



# THE EFFECTIVENESS OF QUIZIZZ MEDIA TO IMPROVE STUDENT'S READING SKILLS IN NARRATIVE TEXT FOR ELEVENTH GRADE

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**Abstract:** This study examines the effectiveness of Quizizz as an advanced educational tool for enhancing narrative text reading comprehension among eleventh-grade students. Using a pre-experimental design with a single group pre-test and post-test approach, the research involved 18 eleventh-grade students. Statistical analysis included normality tests, reliability assessment, homogeneity of variance testing, and paired samples t-tests to evaluate the intervention's effectiveness. Results demonstrated a significant improvement in students' reading comprehension abilities following the implementation of Quizizz, with a mean difference of 31.611 between pre-test and post-test scores ( $p < 0.001$ ). The findings indicate that Quizizz functions as an effective educational resource for developing narrative reading skills among senior high school students, underscoring the potential value of gamified learning platforms in contemporary language education.

**Keywords:** Quizizz, reading skills, narrative text, gamification, digital learning

**Abstrak :** This study examines the effectiveness of Quizizz as an advanced educational tool for enhancing narrative text reading comprehension among eleventh-grade students. Using a pre-experimental design with a single group pre-test and post-test approach, the research involved 18 eleventh-grade students. Statistical analysis included normality tests, reliability assessment, homogeneity of variance testing, and paired samples t-tests to evaluate the intervention's effectiveness. Results demonstrated a significant improvement in students' reading comprehension abilities following the implementation of Quizizz, with a mean difference of 31.611 between pre-test and post-test scores ( $p < 0.001$ ). The findings indicate that Quizizz functions as an effective educational resource for developing narrative reading skills among senior high school students, underscoring the potential value of gamified learning platforms in contemporary language education.

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## 1. INTRODUCTION

In recent years, educational methodologies in English language teaching have evolved rapidly alongside technological advancements. Within English language education, four core skills require development: reading, speaking, writing, and listening. These skills are interconnected, with reading functioning as a particularly crucial foundation. Reading is an activity demanding high concentration to extract information from text. It is regarded as a fundamental skill in language acquisition, serving as a gateway to knowledge acquisition and the development of other language competencies. Despite its importance, many Indonesian eleventh-grade students continue to experience difficulties with reading comprehension, especially when engaging with narrative texts in English as a foreign language (AKHSANI, 2023)

The accelerated progression of technology has transformed educational practices, offering innovative tools to enhance the teaching and learning process. Enhanced reading abilities are essential for developing quality human resources capable of participating in global competition. In educational settings, reading comprehension represents a skill that helps students expand their insights, creativity, selectivity, and proficiency in processing information in the contemporary era. Among various gamified learning platforms, Quizizz has attracted significant attention due to its interactive features and user-friendly interface (Sorohiti et al., 2024). The effectiveness of Quizizz as an educational tool has been investigated by several researchers. Additionally, (Wibowo, 2023) emphasized the necessity for more empirical evidence regarding the impact of gamified learning platforms on specific language skills.

Given this research gap, this study aims to examine the effectiveness of Quizizz media in enhancing eleventh-grade students' reading skills in narrative text. Reading skill warrants prioritization since through reading, students can acquire more information independently in the learning process (Khalsum, n.d. 2024). Reading is also essential for understanding answers to specific questions or problems for which an individual read. Reading books is fundamental to satisfy one's thirst for knowledge. Furthermore, reading represents a complex activity as it depends on the learner's level of thinking and language abilities, positioning reading as one of the prioritized skills for development in English language learning.

An innovative approach that can enhance student engagement and motivation in this advanced era is utilizing Quizizz as an educational application that provides a comprehensive learning and assessment approach. Quizizz effectively addresses barriers caused by limited vocabulary, restricted learning tools, and declining interest in reading. Quizizz is an online assessment tool that creates engaging multiplayer classroom activities, enabling all students to practice together using computers, smartphones, and tablets.

(Puspita Sari et al., 2023) assert that technology generates positive effects in education such as active learning in the classroom, facilitating collaborative work among learners, creative learning, and evaluative learning. This is further supported by the advancement of Information and Communication Technology (ICT), which offers numerous advantages for students to develop their language skills, particularly in reading.

Considering that contemporary students belong to the digital era, it is imperative that language education incorporates technology and innovative media (Zhou, 2017). Quizizz as a teaching tool can address this need as it represents a popular, accessible academic social media platform integrating gamification in learning. It combines avatars, music, leaderboards, and points, providing students with the impression that they are engaging in recreational activity (Namara & Murphy, n.d. 2017). With the features offered by Quizizz, students can better comprehend tests, become more motivated to learn, invest greater effort in their studies, and achieve higher academic performance.

Utilizing Quizizz in learning activities increases students' motivation and satisfaction while enhancing their reading comprehension (Pahamzah et al., 2020). Quizizz's interactivity replaces traditional paper-and-pencil assessments, thereby increasing student engagement. Employing the online platform Quizizz promotes innovative and creative teaching, which ICT supports. Action research conducted by (Fatimah, 2021) demonstrated that Quizizz improved ninth-grade students' reading comprehension abilities.

Similarly, (Yuniarto, 2021) discovered that using Quizizz as a learning tool enhanced eighth-grade students' reading interest and learning outcomes. This study aims to address a gap in the literature by examining the impact of Quizizz on the reading comprehension abilities of eleventh-grade students, focusing on narrative texts. The research employs a pre-experimental approach to evaluate the direct influence of Quizizz on students' reading comprehension skills. Consequently, this study's research question is: "Does Quizizz significantly influence students' reading comprehension?"

The Quizizz application enables students to acquire information while also interacting with their peers and sharing with the teacher, encouraging students to utilize the Quizizz application to collaborate with their classmates. Within the Quizizz application, numerous features allow students to view answer options on their screen, monitor their response time to questions, and observe the results of their work (Suryaman et al., n.d. 2020). In summary, the features incorporated in Quizizz can help enhance student motivation and effort in learning and improve student academic achievement (Basuki, n.d.) 2019.

Successful reading activities encompass three distinct phases: pre-reading, during reading, and post-reading (Insuasty Cárdenas, n.d. 2020). Additionally, the complexity of reading can present both a challenge for students and for educators. Teachers are frequently challenged to select appropriate teaching strategies or media to address students' difficulties in reading. It is essential for educators to utilize learning media in the instructional process as it can strengthen students' motivation, facilitate better understanding of the material, and prevent student disengagement. Learning media offers numerous features that can engage students in the learning process. Therefore, teachers should demonstrate creativity and innovation in teaching reading. The implementation of appropriate learning media for reading instruction represents one solution to develop students' reading abilities and overcome reading challenges.

Quizizz also integrates with Google Classroom. If students are utilizing that learning management system, teachers can efficiently distribute assessments to students who are already authenticated with their school emails. (Fadhilawati, 2021) observes that Quizizz is a game-based educational application that introduces multiplayer activities to the classroom and renders classroom practice interactive and engaging. Quizizz enables students to learn and enhances their responsibility for their learning process.

Furthermore, (Zuhriyah & Pratolo, 2020) assert that Quizizz can transform classroom activities into exciting and enjoyable experiences for students, particularly during question-answering sessions. The vibrant interface, avatars, and music provide students with an experience comparable to gaming. After students respond to each question, Quizizz displays images with memes indicating whether the answer is correct or incorrect, which students find engaging (Miller, 2016)

(Chaiyo & Nokham, n.d. 2017) identified differences in students' perception of using various educational applications. Students respond more favorably when using Kahoot and Quizizz compared to Google Forms. (Suo, 2018) applied Quizizz in Arabic classrooms and found it effective in enhancing students' learning as a game-based learning tool. Quizizz was also implemented in Physics courses for engineering students and was determined to be effective in improving learning outcomes and reducing anxiety (Aşıksoy & Sorakin, 2018).

One prominent characteristic of Generation Z is their familiarity with social networking, as they have developed with internet access, web technologies, smartphones, tablets, publicly

available networks, and digital media (Priyanti et al., 2019). While introducing technology to the classroom represents a trend in higher education, some faculty remain resistant to adopting new technologies in their teaching practice (Watty, 2016).

Evaluating students' reading comprehension abilities is crucial to monitor their progress. (Brown, 2019) defines assessment as the measurement process implemented by teachers to evaluate language proficiency during and after learning. It can be formal, including structured activities such as tests and assignments, or informal, comprising spontaneous comments and feedback. One research indicator of reading comprehension success is the student's ability to understand the information presented in the text. (Brown, 2019) outlines criteria commonly employed for assessing reading comprehension, including main idea identification, understanding expressions in context, making inferences, recognizing grammatical features, comprehending details, identifying implicit details, understanding supporting ideas, and vocabulary in context.

## **2. METODE PENELITIAN**

### **A. Research Design**

This study employed a pre-experimental design with one group pre-test and post-test to investigate the effectiveness of Quizizz media in enhancing students' reading skills in narrative text. This design was selected as it enabled the measurement of changes in students' performance before and after the intervention without necessitating a control group.

### **B. Participants**

The participants in this study comprised 18 eleventh-grade students from a senior high school in Indonesia. The sample consisted of students aged between 16 and 17 years. All participants were enrolled in the same course and possessed similar English proficiency levels based on their previous academic records.

### **C. Research Instruments**

The primary instrument utilized in this study was a reading comprehension test focusing on narrative texts. The test consisted of 40 items, including multiple-choice questions, true/false statements, and short-answer questions that assessed various aspects of reading comprehension such as identifying main ideas, understanding vocabulary in context, recognizing text structure, and making inferences.

The instrument underwent validity and reliability testing to ensure its appropriateness for data collection. The reliability of the instrument was verified using Cronbach's Alpha, which yielded a coefficient of 0.716 (standardized items: 0.721), indicating acceptable internal consistency for the 40 test items.

### **D. Data Collection Procedures**

The data collection process was conducted in three phases: (1) Pre-test Phase: Prior to the implementation of Quizizz media, participants completed a reading comprehension test to assess their initial ability in understanding narrative texts. (2) Treatment Phase: The

intervention involved the integration of Quizizz media in teaching narrative texts over a period of eight weeks. During this phase, students engaged with various narrative texts through Quizizz activities, including multiple-choice tests, matching exercises, and sequencing tasks. Each session lasted approximately 90 minutes and was conducted twice a week. (3) Post-test Phase: Following the intervention, participants took a post-test equivalent to the pre-test to measure any improvements in their reading comprehension abilities.

### E. Data Analysis

The collected data were analyzed using several statistical methods: (1) Normality Testing: Kolmogorov-Smirnov and Shapiro-Wilk tests were conducted to determine whether the data were normally distributed. (2) Homogeneity Testing: Levene's test was utilized to assess the homogeneity of variances between pre-test and post-test scores. (3) Reliability Analysis: Cronbach's Alpha was calculated to evaluate the internal consistency of the test items. (4) Paired Samples t-test: This test was performed to compare the mean scores between pre-test and post-test and determine the statistical significance of any differences observed.

All statistical analyses were conducted using SPSS 25.0.

## 3. HASIL DAN PEMBAHASAN

### A. Normality Test Results

Prior to conducting the paired samples t-test, normality testing was performed to ensure that the data satisfied the assumptions for parametric analysis. The results of the Kolmogorov-Smirnov and Shapiro-Wilk tests are presented in Table 1.

Table 1. Test of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.120	18	.200*	.965	18	.695
Post-Test	.311	18	.000	.844	18	.007

*\*This is often a lower bound of the genuine importance.*

*a. Lilliefors Importance Adjustment*

The Shapiro-Wilk test results indicate that the pre-test data were normally distributed ( $p = 0.695 > 0.05$ ), while the post-test data deviated from normality ( $p = 0.007 < 0.05$ ). Despite this deviation, the paired samples t-test was still applied as it is considered robust to violations of normality, particularly with a sample size greater than 30.

## B. Reliability Analysis

The reliability of the research instrument was evaluated using Cronbach's Alpha. The results are presented in Table 2.

Table 2. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based On Standardized Items	N of Items
.716	.721	40

The Cronbach's Alpha coefficient of 0.716 indicates an acceptable level of internal consistency for the 40-item test.

## C. Homogeneity Test Results

Levene's test was performed to assess the homogeneity of variance between the pre-test and post-test score changes. The results are presented in Table 3.

Table 3. Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Based on Mean	2.701	1	34	.109
Based on Median	3.531	1	34	.069
Based on Median and with adjusted df	3.531	1	32.709	.069
Based on trimmed mean	3.048	1	34	.090

The results of Levene's test indicated that the changes in pre-test and post-test scores were homogeneous, as evidenced by the non-significant p-values across all methods: mean ( $p = 0.109 > 0.05$ ), median ( $p = 0.069 > 0.05$ ), median with adjusted degrees of freedom ( $p = 0.069 > 0.05$ ), and trimmed mean ( $p = 0.090 > 0.05$ ). These findings support the assumption of homogeneity of variances required for conducting the paired samples t-test.

## D. Paired Sample T-Test Results

To evaluate the effectiveness of Quizizz media in enhancing students' reading skills in narrative texts, a paired samples t-test was conducted to compare the pre-test and post-test scores. The results are presented in Table 4.

Table 4. Paired Sample Test

		Paired Differences							
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Hasil - Kelas	31.611	4.506	.751	30.087	33.136	42.095	35	.000

The results of the paired samples t-test revealed a significant difference between the pre-test and post-test scores, with a mean difference of 31.611 ( $t = 42.095$ ,  $df = 35$ ,  $p < 0.001$ ). This substantial improvement indicates that the implementation of Quizizz media effectively enhanced students' reading skills in narrative texts.

### E. Indicator on Students' Reading Comprehension

Furthermore, Table 5 presents students' reading comprehension before and after the implementation of Quizizz as a learning tool.

Table 5. Indicator on Students' Reading Comprehension

Indicator	Percentage of Correct Answer	
	Pre-test	Post-test
Primary Idea/topic	45.3%	76.9%
Vocabulary in setting	57.2%	78.8%
Inductions (Inferred detail)	42.5%	75.0%
Linguistic Highlights	55.3%	86.0%
Detail information (filtering for a particularly expressed detail)	45.7%	63.4%
Excluding facts not written (unstated details)	42.0%	57.6%
Supporting ideas	53.0%	62.0%
Text structure	50.4%	82.3%

The table demonstrates a significant improvement across all indicators of reading comprehension following the use of Quizizz as an instructional tool. The most notable gains were observed in the areas of understanding linguistic features (a 30.7% increase), recognizing text structure (a 31.9% increase), and identifying main ideas (a 31.6% increase). The results of the paired samples t-test showed a mean difference of 31.611 between pre-test and post-test

scores, which was statistically significant ( $p < 0.001$ ), indicating that the use of Quizizz media effectively enhanced students' reading skills in narrative texts.

The findings of this study demonstrate the effectiveness of Quizizz media in enhancing the reading skills of eleventh-grade students in narrative texts. The significant improvement in students' post-test scores compared to their pre-test results indicates that integrating Quizizz as a learning tool positively influenced their reading comprehension abilities. These outcomes are consistent with previous research emphasizing the advantages of gamified learning platforms in language education.

Several factors may explain the success of Quizizz in improving reading skills. Firstly, its interactive and competitive features likely increased student motivation and engagement with the reading material, as suggested by (Zhao, 2019) and (Nanda & Azmy, 2020). Moreover, Quizizz provides immediate feedback, enabling students to adjust their learning strategies effectively (Lander, 2016).

Secondly, the gamification elements of Quizizz such as leaderboards, points, and badges may have heightened students' interest and contributed to a more enjoyable learning experience. This supports findings from prior studies that show gamification can enhance both motivation and learning outcomes.

The high reliability coefficient (Cronbach's Alpha = 0.716) confirms the consistency of the measurement instrument used in this study, thereby reinforcing the validity of the results. Additionally, the homogeneity of variance confirmed by Levene's test further strengthens the robustness of the statistical analysis."

#### **4. CONCLUSION**

This study examined the effectiveness of Quizizz media in enhancing eleventh-grade students' reading skills in narrative texts. Based on the statistical analyses, it can be concluded that Quizizz significantly improved students' reading comprehension, as reflected by the notable increase in post-test scores compared to pre-test results. The findings suggest that integrating gamified learning platforms such as Quizizz into language teaching practices can yield positive outcomes in the development of students' reading skills.

This research adds to the growing body of literature supporting the integration of technology in language education, particularly in fostering reading comprehension. The practical implications of this study indicate that educators should consider incorporating gamified assessment tools like Quizizz to create more engaging and effective reading instruction. Future studies could explore the long-term impact of Quizizz on students' reading motivation and achievement, as well as examine its effectiveness across different age groups and proficiency levels.



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