QUIZIZZ PAPER MODE IS NEW : STUDENTS' PERCEPTION OF USING E-TOOL OF LANGUAGE ASSESSMENT IN EFL CLASS

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ABSTRACT

In recent years, educational technology has played a substantial part in revolutionizing teaching and learning practices. Quizizz has gained prominence for interactive features. Quizizz launched Quizizz Paper Mode as a new featur. This study focused on students' perception of using Quizizz Paper Mode as a tool of language assessment in EFL Class. This study aimed to unveil the unique insights and experiences of students regarding Quizizz Paper Mode as a tool for language assessment. This study employed a qualitative approach through descriptive analysis. The data collected by semi structured interview given to gather data from a diverse group of students. A varied group of students set out to gather a wide variety of data samples. The study's scope was enhanced by their diverse activeness and motivation during learning English. From the data caught that the students perceive Quizizz Paper Mode as a interesting tool of language assessment, encourage their confidence, increasing their motivation and enhancing reading ability. In conclusion, this article shed light on the potential of Quizizz Paper Mode as a tool for engaging language assessment in EFL Class. The findings offered valuable insights for educators seeking innovative approaches to language assessment in the digital era.

Keywords: *EFL Class; Language Assessment; Quizizz Paper Mode; Students' Perception*

ABSTRAK

Dalam beberapa tahun terakhir, teknologi pendidikan memainkan peran penting dalam merevolusi metode pengajaran dan pembelajaran. Quizizz telah populer karena fitur-fiturnya yang menarik dan interaktif. Quizizz meluncurkan quizizz mode kertas sebagai fitur baru. Penelitian ini berfokus pada persepsi siswa dalam menggunakan quizizz mode kertas sebagai alat penilaian bahasa di kelas bahasa inggris. Penelitian ini bertujuan untuk mengungkapkan pengetahuan dan pengalaman unik yang di miliki siswa dalam penggunanaan quizizz mode kertas sebagai alat penilaian bahasa. Penelitian ini menggunakan pendekatan kualitatif dengan menggunakan analisis deskriptif. Data dikumpulkan dengan menggunakan wawancara semi terstruktur yang diperoleh dari data siswa dengan beragam kelompok. Ruang lingkup penelitian ini diambil dari keberagaman keaktifan dan motivasi siswa dalam belajar bahasa Inggris. Dari data yang diperoleh, siswa menganggap Quizizz mode kertas sebagai alat penilaian bahasa yang menarik, mendorong kepercayaan diri siswa, meningkatkan motivasi siswa dan meningkatkan kemampuan membaca. Sebagai kesimpulan, artikel ini melihat potensi Quizizz mode kertas sebagai alat penilaian bahasa. Temuan dalam penelitian ini menawarkan pengetahuan berharga bagi pendidik dengan pendekatan inovatif untuk penilaian bahasa di era digital.

INTRODUCTION

The development of Information and Communication Technology (ICT) has greatly influenced the field of teaching and learning English. The use of technology has permeated many facets of human endeavors, including the study of languages Indriani and Widiastuti (2021). Zakaria and Rahmani (2022) stated The first global language that is widely spoken on a global basis is considered to be English. The use of technology in teaching and learning activities, particularly in the context of distant learning or online learning, has become a major trend (Saraswati & Purwati, 2021). English is an essential global language in the professional world (Farsia, 2023). We, as English language teachers, must keep up with technological advances since it was apparent that students in the twenty-first century have a strong interest in technology (Degirmenci, 2021). Pham (2022) argued that technical innovation has benefited students in every way, and technical tools and programs help students study more effectively. ICT (information and communication technology) has evolved swiftly and has influenced numerous areas around the world (Wahid and Putra, 2023). With the advent of computers, the internet, and various digital tools, educators now have access to a vast array of resources and platforms to enhance language learning experiences. ICT has revolutionized traditional teaching methods by providing interactive and multimedia rich content that engages students in active learning (Lim and Yunus, 2021). Using online tools like Kahoot, WordWall, Edmodo, and Quizizz. Furthermore, Students currently belong to the digital generation, thus they are accustomed to technology (Yunus and Hua, 2021). Lim and Yunus (2021) stated The use of online learning platforms for education has become increasingly popular as more people become aware of their potential to improve education for students of all skill levels.

In this era, there were so many aspects that used technology to workout. The existence of technology itself should be integrated into the learning process that purposed to make the students have the knowledge to face the Forth Industrial Revolution (Priyanti et al., 2019). The integration of ICT in English language classrooms has made it possible for personalized and flexible learning experiences, addressing the requirements and interests of each individual learner. Meanwhile, Santosa (2017) claimed that generation Z is becoming more and more a digital user who inhabits a digital stage. The other statement from Pradnyadewi and Kristiani (2021), This application's learning process can invited students to communicate, ask questions, provide directions, voice opinions, and convey knowledge. Moreover Zakaria and Rahmani (2022) stated that Adopting MALL in the classroom can produce pleasurable learning activities, in-person engagement, and context-based learning possibilities to help students quickly adjust to the learning activity. Most students were technologically literate, but their methods of learning and processing information vary. From language learning apps to online language courses, ICT has opened up new avenues for students to practice and improve their English language skills beyond the confines of the traditional

classroom. As technology continues to evolve, the development of ICT in teaching and learning English held tremendous potential to further enhance language acquisition and foster global communication skills among learners. Fadillah and Maryanti (2021) Students feel the uncertainty of school closures so that their interest decreases. The solution to overcome students' declining interest in learning is by applying learning video media and quiz in learning English. Learning objectives will be satisfied if adequate learning approaches for the development of information and communication technology are available(Handoko et al., 2021)

Students should found the process of teaching and learning English in an EFL class to be meaningful and entertaining. A problem for ELT teachers was determining how the teacher and materials can provide an engaging learning environment in the classroom, Singh and Richards (2006) in Albadri et al., (2022). Educators and students collaborated to discover solutions to these problems (Maming et al., 2022). It was important to enhance what they caught in the learning process then assessing is more valuable. In the process of teaching and learning English, assessment played a significant role in determining how students approach their learning. Zuhriyah and Pratolo (2020) defined that assessment was a crucial process, because evaluation findings can be used by students, they have an effect on the future delivery of their experiences and instructional strategies to assess students' abilities and determine their level of proficiency (Andresta & Anwar (2022). Assessing language proficiency was an essential aspect of language learning and teaching. Addition from Zuhriyah and Pratolo (2020) stated to acquire an overview of students' growth, the evaluation must be a planned, gradual, and continual procedure. Current fact suggested that assessment's position in the teaching and learning process is becoming increasingly crucial at current time (Nafisah et al., 2021).

There were many kinds of language assessment tool, it used gamification to enhance the students' in the teaching and learning process. Gamification has grown in popularity for English learning at all educational levels (Inayati and Waloyo, 2022). In addition Wahid and Putra (2023) stated The popularity of game-based learning is rising. It is intended not just for teaching-learning media but also for the assessing phase. Furthermore, Lopez et al. (2018), claimed that gamification can boost involvement and motivate students, igniting their desire. Amalia (2020) stated Using game has purpose It is more enjoyable and helps to promote and enhance students' critical thinking skills. It also increased students' willingness to learn. One such platform is Quizizz, Using the Quizziz app while learning remotely is one of the choices (Wulandari, 2022). Basuki and Hidayati (2019) stated that Quizizz was a fun game to use in the classroom for rapid evaluations. Quizizz was a program with graphics and music capabilities that may be used for educational media as well as an assessment tool for game-based learning processes (Audia et al., 2021; Nuryati et al., 2022) in (Andyra and Kowiyah, 2022). Quizizz offered characteristics that can be utilized as learning evaluation tools include student performance data and statistics, the outcomes of which can be used to assess subsequent learning (Suharni et al., 2021). This popular online learning platform that offered a unique feature called "Paper

Mode." Quizizz Paper Mode allowed students to answer quiz questions using paper, simulating a traditional assessment while leveraging the benefits of technology. Wahid and Putra (2023) Quizizz offered paper-mode quizzes on printed paper, similar to a fast-response code. The paper code has the multiple choice options A, B, C, and D. During the teaching-learning process, teachers displayed a few questions. Once the pupils have rotated the code to show their solution, the teacher will scan it using the Quizizz app on a smartphone. As a result, they can actively respond to the presented you can ask students questions and instantly view their responses and score.

Quizizz can be used for self-assessment by students or to measure topic understanding for student advancement. Putra (2023) stated that Quizziz was a platform for game-based learning that offers a range of tools to enhance the fun, energy, and engagement in the classroom. Meanwhile Zhao (2019), stated that Quizizz was a game-based educational program that incorporates interactive activities into the classroom to offer students with an engaging learning experience. Moreover, Yan mei et al. (2019) claimed that data and statistics on student performance were available from Quizizz. Priyanti et al. (2019) Those are appropriate for viewing the pupils' automated progress and results in the learning process. Quizizz paper mode was an alternative to Quizizz's digital interface, giving students with a more varied and flexible assessment experience. However, the impact of Quizizz Paper Mode on language assessment from the student perspective remain relatively unexplored.

Several studies have been conducted on the use of this application to support teaching and learning English in EFL Class. First, a previous study by Zuhriyah and Pratolo (2020) disclosed Examining how students feel about using Quizizz as a tool for evaluation. The goal of this research was to learn what students thought about using Quizizz as an evaluation tool in an English lecture. The relevant quiz is available online. And the outcomes showed that some of the pupils' viewpoints on using Quizizz as a fascinating tool and encouraging pupils' enthusiasm in the EFL class. The other study by Wahid and Putra (2023) discussed about utilizing Quizizz Paper Mode for formative assessment. The results demonstrated that most students have a good attitude toward using Paper-mode Quizizz for formative assessment in English teaching and learning. Paper-mode Quizizz was said to be simple to use, engaging, fun, tough, and extremely interesting. The pupils merely display and spin the response, while the teacher scans the code cards to present real-time results. The third one was completed by Putra (2023), The implementation of Paper-Mode was investigated in this work. Quizizz significantly enhanced the vocabulary mastery of seventh-grade English learners. There was a lack of studies especially concentrating on the effects of Quizizz Paper Mode as an evaluation tool in the context of language acquisition, despite the success of Quizizz in enhancing student engagement and learning outcomes. Futhermore, the results of the study showed positive improvement during english teaching and learning process.

As a big online platform, quizizz launched the new fitur that blend online and offline media. It called quizizz paper mode. The utilization of Quizizz in its paper mode as a tool for language assessment had several challenges. The benefits catered to schools or institutions with limited technological resources, ensuring that all students, regardless of their digital access, can take part in assessments. Due to technological limitations, no learner was left behind thanks to this inclusion. New habits required adaptation time for students to pursue learning. Because quizizz paper mode was a new feature, one of the obstacles that students encounter is the direct adaptation of the use of quizizz paper mode as a language assessment tool. This use also indirectly affects students' confidence in answering questions directly using paper mode. Related to this study, the majority of past study focused on using Quizizz as a tool language assessment in online mode. The other previous study investigated the implementation quizizz in improving student vocabulary mastery. To fill this gap, the researcher investigated the students' perception in quizizz paper mode as a tool of language assessment. Hence, the purpose of this research was to discover how student perception of using quizizz paper mode as a tool of language assessment in EFL Class. At the end, there was research question in this study that aims to know 1) what were the students' perception regarding the benefit and the obstacles while quizizz paper mode as a tool of language assessment.

METHOD

The research design adopted for this study was qualitative research, which allows for an in-depth exploration of students' perspectives. Therefore, the researcher believe it was well-suited for examining subjects that delve into the individual experiences of the students who acted as participants (Sudarwati et al., 2022). Qualitative research was well-suited for investigating subjective phenomena, such as individual opinions, attitudes, and perceptions. The researcher's role in this study was a data gatherer and data processor. In the researcher capacity as a data analyst, the researcher examined the data in support of the study to draw conclusions about how students viewed Quizizz paper Mode as a tool of language assessment.

Participants

The study aimed to capture rich, detailed data that can provide a comprehensive understanding of students' perspectives on teaching and learning English descriptive texts through Quizizz Paper Mode as a tool of language assessment. The participants for this study consisted of seventh grade. The optimal number of participants (6 - 10 students) as suggested by Cohen, Manion, Morrison (2002) in Zuhriyah and Pratolo (2020). Then, 10 students were selected based on their activeness in participating in class and their motivation during the learning process and language assessment. When selecting students based on their activeness and motivation in the English class, there were several parameters. First of all, a student's engagement in a class determined by recording their regular contributions to discussions, their willingness to ask and answer questions, and

their participation in group activities. Additionally, the quality of their contributions, whether perceptive criticism or helpful comments, reveals their sincere interest in the topic. Another indication of their motivation was their approach to tasks and homework. Furthermore, the researcher gauge motivation through one-on-one interactions, understanding a student's language-related goals, and a student's individual language-related goals. They were interviewed to know the students' perception of using Quizizz Paper Mode as a tool of language assessment. The participant were the students of seventh grade in Islamic Junior High School in Malang, East Java, Indonesia and the gathered data in March – May 2023 at the end of academic year 2022-2023. In this table 1 is the information of the participants.

Table 1: The information of participants

Participant	Activeness	Motivation
Participant 1	Active	Less motivated
Participant 2	Quite active	Highly motivated
Participant 3	Active	Highly motivated
Participant 4	Active	Less motivated
Participant 5	Quite active	Less motivated
Participant 6	Quite active	Motivated
Participant 7	Quite active	Motivated
Participant 8	Active	Highly motivated
Participant 9	Active	Highly motivated
Participant 10	Active	Motivated

Instrument

The researcher used interview as the instrument to collect the data. An interview was conducted to obtain students perception of using Quizizz Paper Mode as a tool of language assessment. The utilizing Interview is semi-structured. Semi-structured interviews were used to acquire information, detailed insights into students' perspectives. Researcher used semi-structured interviews because researcher wanted to find out participants' perception more openly. The interviews conducted privately to give a relaxed and private setting for participants to express their opinions. The interview took place in solitude using Bahasa Indonesia to make the participants more understanding about the questions. The interview questions focused on students' experiences, motivations, perceived benefits, challenges, and suggestions regarding the use of Quizizz Paper Mode in assessing learning English descriptive texts. The interviews audio-recorded, with the participants' permission, to ensure accurate data capture. There were 12 interview questions covering their views on the use of Quizizz Paper Mode as a tool of language learning, the benefits and the obstacles while they used the application.

Data Collection

Transcripts of interviews were used to gather data. Data were collected from seventh grade students at Islamic Junior High School in Malang, East Java,

Indonesia. To collect research data, ten participants answered 12 interview questions. In this data collection, to get precise information from participants, the researcher applied semi structured interview that were done directly face to face. It used because The researcher wished to learn more about the pupils' perspectives. Each participant received fifteen minutes for their interview. The researcher need 3 meetings to get the data while they learned English in the class. There was no set formula for how a question must be phrased. The purpose of these interviews was to learn about someone's impressions or contacts with the participant. During interview, the researcher using *Bahasa* to make the participant express their opinion, made comfort and ease the participant understood what the researcher asked. During the interview, the researcher prepared a recorder to record the information of the participants in order to acquire precise data.

Transcribing the audio into text was done as part of the data processing. The researcher then carried out the data coding process, as suggested Weston et al (2001) in Zuhriyah and Pratolo (2020). They were informed before to the interview that any interview-related data it would be safely stored in a dedicated once the computer folder and determination study was completed. In order to safeguard the participants' privacy, the researcher also indicated that their identities would not be used during the study. The interview conducted twice to clarify the participants statement. Transcription was used to convert the audio into text when the data was analyzed.

Data Analysis

In this phase, the researcher organized the data into themes and categories using an inductive method. The data was subjected to line-by-line coding in order to better understand the benefits and experiences of the students in overcoming the difficulties of learning English using Quizizz Paper Mode as a tool of language assessment. The codes were separated and organized into themes. The study comprised multiple steps, starting with initial coding and proceeding on to recurrent coding and recoding, in order to find trends and connections in the data. Look at the major themes and their subthemes, as well as how they related to one another.

In the first stage in data analysis, in order to determine whether information was significant and pertinent to the research issue, From the recorded interviews, the researcher transcribed the conversations. In the second stage, the researcher coded the data by looking for relevant keywords in the transcripts of the interviews major theme and their subthemes to make a systematic description and to know how they relate to one another. In the third stage, by analyzing whether the results were consistent with the research, the researcher was able to understand the data as a whole.

Table 2. *Sample of Data Analysis*

Data	Codes	Sub-themes	Theme
"...Quizizz Paper Mode games can enhance student engagement and interaction with the	Ability	Increasing motivation	Benefit

subject matter."			
"...Even though Quizizz Paper Mode is still a little challenging for me, it makes me more eager to learn English because it's so much fun."	Interest	Increasing motivation	Benefit
"I couldn't grasp the questions on the Quizizz Paper Mode since I had to answer them quickly, but this only fueled my enthusiasm for competing with my pals to see "who can answer the questions faster?"	Less focused	Encourage students' confidence	Obstacle
"...I feel positive shen playing Quizizz Paper Mode. I don't need my mobile assissted the game."	Network constrains	Students' views	Obstacle

FINDINGS

This section of the report contained the researcher's findings of the students' perceptions of the Quizizz paper mode's use as a language assessment tool in EFL class. The data was arranged according to the common issues being looked at using a coding model. Additionally, the following information from the participant interviews was used to support this study's conclusion.

Student perceptions of using Quizizz Paper Mode

The following were students' attitudes toward the application of Quizizz's paper mode as a testing tool : (1) They considered Quizizz paper mode as an interesting tool, (2) It encouraged their confidence, (3) It increased their motivation, and (4) It increased their reading skills. From those four category, the researcher examined the results the sections that follow.

An Interesting Tool

From the result of interview, the data showed that the participant highlighted that using Quizizz Paper Mode as a tool of language assessment was interesting. They were interested in using Quizizz paper mode because of the various advantages it provided that were beneficial to them. They didn't have to get their phone ready but they just need a paper to answer the question given from the teacher. From ten participants that interviewed, six participants showed their perceptions in using Quizizz Paper Mode as an interesting tool. The participants gave their answered in the short sentence because they were still in junior high school student. However, using the questions, the researcher was still able to identify the key point.

> "Due to the fact that they can respond to the questions, it is an interesting application for students' assignments by self "(Participant 4)
> "Considering what I've seen, using Quizizz Paper mode is interesting because it is a blended online and offline application" (Participant 5)
> "Utilizing Quizizz paper mode is interesting. It makes it easier for the teacher to administer the test." (Participant 6)
> "I feel very happy during the process of assessment in the class" (participant 7)

> " It's owesome, because my score directly show after we answer all the questions" (participant 8)
>
> "We don't need to prepare our phone, but it's make us very enthusiast in the class" (participant 9)

According to the figures shown above, the use of Quizizz paper mode as Students responded favorably to an evaluation tool because they thought it to be interesting. The fourth participant said that the Quizizz Paper Mode was an interesting tool that he can answered the questions by self using Q- Card that they have given. Participant 5 also said that the tool of assessment was interesting because the question was shown in online mode but the students only completed the questions in offline mode. The sixth participants said that the test using Quizizz Paper Mode was easy to do it. The students just showed their answered using Q-Card then the teacher scaned it. The other participant, the seventh paticipant feel very happy during the process of assessment because he interest with the tool. The ninth participant also feel enthusiast with the tool of language assessmen. Althought she didn't need a mobile phone, the figure of assessment was interesting that shown in the LCD. Their statement also has the same argument as Zhao (2019) Quizizz was a learning tool that used games generates engaging and enjoyable classroom assignments. It can also be constructed in a variety of formats, like true or false and multiple-choice, as though it were a game. Mac Namara and Murphy (2017) stated that Educational software such as Quizizz have employed gamification. Following completion of each question by showing the paper then the teacher scaned the Q Card, students answer directly showed in the LCD. As a result, students interested in completing their assessments and driven to take part in classroom teaching and learning.

Encouraging Students' Confidence

Another interview result made by students regarding their perceptions of the paper form of Quizizz as a tool for assessment in an EFL class was that they believed it would boost their self-confidence. The assertions that follow were taken directly from the interview.

> "During the assessment, I feel confidence to answer the questions because the tool is colorfull" (Participant 1)
>
> "Through Quizizz paper mode, I increase your confidence in the results being presented" (Participant 2)
>
> "My friends look so confident to finish the test using quizizz paper mode and I done with confidence too. (Participant 4)
>
> "Quizizz paper mode enhances students' confidence as well. Shy students will be inspired to participate in the learning process if they get high marks." (Participant 6)
>
> "by Quizizz paper mode, I try to answer carefully because the result directly shown in LCD (participant 7)
>
> "the use of the test is easy, so I feel free to answered all the questions"(Participant 10)

Students that utilized Quizizz Paper Mode as an assessment tool appeared to be more self-assured. The first participant said he feel confidence during the assessment. Usually, the students feel bored to do the assessment. But, with the Quizizz paper Mode as a tool make the participant more confidence. The other participant also has the same opinion, the sixth participant stated that she can improve her self-confidence while she finishes the test carefully to get a good score. Additionally, it had an avatar function, which was each student's profile. Each avatar was unique from the rest. Zhao (2019) stated Quizizz was a vibrant program featuring an avatar and music that makes children feel like they are playing a game. Once all the questions have been answered, a picture or meme will appear to show if the response is true or incorrect. It also the same statement from the second and the seventh participant, they said that the score of the language assessment directly shown after the assessment finished, so it makes the students more carefully and confidence to answer the assessment. Students might change their names in order to stay anonymous, and they might build a hilarious profile. It seeks to make the situation fun and to anticipate their nervousness when performing an assessment. Pitoyo et al. (2020) asserted that game-based scoring methods like Quizizz could have a beneficial psychological impact. As a result, students gain confidence in using the Quizizz program as an assessment tool.

Increasing Students' Motivation

Assessment gave to the students in the end of the learning process. It called summative assessment. Nafisah et al. (2021) Assessment now used to not only score the student learning, but also drive learning and even become learning in itself. While doing the summative assessment using an interesting tool, it made the students improve their motivation to have a good learning process. In this case, Quizizz Paper Mode had a important role to the students. Some participants agreed that Quizizz Paper Mode increased their motivation. The sentences that follow were quotes from the interview.

> "Quizizz Paper Mode provides a description of the correct and incorrect answers that motivates me to do the assessment. Thus, students can understand their mistakes" (Participant 2)
> "I can know the result of assessment in real-time, so I motivated to learn english well in the class" (Participants 5)
> "The use of Quizizz Paper Mode is unique, with this way I motivated to do my best in each assessment" (Participant 6)
> "Quizizz paper Mode reveals the right responses. As a result, students can review, identify their errors, and choose the best quiz outcomes. These elements can boost pupils' motivation." (Participant 8)
> "One of the benefits of using Quizizz Paper Mode is that students may be inspired to remember incorrect answers. Consequently, it is known as self-evaluation." (Participant 10)

According to the interview, the feedback in the Quizizz Paper Mode application made it easier for pupils to answer to questions. The second participant argued that the tool describes the appropriate and inappropriate answer and it make the participant motivated to go better. The next participant, the fifth participant stated that with knowing the result of the assessment in real time, she motivated to learn English well in the class. It means he had enough preparation to finish the assessment better. The tenth participant stated she motivated to do the best moreover she can remind the wrong answer that shown in the end of the assessment. In other words, it provided students with a second chance to grow. This tool encourages students to investigate doubtful or wrong replies. Chaiyo and Nokham (2017) in Zuhriyah and Pratolo (2020) stated that Quizizz help students learn by increasing their involvement, fun, concentration, and motivation in the classroom. Quizizz Paper Mode, regardless of the feedback component, regarded as one of the new learning techniques.

Increasing Students' Reading Ability

The result of the interview shown that most of the participants agreed that Quizizz Paper Mode was able to increase and develop their reading skill, as stated in this following sentence.

"My reading comprehension improves with the help of Quizizz Paper Mode" (Participant 1)

"My experience suggests that when I utilize these tools, my ability to read gets better. Quizizz Paper Mode" (Participant 4)

"Reading is the skill that stands out the most while using Quizizz Paper Mode. The skimming technique must be used in Quizizz Paper Mode" (Participant 5) "

For me, Quizizz Paper Mode gives me a new learning style and it increase my reading ability " (Participant 7)

" This is the first time we learn using Quizizz Paper Mode and It is very interesting and I can more understanding about the text easily" (Participant 9)

" I want to have learning like this again" (Participant 10)

According to the statement above, the participant shown their expression while they could use this instrument with ease. It increased their ability in reading. The first participant said that his reading ability increase while doing the assessment using Quizizz Paper Mode. The next participant, the fifth participant stated that the most prominent ability when taking the assessment was reading. With this tool, he uses skimming method in reading and it easily to understand the text. The seventh participant said that she got a new learning style using the Quizizz Paper Mode as a tool of language assessment and it works well. The ninth participant also has the same argument; she understands the text easily while finishing the assessment using the Quizizz Paper Mode. Students who use Quizizz Paper Mode must read the questions and respond within the time allotted by the graders. As a result, students must read fast while adopting the skimming technique. It was in line with what Amalia (2020) argued that the use of Quizizz Paper Mode result improved reading

comprehension performance compared to language testing using the more traditional methods.

DISCUSSION

The interview data findings offered valuable understanding how the students' perception of using Quizizz Paper Mode in language assessment. There are four categories that found in the data findings. The first was Quizizz paper Mode as an interesting tool. According to the data findings shown, the use of Quizizz paper mode as Students responded favorably to an evaluation tool because they thought it to be interesting. This argument in line with Zhao (2019) Quizizz was a learning tool that uses games generates engaging and enjoyable classroom assignments. The second was Quizizz Paper Mode encourage students's confidence. Students that utilized Quizizz Paper Mode as an assessment tool appeared to be more self-assured. The score of the language assessment directly shown after the assessment finished, so it made the students more carefully and confidence to answer the assessment. Pitoyo et al. (2020) asserted that game-based scoring methods like Quizizz can have a beneficial psychological impact. As a result, students gain confidence in using the Quizizz program as an assessment tool. The third finding was Quizizz Paper Mode increased students' motivation. The feedback in the Quizizz Paper Mode application made it easier for pupils to answer to questions. It made the students motivated to finish the assessment. Chaiyo and Nokham (2017) in Zuhriyah and Pratolo (2020) stated that Quizizz help students learn by increasing their involvement, fun, concentration, and motivation in the classroom. Quizizz Paper Mode, regardless of the feedback component, regarded as one of the new learning techniques. The last is Quizizz increased students' ability in reading while doing the assessment. The individual displayed their expression while using the instrument without difficulty. It improved their reading skills. This finding in line with (Amalia, 2020) that the use of Quizizz Paper Mode result improved reading comprehension performance.When using Quizizz Paper Mode, students must read and answer the questions within the time limit set by the examiners. As a result, they must read rapidly by using skimming. It was consistent with what Priyanti et al. (2019) argued that Quizizz Paper Mode was more effective in improving reading comprehension than traditional teaching methods. As a result, assessors must comprehend new learning patterns or styles, particularly in terms of making the questions more engaging and less boring. As a result, Quizizz's new feature combined the online and offline modes. The teacher created the test in online form, but the student answered it in offline manner using Q Card.

Certain participant, view Quizizz Paper Mode as a platform that enriches their confidence, motivation and ability in reading. Like participant 4, participant 5, participant 6, participant 7, participant 8 and participant 9 , view Quizizz Paper Mode as interesting tool in language assessment. They gain the new way in language assessment that interest and noting bored for them. Quizizz Paper Mode

as a new fitur that blended between online and offline mode, made the students enjoyed and generated enganging during language assessment. This result supported by Zhao (2019) Quizizz was a game-based learning application that generates engaging and enjoyable classroom assignment. The result of data interview figured that most of the participant interest using Quizizz Paper Mode as a tool of language assessment.

Then, when examining the second category, Quizizz Paper Mode encourage the students' confidence while finishing the assessment. Based on the data interview, the participants give their perception that Quizizz Paper Mode as an assessment tool appeared to be more self-assured. Like participant 2, participant 2, participant 4, participant 6, participant 7 and participant 10, argued that they feel confidence during the assessment. While the students finishing the assessment, they finish the test carefully and confidence in order to get the good score in the assessment. This argument in line with Pitoyo et al. (2020) stated that Quizizz and other game-based scoring systems can have a positive psychological effect on students by boosting their confidence and lowering their anxiety. Students become more comfortable utilizing the Quizizz program as an assessment tool as a result Because the use of Quizizz Paper Mode was easy to do. This statement supported by Zhao (2019) Quizizz was a learning tool that uses games generates engaging and enjoyable classroom assignments.

The third category of the result in finding was talk about Quizizz Paper Mode increasing the students' motivation. The integration of technology into the educational arena has given birth to tools like Quizizz, which provides a modern twist to traditional quizzing methods. When Quizizz introduced its paper mode, educators were curious about how it might influence students' motivation and engagement. Many students have expressed a renewed enthusiasm towards assessments with this feature. Like participant 2, participant 5, participant 6, participant 8 and participant 10, stated that real-time access to the test results motivated them to perform well in class. The students motivated to do the best in the class. It meant they were well-prepared to complete the evaluation more effectively. Chaiyo and Nokham (2017) in Zuhriyah and Pratolo (2020) argued Quizizz aid students' learning by enhancing their engagement, enjoyment, focus, and motivation in the classroom, it was asserted. Students often feel that this hybrid approach allows them to focus better without the constant allure of screen distractions, yet they still enjoy the dynamic nature of the questions and the immediate feedback that comes with it. By offering a balance between digital and tangible methods, Quizizz's paper mode not only aids in cognitive retention but also fosters a positive learning environment where students were encouraged and motivated to put forth their best effort.

The last category finding, was talk about Quizizz Paper Mode increasing students' reading ability. The launch of Quizizz's paper mode has ushered in a distinctive fusion of modern technology and established reading habits. According to the participant, this method unintentionally acted as a catalyst for improving their reading skills. Like participant 1, participant 4, participant 5, participant 7, participant 9 and participant 10, argued that Using Quizizz Paper Mode, the

participant can complete the evaluation while readily comprehending the content. The participant displayed their reaction as they used the instrument with ease and It improved their reading skills. It is in line with what Amalia (2020) argued that Quizizz Paper Mode is more effective at measuring reading comprehension than the standard language evaluation instrument.

In general, these findings discovered offer valuable insights into how the students' perception of the use Quizizz Paper Mode as a tool of language assessment in EFL Class. The recent discourse surrounding the utilization of Quizizz's Paper Mode as a tool for language assessment had shed light on the intersection of traditional and digital teaching methodologies. Quizizz Paper Mode combined it in order to catered to schools or institutions with limited technological resources. It ensured that all students, regardless of their digital access, can take part in assessments. Putra (2023) stated Quizizz provides paper-mode quiz using printed paper, like a fast-response code.

CONCLUSION

The study reveals four key findings. Firstly, it is evident that students perceive Quizizz Paper Mode as a valuable and engaging application for completing assignments in an English university course. They reported experiencing a lack of boredom and the ability to maintain their concentration while working on assignments or assessments. The Quizizz paper format was used, and the results showed that students liked the tool because they found it fascinating. This argument in line with Zhao (2019) Quizizz was a tool for learning that creates pleasant and interesting classroom assignments using games. Secondly, the utilization of Quizizz Paper Mode bolstered their self-assurance, as the option to remain anonymous through their profiles enhanced their sense of confidence. When students are completing an assessment, they do so attentively and confidently in order to receive a decent grade. Pitoyo et al. (2020) asserted that Quizizz and other game-based scoring systems had a positive psychological effect. As a result, students gain confidence in using the Quizizz program as an assessment tool. Thirdly, Quizizz paper Mode had the capacity to enhance their motivation. The feedback feature provided by Quizizz Paper Mode served as a source of motivation for students to review and comprehend the mistakes made in their selected answers. The student was driven to do better since the tool contrasts the proper and improper responses. It made the participant motivated to go better And the fourth, Quizizz Paper Mode was increasing the reading capacity of students. The introduction of Quizizz's paper mode heralded a remarkable blending of contemporary technology and long-standing reading practices. They employed the skimming method in this study to determine the point of each question. Students who use Quizizz Paper Mode must read the questions and respond within the time allotted by the graders. As a result, students must read fast while adopting the skimming technique. Finally, this study suggested that an English teacher could potentially view Quizizz as a viable option for assessing

students in an enjoyable manner while simultaneously motivating them to engage in more rigorous studying efforts.

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