



## Students' Perception Of The Use Of Quizizz Paper Mode On Reading Skills

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### ABSTRACT

*This study aims to determine students' perceptions of the use of Quizizz Papermode in reading skills at Islamic Junior High School Khozinatul Ulum Gunungrejo Lamongan, and to identify obstacles that arise during its implementation. This study uses the Mixed Method Concurrent design, with qualitative data as the main source obtained through observation, interviews, and documentation, and quantitative data from questionnaires. The results showed that students had a very positive perception of the use of Quizizz Papermode. This medium was considered interesting, enjoyable, easy to use, and able to increase students' motivation and understanding in analyzing parts of sentences in reading texts. The obstacles found were minor, namely the adaptation process in the first meeting and technical constraints in the form of projector damage. However, these obstacles did not interfere with the learning process. The questionnaire results, with an average index of 88.9%, reinforce that students did not experience significant difficulties during the use of Quizizz Papermode. Overall, Quizizz Papermode proved to be effective and practical as an evaluation medium that can increase student engagement and reading skills, especially in schools with limited digital facilities.*

**KeyWords:** Student Perception; Quizizz Papermode; Reading Skill; Online Assessment.

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### INTRODUCTION

Education in today's digital era faces significant challenges in creating interactive and innovative learning environments, particularly in developing students' reading skills. The rapid advancement of technology has encouraged the integration of digital tools in teaching and assessment processes, which are expected to improve students' engagement and learning outcomes (Alenezi, 2023). However, in practice, many students still show low interest in reading activities, especially in English language learning. This condition is often caused by monotonous teaching methods and the lack of variation in instructional media, which leads students to feel bored and less motivated during the learning process. Therefore, teachers are required to adopt more creative and interactive approaches to support students' learning, particularly in reading skills.

In the context of English as a Foreign Language (EFL), reading plays a crucial role as a primary source of language input. Through reading activities, students can develop their vocabulary, understand grammatical structures, and recognize how meaning is constructed in texts (Mulatu & Regassa, 2022). Reading also contributes significantly to students' academic success, as it supports the development of other language skills such as writing and speaking (Dolean et al., 2021). However, many students still experience difficulties in reading comprehension, including identifying main ideas, understanding detailed information, making inferences, and interpreting word meanings (Hezam et al., 2022). These difficulties are often influenced by limited vocabulary mastery and inadequate understanding of sentence structures, which ultimately affect students' motivation and confidence in reading.

Furthermore, reading skill is considered one of the fundamental skills in language learning that greatly influences students' overall academic achievement (Hakim & Wahyuni, 2024). Students with limited vocabulary tend to struggle in interpreting texts because they cannot fully understand the relationships between words and sentences (Brooks et al., 2023). In addition, the inability to recognize grammatical elements such as nouns, verbs, and pronouns also contributes to students' difficulties in

comprehending texts (Komalasari, 2022). These challenges indicate the need for more effective teaching strategies that not only improve students' comprehension but also increase their engagement and motivation in reading activities.

To overcome these problems, the integration of technology in education, particularly in assessment, has become increasingly important. Online assessment provides opportunities for teachers to design efficient evaluations, deliver immediate feedback, and enhance students' participation in learning (Ong & Quek, 2023). Various platforms such as Quizizz, Kahoot, and Google Forms have been widely used in English language learning to assess students' understanding (Zaidan et al., 2024). Among these platforms, Quizizz is recognized as a popular and interactive tool that can create a fun and engaging learning atmosphere. It offers various features that allow teachers to conduct assessments in both online and offline settings, making it flexible for different learning environments (Arifin & Setiawan, 2022).

One of the most innovative features of Quizizz is Quizizz Papermode, which combines conventional paper-based assessments with a digital scoring system. This feature allows students to answer questions using printed answer sheets with QR codes, while teachers can scan and automatically record the results using digital devices. This hybrid approach is particularly useful for schools with limited technological infrastructure, as it enables the integration of digital elements without requiring full access to online learning tools (Husnah et al., 2023). In addition, Quizizz Papermode has been shown to increase student engagement, motivation, and participation in learning activities, making it a promising tool for improving reading skills.

Several previous studies have examined the use of Quizizz Papermode in English language learning. Putra (2023) found that the implementation of Quizizz Papermode significantly improved students' vocabulary mastery, as indicated by the increase in students' average scores from 72.4 to 81.4, and also enhanced their motivation and participation. Similarly, Saputra et al (2024) revealed that Quizizz in paper format can be used as an innovative tool to develop higher-order thinking skills (HOTS) in reading literacy, although further improvements are still needed. In addition, Suyitno & Fadhilawati (2024) demonstrated that Quizizz Papermode effectively improved students' mastery of Islamic vocabulary, with scores increasing from 60.65 to 85.00. These studies highlight the effectiveness of Quizizz Papermode as a learning and assessment tool in EFL contexts.

However, despite the growing number of studies on Quizizz, most research has primarily focused on learning outcomes and effectiveness, with limited attention given to students' perceptions and the obstacles encountered during its implementation. Furthermore, studies specifically examining the use of Quizizz Papermode in reading skills, particularly in analyzing grammatical aspects such as parts of speech, are still rare. Research conducted in Islamic boarding school contexts is also limited, even though such institutions often have different characteristics and technological constraints compared to public schools (Fadilurrahman et al., 2021). Therefore, this study aims to fill this gap by investigating students' perceptions of the use of Quizizz Papermode in reading skills and identifying the obstacles encountered during its implementation in an Islamic boarding school context.

## **METHOD**

This research uses the Concurrent Mixed Method approach. This approach combines qualitative and quantitative data simultaneously (concurrent). According to Creswell (2018), the name of this research is mixed-method convergent. In Quadrant IV, qualitative becomes the backbone of research because the researcher wants to explain in depth about students' perceptions, responses, or first experiences of the implementation of Quizizz Papermode on reading skills. However, these qualitative results are also supported by quantitative data, namely, questionnaires used to find out the obstacles that occur when implementing Quizizz paper mode. The instrument of the research used field note observation, interviews, a questionnaire, and documentation. The subject of this research is 7th-grade students of MTs Khozinatul Ulum Banan Gunungrejo Lamongan, with a total of 25 students.

The procedure of this study was conducted in several steps. First, the researcher prepared the research instruments, including a questionnaire and interview guidelines, to collect both quantitative and qualitative data. Second, the researcher implemented the learning process using Quizizz Papermode in reading activities in the classroom. Third, after the implementation, the questionnaire was distributed to the students to obtain quantitative data regarding their perceptions. At the same time, interviews were conducted with selected students to explore their experiences and responses in more depth. Finally, the collected data were analyzed using both quantitative and qualitative methods. The questionnaire results were calculated using percentages, while the interview data were analyzed through thematic analysis. The

results from both data sources were then integrated to draw conclusions about students' perceptions of the use of Quizizz Papermode in reading learning.

## **RESULT AND DISCUSSION**

### • Students' Perception of the Use of Quizizz Papermode

The data of students' perception of the use of Quizizz Papermode at MTs Khozinatul Ulum Gunungrejo Lamongan was obtained by using interviews and field note observation as instruments. The results of this study were :

#### • Interview

##### • First Experience

Most students were using Quizizz Papermode for the first time and gave positive feedback. They felt that learning became more engaging, enjoyable, and different from conventional methods. One student said that using Quizizz Papermode was "Really fun, enjoyable, and motivating," while several others noted that using Quizizz Papermode was "Fun and enjoyable too." Some students also described using Quizizz Papermode as "Fun and challenging." These statements illustrate that the use of Quizizz Papermode can change students' perceptions of reading learning, which was previously considered monotonous, into a more interesting and interactive learning experience.

##### • Understanding of Reading Material

Students reported finding it easier to understand the reading material, particularly when analyzing word types and text content through multiple-choice questions. One student said that when using Quizizz Papermode, they "Understand the material better," while several others noted that using Quizizz Papermode helped them "Understand the material," when using Quizizz Papermode. These statements show that Quizizz Papermode plays a role in improving students' reading strategies, especially in understanding parts of speech and analyzing words in sentences.

##### • Motivation and Enthusiasm

Using Quizizz Papermode increased students' motivation and enthusiasm. The learning atmosphere became more active, competitive, and game-like. Almost all students said that using Quizizz Paper Mode in reading lessons made them more enthusiastic; they said, "I'm more enthusiastic about learning when using Quizizz," and some students said, "I'm super enthusiastic" when lessons used Quizizz Paper Mode. This shows that using Quizizz Papermode is not only fun but also increases students' enthusiasm in the English learning process, especially reading skills that focus on analyzing words in sentences.

##### • Ease of Use

This medium is considered easy to use because of its simple format and the fact that it does not require digital devices, thereby avoiding technical issues. Almost all students said that Quizizz Papermode is "easy to use," and some students also said it is "not confusing and easy to use." This shows that the technical ease and usability of Quizizz Papermode is one of the factors that influence students' positive perceptions of online assessment.

##### • Preference

Most students prefer Quizizz Papermode over conventional methods because it is more interactive and less boring. Many students said they prefer to learn using Quizizz Papermode; they said, "I choose to use Quizizz Papermode," and some also said, "I learn using Quizizz Papermode." These statements show that the use of interesting and contextual media can have a positive effect on students' perceptions and learning outcomes.

##### • Field Note Observation

Based on observations during the three days, students' perceptions of the use of Quizizz Papermode showed a positive response that gradually improved. On the first day, students demonstrated curiosity and interest in the new medium being used. Although they were still in the adaptation phase, they began to show enthusiasm and engagement in the learning activities.

On the second day, students' positive perceptions became increasingly evident through increased activity, focus, and participation in answering questions. Students began to feel comfortable using Quizizz Papermode and found the activity more engaging than conventional learning. The learning atmosphere also became more interactive and positively competitive.

In the third day, students demonstrated an even stronger perception of Quizizz Papermode as a fun and easy-to-use learning tool. This was evident in their consistent enthusiasm, active engagement, and desire to continue using the tool in future lessons. Overall, the observation results indicate that Quizizz

Papermode fosters a positive perception among students, marked by increased interest, comfort, and engagement in the learning process.

- **Obstacles in Implementing Quizizz Papermode**

Based on research on the use of Quizizz Papermode at MTs Khozinatul Ulum Gunungrejo Lamongan, data were obtained using questionnaires and field observation notes. The results of this study are:

- **Field Note Observations**

Based on observations during three days, several obstacles were identified in the implementation of Quizizz Papermode, although they generally did not hinder the learning process. In the first session, the obstacle that arose was the students' adaptation process, as some students were still confused about how to use Quizizz Papermode because they were not yet familiar with the platform. However, this challenge was overcome through explanations provided by the teacher.

On the second day, the main challenge was related to facilities, specifically the unavailability of the projector previously used to display questions. This required the teacher to adjust the learning strategy by using a laptop as an alternative. Nevertheless, students were still able to participate effectively and demonstrated high engagement.

On the third day, the same challenge persisted: the lack of a projector. However, students had become accustomed to the workflow of Quizizz Papermode, so the learning activity proceeded smoothly without significant obstacles. Overall, the challenges encountered in implementing Quizizz Papermode included students' initial adaptation and facility limitations. However, these challenges were minor and manageable, so they did not diminish the effectiveness of the learning process.

- **Questionnaire**

The questionnaires filled out by the students provided data on the obstacles or challenges that occurred during the implementation of the paper-based Quizizz mode. The percentage of the data is as follows:

**Table 1** Percentage of Student Responses

Max Score	Score	Average of percentage	Description
100	88	88%	Most students have no difficulty understanding the text when using Quizizz paper mode.
100	88	88%	Most students remain focused when reading texts using Quizizz paper mode.
100	89	89%	Most students are more motivated to read when using the Quizizz papermode.
100	89	89%	Some students can still improve their reading skills when using the paper-based quizizz mode.
100	86	86%	Some students do not feel bored when learning using the Quizizz papermode.
100	90	90%	Most students consider the questions in Quizizz to be relevant to the material.
100	90	90%	Most students have no difficulty understanding the reading material using Quizizz paper mode.
100	92	92%	Most students do not feel confused when using the paper-based Quizizz mode.
100	85	85%	Most students have no difficulty understanding the reading material when using Quizizz paper mode.
100	93	93%	Most students prefer and enjoy learning to read using the paper-based Quizizz mode.
	890 (Sum)	89% (Average)	Respondents disagree with all negative statements related to Quizizz papermode.

The data processing results show that the index values for each category range from 85% to 93%, with an overall average of 88.9%, which falls into the Strongly Disagree category. This indicates that respondents disagree with all negative statements related to Quizizz paper mode. Therefore, in general, there were no obstacles encountered during the implementation of Quizizz paper mode in reading skills.

- Discussion
- Student Perception

The research findings indicate that students have a positive perception of the use of Quizizz Papermode in reading instruction. This medium is considered more engaging, enjoyable, and effective at increasing student engagement because it creates a game-based learning environment. Additionally, Quizizz Papermode helps students better understand the material through activities that encourage analytical thinking as well as healthy interaction and competition in the classroom. These findings align with Huseinović (2024), who states that gamification can enhance student motivation and focus in language learning.

- The Obstacle

The obstacles encountered during the implementation of Quizizz Papermode were minimal and did not disrupt the learning process. The challenges that arose were limited to students' initial adaptation to the new medium and technical issues such as projector malfunctions, which could be addressed with alternative solutions. Overall, the use of Quizizz Papermode remained effective and flexible under various conditions. This finding is supported by Putri & Pujiawati (2025), who state that Quizizz Papermode can be used optimally even with limited facilities.

## CONCLUSIONS

Based on the results of this study, the implementation of Quizizz Papermode in teaching reading skills shows a highly positive impact on students' learning experiences. Students perceive this medium as engaging, enjoyable, and easy to use, which significantly enhances their motivation, enthusiasm, and active participation in the learning process. In addition, Quizizz Papermode helps students better understand reading materials, particularly in analyzing parts of speech and comprehending sentence structures, indicating its effectiveness as an interactive assessment tool in EFL learning.

Despite these positive outcomes, several challenges were identified during the implementation process, primarily related to technical and adaptive factors. At the initial stage, students required time to adjust to the new medium, and there were limitations in classroom facilities, such as issues with the projector. However, these challenges did not significantly disrupt the learning process, as they were effectively addressed through appropriate instructional adjustments and students' increasing familiarity with the use of Quizizz Papermode.

The findings of this study confirm that Quizizz Papermode is an effective, practical, and flexible tool for improving students' reading skills, particularly in educational contexts with limited technological resources. Therefore, the integration of innovative and interactive media such as Quizizz Papermode is highly recommended to create a more engaging and participatory learning environment. Future research is suggested to explore its application in other language skills and across broader educational contexts to strengthen the generalizability of these findings.

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