



Acceptance and Attitude Towards Quizziz Usage in Reading Comprehension Lessons Among ESL Secondary Students

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ARTICLE INFO

Article history:

Received 31 January 2023
Received in revised form 20 May 2023
Accepted 26 May 2023
Available online 15 June 2023

Keywords:

Quizziz; reading comprehension;
secondary students; acceptance;
attitude

ABSTRACT

The traditional methods of teaching without any usage of technology are no longer able to attract students' attention specifically during the reading lesson in the ESL classroom. This is related to the characteristics of the current students that are the generations which preferred the usage of technology during the lesson. Thus, 21st-century teaching and learning should be applied in the ESL classroom. However, teachers still need to investigate and acknowledged which technology used in the lesson is accepted or rejected by the students. This is necessary as students' perceptions based on its perceived use and perceived usefulness determine the utilization of the technology used in the lesson. Hence, this study aims to find out the secondary students' acceptance and attitude toward Quizziz usage in reading comprehension lessons. The objectives of this study were to examine the students' level of acceptance in learning reading comprehension lessons through the usage of Quizziz and to identify the students' attitudes regarding the use of Quizziz in reading comprehension lessons. This research is a quantitative study using a Likert scale questionnaire involving 30 secondary students as respondents in Cheras, Kuala Lumpur. The findings of this study suggested that Quizziz usage is easy to use and helpful for secondary students in learning reading comprehension lessons.

1. Introduction

The current education approaches require improvisation from traditional methods towards integration of technology in teaching and learning especially in English learning. The traditional methods of teaching without any usage of technology are no longer able to attract students' attention during the lesson. Particularly since the recent generations are the millennial to Gen-Z generations, which makes them the tech-savvy generation of students with a high level of technological literacy [1]. Therefore, 21st century teaching and learning is constantly encouraged to be implemented by the teachers in the ESL classroom. It is about time the common stigma of technology usage for teaching and learning such as additional workload, insufficient time for resources and time consuming when conducted in the learning should be changed. Considering that

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<https://doi.org/10.37934/araset.31.1.156167>

the computers and technology usage are the learning tools to support teachers when conducting lessons, maximizing teaching periods and achieving the lesson objectives of the lesson [2]. Therefore, teachers nowadays need to equip themselves by upgrading their skill in technology usage to cater their students need especially in English language learning. It is a necessary skill required if the teachers wanted to achieve effective and efficiency in teaching and learning with the current generation [3-4]. Besides that, the use of computer and technology can help to assist the teachers in teaching of the four main skills of English language acquisition which are reading, listening, speaking and writing. The usage of technology act as a motivational tool for the current students to learn and to be engaged with the language lesson. Being ESL students, this motivational tool is required seeing that it could spark the students' interest thus determine the students' attentiveness and responses in the learning session. Hence, making the English language learning becomes more encouraging and positively accepted by the students.

Among all the four skills for English language acquisition, the reading skill is vital for students to master. This is due to the reason that reading skills has a powerful impact on the students' language and communication skills in learning English language [5]. Reading skill is the ability for students to interpret the meaning form the text that they have read. For students to accomplish in this skill, they need to be successful in their reading comprehension. When students performed well in their reading comprehension, this indicates that the students establish the concept of knowledge. This happens when the students have the ability to process the text, understand the text and relates the text that they have read with their own knowledge [6]. Hence, when students read, they are able to gain information and knowledge thus become a proficient and successful readers. However, the new generations of students are more interested in digital mediums and lack of interest to read [7]. This implies that English teachers need to enhance their teaching method with the integration of technology as to encourage their students to be interested in the lesson. Thus, able to create a positive classroom environment that signify the capability of being an excellent English teacher [8].

2. Literature Review

2.1 The Use of Quizziz in Teaching and Learning

Quizziz is one of the popular gamification choices used by the teachers and educators in their lesson. It is effective and able to help teachers to facilitate the learning activities conducted. Handoko *et al.*, [9] findings indicated that the Quizziz support to evaluate students' performance and based on the evaluation the students could improve themselves in the future. Hence, it is beneficial for teachers and students when being used in the lesson. The usage of Quizziz also enable to enhance the students' learning experience. This concurs by Zhao [10] that investigate the students' feedback and effect of Quizziz application during teaching and learning. The findings showed that the students had positive experience from the aspect of the easiness of using Quizziz, a fun learning session and makes them interested in learning. Quizziz also identified as able to motivate the students during the lesson. This is supported by the past study conducted by Rajendran *et al.*, [11] resulting that the participants were motivated when they competed to be the champion in the leader board. Plus, Quizziz makes the students become active and energetic when providing responses thus making it an enjoyable student-centred environment. Based on the findings, the usage of Quizziz in teaching and learning appeared to be a learning medium that able to assist both teachers and students in producing a positive learning outcome.

2.2 Quizziz Approach in Reading Comprehension Lesson

Students reading skill can be measured with their competency in reading comprehension lesson. When they are capable to do the reading comprehension activity, they tend to be able to perform in other language skills too. This is supported by Kiew and Shah [6] that asserted the reading comprehension as a foundation for the success of learning a language due to its profound effect on other main language skills acquisition (listening, speaking and writing). Reading comprehension helps the learners to develop the concept of knowledge to become successful and competent readers as well as language users. Priyanti *et al.*, [5] study discovered that students struggled to learn the English language due to their low rate of reading habits and were more inclined toward technology usage in their daily life. Based on the quasi-experimental research conducted, their findings indicated the use of Quizziz showed positive improvement for students that learn reading comprehension via Quizziz compared to the students that was taught using traditional approach. This implies the usage of Quizziz does help in reading comprehension skill for students in the ESL classrooms. This concurs with Pradnyadewi and Kristiani [12] findings, that Quizziz is deemed effective in reading lesson. The findings showed that with the usage of Quizziz, students feel less bored due to its interesting features that provides the students with significant and enjoyable activities. The features own by Quizziz is important particularly with the current students nowadays that are not interested in reading text anymore [7]. This is agreed upon Yanes and Bououd [13] that admitted the usage of games and gamification is the need of new way of learning since the students nowadays are technophile. This makes them preferred not to learn using the traditional method in the lesson. Fakhruddin and Nurhidayat [14] findings indicated that Quizziz makes the students indeed active and more focus on the lesson conducted. This shows that usage of Quizziz could encourage students' participation and concentration in the lesson. Based on the past findings, this implies that the usage of Quizziz in reading comprehension has many positive impacts that able to improve on students' ability in reading comprehension.

3. Methodology

This is a non-experimental quantitative study using a survey research design. The study focuses on the investigation of the acceptance level and attitude of secondary students at Cheras, Kuala Lumpur towards Quizziz usage in reading comprehension lessons.

3.1 Respondents

The total of respondents involved were 30 secondary school students in Cheras, Kuala Lumpur. This sample size is considered acceptable as it is the rule of thumb agreed upon statisticians for a mini scale research project [15]. The respondents were purposive sampling as they were selected based on their particular characteristics required for this research [16]. The selected respondents are ESL secondary students that enrolled in secondary school in Cheras, Kuala Lumpur and have the experience in learning reading comprehension using Quizziz.

3.2 Instruments

3.2.1 Questionnaire

The researcher used 5-point Likert scale questionnaire to collect the survey data. The instrument questions were adapted from Cecen [17] based on the Technology Acceptance Model [18]. The

survey was conducted using Google Form. There were three sections of the questionnaire. The first section contains four questions of students' demographic background related to their gender, age, PBD level in English subject and their opinion of learning English language. The second section contains sixteen items to examine the students' level of acceptance of Quizziz usage in reading comprehension lesson. Whereas, the final section contains twenty-one items to identify the students' attitude of Quizziz usage in reading comprehension lesson. This questionnaire was used to find out the secondary students' level of acceptance and attitude of the usage of Quizziz in reading comprehension lesson.

3.3 Semi-Structured Interview

Based on the data collection from the questionnaire, the researcher required further explanations from the students' perspective as to gain an in-depth information from the samplings. This qualitative semi-structured interview data enriched the statistical data collected from the questionnaire. The researcher conducted the semi-structured interview using three secondary students chosen from the same group of students that responded in the survey questionnaire. When conducting semi structured interview, it allows the researcher to explore the respondent's ideas while maintaining control and focuses of the interview session [19]. Thus, the researcher gained a better understanding of secondary students' level of acceptance and attitude on the usage of Quizziz in the reading comprehension lesson.

3.4 Validity and Reliability

Based on the Cronbach's Alpha conducted, the reliability score for the Likert scale survey instrument of secondary students' acceptance and attitude of Quizziz in reading comprehension lesson were shown in Table 1. Table 1 shows the reliability of the questionnaire for the acceptance and attitude of Quizziz in reading comprehension lessons among secondary school students in Kuala Lumpur were 0.879 (16 items) and 0.923 (21 items). Whereas the Cronbach's Alpha value for overall instruments was 0.941 (37 items). Therefore, this table indicates that the instrument has excellent level of reliability and generally accepted to be used for this research survey.

Table 1
Reliability Analysis

Variables	Cronbach's Alpha	N of items
Acceptance on the usage of Quizziz in reading comprehension lessons	0.879	16
Attitude on the usage of Quizziz in reading comprehension lessons	0.923	21
Overall instruments	0.941	37

For the face validity of the test, the questionnaire was validated by two experienced academicians that have a background in teaching English language. The questionnaire was also validated with construct validity using the Pearson correlation to ensure that the questionnaire measures what is intended for this study. The result can be seen in the Table 2 below.

Based on Table 2, the result shows that the items in the questionnaire is statistically significant with acceptable correlation coefficient of the items. Therefore, the questionnaire given to the respondents is suitable to measure the secondary students' level of acceptance and attitude in this study.

Table 2
 Pearson correlation to questionnaire validity

Acceptance on the usage of Quizziz in reading comprehension lessons		Perceived usefulness on the usage of Quizziz in reading comprehension lessons	
Item	Pearson	Item	Pearson
A1	0.483**	B1	0.450*
A2	0.486**	B2	0.441*
A3	0.843**	B3	0.727**
A4	0.493**	B4	0.553**
A5	0.571**	B5	0.708**
A6	0.660**	B6	0.803**
A7	0.611**	B7	0.732**
A8	0.799**	B8	0.471**
A9	0.633**	B9	0.729**
A10	0.697**	B10	0.622**
A11	0.656**	B11	0.501**
A12	0.513**	B12	0.719**
A13	0.575**	B13	0.762**
A14	0.408*	B14	0.646**
A15	0.600**	B15	0.601**
A16	0.598**	B16	0.530**
		B17	0.573**
		B18	0.804**
		B19	0.624**
		B20	0.619**
		B21	0.594**

3.5 Data Collection Method

The data collected from selected secondary school in Cheras, Kuala Lumpur. The questionnaire was distributed through Google Form assisted by the school English teacher. The questionnaire using Google Form is a relevant data collection suitable for the survey as it requires less time in answering it. The interviews were conducted by the researcher after the collection of data.

3.6 Data Analysis Method

The data collection was analyzed using a quantitative and qualitative approach. The data from the survey questionnaire were analyzed using the statistical software that is the SPSS version 23. The data was analyzed using descriptive statistical analysis based on frequency, percentage, mean and standard deviation values for each item. Whereas, the semi-structured interview data were transcribed and analyzed using content analysis. The purpose of the qualitative data finding is to support the quantitative result from the survey conducted. In an attempt to do this, it requires the researcher to conduct the data triangulation method. Therefore, the researcher's findings for this findings study are more profound.

4. Findings and Discussion

4.1 Demographic Profile

This research survey intended to investigate the secondary school students in Cheras, Kuala Lumpur level of acceptance and attitude of Quizziz in reading comprehension lessons. Around 30 students were involved in this study. The demographic information on gender, age, level of

performance band descriptors (PBD) for English subject and the enjoyment of learning English lesson were presented based on frequency and percentages that can be seen in Table 3.

Table 3
Demographic characteristics of the respondents

	Frequency	Percentage
Gender		
Male	11	36.7
Female	19	63.3
Age		
16 years old	30	100.0
PBD Band for English		
Band 3	5	16.7
Band 4	13	43.3
Band 5	12	40.0
Enjoy Learning English Subject		
Yes	30	100.0

The respondents with the highest level of performance band descriptors (PBD) for English subject obtained Band 4, which is 13 students (43.3%). Followed by Band 5, which is 12 students (40.0%) and Band 3, which is 5 students. (16.7%).

The majority of respondents which is 100.00% (30 students) shows that the respondents do enjoy learning English subject. This table shows that the students involved are mostly from four students. Based on their PBD result, the students achieved A1(Band 3) and A1 low (Band 4 and Band 5) based on the standard guide of their PBD achievement.

4.2 Students' Acceptance in the Usage of Quizziz in Reading Comprehension Lessons

The findings in this research were intended to answer the first research question of this study that is RQ1: To what extent do students accept the usage of Quizziz in learning reading comprehension lessons? The data gathered were tabulated in Table 4 below and were analyzed descriptively.

This study used 16 items of questionnaire questions to investigate the level of acceptance towards Quizziz usage in reading comprehension lessons. Table 4 identifies the frequency, percentage, mean and standard deviation values of each item's acceptance in using Quizziz during ESL reading comprehension lessons. There are three items stated in negative forms (*) and these items are recoded before the analysis. These are to enable the actual indication of acceptance in using Quizziz in reading comprehension lessons. The findings shows that most of the 16 items used indicated a high mean score level. Among all the items, item A16 (Overall, I find the Quizziz application is easy to use) showed the highest mean score ($M = 4.27$, $SD = 0.640$). However, item A4 (Quizziz supports critical aspects of my reading comprehension) showed the lowest mean score ($M = 3.57$, $SD = 0.626$). The overall mean score ($M = 3.89$, $SD = 0.422$) indicates that the secondary school students in Cheras, Kuala Lumpur level of acceptance towards the Quizziz usage in reading comprehension lessons is considered at a high level.

Table 4
 Acceptance on the usage of Quizziz in ESL reading comprehension lessons

No	Items	SD	D	N	A	SA	Mean	SD
A1	Using Quizziz improves the quality of the reading comprehension I do.	0 (0.0)	1 (3.3)	7 (23.3)	17 (56.7)	5 (16.7)	3.87	.730
A2	Using Quizziz gives me greater control over my reading comprehension.	0 (0.0)	0 (0.0)	6 (20.0)	20 (66.7)	4 (13.3)	3.93	.583
A3	Quizziz enables me to accomplish reading comprehension more quickly.	0 (0.0)	1 (3.3)	11 (36.7)	12 (40.0)	6 (20.0)	3.77	.817
A4	Quizziz supports critical aspects of my reading comprehension.	0 (0.0)	0 (0.0)	15 (50.0)	13 (43.3)	2 (6.7)	3.57	.626
A5	Using Quizziz increases my productivity in reading comprehension.	1 (3.3)	0 (0.0)	4 (13.3)	21 (70.0)	4 (13.3)	3.90	.759
A6	Using Quizziz improves my reading comprehension performance.	0 (0.0)	0 (0.0)	6 (20.0)	21 (70.0)	3 (10.0)	3.90	.548
A7	Using Quizziz allows me to accomplish more reading comprehension than would otherwise be possible.	0 (0.0)	1 (3.3)	12 (40.0)	14 (46.7)	3 (10.0)	3.63	.718
A8	Using Quizziz enhances my effectiveness on reading comprehension.	0 (0.0)	1 (3.3)	9 (30.0)	17 (56.7)	3 (10.0)	3.73	.691
A9	Using Quizziz makes it easier to do my reading comprehension.	0 (0.0)	1 (3.3)	8 (26.7)	17 (56.7)	4 (13.3)	3.80	.714
A10	Overall, I find the Quizziz application useful in my reading comprehension.	0 (0.0)	0 (0.0)	3 (10.0)	20 (66.7)	7 (23.3)	4.13	.571
*A11	I find that Quizziz is difficult to use.	9 (30.0)	13 (43.3)	6 (20.0)	2 (6.7)	0 (0.0)	3.97	.890
A12	Learning to use Quizziz is easy for me.	0 (0.0)	0 (0.0)	5 (16.7)	19 (63.3)	6 (20.0)	4.03	.615
*A13	Using Quizziz is often frustrating.	9 (30.0)	13 (43.3)	6 (20.0)	2 (6.7)	0 (0.0)	3.97	.890
*A14	The Quizziz is rigid and inflexible to use with.	3 (10.0)	20 (66.7)	3 (10.0)	4 (13.3)	0 (0.0)	3.73	.828
A15	My usage with Quizziz is clear and understandable.	0 (0.0)	0 (0.0)	4 (13.3)	20 (66.7)	6 (20.0)	4.07	.583
A16	Overall, I find Quizziz application is easy to use.	0 (0.0)	0 (0.0)	3 (10.0)	16 (53.3)	11 (36.7)	4.27	.640
Overall							3.89	.422

(Level: Very low = 1.00 – 1.89, Low = 1.90 – 2.69, Moderate = 2.70 – 3.49, High = 3.50 – 4.29, Very high = 4.30 - 5.00)

Based on the interviews conducted, the analysis of the interview excerpts indicated positive feedback on secondary students' acceptance of Quizziz usage in reading comprehension lesson. All three respondents' statements indicated acceptance as they had enjoyment related to their experience of using Quizziz during the reading comprehension lesson. The three respondents mentioned

- i. S1: "... learning reading comprehension using Quizziz is easy to use and fun..."
- ii. S2: "... so far Quizziz is fun.... enable to understand more..."
- iii. S3: "... reading comprehension using Quizziz was nice and convenient..."

The respondents also indicated their acceptance in using Quizziz when they indicated that using Quizziz makes it easier for the reading comprehension lessons. All three respondents mentioned

- i. S1: "...more convenient than traditional way...easier doing the exercise..."
- ii. S2: "...can do virtually...without a lot of energy to write on paper..."
- iii. S3: "...easier to do...user friendly...different than using book..."

Therefore, the students' responses in the interview session supported the overall mean findings from the questionnaire which is ($M = 3.89$, $SD = 0.422$) that indicated the secondary school students in Cheras, Kuala Lumpur have high level of acceptance for Quizziz usage in reading comprehension lessons.

4.3 Students' Attitude on the Usage of Quizziz in ESL Reading Comprehension Lessons

The findings in this research were intended to answer the second research question of this study that is RQ2: "What is the secondary students' attitude toward Quizziz usage in reading comprehension lessons?". The data gathered were tabulated in Table 5 below and were analyzed descriptively.

This study used 21 items of questionnaire questions to determine the level of attitude of Quizziz usage in reading comprehension lessons. Table 5 identifies the frequency, percentage, mean and standard deviation values of each item's attitude in using Quizziz during ESL reading comprehension lessons. The findings shows that one item indicates the highest mean score level, 19 items had a high mean score level and one item had an average mean score level. The item B16 (When compared to traditional classroom learning, the use of Quizziz made my learning more creative) showed the highest mean score ($M = 4.50$, $SD = 0.572$). However, item B4 (I always use Quizziz during reading comprehension lessons) shows the lowest mean score ($M = 3.27$, $SD = 0.868$). The overall mean score ($M = 3.93$, $SD = 0.441$) indicating that the secondary school students in Cheras, Kuala Lumpur attitude for the Quizziz usage in reading comprehension lessons is considered at a high level.

Based on the interviews conducted, the analysis of the interview excerpts indicated encouraging perspective from the secondary students' attitude regarding Quizziz usage in reading comprehension lessons. Two out of three respondents' statements indicated that Quizziz makes learning reading comprehension entertaining due to its features. The two respondents mentioned:

- i. S1: "... it offers fun tools...can see the results on the leader board..."
- ii. S2: "...more entertaining because of the memes and the power shield features..."

The respondents also indicated optimistic attitude in using Quizziz to improve their reading comprehension skill. Two out of three respondents mentioned:

- i. S1: "Yes...will show the right answers when I got them wrong...learn from it..."
- ii. S2: "Yes...provides the reasons of why the correct answers should be chosen..."

Therefore, the students' responses in the interview session supported the overall mean findings from the questionnaire which is ($M = 3.93$, $SD = 0.441$) indicating that the secondary school students in Cheras, Kuala Lumpur have high level of attitude for Quizziz usage in reading comprehension lessons.

Table 5
 Attitude of Quizziz usage in ESL reading comprehension lessons

No	Items	SD	D	N	A	SA	Mean	SD
B1	I am aware of the existence of Quizziz.	0 (0.0)	0 (0.0)	3 (10.0)	17 (56.7)	10 (33.3)	4.23	.626
B2	I am aware of the usage of Quizziz.	0 (0.0)	0 (0.0)	5 (16.7)	18 (60.0)	7 (23.3)	4.07	.640
B3	I am aware of the fact that I can learn reading comprehension by using Quizziz	0 (0.0)	1 (3.3)	6 (20.0)	17 (56.7)	6 (20.0)	3.93	.740
B4	I always use Quizziz during reading comprehension lesson	1 (3.3)	3 (10.0)	15 (50.0)	9 (30.0)	2 (6.7)	3.27	.868
B5	I believe that using Quizziz can improve my reading comprehension competency	0 (0.0)	0 (0.0)	5 (16.7)	21 (70.0)	4 (13.3)	3.97	.556
B6	The use of Quizziz helped me to improve my reading comprehension skills.	0 (0.0)	0 (0.0)	6 (20.0)	19 (63.3)	5 (16.7)	3.97	.615
B7	The use of Quizziz is useful for my reading comprehension study.	0 (0.0)	0 (0.0)	8 (26.7)	18 (60.0)	4 (13.3)	3.87	.629
B8	The use of Quizziz is useful to work together with my classmates.	0 (0.0)	0 (0.0)	7 (23.3)	17 (56.7)	6 (20.0)	3.97	.669
B9	The use of Quizziz is a good strategy in learning reading comprehension.	0 (0.0)	1 (3.3)	5 (16.7)	18 (60.0)	6 (20.0)	3.97	.718
B10	The use of Quizziz is important for learning reading comprehension.	0 (0.0)	1 (3.3)	10 (33.3)	17 (56.7)	2 (6.7)	3.67	.661
B11	The use of Quizziz is useful to interact with my teacher.	0 (0.0)	1 (3.3)	8 (26.7)	19 (63.3)	2 (6.7)	3.73	.640
B12	When compared to traditional classroom learning, the use of Quizziz made my learning more entertaining.	0 (0.0)	0 (0.0)	8 (26.7)	11 (36.7)	11 (36.7)	4.10	.803
B13	When compared to traditional classroom learning, the use of Quizziz made my learning less stressful.	0 (0.0)	1 (3.3)	8 (26.7)	13 (43.3)	8 (26.7)	3.93	.828
B14	When compared to traditional classroom learning, the use of Quizziz made my learning more comfortable.	0 (0.0)	1 (3.3)	7 (23.3)	13 (43.3)	9 (30.0)	4.00	.830
B15	When compared to traditional classroom learning, the use of Quizziz made my learning more diverse.	0 (0.0)	0 (0.0)	9 (30.0)	14 (46.7)	7 (23.3)	3.93	.740
B16	When compared to traditional classroom learning, the use of Quizziz made my learning more creative.	0 (0.0)	0 (0.0)	1 (3.3)	13 (43.3)	16 (53.3)	4.50	.572
B17	When compared to traditional classroom learning, the use of Quizziz made my learning more effective.	0 (0.0)	1 (3.3)	8 (26.7)	17 (56.7)	4 (13.3)	3.80	.714
B18	For me, it is easy to learn reading comprehension through Quizziz.	0 (0.0)	2 (6.7)	5 (16.7)	19 (63.3)	4 (13.3)	3.83	.747
B19	For me, it is easy to use Quizziz.	0 (0.0)	0 (0.0)	7 (23.3)	15 (50.0)	8 (26.7)	4.03	.718
B20	For me, it is easy to become skilful in using Quizziz	0 (0.0)	0 (0.0)	7 (23.3)	18 (60.0)	5 (16.7)	3.93	.640
B21	Quizziz helped me be more active in learning reading comprehension lesson.	0 (0.0)	1 (3.3)	5 (16.7)	19 (63.3)	5 (16.7)	3.93	.691
Overall							3.93	.441

(Level: Very low = 1.00 – 1.89, Low = 1.90 – 2.69, Moderate = 2.70 – 3.49, High = 3.50 – 4.29, Very high = 4.30 - 5.00)

5. Discussion

The elements of acceptance and attitude concerning technology usage are essential in language learning. In this current study, the extent of Quizziz usage specifically in reading comprehension lessons among secondary students in Cheras, Kuala Lumpur had been identified. The students perceived that learning reading comprehension with Quizziz is easy and useful for them during the lessons. This resulting them being more interested in learning reading comprehension compared to the traditional method of teaching. The findings correspond to Technology Acceptance Theory (TAM) by Davis [18]. Based on his theory, users who had an uncomplicated experience when using technology and find it beneficial for them when using the technology, usually utilize the technology that has been introduced. This implies to this current study of Quizziz usage during reading comprehension lessons.

The result findings identified the high level of secondary students' acceptance and attitude towards Quizziz. The students had a positive experience and they agreed that Quizziz helped them when they learned reading comprehension by making the lesson more enjoyable and improving their reading comprehension skills. Therefore, teachers are assured that when they plan for a reading comprehension lesson, the usage of Quizziz is mostly accepted and the students find the lesson to be entertaining and beneficial to them. The current findings coincide with previous study which Quizziz is deemed effective in reading lessons [12]. Furthermore, the usage of Quizziz during reading comprehension lessons was also identified as able to provide the students with instant feedback. The immediate feedback helps them to understand better the reason for their wrong answers. This makes the finding parallel with the past findings [9,20,21] that Quizziz support evaluating students' performance and based on the evaluation the students could improve themselves in the future.

6. Conclusions

Based on the findings of this study, the usage of Quizziz in reading comprehension lessons is acceptable and preferable for secondary students in Cheras, Kuala Lumpur. Quizziz helps by providing the students interesting way to learn reading comprehension with ease and makes them interested to learn during the lesson. The usage of Quizziz is considered a useful technology to be used by teachers to increase students' attention and improve their ability in answering reading comprehension questions. However, the findings of this research are limited to this particular set of secondary school students due to its small-scale nature and purposive respondents. Thus, it should not be generalized to other populations of secondary students in Kuala Lumpur. In spite of that, the findings still can be used as a reference for future studies related to reading comprehension learning through the usage of the technology approach. Due to this limitation, the researcher suggests that future researchers consider conducting bigger-scale research to achieve a result that can be generalized to other populations. Other than that, this study mainly focuses on students' acceptance and attitude toward Quizziz usage for reading comprehension. Thus, future research might consider conducting research that focuses on another current learning platform that might help to attract and improve the students' reading comprehension.

Acknowledgement

This research was not funded by any grant.

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