

Gamifying Reading: Using Quizizz to Boost EFL Students' Narrative Text Skills

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Abstrak

Penelitian ini bertujuan untuk menguji efektivitas penggunaan aplikasi Quizizz dengan teknik gamifikasi dalam meningkatkan pemahaman membaca siswa, khususnya dalam memahami teks naratif. Penelitian ini menggunakan desain kuasi-eksperimental dengan melibatkan dua kelas di Madrasah Aliyah yang berlokasi di Sidoarjo, Jawa Timur. Kelompok eksperimen menggunakan media pembelajaran Quizizz, sedangkan kelompok kontrol menggunakan metode pembelajaran konvensional. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam pemahaman membaca pada kelompok eksperimen dibandingkan dengan kelompok kontrol. Penerapan elemen gamifikasi seperti poin, avatar, papan skor, dan umpan balik instan terbukti mampu meningkatkan motivasi, keterlibatan, dan hasil belajar siswa. Temuan ini menunjukkan bahwa integrasi media pembelajaran berbasis teknologi dan gamifikasi seperti Quizizz merupakan strategi yang efektif untuk meningkatkan kemampuan membaca siswa dalam pembelajaran bahasa Inggris, terutama pada teks naratif.

Abstract

This study aims to examine the effectiveness of using the Quizizz application with gamification techniques to improve students' reading comprehension, particularly in understanding narrative texts. The research employed a quasi-experimental design involving two classes at a school in Sidoarjo, East Java. The experimental group used Quizizz as a learning medium, while the control group used conventional teaching methods. The results showed a significant improvement in reading comprehension in the experimental group compared to the control group. The application of gamification elements such as points, avatars, leaderboards, and instant feedback successfully increased students' motivation, engagement, and learning outcomes. These findings indicate that integrating technology-based gamified learning tools like Quizizz can be an effective strategy for improving students' reading comprehension in English, especially in narrative texts.

Keywords

Quizizz;
Reading
Comprehension;
Gmification; Narrative
Text; English Language
Learning

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10.37058/metaedukasi.

Introduction

In today's modern era, technology has become an inseparable part of the education world. It enables the creation of more interactive and flexible learning methods, particularly in the context of learning English. Current technological developments have significantly changed the way people learn, including how English is taught and studied (Ayu, 2020; Pratama, M,R; Rahman, 2023; Taufiq & Megawati, 2023). In secondary education, there has been a clear shift from traditional teaching methods such as relying solely on textbooks and blackboards—toward more innovative approaches. These conventional methods may no longer be sufficient to meet the demands of an increasingly digital generation (Melati et al., 2023; Taufiq et al., 2021).

Consequently, teachers are required not only to be proficient in using digital tools but also to develop engaging and innovative instructional media, particularly for teaching English. In Indonesia,

English is a compulsory subject at the school level and is further studied in higher education through English literature and education programs. As part of English learning, students are expected to acquire competence in four key language skills: listening, speaking, reading, and writing. Among these, reading often presents significant challenges for learners. Yet, reading is a vital component of daily life, as it serves as a primary means of accessing specific and relevant information.

Reading is a cognitive process where readers extract information from a text and interpret it from various perspectives. To read effectively, learners must pay close attention to the content and go beyond the surface to understand the writer's intended meaning (Nanda et al., 2018; Putra & Taufiq, 2024) (Fatimah, 2022). Reading not only provides new information and ideas but also helps enrich students' understanding of the English language. Furthermore, reading helps maintain brain function by encouraging thinking, evaluating problems, and discovering new insights.

Despite its importance, reading comprehension is still a major challenge for many students. Based on preliminary observations conducted by the researchers at a senior high school, students' low reading comprehension scores were due to limited vocabulary, lack of understanding of sentence meaning, and difficulty identifying main ideas. These challenges made students feel uncomfortable and less motivated to engage in English learning.

To address this issue, the researchers introduced the use of narrative texts through the Quizizz application with a gamification approach. In addition, reading difficulties also pose challenges for teachers, many of whom are uncertain about which learning method or media to use to help students improve their reading comprehension (Pradnyadewi & Kristiani, 2021)

Based on the pre-observation conducted by the researchers at the Senior High School, the low reading comprehension score is due to the fact that they do not know the meaning of sentences and the lack of English comprehension which does not encourage students to understand the text deeply and cannot reach the main idea and cannot answer questions about what they read. These reasons lead students to feel uncomfortable in learning English. Therefore, the researchers used narrative text reading to improve students' understanding in finding information from a text with the Quizizz application using gamification technique.

In addition, difficulties in reading can be a significant challenge for students, as well as a problem for teachers. Many teachers feel confused in choosing the right learning method or medium for help students overcome obstacles in reading (Pradnyadewi & Kristiani, 2021). Asmara said the fact that many components use english shows the importance of collaboration between learning objectives and technology-based media, both through learning application and game applications. Today, we are witnessing rapid developments in the field of education in indonesia, which is in line with technological advancement (Asmara et al., 2022).

The Quizizz application is one of the widely used interactive learning platforms that supports quiz-based activities in the classroom. It enables teachers to monitor students' progress, particularly in reading skills (Pradnyadewi & Kristiani, 2021).. To address the challenges in reading comprehension, this study applies the Quizizz platform by incorporating gamification techniques.

Gamification refers to the integration of game design elements into non-game contexts to engage participants and encourage positive behaviors. Technological advancements have facilitated the use of gamified features in educational settings, providing new approaches for teachers to enhance lesson delivery and student involvement (Ab. Rahman et al., 2018). Various gamification strategies—such as points, rewards, badges, leaderboards, challenges, levels, and instant feedback—have been successfully implemented to enrich the learning experience. Incorporating these techniques into the curriculum can foster greater student engagement and motivation by appealing to their sense of competition and achievement (Alomari et al., 2019).

For this research, the narrative texts is appropriate text to be applied becomes the importance factor to Quizizz (Marleni & Zalika, 2021). And because based on the curriculum the next learning is narrative text. There are four types of narrative text; Fable, Legend, Folktale and Fairy Tale. The

phenomenon that have been found in Senior High School were the difficulties on understanding and comprehending the narrative text. Moreover, the students' difficulties on determining the topic or main idea, finding supporting details, identifying the generic structure, finding reference, and making inference (Ratnasari et al., 2019). A narrative text related to various problems that lead to the climax, always deals with some problems which lead to the climax, then develops into a solution to the issue at hand. The text consists of orientation, complications or problem, and resolutions. Although students are expected to understand this text, many of them have difficulty in achieving it. (Marzona & Ikhsan, 2019). According to Latifa and Manan (2018:249), "Narrative texts is a written text contained a message which is aimed to make the reader understand meaning of the story." Narrative text is suitable to make students interested and curious about the meaning of the text (Marleni & Zalika, 2021).

Previous research has shown that the use of Quizizz is categorized into one of the ICT tools which used as learning media in teaching reading to improve students' reading skill (Pradnyadewi & Kristiani, 2021). Another research also used Quizizz for high school English subjects. And in it I give pictures and audio so that students are more interested in learning English especially in Reading ability (Firmansah et al., 2022). Then the last research to describe the improvement of the students' reading skill by using Quizizz. It was conducted on Classroom Action Research in two cycles (Dashela & Mustika, 2023).

For this reason, the researchers decided to conduct this study to measure the effectiveness of the Quizizz application using gamification techniques to improve students in reading comprehension. Based on the findings from previous studies that examined the use of Quizizz to improve students reading comprehension. Therefore, the purpose of this study to measure the effectiveness of the Quizizz application using gamification techniques is an effective instrument to improve the reading comprehension ability of students participating in higher education.

Method

Research design

In this study, researchers used quasi experimental quantitative research design. This design was chosen because it provides a balance between experimental control and flexibility in research in a natural environment. This design is expected to provide significant and relevant results, which can be used to develop more effective learning methods in the future. At the time of treatment, both classes will first take a pre-test without learning media. Then after that, treatment will be given to the experimental class by applying Quizizz application using gamification techniques and for the control class is given treatment with conventional methods or not using the Quizizz application. Then the post-test will be given to both classes as a final test to determine the significant effect of the application of Quizizz application using gamification techniques in the experimental class.

Table 1. Experimental of Research Design

E	O₁	X	O₂
C	O₁	X	O₂

E: Experimental Group

C: Control Group

O1: Pre-Test

X: Treatment

O2: Post-test

Population

This research was conducted at Madrasah Aliyah school located in Candi, Sidoarjo with a sample of class X students with a total of 48 students. There are 2 classes, namely class X-A and class X-B and both will be sampled. One of the classes, class X-B, is used as an experimental group that is treated with a quiz application using gamification techniques to improve reading comprehension and the other class, class X-A, is used as a control group that is given ordinary conventional learning. Several factors influence the selection of classes such as teachers, materials, learning time, number of students and the same learning media.

By using a quasi experimental design, researchers can directly compare the improvement of reading comprehension in students. The experimental group will get treatment by applying the Quizizz application using gamification techniques with narrative text material, then the control group only uses ordinary conventional learning or without using the Quizizz application.

Table 2. Sample of the Research

No.	Class	Sample
1.	X-A	24
2.	X-B	24
Total		48 Students

Instrument

Researchers use data instruments through tests. Pre-test and post-test are two types of tests conducted. The instrument of this research was reading test in multiple choice form. The pre-test was given to the control and experimental classes to assess students' ability and reading comprehension in narrative text before receiving treatment, while the post-test was given to the control and experimental classes after receiving treatment. In this study, the experimental group was given treatment in the form of the Quizizz application using gamification techniques with narrative text as the material. Researchers use experiments to test the effects of altering one variable on another while taking the external environment into account. Both the Quizizz app and the reading comprehension test results of narrative text with multiple choice questions are regarded as independent variables. It is considered that the behavior of reading comprehension ability is the dependent variable.

Data Collection and Procedure

Before the researchers conducted this study, they asked permission from the school to conduct research at the school. After getting permission, the researchers interviewed the English teacher about the objectives, schedule, and the two classes chosen for the study. The researchers also needed several meetings to get the data.

The data collection process is carried out in three stages: (1) Pre-test stage: Before the application of Quizizz media, the participants complete a reading comprehension test to assess their initial ability in Understand narrative texts. (2) Treatment Phase: The intervention carried out includes the integration of Quizizz media in the teaching of narrative texts. through Quizizz activities, including multiple-choice tests, practice questions and group assignments. (3) Post-test Phase: After the intervention, participants took a post-test equivalent to the pre-test to measure the improvement in their reading comprehension ability (Allodya et al., 2025).

Pre-Test

A pre-test will be conducted on both groups to measure initial reading skills using multiple choice questions about narrative text. This test is conducted before students get treatment. The steps are as follows:

1. Test Instructions

contains several practice questions that are in accordance with the material that has been taught previously using multiple choice questions. Test instructions were provided to improve students' cognitive and understanding (Maghfiroh & Rahma, 2024). The following is a pre-test design adopted from (Anam, n.d.).

Treatment

Table 3. Treatment

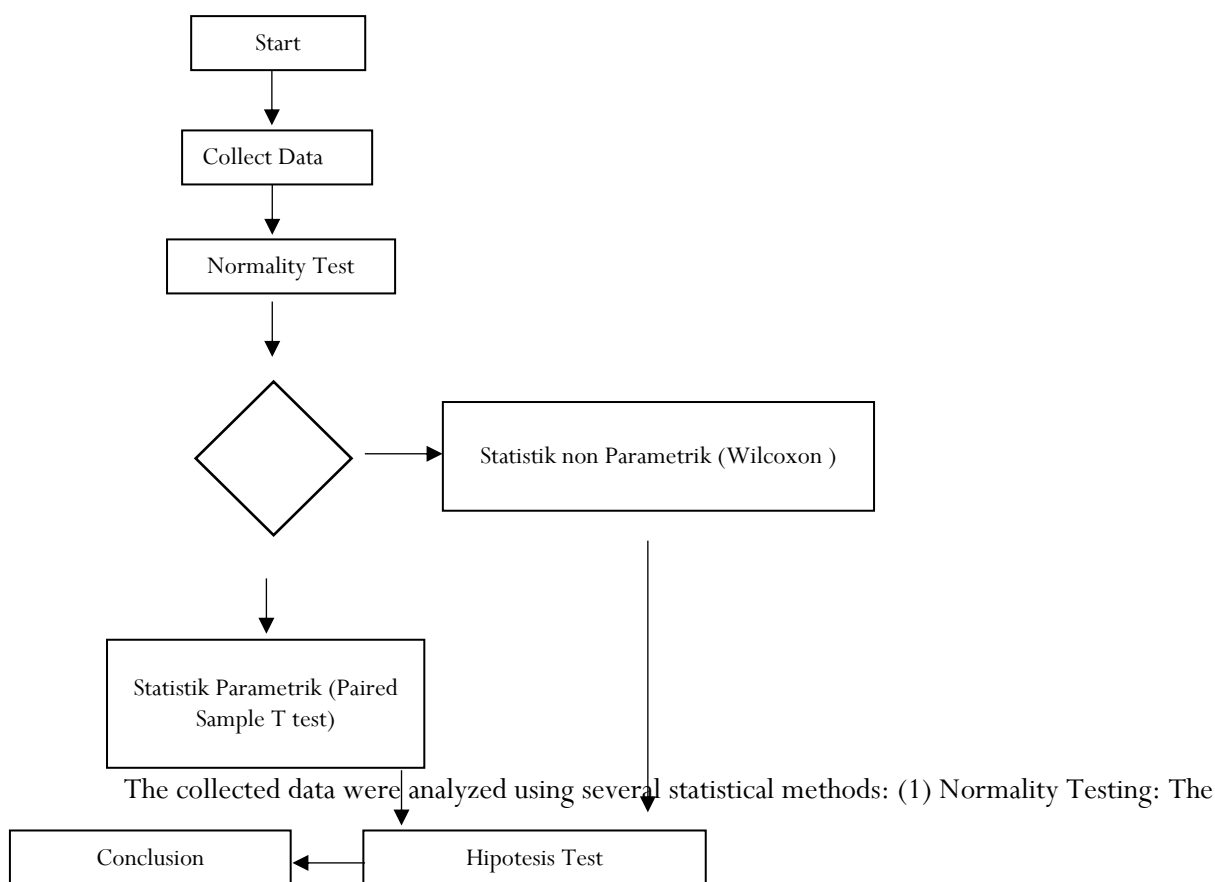
Experiment Class	Control Class
<ul style="list-style-type: none"> The teacher explains the learning objective, which is narrative text. Then the teacher first explains what narrative text is and its structure. The teacher explains how to play Quizizz The teacher explains the meaning, purpose, and structure of Narrative. Teacher explains how to play Quizizz with gamification The teacher instructs students to scan the Quizizz barcode The teacher instructs students to group into sections Students work in groups to identify the structure of Narrative Text in the given text. <p>Presentation of group analysis results and discussion with the class.</p> <p>https://quizizz.com/admin/quiz/67d7b585882835104ff0c5f2?createQuestion=COMPREHENSION&tab=questions</p> <ul style="list-style-type: none"> Students are asked to access Quizizz through the link/code provided by the teacher. Practice multiple choice questions about the structure, linguistic characteristics, and content of Narrative Text. <p>https://quizizz.com/admin/quiz/67a6e280711f9233a4d37597?searchLocale=</p> <ul style="list-style-type: none"> The teacher displays the leaderboard / score board to encourage students to catch up with the score between students and other students (gamification). 	<ul style="list-style-type: none"> Teacher determine the learning objectives, namely narrative text. So the teacher first explains what narrative text is and its structure. Teacher explain how to find the main idea and understand vocabulary and Analyze, infer meaning, and evaluate social functions, text structure. The material taken is narrative text The teacher displays a narrative story (legend) adopted from (Solihat, 2023). The teacher gives 5 minutes to the students to practice reading the text independently Students read narrative stories in the form of legends in front of the teacher in turn After that, the teacher asks students to form small groups to analyze the narrative text: <ol style="list-style-type: none"> 1. What is the story about? 2. What is the social function of the story? 3. What is the general structure of the story? 4. What is the complication of the story? 5. What are the moral values contained in the story? (Solihat, 2023). After that the teacher asks students to work on questions independently in the quizizz application. adopted from (Solihat, 2023).

Post-test

For the last stage of this test is the Post-Test. In this case, the Post-Test was used to measure students' reading comprehension ability after being given the treatment.

In this post-test, students will be asked to work on multiple choice questions with material about narrative texts using the Quizizz application using gamification techniques for the experimental class, while the control class works using paper. The following is a pre-test design adopted from (Navila, n.d.).

Data Analysis Technique



Kolmogorov-Smirnov and Shapiro-Wilk tests were performed to determine whether the data was distributed normally. (2) The Paired T test is carried out if the data obtained is normal and if the data obtained is abnormal then it uses the wilcoxon test (3) Hypothesis Test Determines whether there is enough statistical evidence in the sample data to accept or reject the null hypothesis (H_0) (Allodya et al., 2025).

Findings and Discussion

Findings

Based on the findings of the research, the influence of the Quizizz application using gamification techniques to improve reading skills has a significant impact on the reading ability and understanding of grade 10 -B students to narrative texts. The findings of the pre-test and post-test are presented in Table 3, which can be found below (Fatwa & Daulay, 2024):

Table 4. Normality Test Results

Before performing a paired sample t-test, normality testing is performed to ensure that the data meets the assumptions for parametric analysis. This study used Shapiro-Wilk because the sample count was less than 50. The results of the normality test are presented in Table 1 (Annisa & Susanti, 2024).

Tests of Normality							
Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pretest A (countrol)	.194	24	.020	.905	24	.028
	Postetst A (countrol)	.217	24	.005	.908	24	.032
	Pretest B (experiment)	.329	24	<.001	.804	24	<.001
	Posttest B (experiment)	.180	24	.043	.920	24	.059

a. Lilliefors Significance Correction

The results of the Shapiro-Wilk test showed that the data of pre-test A, post test A and also pre-test B were not normally distributed ($p = 0.028 < 0.05$) ($p = 0.032 < 0.05$), ($p = 0.001 < 0.05$) while the data of post-test B were normally distributed ($p = 0.059 > 0.05$). Because many data were not normally distributed, I retested using the Wilcoxon test. The test is used to determine whether there is a difference between two paired samples.

Table 5. Statistic non Prametri (Wilcoxon Test Result)

The purpose of using the Wilcoxon method in quantitative research to determine rank is to compare two groups of paired data or repeated measurements on the same subject when the data does not meet the assumption of normal distribution.

Ranks				
		N	Mean Rank	Sum of Ranks
Post-test Experoment - Pre- test Experiment	Negative Ranks	3 ^a	10.33	31.00
	Positive Ranks	17 ^b	10.53	179.00
	Ties	4 ^c		
	Total	24		
Post-test Countrol - Pre- test Countrol	Negative Ranks	5 ^d	8.00	40.00
	Positive Ranks	13 ^e	10.08	131.00
	Ties	6 ^f		
	Total	24		

a. Post-test Experoment < Pre- test Experiment

b. Post-test Experoment > Pre- test Experiment

c. Post-test Experoment = Pre- test Experiment

d. Post-test Countrol < Pre- test Countrol

e. Post-test Countrol > Pre- test Countrol

f. Post-test Countrol = Pre- test Countrol

Interpretasi Output "RANKS"

1. Post-test Experiment vs. Pre-test Experiment Negative Ranks ($N = 3$) → 3 participants had lower post-test scores than pre-tests. Positive Ranks ($N = 17$) → 17 participants had higher post-test scores than pre-tests. Ties ($N = 4$) → 4 participants had the same post-test score as the pre-test. Interpretation: The majority of participants in the experimental group experienced an increase in scores from pre-test to post-test (17 increases vs. 3 decreases), indicating that the treatment or intervention in the experimental group was most likely to have a positive impact.

2. Post-test Control vs. Pre-test Control Negative Ranks ($N = 5$) → 5 participants experienced a decrease in score. Positive Ranks ($N = 13$) → 13 participants experienced an increase in scores. Ties ($N = 6$) → 6 participants did not change. Interpretation: The control group also showed an improvement in score, although not as much as the experimental group (13 increased vs 5 decreased). This could indicate that although there was an increase naturally or due to external factors, the effect was not as strong as in the experimental group.

Table 6. Test Statistics

Test Statistics^a		
	Post-test Experiment - Pre- test Experiment	Post-test Control - Pre- test Control
Z	-2.807 ^b	-1.991 ^b
Asymp. Sig. (2-tailed)	.005	.047

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Negative Z-value: Indicates that post-test scores tend to be lower than pre-tests, based on ranks. But direction is not the main focus in Wilcoxon's test. Asymp. Sig. (2-tailed) is the p-value: If $p < 0.05$, then the result is statistically significant. In the experimental group ($p = 0.005$) there → be significant differences between pre-test and post-test → the treatment effect is likely to be strong. In the control group ($p = 0.047$) → was also significant, but weaker → there were likely other factors influencing. So it can also be concluded that there is an "The Effect of Quizizz Application Using Gamification Technique to Improve Students in Reading Skill".

Discussion

This research shows that the Quizizz application using gamification techniques can improve students' reading skills. Because teachers have incorporated technology into teaching and learning (Annisa & Susanti, 2024). This study aims to determine the influence of the use of the Quizizz application using gamification techniques to improve the reading skills of MA students in class X in East Java, Indonesia. This research was conducted in 2 classes, namely class X-B as an experimental class and class X-A as a control class. The 2 classes were tested before and after the treatment where the experimental class would receive treatment using the quizizz application and the control class only using traditional learning. The most important aspect of the results of this study is that there is a clear difference in the average score of students' pre-test and post-test results between classes X-B and X-A. This discrepancy supports the claim that the use of the Quizizz app results in a significant improvement in students' reading skills. Referring to the questions asked in the study, researchers found that there was a significant improvement in students' reading skills after using the Quizizz app and they obtained higher scores compared to using only methods that focused only on books and teacher communication.

The data analysis process involves several important steps, namely normality tests to ensure data distribution, non-parametric statistics, which are inferential statistics that develop motivated by the need for normal assumptions that are not met, and statistical hypotheses, namely to find out whether there is a significant difference or not between the results of the pre-test post test. Based on the results of the normality test using shapiro wilk, it was found that the data of pre test A, post test A and also pre test B were not normally distributed ($p = 0.028 < 0.05$) ($p = 0.032 < 0.05$), ($p = 0.001 < 0.05$) while post

test B data were normally distributed ($p = 0.059 > 0.05$). Since a lot of the data is not normally distributed, I retested using the Wilcoxon test. The Wilcoxon Signed Ranks Test is a non-parametric test used to compare two paired values (e.g. pre-test and post-test scores of the same group), especially if the data is not normally distributed. After performing this non-parametric test (Wilcoxon), the results showed 1. Post-test Experiment vs. Pre-test Experiment Negative Ranks ($N = 3$) → 3 participants had lower post-test scores than pre-tests. Positive Ranks ($N = 17$) → 17 participants had higher post-test scores than pre-tests. Ties ($N = 4$) → 4 participants had the same post-test score as the pre-test. Interpretation: The majority of participants in the experimental group experienced an increase in scores from pre-test to post-test (17 increases vs. 3 decreases), indicating that the treatment or intervention in the experimental group was most likely to have a positive impact. 2. Post-test Control vs. Pre-test Control Negative Ranks ($N = 5$) → 5 participants experienced a decrease in score. Positive Ranks ($N = 13$) → 13 participants experienced an increase in scores. Ties ($N = 6$) → 6 participants did not change. Interpretation: The control group also showed an improvement in score, although not as much as the experimental group (13 increased vs 5 decreased). This could indicate that although there was an increase naturally or due to external factors, the effect was not as strong as in the experimental group. and the result of the statistical test is a negative Z-value: Indicating that the post-test score is likely to be lower than the pre-test, based on the ranking. However, direction is not the main focus in Wilcoxon's test. Asymp value. Sig (2-tailed) is the value of p: If $p < 0.05$,

Then the result is statistically significant. In the experimental group ($p = 0.005$) there was → significant difference between pre-test and post-test → the treatment effect tended to be strong. In the control group ($p = 0.047$) → was also significant, but weaker → there were likely other factors influencing. So it can also be concluded that there is an "The Effect of Quizizz Applications Using Gamification Techniques to Improve Students in Reading Skills".

Conclusion

Based on the findings and statistical analysis in this study, it can be concluded that The Effect of Quizizz application Using Gamification Techniques to Improve Student in Reading Skill has a significant and ability of grade X students, especially in understanding narrative texts. The experimental group that received treatment using the Quizizz application showed a statistically significant increase in scores, based on the results of the Wilcoxon Signed Ranks Test ($Z = -2,807$, $p = 0.005 < 0.05$). This shows that the application of gamification elements such as interactive quizzes, points, leaderboards, and instant feedback has improved student engagement, motivation, and understanding of the reading material. Meanwhile, the control group that learned by conventional methods also experienced a significant increase ($Z = -1.991$, $p = 0.047$), but the increase was not as large as that in the experimental group. This indicates that traditional learning methods tend to be less effective in improving reading skills without the support of technology or attractive approaches. These findings show that the use of gamification-based learning media such as Quizizz is very beneficial in the learning process, especially in improving students' reading comprehension. Interactive and student-centered learning has been proven to be able to create a more enjoyable and effective learning experience. Thus, it can be concluded that the Quizizz application is an effective learning strategy and should be applied by teachers in overcoming students' difficulties in reading and improving learning outcomes, especially in English learning.

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