Students' Perceptions towards the Use of Quizziz as A Tool in Improving Reading Skills

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Abstract

The use of various teaching and learning applications is now significant during online distance learning in the course of diversifying teaching approaches to help retain students' focus and attract students' interest in English language learning. With increasingly rapid technological advancement, Quizizz, an interactive quiz application is one of the current teaching and learning tools that can be used in classrooms to improve students' reading skills. Educators can easily integrate the use of this application in the process of teaching to help build students' language skills. Specifically focusing on skimming and scanning skills, Quizizz allows students to read and simultaneously practice both skills in an interactive way. The use of both linear and non-linear text can also be embedded in the application thus providing a variety in the activity designed. This study aimed to investigate UiTM diploma students' perceptions toward using Quizizz as a tool in improving students' reading skills. Consequently, an innovative speed-reading contest was designed in testing the effectiveness of Quizizz in helping students to apply the reading skills namely skimming and scanning that have been taught in class. The outcomes of this study are expected to provide educators with insights on the usage of Quizizz as an alternate learning media that is good for both educators and students in aiding teaching and learning process.

Keywords: teaching and learning application, Quizizz, reading skills, skimming, scanning

INTRODUCTION

The use of applications in the teaching and learning process has become critical, particularly in the online distance learning mode, which has been widely used since the outbreak of the Covid-19 pandemic. Educators are presently strengthening their technical skills, notably in the use of applications as teaching tools, as part of their adaptation to the new normal. In an English learning classroom, it is even more important for educators to embed the usage of interactive applications to help students master the language

learning process. When learning English at the tertiary level, students must master four fundamental abilities, with reading skills being one of the most crucial as it addresses students' language comprehension (Hermida, 2009, p.1). Thus, emphasis must be placed on teaching students the basic reading skills and ample practices should be given to students so that they can improve their reading skills particularly in critical reading. With strong basic reading skills, students can then be encouraged to read critically to improve their background knowledge as critical reading is used not just to identify flaws in a discourse, but also to gather facts and data to back up an argument. (Widowati & Kurniasih, 2018, p.18). Reading is regarded as a difficult activity since it is dependent on the student's degree of thinking and language abilities, making it one of the most important skills to learn and to teach reading skills to students is also a challenging task as educators need to diversify the use of teaching approach to avoid boredom (PradnyaDewi & Kristiani, 2021, p.1-2).

Quizizz is one of the applications that is widely used in promoting interactive learning experience. Educators can easily integrate the use of this application in the process of teaching to help build students' language skills. Numerous researches related to the use of Quizizz in learning process have been conducted. Dhamanyati (2021, p.72) reported in the view of Quizizz as gamification in class that it displays student answers on each student's screen in real time, allowing them to complete the quiz at their own leisure and modify their answers at the end of the game. Quizizz also offers game-based learning, which students can compete with during the class. As a result, Quizizz can assist students in quiz recognition, learning attempts, learning motivation, activity implementation, and academic achievement. Other than that, one research views that with the adequate Wi-Fi facilities and infrastructure provided that supports learning, the use of smartphones with the Quizizz application as a learning media is regarded suitable to be applied to learning within the scope of university level education. (Wibawa, Astuti & Pangestu, 2019, p.246).

Moreover, students can use their mobile devices to participate in interactive classroom activities which in return helps enhancing their learning experience. This is considered as a great thing because learning does not always rely on books and paper as a medium of reference. Consequently, students and educators no longer feel burdened (Zuhriyah & Pratolo, 2020, p.5312). In teaching reading skills, Pahamzah, Syafrizal, Juniardi & Sukaenah, (2020, p.30) reported that the use of Quizizz as a learning media for reading comprehension is very good as students feel the ease of learning, especially in understanding a text. They become interested in reading and understanding because of the interesting features where it stimulates students to get the best score. Meanwhile, Ratnasari, Hikmawati & Ghifari (2019, p.1337) found that there is a significant effect in the use of Quizizz to help bridge the teaching of reading comprehension to students. In addition, Nanda (2018, p.61) reported that students' reading ability improved significantly after the usage of Quizizz in classroom. Degirmenci (2021, p.8) stated that Quizizz does not only encourage students in language learning but also the educators in which it helps in the process of teaching and preparing exercises. This study aimed to investigate UiTM diploma students' perceptions toward using Quizizz as a tool in improving students' reading skills. Consequently, an innovative speed-reading contest

was designed in testing the effectiveness of Quizizz in helping students to apply the reading skills namely skimming and scanning that have been taught in class.

METHOD

This study aimed to investigate UiTM diploma students' perceptions toward using Quizizz as a tool in improving students' reading skills. In order to achieve the objective, questionnaires were distributed to 13 students from Universiti Teknologi MARA, Cawangan Negeri Sembilan, Kampus Rembau after an innovative speed-reading contest which was designed in testing the effectiveness of Quizizz in helping students to apply the reading skills namely skimming and scanning that have been taught in class. The questionnaires were adopted and adapted from Sari Rahmawati (2021, p.66). There were three parts and the questionnaires were in English. The first part was the demographic profile of the respondents (3 items), the second part was the students' perceptions (10 items, 5-point Likert Scale questionnaire) and the third part was the students' suggestion (1 item, open-ended) on how to improve reading skills using Quizizz application. The data were collected online through Google Forms and the quantitative data from questionnaires were analyzed descriptively.

FINDINGS AND DISCUSSION

The results of the survey conducted by the researchers were obtained from 13 respondents and are represented in graphs and tables.

1. Respondents' Demographic Profile

The age distribution of respondents is depicted in Figure 1. There were 13 students who responded, with 84.6 percent of 18 years old, 7.7 percent of 19 years old and 20 years old respectively.
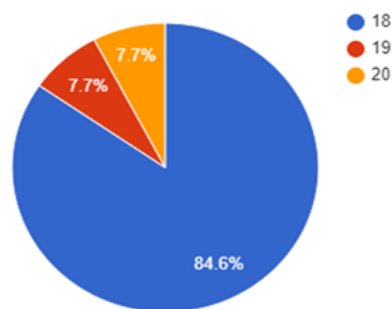

Figure 1. Age of the Respondents

The gender breakdown of the respondents is depicted in Figure 2. There were 13 students who answered, with 84.6 percent of females and 15.4% of males.
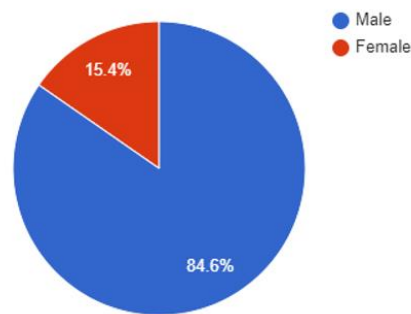
Figure 2. Gender of the Respondents

The respondents from different faculty are presented in Figure 3. Majority of the respondents (53.8%) were from the Faculty of Business Management, 23.1% were from Faculty of Mass Communication and Media and 23.1% of the respondents were from the Faculty of Information and Management.
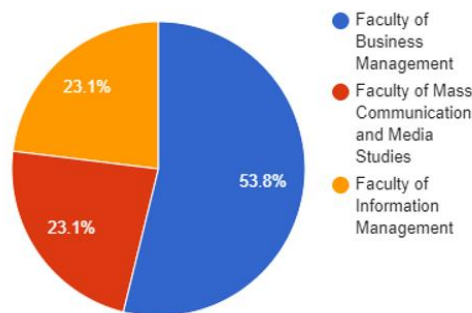

Figure 3. Faculty of the Respondents

2. Students' Perceptions Towards the Use of Quizizz as a Tool in Improving Reading Skills

Table 1 indicates students' perceptions towards the use of Quizizz application in improving reading skills in an English classroom. The number of students who indicated a positive response for their preference in using Quizizz was 53.8% of those who strongly agreed for 'Item 1: I find that Quizizz is easy to use'. Only 30.7% strongly agreed for 'Item 2: I find that Quizizz helps me review the reading skills I have learned in online learning class' while the remaining select to only agree. Similar respond was recorded for 'Item 3: I find that Quizizz is effective in enhancing my engagement in English course in online learning' and 'Item 4: Quizizz stimulates my interest in learning English during online learning' with 46.1% students strongly agreed with both. Meanwhile, more than half of the respondents strongly agreed with 'Item 5: When using Quizizz, it helps me to improve reading skills by adjusting my reading speed' with 53.8%. As for the application of basic reading skills through the use of the application, the number of students who strongly agreed with 'Item 6: When using Quizizz to do reading exercise, it allows me to apply skimming technique' is only 38.4% which is slightly lower compared to 'Item 7: When using Quizizz to do reading exercise, it allows me to apply scanning technique'

which recorded 46.1% of students who strongly agreed. This indicates that scanning skills is being applied more through the use of Quizizz in comparison to skimming skills. Both 'Item 8: When using Quizizz to do reading exercise, I try to guess the meaning of unknown words or phrases' and 'Item 9: When using Quizizz to do reading exercise, I try to use contextual clues that I have learned in class' received 46.1% strongly agreed. Only 7.6% was on neutral for both items which means not indicating positively or negatively. Finally, 38.4% strongly agreed was for 'Item 10: I find that using Quizizz to do reading exercises helps me get instant feedback' while 53.8% agreed and the remaining 7.6% was on neutral. Therefore, with this view from students, it can be said that students agreed that the use of Quizizz to do reading exercises can be used in language learning as it helps in giving instant feedbacks to students.

Table 1. Students' Perceptions Towards the Use of Quizizz in Improving Reading Skills

Items	SD	D	N	A	SA
1. I find that Quizizz is easy to use.	0	0	0	6	7
2. I find that Quizizz helps me review the reading skills I have learned in online learning class.	0	0	0	9	4
3. I find that Quizizz is effective in enhancing my engagement in English course in online learning.	0	0	0	7	6
4. Quizizz stimulates my interest in learning English during online learning.	0	0	0	7	6
5. When using Quizizz, it helps me to improve reading skills by adjusting my reading speed.	0	0	0	6	7
6. When using Quizizz to do reading exercise, it allows me to apply skimming technique.	0	0	0	8	5
7. When using Quizizz to do reading exercise, it allows me to apply scanning technique.	0	0	0	7	6
8. When using Quizizz to do reading exercise, I try to guess the meaning of unknown words or phrases.	0	0	1	6	6
9. When using Quizizz to do reading exercise, I try to use contextual clues that I have learned in class.	0	0	1	7	6
10. I find that using Quizizz to do reading exercises helps me get instant feedback.	0	0	1	7	5

SD strongly disagree, D disagree, N neutral, A agree, SA strongly agree

3. Students' Suggestions on the Use of Quizizz as a Tool in Improving Reading Skills

An open-ended question was posed in the questionnaires for respondents asking for students' suggestions on the use of Quizizz application as a tool in helping students improve their reading skills. The respondents provided their suggestions and direct responses were recorded, *(sic)* is placed at the end each of the responses to show the text was quoted exact therefore the mistake it marks appears in the source. The following are the responses:

Suggestions to diversify the question in Quizizz
S1: I want to suggest to make a medium hard question but give more time to answer. *(sic)*
S3: Make a question that will improve students' skills. *(sic)*
S7: practice problem solving questions *(sic)*
S13: Maybe could variety the questions style. *(sic)*

Suggestions to use Quizizz in future class session
S9: can stay use these skills for future. *(sic)*
S10: doing some exercises with quizziz during lecturer 1 hour. *(sic)*

Suggestions to maintain the use of current Quizizz practice
S4: it's all good *(sic)*
S12: Based on my experience, I dont think anything needed improvement. *(sic)*

Based on the suggestions given by respondents, it can be said that Quizizz can be a good platform for educators to teach reading skills however proper improvement should be made in order to meet the needs of the students particularly in terms of the selection of material as well as the level of difficulty of the questions so that students can practice the reading skills that they have learned in class. All of the respondents can be reported as consistently positive in the use of Quizizz as they have experienced the speed-reading contest and applied skimming and scanning techniques while answering the questions crafted in Quizizz.

CONCLUSION

Several conclusions can be drawn in accordance with the study's objective. Firstly, the majority of diploma students at UiTM in the academic year 2020/2021 positively viewed the use of Quizizz as an online learning resource. They are more motivated and actively participating in the class. Secondly, educators should, however, make modifications so that students in English courses can have relevant and enjoyable learning experiences in this new normal.

This study is not without its limitations. The respondents for this study are relatively small as these were the respondents who participated in the speed-reading contest. Findings from this study hopefully could provide a platform for English language educators to explore more on the possibilities of using Quizizz in learning English language particularly related to reading comprehension skills and be aware of the improvements that can be made to further enhance teaching and learning experience.

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