



Impact of Quizizz on Cooperative Learning in English Reading Classrooms: A Qualitative Analysis Using the UTAUT Framework

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Abstract

This study examines the integration of Quizizz in Indonesian middle school English reading classrooms, focusing on cooperative learning environments. The research collected data through open-ended questionnaires based on the Unified Theory of Acceptance and Use of Technology (UTAUT) model, involving 30 students who had prior experience with Quizizz. The findings show that students generally view Quizizz positively, noting its effectiveness in enhancing learning engagement and outcomes. Moreover, peer and teacher influences, coupled with reliable facilities, significantly increase students' willingness to use Quizizz. Despite these positive perceptions, some students still prefer traditional learning methods. Additionally, a few students initially face challenges with navigation and feel pressured by the competitive aspects of Quizizz. These insights highlight the importance of refining educational technologies to better accommodate the diverse preferences and needs of students in English language education. To maximize the benefits of Quizizz, it is essential to provide adequate support and training for both students and teachers. By doing so, educators can create a more inclusive and effective learning environment that leverages technology to engage students and improve their learning outcomes. This study emphasizes the need for continuous improvement and adaptation of educational tools to ensure they meet the varied needs of all learners, fostering a more supportive and cooperative classroom atmosphere.

Keywords: *Quizizz; Reading; UTAUT; Middle School; Educational Technology*

Introduction

In English classrooms around the world, teachers are harnessing the power of technology to create engaging and personalized learning environments. Interactive whiteboards (Kostikova et al., 2019), educational apps (Pham, 2023; Wei, 2021), multimedia presentations (Dhivya et al., 2023), and online collaboration tools (Feick & Knorr, 2021) are just a few examples of the diverse array of technologies being integrated into educational settings. These tools enhance the learning experience by making lessons more interactive, collaborative, and tailored to individual student needs. Through the use of technology,

educators can provide instant feedback, facilitate real-time discussions, and access a plethora of online resources, all of which contribute to a richer and more dynamic educational experience.

This study specifically focuses on the educational app Quizizz which has rapidly gained prominence in various countries, including India, Indonesia, China, and Malaysia, among many others. It is known as an interactive platform that supports active learning and engagement. Quizizz allows teachers to create and share quizzes, polls, and interactive lessons that students can access via their devices. Its gamified approach to learning not only makes the process enjoyable but also fosters healthy competition and motivates students to improve their performance. The widespread adoption of Quizizz globally underscores its effectiveness and versatility in educational settings, making it a valuable tool for enhancing student participation and motivation. Additionally, its features such as immediate feedback and performance analytics provide educators with valuable insights into student progress, enabling them to tailor their teaching strategies to better meet the needs of their learners.

Quizizz has found diverse applications across various educational contexts. In the realm of engineering education, Ariyarit et al. (2023) observed notable enhancements in academic efficiency and student engagement when Quizizz was employed, compared to traditional passive learning methods, in an undergraduate engineering class. This interactive approach not only fostered a more dynamic learning environment but also encouraged active participation among students. Similarly, in a compulsory subject within a master's degree program at a Spanish online university, Magadán-Díaz and Rivas-García (2022) highlighted that Quizizz helped maintain students' curiosity, bolstered participation and motivation, and enriched the overall learning experience through its gamified features.

Additionally, the positive impact of Quizizz extends to various other educational settings. Hanif et al. (2023) found that Quizizz significantly boosted student achievement and motivation in an Arabic language lesson. In another study, Ccoa et al. (2023) reported that the use of Quizizz in Primary Education led to heightened motivation levels among students and reduced stress during evaluations. Furthermore, in the context of a Spanish university, Maraza-Quispe et al. (2024) emphasized Quizizz's effectiveness in providing immediate feedback, which enhanced learning analytics and improved students' understanding of their subjects. These findings collectively underscore the versatility and efficacy of Quizizz in fostering an engaging and supportive learning environment across various educational disciplines.

Specifically, in the context of English language education, Huei et al. (2021) found that Quizizz enhances vocabulary achievement among primary English as a Second Language (ESL) pupils in rural schools. Their findings resonate with those of Zuhriyah and Pratolo (2020), who revealed positive student perceptions of Quizizz, including increased motivation and confidence, particularly among Indonesian students in English as a Foreign Language (EFL) classes. Similarly, Chen et al. (2023) also found that Quizizz significantly motivates students, leading to higher learning effectiveness and engagement, particularly in EFL contexts. Zhang and Crawford (2024) further support this notion in their research, demonstrating that Quizizz enhances English as a Foreign Language (EFL) learners' internalization and motivation. Additionally, Mohamad et al. (2020) noted positive perceptions of Quizizz among postgraduate students, predominantly comprising English teachers serving at elementary schools, secondary schools, and tertiary education levels. They emphasize Quizizz's role in promoting positive reinforcement and providing immediate feedback.

Although Quizizz is widely used, there is limited research on its application in Indonesian middle schools using Unified Theory of Acceptance and Use of Technology (UTAUT) framework. To the researchers' knowledge, only one study by Bindiya and Fediyanto (2023) has examined Quizizz using UTAUT framework. Their study involved semi-structured interviews and documentation analysis and found that students had positive responses to UTAUT aspects such as performance expectancy, effort expectancy, social influence, and facilitating conditions. However, this research was conducted at an

Indonesian vocational high school rather than a middle school and did not specifically address English reading within cooperative learning environment. This gap underscores the importance of studies examining Quizizz through the UTAUT framework within the context of cooperative learning in an English reading classroom. Therefore, this study aims to address this gap

This study combines the Unified Theory of Acceptance and Use of Technology (UTAUT) framework, focusing on performance expectancy, effort expectancy, social influence, and facilitating conditions, to delve into how students perceive Quizizz in English reading classes within a cooperative learning environment. By examining these key factors, the researchers aim to advance knowledge on Quizizz's educational potential, particularly in transforming English reading classrooms through cooperative learning strategies. The study highlights how performance expectancy, or the degree to which students believe that using Quizizz will help them improve their reading skills, plays a crucial role in their acceptance and use of the app. Effort expectancy, which pertains to the ease of use associated with Quizizz, is also examined to understand how user-friendly features impact student engagement.

The researchers offer valuable insights into how Quizizz can enhance engagement and learning outcomes in this specific educational context. Social influence, or the extent to which students perceive that important others (such as peers and teachers) believe they should use Quizizz, is considered to gauge the app's acceptance within the classroom setting. Finally, facilitating conditions, which refer to the resources and support available to students for using Quizizz, are analyzed to identify any external factors that could influence its effectiveness. By addressing these elements, the study provides a comprehensive understanding of how Quizizz can be integrated into cooperative learning environments to boost student participation and improve educational outcomes in English reading classes. To guide this research, the researchers used the following research questions:

1. How do Indonesian middle school students perceive Quizizz in their English reading classes in terms of UTAUT aspects (performance expectations, effort expectations, social influence, and facilitating conditions) within a cooperative learning environment?
2. How does the integration of Quizizz impact Indonesian middle school students' experience in English reading classrooms within a cooperative learning environment?

Method

A total of 30 students from a middle school in Yogyakarta, Indonesia, were selected to participate. These students were chosen because they had previous exposure to Quizizz in their English reading classes and had engaged in a cooperative learning environment using the platform. In other words, the researchers employed a purposive sampling approach which aligned with the study's goal of comprehensively understanding students' perspectives on implementing Quizizz in a cooperative learning environment. By deliberately selecting participants this way, the research aimed to gather focused and insightful data on how Quizizz can effectively integrate into cooperative learning settings and how students perceive this integration.

To collect the data, the researchers employed a series of open-ended questions based on the UTAUT framework, which is commonly utilized to understand factors influencing the adoption and usage of technology across various contexts, including education. Aligning the questionnaire with the UTAUT framework in this study provides a robust theoretical foundation for investigating students' experiences with Quizizz. This approach ensures that key factors influencing technology adoption in educational settings are systematically explored and analyzed. To ensure alignment with the framework, the researchers adapted the original definitions of each aspect of the framework to the context of this study before crafting the questions. Both the original and adapted definitions are shown in Table 1.

Table 1. Adaptation of UTAUT framework for this study

Aspect of UTAUT	Description (Venkatesh et al., 2003)	Description (Adaptation)
Performance Expectancy	The degree to which an individual believes that using a particular system will help them achieve gains in job performance.	Students' belief in how Quizizz will enhance their understanding and performance in English reading, especially within cooperative learning environment. This includes perceptions of Quizizz as a tool for improving reading comprehension.
Effort Expectancy	The degree of ease associated with the use of a system. It assesses the perceived ease of use and the level of effort required to operate the system.	The perceived ease of using Quizizz in English reading, especially within cooperative learning environment. This involves students' opinions on the user-friendliness of Quizizz, the clarity of instructions, and the simplicity of navigating through quizzes and reading materials.
Social Influence	The extent to which an individual perceives that important others (e.g., colleagues, superiors) believe they should use the system.	The influence of peers and the teacher on students' acceptance and use of Quizizz. This encompasses the encouragement and support from classmates and their English teacher during English reading class, especially within cooperative learning environment.
Facilitating Conditions	The perceived resources and support available to facilitate system use. This includes technical support, infrastructure, and training provided to the user.	The availability of resources and support systems to facilitate the use of Quizizz in the English reading class within cooperative learning environment. This includes access to technology, internet connectivity, technical assistance, and teacher guidance in integrating Quizizz effectively.

The questionnaire was then distributed to the students through Google Form. This digital platform offered accessibility and convenience, allowing them to respond at their convenience through their smartphones. It will provide them with a lot of time to respond to the researchers' questions, enabling them to carefully consider their answers and enabling the researchers to gather detailed data. Furthermore, in the introduction section of the questionnaire, the researchers underscored that the participants' anonymity and confidentiality were ensured to foster candid and truthful responses. After collecting the students' responses via Google Form, the researchers transferred data to Microsoft Excel for organization and reformatting. Using thematic analysis, the researchers initially read through students' responses to identify key factors influencing Quizizz adoption in English reading classes within cooperative learning environments. The researchers began by generating initial codes to label important concepts and then outlined preliminary themes based on these codes. Through iterative cycles of reading, coding, and revising, the researchers refined their understanding and ensure that the themes accurately reflected students' experiences with Quizizz. The researchers ultimately decided primary themes and subthemes to enhance clarity and provide a deeper comprehension.

Result

This research aimed to contribute to the understanding of how students perceive Quizizz in the English reading classroom within a cooperative learning environment using the UTAUT framework. After analyzing the students' responses, the researchers identified several main and sub-themes for each aspect of the UTAUT framework, which are detailed in Table 2 below.

Table 2. Emerged themes and sub-themes emerging

Aspect	Main Theme	Sub Theme
Performance Expectancy	Positive Responses	Enhanced Focus and Engagement
		Interactive and Enjoyable Learning
		Direct Application of Learning
		Reinforcing Learning
		Preference for Quizizz Over Traditional Methods
		Facilitating Collaborative Learning
Effort Expectancy	Neutral to Negative Responses	Perceived Ineffectiveness
		Concerns Over Competitive Pressure
		User-Friendly Interface
		Clear Instructions and Designs
		Enhancing Effortless Collaboration
		Initial Challenge
Social Influence	Neutral to Negative Responses	Technical Issues and Usability Concerns
		Influence of Classmates
		Influence of Teachers
		Impact on Group Work Dynamics
		Preference for Traditional Methods
		Limited Enthusiasm Despite Peer and Teacher Support
Facilitating Conditions	Neutral to Negative Responses	Student Skepticism Towards Quizizz for Group Work
		Ensuring Reliable Quizizz Participation
		Promoting Effective Group Discussions
		Seeking help from teachers
		Seeking help from classmates
		Limited Influence of Provided Facilities
	Positive Responses	Preference for Traditional Learning Despite Technological Support

Performance Expectancy

Positive Responses Regarding Performance Expectancy

1. Enhanced Focus and Engagement

Many students expressed that Quizizz helped them focus better on learning English texts. They appreciated how Quizizz's interactive features made the learning process more engaging and enjoyable. This indicated that Quizizz effectively captured their attention and kept them engaged which are crucial for effective learning outcomes.

2. Interactive and Enjoyable Learning

The interactive nature of Quizizz was highlighted as a significant benefit. Students found features such as quizzes, immediate feedback, leaderboard rankings, and peer competition or collaboration enjoyable. This interactivity enhanced engagement and motivated active participation, making learning enjoyable and effective. The feedback mechanisms, including instant scoring and detailed answer explanations, helped students identify strengths and areas for improvement, contributing to improved understanding of English texts.

3. Direct Application of Learning

One of the significant advantages of Quizizz highlighted by students was its ability to apply theoretical knowledge directly. By practicing quizzes related to provided English texts, students could immediately apply what they had learned and receive instant feedback. This helped solidify their comprehension and retention of the material. Such direct application of learning was beneficial as it bridged the gap between theoretical understanding and practical application, thereby enhancing overall learning effectiveness.

4. Reinforcing Learning

Students recognized Quizizz's role in reinforcing learning through repeated practice and immediate feedback, which supported active recall and strengthened long-term retention of knowledge. By providing frequent opportunities for practice and feedback, Quizizz significantly contributed to students' mastery of English texts. The platform's interactivity, user-friendliness, and support for collaborative learning enhanced engagement, leading to active participation in quizzes, material review, and peer discussions, thereby reinforcing their understanding of English texts.

5. Preference for Quizizz Over Traditional Methods

Students viewed Quizizz as effective or even preferable to traditional methods due to its interactive nature and the direct application of theoretical knowledge. This finding highlighted Quizizz's ability to engage students actively and provide tangible benefits in understanding English texts compared to more passive learning approaches.

6. Facilitating Collaborative Learning

Some students highlighted that Quizizz facilitated interactive discussions and allowed for comparing answers with their peers during group activities. This capability suggested that Quizizz promotes collaboration by enabling students to collaborate on answering quizzes and discuss the reasoning behind their answers. This collaborative environment emerged as students worked together to answer questions, correct errors, and engage in concept discussions.

Neutral to Negative Responses Regarding Performance Expectancy

1) Perceived Ineffectiveness

While some students found Quizizz beneficial and engaging, others expressed preferences for alternative methods, indicating that Quizizz may not fulfill every student's learning needs or expectations uniformly. This highlights the significance of recognizing individual learning preferences and adjusting educational tools like Quizizz to better accommodate diverse student needs and learning styles. This insight suggests opportunities for further customization or enhancement in the implementation of Quizizz to improve its overall effectiveness and acceptance among students.

2) Concerns Over Competitive Pressure

While competitive elements such as leaderboards could motivate some students, others found them distracting or stressful. Balancing competitive features with collaborative learning opportunities was essential to ensure that all students benefited from Quizizz's educational potential without feeling pressured or demotivated.

Effort Expectancy

Positive Responses Regarding Effort Expectancy

1. User-Friendly Interface

Many students found Quizizz to have a user-friendly interface that facilitated easy navigation and understanding of its features. Quizizz's clear instructions, intuitive design elements, and straightforward usability that made it accessible even to those less familiar with technology.

2. Clear Instructions and Design

The clarity of instructions within Quizizz was highlighted by students as a positive aspect. Clear instructions helped in understanding how to navigate the platform, participate in quizzes, and review results effectively. Additionally, the design elements were often described as intuitive, contributing to a seamless user experience.

3. Enhancing Effortless Collaboration

For collaborative learning, Quizizz provided tools that facilitated group work effectively. Features like sharing quiz results, discussing answers, and comparing performance allowed students to work together towards a common learning goal. This aspect was particularly valuable in educational settings where group activities enhanced learning outcomes.

Neutral to Negative Responses Regarding Effort Expectancy

1. Initial Challenge

Despite its user-friendly design, some students found Quizizz initially challenging to navigate or understand fully. This could be due to the complexity of certain features or the need for clearer initial guidance on how to use the platform effectively.

2. Technical Issues and Usability Concerns

Technical issues such as slow loading times or inconsistent performance detracted from the overall user experience. Addressing these technical challenges and continuously improving platform stability could enhance usability and reliability.

Social Influence

Positive Responses

1. Influence of Classmates

Students reported that their classmates significantly impacted their use of Quizizz. Peer-organized quizzes and competitions made learning English texts more enjoyable and motivating. The enthusiasm of

peers, who actively used Quizizz, encouraged others to participate more, enhancing engagement through social validation.

2. Influence of Teachers

Regular encouragement from teachers shaped students' study habits. Teachers frequently integrated Quizizz into lessons and recommended it, making it a regular part of their routine. This consistent use helped students become more familiar and comfortable with the platform.

3. Impact on Group Work Dynamics

Quizizz improved group work dynamics by offering better organization, time management, and collaboration. Its interactive and competitive features made group activities more engaging, fostering a lively learning environment that encouraged effort and focus.

Neutral to Negative Responses

1. Limited Enthusiasm

Not all students responded positively to peer and teacher encouragement. Some preferred alternative methods, highlighting the need for personalized learning approaches to cater to varying preferences.

2. Preference for Traditional Methods

Some students preferred traditional methods for group work, finding face-to-face discussions more effective for clear communication and immediate feedback.

3. Student Skepticism

Some students found Quizizz less effective for collaboration compared to direct interaction. They preferred face-to-face communication or independent study, suggesting that Quizizz might not suit all learners.

Facilitating Conditions

Positive Responses Regarding Facilitating Conditions

1. Ensuring Reliable Quizizz Participation

The availability of facilities such as WiFi, computers in labs, and laptops ensured that students could easily and consistently access Quizizz, which was critical for its seamless use. With these resources, students could participate in quizzes and access learning materials without interruptions caused by poor connectivity or lack of proper devices, leading to a more effective learning experience.

2. Promoting Effective Group Discussions

Technological facilities provided by schools, including WiFi and computers/laptops, facilitated better group collaboration and smooth conduct of activities. With access to Quizizz, all group members could work together effectively, sharing insights and discussing answers in real-time. This capability was particularly beneficial for language learning, enhancing understanding and retention of material through group discussions and collaborative tasks.

Seeking Help for Quizizz Issues

1. Seeking Help from Teachers

When students encountered issues with Quizizz, they usually sought help from their teachers. Teachers provided authoritative guidance, offering clear and reliable instructions on how to effectively use Quizizz for learning. This included step-by-step tutorials on creating and participating in quizzes, using different features, and troubleshooting issues.

2. Seeking Help from Classmates

Classmates often offered relatable and practical advice based on their own experiences because they understood the challenges faced by their peers and could offer solutions in a more relatable manner. This peer support was crucial for creating a collaborative learning environment where students felt comfortable seeking help.

Neutral to Negative Impacts of Provided Facilities

1. Limited Influence of Provided Facilities

Although the provided facilities made it easier to use Quizizz, they did not always translate into a greater preference for the platform. This suggested that while infrastructure was important, other factors like the perceived effectiveness and enjoyment of the tool also played a significant role in student engagement.

2. Preference for Traditional Learning Despite Technological Support

Despite technological support, some students preferred traditional learning and group work methods due to comfort, familiarity, and perceived effectiveness. This highlights the need for diverse learning tools to cater to different preferences, showing that digital tools should be part of a flexible teaching strategy rather than a one-size-fits-all solution.

Discussion

The ultimate goal of this research is to bridge a gap related to the need for research specifically focused on examining Quizizz integration in Indonesian middle schools within English reading classrooms and cooperative learning environments through the UTAUT framework. In short, research contributes new insights into technology adoption and educational practices in this specific educational setting.

Performance Expectancy

Students appreciated Quizizz for enhancing focus, engagement, and enjoyment during English text learning. The interactive quizzes and immediate feedback kept them actively involved, fostering effective learning outcomes, consistent with Maraza-Quispe et al. (2024), who highlighted Quizizz's role in improving student understanding through immediate feedback. The gamified elements and interactive features made learning English texts more engaging and motivated students to participate actively, underscoring Quizizz's effectiveness in enhancing overall learning satisfaction. Furthermore, Quizizz also facilitated direct application of theoretical knowledge through English text-related quizzes and instant feedback, reinforcing understanding and bridging theory with practice. This active learning approach supported long-term retention and comprehension of English texts, demonstrating Quizizz's effectiveness in continuous improvement and skill development. While previous studies (Zhang & Crawford, 2024;

Hanif et al., 2023; Ccoa et al., 2023) have shown positive effects on motivation, further research is needed to establish direct correlations between Quizizz's features and their long-term effect on motivation. Lastly, many students preferred Quizizz over traditional methods due to its interactive nature and immediate feedback, aligning with contemporary learning preferences favoring technology-driven approaches for improved learning outcomes. These findings echo those of Ariyarit et al. (2023), who observed enhanced academic efficiency and student engagement with Quizizz compared to traditional passive learning methods. This underscores Quizizz's impact on students' perceptions and preferences in educational settings. Lastly, Quizizz facilitates collaborative learning experiences through interactive discussions and answer comparisons during group activities. This fosters knowledge sharing and deeper understanding of English texts among students. Aligning with Sun (2021), who advocates for leveraging mobile information technology like smartphones in English language education, Quizizz's compatibility with smartphones allows for easy access anywhere. This advancement in technology promotes cooperative and collaborative learning, demonstrating Quizizz's versatility and accessibility in enhancing interactive educational practices.

However, it is essential to note that not all students in this study perceived Quizizz as equally effective or suitable to them. Some students expressed reservations about its efficacy compared to other methods. Not only that, some students were also concerned about competitive features such as leaderboards. While the feature is motivating for some, others perceived it as distracting or stressful. This could be attributed to students' personality type since some students like challenge while the same cannot be stated for others. To mitigate this, Figueroa (2015) emphasizes that teachers need to foster collaboration over competition to ensure all students benefit from Quizizz without feeling undue pressure. This variation in perception suggests that while Quizizz offers advantages for many students, it does not universally meet every student's learning expectation or preference. Therefore, customizing and adapting Quizizz could potentially enhance its effectiveness as an educational tool. Moreover, the researchers also found that technical issues, such as slow loading times, detracted from the overall user experience. Addressing these technical challenges and improving platform stability are critical steps to enhance usability and reliability, thereby improving overall satisfaction with Quizizz as an educational tool.

Effort Expectancy

Students generally found Quizizz to have a user-friendly interface and intuitive design, facilitating easy navigation and understanding of its features. This aligns with existing literature on the impact of ease of use on technology adoption. Tahir (2023) highlights that less effort in obtaining online education encourages student adoption. Similarly, Bansal et al. (2022) emphasized that ease of use is crucial for technology adoption. Moreover, Almogren (2022) found that perceived simplicity of use and usefulness significantly influence behavioral intention, satisfaction, and actual usage of e-learning systems like Blackboard. While this study focused on Quizizz instead of Blackboard, this finding can still be applied. Students praised Quizizz for its clear instructions and intuitive design. This aspect enhanced their satisfaction and intention to continue using it for English language learning. Alshehri et al. (2020) supported this, noting that ease of use encourages students to perceive a system as useful and explore its features, leading to a positive intention to use it. Their findings suggest that simpler platforms are more likely to be valued and consistently used by students. In the context of this study, the less effort students need to use Quizizz, the more likely they are to adopt it. This is reflected in students' appreciation for Quizizz's user-friendly interface which helped them to navigate through Quizizz almost seamlessly. In turn, this factor made them more comfortable of using Quizizz and would make them keep using the application more than once.

However, despite its user-friendly design, some students initially found Quizizz challenging to navigate or fully understand. That being said, they were still able to familiarize themselves after quite a while. It may stem from the complexity of certain features or a need for clearer initial guidance. Additionally, students' varying levels of experience with Quizizz could contribute to this challenge. This

finding aligns with Venkatesh et al. (2003) who stated that while effort expectancy is initially critical, it becomes less significant with familiarity.

Social Influence

Students acknowledged the substantial impact of classmates on their use of Quizizz. Peer-led initiatives like group quizzes and competitions made learning English texts more enjoyable and motivated students to use the platform more frequently. The gamified aspects introduced by peers significantly boosted interest and participation, demonstrating how peer dynamics can enhance engagement with educational technology. Moreover, consistent support from teachers further reinforced its use, enhancing learning outcomes and student engagement. Quizizz's interactive features, such as real-time quizzes and immediate feedback, created a competitive environment that motivated students to participate actively and stay focused, improving both learning outcomes and collaborative skills. These findings align with Tahir (2023) and , who suggested that students' willingness to use a particular technology are influenced by the perceptions and viewpoints of important people in their lives, such as friends, parents, lecturers, and relatives. This also resonates with Bayaga and du Plessis (2023) who highlighted the significant role of social influence from peers, departments, and universities, facilitated by regular communication and support systems. Similarly, Bansal et al. (2022) found that faculty such as teachers are likely to continue using e-learning systems due to the external influence of important individuals such as professors, peers, and administrators.

However, despite these social influences, not all students favor Quizizz over traditional methods for English reading classes, especially in cooperative learning environments. Some students preferred face-to-face discussions for clearer communication and immediate feedback. This diversity in preference highlights varying perspectives on the effectiveness of digital tools like Quizizz in group work. Almogren (2022) supported these findings, indicating that social impact might not influence the intention to continue using a particular technology. Alshehri et al. (2020) suggest that teachers should actively encourage students to adopt e-learning systems and raise awareness about their efficiency and effectiveness in teaching and learning. This underscores the need for personalized educational approaches that cater to diverse preferences, as not all students readily embrace digital tools even with social support.

Facilitating Conditions

The researchers found that the school in which this research took place provided WiFi, computer labs, and laptops. All of these facilities ensured seamless access to Quizizz, which was crucial for consistent use. Bansal et al. (2022) emphasize that technological and organizational infrastructure enhances students' intentions to use e-learning systems. Such facilities enable uninterrupted participation in quizzes and access to learning materials, fostering a more effective learning experience. Technological facilities provided by schools, such as WiFi and computers/laptops, facilitated better group collaboration and smooth use of Quizizz. Alshehri et al. (2020) suggest that enhancing ICT infrastructure, providing timely technical support, and delivering training by qualified individuals encourage e-learning. Khechine and Augier (2019) support that improved facilitating conditions lead to higher student usage of technology. These resources enabled effective collaboration, sharing insights, and discussing answers in real-time, particularly benefiting language learning and enhancing understanding through collaborative tasks.

Facilitating conditions encompass not only technology but also technical guidance provided by teachers and even support from students' peers. The researchers found that students encountering issues with Quizizz often sought help from teachers, who provided clear, step-by-step guidance on using the platform. This included tutorials on creating and participating in quizzes, utilizing features, and troubleshooting. Such support mechanisms are crucial for enhancing students' navigation and utilization of Quizizz. Moreover, their classmates also offered practical advice based on their experiences, helping

peers overcome challenges. This mirrors findings from Bayaga and du Plessis (2023), highlighting the significant role of facilitating conditions in technology adoption in educational settings.

Although available facilities facilitated Quizizz usage, they didn't consistently lead to a stronger preference for the platform. This suggests that factors like perceived effectiveness and enjoyment also significantly influence student engagement. Additionally, some students preferred traditional learning methods and group activities due to comfort with established routines, perceived efficacy, familiarity, or personal preference. This underscores the need for diverse learning tools that accommodate varying preferences and highlights that digital tools like Quizizz should complement a flexible teaching strategy rather than serve as a universal solution.

Conclusion

The researchers found that students perceive Quizizz positively, enhancing their learning experience, especially in cooperative environments. They highlighted Quizizz's ease of use, favorable performance expectations, and the significant social influence from peers and teachers that boosted motivation. Reliable internet access was crucial. The platform's interactive, gamified nature increased learning enjoyment, although personalized approaches are needed due to varied preferences. Quizizz improved collaborative learning through group discussions and knowledge sharing with teachers' guidance, positively influencing students' academic performance, engagement with English reading materials, and collaboration.

However, some students initially struggled with navigating Quizizz and felt pressured by competitive elements like leaderboards, preferring traditional learning methods despite technological support and teacher guidance. These varied experiences highlight the challenges and distractions associated with Quizizz, indicating it cannot universally substitute traditional teaching methods. Recognizing these preferences is essential for refining educational technologies.

Due to time constraints, only 30 students were included in this research, limiting the ability to capture diverse perspectives across Indonesia. The variability among participants might not encompass the entire range of experiences, affecting the generalizability of the findings. Future research should consider larger sample sizes in various regions.

Moreover, this study used qualitative questionnaires to gather insights into participants' experiences. While highlighting student perceptions, the qualitative approach limited the ability to establish definitive cause-and-effect relationships. Future research could use mixed-methods approaches, combining qualitative depth with quantitative validation through frameworks like UTAUT, to provide a more comprehensive understanding of educational contexts.

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