

Quizizz Based Application in Teaching Reading in an Indonesian EFL Junior High School Context

Nurhaya

Corresponding Author's Email: Nurhaya365@gmail.com

Graduate Program, State University of Makassar

Amirullah Abduh

Email: amirullah@unm.ac.id

Graduate Program, State University of Makassar

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Abstract

This study employs a case study design with a qualitative descriptive approach that aimed to shed light on; (1) the teachers' perception on Quizizz in teaching reading, (2) the implementation of Quizizz in teaching reading and, (3) the impacts of Quizizz on students' reading comprehension. The participants of this research were three teachers selected through purposive sampling. The instruments used were observation, interview and teachers' documents. The findings of this research revealed that; (1) stemming on teachers' interview, teachers' perception on Quizizz in teaching reading was classified into two categories namely highly and moderately perceived on Quizizz in teaching reading. Furthermore, (2) the implementation of Quizizz in teaching reading was classified into two categories namely moderately implemented and lowly implemented in utilizing Quizizz in teaching reading. Finally, (3) the findings had shown that Quizizz had positive impacts on students' reading comprehension in literal level, inferential level, critical level and creative level. The findings of this study underline the potential of digital applications like Quizizz in revolutionizing the pedagogical approach in Indonesian EFL classrooms, particularly in the teaching of reading skills.

Keywords: *Quizizz based application, teachers' perception, reading comprehension.*

Introduction

English has become a global language and a crucial means of communication in various fields, including science, technology, and business (Crystal, 2003). Consequently, English as a Foreign Language (EFL) learners need to develop multiple language skills, including reading comprehension, to meet global communication demands (Grabe & Stoller, 2017). Reading comprehension is a fundamental skill that plays a significant role in learners' academic progress and personal growth, as it affects their ability to comprehend and analyze written texts, acquire new knowledge, and communicate effectively in English (Huang & Eskey, 1999).

Reading is a major skill in English because through reading, the students are expected to be able to get more knowledge and information. Reading is a process of understanding the content of a written text to obtain information. Reading is not only seeing the words clearly in the text, pronouncing the words correctly and recognizing the meaning of isolated words, but reading must understand the content of a text (Dean, 2013). Reading without understanding could not be called reading because the interaction between the reader and a text is the basic element of comprehension. It is supported with Anderson's opinion in Nunan (2003) who states that the purpose of reading skill is comprehension.

In reading comprehension, there are many difficulties that students face such as the students occasional laziness, lack of comprehensive ability, lack of motivation, pronunciation difficulties or even the lack of vocabulary. All those difficulties could be reduced using Quizizz in teaching reading especially reading comprehension (Pahamzah et al. 2020). This is primarily due to the role of Quizizz as a game-based educational application which brings multiplayer activities in classroom and has game characteristics such as avatars, themes, memes and music that make students feel interested in the teaching and learning process.

EFL teachers in Indonesia face several challenges when teaching reading comprehension, including students' limited vocabulary, insufficient background knowledge, and lack of motivation (Sutrisno & Winarti, 2019). To address these challenges and improve students' reading skills, innovative teaching methods and resources are essential (Grabe, 2009). Integrating technology into teaching is a growing trend in education, and numerous applications have emerged to facilitate language learning (Kessler, 2018). For instance, Quizizz is an interactive platform that allows teachers to create and share quizzes, enabling students to learn and practice language skills in an engaging and motivating manner (Degirmenci, 2021).

According to Kumar & Singh, 2020), Quizizz as a digital platform that assists the students' mastery in reading as a fun multiplayer in classroom activity that allows students to practice their ability in reading through their mobile phones. This correlates with the study from Priyanti, Santoso & Dewi (2019) about effect of Quizizz towards the eleventh-grade English students' reading comprehension in mobile learning context. They found that Quizizz affected students reading comprehension achievement than the conventional strategies.

Various studies have explored the integration of technology in teaching reading comprehension in EFL contexts (Jeong, 2017; Pratiwi & Waluyo, 2023; Kessler, 2018). However, there is limited research on the specific use of Quizizz-based application in Indonesian junior high school settings. Most existing studies have focused on the impact of technology on students' motivation and engagement, leaving a gap in understanding the actual process of implementing Quizizz-based application in teaching and learning reading comprehension, as well as its effect on students' reading skills development (Lestari, 2019; Basuki & Hidayat, (2019). This study aims to fill this gap by examining the implementation of Quizizz in reading instruction, its impact on students' reading skills, and teachers' perspectives on the use of Quizizz-based application in teaching reading.

Quizizz Based Application

Quizizz is kind of digital game that provides a multiplayer classroom activity that allows all students to practice together by computer, I Pad, tablet and smartphone to create a fun learning activity for the students (Mei, Ju, & Adam, 2018). Quizizz is a fun, multiplayer and free app-based assessment that is commonly used on computers, tablets and smartphones. To join this application, each participant does not need to create an account because they could join by entering the player code.

Besides, Rizki & Kurniawati (2022) adds that Quizizz is an educational game-based app, which allows multiplayer activities in simultaneous and convert classroom exercises into a more interactive and fun experience. When using Quizizz, students could apply the knowledge acquired in the classroom, recurring to their own electronic devices.

The Implementation of Quizizz in Teaching Reading

Implementation is an activity that is carried out after planning is considered perfect. Implementation is an act of a sequential, careful and detailed plan that has been drawn up by

someone which is then implemented in a real form. Senderek, Brenken & Stich (2015) notes that there are several processes in implementing game-based learning include Quizizz based application are identification of target group and learning needs, selection of learning content and game genre, design of game elements and dimensions and controlling. The first step is the identification of the target group and its learning requirements is central to the successful implementation of game based applications. Target group specific design allows for reaching the high motivational incentives of instructional games. The second is selection of learning content and game genre. Now a suitable instructional game could be selected in the second step based on the target group identified and the learning requirements defined in the first step. The third is design of game elements and dimensions. In the third step the game design elements and dimensions of the before chosen game type could be designed. The game design has to take motivational incentives as well as didactic teaching methods into account. The last is about controlling. To determine whether the developed instructional game is able to achieve the intended objectives a continuous monitoring should be implemented. This could be implemented by automatically monitoring the learners' game progress in form of achieved new levels, received awards and points which could be matched with individual learning objectives based on the competence profile and requirements analysis.

According to All, Castellar & Looy (2015) proposes that a model for evaluating the effectiveness of game based learning. Firstly, learning outcomes are operationalized as the learners' interest in the content matter of the game, the extent to which the learning objectives are achieved as well as in how far learners are able to transfer the learned content into real world situation. Secondly, the motivational outcomes could be assessed by the enjoyment the learners experience and the relative motivation in comparison to other instructional method. Thirdly, efficiency outcomes focus on the timeframe required to teach the content in relation to other instructional methods as well as the cost-effectiveness which could be measured by the number of learners that could be reached and the time needed for teaching.

The Impact of Quizizz in Teaching Reading

According to Hearn & Buffardi (2016) assured that impacts are positive or negative changes produced by the development of intervention-directly or indirectly, meant or uncaused in the context of its environment, as its interact with the multiple factors affecting development change. The impact implies changes in people's lives. This might include changes in knowledge, skill, behaviour, health or living conditions for children, adults, families or communities. Such changes are positive or negative long term effects on identifiable population groups produced by a development intervention, directly or indirectly, intended or unintended. These effects can be economic, socio-cultural, institutional, environmental, technological or of other types. One of the examples is Quizizz. Quizizz has several impacts on students' learning process in classroom. Rizki & Kurniawati (2022) emphasizes that Quizizz brings positive impact on students' learning process because the students could enjoy and fun in learning process. Besides, using this application help stimulate students' interest and improve students' engagement because Quizizz is equipped with features for lectures and students. Therefore, this application suitable to use in teaching reading comprehension because reading is considered difficult and boring subject by some of students.

METHOD

A qualitative case study design was adopted for this study to gain an in-depth understanding of the implementation of Quizizz in the teaching and learning of reading

comprehension and its impact on students' reading skills development. This research design allowed the researchers to explore the perspectives of both teachers and students and provided a comprehensive view of the phenomenon under investigation. The study was conducted in a naturalistic setting, and data were collected through multiple sources, including classroom observations, interviews, and students' performance on Quizizz quizzes.

The participants of this research were three English teachers. A purposive sampling technique was employed to select the participants. The participants were selected by a criterion which used Quizizz based application in teaching reading during this pandemic from their home. The participants of this research were in three classrooms consisting of three teachers aimed to know teachers' perception on Quizizz in teaching reading, the implementation of Quizizz and the impacts of Quizizz based application on students' reading comprehension. To answer the research questions of this research, an observation, interview, and documentation were used as the research instruments.

Data analysis was conducted concurrently with data collection, following an iterative and inductive process (Mills & Gay, 2018). The researchers employed thematic analysis (Braun et al, 2023) to identify patterns and themes emerging from the classroom observations, interviews, and students' performance data. The following steps were taken during the data analysis process:

- a. Familiarization: The researchers immersed themselves in the data by reading and re-reading the transcriptions, field notes, and quiz results to gain a holistic understanding of the phenomenon under investigation.
- b. Initial coding: The data were systematically coded using open coding to identify meaningful units of information related to the research questions.
- c. Generating themes: The codes were collated and grouped into potential themes, which were reviewed and refined to ensure their coherence and relevance to the research questions.
- d. Defining and naming themes: The identified themes were further refined, and a detailed analysis was conducted to explore their relationship to the research questions and the broader literature.
- e. Reporting: The final themes were presented and discussed in the context of the research questions, objectives and existing literature

FINDINGS AND DISCUSSION

Findings 1: Teachers Perception

The first, the researcher found there were two categories of teachers' perception on Quizizz in teaching reading namely highly perceived on Quizizz in teaching reading and moderately perceived on Quizizz in teaching reading. Those were based on Johns & Saks (2019) theory namely experience, motivation, and emotion. The findings indicated that teacher 3 was highly perceived on Quizizz in teaching reading based on three indicators of experience, motivation, and emotion in using Quizizz. From her experience, she stated in interview that she often used Quizizz in teaching reading because Quizizz is interesting application for students. The students were enthusiastic in online learning process because it has several features namely memes, themes, avatars, and entertaining music. Besides, the teacher 3 had been using Quizizz in teaching reading for a long time. She has used this application in the past 3 years. She also said that the Quizizz made the students more focused in reading the text than the conventional strategies because the students could find the results

displayed in their devices in a meme form. Moreover, teacher 3 said that she was very motivated in using Quizizz in teaching reading because Quizizz was easy to conduct in online learning and the teachers also could analyze the number of students answering the questions and even download the statistics results in the Excel form. She could monitor the process and download the report when the quiz is finished to evaluate students' performance. Next, the researcher found that teacher 3 was very happy and enthusiastic in using Quizizz in teaching reading because it was easy to conduct this application during pandemic. It has also game-based design and recurs to gamified mechanics such as music, ranking, scoreboard, avatar, and time. Those made the teacher 3 were not bored in using it in teaching reading because by seeing the enthusiasm of their students in finishing the quiz. Furthermore, teacher 3 also liked giving homework to the students in varied questions not only multiple choice but also short answer, true false and essay.

While, **T1** and **T2** were classified as moderately perceived on Quizizz in teaching reading because their experience was the same, namely using Quizizz in teaching reading in the past 2 years. Moreover, they said that they were motivated in using Quizizz in teaching reading because Quizizz was an interesting tool for students, helping the teacher in learning and making the students more focus on reading. Next, the researcher also found that the teacher 1 and teacher 2 were happy and enthusiastic in using Quizizz in teaching reading because the teacher could see the leaderboard which shows the live ranking of the students based on the performance and this application is interesting application because in it is colorful, more varied so Quizizz is more fun than other applications. Furthermore, the teacher 1 and teacher 3 also liked giving homework to the students but they only gave the questions in the form of multiple choice.

Findings 2: Teacher Implementation

The second, the researcher found there were two categories of how teachers implemented the Quizizz in teaching reading were moderately implemented of Quizizz in teaching reading and lowly implemented of Quizizz in teaching reading. Those categories were based on Senderek, Brenken and Stich (2015) processes in implementing game-based learning. They stated there are several processes in implementing game-based learning such as Quizizz namely identification of target group and learning needs, selection of learning content and game genre, design of game elements and dimensions and the last is controlling. **T1** and **T3** were classified as moderately implemented on Quizizz in teaching reading because there was one indicator that they had not fully fulfilled based on the observation and the lesson plan of the teachers. From **T1**, she did not write the game genre in her lesson plan that would be used in Quizizz. She only wrote the material that would be taught to the students. Besides, she wrote in her lesson plan that she used the quiz as reflection after conducting the online learning to know the students' comprehension of the material and she wrote it in closing activity while the researcher found in observation that she also gave the Quizizz during the learning process, but she didn't write in core activity in her lesson plan. She gave Quizizz twice in every meeting namely before conducting the learning process as the attendance of students and during the learning process or after studying as reflection.

Similar with **T1**, **T3** also had one indicator that she did not fully fulfill based on the observation namely controlling. She did not monitor the students' working the quiz to motivate the students who had joined yet the Quizizz or answering the question incorrectly. She only shared the Quizizz link but she did not fully control the learning process. While, the **T2** was classified as lowly implemented of Quizizz in teaching reading because there were some indicators that she had not fully fulfilled based on the observation and her lesson plan.

From the first indicator was identification of target group and learning needs, the researcher found that she didn't give the motivation to the students to make them spirit, active and enthusiastic in online learning whereas it was vital that should be done by teacher before conducting the online learning. Besides, she did not ask the students' comprehension of the materials that had been taught in previous meeting. By asking this question, the teacher could find out to what extent students' understanding of the material. So, the teacher could identify the target group.

Moreover, the second indicator that she was not fully fulfilled was selection of learning content and game genre. Based on the teacher's lesson plan, the researcher did not find that she wrote the game genre that would be used in Quizizz to assess the students' comprehension of the material. She only wrote the material that would be taught by the teacher. Next, the last indicator that she had not fully fulfilled was controlling especially in evaluating the effectiveness of game-based learning. According to All, Casteller & Looy (2015) who stated that there are three aspects that would be evaluated in using Quizizz based application. There are learning outcomes, motivational outcomes, and efficiency outcomes. Based on the observation, the researcher found that the students were less motivated in using Quizizz. It can be seen from the number of students' participation in working the quiz. They did not immediately work on the quiz after the teacher shared the link of Quizizz. They worked on the quiz after a few minutes the teacher sent a screenshot in Whatsapp group if none of them have joined the quiz. This was one indicator that students were less enthusiastic when using Quizizz.

Findings 3: Impact of Quizizz

The third, the researcher found Quizizz gave positive impacts on students' reading comprehension especially on literal level and inferential level given by **T1** and the questions given by **T2** about literal level, inferential, critical, and creative level because all questions that they gave from the first quiz until the fourth quiz most students answered correctly. It was supported by teachers' interview that they said the students' reading comprehension after using Quizizz increased because the students were more interested in reading the text. They also were enjoyed and fun in finishing the quiz because it has some features for students. Unlike **T1** and **T2**, the questions given by **T3** had negative impact at literal level since most students answered the quiz incorrectly. This was due to **T3** did less monitoring on the students when giving the quiz using this application. She only shared the quiz link to the students without further monitoring. In addition, the data is also supported by the teacher's interview which she said the students' reading comprehension after using Quizizz sometimes increased yet sometimes did not, depends on the focus or students' concentration on reading the text in Quizizz.

Discussion

The findings of this study have several implications for EFL teachers, educational policymakers, and researchers. For teachers, the study highlights the potential benefits of incorporating Quizizz in reading comprehension instruction, such as increased student engagement, motivation, and personalized learning experiences. However, the findings also emphasize the need for teacher support and guidance in ensuring the effective implementation of Quizizz (Husain et al, 2020; Juniarta et al, 2019), as well as the importance of addressing technology-related challenges and investing in teacher training and development.

For educational policy makers, the study underscores the need to provide adequate resources and infrastructure to support the integration of technology in EFL classrooms. This includes ensuring access to devices, reliable internet connections, and technical support, as well as offering professional development opportunities for teachers to enhance their digital literacy and pedagogical skills (Nurhidayat & Fakhrudin, 2020).

For researchers, the study highlights the need for further investigation of the effectiveness of Quizizz and other game-based learning platforms in EFL contexts. Future research could employ mixed-methods approaches, longitudinal designs, and larger sample sizes to provide a more comprehensive understanding of the impact of Quizizz on students' reading skills development and the factors that contribute to its successful implementation. Additionally, comparative studies could explore the effectiveness of Quizizz in relation to other game-based learning platforms and traditional teaching methods (Junior, 2020).

The present study has several limitations that should be considered when interpreting the findings. First, the study was conducted in a single junior high school in Indonesia, which may limit the generalizability of the results to other contexts and educational settings. Second, the study relied on qualitative data collected through classroom observations, interviews, and documentation on Quizizz quizzes, which may not provide a complete picture of the effectiveness of Quizizz in enhancing students' reading skills. Future research should employ quantitative measures of reading performance to complement the qualitative findings. Finally, the study focused on the use of Quizizz in teaching reading comprehension and did not examine its effectiveness in developing other language skills, such as listening, speaking and writing. Further research could explore the potential of Quizizz in teaching these language skills in EFL contexts.

CONCLUSION

Based on the research findings and discussions, several conclusions were made by the researcher. Firstly, the teachers' perception on Quizizz in teaching reading was classified into two categories namely highly perceived and moderately perceived on Quizizz in teaching reading. There was a teacher was classified as highly perceived on Quizizz in teaching reading and two teachers were classified as moderately perceived on Quizizz in teaching reading. Secondly, the implementation of Quizizz in teaching reading was classified into two categories namely moderately implemented of Quizizz in teaching reading and lowly implemented of Quizizz in teaching reading. There were two teachers classified as moderately implemented of Quizizz in teaching reading and a teacher classified as lowly implemented of Quizizz in teaching reading. Thirdly, the Quizizz had positive impacts on students' reading comprehension on literal level, inferential level, critical level, and creative level given by **T1** and **T2** because all questions that they gave from the first quiz until the fourth quiz most students answered correctly while the questions given by **T3** had negative impact at literal level since most students answered the quiz incorrectly.

Overall, this qualitative case study explores the effectiveness of the Quizizz-based application in teaching reading comprehension in an Indonesian EFL junior high school context. The findings offer valuable insights into the implementation of Quizizz in the teaching and learning process, its impact on students' reading skills development, and teachers' perspectives on the use of the application in reading instruction. The study contributes to the growing body of literature on the integration of technology, specifically game-based learning platforms, in EFL instruction and provides practical implications for various stakeholders, including teachers, educational policy makers, and researchers.

The study found that the Quizizz-based application was integrated into reading instruction in various ways, promoting a student-centered learning environment, increasing student motivation and engagement, and collaborative learning experiences. The findings also revealed positive effects on students' reading skills development and highlighted the potential of Quizizz for differentiated instruction and personalized learning. The teacher's perspectives on the use of Quizizz in teaching reading comprehension emphasized the need for continuous training and support, as well as addressing technology-related challenges to ensure effective implementation.

Despite the positive findings, the study acknowledges its limitations in terms of generalizability (Lim & Yunus, 2021) and the need for further research to establish the long-term effects and applicability of the findings across various contexts and educational settings. Future research could explore the use of Quizizz in teaching other language skills, employ mixed-methods approaches, and investigate the factors that contribute to the successful integration of game-based learning platforms like Quizizz in EFL classrooms.

In conclusion, the study demonstrates the potential of Quizizz as an effective tool for teaching reading comprehension in an EFL context, while also highlighting the importance of teacher support, addressing technology-related challenges, and investing in teacher training and development. By building on these findings and addressing the study's limitations, future research can continue to advance our understanding of the role of technology in language instruction and contribute to the development of more effective and engaging teaching practices for EFL learners.

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