

EXPLORING STUDENTS' PERCEPTIONS OF THE USEFULNESS AND EASE OF USE OF QUIZIZZ IN ENHANCING ENGLISH READING SKILLS

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ABSTRACT

This study examines students' perceptions of the usefulness and ease of use of Quizizz in enhancing English reading skills among Form 1 learners in a secondary school in Kota Kinabalu. Building on the Technology Acceptance Model (TAM), this study examines how usability affects perceived usefulness in a gamified learning environment. Using a mixed-methods design, data were collected from 45 students through a survey analysed using descriptive statistics in SPSS, and from eight students through a focus group discussion subjected to thematic analysis. Survey results indicate that students largely view Quizizz as both useful and easy to use ($M = 4.60$), receiving the highest rating. Qualitative findings further highlight the interactive and game-like features of Quizizz that increase engagement. However, issues of accessibility, such as limited internet or device availability, pose challenges for some learners. Despite these limitations, the study reinforces the potential of gamified platforms like Quizizz to support reading development by linking usability with learning benefits. Implications for instructional practice and curriculum design are discussed, with recommendations for broader implementation and further research involving more diverse student groups.

Keywords: *Quizizz, Reading Skills, Learning Platform, Perceptions*

INTRODUCTION

Reading is the process of making sense of written words and pictures (Gedik & Akyol, 2022). Therefore, students need to develop and have good reading skills because this skill is very important in English learning. This is because, nowadays, in today's globalized world, it is undoubtedly essential for students to possess good reading skills. Students need to develop their reading abilities since these skills help them comprehend what they read (Kaya, 2015). Reading is a very important skill, and having good and strong reading skills can benefit and impact their trajectory in life. Nowadays, there are numerous strategies planned and implemented in order to improve and enhance students' reading skills. This is because, as English reading skills are fundamental to academic success and communication in a globalized world, it is crucial to explore innovative methods to enhance these skills among students (Laličić & Dubravac, 2021).

In the context of teaching and learning English, the learning environment in the classroom, which is interesting and full of enjoyment, is very essential. Since the current generation is a generation that is already used to having gadgets and playing games, so, the use of interactive learning platforms as well as game-based learning is very suitable to be applied in teaching and learning English especially English skills such as reading. According to Ronimus et al. (2014),

when learners are introduced to game-based learning through game activities, their attention and curiosity are often piqued. Therefore, it is important to use an interactive and fun learning platform. One of the famous learning platforms is Quizizz, an online platform that can be used in the teaching and learning process. It is very famous because it can facilitate the creation and the use of quizzes as well as fun exercises in the classroom. Through that, it can make students feel like they are in an amusing and enjoyable learning environment and become interested in learning. Therefore, this study aims to address two research questions.

1. How do students perceive the usefulness of Quizizz in enhancing their English reading skills?
2. What are the students' perceptions of the ease of use of Quizizz as a digital learning tool for English reading activities?

LITERATURE REVIEW

The Use of Learning Platform and Quizizz in Teaching and Learning

Learning platforms have become essential in modern education, offering flexible, accessible, and engaging learning experiences (Bajaj, 2024). Tools such as Kahoot and Quizizz support various instructional strategies, from direct instruction to problem-solving tasks, and have been shown to enhance student engagement, knowledge, and skills especially in online or distance learning environments (Gameil & Al-Abdullatif, 2023). Studies also show that the type and quality of resources accessed on these platforms are closely linked to student performance, with effective interaction and connection among learners contributing to better outcomes (Rakic et al., 2020). In ESL contexts, Quizizz is particularly effective due to its game-based features, which make learning more enjoyable and easier to understand for students, especially young learners (Ningsih, 2023). Game-based learning has been found to significantly boost motivation and engagement compared to traditional activities (Nadeem et al., 2023). Research worldwide has consistently shown positive effects of Quizizz on students' perceptions, enthusiasm, and achievement in language learning (Gameil & Al-Abdullatif, 2023). Its ability to turn quizzes into interactive, competitive games helps sustain interest—an important factor in supporting continuous development of English language skills

Nowadays, learning platforms have become an essential component of modern and contemporary learning processes as a result of technological improvements. A study by Bajaj (2024) on the role of digital learning platforms in enhancing student engagement found that digital learning platforms have made education more accessible and flexible, allowing students to learn anytime and anywhere. There are many popular online game-based learning resources or online learning platforms that can be included in teaching and learning sessions, regardless of educational background (Wijayanti & Prasadjia, 2022). Kahoot and Quizizz are some of these platforms that have features aimed at helping students and educators in their teaching and learning processes. Learning platforms work well for different instructional strategies, such as direct instruction that involves giving lectures, to strategies that engage students in problem-solving activities, making education more flexible and accommodating to the individual differences among the learners. According to Gameil and Al-Abdullatif (2023), many studies have nevertheless revealed the advantages of teaching using learning platforms, especially in distant learning environments, for increasing student learning engagement as well as improving their knowledge and skills.

The Usefulness and Ease of Use of Quizizz in ESL Classroom

As technology becomes more and more common to be incorporated in schools, digital learning tools like Quizizz are becoming more popular in ESL classrooms because they help keep students interested and motivated. The interactive features of Quizizz make Quizizz popular, not only because it is interactive and game-based, but also because it has a user-friendly and easy-to-use interface, so that both students and educators alike would likely want to use it (Margallo et al., 2023)

Research by Hasibuan et al. (2025) on the effect of using the Quizizz application as an English learning exercise in vocabulary mastery revealed that when students were encouraged and enthusiastically participated in using this learning platform, their vocabulary mastery increased. The features of Quizizz elements, such as quizzes with immediate feedback and attractive gamification elements (collected points and leaderboards) made lesson reviewing more attractive and less stressful for the students. This favourable response indicates the perceived value of the platform for supporting language skill (vocabulary, grammar, general knowledge) development in ESL learning (Alakrash et al., 2022).

Furthermore, it has been demonstrated that the perceived usefulness and ease of use effect also have a great impact on students' motivation and retention. A study by Lim and Yunus (2021) on teachers' perception towards the use of Quizizz in the teaching and learning of English, A systematic review found that teachers also perceive Quizizz as a useful and feasible tool in the ESL classroom as it encourages an active way of learning with little training required for both educators and students. However, they reported occasional connectivity problems that were a potential barrier for equitable internet access in some settings.

Challenges in Using Quizizz Learning Platform in ESL Classrooms

In a research study done by Nova et al., (2023), on assessing the potential difficulties in employing Quizizz as a form of formative e-assessment in English for Tour Operations class, it was established that the majority of the students who participated in the study had some difficulties using Quizizz during the e-assessment process. Among them are the technical issues and internet connection. In addition, some of the most frequently reported issues include account issues and other troubles that may come in the way because of technicalities and internet connection (Dili et al., 2021). Such constraints hinder learning processes, thus forming an inconvenience to the learners, as well as time time-consuming. This can become a challenge when students need to join the learning platform, as well as hinder them from taking the Quizizz tests, and lessen the likelihood of tasks being accomplished and submitted on time. Such technical difficulties can be causes of stress and dissatisfaction that prevent the students from demonstrating their knowledge and skills to the extent desired.

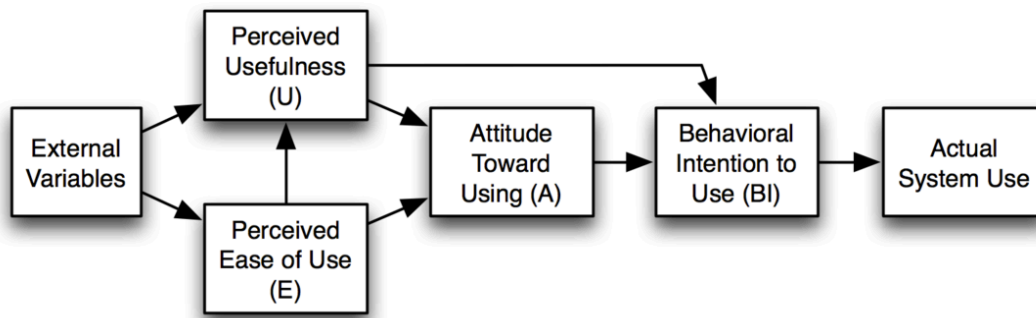


Figure 1: Technology Acceptance Model (Davis, 1986)

The Technology Acceptance Model (TAM) is one of the extensive models regarding how individuals accept technologies and can efficiently utilize them (Kalayou et al., 2020). TAM is a very famous model that was developed by Fred Davis in 1986, and it provides a good platform to comprehend the acceptance of technology. This model emphasizes two significant perceived constructs, that is Perceived Usefulness (PU), which refers to a person's perception of how the utilization of a certain system will improve on someone's performance in executing a task (Tahar et al., 2020). Perceived Ease of Use (PEOU), on the other hand, entails the degree to which someone feels technology can enhance their competence and be beneficial for them. This is crucial because if people view technology as a helpful tool for them, they will likely keep using the platform.

Perceived usefulness, on the other hand, refers to the extent to which a person considers a particular system to be useful in attaining their professional goals (Chahal & Rani, 2022). If a technology is perceived as easy to use, then it is more likely that individuals will adopt it. In other words, an individual's intentions to use a certain technology grow in proportion to the degree to which they consider the technology to be easy to use.

METHODOLOGY

This study uses a mixed-methods research technique and was conducted at a secondary school in Kota Kinabalu with a total of 45 Form 1 students for the survey and 8 students for the focus group discussions. The study collects data through a survey and a focus group discussion. The survey adapted from the Technology Acceptance Model (TAM) developed by Davis (1989) and contains three sections where Section A discusses demographics such as age, gender, and educational background, Section B focuses on the Perceived Usefulness of Quizizz, which investigates students' perceptions of how Quizizz improves their English reading skills, and Section C investigates the Perceived Ease of Use of Quizizz, which investigates how easy students find Quizizz as a digital learning tool for English reading activities.

The survey consists of 12 closed-ended questions, including multiple-choice and Likert scale items, and the survey URL was sent via the English class Telegram group to provide simple access for all participants. Upon the completion of the survey, a focus group discussion was conducted when the researcher and the selected 8 students were available. It was done at "Quiet Zone" within the school premise to ensure a comfortable and noise-free environment.

Content validity and reliability measures were used to ensure that the survey instrument was valid. The items were in line with the research goal and were checked by the researcher's

mentor, who is also a senior content expert. Table 1 presents the Cronbach's alpha values for the 2 main constructs, which lend credence to the survey reliability. Data triangulation using both quantitative (survey) and qualitative (focus groups) methods enhanced the study's insights, though the small sample size.

Table 1: Reliability of Instruments

Construct	Number of Items	Cronbach's Alpha
Perceived Usefulness	6	0.710
Perceived Ease of Use	6	0.804

Data collected from the survey were analysed by using the Statistical Package for Social Science (SPSS) version 20, and were analyzed using descriptive statistics, including percentage, frequency, mean, and standard deviation, to provide an overview of the responses. For the focus group discussions, thematic analysis was applied to identify key themes related to students' perceptions of Quizizz and its impact on their English learning experience.

Table 2: Interpretation of Mean Score

Mean Value	Agreement Level
4.21 – 5.00	Strongly Agree
3.41 – 4.20	Agree
2.61 – 3.40	Uncertain
1.81 – 2.60	Disagree
0.00 – 1.80	Strongly Disagree

Source: Cho and Teo (2013)

Table 2 shows the mean score interpretation used to categorize the level of agreement among the students. This interpretation is applied in the descriptive analysis of the survey data.

FINDINGS & DISCUSSION

Participants Demographic Information

Age, Gender, Participants' English Reading proficiency, and Frequency of Quizizz Usage Among Participants are the considered demographic variables of the study. Table 3 shows the demographic information of the participants who are involved with the survey for the study. The study included 45 Form 1 students from SMJK Shan Tao. All 45 participants are 13 years old (100%). The gender distribution shows that 24 participants (53.3%) are male, and 21 participants (46.7%) are female.

Table 3: Participants' demographic characteristics

Demographic Variable	Frequency	Percentage
Age		
13 Years Old	45	100%
Gender		
Male	24	53.3%
Female	21	46.7%

Table 4: Participants' English Reading proficiency

English Reading Proficiency	Frequency	Percentage
Very Confident	5	11.1
Somewhat Confident	10	22.2
Neutral	16	35.6
Somewhat Struggling	8	17.8
Struggling	6	13.3

Table 4 presents the results for the self-assessment of English reading skills given by the participants. The greatest number of students, 35.6%, considered themselves "Neutral" in English reading skills. This was followed by "Somewhat Confident" at 22.2% and "Somewhat Struggling" at 17.8%. Even smaller proportions reported being "Struggling" (13.3%) and "Very Confident" (11.1%) with English reading skills.

Table 5: Frequency of Quizizz Usage Among Participants

Question	Frequency	Percentage
Have you ever used Quizizz before?		
Yes	45	100%
No	0	0%
If yes, how often do you use Quizizz?		
Daily	0	0%
Weekly	7	15.6%
Occasionally	38	84.4%
Rarely	0	0%

Based on the data shown in Table 5, all 45 study participants have used Quizizz at least once. Quizizz has been accessed by all participants (100%). When asked how often they use Quizizz, 7 students (15.6%) reported they use it once a week, while 38 students (84.4%) reported that they use it sometimes. There were no participants who claimed to use it daily or rarely. This table offers an overview regarding the quiz usage distribution among the participating students. The data reflect that most students used the application occasionally rather than on a daily or weekly basis.

How do students perceive the usefulness of Quizizz in enhancing their English reading skills?

Based on Table 6, students considered Quizizz to be extremely effective in improving their English reading skills. More students strongly agreed with the statement that Quizizz enabled them to understand reading texts better ($M = 4.36$, $SD = .609$), prepared them for tests ($M = 4.58$, $SD = .583$), and helped them learn new vocabulary and reading strategies ($M = 4.33$, $SD = .739$). The timer and scoring in Quizizz might have helped them a lot in focusing on reading ($M = 4.42$, $SD = .583$), which reinforced their learning endeavours. Students also strongly agreed that they learned more using Quizizz than through traditional methods ($M = 4.60$, $SD = .495$), indicating that a notable number of students regarded the platform as academically beneficial. Although the majority of students found that Quizizz gives them feedback and results that could be beneficial from them ($M = 4.16$, $SD = .928$), the higher standard deviation suggests that a sizeable portion

of the students could be feeling anxious or distracted because of these features. But overall, the data as a whole still supports the claim that Quizizz is a useful digital tool in improving English reading skills.

Table 6: Perceived usefulness of Quizizz in enhancing English reading skills.

Items	Mean	Std. Deviation	Agreement Level
7. Quizizz helps me understand English reading texts better.	4.36	.609	Agree
8. I learn new English words or reading strategies through Quizizz.	4.33	.739	Agree
9. Quizizz helps me prepare for English reading tests.	4.58	.583	Strongly Agree
10. Quizizz gives me feedback or results that help me improve.	4.16	.928	Agree
11. The timer and scoring in Quizizz help me focus on answering.	4.42	.583	Strongly Agree
12. I learn more when I use Quizizz compared to traditional methods.	4.60	.495	Strongly Agree

What are the students' perceptions of the ease of use of Quizizz as a digital learning tool for English reading activities?

Based on Table 7, students generally perceived Quizizz as easy to use for English reading activities. Most students strongly agreed that Quizizz was easy to use for English reading activities ($M = 4.36$, $SD = .679$), with the steps to play being clear and not confusing ($M = 4.31$, $SD = .733$). Students also agreed that they could use Quizizz without needing help from their teachers or classmates ($M = 4.38$, $SD = .650$). Furthermore, Quizizz was considered easy to use even for first-time users ($M = 4.42$, $SD = .657$), highlighting its intuitive design. Interestingly, the highest mean ($M = 4.47$, $SD = .548$) was recorded for "I find Quizizz to be a helpful tool for English reading lessons", indicating that students found it particularly helpful for learning purposes. However, despite these findings, it is somewhat surprising that the results also showed moderate support for the statement, 'students find it easy to use Quizizz, regardless of the location, be it at home or school' ($M = 4.11$, $SD = 1.049$). The higher standard deviation suggests that it seems that there are students who faced challenges using the platform in those differing contexts. All in all, the evidence suggests that Quizizz is an easy and approachable, digitally based resource as a complement to English reading activities. Such ease-of-use elements, including low dependency on help and ease of reaching, may raise the possibility that the students believe in Quizizz as an efficient and useful tool to develop their English reading skills.

Table 7: Perceived ease of using Quizizz in English reading activities.

Items	Mean	Std. Deviation	Agreement Level
1. Quizizz is easy to use for English reading activities.	4.36	.679	Agree
2. The steps to start and play Quizizz are not confusing.	4.31	.733	Agree
3. I can use Quizizz without needing help from my teacher or classmates.	4.38	.650	Agree
4. I feel Quizizz is easy to use even when I use it for the first time.	4.42	.657	Strongly Agree
5. I can use Quizizz at home or school without difficulty.	4.11	1.049	Agree
6. I find Quizizz to be a helpful tool for English reading lessons.	4.47	.548	Strongly Agree

To triangulate the findings, qualitative data gleaned from the focus group discussion serve to provide detailed insights and contribute to answering both research questions regarding the students' perceptions of the usefulness and ease of use of Quizizz in enhancing English reading skills. By using the Thematic Analysis, there were 6 themes identified, namely, Perceived Usefulness, Perceived Ease of Use, Technical Issues and Challenges, Student Engagement, Test Preparation, and Recommendations for Effective Use.

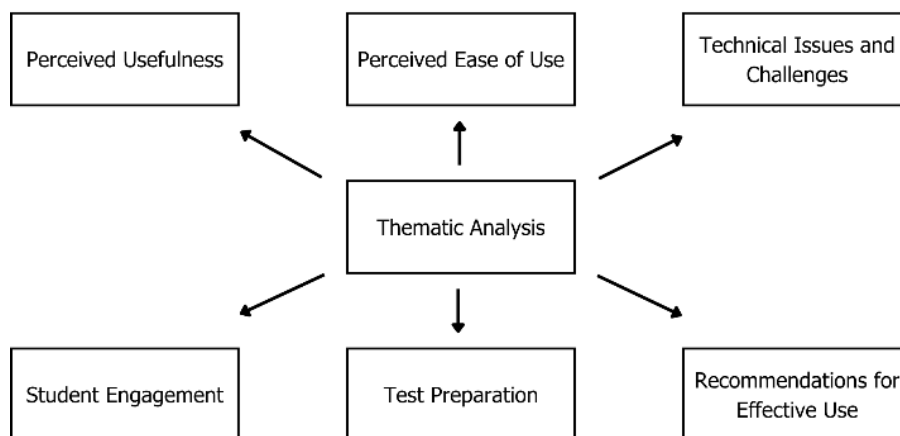


Figure 2: 6 Main Themes of Focus Group Discussion

Theme 1: Perceived Usefulness

Students stated that Quizizz helped them understand what they were reading much better. They said that the fact that Quizizz was competitive made them pay greater attention to the readings. *"The questions always make me read carefully.. umm.. like understand to get the right answers.."* stated one student (Student 1). Students also said that Quizizz helped them learn new words. One student said, *"I learn new words every time I play Quizizz. Because when playing*

Quizizz, I read carefully, and I found new words" (Student 5), which shows how well the application works for learning a new vocabulary.

Theme 2: Perceived Ease of Use

Students appreciated Quizizz for its user-friendly features. As many reported, joining the platform and accessing its features was straightforward and took no time at all. One student explained, *"... I can just scan the QR code and join. It's really easy.."* (Student 5), emphasizing the tool's user-friendliness. Another student stated, *"Very easy. Like, I just.. click link or type game code.."* (Student 6), demonstrating that Quizizz does not subject users to any complicated processes of technological support.

Theme 3: Technical Issues and Challenges

Overall, students liked Quizizz, although some had problems with the technology, especially with getting online. Such problems led to stalls in quiz loading or interruptions in participation. One student shared, *"Teacher, sometimes kan, there are problems with my internet. I wait long to enter"* (Student 5), indicating that internet speed can sometimes hinder participation. Another participant added, *"...my connection is slow, and I couldn't answer some questions. I had to answer 2 times haritu"* (Student 4), pointing out that unstable internet connections can negatively impact the user experience.

Theme 4: Student Engagement

Quizizz worked better as a learning aid since it had competitive elements. As noted by one student, *"Right and I like the points and leaderboard. We can see who got the highest points and who did not."* (Student 4), which highlights how the competitive components of gamified quizzes elevated the overall experience. In addition, as noted by another student, *"Yes! It's like playing a game.... There are... umm.. powers upp"* (Student 3), suggesting that the game element motivating him or her to play. Moreover, another student noted that, *"I feel more excited because I'm competing with my other classmates"* (Student 6), suggesting that competition fostered participation. Overall, Quizizz both facilitated and drove instructional quizzes, making them readily accessible and appealing to students.

Theme 5: Test Preparation

A few students said that they used Quizizz a lot, especially for English reading tests. They said the quiz format, especially the multiple-choice and true/false questions, replicates an exam format and helped them study in a fun and focused way. One student stated that *"The questions are similar to questions in the exam. MCQ and True/False. So it help me.. umm.. a lot practice read and I can answer."* (Student 1). One student shared, *"I think yes.... Because the type of.. umm... questions are usually the same"* (Student 8), pointing out that the fact that the type of question on Quizizz is similar to what they encounter in a test, it helped them a lot in preparing them to answer for a test.

Theme 6: Recommendations for Effective Use

Given their experiences, students recommended that teachers use Quizizz more often for formative assessment and review. One student expressed, *"It would be fun if teachers used Quizizz more when do revision, the card quite fun oh"* (Student 7), noting their hope for greater utilisation of Quizizz frequently during the revision time. Moreover, students proposed that instead of being used sparingly, Quizizz should be used on a daily basis. One student mentioned, *"Lots as a homework also fun. I can do it at home because I got Wi-Fi at home"* (Student 3), which

underscores the potential of Quizizz as an enjoyable and efficacious homework assignment to reinforce classroom learning beyond the specific school hours.

DISCUSSION

Students' perceptions of the usefulness of Quizizz in enhancing their English reading skills.

The results from the focused discussion and the survey reveal that students view Quizizz as an effective and supportive tool for developing their English reading skills. In the survey, students agreed that they learned more with Quizizz compared to traditional methods, showing strong support for the platform. This statement suggests that students view Quizizz as beneficial when compared to more traditional methods, thereby corroborating the perceived usefulness (PU) claim from the Technology Acceptance Model (TAM). As explained by Davis (1989), perceived usefulness is the degree of an individual's appreciation of a value-enhancing system utilized to perform a task, educational activities in this case. His explanation supports the argument of Bajaj (2024), where he reported that digital learning platforms improve students' participation in learning activities by providing more flexible and accessible ways to learn, from any time and any location.

During focus group discussions, students emphasized that the implementation of Quizizz not only deepened their understanding of the readings but also made the reading activities more enjoyable and motivational. This indicates that the reading comprehension through Quizizz boosts application and comprehension competition level. This is consistent with earlier research, such as Gameil and Al-Abdullatif (2023), which found that the use of interactive learning technologies provides a greater opportunity for students to be fully engaged in learning because it is made much more enjoyable and motivational. In this case, Quizizz resolves the issue of student engagement with the use of quizzes and instant feedback, which are pivotal to learning, enjoyment, engagement, and essential to understanding the motivational elements of learning.

This research found that Quizizz is helpful in both closing comprehension gaps and in preparing English reading tests. This is in line with the perceived usefulness (PU) TAM construct, as students engaged with the system with the expectation that it would support their learning and assessment processes. These findings are also supported in the focus groups, where students mentioned that having both multiple-choice and True/False questions on Quizizz made them more confident and better prepared for the formative and summative evaluative tests. *"The questions are similar to questions in exams. MCQ and True/False. So it helps me... umm... a lot practice reading and I can answer"* (Student 1). This shows that Quizizz is a valuable tool for learners preparing for tests.

Moreover, the interactive features of the Quizizz application, particularly the interface and feedback mechanisms, streamline the functionality and satisfaction of the application. Other researchers, for example, Nadeem et al. (2023) highlighted how the ease of use of a particular technology fosters higher levels of student engagement. This means that the design framework of Quizizz greatly augments the experience of the users.

To conclude, the findings suggests that Quizizz is an effective and useful tool for improving learners' English reading skills and for preparing them for tests. These conclusions continue to support the TAM theory that ease and usefulness of a technology determines its adoption for use, along with the interface of Quizizz that promotes ease of interactivity, as its effectiveness goes beyond the engagement level of the students and incorporates other aspects of their learning as

pointed out by other researchers on the impact of gamified learning (Gameil & Al-Abdullatif, 2023).

Students' perceptions of the ease of use of Quizizz as a digital learning tool for English reading activities.

The findings from the focus group and survey indicate that Quizizz is regarded as both useful and easy for enhancing the skill of reading English, which corresponds to the constructs of usefulness and ease of use in the Technology Acceptance Model (Davis, 1989). The survey results showed strong agreement with Quizizz being relevant for reading activities. This indicates that the participants regarded the platform as familiar and easy to navigate, which is a requirement for all educational resources, as it affects the ease with which such resources can be used in teaching and learning (Nadeem et al., 2023). In the TAM, the PEOU component explains that if a tool is regarded as easy to use, it will be adopted, which can be seen through the survey results. Since the reading activities are emphasized in improving the participants' English reading skills, the ease with which Quizizz can be used is vital as it eliminates attitudinal and technical barriers.

Furthermore, students admitted that they can use Quizizz independently confirms that students are confident in using Quizizz on their own. This shows that students are confident with using the platform, which aids their learning. As noted by Davis in 1989, the easier it is for a person to use a particular piece of technology, the greater the possibility that the technology will be used more frequently. This was evidenced in the present study.

Focus group discussions also supported this evidence. Students remarked that the provided personalized QR codes and game codes facilitated prompt engagement with the English reading activities. One of the students remarked that the ease of engaging with the content streamlined the process, thereby removing a number of potential barriers to engagement. This reinforces the PEOU aspect of TAM, that ease of use enhances usage (He et al., 2018).

However, the results also revealed some concerns about the accessibility of the platform for students with limited technological resources. Some students faced challenges with device availability because not all students had access to technologies such as smartphones or tablets, and challenges such as poor internet connection also hindered their participation. This is a widespread problem in the adoption of educational technologies. This finding aligns with Nova et al. (2023), who identified that technical issues and internet connectivity problems were among the most common challenges faced by students using Quizizz during e-assessments. They emphasized that such constraints hinder the learning process, causing inconvenience to learners and wasting valuable time. Quizizz partially closes this gap through its Paper Mode, which permits teachers to print out personalized QR codes, letting students participate in a game and answer questions by holding up personalised QR Codes. By offering a low-tech entry point, the platform protects its core value an interactive, game-like classroom experience that can energize study sessions.

The findings also highlight the importance of accessibility in educational technology, a factor that extends beyond ease of use to consider students' environmental and technological constraints. This aligns with Dili et al. (2021), who pointed out that account issues and other technical difficulties could significantly disrupt the user experience and hinder learning. Here, the effectiveness of Quizizz is located in its ability to adjust to various technology access levels, thus overcoming a wide range of barriers to its effectiveness.

Overall, this study's results indicate that Quizizz is regarded as a very effective tool that is easy to use for improving reading skills in English. These results are consistent with the TAM model, which holds that perceived usefulness (PU) and perceived ease of use (PEOU) are primary

factors in technology acceptance. In addition, the possibility to address accessibility issues, such as using the Paper Mode, makes it easier for the platform to be widely accepted in various areas of the education. These results align with prior studies on educational technology concerning the issues of user-friendliness as well as access, which allow for effective learning to take place (Margallo et al., 2023; Lim & Yunus, 2021).

CONCLUSION

In conclusion, the findings of this study revealed the Form 1 students perceive Quizizz as beneficial for enhancing their English reading skills, even though some of them are facing challenges, such as internet connectivity issues and occasional difficulty navigating the platform. Both research objectives are successfully achieved with the help of appropriate research instruments. The results highlight how crucial it is to incorporate digital resources like Quizizz into classroom environments, particularly when it comes to improving language proficiency, because students' responses indicate that Quizizz is, to a large extent, both helpful and user-friendly. In the meantime, the researcher acknowledges the limitations of using Quizizz, where students may need proper guidance and support to ensure effective usage. Future research is encouraged to explore the long-term influence of Quizizz on language acquisition, especially reading skills and to incorporate a bigger sample size for more thorough and better data.

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Co-Author Contribution: Not applicable

Ethics Statement

This study was conducted following ethical guidelines. Informed consent was obtained from all participants

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