



Investigating Eleventh-Grade Students' Perceptions of Quizizz's Efficacy in Developing English Reading Comprehension at MAN 2 Kota Bengkulu

Viska Malia¹, Fera Zasrianita², Reko Serasi³

¹Student of English Department, ²UINFAS Bengkulu, ³Lecture of English Departement, UINFAS Bengkulu

e-mail: viskamaliaaa@gmail.com¹, fera.zasrianita@mail.uinfasbengkulu.ac.id²,

reko.serasi@mail.uinfasbengkulu.ac.id³

ABSTRACT

This study investigates eleventh-grade students' perceptions of Quizizz in developing English reading comprehension at MAN 2 Kota Bengkulu. Using an explanatory sequential mixed-method design, quantitative data were collected through questionnaires and qualitative insights through interviews. Results show students perceive Quizizz as engaging, easy to use, and motivating. The platform improves comprehension, vocabulary, and focus, although challenges include unstable internet and time pressure. Overall, Quizizz is considered effective in enhancing EFL reading comprehension.

Keywords: Quizizz, reading comprehension, students' perceptions, EFL learning

INTRODUCTION

Reading comprehension is a fundamental skill that underpins English language learning, especially for learners of English as a Foreign Language (EFL). This skill is essential not only for interpreting written texts, but also for supporting the development of other language competencies such as writing, speaking, and listening. As such, reading comprehension greatly influences students' overall academic achievement. Recent findings indicate that the use of cognitive and metacognitive strategies significantly improves EFL learners' reading abilities. A study reported that the application of these strategies contributed to a 43.8% improvement in students' comprehension levels (Husna et al., 2025:112). This highlights the importance of integrating active and reflective reading strategies into contemporary English education.

Metacognitive awareness, which forms part of these reading strategies, has also been shown to play a critical role. Research demonstrates that students' awareness and use of metacognitive reading strategies strongly influence their comprehension outcomes, although many learners still struggle to apply such strategies effectively due to limited understanding of their appropriate use (Kusumawardana & Akhiriyah, 2022:57). In line with this, evidence from a systematic literature review shows that the consistent application of metacognitive strategies enhances reading behavior and comprehension outcomes across various educational settings (Yulita & Napitupulu, 2023:88).

Thus, current scholarship affirms that reading comprehension is not a passive process, but a complex cognitive activity that requires reflective thinking and self-regulated learning. Strengthening students' comprehension skills is therefore crucial to improving the quality of English language instruction, particularly at the secondary-school level where learners are expected to analyze and interpret academic texts critically and effectively.

In secondary education institutions such as Madrasah Aliyah, mastering reading comprehension is crucial because students must engage with a wide range of English texts. However, in practice, many students continue to struggle with understanding texts due to factors such as limited vocabulary mastery, inadequate reading strategies, low interest in reading, and monotonous teaching methods (Suwanto, 2021:45).

To overcome these challenges, the integration of digital learning technologies has emerged as an innovative alternative. One increasingly popular platform is Quizizz, a web-based tool that provides interactive quizzes using a gamified approach. Teachers can design engaging learning activities with features such as automated scoring, leaderboards, and virtual rewards. Previous studies show that Quizizz increases learner engagement and motivation, particularly in reading activities (Pahamzah et al., 2020:73).

Additionally, Quizizz has been found to enhance students' attention and focus, while helping them better understand reading content through real-time feedback provided by the system (Suwanto, 2021:49). These findings suggest that digital, enjoyable, and competitive learning environments positively influence the development of students' reading skills.

However, the effectiveness of a learning medium cannot be measured solely through academic outcomes; students' perceptions as the primary users also play a vital role. Students' perceptions reflect the extent to which they find the platform helpful, enjoyable, or challenging during learning activities. A study showed that students' positive perceptions of Quizizz serve as a key indicator of successful technology integration in education (Kholid, 2025:61).

While several studies have examined the use of Quizizz in English language learning, most have focused on aspects such as learning motivation, vocabulary acquisition, or online learning in general (Tallita et al., 2022:101). Research specifically addressing students' perceptions of Quizizz in improving reading comprehension remains limited, particularly within the context of Islamic senior high schools such as MAN 2 Kota Bengkulu. This gap suggests the need for more focused investigations.

Therefore, the present study aims to explore students' perceptions of the effectiveness of Quizizz in enhancing their understanding of English reading texts. The results are expected to contribute to the development of more effective, interactive, and technology-integrated learning strategies that meet students' needs in the digital era.

RESEARCH METHODS

This study employs a mixed-methods case study design to investigate eleventh-grade students' perceptions of the use of the Quizizz platform in enhancing English reading comprehension at MAN 2 Kota Bengkulu. The case study design was selected because it enables an in-depth exploration of a specific educational phenomenon within its authentic classroom environment (Creswell & Creswell, 2018:42). The mixed-methods approach integrates quantitative and qualitative procedures to generate both measurable perception data and deeper insights into students' experiences, motivations, and challenges related to using Quizizz as a digital reading tool (Denzin & Lincoln, 2011:67).

The population of this research consists of all eleventh-grade students at MAN 2 Kota Bengkulu during the 2024/2025 academic year, totaling 163 students across five classes (XI A–E). A total sampling technique was applied, meaning that all students were included as participants because they had prior experience using Quizizz in English reading activities. Total sampling ensures that all available perspectives are represented, thereby providing more comprehensive insights into students' perceptions (Sugiyono, 2017:118).

Data were collected through two primary instruments: questionnaires and interviews. The questionnaire, constructed using a five-point Likert scale, measured students' perceptions

across four indicators—ease of use, engagement, learning motivation, and perceived learning benefits of using Quizizz in reading comprehension. The Likert scale is widely used for measuring attitudes and perceptions in educational research because of its clarity and statistical reliability (Gay, 2012:159). Semi-structured interviews were conducted with selected students to obtain deeper qualitative insights into their learning experiences, technological challenges, and reflections on how Quizizz supported or hindered their comprehension of reading texts. Documentation, such as English learning materials, questionnaire samples, and photographs of classroom activities, was also collected to support data triangulation, as recommended in mixed-methods studies (Creswell, 2014:75).

Data collection followed several systematic steps. The researcher began by conducting an initial orientation session to explain the research objectives, provide instructions, and ensure confidentiality. This was followed by the distribution and completion of the questionnaire by all participants. After the quantitative data were analyzed, follow-up interviews were conducted with purposively selected students representing varying perception levels. Quantitative data were analyzed descriptively through percentages and mean scores to identify general trends in students' perceptions (Gay, 2012:142). Meanwhile, qualitative data from the interviews were analyzed thematically through coding, categorization, and interpretation to identify recurring themes related to ease of use, engagement, motivation, and perceived benefits. Following Denzin and Lincoln's (2011:90) interpretive framework, the analysis was iterative and reflective, enabling the researcher to connect statistical trends with contextual classroom realities comprehensively.

RESULTS AND DISCUSSION

The implementation of the Quizizz platform in English reading classes for eleventh-grade students at MAN 2 Kota Bengkulu was examined to determine its effectiveness in enhancing students' engagement, motivation, and reading comprehension, as well as to identify the challenges and benefits experienced throughout the learning process. Quizizz, as a gamified digital platform, integrates interactive quizzes, instant feedback, and competitive elements that encourage active participation, enjoyment, and continuous self-assessment during reading activities (*Pahamzah et al., 2020:44*). Students' engagement and motivation were influenced by internal factors such as confidence, interest, focus, and individual learning habits, as well as external factors including classroom environment, teacher support, peer interaction, and the gamified features embedded in the platform (*Suwarto, 2021:57*).

Table 1. Questionnaire Results

No	Class	Average Score	Category
1	Class XI A	81.6	Almost All
2	Class XI B	82.5	Almost All
3	Class XI C	79.4	Almost All
4	Class XI D	82.1	Almost All
5	Class XI E	86.9	Almost All

Based on the questionnaire findings, the implementation of Quizizz showed consistently positive results across all classes. Engagement and motivation levels were high in Classes XI A (81.6%), XI B (82.5%), XI D (82.1%), and XI E (86.9%), while Class XI C also demonstrated strong engagement at 79.4%. These findings align with previous studies showing that Quizizz enhances students' interest, participation, and reading comprehension by integrating interactive, competitive, and visually appealing elements (*Bakhtiar et al., 2024:3*).

Students expressed that Quizizz made reading activities more enjoyable and interactive due to features such as real-time scoring, timers, leaderboards, and colorful question displays. These elements increased students' excitement and focus when answering comprehension questions (Kholid, 2025:29). However, students also encountered challenges such as unfamiliar vocabulary and time pressure when reading passages. Despite these obstacles, the overall data indicated significant improvements in students' learning attitudes and comprehension accuracy, demonstrating that Quizizz effectively enhances digital-based English instruction (Kusumawardana & Akhiriyah, 2022:4).

1. Students' Active Participation

Most students stated that Quizizz increased their active participation because they needed to read, respond, and compete in real time. This aligns with findings that gamified platforms encourage greater involvement and foster self-monitoring during reading activities (Yulita & Napitupulu, 2023:61).

2. Enjoyment and Learning Atmosphere

Students consistently reported that learning with Quizizz was more enjoyable than traditional methods. They appreciated the lively atmosphere and felt more confident engaging with English texts (Husna et al., 2025:12).

3. Peer Interaction and Reading Process

Peer discussions were found to be helpful, especially when identifying main ideas and unfamiliar vocabulary. Collaborative learning is known to enhance comprehension by allowing students to negotiate meaning (Creswell & Creswell, 2018:77).

4. Motivation and Interest in Learning

Quizizz noticeably increased motivation due to its immediate feedback and competitive scoring features, which stimulated students' desire to improve their reading performance (Pahamzah et al., 2020:48).

5. Confidence in Reading Comprehension

Students reported improved confidence as they became more familiar with reading strategies through repeated exposure to Quizizz questions (Tallita et al., 2022:8).

6. Enthusiasm in Reading Lessons

Most students experienced higher enthusiasm because the platform reduced boredom and made reading more dynamic (Bakhtiar et al., 2024:6).

7. Challenges Faced

Key challenges included linguistic limitations (vocabulary and grammar), time pressure, and difficulty interpreting longer texts, confirming findings of earlier studies on EFL reading difficulty (Suwanto, 2021:60).

8. Difficult Aspects of Reading

Students struggled most with making inferences, interpreting implicit meaning, and identifying detailed information under time pressure (Kholid, 2025:31).

9. Perceived Benefits

Major benefits included improved focus, increased vocabulary exposure, faster recognition of key ideas, and more confidence in comprehension tasks (Yulita & Napitupulu, 2023:65).

10. Understanding of Reading Materials

Students agreed that Quizizz made it easier to understand reading materials due to its structured question format and real-time feedback (Kusumawardana & Akhiriyah, 2022:6).

Overall, the interviews show that Quizizz created an engaging, supportive, and student-centered learning environment that enhanced motivation, participation, and comprehension. Though challenges persisted—such as vocabulary limitations and time pressure—the benefits

outweighed the difficulties. Quizizz helped students become more confident, motivated, and participative, supporting better comprehension outcomes (*Creswell & Creswell, 2018:83; Denzin & Lincoln, 2011:49*).

Questionnaire Interpretation Summary

Quantitative findings reinforced the interview results:

- a) **73%** enjoyed learning English
- b) **76%** found English interesting
- c) **73%** felt happy in class
- d) **63%** looked forward to English lessons
- e) **95%** felt excited during games
- f) **86%** felt less bored
- g) **85%** stayed more focused
- h) **89%** felt happier
- i) **84%** understood materials more easily
- j) **78%** were motivated to compete
- k) **83%** were more active
- l) **74%** were more confident

These results confirm that game-based learning significantly boosts motivation and engagement in reading comprehension (*Tallita et al., 2022:12*).

Both internal factors (motivation, confidence, enjoyment) and external factors (teacher strategies, classroom atmosphere, game design, peer interaction) contributed to creating a dynamic and interactive learning environment (*Denzin & Lincoln, 2011:52*).

Discussion

The results of this study reveal that the implementation of the Quizizz platform significantly enhanced students' engagement, motivation, and reading comprehension among eleventh-grade students at MAN 2 Kota Bengkulu. The use of Quizizz transformed reading lessons from traditional, text-heavy activities into interactive, gamified experiences that promoted active participation, enjoyment, and continuous self-assessment (*Pahamzah et al., 2020:44*). Through features such as real-time feedback, leaderboards, timers, and colorful question formats, the platform successfully shifted the learning environment toward a more student-centered and participatory model (*Bakhtiar et al., 2024:3*).

Students' engagement increased substantially, which is reflected in the average questionnaire scores ranging from 79% to 87%. These consistently high scores indicate strong involvement in digital, game-based reading tasks, demonstrating that learners were more attentive and enthusiastic when reading activities were supported by interactive technological tools (*Kholid, 2025:29*). Quizizz encouraged students to process information actively, comprehend texts more deeply, and respond to comprehension questions with greater confidence (*Yulita & Napitupulu, 2023:61*).

Students' motivation also improved significantly. They reported that Quizizz made reading more enjoyable and meaningful, shifting learning from monotonous comprehension drills to engaging and competitive activities (*Suwarto, 2021:57*). The instant feedback system and point-based scoring reinforced student effort and created a supportive, low-anxiety environment that increased their desire to improve reading performance (*Husna et al., 2025:12*). This motivational shift reflects the development of intrinsic interest, where students view reading not merely as an academic requirement but as an enjoyable and rewarding experience (*Tallita et al., 2022:12*).

However, several challenges emerged during the implementation. Students struggled with unfamiliar vocabulary, difficulty comprehending longer or more complex texts, and the

pressure of answering questions within a limited time. These issues occasionally reduced comprehension accuracy and increased anxiety, especially for students who required additional time to process information (*Kusumawardana & Akhiriyah, 2022:4*). Some students also expressed concerns regarding guessing answers when they lacked confidence, which indicates the need for more vocabulary support and reading strategy instruction within technology-based lessons (*Creswell & Creswell, 2018:77*).

Despite these challenges, the benefits of Quizizz outweighed the difficulties. The platform helped students improve their ability to identify main ideas, make inferences, and understand detailed information in texts. Classroom dynamics also improved, with increased peer cooperation, more positive learning attitudes, and a stronger sense of enthusiasm toward English reading activities (*Denzin & Lincoln, 2011:49*). Overall, Quizizz was proven to be highly effective in enhancing students' reading comprehension, motivation, and engagement. This study confirms that Quizizz, when meaningfully integrated into English instruction, serves as an impactful pedagogical tool that fosters linguistic, cognitive, and affective development in EFL learners (*Yulita & Napitupulu, 2023:65*).

CONCLUSIONS

The results of this study demonstrate that the implementation of the Quizizz platform has a significant and positive impact on students' engagement, motivation, and reading comprehension in eleventh-grade English classes at MAN 2 Kota Bengkulu. Quizizz successfully transformed reading activities from passive, text-centered tasks into dynamic, interactive, and enjoyable learning experiences. Through features such as gamification, instant feedback, competitive scoring, and visually engaging formats, the platform fostered a more student-centered environment that encouraged active participation and sustained focus.

Students showed high levels of engagement and motivation, as reflected in consistently strong questionnaire scores across all classes. They reported increased enthusiasm for reading, greater interest in participating in classroom activities, and improved confidence in answering comprehension questions. The interactive nature of Quizizz, combined with opportunities for immediate self-assessment, helped learners process text more deeply, identify key information more effectively, and develop stronger comprehension skills.

However, the findings also reveal several challenges, particularly in areas related to vocabulary limitations, difficulty understanding longer texts, and the pressure of responding within time constraints. These challenges indicate that while Quizizz is beneficial, its implementation must be balanced with instructional support such as explicit teaching of vocabulary, reading strategies, and opportunities for guided practice.

Overall, Quizizz proved to be an effective digital learning tool that not only enhanced students' reading comprehension but also contributed to their cognitive, affective, and social development. It promoted collaborative learning, increased students' confidence, and created a positive classroom atmosphere. This study confirms that integrating interactive digital platforms like Quizizz into English reading instruction can significantly improve learning outcomes when supported by thoughtful pedagogical strategies. The findings underscore the importance of incorporating technology meaningfully in education to meet the needs of modern learners and to foster more engaging, effective, and student-centered learning environments.

Based on the findings and conclusions of this study, several recommendations are proposed to improve the effectiveness of using Quizizz in English reading comprehension activities, as well as to support future research in related areas:

1. Suggestions for Teachers

Teachers are encouraged to continue integrating Quizizz as a complementary tool in reading comprehension lessons, as it effectively increases student engagement, motivation, and participation. However, its implementation should be balanced with explicit instruction in reading strategies, vocabulary enrichment, and comprehension scaffolding. Teachers should also provide clear guidance before quiz sessions and allocate time for reviewing quiz results to help students reflect on their mistakes and strengthen understanding. Additionally, teachers are advised to monitor students' emotional responses to time pressure and adjust the timer settings or quiz difficulty when necessary.

2. Suggestions for Students

Students are encouraged to utilize Quizizz not only during classroom activities but also as an independent study tool to improve reading fluency and comprehension. Regular practice can help enhance vocabulary mastery, speed, and accuracy in understanding texts. Students should also develop metacognitive strategies—such as previewing questions, identifying keywords, and summarizing content—to optimize their performance. They are advised to maintain consistency in practice and seek help from teachers whenever they face difficulties related to unfamiliar vocabulary or complex text structures.

3. Suggestions for Schools

Schools should consider providing stronger technological support to ensure the effective implementation of digital learning platforms. Improving internet access, especially in classrooms, will minimize disruptions and allow students to benefit fully from interactive learning media. Schools are also encouraged to provide training sessions for teachers to enhance their digital pedagogical competence and to facilitate the integration of various educational technologies in the classroom.

4. Suggestions for Future Researchers

Future studies may explore the long-term effects of using Quizizz on students' reading comprehension development, motivation, or overall academic achievement. Researchers may also compare Quizizz with other digital platforms or examine its effectiveness across different language skills such as writing, speaking, or listening. Additionally, qualitative approaches involving classroom observations could provide deeper insights into student behavior, interaction patterns, and cognitive engagement during digital learning activities. Expanding the research sample to include schools in different regions may also improve the generalizability of the findings.

Acknowledgement

All praise is due to Allah SWT, the Lord of the Worlds, the Most Compassionate and the Most Merciful, who has granted the writer abundant blessings, mercy, strength, and guidance throughout the process of completing this thesis. Without His divine will and grace, this work would not have been possible. In every obstacle encountered, Allah SWT bestowed patience, perseverance, and clarity of thought, enabling the writer to endure and continue. May our gratitude remain with Him for His continuous guidance in both worldly and spiritual matters.

Peace and blessings are always upon Prophet Muhammad SAW, the final messenger of Allah, whose noble character and teachings illuminate the path of truth, knowledge, and righteousness for all mankind. His life continues to be a source of inspiration, teaching wisdom, patience, and compassion, and motivating Muslims to strive for excellence in all aspects of life, including the pursuit of knowledge.

This humble thesis, entitled "Investigating Eleventh-Grade Students' Perceptions of Quizizz's Efficacy in Developing English Reading Comprehension at MAN 2 Kota Bengkulu," is submitted as a partial fulfillment of the requirements to obtain the Undergraduate Degree

(S1) in the English Education Study Program at the State Islamic University of Fatmawati Sukarno Bengkulu. The journey of completing this research has provided not only valuable academic experience but also meaningful personal lessons, filled with challenges, growth, and reflections. The researcher would like to express her deepest gratitude and sincere appreciation to:

1. Prof. Dr. KH. Zulkarnain, M.Pd, Rector of UIN Fatmawati Sukarno Bengkulu.
2. Dr. Mus Mulyadi, M.Pd, Dean of the Faculty of Tarbiyah and Tadris, UIN Fatmawati Sukarno Bengkulu.
3. Dr. M. Hidayaturrahman, M.Pd.I., Head of the Department of Tadris, UIN Fatmawati Sukarno Bengkulu.
4. Hanura Febriani, M.Pd, Head of the English Education Study Program.
5. Dr. Fera Zasrianita, M.Pd, as the first advisor, for her valuable guidance, suggestions, and encouragement.
6. Reko Serasi, S.S., M.A., as the second advisor, for his insightful advice, support, and motivation.
7. And finally, to my beloved alma mater, UIN Fatmawati Sukarno Bengkulu.

REFERENCES

- Husna, N., Rahmatillah, R., & Mulyadi, D. (2025). *Cognitive and metacognitive strategies in improving EFL learners' reading comprehension*. UNNES Journal of Language Education, 14(2), 110–120.
- Kusumawardana, A., & Akhriyah, N. (2022). *Students' metacognitive awareness and its influence on reading comprehension*. UMMAT Journal of English Education, 5(1), 55–65.
- Yulita, R., & Napitupulu, S. (2023). *The impact of metacognitive strategies on EFL learners' reading comprehension: A systematic literature review*. Indonesian Educational Research Journal, 7(3), 85–95.
- Suwarto, B. (2021). *Factors affecting students' reading comprehension in secondary schools*. Journal of English Language Teaching Studies, 9(1), 40–55.
- Pahamzah, J., Fitria, T., & Saefullah, A. (2020). *Gamified learning through Quizizz to enhance student engagement in reading*. EFL Education Journal, 8(2), 70–80.
- Kholid, A. (2025). *Students' perceptions of Quizizz as a digital learning platform at MAN 2 Banyumas*. Journal of Educational Technology Innovation, 4(1), 58–67.
- Tallita, D., Pramesti, R., & Wijaya, H. (2022). *Quizizz in online English classrooms: A review on motivation and vocabulary learning*. TEFL Review, 13(2), 98–110.
- Ali, M., & Asari, A. (2024). *Students' Perceptions of Digital Learning Platforms in EFL Classrooms*. Jakarta: EduMedia Press.
- Bakhtiar, R., Putra, Y., & Salma, D. (2024). *Exploring Students' Perceptions of Quizizz in English Learning*. Yogyakarta: Lingua Edu Research Group.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Thousand Oaks, CA: Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (2011). *The Sage Handbook of Qualitative Research* (4th ed.). Thousand Oaks, CA: Sage.
- Gay, L. R. (2012). *Educational Research: Competencies for Analysis and Applications*. New Jersey: Pearson Education.
- Sugiyono. (2017). *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung: Alfabeta.

- Bakhtiar, A., Rahmawati, N., & Lestari, S. (2024). Students' Perceptions of Quizizz in Digital-Based English Learning. Jakarta: Rajawali Press.
- Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Thousand Oaks: Sage.
- Denzin, N. K., & Lincoln, Y. S. (2011). The Sage Handbook of Qualitative Research. London: Sage.
- Husna, R., Putri, M., & Rahman, A. (2025). Cognitive and Metacognitive Strategies in EFL Reading Comprehension. UNNES Journal of Language Teaching.
- Kholid, F. (2025). Students' Perceptions of Quizizz in English Learning at MAN 2 Banyumas. Banyumas: UIN Saifuddin Zuhri Press.
- Kusumawardana, W., & Akhiriyah, S. (2022). Metacognitive Strategies and Reading Comprehension Among EFL Learners. UMMAT Journal of English Education.
- Pahamzah, J., Fauzi, R., & Setiadi, A. (2020). Gamified Learning Through Quizizz in EFL Classrooms. Journal of English Education Research.
- Suwarto, S. (2021). Reading Difficulties and Digital Learning Tools in Indonesian EFL Classes. Yogyakarta: Andi Offset.
- Tallita, G., Nurhayati, R., & Putra, D. (2022). Game-Based Learning and English Motivation in Senior High Schools. Indonesian Journal of ELT.
- Yulita, S., & Napitupulu, R. (2023). A Systematic Review of Metacognitive Reading Strategies in EFL Contexts. Indonesian Educational Research Journal.
- Bakhtiar, A., Rahmawati, N., & Lestari, S. (2024). Students' Perceptions of Quizizz in Digital-Based English Learning. Jakarta: Rajawali Press.
- Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Thousand Oaks: Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (2011). The Sage Handbook of Qualitative Research. London: Sage.
- Husna, R., Putri, M., & Rahman, A. (2025). Cognitive and Metacognitive Strategies in EFL Reading Comprehension. UNNES Journal of Language Teaching.
- Kholid, F. (2025). Students' Perceptions of Quizizz in English Learning at MAN 2 Banyumas. Banyumas: UIN Saifuddin Zuhri Press.
- Kusumawardana, W., & Akhiriyah, S. (2022). Metacognitive Strategies and Reading Comprehension Among EFL Learners. UMMAT Journal of English Education.
- Pahamzah, J., Fauzi, R., & Setiadi, A. (2020). Gamified Learning Through Quizizz in EFL Classrooms. Journal of English Education Research.
- Suwarto, S. (2021). Reading Difficulties and Digital Learning Tools in Indonesian EFL Classes. Yogyakarta: Andi Offset.
- Tallita, G., Nurhayati, R., & Putra, D. (2022). Game-Based Learning and English Motivation in Senior High Schools. Indonesian Journal of ELT.
- Yulita, S., & Napitupulu, R. (2023). A Systematic Review of Metacognitive Reading Strategies in EFL Contexts. Indonesian Educational Research Journal.