# EXPLORING STUDENTS' RESPONSES (COGNITIVE, AFFECTIVE AND CONATIVE) IN LEARNING READING NARRATIVE TEXT USING QUIZIZZ APPLICATION AS MOBILE ASSISTED LANGUAGE LEARNING (MALL)

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## Abstract

This study aims to determine students' responses in learning narrative text using the Quizizz application as Mobile Assisted Language Learning (MALL). According to Steven M Chaffe theory, the three categories of responses are; cognitive, affective and conative responses. This study used a qualitative and case study design to conduct this research. The researcher conducts observations, reflective journals, and semi-structured interviews to collect the data. The data analysis used in the research is adopted from Braun & Clarke (2022). The study showed the three categories of student responses (cognitive, affective, and conative) after learning narrative text using the Quizizz application. This study highlights the students' responses that appeared in this application. In the cognitive aspect, some students understand generic structures, understand language features, understand social functions, identify specific information in stories in learning narrative texts using the Quizizz application. In the affective aspects, some students felt interested, excited, and liked learning narrative text using the Quizizz application. In the conative aspect, some students participate, actively discuss, enthusiasm, and concentrate on learning narrative texts using the Quizizz application. The implication is an increased understanding of student responses in learning narrative text using the Quizizz application in reading classes.

**Keywords**: Quizizz Application; Mobile Assisted Language Learning (MALL); Narrative text; Students' Reponses

## INTRODUCTION

Students lack interest in learning narrative text because English is not their mother tongue, and they still need help with reading narrative text (Khoirunnisa, 2019). Most students need help understanding narrative text material (Khalif Rizqon et al., 2021). In reading classes, a teacher who uses inappropriate learning media is a factor in students' understanding of reading narrative text material (Sari et al., 2020). It impacts students who tend not to be interested in learning narrative text using inappropriate media for the learning process (Nurmantara et al., 2023). In line with research by Desi Sapitri et al., (2020), who found that teachers must find a learning medium to motivate students to learn narrative text. It also supported by Sudirman & Said, (2022) that most teachers do not use relevant learning media to overcome problems in reading narrative text, such as lack of vocabulary, slow reading speed, lack of motivation, and boredom.

To solve it, the teachers must be finding learning media that make it easier for students to learn the narrative text. The learning narrative text through Quizizz application has become a popular trend for teachers in reading classes. It was supported by Zalika et al., (2020) teachers who use Quizizz as a technological medium for teaching reading, especially for teaching narrative texts, can provide students with fun learning activities that can increase student motivation in

learning. The Quizizz application is an interactive learning medium that is more effective in improving students' reading comprehension skills and students' enthusiasm for learning because it replaces old learning media which only involves books (John Pahamzah et al., 2020).

On the other hand, Quizizz is an application that supports Mobile Assisted Language Learning (MALL) which has a significant effect on the student learning process in class (Dewi et al., 2020). Quizizz application as Mobile Assisted Language Learning (MALL) that can be used by teachers to facilitate students in learning narrative text in reading classes (John Pahamzah et al., 2020). Mobile Assisted Language Learning (MALL) is an approach using technological devices that can improve reading skills in the learning process (Khubyari & Haddad Narafshan, 2016). In addition, the use of mobile devices in the language learning curriculum improves students' reading skills (Muhammad, 2020).

Using the Quizizz application influences students' interest in learning narrative text (Nurmantara et al., 2023). As a learning medium, the Quizizz application helps students maximize their reading comprehension (Munawir & Hasbi, 2021) . Quizizz as a learning media help students to overcome boredom from reading narrative text (Nanda et al., 2018). In conclusion, Quizizz is a teaching model application that facilitates the independent learning process for students. In line with the concept of Merdeka Curriculum that is demanded student independence in learning process. Thus, the learning process is based on Vygotsky's (1987) theory, that is constructivism which involves students as student-cantered.

Recently, many researchers have used the Quizizz application in learning reading comprehension. Nurmantara et al., (2023) have used the Quizizz Application to improve English learning outcomes in Narrative text material. In another previous study, Zalika et al., (2020) have used the Quizizz Application as an alternative game for teaching Narrative text. Priyanti et al., (2019) investigate the effect of Quizizz application as Mobile Assisted Language Learning (MALL) in students' reading comprehension. Asmara et al., (2022) identified the influence of Quizizz on students' reading abilities. Yunus & Hua, (2021) the researcher focuses on the influence and the effects of Quizizz in enhancing young Malaysian ESL learners to learn irregular English verb.

In most previous studies, there have been many studies investigating the effectiveness of the Quizizz application in learning reading comprehension; there is still a limited amount of research that focuses on student responses after studying reading the narrative text through the Quizizz application. Many researchers only focused on using the Quizizz application for game learning reading comprehension. The researcher used the Quizizz presentation feature to present the material of narrative text. This study will focus on the use of the Quizizz application as a learning medium in learning reading narrative text at vocational school levels and student responses in terms of (cognitive, affective, and conative) responses after learning narrative text through Quizizz application as Mobile Assisted Language Learning (MALL).

**METHOD**

The research approach chosen by the researcher is based on the consideration that research investigates, poses general questions, and collects data in text (Creswell, J. W. 2014). The researcher used a qualitative method for this research. The researcher chose a case study for this study because the researcher had the main reason. One of the goals of case study research is to explore the responses of vocational students about learning reading of narrative text by using the Quizizz application. The researcher used the case study theory (Yin, 2018). The researcher hopes this research will reveal the students' responses after learning narrative text using the Quizizz application. This researcher conducted this research in a vocational school in Karawang academic 2023/2024. The researcher chose this school because it uses technology in its learning media; it is easier for researchers to find students' responses to the technology used

for learning. The researcher involved 6 participants from the industrial electronics major in the second semester of the 2023/2024 academic year. Researchers used two data sources to collect data. The first primary data was obtained from observation and reflective journals. The second data was obtained from the interviews to obtain students' responses and triangulate data. The questions in this research instrument are based on the five cognitive and five emotional responses theory from Irwin (2004), the affective responses theory from Beaudry & Pinsonneault, (2010) and conative (behavior) questions interview from Umar & Khair, (2022). The researcher adopted the thematic analysis approach from Braun & Clarke (2022) to analyze the data. The thematic analysis involves recognizing, examining, and presenting patterns (themes) found within datasets.

## RESULTS AND DISCUSSION

### Results

**1. Cognitive aspect in understanding the generic structures of narrative text using the Quizizz application**

In the Cognitive Response aspect, most students understand the generic structure of narrative text material which they previously did not know in detail. In the generic structure of narrative text, students understand orientation, complication, resolution and coda. This claim can be seen from the following data.

> **Interviewer: What do you understand about the generic structures of narrative text material after learning using Quizizz application**?
> **Respondent 1**: "*I understand the generic structures of narrative text consisting of (orientation, complication, resolution, coda) based on the formula for a handsome, diligent and agile person*"… (continue to Respondent 2)
> **Respondent 2**: "*I understand orientation in a generic structure that contains an introduction to a story*"… (continue to Respondent 3)
> **Respondent 3**: "*I understand complication is a climax, where the problem in the story develop*"… (continue to Respondent 4)
> **Respondent 4:** "*I understand the orientation that contains what the story happening and when the story happening*"... (continue to Respondent 5)
> **Respondent 5:** "*I understand the resolution in the generic structures which is solution in the story*"... (continue to Respondent 6)
> **Respondent 6:** "*In the generic structures, I understand coda which contain moral message of the story*"

These data proved that the students understood generic structures of narrative text material using the Quizizz application.

**2. Cognitive aspect understanding the language features of narrative text material using the Quizizz application**

In aspect of Cognitive Response, most of student were understanding the language features of narrative text material. In the language features, students were understanding adverb of time, time conjunction and past tense in the stories of narrative text. This claim can be seen from the following data.

> **Interviewer: What do you understand about the language features of narrative text after studying using Quizizz application?**
> **Respondent 1:** "*I understand adverb of time consisting of once upon a time, long time ago and thousand years ago after learning using Quizizz*"… (continue to Respondent 2)
> **Respondent 2:** "*I understand the past tense formula there are subject, Verb 2 and object)*"… (continue to Respondent 3)

**Respondent 3:** *"I understand time conjunction consisting of when, after, since and before"*… (continue to Respondent 4)
**Respondent 4:** *"I understand the past continuous tense formula (subject, was or were, verb Ing and object)"*… (continue to Respondent 5)
**Respondent 5:** *"I understand the language features consisting adverb of time, time conjunction and pas tenses"*... (continue to Respondent 6)
**Respondent 6:** *"I understand the past perfect tense formula which is subject, had, verb 3 and object"*

These data prove that students understand the language features of narrative text material using the Quizizz application.

### 3. Cognitive aspect in understanding the social function of narrative text material using Quizizz application

In the cognitive aspect, most of the students understood the social function of narrative text. Students explain that narrative text conveys moral messages, entertains readers, and tells stories. This claim can be seen from the following data.

**Interviewer: Can you mention and explain the social function of narrative text?**
**Respondent 1:** *"to tell a story, to entertain, to teach a lesson or moral"*... (continue to Respondent 2)
**Respondent 2:** *"I can explain the moral message of the story "true friend" is the importance of loyalty and friendship in facing trials"*… (continue to Respondent 3)
**Respondent 3:** *"To entertain the readers"* … (continue to Respondent 4)
**Respondent 4:** *"to tell a story to entertain the reader and to provide insight and experience to the reader"* … (continue to Respondent 5)
**Respondent 5:** *"to convey moral message, maintain cultural identity, and provide entertainment and imaginative experiences for readers"*… (continue to Respondent 6)
**Respondent 6: "***The function of narrative text aims to entertain readers and also provide information and insight.* "

These data prove that students understand the social function of narrative text after learning to use the Quizizz application.

### 4. Cognitive aspect in identifying the specific information in the narrative text story using Quizizz application

In the aspect of cognitive responses, most students identify specific information from stories in narrative text. The specific information includes the year, name of characters, number of paragraphs, and the title. This claim can be seen from the following data.

**Interviewer: Do you think that reading using Quizizz helps you to learn in identify specific information from the story of narrative text?**
**Respondent 1:** *"Yes, because I can identify the story of Malin Kundang, the name of character is Malin Kundang and he lived with his mother"* … (continue to Respondent 2)
**Respondent 2:** *"I can identify the story of True Friend, that have two paragraph and two main characters"* … (continue to Respondent 3)
**Respondent 3:** "Yes, *I can expand my thinking to identify the stories of narrative text"* ... (continue to Respondent 4)
**Respondent 4:** *"I can identify the story of Toba Lake which is located in North Sumatra and has a character named Batara Guru Sahala"* … continue to respondent 5)
**Respondent 5:** *"I can identify the specific information of the story which are; year, name of character, number of paragraph and title"* ... (continue to Respondent 6)
**Respondent 6:** *"I identify the story of Crying Stones which is located in Borneo and the characters there are a widow and a beautiful girl"*

Based on the data, it was known that students could identify the specific information from narrative text stories.

### 5. Affective aspect in interested learning narrative text using Quizizz application

In the Affective Response aspect, most students felt interested in studying narrative texts using the Quizizz application. This claim can be seen from the following data.

> **Interviewer: Are you interested in reading narrative text using Quizizz application?**
> **Respondent 1**: "*I am very interested in learning narrative text using the Quizizz application in class*" ... (continue to Respondent 2)
> **Respondent 2:** "*I am very interested in learning narrative text using Quizizz because previously I didn't like reading*" … (continue to Respondent 3)
> **Respondent 3:** "*I am very interested in learning narrative text using Quizizz because if I read narrative text using a book it is very boring*" … (continue to Respondent 4)
> **Respondent 4:** "*Yes, I am very Interested using Quizizz for learning narrative text material*" … (continue to Respondent 5)
> **Respondent 5:** "*Yes I am Interested in learning narrative text using Quizizz*" … (continue to Respondent 6)
> **Respondent 6:** "*Very Interested using Quizizz in learning narrative text*" …. (continue to Respondent in Reflective Journal 5)
> **Q: Describe what you felt (after learning narrative text using Quizizz application?**
> **Reflective Journal 5**: "*Using Quizizz is more interesting and easier to understand*"

Based on the data, it was known that students are interested in studying narrative texts using the Quizizz application.

## 6. Affective aspect in excited learning narrative text using Quizizz application

In Affective Responses, most students feel excited about learning narrative text using the Quizizz application. This was proven by students who stated that they were able to view the material on their handphones. The following data supports this claim.

> **Interviewer: Why are you excited in learning reading Narrative text using Quizizz application?**
> **Respondent 1**: "*In the presentation features in Quizizz, I excited because I can see the material that the teacher presents on my handphone*" … (continue to Respondent 2)
> **Respondent 2:** "*I can see narrative text material on my handphone*" … (continue to Respondent 3)
> **Respondent 3:** "*Because using the Quizizz application doesn't make me sleepy*" … (continue to Respondent 4)
> **Respondent 4:** "*I can use technology like Quizizz on my handphone to learn narrative text*" … (continue to Respondent 5)
> **Respondent 5:** "*I can see the narrative text material because I took part in the narrative text lesson*" … (continue to Respondent 6)
> **Respondent 6:** "*Quizizz is an application that is easy to use so I had no difficulty learning narrative text using Quizizz*"

Based on the data, it was known that students have felt excited about learning narrative texts using the Quizizz application.

## 7. Affective aspect in liking learning narrative text using Quizizz application

In the Affective Response aspect, most of students like discussing with groups using the Quizizz application. In this group discussion using Quizizz application, students liked identifying narrative text stories. This claim can be seen from the following data.

> **Interviewer: Do you like group discussions to identify stories in narrative text using Quizizz application?**
> **Respondent 1:** *"I like it, because with groups using Quizizz it is much easier for us to identify stories in narrative text"* … (continue to Respondent 2)
> **Respondent 2:** *"I really like group discussions using Quizizz because I can discus about the material with friends"* … (continue to Respondent 3)
> **Respondent 3:** *"I like it, because with group discussions using Quizizz we can exchange opinions from one student to another"* … (continue to Respondent 4)
> **Respondent 4:** *"Yes, I agree, I really like discussing narrative text using Quizizz"* … (continue to Respondent 5)

> **Respondent 5:** *"I like group discussions using Quizizz, because we can share information"* … (continue to Respondent 6)
>
> **Respondent 6:** *"I really like group discussing using Quizizz application"*

Based on the data, it was known that students like being involved in group discussions using the Quizizz application. Students like group discussions using Quizizz to make it easier to identify narrative text stories. Students like group discussions using Quizizz to share information with group friends. Students like group discussions using Quizizz to exchange opinions with other students.

## 8. Conative aspect of participating in learning narrative text using Quizizz application

In the Conative Response aspect, most students participated in learning narrative text using the Quizizz application. All of the students followed the lesson from the beginning until the class meeting finished. This claim can be seen from the following data.

> **Interviewer: Do you participate in learning narrative text using the Quizizz application?**
>
> **Respondent 1:** *"Yes, from start to finish of learning"* … (continue to Respondent 2)
>
> **Respondent 2**: *"My friends and I followed the lesson from start to finish"* … (continue to Respondent 3)
>
> **Respondent 3:** *"Yes, my friend and I followed narrative text learning using Quizizz from start to finish"* ... (continue to Respondent 4)
>
> **Respondent 4:** *"Yes, from the beginning to the end of learning narrative text"* … (continue to Respondent 5)
>
> **Respondent 5:** *"I followed the lesson until it was finished"* … (continue to Respondent 6)
>
> **Respondent 6:** *"Yes, I follow the lessons"*

Based on the data, it was known that students participate in learning narrative texts using the Quizizz application. Most students follow the learning from start to finish, from the first to the third meeting.

## 9. Conative aspect in active in discussion to identify narrative text stories using Quizizz application

In the Conative Response aspect, most students were actively involved in group discussions. Students actively discuss identifying the stories given by the teacher. This claim can be seen from the following data.

> **Interviewer: Do you active in discussions group to identify stories from narrative text using Quizizz application ?**
>
> **Respondent 1:** *"I am actively involved in the group, because I also identify"* …(continue to Respondent 2)
>
> **Respondent 2:** *"I was active in the discussion with my group"* …(continue to Respondent 3)
>
> **Respondent 3:** *"Yes, I am always ready to participate, exchange opinions and together achieve a deeper understanding of the narrative text being studied"* … (continue to Respondent 4)
>
> **Respondent 4:** *"I am very active in doing any task"* … (continue to Respondent 5)
>
> **Respondent 5:** *"I am quite active in discussions with groups"* …(continue to Respondent 6)
>
> **Respondent 6:** *"Yes, I am active in discussions"*

Based on the data, it was known that students stated that they were active in group discussions. Students stated that they were active in taking part in group discussions to identify stories in narrative text. The student stated that he was always ready to participate in exchanging ideas to gain more profound knowledge. These data proved that the students are active in discussions to identify the story in narrative text material using the Quizizz application.

## 10. Conative Aspect in enthusiastic learning narrative text using Quizizz application

In the Conative Response aspect, most of the students were enthusiastic in learning narrative text using the Quizizz application. Students do assignments after being given directions to do it from the teacher. This claim can be seen from the following data.

> **Interviewer: After being given an assignment by the teacher, do you immediately do it?**
>
> **Respondent 1:** "*I enthusiastic about doing the assignment, because I prefer to do the assignment first*" … (continue to Respondent 2)
>
> **Respondent 2**: "*I started working straight away and didn't delay"*…. (continue to Respondent 5)
>
> **Respondent 3**: "*These assignments are an opportunity for me to demonstrate my ability to understand and answer various questions*" … (continue to Respondent 4)
>
> **Respondent 4**: "*Yes, I am very enthusiastic about doing it because I really like the assignment given*" …. (continue to Respondent 5)
>
> **Respondent 5:** "*I am very enthusiastic and I immediately did the task*" …. (continue to Respondent 6)
>
> **Respondent 6:** "*I did the assignment quickly after the teacher gave me a group assignment to identify narrative text stories*"

The data revealed that students enthusiastically learn narrative texts using the Quizizz application.

## 11. Conative aspect of concentration in learning narrative text using Quizizz application

In the Conative Response aspect, most students have different concentration behaviors in learning the narrative text process. There are various types of student focus during group discussions. Some students concentrate on discussing with the group. There are students whose focus is divided because of interference from their friends. There are students who focus more on doing their own assignments than on doing group assignments. This claim can be seen from the following data.

> **Interviewer: Do you lose focus when identifying stories in group discussions?**
>
> **Respondent 1:** "*No, I did it properly and thoroughly"* … (continue to Respondent 2)
>
> **Respondent 2:** "*I just lost focus a little during a group discussion because one of my friends kept talking to me continuously*" … (continue to Respondent 3)
>
> **Respondent 3:** "*I tend to focus more on working on group discussions, there may be some interference from my friends but I can overcome this by focusing more on group discussions"* … (continue to Respondent 4)
>
> **Respondent 4:** "*No, because I want to finish the assignment given by the teacher very quickly*" … (continue to Respondent 5)
>
> **Respondent 5:** "*I had lost focus because of my friend's unique actions*" … (continue to Respondent 6)
>
> **Respondent 6:** "*I focus more on working alone, because if I work in a group the focus is shared with other friends*"

Based on the data, it was known that students have different concentration behaviors in learning the narrative text process.

## Discussion

Based on the data findings, there are three aspects of student responses (cognitive, affective, and conative) in learning narrative texts using the Quizizz application. The following subsections describe the discussions in detail.

### 1. Cognitive Response Aspect

Based on the results of this study, students showed this positive side encouraged knowledge in the learning process. The cognitive response students appeared in students' knowledge

that they (1) understand the generic structure of narrative text material, (2) understand the language features of narrative text material, (3) understand the social function of narrative text, (4) identify specific information in story narrative text. This is supported by the opinion of Zainudin & Zulkiply, (2023), who encountered the Quizizz application influencing students' high levels of motivation and cognitive involvement in learning. This is because the Quizizz application is an effective tool to improve student learning and understanding.

**2. Affective Response Aspect**

At the same time, students showed positive feelings and mental reactions (affective responses) after learning narrative text using the Quizizz application. Most students showed a high level of interest, excitement, and liking in learning narrative texts using the Quizizz application. These findings indicated that affective aspects, such as students' feelings and mental reactions, relate to student involvement, who become more active in class after using the Quizizz application as a learning media in the classroom. Munawir & Hasbi, (2021) had a similar sound. They claimed that the use of the Quizizz application made more students interested in the lesson and encouraged them to do it more ambitiously to succeed.

**3. Conative Response Aspect**

At the same time, students showed positive behavior after studying narrative text using the Quizizz application. The majority of students showed a high level of participation, were active in discussion, had enthusiasm, and were concentrated after the learning process. Fariziah Nur et al., (2021) support the idea that the Quizizz application provides positive behavior that shows students' activeness, participation, and contribution to the learning process. Furthermore, using the Quizizz application to learn narrative text motivates students in the class. This is based on using Quizizz to make students active in discussion, participate, be enthusiastic, and concentrate in class.

Previous research studies support these findings. This is in line with Nurmantara et al., (2023), who stated that almost all of the students participated actively in learning narrative text material using the Quizizz application. They also said that using Quizizz significantly affected students' learning outcomes on Narrative text material. Marleni & Zalika, (2021) voiced that there are significant differences between the students learning narrative text using the Quizizz application and those who are not taught using the Quizizz application. Priyanti et al., (2019) had the same voices that Mobile Assisted Language Learning (MALL) integrated with the Quizizz application significantly affects students' reading comprehension. Thus, the Quizizz application can be an appropriate learning medium for narrative text material. This is proven by the Quizizz application in learning narrative text, which produces students' responses in terms of (cognitive, affective, and conative). In this study, these three aspects of students' responses appeared in research participants. Students' positive feelings and reactions encouraged positive behavior of students in the learning narrative text process. It triggered a better understanding of students' knowledge of students towards learning narrative text. Hence, these three responses play an important role in students' achievement and learning objectives in understanding narrative text material.

## CONCLUSION

Based on the discussion, the researcher concluded that learning narrative text using the Quizizz application involved three aspects of students' responses: cognitive, affective, and conative. In the cognitive aspect, some students understand generic structures, understand language features, understand social functions, identify specific information in stories in learning narrative texts using the Quizizz application. In the affective aspects, some students felt interested, excited, and liked learning narrative text using the Quizizz application. In the conative aspect, some students participate, actively discuss, enthusiasm, and concentrate on

learning narrative texts using the Quizizz application. Thus, the Quizizz application triggered three aspects of students' responses in learning narrative text material. It encouraged students to participate actively in learning narrative text material.

## ACKNOWLEDGMENTS

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