ABSTRACT

The purpose of this study was to determine the effect of Quizziz on students' inferential reading skills and their perceptions of its use in the EFL classroom. Students' difficulties in inferential reading skills are a significant challenge in English learning, as supported by studies in both international and Indonesian contexts. Additionally, understanding students' perceptions of gamification platforms such as Quizzz is crucial—not only to measure skill improvement but also to capture their motivation, attitudes, and engagement. These issues underlie the need for this study.

This study employed a mixed-methods approach, with qualitative methods used to explore students' perceptions and quantitative methods to determine the effect of Quizziz on the development of students' inferential reading skills. The quantitative method employed a pre-experimental design, while the qualitative method employed a phenomenological approach. The data source for this study came from an Islamic high school in West Bandung Regency. Participants were drawn from 11th-grade students in four classes with a total of 134 students. Because the pre-experimental design only required one class, the sample selection technique used probability sampling. For the qualitative study, participants used purposive sampling. The data collection technique for this study used pre-tests and post-tests for the quantitative method, and semi-structured interviews for the qualitative method. Quantitative data were analyzed using description tests, normality tests, and paired t-tests. Qualitative data were analyzed using thematic analysis by Braun and Clarke.

Analyzing the pre-test, post-test, and semi-structured interview data, this study yielded several findings. First, the results of the pre-test and post-test revealed a statistically significant improvement in post-test scores (mean $= 21.47$) compared to pre-test scores (mean $= 17.27$), with a Sig. (2-tailed) value of 0.000. Second, the interview data yielded five themes of student perceptions regarding the use of Quizziz in the EFL classroom. These include increased engagement through gamified enjoyment and competition, ease of access and user-friendly design, higher motivation to participate though limited deep reading gains, appreciation for immediate feedback that was not always diagnostic, and suggestions for improvements in clarity, content alignment, and reduced disruptions.

In conclusion, this study provides valuable insights into the effectiveness of Quizziz in improving students' inferential reading skills and their perceptions of its use in the EFL classroom. Quizziz has been proven to be able to improve students' inferential reading skills. In addition, the semi-structured interviews revealed five key perceptions from students regarding Quizziz.

Keywords: Quizziz, Inferential Reading Skills, Perceptions, EFL