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The Effectiveness of Quizizz as a Media to Facilitate English Reading Learning at an Indonesian Islamic Junior Secondary School

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A B S T R A C T

This study aimed to examined whether the use of Quizizz could improve the English reading achievement of eighth-grade students at MTs Emeyodere Sorong. The study employed a pre-experimental method using a one-group pre-test and post-test design. The participants were 12 students selected through total sampling. Data were collected through reading comprehension test administered before and after the implementation of Quizizz and were analyzed using descriptive and inferential statistics. The result showed that students' reading achievement improved after the treatment. The mean score increased from 34.75 on the pre-test to 51.75 on the post-test indicating a gain of 17 points. The paired-samples t-test showed a statistically significant difference between the pre-test and post-test scores ($t = -4.092$, $p < .001$), indicating that students performed significantly better after the treatment. In addition, the regression analysis demonstrated a significant effect of Quizizz on students' reading achievement ($F= 12.256$, $p = .006$). These findings are consistent with previous studies that reported the positive impact of Quizizz on students' engagement, motivation, and reading performance. Therefore, Quizizz can be considered an effective learning medium for enhancing students' reading achievement.

Keywords: *Quizizz, Reading Achievement, English Reading Learning, Pre-Experimental One Group Pre-Test and Post-Test Design, Mts Students*

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INTRODUCTION

English has become an essential foreign language in today's world, especially for students who want to communicate on an international level. Several key skills are important for learning English, including writing, reading, speaking, and listening. Globally, students are expected to master and understand English texts effectively to develop their English reading skills. various factors must be considered, with vocabulary being one of the most significant (Nugraheni & Fakhurriana, 2023).

English reading skills are crucial for students today, particularly in an era of advanced technology. It enables learners to study English at any time and from anywhere, particularly for enhancing vocabulary. Using technology in education means applying diverse tools and tech-related methods to improve reading comprehension in teaching and learning. Learning outcomes of reading skills refer to what a person achieves after taking part in a learning experience. These results can include greater knowledge, understanding, skills, attitudes, and other abilities. These outcomes can also be measured and assessed based on the educational experience (Wahyuddin & Sudarmanto, 2023). With the availability of technology, students can easily access English learning materials from a variety of sources.

Reading is one of the most important skills in English language learning because it enables learnes to acquire information, expand vocabulary, improve grammartical knowledge, and support the development of the others language skills such as writing, speaking, and listening (Barnwal, 2021). In EFL context, reading comprehension is particulary important because

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students often rely on written texts as a primary source of language inpit and academic learning (Chung et al., 2025). However, many students experience difficulties in understanding English text due to limited vocabulary and low learning motivations. Therefore, teachers need to employ engaging instructional media that can support students' comprehension and participation in the learning process. Quizizz was selected in this study because it provides a gamified learning enviroment that enhances students' motivation, engagement, and learning perfomance through interactive Quizizz an immediate feedback (Zhang & Crawford, 2024). Previous studies also reported that Quizizz promotes active learning and contributes positively to students' reading comprehension and overall learning outcomes (Hudaya et al., 2025).

In the digital era, students tends engage more actively with interactive and visual digital content than with conventional learning materials. Therefore, integrating digital media into classroom instruction can connect students' interests with academic learning and support reading comprehension (Rohmawati et al., 2025).

Technology plays a crucial role in English reading skills for educational improvement and advancements in this field. It can enhance the learning experience. Interactive tools such as videos, animation tools, and online quizzes can significantly aid learners in understanding the material more effectively. Many game-based platforms can be used in the classroom, and Quizizz is a great option for teaching English. It's easy to use, since the teachers can create questions based on their goals. This Quizizz app lets teachers run live quiz sessions for all students, where everyone can see their scores on a leaderboard(Abdul Hakim & Wahyuni, 2024).

Teachers can also assign homework with set due dates, making practice at home more enjoyable. Teachers can manage the timing of the games, which is significant for development lessons. One of the advantages of Quizizz is that it allows teachers to review questions along with the number of students answered correctly or incorrectly. This feedback helps teachers provide explanations and support to their students (Le Thi Ngoc, 2024). The Quizizz platform is a respectable and suitable choice to facilitate teachers and students in the learning process. Teachers can design quizzes with various interesting and exciting question styles, making the learning process interactive and enjoyable.

Quizizz is a digital game that allows students to play together in a classroom setting using computers, iPads, tablets, and smartphones. It makes learning enjoyable for everyone. Additionally, Quizizz helps improve students' focus, interest, creativity, and relationships with each other. This is why many teachers choose to use it in their lessons (Dewi et al., 2020). Quizizz is a helpful online tool that provides fun, game-like activities and assessments for both teachers and students in all subjects, including English. Its easy-to-use interface makes it simple for users to create quizzes and share them. Teachers can either design their quizzes or use those created by other teachers, sharing them with students through unique codes (Inayati & Waloyo, 2022).

Quizizz provides engaging, game-based assessment activities for educators, captivating and motivating students. It enhances creativity by making learning enjoyable and interactive with Quizizz. By using a mix of features like images, themes, and music, along with a comfortable atmosphere, students will be more interested in and enjoy the learning process (Wassalwa & Iffah, 2022).

Although Quizizz has been widely acknowledged as a useful tool in language education, there are still limited studies that specifically explore its use in improving students' English reading ability. Most research tends to focus on vocabulary or general language skills. As reading is a foundational skill that influences other areas of language learning, it is important to examine how Quizizz can be used to support students in understanding written texts more effectively. Therefore, this study aims to explore the use of Quizizz to enhance students' English reading comprehension and engagement in the learning process.

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Previous Study

Several studies have investigated the effectiveness of Quizizz in improving students' learning outcomes and engagement. (Rasyid et al., 2021) found that the use of Quizizz significantly improved students' reading skills, particulary in identifying main ideas and understanding vocabulary. The findings showed considerable improvement in both literal and interpretative comprehension after the implementation of Quizziz.

Similary, (Nainggolan & Dewi, 2021) examined the effectiveness of Quizizz in English learning an reported a significant difference between students' achievement before and after the use of the application. The study concluded that Quizizz positively influenced students' English learning achievement.

In addition, (Husaini et al., 2024) investigated the use of Quizizz in Fiqih learning and found that the application had a significant positive effect on students' learning outcomes. The result demonstrated a high levek of effectiveness, indicating thet Quizziz can enhanced student perfomance across different subject areas.

Furthemore, (Pranata et al., 2024) explored the effectiveness of Quizziz in improving students' reading comprehension. Their findings revealed that students taught using Quizizz ahcieved significantly better reading comprehension outcomes than those taught through conventional methods. The study highlighted the role of gamified learning in increasing students' motivation and engagement.

Supporting these findings, (Hasanah Lubis et al., 2023) argued that the use of learning media plays a crucial role in improving education quality and student achievement. According to their study, learning media can enhance students' motivation, facilitate understanding of isntructional materials, promote active participation, and contribute to better learning outcomes. These benefits indicate that technology-based learning tools have substabtial to support effectiveness classroom instruction.

Based on the previous studies, it can be concluded that Quizizz has consistenly demonstrated positive effects on students' motivations, engagement, learning ahcievement, and reading comprehension. However, most studies were concluded in different educational contexts and institutions. Therefore, futher reseacher is needed to examine the effectiveness of Quizizz in improving the reading comprehension of eight-grade students at MTs Emeyodere.

METHOD

This research employed a pre-experimental method, specifically using a one-group pretest–posttest design**.** In this design, a single group of participants is observed before the treatment (pretest), receives a specific treatment or intervention, and is then observed again after the treatment (posttest). The difference between the pretest and posttest results is used to determine the effect of the intervention. The treatment was conducted over four meetings after the administration of the pre-test. During each meeting, the researcher taught reading comprehension using the Quizizz application as the main learning medium. At the beginning of each session, students were introduced to the learning objectives and the reading material. The researcher then provided a descriptive text related to the topic being studied.

After reading the text, students accessed Quizizz through their smartphone and completed a series of reading comprehension questions. The questions focused on identifying the main idea, finding specific information, understanding vocabulary in context, and drawing simple conclusions in the text. Quizizz provided immediate feedback on students' responses, allowing them to recognize and correct their mistakes during the learning process.

Throughout the treatment, the researcher guided classroom discussions, clarified difficult vocabulary, and explained the correct answers after each quiz session. The interactive features of Quizizz, such a points, rangkings, and instant feedback, were used to increase students' motivation and engagement. After the completion of the four treatment sessions, a post-test was administered to measure students' reading achievement and determine the effetiveness of the treatment.

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Place and Time of Research

The researcher conducted this study at MTs Emeyodere Sorong, starting from June 2026.

Population and Sample

The researcher considered all eight-grade students at MTs Emeyodere as the populations of the study. Since there was only one eight-grade class consisting of 12 students, the researcher employed a total sampling technique, in which all students of the populations were include as the research sample. The study used a one-group pretest-posttest design, where the students took a pretest before the treatment and a posttest after learning through Quizizz. Saturated sampling is a sampling technique in which the entire population is included as the research sample. This method is generally applied when the population size is relatively small, usually fewer than 30 individuals. Because every member of the population is involved in the study, saturated sampling is also commonly referred to as a census (Suriani et al., 2023).

Research Variables Independent Variable

Independent Variable: Use of Quizizz as a learning medium. Dependent Variable: Students' reading comprehension ability.

Data Collection Technique

To collect the data for this research, the researcher will use two techniques: test and observation. These methods helped the researcher find out whether Quizizz will affect students' reading comprehension or not.

Test

A reading comprehension test will be administered to the students before and after the treatment.

The pre-test will be given to the students at the beginning of the study to measure their initial reading comprehension ability.
The researcher will be conducted by teaching reading comprehension using the Quizizz application for 4 days.
The post-test will be administered after the treatment to measure the students' reading comprehension ability and identify any improvement after using Quizizz application. Research Instrument:

The instrument used in this researcher is a reading comprehension test based on descriptive text that are appropriate for the reading level of the eight-grade students at MTs Emeyodere Sorong. The test consists of multiple-choice questions that measure students' ability to identify the main idea, find specific information, understand vocabulary in context, and make simple conclusions from the text. The same text students will take the test twice: a pre-test before the treatment and a post-test after learning through the Quizizz application to measure any improvement in their reading comprehension.

Validity and Reliability of the instrument: Prior to its implementation, the reading comprehension test was subjected to validity assessment to ensure that it appropriately measured the intended research variable. The instrument consisted of multiple-choice questions based on descriptive text and was designed to assess students' ability to identify main ideas, locate specific information, understand vocabulary in context, and draw conclusions from the text. Content validity was established through expert judgment by two lectures from the English Education Department. They reviewed the test items in terms of their relevance, clarity, language appropriateness, and alignment with the learning objectives and reading comprehension indicators. Based on their suggestion and feedback, several items were revised before being administered to the participants. The validation process confirmed that the instrument was suitable for measuring students' reading comprehension ability.

Technique of Data Analysis: The data in this study will be analyzed using descriptive statistics. The analysis will describe the student' reading comprehension scores before and after the treatment using the Quizizz application. The researcher will calculate the mean,

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highest score, and lowest score of both the pre-test and post-test. The pre-test and post-test results will then be compared to show any changes or improvement in the students' reading comprehension. All data will be processed using SPSS (Statistical Package for the Social Sciences).

FINDINGS AND DISCUSSION

The findings of this study support previous research on the effectiveness of Quizizz in English language learning. The significant improvement in students' reading achievement is consistent with the study conducted by (Rasyid et al., 2021), which found that Quizizz helped students improve their reading skills, particulary in identifying main ideas and understanding vocabulary. Similary, (Pranata et al., 2024) reported that students who learned through Quizizz achieved better reading comprehension outcomes than those who received conventional isntruction. The present study also aligns with (Nainggolan & Dewi, 2021), who found that Quizizz positively influenced students' English learning achievement. These similarities suggest that the intreactive and game-based features of Quizizz can enhance students' motivation, engagement, and participation, which in turn contribute to improved learning outcomes. However, unlike previous studies conducted in different educational contexts, the current research provides evidence that Quizizz is also effective in improving the reading achievement of MTs in Sorong.

The purpose of this study was to investigate the effect of Quizziz on students' English reading achievement at MTs Emeyodere. The findings that the students' mean score increased from 34.75 in the pre-test to 51.75 in the post-test. This improvement indicates that the students achieved better reading results after participating in learning using Quizizz.

Findings

The pre-test was conducted before the implementations of Quizizz as a learning media to determine the students, initial reading comprehension ability. After the treatment, the students were given a post-test to measure the improvement in their reading comprehension achievement.

Based on the descriptive statistics analysis there were 12 students who participated in both the pre-test and post-test. The pre-test scores ranged from 20-90 with a total score of 471, a mean score 34.75 and standard deviation of 19.643. Meanwhile, the post-test scores ranged from 30-96, with a total score of 621, a mean score of 51.75 and a standard deviation of 20.392.

The finding show that the students' average score increased from 34.75 in the pre-test to 51.75 in the pos-test, indicating an improvement of 17.00 points after the implementation of Quizizz as a learning media. In addition, both the minimum and maximum scores increased, suggesting that the students demonstrated better reading comprehension performance after the treatment.

Tabel 1. Descriptive Statistics of the Pre-test and Post-test Scores

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pre	12	20	90	417	34.75	19.643
post	12	30	96	621	51.75	20.392
Valid N (listwise)	12					

Based on the data presented in table, the increase in the mean score from the pre-test to the post-test indicates that the use of Quizizz as a learning media had a positive impact on the students' English reading comprehension. However, to determine whether the improvement is statistically significant, a hypothesis test is required and will be discussed in the following section.

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Results of the Normality Test: The normality test was conducted using the One-Sample Kolmogorov-Smirnov Test to determine whether the residual data were normally distributed. The results of the normality test are presented in table.

Table 2. One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			12
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		13.16421952
Most Extreme Differences	Absolute		.191
	Positive		.125
	Negative		-.191
Test Statistic			.191
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.259
	99% Confidence Interval	Lower Bound	.247
		Upper Bound	.270

Test distribution is Normal.

Calculated from data.

Lilliefors Significance Correction.

This is a lower bound of the true significance.

Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on table, the results of the One-sample Kolmogorov-Smirnov Test show that the value of Asymp. Sig. (2-tailed) is 0.200 which is higher that the significance level of 0.05 (0.200 > 0.05). Therefore, it can be concluded that the residual data are normally distributed. This indicates that the assumption of normality has been fulfilled, and the data are appropriate for further statistical analysis using regression.

Regression

Table 3. variables entered/removed

Variables Entered/Removed[a]			
Model	Variables Entered	Variables Removed	Method
1	post[b]	.	Enter

Dependent Variable: pre

All requested variables entered.

Based on table, the regression analysis was conducted using the Enter method. The post-test score (post) was entered into the regression model as the independent variable, while the pre-test score (pre) was used as the dependent variable. No variables were removed from the analysis, indicating that all variables specified by the researcher were included in the regression model. The Enter method means that the selected independent variable was entered into the model simultaneously based on the researcher design.

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Tabel 4. Model Summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.742[a]	.551	.506	13.807

Predictors: (Constant), post

Dependent Variable: pre

Based on the table, the regression analysis shows that the of R is 0.742, indicating a strong relationship between the variable. The R Squale value is 0.551, which means that 55.1% of the variation in the dependent variable can be explained by the independent variable, while the remaining 44.9% is influenced by other factors outside this study.

Results of Hypothesis Testing

Table 5. Anova

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2337.987	1	2337.987	12.265	.006[b]
	Residual	1906.263	10	190.626		
	Total	4244.250	11			

Dependent Variable: pre

Predictors: (Constant), post

The hypothesis testing was conducted using sample linear regressions analysis with the help of SPSS. Based on the ANOVA table, the significance value (Sig.) was 0.006, which is lower than the significance level of 0.05 (0.006 < 0.05). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It can be concluded that there is a significant effect of the independent variable on the dependent variable.

Tabel 6. Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.247	11.291		-.199	.846
	post	.715	.204	.742	3.502	.006

Dependent Variable: pre

Based on the table, the regressions coefficients (B) for the post-test variable is 0.715, indicating a positive relationship between the variables. The significance value (Sig.) is 0.006, which is lower than significance level of 0.05 (0.006 < 0.05). Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It can be concluded that there is a significant relationship between the variables analyzed in this study.

Before conducting the hypothesis testing, the researcher first analyzed the pre-test and post-test data to obtain a general overview of the students' learning achievement. This analysis presents the students' average scores, the number of students who participated in the study, and the variations in the scores obtained. The results of the descriptive analysis presented in the following table.

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Tabel 7. Results of the Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	34.75	12	19.643	5.670
	post	51.75	12	20.392	5.887

Based on the paired samples statistics, the students' average score increased from 34.75 in the pre-test to 51.75 in the post-test. This difference shows that the students achieved better reading results after learning through Quizizz.

Table 8. Correlations

		N	Correlation	Significance One-Sided p	Two-Sided p
Pair 1	pre & post	12	.742	.003	.006

Based on the paired samples correlations, the correlation coefficient between the pre-test and post-test scores was. 0.742 with a significance value of 0.006. This result shows a strong and significant relationship between the students' scores before and after implementation

Table 9. Paired Sample Test

Paired Samples Test

		Paired Differences					t	df	Significance One-Sided p
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	pre - post	-17.000	14.391	4.154	-26.143	-7.857	-4.092	11	<.001

The result of the paired sample test show that the average difference between the pre-test and post-test score was 17.00 points. The significance value was less than 0.001, which is lower than the 0.05 significance level. This finding indicates that the students' scores after using Quizizz were significantly higher than their scores before the treatment. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted, indicating that Quizizz had a significant effect on the students' English reading achievement.

Discussion

The present study found that the implementation of Quizizz was associated with an improvement in students' English reading achievement. The increase in students' scores after the treatment indicates that the learning activities supported by Quizizz contributed positively to their reading performance.

In comparison with the study conducted by (Rasyid et al., 2021), was carried out with senior high school (SMA) students, who have distinct characteristics compared to students in Madrasah Tsanawiyah (MTs). Typically, high school students possess more developed cognitive skills, a wider vocabulary, and more advanced reading strategies. In contrast, MTs students are generally younger and may not yet have these skills fully developed. Therefore, the positive impact of Quizizz found in the high school setting cannot be directly applied to MTs students without further investigation. This gap highlights the importance of conducting

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research specifically at the MTs level to understand whether Quizizz is equally effective in enhancing reading comprehension for younger learners.

Similarly, the findings of this study are comparable to those reported by (Pranata et al., 2024). The previous study by Pranata et al. (2024) was conducted at the junior high school level (SMP) in Java, specifically at SMP Darul Falah. This setting is quite different from the context of Madrasah Tsanawiyah (MTs) students in Sorong, Papua. Students in Sorong have diverse educational backgrounds, cultural influences, and access to educational facilities that differ significantly from those in Java. Therefore, the effectiveness of Quizizz found in the previous study cannot be directly applied to MTs students in Sorong without further investigation. This gap highlights the need for research that specifically examines how Quizizz works in improving English reading skills within the unique educational and social environment of Papua.

In comparison with the study conducted by (Nainggolan & Dewi, 2021), focused on tenth-grade students at a senior high school in Bali, which differs from the context of MTs students in Sorong, Papua. The differences are not only in the level of education but also in students' access to technology and the socio-cultural environment in both regions. Moreover, the previous research measured overall English learning outcomes without specifically targeting reading skills. In contrast, the current study aims to examine the effectiveness of Quizizz in enhancing reading abilities among MTs students in Sorong City.

The previous research by (Hasanah Lubis et al., 2023) was carried out through a literature review approach without conducting any direct investigations in actual classroom environments. Moreover, their study was not focused on a particular educational level or specific regional setting. In contrast, the current research applies an empirical method by implementing Quizizz directly with MTs students in Sorong City, Papua. Considering the unique educational conditions and varying levels of technological access in Sorong, it is essential to examine how effective Quizizz is in supporting students' reading comprehension in English within this context.

The previous study by (Husaini et al., 2024) focused on the subject of Fiqh at MTs Negeri Samarinda. In contrast, the present research examines the use of Quizizz in the context of learning English, specifically in developing reading skills. These two subjects require different learning approaches; Fiqh emphasizes understanding religious concepts, while English reading focuses on developing comprehension skills in a foreign language. This difference highlights the need to further explore how Quizizz can effectively support English reading learning.

CONCLUSIONS

The study found that the use of Quizizz had a positive and statistically significant effect on the English reading achievement of eighth-grade students at MTs Emeyodere Sorong. The students' mean score increased from 34.75 in the pre-test to 51.75 in the post-test, showing an improvement of 17 points after the implementation of Quizizz. The paired-samples t-test confirmed that the improvement was statistically significant ($t = -4.092$, $p < .001$), indicating that Quizizz effectively enhanced students' reading comprehension. These findings suggest that Quizizz can be used as an alternative learning medium to create a more engaging and interactive reading classroom. Its game-based features, including instant feedback, a scoring system, and interactive quizzes, helped increase students' motivation, participation, and confidence during learning activities. Therefore, English teachers are encouraged to integrate Quizizz into reading instruction to improve students' reading achievement and classroom engagement. Future studies involving larger samples, different educational settings, and longer implementation periods are recommended to provide stronger evidence regarding the effectiveness of Quizizz in improving English reading skills and supporting technology-enhanced language learning in secondary school contexts.

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