiarity or individual learning preferences, as noted by (Liu et al., 2024).

Gamification Impact on Learning

Students responded positively to gamified features such as leaderboards, timers, and scoring, which enhanced enjoyment and encouraged discipline and improvement ($M = 3.41\text{--}3.98$). This aligns with Andresta & Anwar (2022), who emphasized the motivational power of game mechanics in fostering competition and engagement. Notably, the highest mean score in this category ($M = 3.98$) indicated that the competitive aspect pushed students to improve. This supports Vygotsky's (1978) theory of the Zone of Proximal Development, where learners thrive with appropriate challenges.

Effectiveness of Feedback and Evaluation in Quizizz

Students appreciated the instant feedback provided by Quizizz, which helped them identify strengths and weaknesses ($M = 3.06\text{--}3.81$). While most students preferred the clarity of digital feedback, some still valued manual teacher corrections, showing that a blended approach may be ideal. This is supported by Heritage (2021) and Refnita & Jufrizal (2022), who emphasized that effective formative feedback must be timely and actionable and supported by teacher mediation for deeper reflection.

However, the reliance on automated feedback may not suit all learners, especially those who require personalized explanation or deeper scaffolding. This reinforces Vygotsky (1978) theory that teacher support remains critical within the learner's Zone of Proximal Development. Therefore, educators are encouraged to combine Quizizz with follow-up class discussions or clarification sessions to ensure that digital feedback leads to meaningful learning.

Obstacles in Using Quizizz

Technical issues, limited internet access, time pressure, and environmental distractions emerged as significant barriers to using Quizizz effectively ($M = 3.12\text{--}3.68$). These findings are consistent with previous studies that identified technological infrastructure and external disturbances as obstacles to digital learning ((Chand et al., 2024; Pertiwi, 2020; Zulfa & Ratri, 2022). While the timer feature helped some students maintain focus, others reported increased stress, indicating that time constraints should be tailored to individual needs.

In the context of Indonesian education—where access to stable internet and personal devices remains uneven—such challenges are particularly relevant. Therefore, implementing gamified tools like Quizizz requires flexibility, such as offering offline alternatives, providing technical support, and adjusting quiz settings to accommodate varying learning environments.

Overall Perception

Overall perceptions were positive, though many students remained neutral about recommending or continuing Quizizz ($M = 3.12\text{--}3.43$). This indicates cautious optimism. While students acknowledged the benefits, their neutral stance may reflect a need for further familiarization or integration of Quizizz into varied classroom contexts. This reinforces findings by Ota et al. (2023) and Pahamzah et al. (2020), who emphasized that perception depends on repeated and meaningful engagement with the tool.

In contrast, studies by Nurmala & Suryaman (2022) found more enthusiastic responses when Quizizz was integrated regularly and aligned closely with student needs and curriculum goals. Therefore, to enhance positive perception, teachers should scaffold the use of Quizizz gradually, provide orientation on its features, and ensure that quiz content is contextualized to student levels and reading goals. Strengthening this connection can position Quizizz not just as a digital quiz tool, but as an effective formative assessment strategy that combines feedback, engagement, and motivation through gamification.

Practical Implications

These findings offer several practical implications for EFL teachers. First, Quizizz can be used to complement reading instruction by providing engaging quizzes that offer immediate feedback. Teachers should consider setting flexible time limits and guiding students who are less digitally literate. Quizizz is particularly suitable for formative assessment at the beginning or mid-point of lessons to diagnose comprehension gaps. Additionally, digital tools like Quizizz should not replace teacher feedback but rather serve as an interactive supplement to traditional methods.

Theoretical Contributions

This study contributes to constructivist learning theory by demonstrating how digital tools like Quizizz operationalize scaffolding and interactive learning in reading comprehension contexts. It also highlights how gamification supports students' progress within their ZPD by integrating motivation and challenge (Vygotsky, 1978).

Conclusion

This study investigated students' perceptions of Quizizz as a formative assessment tool for reading comprehension in EFL classrooms, involving 58 eleventh-grade students from SMA PGRI 2 Bandung. Findings showed overall positive responses across seven categories: reading comprehension support, ease of use, engagement and motivation, gamification impact, feedback and evaluation, obstacles, and overall perception. Most students viewed Quizizz as effective in providing timely feedback, supporting comprehension, and making reading

assessments more interactive.

These findings suggest that digital gamified platforms like Quizizz can serve as practical tools for formative assessment, especially in supporting student-centered, interactive reading instruction. The study reinforces constructivist principles by illustrating how digital scaffolding and immediate feedback enhance comprehension within learners' zones of proximal development.

However, the research also revealed contextual challenges, such as limited internet access, time pressure, and digital distractions, underscoring the need for flexible and adaptive implementation. Teachers are encouraged to use Quizizz not only as an assessment tool but also as a way to boost motivation and engagement in reading tasks, especially through low-stakes formative checks.

While the results are promising, the study is limited by its small and localized sample and descriptive design. Future research should adopt experimental or longitudinal approaches to explore the long-term impact of Quizizz, incorporate student performance outcomes, and examine teacher perspectives. Broader investigations could also analyse how digital literacy, motivation, and learning preferences influence the effectiveness of gamified assessment tools in diverse EFL contexts.

In an era of evolving digital pedagogy, studies like this highlight the importance of aligning technology with pedagogical purpose ensuring that tools like Quizizz not only engage students, but also meaningfully support their learning journey.

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