

THE USE OF QUIZZIZ IN TEACHING READING COMPREHENSION FOR THE FIRST-GRADE STUDENTS

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Abstract: This research examined the effectiveness of Quizizz in improving the reading comprehension of first-grade students at SMP N 05 Waesama Ambon. The research used a quantitative approach with a pre-test and post-test single-group design. The instrument was a multiple-choice reading comprehension test focusing on descriptive texts and observations focused on student attitudes, motivation, participation, and engagement during the learning process using Quizizz. The sample consisted of 31 students in the academic year 2025. (the research instrument was a reading test). The results showed an increase in students' reading comprehension. The mean pre-test score was 49.100, while the mean post-test score rose to 83.300. Statistical analysis using a paired samples t-test showed a significant difference, (2-tailed) value of $0.000 < 0.05$, indicating a significant difference between pre-test and post-test results, which is included in the good category. These results imply that Quizizz was effective in improving students' reading comprehension

Keywords: Effectiveness, Reading Comprehension, Quizizz

1. INTRODUCTION

English is a global language. According to [babbel.com](https://www.babbel.com), English is spoken by more than 1.5 billion speakers from the latest data in 2024. English is the official language in many countries, including the United States, United Kingdom, Canada, Australia, and New Zealand (Auliya, 2022). English is also one of the subjects taught at the junior high school level. In English learning, reading skills play an important role because it is the basis for understanding various types of texts used in English learning activities. However, there are several problems that research found during observations of SMP Negeri 05 Waesama Ambon. Most students have difficulty understanding English texts due to limited reading comprehension. So, they seem bored in class because the conventional teaching methods used in the classroom inclination to rely heavily on textbooks and teacher explanations, which often made the learning process monotonous and less interactive. In addition, many students answered carelessly or did not respond to English text questions. Other challenges include low motivation and interest in learning, the need for interactive and interesting learning media, and difficulties in understanding reading materials. Solutions From the problems above, this research uses the Quizizz as an effective learning media to improve students' reading comprehension of SMP Negeri 05 Waesama Ambon.

According to Pardon (2004), Reading is a process which is done by the readers to get a message, to be delivered from authors with an intermediary media words or writing. Besides, reading is a process done and used for the reader to find out messages that use the author of words or written language. Reading is also needed to know the answers to a particular question or issue for which someone reads. To satisfy one's

thirst for knowledge, reading books is necessary, and most of the books are in English (Nurdevi Bte, 2018).

Technology has changed the way we live, work and learn. In the ever-growing digital era, the use of learning media has become an important aspect in the world of education. Effective learning media can help improve the quality of learning and facilitate the teaching and learning process (Nurshakilah, 2022). One of the tools that makes learning interesting with various available features is Quizizz. Quizizz an online game-based learning platform that offers interactive quizzes with features such as real-time feedback, leader boards, avatars, memes, and background music. These elements can create a fun and competitive learning atmosphere, encouraging students to participate actively and stay motivated.

Designing effective reading instruction is essential for teachers to improve students' comprehension skills. an interactive quiz application that allows teachers to monitor student progress in real time. With engaging game features, Quizizz makes learning more enjoyable and encourages active participation. It also supports discussion, critical thinking, and collaboration among students, creating a dynamic classroom atmosphere. Its compatibility with mobile devices makes it easily accessible anytime, enabling learning both inside and outside the classroom. Therefore, Quizizz serves as an effective solution to enhance reading comprehension of SMP Negeri 05 Waesama Ambon.

Due to the issues mentioned earlier, the research sought to investigate the effectiveness of using Quizizz as an interactive learning tool for teaching reading. Quizizz helps students assess their understanding and learning progress by displaying scores immediately after answering questions (Serliah Nur, 2020). Although this application can enhance learning outcomes, its effectiveness in improving students' reading skills still requires further research. Therefore, this study seeks to evaluate the use of Quizizz in teaching English reading of SMP Negeri 05 Waesama Ambon.

2. LITERATURE REVIEW

2.1. Reading

Brown (1996) states that reading can change the affective domain. "Love" of reading has driven many students to successfully master reading skills. Autonomy obtained through learning or sealing strategies has proven to be a strong motivator not to mention the affective power of reading itself. Reading is a kind of communication where writers convey their through written material, which is subsequently interpreted by readers (Indahyanti et al., 2023). The purpose of reading lies in perceiving and comprehending the textual information, accurately writing or pronouncing the words within the text, articulating, acquiring knowledge, and making predictions. According to Hornby, Reading encompasses the cognitive processes involved in comprehending, refining, and sustaining the meaning derived from written text. Given the existence of several procedures and the varying degrees of involvement in reading used books, the term utilized must be flexible enough to encompass these variations and levels (Indahyanti et al., 2023).

2.2. Descriptive Text

Descriptive text is the text that describes the characteristic of something. Wyrick (1999: 227) states that “the writer of description creates a word picture of person, place, objects, and emotions using a careful selection of detail to make an impression on the reader”. From the information above, the researchers got the conclusion that the descriptive text is a kind of texts which describes the characteristics, definition about something, object, certain places or person (Sartika & Nurdin, 2019).

The generic structure of descriptive text is identification and description. Some lexicogrammatically features of description are: 1). Focus on certain Participants, 2). Use of Attributive Process and Identification, 3). Frequent use of Epithet and Classification in nominal groups, 4). Use of simple present tense Identification as the first generic is the focus of this study. Identification is to identify the phenomenon that needs to be explained. Identification is the first clause in descriptive text. In formulating ideal identification in descriptive text, tokens (subjects or participants) must be specific. The process (verb or predicate) must be relational identification.

Gerot and Wignel (1994, p.43) states that descriptive text aims to describe something, a person, or a particular place that shows the reader the physical appearance of the thing clearly. From the definition above, the author concludes that descriptive text is a text that aims to describe certain things, such as people, places, even units of days, time, or reasons. Descriptive text is a part of the text that describes a particular person, place, or thing. Meanwhile, descriptive text is a type of text that is used to describe what something looks like (Yunita Siregar, 2022).

2.3. Quizizz

Quizizz is an educational software which is used in classes, group assignments, pre-test reviews, formative assessments and pop quizzes. Quizizz is an effective learning medium for learning languages in a relatively fast, relatively simple, and relatively fun way. All this relativity depends on the user's level of interest and motivation to learn English. (Chairil Imran & Tuajo, 2023). Quizizz provides real-time updates of student progress, allowing teachers to customize each learning activity. Lastly, teachers can combine question types in any order. The app can be used to decide on the use of timers and also leader boards or even provide a list of questions and correct answers at the end of the quiz. At the end of the quiz, Quizizz provides teachers with excellent feedback on how their students performed on the quiz (Kristiani, 2021).

Quizizz is quite easy to use, this application is available for both laptop and gadget users so that it is easy to access according to user needs. In addition to the advantages, Quizizz is also equipped with features that make it easy to use. Quizizz has a feature design for live quizzes so that it can prevent students from going back to the previous question, display memes and give powerups so that quizzes become more fun, easy to access, and there is no additional cost to be able to use all of its features, a positive perspective can affect learning/teaching outcomes in the long term (Mursidin & Nurjannah, 2021).

3. METHODS

This research utilizes a pre- experimental design. Specifically, it employs a “one – shot case study” or “single group pre-test – post-test design”. In this pre- experimental method, the research only measures before and after treatment in one group of subjects without a control group. Creswell (2012) states that pre – experimental is used to test the impact of treatment on group without a control group. This research evaluated the use of Quizizz application in teaching reading comprehension by conducting pre-test and post-test, as well as statistical analysis to compare students learning outcome before and after using Quizizz (Creswell, 2012).

In this research, the data obtained from the results of the pre-test and post-test of students analyzed using SPSS to determine whether the use of Quizizz is effective in improving students' reading skills. The research conducted a descriptive analysis. This analysis aims to determine the average value (mean), the highest value, the lowest value, and the standard deviation of the students' test results. Research also used the paired sample t-test to see if there is a significant difference between the pre-test and post-test results in the same group.

4. RESULTS

4.1. The Total Scores of The Students' Reading Comprehension

It could be observed that the learning outcomes of the first-grade students at SMP Negeri 05 Waesama were assessed based on the total pre-test and post-test scores. Subsequently, these scores were entered into the SPSS application. In this case, the aim was to determine the students' reading comprehension learning outcomes. The results of the students' learning could be seen in the following table.

Table 4.1 One-Sample Statistics

		N	Mean	Std. deviation	Std. error mean
Pair1	Pre-Test	30	49.1000	10.51551	1.91986
	Post-Test	30	83.3000	6.80846	1.24305

Based on the table above, it could be seen that the maximum pre-test score obtained by the students was 73, while the minimum score was 33. The mean score was 49.1 with a standard deviation of 10.51551 and a standard error of 1.91986. On the other hand, the maximum post-test score obtained was 93, while the minimum score was 70. The mean score was 83.3 with a standard deviation of 6.80846 and a standard error of 1.24305.

4.2. The Sig. (2-tailed) Value

Table 4.2 One-Sample Statistics

	T	Df	Sig. (-2 tailed)	Mean	95% confidence interval of difference	
					Lower	Upper
Pre-Test	-25.575	29	0.000	-49.10000	-45.1734	-53.0266
Post-Test	-67.013	29	0.000	-83.30000	-80.7577	-85.8423

The Sig. (2-tailed) value was $0.000 < 0.05$. Therefore, H_0 was rejected and H_1 was accepted. Thus, it could be concluded that there was a significant difference in the average scores between the pre-test and post-test, indicating that the Quizizz application enriched the English reading comprehension of the first-grade students of SMP Negeri 05 Waesama. Apart from comparing the significance p-value (Sig.) with the probability value of 0.05, another method for testing the hypothesis in the one-sample t-test was by comparing the value of t (t count) with the t-table. Based on the "One-Sample Test" output table above, it was known that the t count value was negative, which was -25.575 . The t count was negative because the mean score of the pre-test was lower than the mean score of the post-test. In cases such as this, the negative t count could be treated as positive. Thus, the value of t count became 25.575. The next step was determining the t-table value, which was obtained based on the df (degrees of freedom).

5. DISCUSSION

This research aimed to explore the effectiveness of using Quizizz to improve the reading comprehension of first-grade students at SMP Negeri 05 Waesama Ambon. The results of the research indicated that the use of Quizizz provided a significant improvement in students' reading comprehension. The increase in scores from an average of 49.1 on the pre-test to 83.3 on the post-test demonstrated that the interactive features of Quizizz such as immediate feedback, leader boards, avatars, and game-like elements were effective in enhancing students' motivation, participation, and focus when learning to read descriptive texts. The observation findings also showed an improvement in students' engagement, activeness, and confidence during the learning process. These results were consistent with the theories mentioned earlier (Vygotsky, 1978; Bandura, 1997). Vygotsky stated that learning improved when students interacted and worked together, which made them more active in class. Meanwhile, Bandura explained that confidence grew when students experienced success and received positive feedback. Quizizz supported these principles by providing real-time scores, progress indicators, and correct-answer notifications that allowed students to see their improvement. In addition, the learning activities using Quizizz were conducted over eight meetings. Each meeting

helped students improve their reading skills by giving them repeated practice and quick feedback. During these eight meetings, students became more enthusiastic and better at answering descriptive text questions.

These results were consistent with previous studies (Zuhriyah, 2020; Pertiwi, 2022; Rasyid, 2021), which stated that Quizizz not only increased motivation but also had a significant impact on learning outcomes. The findings of this research strengthened constructivist and multimedia learning theories (Vygotsky; Mayer), which emphasized the importance of interaction, feedback, and visual stimuli in building comprehension. However, this research had several limitations, including the absence of a control group, the possibility of students cheating due to the online format, and the use of materials limited only to descriptive texts. The research question in this study was whether the use of Quizizz could improve the reading comprehension skills of seventh-grade students at SMP Negeri 05 Waesama Ambon. The findings clearly answered this question, showing a significant improvement following the implementation of Quizizz in the learning process. The research objective to determine the effectiveness of Quizizz in developing students' reading comprehension was fully achieved, as evidenced by the score improvements, increased motivation, and greater student engagement during the learning activities. Thus, the results of this study not only addressed the research problem but also reinforced the relevance of incorporating interactive technology in English language teaching.

6. CONCLUSION

It could be concluded that the use of Quizizz at SMP Negeri 05 Waesama had a positive effect on improving students' reading comprehension. This research contributed by demonstrating that Quizizz was an effective learning medium for enhancing students' reading comprehension, particularly in understanding descriptive texts. The use of interactive and gamified features created an enjoyable and competitive learning atmosphere, enabling students to become more motivated, more active, and better prepared to understand the material. The significance of this achievement was evident from the clear improvement between the pre-test and post-test scores, supported by observation findings that showed notable enhancements in students' learning behaviour. This research also provided initial recommendations for teachers to utilize Quizizz in English language instruction, especially for materials requiring strong reading comprehension. Furthermore, future research was encouraged to employ a control group, apply the intervention at different educational levels, or explore other language skills such as listening, writing, or vocabulary to obtain a more comprehensive understanding of its overall effectiveness.

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