Online Quizizz for Teaching Reading at Junior High School

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Abstract

This study aimed to determine the effectiveness of using Quizizz in teaching reading in English subjects and to determine students' perceptions of using the application in learning. The study was conducted in SMP Negeri 3 Majene and used a quantitative method with a quasi-experimental design. The population in this study were all eighth-grade students of SMP Negeri 3 Majene. The sampling technique used Cluster Sampling by selecting two classes representing the entire population with 30 students in each group. Research data were collected through test and non-test instruments given to students using pre-test, post-test, and student perception questionnaires. The mean score for the pre-test for the Experiment Group was 66.90, while the average score for the post-test was 83.70. The research data were analyzed using parametric analysis as an Independent sample T-test, with the test results showing that sig. (2-tailed = 0.000) < 0.05. with the conclusion that the Quizizz application can be significantly used effectively in learning reading. As for the results of the student perception questionnaire, namely 88.35%, which is included in the good and positive categories. The conclusion is that Quizizz is more effective than conventional learning and is considered good for English learning.

Keywords: *Quizizz Application, Teaching Reading, Students' Perception*

1. Introduction

The teacher needs to consider selecting learning media to create effective learning. Learning media is a tool of hardware or software used to support the learning process to achieve learning goals (Puspitarini & Hanif, 2019). Teachers must incorporate assistive media into Learning to engage students and increase their motivation (Fakhruddin et al., 2019; Nurhaya & Abduh, 2023).

Previous research revealed that technology positively affects education by facilitating active classroom learning, enabling learners to work collaboratively, and fostering creative understanding and evaluative knowledge (Raja & Nagasubramani, 2018). Teachers can concern about their students' improvement by utilizing e-learning-based learning resources (Kusuma, 2020). English teachers must understand students' needs and combine interactive learning-media experiences to avoid repetitive learning.

In learning English, four basic skills must be learned speaking, reading, writing, and listening (Rafiqa et al., 2023; Rafiqa, 2017). Among these four basic skills, reading ability is one of the essential skills. The task necessitates a high level of attention or concentration to comprehend what the reader is reading. With a high concentration, the reader will obtain information about what the writer is sending to the reader (Putri et al., 2023). Students in a nation where English is a second language will struggle to comprehend English since they are unfamiliar with English texts or conversations in their daily life.

The researchers frequently encountered the same problem during observation at SMPN 3 Majene. Most students do not understand the English text given by the teacher due to a lack of

mastery of English vocabulary. Students appear bored during classroom learning because the teacher's traditional learning model seems monotonous and makes students passive. The next issue is that most students answered carelessly or did not respond when given an English text question. Additional facts lack of students' motivation and interest in Learning, lack of student reading ability, and reading class was no effective.

Constructing reading instruction using tactics and procedures to aid students in comprehending the concepts in reading texts should be regarded as the most crucial assignment for teachers. The Quizizz application is one of several excellent learning tools for quiz games, allowing the teacher to track the improvement of students' reading ability (Basuki & Hidayati, 2019). It is anticipated that the Quizizz web application would assist students in improving their reading ability. The elements of this application in the form of games will involve students and make learning more fun.

Quizizz is a game-based educational application that blends multiplayer activities into the classroom, making studying more entertaining (Dian Fadhilawati, 2021). Through this application, the learning process can encourage students to discuss, ask questions, provide suggestions, express their opinions, and convey knowledge. Thus, students will be more receptive and confident, especially before comprehending the learning material; students must read and understand the reading. Quizizz is user-friendly and can be downloaded on mobile devices, making it ideal for students. Based on the description above, Quizizz is available to overcome the students' problems in reading comprehension for junior high school 3 Majene.

Due to the issues mentioned earlier, the researchers sought to investigate the effectiveness of using Quizizz interactive learning media in teaching reading. Quizizz is a learning tool that allows students to assess their knowledge and learning progress. As Rahayu & Purnawarman (2019) emphasize, it can improve student learning outcomes by displaying graphs of student scores immediately after students complete a question. However, in several areas of English evaluation, especially in students' reading abilities, using Quizizz as interactive learning media warrants further examination of its effectiveness of Quizizz. In line with the previous explanation, this study aims to determine the effectiveness of utilizing Quizizz as medium for teaching English reading at SMP Negeri 3 Majene and get information on students' perception of using Quizizz in teaching reading

2. Method

The researchers conducted a quantitative method through experimental design in this research. The researchers adopted a Quasi-Experimental Design. Quasi-Experimental design has a control group, but it cannot function fully to control external variables that affect the implementation of the experiment (Sugiyono, 2019). The research subjects were divided into two groups: an experimental group that received treatment via interactive learning media (Quizizz) and a control group that received treatment via the conventional method.

The control and the experimental group have been selected using the Purposive sampling technique. With purposive sampling, the researcher chose two classes in relatively big population, because these two classes have the same characteristics accordance with the research objectives and are believed to represent the entire research population so that they are expected to answer research problem.

The research instrument collected data by determining the values of the variables under consideration. The researchers used the instrument to gather information or data on the state of the thing or process being studied (Muhadi, 2013). In this research, the data was be gathered using a test and non-test instrument.

This research used pre-test and post-test as research design. In addition, researchers provided materials and instruments in advance. The researchers initially administered a pre-test consisting of multiple-choice, open-ended, and fill-in-the-blank questions to determine students' initial reading abilities in the experimental and control classes. The pre-tests consisted of Descriptive Text questions that students read through quizzes featured in the Quizizz application.

The pre-test was the first step in the procedure. The researchers chose reading assessment as multiple choice, open-ended questions, fill-in-the-blank questions, and draw questions. The

researchers chose these types of reading assessments because they were by the characteristics of the research sample, making it easier for students at the reading level appropriate to their abilities. These test aims to see the students' reading ability by assessing the initial reading ability and measuring whether there are differences in students' abilities after treatment. The test to measure the students' initial ability is called the pre-test, and the test given at the end after the student is given treatment is called the post-test.

The researchers adopted the test from questions related to descriptive text in the textbook used by the teacher and adapted from a journal or website. The trial aims to determine whether the research instrument is valid and dependable to be utilized in research. For non-test instrument, the researchers conducted a questionnaire to evaluate the students' perspectives on using Quizizz for English learning. Questionnaires are written questions used to collect data or information from respondents (Creswell & Guetterman, 2019).

The researchers developed a questionnaire to elicit students' perspectives on the effectiveness of Quizizz in enhancing students' motivation to study and reading ability to determine the effectiveness of Quizizz's interactive learning media in the classroom. In developing the questionnaire test instrument, the researchers adopted a questionnaire from previous researcher (Wulandari, 2021), who previously studied students' impressions of using Quizizz for learning. In this study, the researchers included some questions that aid in assessing the effectiveness of using Quizizz for teaching reading in terms of student perspectives.

1. N-Gain acquisition score

Table 1 N-gain Score Guideline

Percentages (%)	Interpretation
< 40	Ineffective
40 – 55	Less effective
56 – 75	Quite effective
>76	Effective

After the data collection process is completed, the researchers used independent sample t-test and normalized gain or N-gain score to measured the increase in value or effectiveness. By calculating the difference in student scores, the researchers determined whether using Quizizz in teaching reading is adequate. In analyzing data questionnaire, the researchers implementing the Likert scale. The Likert scale determined how students felt about using Quizizz. The scale measures the attitudes, views, and perceptions of social phenomena an individual or group holds. It will collect information regarding how students feel about using the Quizizz application for reading tests.

2. The questionnaire Score
The table below is used to calculate each respondent's final score of questionnaire result.

Table 2 Questionnaire Score Guideline

Items	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

(Sugiyono, 2021)

3. Results
3.1. Findings

Table 3 Descriptive Statistic of Experimental and Control Group

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test Experimental Group	30	22	80	2007	66.90	13.218
Post-test Experimental Group	30	75	96	2511	83.70	5.766
Pre-test Control Group	30	44	93	2285	76.17	12.267
Post-test Control Group	30	56	93	2306	76.87	8.525
Valid N (listwise)	30					

The Table 3 shows that the pre-test scores of students in the experimental group obtained a minimum score of 22, and the maximum score obtained was 80, with an average value of 66.90. Furthermore, in the post-test scores of students in the experimental group, the minimum score obtained was 75, and the maximum score was 96, with an average value of 83.70. Meanwhile, in the control group, the minimum score for the students' pre-test was 44, and the maximum score was 93, with an average score of 76.17. And in the post-test value in the control group, the minimum value obtained was 56, and the maximum value was 93, with an average value of 76.87.

Prerequisite Testing Result

The normality test was carried out on the pre-test and post-test data from the control and experimental groups. The normality test of the data obtained can be seen in the following table:

Table 4 Normality Testing Result

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Student's Learning Scores	Pre-test Exper. Group	.171	30	.025	.827	30	.000
	Post-test Exper. Group	.123	30	.200*	.951	30	.176
	Pre-test Control Group	.174	30	.021	.880	30	.003
	Post-test Control Group	.153	30	.071	.974	30	.666

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table of the Normality test in the Kolmogorov-Smirnov column, it can be seen that the significance value for the Experimental Group pre-test is 0.025 > 0.05 and for the Post-test is 0.200 > 0.05. Meanwhile, the significance value for the Control Group pre-test is 0.021 > 0.05, and for the Post-test is 0.071 > 0.05. The normality test results were known that Asymp value, Asymp. Sig. (2-tailed) > 0.05, so it can be concluded that the residual values of the pre-test and post-test data on both control and experiment groups are normally distributed.

Homogeneity Testing Result

Table 5 Homogeneity Testing Result

		Levene Statistic	df1	df2	Sig.
Student's Scores	Based on Mean	2.264	1	58	.138
	Based on Median	1.617	1	58	.209
	Based on the Median and with adjusted df	1.617	1	47.642	.210
	Based on trimmed mean	2.114	1	58	.151

The homogeneity test tests the equality of variances of two or more distributions. The data can be homogeneous in this test if the significance value is Sig > 0.05 (significance level). Based on the results of the homogeneity test above, the significance value is 0.138 > 0.05, so it can be concluded that the value of the data distribution is homogeneous.

Testing Hypothesis Result

Hypothesis testing is one of the statistical tests used to determine whether a hypothesis can be accepted. This test establishes the null and alternative hypotheses as tentative statements. The null hypothesis states that Quizizz is ineffective for teaching reading at SMP Negeri 3 Majene. In contrast, the alternative hypothesis reveals that using Quizizz in teaching reading at SMP Negeri 3 is considered effective. Then to determine the difference in the effectiveness of these two learning methods, whether it is significant or not, an independent sample t-test is carried out. The following is the table of hypothesis testing using an independent sample t-test:

Table 6 Hypothesis Testing Result

| | | Levene's test Equality of Variances | | t-test for Equality of Means | | | | | | |
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
N-Gain Percent	Equal variance assumed	17.146	.000	5.884	58	.000	60.46819	10.27642	39.89771	81.03868
	Equal variance not assumed			5.884	34.901	.000	60.46819	10.27642	39.60384	81.33254

Based on the table, the independent sample t-test, which was analyzed using SPSS, both pre-test, and post-test, showed that Sig. (2-tailed = 0.000) < 0.05, so the t-test value is smaller than the Sig. Value of 0.05, it can be concluded that there is a significant difference in average learning results when applying the Quizizz application against conventional methods. For more details, the average post-test of the experimental group and the control group can be seen in the following statistical table:

Table 7 Group Statistics Result

	Class	N	Mean	Std. Deviation	Std. Error Mean
Results	Experiment	30	48.2917	17.18674	3.13785
	Control	30	-12.1765	53.59813	9.78563

Based on the table, it shows that the t-test is 5.884 and t-table is 2.04841, which is df: 30-2 = 28. Based on the result that the t-test is 5.884 and t-table 2.04841, it can be decided that the Alternative Hypothesis (H1) is accepted while the Null Hypothesis (H0) is rejected. It can be said that using Quizizz is significantly effective in teaching reading in SMP Negeri 3 Majene.

N-Gain Testing Result

Interpreting the meaning of the Descriptives output table above refers to categorizing interpretations of the effectiveness of the N-Gain value (%). The categorization of the understanding of the N-Gain (%) value is guided by the table on the side:

Table 8 N-gain Interpretation

Percentages (%)	Interpretation
< 40	Ineffective
40 – 55	Less effective
56 – 75	Quite effective
>76	Effective

Table 9 Experimental Group N-gain Scores

	N	Minimum	Maximum	Mean	Std. Deviation
N-gain Scores	30	.23	.80	.4829	.17187
N-gain Percent	30	23.08	80.00	48.2917	17.18674
Valid N (listwise)	30				

The N-gain Score test calculation results show that the average N-gain per cent for the Experimental Group is 48.2917 or 48.30%, included in the less effective category. Furthermore, the n-gain score of 0.4% is meant to be included in moderate criteria with a minimum N-gain score of 23.08 and the maximum score of 80. Therefore, Quizizz in the experimental group is less effective in teaching reading to eighth-grade students of SMP Negeri 3 Majene according to the distribution table for N-Gain scores categories in the form of a percent (%).

Table 10 Control Group N-gain Scores

	N	Minimum	Maximum	Mean	Std. Deviation
N-gain Score	30	-1.36	.57	-.1218	.53598
N-gain Percent	30	-136.36	57.14	-12.1765	53.59813
Valid N (listwise)	30				

Furthermore, from table above, it is also known that the average N-Gain value for the Control Class is -12.1765 or -12.17% is included in the Ineffective category. The N-Gain score is -0.12, which is meant to be included in the Low criteria with a minimum N-gain score of -1.36 and the maximum score of 57.14. It can be concluded that using conventional learning methods is ineffective in teaching reading to eighth-grade students of SMP Negeri 3 Majene.

Questionnaire Result

Table 11 Questionnaire Result

No.	Statements	Type of Statement	SA	A	N	DA	SDA	Total scores	Percentages
1	Quizizz application is exciting and fun.	P	21	7	2			139	92.66%
2	Quizizz has an	P	20	4	6			134	89.33%

No	Statement		1	2	3	4	5	Score	Percentage
	attractive display								
3	Quizizz has many challenging features	P	21	5	4			137	91.33%
4	I think Quizizz is very difficult to use in learning.	N			6	5	19	133	88.66%
5	I enjoy doing the test using Quizizz	P	19	6	5			134	89.33%
6	Quizizz feels like a game	P	10	7	7	1	5	106	70.66%
7	Quizizz does not make me tense in doing the test	P	22	4	4			138	92%
8	Quizizz creates a competitive atmosphere	P	18	3	8		1	127	84.66%
9	I feel encouraged to be number one on the leaderboard	P	20	8	1		1	136	90.66%
10	Quizizz is better than traditional test	P	12	12	1		5	116	77.33%
11	I feel the positive impact of using Quizizz in learning	P	22	5	3			139	92.66%
12	I feel uncomfortable while using Quizizz	N	1		4	5	20	133	88.66%
13	Learning by using Quizizz helps me understand the material	P	22	4	3		1	136	90.66%
14	When using Quizizz in reading exercises, I try to guess the meaning of unknown words or phrases.	P	23	5	2			141	94%
15	Due to real-time exercises, I cannot cheat, so I always try to get top scores in Quizizz	P	23	5	1			139	92.66%

Based on table 10 above, data from the students' perception questionnaire results will be presented as tables/diagrams based on the distribution of perception indicators. The indicators are perceived objects, sense organs, and interests. The following are the results of the perceptions of respondents based on each hand:

Perceived Enjoyment Indicator

The first perception indicator is in questions 2, 3, 6, and 8. Students' perceptions of using Quizizz in teaching reading at SMP Negeri 3 Majene can be seen in the stimulus absorption of students' interest in using Quizizz. The Perceived Enjoyment indicator shows that most students enjoy and give positive evaluations of using Quizizz in learning. The acquisition of a per-item score is in question number 2, the percentage is (89.33%); In question number 3, the percentage is (91.33%); in question number 6, the ratio is (70.66%); and in question number 8, the percentage is (84.66%). The results of the Perceived Enjoyment Indicator can be described in the chart as follows:
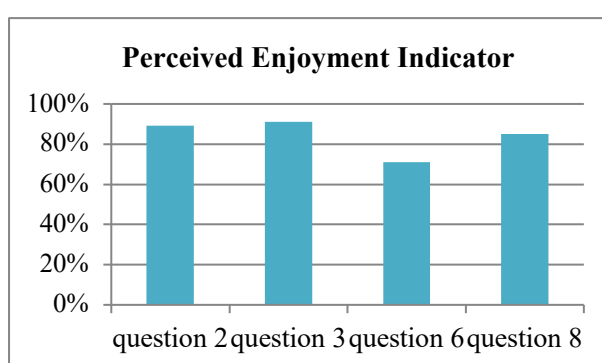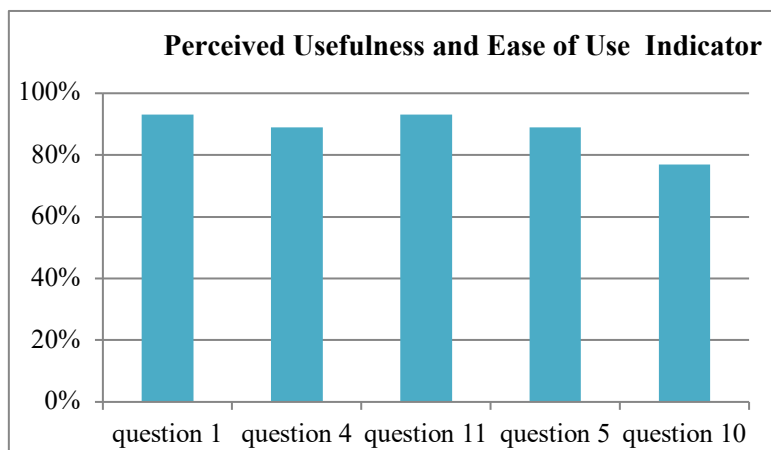

(Figure 1 Perceived Enjoyment)

From Figure 4.1, it can be concluded that students' perceptions of using Quizizz in teaching reading to eighth-grade students of SMP Negeri 3 Majene based on analysis of the perceived enjoyment indicator obtained an average score of 83.99% and entered the very positive interval score.

Perceived Enjoyment

Based on the questionnaire results, the second perception indicator is contained in questions 1, 4, 11, 5, and 10. Students' perceptions of using Quizizz in teaching reading at SMP Negeri 3 Majene on the indicator of the usefulness of the Quizizz application for students learning English showed that most students rated it positively and considered Quizizz very useful. The acquisition of a per-item score is in question number 1, with a percentage of (92.66%); in question number 4, with a percentage of (88.66%); in question number 5, the ratio is (89.33%); and in question number 10, the ratio is (77.33%); in question number 11, the rate is (92.66%);. The results of the Perceived Usefulness and Ease of Use Indicator can be described in the graph as follows:

**Perceived Usefulness and Ease of Use Indicator**

(Figure 2 Perceived Usefulness and Ease of Use Indicator)

From Figure 2, it can be concluded that students' perceptions of using Quizizz in teaching reading to eighth-grade students of SMP Negeri 3 Majene based on analysis of the perceived usefulness indicator obtained an average score of 88.12% and entered the very positive interval score

Understanding Indicator

The third perception indicator is Understanding; the items are found in questions 12 and 13. Students' perceptions of using Quizizz in teaching reading at SMP Negeri 3 Majene regarding this indicator of student understanding, most of the students rated the use of Quizizz very positively in learning. The acquisition of a per-item score is question number 1, with a percentage of (88.66%); in question number 13, the percentage is (90.66%). The results of the Understanding Indicator can be described in the graph as follows:
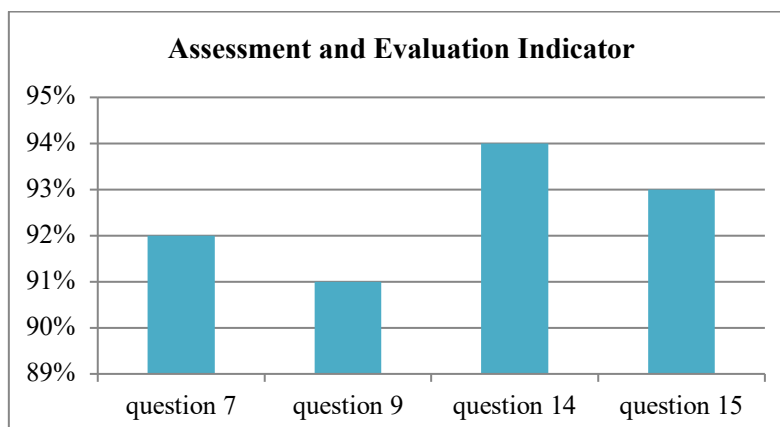

Understanding Indicator
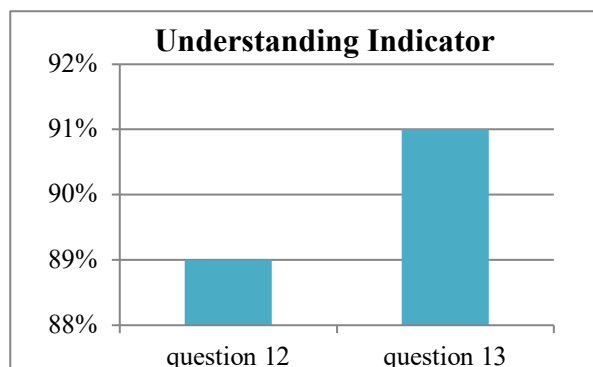
(Figure 3 Understanding Indicator)

From the graph above, it can be concluded that students' perceptions of using Quizizz in teaching reading to eighth-grade students of SMP Negeri 3 Majene based on analysis of student understanding indicators obtained an average score of 89.66% and entering the very positive interval score.

Perceived Enjoyment

The fourth indicator is Assessment and Evaluation, contained in questions 7, 9, 14, and 15. In this indicator, students' perceptions of using Quizizz in teaching reading at SMP Negeri 3 Majene show that most students assessed using Quizizz with a very positive perception. The acquisition of a per-item score is question number 7, with a percentage of (92%); in question number 9, the percentage is

(90.66%); in question number 14, the percentage is (94%); in question number 15, the percentage is (92.66%). The results of the Assessment and Evaluation Indicator can be described in the graph as follows:

(Figure 4 Assessment and Evaluation Indicator)

From the graph above, it can be concluded that students' perceptions of using Quizizz in teaching reading to eighth-grade students of SMP Negeri 3 Majene based on analysis of student assessment indicator obtained an average score of 92.33%, and entering the very positive interval score.

3.2. Discussion

Today, technology is increasingly being used by everyone, and one of the widely used technologies is smartphones. The use of smartphones can not only help in communication but also terms of education. In their use as learning media, smartphones can create creative, effective, and easily understood learning by students (Irma et al., 2022). The Quizizz media, which can be used via smartphones anywhere and anytime, can be an alternative to learning and is very helpful in teaching and learning. In addition, several studies have used Quizizz as an alternative medium and proven that Quizizz is an effective medium in the educational process.

The research aims to use the Quizizz application in teaching reading, especially in Descriptive Text material. This research found an increase in students' scores in the pre-test and post-test on the Experimental Group. Based on the t-test results, the significance value (2-tailed) is 0.00 < 0.05. Furthermore, the N-Gain testing result showed that using Quizizz in the Experimental group was less effective in teaching reading, with an average score of only 48.30%. The Control group showed that using conventional learning methods or not using Quizizz was ineffective in teaching reading, with a low average score of -12.17%. It can be concluded that the independent t-test and N-gain test that the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. It can be interpreted that using Quizizz is effective in teaching reading at SMP Negeri 3 Majene.

Several studies on using Quizizz as a learning media align with th finding above, the results showed Quizizz media could effectively operate in learning (Hamzah, 2023). Research results show a significant difference between student learning outcomes by using Quizizz better than conventional methods(Pradnyadewi & Kristiani, 2021). Furthermore, a study shows a significant difference in the average test scores given by researchers using the Quizizz application in the reading class (Nurhaya & Abduh, 2023). The data from students' scores showed that the Experimental Group got higher than the Control Group. Zhao (2019) also said the same thing in his research: the section using Quizizz more often addresses higher scores on the satisfaction of utilizing Quizizz.

Meanwhile, the questionnaire results show that the calculation of the percentage score of 88.35% is included in the Good category. It means that students are interested and positively perceive using Quizizz in teaching reading. The data showed that Quizizz has features that are easy

to use, fun, and can attract students' interest in learning and taking quizzes, encouraging students to be more enthusiastic and competitive. This research also aligns with several previous studies, including Wulandari (2021), who stated that Quizizz is exciting and fun. Students are not bored and be enthusiastic about learning.

To support the learning process in the classroom, teachers can utilize technology such as Quizizz so that the learning process becomes more effective, efficient and not boring (Prasongko, 2021). The use of Quizizz in the learning process also positively affects students in terms of increasing their learning motivation. The result is also in line with Amalia (2020), who stated that the students give a positive perspective on using Quizizz in teaching and learning English because Quizizz is informative and fun. Quizizz creates a competitive environment and is better than traditional tests because students cannot cheat during the test. Furthermore, the study results from Handoko et al. (2021) revealed that Quizizz has a positive effect, and students are enthusiastic while using this application. It came with (Prasongko, 2021) reported that Quizizz is a simple and interactive game that allows students to have a fun learning experience while participating in learning activities positively affects.

The data from student perceptions also shows that most students agree that Quizizz can create a competitive atmosphere in class and is better than traditional tests using paper. The result is in line with Wulandari (2021), that Quizizz makes students unable to cheat, creates a competitive atmosphere, and is better than traditional tests. The study found that students gave positive perceptions of Quizizz and helped students get motivated to learn. This result also aligns with Gargallo-Camarillas (2020) that using Quizizz motivated learners, and they had positive perceptions of Quizizz. Other studies supporting this study's results are José et al. (2021), that students indicated Quizizz is better in motivation, attraction, and challenging. The study has examined the impact of Quizizz in English teaching, especially in Reading, and students' perceptions of Quizizz. While delving into the issue, this study finds that Quizizz benefits students and makes their learning more manageable. The second major finding is that students' perceptions of Quizizz are favourable.

Furthermore, the study findings indicate that student learning outcomes are inversely proportional to the results of student perceptions. Several things implicate this: 1) There are several technical obstacles, such as students not being able to access the internet network, students who do not have a smartphone to access Quizizz, etc. This aligns with Maharani et al. (2023), where using the Quizizz application or web in class requires preparation before use. Besides, the researcher must also be prepared for all the technical obstacles. Schools with adequate facilities and infrastructure can efficiently utilize technology as a learning medium. The learning process will be more interesting if the existing facilities and infrastructure can be used properly (Hamzah, 2023; Hanif et al., 2023; Hastari & Safari, 2022).

However, it turns out that the teachers have not utilized the existing facilities and infrastructure at the school. 2) The condition of students in the class that is less orderly causes the teacher and the researcher to be overwhelmed in managing students. This condition also refers to teacher readiness in using Quizizz or other interactive applications. Teacher readiness is crucial in implementing interactive learning media. Class conditions are different when learning methods are different, which happens when teachers and students are not ready to use Quizizz. Teachers will be overwhelmed in managing students, leading to less effective classroom conditions and learning processes. 3) Many students were in a hurry when working on the questions. Due to the lack of means to access Quizizz, students must take turns accessing the internet with their classmates. Many students are less focused and in a hurry to work on quizzes, so the scores they get are less than optimal. This was allegedly the cause of shallow student test results. But in terms of perception, many students strongly agree on using Quizizz in learning because it is considered fun.

4. Conclusion

Based on the findings of this study, there are differences in the scores obtained from the pretest and posttest. The average pre-test score of students in the Experimental Group was 66.90, and the average post-test score of students was 83.70. While the average pre-test score of the Control Group students was 76.17, and the average post-test score was 76.87. Based on the results

of the N-Gain analysis and hypothesis result, it can be concluded that using Quizizz in the Experimental Group is more effective in teaching reading than conventional learning methods in the Control Group. The results showed that the students' post-test scores were higher than the students' pre-test scores, it . So it can be concluded that using Quizizz in teaching reading significantly affects eighth-grade students of SMP Negeri 3 Majene.

On average, students' perceptions of using Quizizz in teaching reading in eighth grade chose to agree on each statement in the questionnaire from 30 students. The questionnaire results show that the calculation of the percentage score of 88.35% is included in the Good category. It means that students are interested in and positively perceive using Quizizz. Several indicators are used as factors for assessing student perceptions, namely: a) Perceived of Enjoyment Indicator, this indicator obtained an 83.99% average score and entered the very positive interval score. It showed that most students strongly agree that Quizizz has an attractive display and many challenging features, creates a competitive atmosphere, and feels like a game. b) Perceived Usefulness and Ease of Use indicator obtained an 88.12% average score and entered the positive interval score. It showed that most students strongly agree that Quizizz is exciting and fun, easy to use, and better than traditional tests, and students can feel a positive impact in using Quizizz. c) The understanding indicator obtained an 89.66% average score and entered a very positive interval score. It showed that most students strongly agree that they feel comfortable using Quizizz, which can help them understand the material. d) The assessment and evaluation indicator obtained a 92.33% average score and entered a very positive interval score. It showed that most students strongly agree that Quizizz does not make students tense in doing the test. They try to guess the meaning of unknown words or phrases in the reading test, feel encouraged to be number one on the leaderboard, cannot cheat during the real-time test, and always try to get top scores in Quizizz.

Moreover, researchers strongly recommend Quizizz for teachers to help the teaching and learning process be more creative, innovative, and fun. Quizizz has many exciting features that make it possible to provide questions for students and support each material and learning model. Quizizz is equipped with a feature that allows teachers or schools not to be overwhelmed if students don't have devices because it's easy to provide material and assignment questions through the QR code or paper-based features provided by Quizizz. With this, teachers are expected to be no longer limited in expressing their creative and innovative ideas for successful teaching English, particularly for reading . This study's weaknesses are the researchers' limited ability to predict unexpected possibilities and the type of research that makes the data obtained less deep. The researchers suggests that future researchers be better prepared for unforeseen possibilities and wisely choose the type of research so that the data results and interpretations are more profound.

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