

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Definition of Reading Comprehension

Reading comprehension is the ability to read a text, understand its meaning, and integrate the information with the reader's prior knowledge. In other words, a reader does not simply read the words line by line, but also grasps the ideas, makes inferences, and critically evaluates the content of the text. According to Ruddell, Reading is a process in which the reader constructs meaning while, or after, interacting with text through the combination of prior knowledge and previous experience, information in the text, the stance the reader takes about the text, and immediate, remembered, or anticipated social interactions and communication. Reading comprehension is defined as the process of constructing meaning from the printed text, involving cognitive and social factors (Kusumarasyati, 2023).

According to Alisaari, reading comprehension is defined as decoding and understanding text, as well as interpreting mental images from a given text, according to the Sun. This process involves high-level cognitive skills, as the reader must integrate the information presented in the text with their existing knowledge. Reading comprehension skills have outstanding advantages, including expanding knowledge and

vocabulary, developing analytical thinking and reasoning, and accumulating knowledge and information. Today, reading is not limited to reading traditional books and articles but also includes reading and understanding online documents, scientific articles, and other information sources on the Internet. Reading comprehension is an important tool to help improve each person's communication and understanding abilities (Anh & Hanh Phuong, 2023).

According to Anderson, reading comprehension is a complex intellectual process that includes two main abilities: mastering the meaning of words and thinking about verbal concepts. Reading comprehension is an active and complex process that involves interaction between the text and the reader's prior knowledge. It goes beyond mere word decoding, encompassing reasoning, critical thinking, and higher-order cognitive skills (Sari et al., 2020).

Reading comprehension is an active process that involves the reader's interaction with the text, where vocabulary, thinking, reasoning, and the use of prior knowledge are used to build the meaning of the information, ideas, and viewpoints conveyed by the author. Reading comprehension is a reading process that involves cognitive processing of each word to understand the text (Cartwright, 2023). It means reading comprehension involves a person's ability to connect and manage the information and meaning in the text. Reading comprehension is described as the process of constructing

meaning from text. This involves not only decoding written symbols but also connecting the information with prior knowledge and interpreting it to understand the intended message (Putri, 2023).

Additionally, reading comprehension in English students is the ability to understand English reading texts (Yurko & Protsenko, 2022) Learn to understand the text correctly, such as determining the main idea, finding specific information, making conclusions, and understanding. So, this study measured students' reading comprehension with criteria that are commonly used to measure reading comprehension, including the main ideas, grammatical features, details, and vocabulary contained in the text.

So, it can be concluded that Reading comprehension is an active and complex process that involves interaction between the reader and the text to construct meaning. This process includes understanding the content, connecting it with prior knowledge, making inferences, and thinking critically. This skill is essential in English language learning, as it supports comprehensive text understanding and enhances students' thinking and communication abilities.

2. Students' Perception of Learning

Perception is a cognitive process that involves organizing and interpreting stimuli from the environment, allowing individuals to understand and give meaning to their experiences. In an educational context, students' perception

of a learning medium or instructional method plays a crucial role in shaping their attitudes, motivation, and academic achievement. according to Arifin, perception is strongly influenced by internal and external factors. Perception is the result of an individual's interpretation of information received through what they see and experience. It is shaped by a combination of learning experiences and is strongly influenced by both internal and external factors, which affect how students evaluate and respond to the learning process (Wati et al., 2022).

According to Diniah, Perception refers to how an individual sees objects, events, situations, socializations, role relations, and stimuli around him/her by recognizing, categorizing, and interpreting them. students generally have positive perceptions of Quizizz as a reading assessment tool, considering it both engaging and easy to use. She stated, “Most students have positive perceptions toward Quizizz as an assessment tool” in English reading instruction. (Umami Khalsum, 2024).

The perception process involves three stages: (1) receiving stimuli from the environment, (2) selection and attention, and (3) interpretation based on previous knowledge and experiences. In digital learning, interactive experiences such as the use of Quizizz influence how students process and interpret the information they receive.

(Sulistyanto & Prayoga, 2025) found that students' perceptions of Quizizz are formed through their direct interaction with the platform, particularly its gamified features. They stated that "students generally have a positive perception of Quizizz, particularly in terms of its interactive features, motivation enhancement, and immediate feedback"(Saputri, 2024).

Students' perceptions of using Quizizz in English reading comprehension are influenced by both internal and external factors. Internally, students' perceptions are shaped by their prior experiences, levels of motivation, familiarity with technology, and personal learning preferences. For example, students who are more confident in using digital tools or have previously encountered gamified learning environments tend to express more positive perceptions of Quizizz. Externally, several aspects of the platform itself contribute to shaping perceptions. These include the ease of use, visual appeal, interactivity, and feedback mechanisms embedded within the application. Students found Quizizz easy to use and enjoyable, which contributed significantly to their interest and motivation during learning sessions (Suharni et al., 2021).

Furthermore (Sulistyanto & Prayoga, 2025) emphasized the importance of immediate feedback and interactive features in supporting positive perceptions. These elements help maintain students' focus and reinforce their understanding in real-time, making the learning experience

more meaningful and motivating. Similarly (Kartika & Budiarta, 2025) found that the competitive yet fun nature of Quizizz, such as the use of point systems and leaderboards, contributed to greater student engagement and enthusiasm in class. These findings indicate that both individual learner characteristics and platform design elements jointly influence how students perceive the use of Quizizz in their English language learning process.

3. The Role of Technology in Learning

Technological advancements have transformed the landscape of education, enabling more interactive and engaging learning experiences. Technology-enhanced learning (TEL) incorporates digital tools and resources to facilitate teaching and learning processes. These tools can offer personalized learning experiences, immediate feedback, and access to diverse educational materials. The integration of technology in education also supports collaborative learning and enhances students' motivation and engagement. Educational technology is the theory and practice of the design, development, utilization, management, and evaluation of resources and processes for learning (Lailan 2024).

Educators can use technology as a learning medium or facilitator to convey knowledge to students through various applications such as Zoom, Google Classroom, Google Meet, Quiz, Telegram, and WhatsApp groups. By using the learning

media described above, educators can provide interesting and simple descriptions of the material so that students remain interested and involved in teaching and learning activities in the classroom. The use of learning media with the utilization of current technology can affect student learning outcomes (Nurillahwaty, 2021).

Educational technology plays a role in increasing educational productivity, providing educational possibilities that are more individual in nature, providing a more scientific basis for learning, increasing learning abilities by expanding the range of presentations, enabling more intimate learning, and enabling the distribution of quality education (Nurillahwaty, 2021).

Technology has always been an important part of the teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. The ability to communicate effectively in English opens doors to diverse opportunities, both academically and professionally. To navigate this linguistic journey, technology has emerged as a trusty companion (Aftab et al., 2024). The integration of technology into educational settings has revolutionized traditional teaching methodologies, empowering both educators and learners with innovative possibilities. The role of Information and Communication Technology (ICT) emerged as a pivotal driver of transformative learning experiences, providing easy

access to learning materials, promoting continuous learning, and enabling collaborative knowledge sharing. Moreover, the personalized learning pathways and interactive learning aids offered by technology have significantly improved student engagement and critical thinking abilities. As the educational landscape develops, one of the most important ways that technology can help students get ready for the challenges of the modern world is by helping them develop critical 21st-century skills like digital literacy, problem-solving, and effective communication (Dr. Lohans Kumar Kalyani, 2024).

4. Quizizz Application as a Learning Medium

Quizizz is an online platform that allows educators to create quizzes and interactive assessments. It provides a gamified experience, making learning more enjoyable and motivating for students. Through features such as immediate feedback and competitive elements, Quizizz encourages active participation and reinforces learning outcomes. As a learning medium, it is especially effective in assessing comprehension and retention of material in real time, making it a valuable tool for language learning, including listening comprehension. According to Bury, Quizizz is a response system-based game that is played in class in real-time. In Quizizz, the order of questions can be randomized for each student. With Quizizz, the teacher can also provide homework to provide practice for students (Nurillahwaty, 2021).

Quizizz is an online multiplayer quiz platform that allows students to answer questions at their own pace and review their answers afterward, supporting effective learning and assessment (Basuki & Hidayati, 2019). Quizizz is a valuable tool or application that can motivate students and attract their attention to achieve better results in the classroom (Sulaiman & Ramadhana, 2022).

Quizizz is an interactive learning platform designed to provide a fun and engaging quiz experience, resembling computer game applications. The Quizizz interface is crafted with various captivating elements, such as vibrant colors, background music, diverse themes, memes, and avatars, which help enhance students' focus while answering Quizizz (Lokman et al., 2022). This platform also features flexibility, allowing users to add images as backgrounds for questions or answer options, making the quiz visually more appealing. Additionally, Quizizz includes a review feature at the end of the quiz, enabling students to understand each answer better, clearly and comprehensively, thus supporting an effective learning process.

Therefore, it can be concluded that Quizizz is a learning app that combines technology and games to create a fun and effective learning experience. The app not only helps students to learn in a more flexible way and according to their abilities, but also provides immediate feedback that allows them to understand the material better. As such, Quizizz serves not

only as an assessment tool but also as a learning medium that can improve student motivation, engagement, and learning outcomes in a variety of educational contexts.

B. Conceptual Framework

The conceptual framework of this study is constructed to explain the relationship between the implementation of Quizizz as a learning medium and students' perceptions of its efficacy in developing English reading comprehension.

This research consists of two variables, namely the independent variable (X) and the dependent variable (Y). The independent variable (X) is the use of the Quizizz application, while the dependent variable (Y) is students' perceptions of the effectiveness of Quizizz in developing English reading comprehension. In this study, students' perceptions serve as the key variable that reflects the extent to which the use of Quizizz is considered effective in improving their reading comprehension skills. This research employs a quantitative descriptive approach, in which data are collected through questionnaires to describe students' perceptions of using Quizizz in English reading comprehension. This study does not examine the relationship between variables nor involve qualitative exploration; instead, it focuses on presenting an objective description of students' responses based on numerical data.

The purpose of this study is to investigate the perceptions of eleventh-grade students at MAN 2 Kota Bengkulu toward the effectiveness of using Quizizz in enhancing English reading comprehension. The data obtained from the questionnaires are analyzed using descriptive statistical techniques to identify trends and general tendencies in students' perceptions

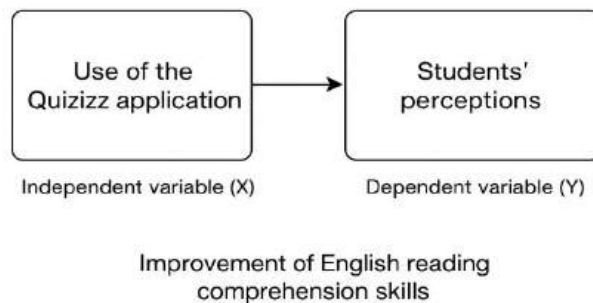


Figure 2. 1 Conceptual framework

This conceptual framework illustrates how the use of the Quizizz application (variable X) generates students' perceptions (variable Y), which may influence the improvement of their English reading comprehension skills. As a game-based learning medium, Quizizz is expected to create positive perceptions such as ease of use, engagement, motivation, and perceived learning benefits. These positive perceptions then contribute to enhancing students' reading comprehension, indicating that the effectiveness of Quizizz

depends not only on its implementation but also on how students perceive and respond to it during the learning process.

C. Some Related Previous

Several previous studies have investigated students' perceptions of Quizizz's efficacy in developing English reading comprehension. The first study was conducted by Juriah Umami Khalsum (2024) titled "Students' Perceptions in Using Quizizz Application in Reading Comprehension for Grade 8th Junior High School." This study examines students' perceptions of using the Quizizz application in reading comprehension learning at SMPN 23 Tanjung Jabung Timur, Jambi Province. This study aims to determine students' perceptions based on their use of the Quizizz Application in reading comprehension at SMPN 23 Tanjung Jabung Timur, Jambi Province. The researcher employed a quantitative research approach with a descriptive method, using a questionnaire to collect the data. The subjects of this research are 58 students at SMPN 23 Tanjung Jabung Timur. The study's results showed that most students had positive perceptions of Quizizz. They felt that the application was easy to use, flexible, enjoyable, and helpful in improving their ability to understand English reading texts. However, the students also faced several challenges, such as distractions from other app notifications, unstable internet connections,

and limited time to complete the quiz (Umami Khalsum, 2024).

The second study was conducted by Muh Khalid Bilal Bakhtiar, Iskandar, and La Sunra (2024) titled “Analyzing Students' Perception of Web-Based Learning with Quizizz Application in Reading Comprehension at SMP Negeri 3 Sungguminasakholid.” This study examined students' perceptions of using the Quizizz application in web-based reading comprehension learning. This research focused on how students responded to Quizizz as a learning and assessment tool in English classes, particularly in improving their reading skills. The study aimed to identify students' perceptions of using Quizizz and its impact on their motivation and understanding of reading materials. The researchers employed a descriptive-analytic method with a mixed-method approach, combining questionnaires and interviews, involving 10 eighth-grade students from class VIII B as participants. The findings showed that students had highly positive perceptions of Quizizz. They found the application easy to use, enjoyable, and effective in enhancing their learning motivation and reading comprehension. The study concluded that Quizizz is an effective learning tool that helps improve student engagement and academic achievement in English learning. However, the study was limited by its small sample size and single-school setting, making it difficult to generalize the results. Despite this

limitation, the research's strength lies in its use of a mixed-methods approach, which provides a comprehensive view of students' learning experiences with Quizizz (Bakhtiar et al., 2024).

The third study was conducted by Muhammad Hilmi Muzaffar Ali & Slamet Asari (2024) titled "Exploring the Perceptions of High School Students on the Use of Quizizz as a Scanning Reading Tool for Assessment". This study examines students' perceptions of using the Quizizz application as an assessment tool in reading comprehension, particularly in applying the scanning technique. This study focused on the relationship between students' perceptions and their ability to comprehend English reading texts through scanning strategies. The purpose of the research was to evaluate students' perceptions of using Quizizz, analyze its impact on the learning process, and identify the correlation between those perceptions and students' reading comprehension. The study employed a mixed-method approach, combining both quantitative and qualitative methods. The instruments used included a Google Form questionnaire and a scanning reading test, with 35 twelfth-grade science students (XII MIPA 3) from SMAN 1 Kebomas participating in the research. The results indicated that students had positive perceptions of using Quizizz in reading activities. They found the application easy to use, engaging, and helpful in enhancing their reading comprehension skills.

The findings also revealed a significant correlation between students' perceptions and their reading performance. Therefore, it can be concluded that the use of Quizizz can effectively support the development of students' reading skills. Nevertheless, the study had limitations in terms of the relatively small number of participants and the lack of exploration of other influencing factors, such as text types or students' learning styles (Ali & Asari, 2024).

The fourth study was conducted by Paula Allodya Damai Sihite, & Intan Hamzah (2025) titled "The effectiveness of Quizizz media to improve students' reading skills in narrative text for eleventh grade." This study examines the effectiveness of the Quizizz platform as a learning medium to enhance students' reading comprehension in narrative texts. The research specifically focused on measuring the improvement in reading comprehension among eleventh-grade students following the implementation of Quizizz-based instruction. Employing a quantitative approach, the researchers used a pre-experimental design involving a one-group pre-test and post-test model. The study involved 18 students from an eleventh-grade class in a senior high school. The data were collected using a multiple-choice reading comprehension test consisting of 40 items, designed to assess students' ability in identifying main ideas, interpreting contextual vocabulary, making inferences, and locating specific information. The

analysis revealed a statistically significant increase in the students' post-test scores compared to their pre-test results, indicating that the use of Quizizz positively influenced students' reading skills. The study concluded that Quizizz is an effective digital learning tool for improving students' understanding of narrative texts. Despite its strengths in research design and instrument validity, the study was limited by the small sample size and the absence of a control group, which may affect the generalizability of the findings (Paula Allodya Damai Sihite & Intan Hamzah, 2025).

Furthermore, another study was conducted by Zharifah Arihhana Hadi Putri (2023) titled "Students' Perception of Quizizz on Reading Comprehension at One Vocational High School in Jombang." This study examines students' perceptions of using Quizizz in reading comprehension learning at a vocational high school in Jombang. The focus is on the experiences of tenth-grade students in utilizing Quizizz as a medium for learning English. Using a qualitative approach with a case study method, data were collected through interviews with ten students. The results show that students have positive perceptions of Quizizz, as it is considered enjoyable, motivating, and helpful in understanding texts. However, several challenges were also identified, such as limited time to answer questions, unstable internet connection, and pressure from the scoring system. The study concludes that Quizizz is effective in reading

instruction, although the technical and emotional aspects of students should be considered in its implementation (Putri, 2023).

Based on five previous studies that have investigated students' perceptions and the use of Quizizz in English reading comprehension, it can be concluded that Quizizz has strong potential as an engaging and effective tool for enhancing students' reading skills. However, the present study differs from these earlier works in several aspects.

Firstly, regarding the research setting, this study was conducted at MAN 2 Kota Bengkulu, an Islamic senior high school located in Bengkulu City. This context differs from previous studies, which were predominantly carried out at the junior high school level or in different geographical areas, such as SMPN 23 Tanjung Jabung Timur, SMPN 3 Sungguminasa, and SMAN 1 Kebomas. These contextual differences, including geographical location, institutional type, and educational level, may influence students' learning experiences and perceptions, thereby offering a new perspective on the effectiveness of Quizizz in reading comprehension instruction.

Secondly, in terms of participant characteristics and grade level, this study involved eleventh-grade students, whereas prior studies generally focused on eighth-grade students. Considering the higher complexity of reading tasks at the senior high school level, it is expected that learners'

cognitive engagement and responses to digital tools such as Quizizz may differ significantly. This allows the present study to explore the platform's efficacy in a more advanced and academically demanding environment.

Thirdly, from the perspective of research focus, this study emphasizes students' perceptions of the efficacy of Quizizz in enhancing reading comprehension skills. This contrasts with earlier studies that tended to concentrate on general user engagement, motivation, or the application of specific reading techniques such as scanning or narrative text interpretation. By focusing on perceived learning outcomes, this study provides a deeper understanding of how students evaluate Quizizz as an instructional tool.

Fourthly, regarding the research design, this study employed a descriptive quantitative approach, utilizing a structured questionnaire to collect data systematically. Unlike previous studies that employed experimental or mixed-method designs to measure performance outcomes, this research aims to capture students' subjective evaluations of Quizizz's effectiveness in supporting their reading development.

In light of these distinctions, this study is positioned to make a meaningful contribution to the literature on educational technology, particularly by offering insight into students' perceptions of Quizizz's pedagogical value in the context of English reading comprehension at the senior high school level.