Leveraging Gamification (Quizizz) for Enhanced Reading Comprehension Outcomes: A Quasy Experimental Investigation at Junior High School

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Abstract

This study examined the effectiveness of Quizizz, a gamified digital learning platform, in enhancing students' reading comprehension of descriptive texts at Junior high school in Langsa. Utilizing a quasi-experimental design with pre-test and post-test, the study involved 47 ninth-grade students divided into experimental and control groups. Statistical analysis conducted with SPSS version 25 revealed a significant improvement in the experimental group's mean reading comprehension score from 48.88 in the pre-test to 64.42 in the post-test, with an average gain of 15.54, compared to the control group's smaller gain of 7.00 (pre-test mean = 46.67, post-test mean = 53.67). The independent t-test confirmed a statistically significant difference between the groups (p = 0.000 < 0.05). These results underscore that Quizizz not only improves reading comprehension outcomes but also cultivates a more engaging and student-centered instructional environment. It is recommended that educators integrate Quizizz as an innovative instructional tool to foster student engagement and optimize reading comprehension proficiency.

Keywords: Digital Learning Media; Descriptive Text; Quizizz; Quasi-Experimental; Reading Skill

1. INTRODUCTION

Reading is a fundamental skill in learning English as a foreign language, particularly for junior high school students. It plays a crucial

role in supporting vocabulary development, fostering critical thinking, and enhancing comprehension across various subjects. Within the Indonesian curriculum, descriptive texts hold a significant place as they help students describe people, places, and objects in detail. Despite this importance, many students in Indonesian public schools, continue to struggle with reading comprehension, (Knapp & Watkins, 2005) He emphasizes that descriptive text is a basic genre in language learning because it builds learners' ability to observe, identify, and represent characteristics of objects, which strengthens both linguistic and cognitive development. Including Students in Indonesia, struggle with reading comprehension. Contributing factors include limited vocabulary, low motivation, lack of effective reading strategies, and the use of monotonous teaching methods. Traditional instruction, which often relies on textbooks and teacher's explanation, fails to actively engage students, leading to poor performance in reading assessments, especially when dealing with descriptive texts, (Nation, 2008) emphasized that limited vocabulary is one of the main barriers in reading, as students are unable to interpret word meanings in context, which restricts their overall understanding of the text. In addition, motivation also influences reading success. (Guthrie & Wigfield, 2000) stated that low reading motivation makes students reluctant to engage actively with texts, ultimately reducing the quality of their comprehension. Another factor is the lack of effective reading strategies. (Grabe, 2009) explained that strategies such as skimming, scanning, predicting, and summarizing are essential for building comprehension, yet they are often neglected in instruction. Finally, monotonous teaching methods also pose challenges. (Harmer, 2001) highlighted that traditional approaches, which rely heavily on textbooks and teacher explanations, tend to make students passive and less interested, resulting in lower performance in reading assessments, particularly when dealing with descriptive texts.

To address these challenges, digital learning tools have been increasingly adopted to enhance student engagement and achievement. One such tool is Quizizz, an online platform that incorporates gamification into learning through interactive quizzes. (Annisa & Susanti, 2024) found that Quizizz can effectively enhance students' reading comprehension by providing an interactive environment that encourages repeated practice and immediate correction of errors. Several studies have

confirmed the benefits of gamified learning platforms such as Quizizz. Therefore, Quizizz functions not only as an assessment tool but also as a strategic medium to support reading comprehension development through active participation and meaningful feedback. Its user-friendly design, instant feedback, and competitive features (such as points and leaderboards) have made it a popular choice among educators. Research has shown that gamified learning can boost motivation and comprehension, especially in language classrooms. (Wang, 2015) emphasized that gamification elements like points and leaderboards can significantly increase students' motivation and classroom engagement. Similarly, (Bicen & Kocakoyun, 2018) noted that user-friendly designs and competitive features in gamified applications encourage active participation and create a positive learning atmosphere. (Jhang et al., 2025) highlighted that the provision of instant feedback helps learners' correct errors immediately, thereby reinforcing comprehension. Hamdani and Novita (2020) demonstrated that gamification fosters greater motivation among English learners by making the learning process more enjoyable and engaging.

While many studies have explored the use of Quizizz in general language learning contexts, research specifically focusing on its effect on reading comprehension of descriptive texts among Indonesian junior high school students remains limited. For instance, (Le Thi Ngoc, 2024) found that Quizizz effectively enhanced students' English vocabulary learning in higher education. Similarly, (Sihite & Hamzah, 2025) reported that Quizizz improved senior high school students' reading comprehension by increasing their motivation and engagement. In another study, (Daniati & Amri, 2025) demonstrated that the integration of Quizizz as a digital game-based tool provided a fun learning environment that supported junior high school students' reading comprehension. Likewise, (Yulia Udin Safitri & Pammu, 2022) confirmed that Quizizz improved students' comprehension in reading tasks by providing instant feedback and fostering active participation. Most prior studies emphasize vocabulary or grammar, leaving a gap in understanding how such digital tools impact students' ability to comprehend written texts in line with the national curriculum. Several studies have highlighted the effectiveness of Quizizz in improving students' reading comprehension. Similarly, (Nanda et al., 2018) found that the use of Quizizz significantly improved

students' reading comprehension skills. In her pre-experimental study at SMKN 3 Takalar, the results of the post-test showed a significant increase compared to the pre-test, indicating that Quizizz was effective in providing an engaging and interactive learning environment that supported students' comprehension development. Moreover, (Sihite & Hamzah, 2025) found that the platform improved comprehension among senior high school students by offering immediate feedback that helped them correct mistakes. Likewise, (Yulia Udin Safitri & Pammu, 2022) concluded that Quizizz made students more motivated and active, resulting in better reading performance.

This study to investigate the effectiveness of Quizizz in enhancing students' reading comprehension of descriptive texts. The research was carried out at SMP Negeri 13 Langsa with ninth-grade students, who were divided into two groups: an experimental group that received instruction through Quizizz and a control group taught using conventional methods. To evaluate the impact of the intervention, both groups were administered pre-tests and post-tests, and the results were systematically analysed.

The findings of this study are expected to offer valuable insights for English teachers aiming to integrate technology into reading instruction. Furthermore, the study contributes to the broader effort of improving English language teaching through engaging, interactive, and student-cantered approaches.

2. METHODS

2.1. *Research Design*

This research employed a quantitative approach with a quasi-experimental design, specifically utilizing a pre-test and post-test control group format. This design was selected because it enables the researcher to compare learning outcomes between two groups: an experimental group that received treatment through Quizizz and a control group that was taught using conventional methods. The primary rationale for adopting a quasi-experimental design lies in its practicality within real classroom contexts, where randomly assigning students is often not feasible due to administrative and ethical considerations. The central objective of this design is to measure the differences in students' reading

skills before and after the treatment in both groups, thereby determining the effectiveness of Quizizz as a digital learning tool.

2.2. Population and Sample

The population of this study consisted of all ninth-grade students at SMP Negeri 13 Langsa during the 2024/2025 academic year. The total population included several classes, two classes were selected as the sample based on purposive sampling. The sample was divided as follows: Experimental class (IX-1): 24 students taught using Quizizz and control class (IX-2): 23 students taught using traditional methods (textbooks). The researcher ensured that both classes had similar characteristics in terms of average English ability and learning environment, to maintain validity and reduce bias in comparison.

2.3. Instrument of the Research

The instrument used in this study was a reading comprehension test designed to assess students' understanding of descriptive texts. The test consisted of 10 multiple-choice questions, each worth 10 points, with a maximum possible score of 100. The questions were adapted from national textbooks and modified to suit the level of the students. Each item tested specific aspects of reading comprehension, including: Identifying the main idea, finding specific information, understanding vocabulary in context, recognizing descriptive features (e.g., adjectives, sentence structure). Before being used in the main research, the instrument was validated by two English education experts to ensure content validity. A try-out test was conducted on a different class to measure its reliability, with the calculation of Cronbach's Alpha resulting in a value of 0.792, indicating that the instrument was reliable.

2.4. Data Collection Procedure

The research was conducted over several meetings with the following steps:

Pre-Test

Both the experimental and control classes were given the same pre-test to measure their initial reading comprehension ability. This test was conducted before any treatment was applied.

Treatment

The experimental group received instruction using Quizizz. The teacher created reading quizzes based on descriptive texts. Students answered questions through their smartphones or school-provided

devices. Each session involved: A brief explanation of the topic, a Quizizz activity related to a reading passage, immediate feedback and discussion of answers, motivational reinforcement using leaderboard features. The control group received instruction trough reading passages from the textbook, answering printed exercises, and receiving teacher explanations without the use of interactive tools. Both classes taught in four meetings.

Post-Test

After the treatment period, both groups were given the same post-test as the pre-test to assess any improvement in their reading comprehension. All data were collected by the researcher and recorded for statistical analysis.

2.5   Data Analysis Technique

The data collected from the pre-test and post-test scores were analyzed using SPSS version 25 through several statistical procedures. To begin with, descriptive statistics were employed to obtain the mean, minimum, maximum, and standard deviation of students' scores in both the experimental and control groups, providing a general overview of their performance. Following this, the Shapiro Wilk test was applied to examine the normality of the data distribution. Ensuring normality is a prerequisite for the use of parametric tests, and when the significance value exceeded 0.05, the data were considered normally distributed. The next step involved testing the homogeneity of variances through Levene's Test, which determined whether the variance between the two groups was equal; a significance value greater than 0.05 indicated that the assumption of homogeneity had been met (0.206). Subsequently, to evaluate the effectiveness of the treatment, a series of **t-tests** were conducted. The paired sample t-test was used to compare the pre-test and post-test results within the experimental group in order to measure the progress achieved after the intervention. In addition, the independent sample t-test was performed to compare the post-test scores between the experimental and control groups, aiming to determine whether there was a statistically significant difference in students' reading improvement as a result of using Quizizz. The level of significance applied in this study was set at $\alpha=0.05\alpha = 0.05\alpha=0.05$. Therefore, whenever the p-value obtained from the statistical analysis was less than 0.05, the difference was considered statistically significant, leading to the rejection of the null hypothesis (H0).

3.   RESULT

3.1 Descriptive Statistics

This section presents and analyzes the findings of the research in detail, based on the results of the pre-test and post-test conducted in both the experimental and control classes. The data were analyzed using SPSS version 26 and are presented in the form of tables, statistical results, and interpretations.

Table 1. The Result of Students' Scores in the Experimental Class

	Pre-Test	Post-Test	Range
Total	1173	1546	373
Mean	48.88	64.42	15.54
Minimum Score	44	60	
Maximum Score	54	70	

In the experimental class, the total score increased from 1173 (pre-test) to 1546 (post-test), showing a total gain of 373 points. The mean score improved significantly from 48.88 to 64.42, indicating a gain of 15.54 points per student. The minimum score also rose from 44 to 60, while the maximum score increased from 54 to 70. These results demonstrate a notable improvement in students' reading comprehension after being taught using Quizizz.

Table 2. Pre-Test and Post-Test Scores of the Control Class

	Pre-test	Post-Test	Range
Total	1120	1288	168
Mean	46.67	53.67	7.00
Minimum Score	44	51	
Maximum Score	52	58	

In contrast, the control class showed a more modest improvement. The total score increased from 1120 (pre-test) to 1288 (post-test), with a gain of 168 points. The average score rose from 46.67 to 53.67, resulting in a gain of only 7.00 points. The minimum score slightly increased from 44 to 51, and the maximum score from 52 to 58. Although some improvement was observed, it was considerably lower than that of the experimental class.

3.2 The Normality Test of Pre-Test Experimental Class

Table 3. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.098	24	.200*	.970	24	.659
Post Test	.125	24	.200*	.957	24	.373

Normality testing using the Shapiro-Wilk tests showed that the significance values for both pre-test and post-test in the experimental class were above 0.05 (Pre-test Sig. = 0.200; Post-test Sig. = 0.200). This indicates that the data were normally distributed, allowing the use of parametric statistical tests.

3.3 The Normality Test of Post-Test Controlled Class

Table 4. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.118	23	.200*	.957	23	.405
Post Test	.128	23	.200*	.956	23	.386

The significance values of both pre-test and post-test in the control class were above 0.05, indicating that the data were normally distributed.

3.4 The Result of T-Test Calculation Experimental Class

Paired Samples Test

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	t	df	
Pair 1	Pre Test – Post Test	-15.417	.504	.103	-15.629	-15.204	-149.969	23	.000

The significance value (Sig. = 0.000) is less than 0.05, indicating a significant difference between the pre-test and post-test scores. This means that the use of Quizizz significantly improved students' reading comprehension.

3.5 The Result of T-Test Calculation Control Class

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre Test - Post Test	-6.609	.583	.122	-6.861	-6.357	-54.361	22	.000

The paired sample t-test result showed a sig. value of 0.000 (p < 0.05), indicating a significant difference between the pre-test and post-test scores in the control class. However, the mean difference was only -6.609, suggesting that the improvement was minimal compared to the experimental class.

3.6 The Result of Independent Sample T-Test of Pre-Test Scores Between Experimental and Control Class

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
								Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
		F	Sig.	t	df	Sig. (2-tailed)					
Score	Equal variances assumed	1.649	.206	2.145	45	.037		1.571	.732	.096	3.046

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances not assumed			2.156	43.075	.037	1.571	.728	.102	3.039

The significance value (Sig. 2-tailed) was 0.037, which is less than 0.05. This indicates a significant difference between the pre-test scores of the experimental and control classes, suggesting that the two groups were not entirely equivalent before the treatment.

3.7 The Result of Independent Sample T-Test of Post-Test Scores Between Experimental and Control Class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	4.809	.034	15.188	45	.000	10.379	.683	9.002	11.755
	Equal variances not assumed			15.326	39.426	.000	10.379	.677	9.009	11.748

The result of the independent sample t-test shows a significance value of 0.000 (p < 0.05), indicating a significant difference in post-test scores between the experimental and control classes. The mean difference is 10.379, which confirms that students taught using Quizizz performed significantly better than those taught using conventional methods.

4. DISCUSSION

The findings of this study clearly demonstrate that the use of Quizizz significantly enhances students' reading skills in descriptive texts. The results of the paired samples t-tests for both the experimental and control classes show statistically significant improvements in reading

comprehension scores from pre-test to post-test (p = 0.000). In the experimental class, the mean difference of -15.417 signifies a substantial increase in performance after using the Quizizz platform, whereas the control group showed a smaller but still statistically significant mean increase of -6.609. These findings initially support the conclusion that Quizizz can significantly enhance students' reading comprehension skills. The larger improvement observed in the experimental group aligns with prior research emphasizing the motivational and engagement benefits of gamified learning environments, fostering deeper cognitive involvement and retention. However, the independent samples t-test on pre-test scores reveals a statistically significant difference between the experimental and control groups prior to treatment (p = 0.037). This pre-existing difference challenges the assumption of baseline equivalence crucial to quasi-experimental designs. It raises concerns about potential confounding factors influencing the post-test outcomes, such as differing initial abilities or motivational levels affecting responsiveness to instruction. Such baseline disparities imply that the enhanced post-test performance may not be solely attributed to Quizizz but partially influenced by initial group inequalities. Despite this, the independent samples t-test on post-test scores demonstrates a robust and statistically significant advantage for the experimental group (mean difference = 10.379, p = 0.000). Coupled with the Levene's Test result signaling unequal variances (p = 0.034), the researchers appropriately used the Welch's t-test to account for variance heterogeneity, lending credibility to the conclusion of Quizizz's effectiveness.

These results are consistent with the studies conducted by Yuliani et al. (2021) and Sari & Pratiwi (2022), which also highlighted the positive impact of Quizizz on students' motivation and comprehension in language learning. Quizizz creates an interactive and competitive learning atmosphere that encourages students to be more engaged and enthusiastic in participating. Its features, such as immediate feedback and gamification, help promote better retention and foster deeper understanding. Research by Dewi et al., (2025) also found that Quizizz significantly enhances reading comprehension. Students who used the Quizizz application showed marked improvement in understanding descriptive texts compared to those taught with conventional methods. The study further highlighted that the interactive and competitive nature

of Quizizz enhanced student motivation and participation, which consequently improved comprehension outcomes. Similarly, Pranata et al., (2024) claimed that the integration of Quizizz significantly enhanced students' reading comprehension. Learners who engaged with Quizizz achieved higher post-test scores than those who utilized Google Forms, demonstrating that the gamified platform was more effective in supporting the learning of recount texts. The interactive features of Quizizz—such as real-time feedback, leader boards, and a game-like interface—were shown to increase student motivation and participation during reading activities. Furthermore, the use of Quizizz facilitated better retention and deeper understanding of the material, as evidenced by students' improved performance in subsequent assessments. In addition to cognitive gains, the study also highlighted positive student perceptions. Participants reported that Quizizz made reading activities more enjoyable and less stressful, which contributed to a more supportive learning environment and enhanced outcomes overall. Furthermore, Narawati et al., (2025) confirmed the validity of Quizizz as a learning tool, demonstrating that it meets educational standards through both material and technical validation to ensure alignment with curriculum objectives and user-friendliness. In terms of practicality, the platform was well received by both teachers and students, who appreciated its ease of access, interactive features, and diverse quiz modes that made learning more engaging while reducing classroom boredom. Furthermore, Quizizz proved effective in enhancing cognitive outcomes, as students displayed greater enthusiasm and motivation during lessons, developed a deeper understanding of the material, and engaged more actively in classroom activities. In addition, the platform supported formative assessment by providing teachers with comprehensive analytics that facilitated more accurate evaluations of student performance and informed pedagogical decision-making.

Moreover, students in the experimental class reported feeling more motivated and less bored compared to those in traditional classrooms. Their enthusiasm in responding to time-based quizzes contributed to greater focus and confidence in answering reading comprehension questions. From a theoretical standpoint, these findings lend support to constructivist learning theory, which posits that learners actively construct knowledge through meaningful experiences and engagement.

The use of digital tools such as Quizizz allows students to become more actively involved in the learning process. A study by Mesterjon et al., (2024) demonstrated that that students who engaged with Quizizz exhibited a significant increase in motivation and engagement in learning activities compared to peers taught through more traditional approaches. The platform's gamified and interactive elements helped establish a dynamic learning atmosphere that maintained students' focus and encouraged continuous participation. In contrast to conventional methods, which typically emphasize passive knowledge acquisition, Quizizz promoted active participation, healthy competition, and collaborative learning among students. This higher level of involvement not only enhanced learners' drive but also nurtured a more favorable outlook on the learning process, underscoring the potential of digital gamification tools to reshape classroom practices and enrich overall educational outcomes. Competitive elements embedded in Quizizz were pivotal in promoting student discipline and stimulating active participation. By introducing a sense of challenge and immediacy, these features effectively captured learners' attention and encouraged consistent responsiveness during instructional activities. Gamified tools are especially beneficial for consolidating fundamental concepts, as learners tend to participate more enthusiastically when they feel confident in reading (Rokhaniyah et al., 2025).

In contrast, the control class did not show comparable improvement. Their scores remained relatively unchanged, suggesting that conventional methods may not be as effective in sustaining students' engagement in reading activities. Therefore, the integration of Quizizz into classroom instruction provides dual advantages: not only does it improve students' academic performance, but it also enhances their motivation and engagement in the learning process. The findings of this study suggest that schools and teachers should adopt technology-enhanced learning strategies as viable alternatives to traditional instruction. Such integration enriches the reading learning experience and proves particularly effective in teaching text genres such as descriptive text, which require close attention to detail and active student participation.

6.   CONCLUSSION

The findings of this study provide compelling evidence that the implementation of Quizizz as a gamified digital learning tool significantly enhances junior high school students' reading comprehension of descriptive texts. Statistical analyses revealed a marked improvement in reading scores in the experimental group compared to the control group, demonstrating that Quizizz facilitates both better academic performance and increased engagement. Despite the baseline differences between groups, the post-intervention results strongly suggest that Quizizz contributes to a more motivating and interactive learning environment, supporting constructivist learning principles. The platform's immediate feedback, gamification elements, and student-centered approach foster active learning, which is critical for enhancing comprehension skills in language education.

Based on these outcomes, English language educators are encouraged to integrate Quizizz into their instructional practices as an effective strategy to enhance reading comprehension and student motivation. Schools and policymakers should consider supporting the adoption of digital gamification tools to modernize teaching methods, making learning more interactive and learner-centered. Additionally, teacher training programs ought to equip educators with skills to effectively implement gamified learning platforms. Future research should address the limitations noted regarding group equivalency and explore longitudinal effects of repeated Quizizz use on different reading genres and broader language skills, thus enriching the evidence base for technology-enhanced learning in diverse educational contexts.

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