

The Effectiveness of Quizalize-Based Learning in Enhancing First-Semester Students' Reading Comprehension

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ABSTRAK

Penelitian ini mengkaji efektivitas Quizalize, sebuah aplikasi permainan kuis interaktif, dalam meningkatkan pemahaman membaca di kalangan mahasiswa semester pertama program studi Pendidikan Bahasa Inggris. Membaca merupakan keterampilan dasar dalam pembelajaran bahasa Inggris, namun mahasiswa pada mata kuliah Basic Reading menunjukkan tingkat pemahaman yang kurang optimal. Quizalize, yang dirancang untuk pelatihan dan penilaian di kelas, menawarkan kuis yang mudah diakses serta menarik, sehingga menjadikannya instrumen yang potensial untuk meningkatkan hasil belajar mahasiswa. Penelitian ini menerapkan desain kuantitatif kuasi-eksperimental dengan kelompok kontrol aktif. Sebanyak enam puluh mahasiswa semester pertama di Universitas Darussalam Gontor dipilih sebagai sampel melalui teknik probability sampling. Data dikumpulkan melalui instrumen tes dan bukti dokumentasi, yang kemudian dianalisis menggunakan perangkat lunak SPSS 22. Hasil penelitian menunjukkan bahwa Quizalize secara signifikan meningkatkan pemahaman membaca mahasiswa, dengan nilai Sig. (2-tailed) sebesar $0,000 < 0,05$, yang mengonfirmasi efektivitas aplikasi tersebut. Berdasarkan temuan ini, Quizalize direkomendasikan untuk digunakan dalam mata kuliah Basic Reading karena mampu mendorong kemampuan berpikir kritis serta membantu mahasiswa memahami informasi kunci dalam teks secara lebih baik.

Kata kunci: Quizalize, Pemahaman Membaca, Pengajaran Bahasa Inggris, Gamifikasi

ABSTRACT

This study explores the effectiveness of Quizalize, an interactive quiz game application, in enhancing reading comprehension among first-semester English Language Teaching (ELT) students. Reading is a foundational skill in English language learning, yet students in the Basic Reading course have demonstrated suboptimal comprehension levels. Quizalize, designed for classroom training and assessment, offers accessible and engaging quizzes, making it a promising tool for improving student outcomes. The study employed a quantitative, quasi-experimental design with an active control group. Sixty first-semester ELT students at Darussalam Gontor University were randomly selected through probability sampling. Data were collected through tests and documented evidence, then analyzed using SPSS 22. Results indicate that Quizalize significantly enhances reading comprehension, with a Sig.(2-tailed) value of $0.000 < 0.05$, confirming its effectiveness. Based on these findings, Quizalize is recommended for Basic Reading courses, as it promotes critical thinking and comprehension. Teachers are encouraged to integrate Quizalize to help students better understand key information within texts.

Key words: Quizalize, Reading Comprehension, English Language Teaching, Gamification

INTRODUCTION

In English learning, reading is an important skill every student needs to master (Hampu & Fidinillah, 2023). In Indonesia, reading is important in measuring students' understanding of English language competency (Virgiyanti et al., 2024). Reading can trigger students' success in other abilities because by reading, students can increase vocabulary and develop communication to produce writing and speaking skills. According to Douglas Brown, linguistic competence, vocabulary, grammar, and writing are essential skills students must develop in reading skills (Brown, 2000). Competent students use a variety of skills and strategies to extract information as efficiently as possible to achieve reading goals. The students also expected to know how to apply these skills when faced with various types of reading.

However, there are still many students who have problems in understanding reading. There are several aspects of reading that are difficult for students to understand. Based on a previous study, it was concluded that as many as 57.98% of students had difficulty understanding reading, several aspects are difficult to understand, including difficulty in understanding to find the main idea of the text, difficulty in understanding vocabulary in the text and difficulty in understanding and making conclusions from the text (Annisa, 2023). There are four difficulties in reading comprehension. First, students have difficulty in understanding the complexity of grammar (Aini, 2023). Second, students have difficulty in knowing particular vocabulary when understanding reading. Third, students have difficulty using reading strategies and students have difficulty in concentrating. Besides, a research revealed that vocabulary comprehension is the highest difficulty faced by students with results (23.1%), and detailed information is the lightest reading difficulty with results (15.3%) (Nisak, 2021). Moreover, a study showed that reading comprehension difficulties in EFL learners were greater than in native speakers (Qrquez & Rashid, 2019). In the research, the author calculated the number of difficulties in reading comprehension, which was 77%. In another survey conducted on higher education students, it was found that students, especially EFL learners, as many as 43% of students had difficulty translating and understanding difficult and formal words in reading comprehension

(Anwar & Sailuddin, 2022). In this case, it cannot be denied that many students in college have issues understanding reading.

In the preliminary study done by the researcher, several factors affected first-semester students' reading comprehension; students often experienced obstacles or difficulties. When the learning process takes place, some students considered the learning difficult, so they are not motivated to be active during learning. The difficulty is experienced when the lecturer asks students to read and understand the reading text, but a lot of new vocabulary is not understood. Students considered reading less attractive because the material presented and the assessment were not varied. The level of students' reading ability is still low, and this can be seen from the results of the practice questions given after the students have finished reading. So, it can be concluded that three primary factors influence students' reading abilities: the lack of vocabulary, the lack of motivation to learn reading, and the lack of exciting learning media. This means that expectations regarding reading comprehension are still far from the target.

There are many ways to overcome the problem of reading comprehension, one of them is using digital learning tools. Digital learning tools play a vital role in helping the learning process. Some academicians mention that learning a foreign language is difficult because it requires practice in several skills, such as listening, writing, reading, and speaking (Hikmah, 2019). Because English is a foreign language in our country, a unique and exciting learning method is needed so students can understand it well (Virgiyanti, 2020). Therefore, reading comprehension requires suitable media to increase motivation and help students understand the learning material. Learning media that is often used in this era is computer-based information technology that is accessed online.

In the English learning process, the existence of digital learning tools plays a very important role. Digital learning tools are part of technology development that helps learning activities achieve their goals. Digital learning tools are learning media designed to achieve specific learning objectives, such as learning modules, game-based learning programs, online web learning programs, and all learning programs specifically designed to help students

learn that can be accessed via computers, laptops, smartphones, etc. (Sudarsana et al., 2020). By clarifying the presentation of messages and information, learning media can attract attention and motivate students, thereby facilitating and improving the learning process and outcomes. It can increase students' attention, cause more direct interaction and learning motivation, overcome the limitations of the senses, space and time, and teach about utilizing technology in the learning process (Dewi, 2018).

One of the most popular learning media compared to other media is the interactive and quiz-based learning platform. In the era of rapidly developing technology today, interactive and quiz game-based learning media will make it easier for educators to convey information to students more innovatively. Furthermore, the use of quiz game-based learning media positively impacts learning and increases interaction between educators and students (Nuci et al., 2021). There are many kinds of interactive and quiz game-based learning media that are often used for learning media in the classroom, one of which is Quizalize.

Quizalize is one of the learning media based on digital quiz learning. Quizalize is an app that provides teachers with a fun and engaging way to conduct innovative learning, formative assessments, gather data on student achievement in real time and quickly customize instruction (Onasanya et al., 2020). This platform can be accessed through various devices such as computers, laptops, tablets, or smartphones. Through this platform, educators can prepare or choose from various quizzes and exercises available with various language options. The quiz formats are diverse, including multiple-choice, word matching, and image display. From the explanation mentioned by the researcher above, the researcher predicted that Quizalize can be used as a digital learning tool in reading comprehension.

According to the researcher's hypothesis, this requires innovative learning media, such as Quizalize, to improve reading comprehension. Quizalize is a new, effective learning media compared to the other digital learning tool. Therefore, in this study the author suggests that teachers implement Quizalize because of the results of previous related studies entitled "Examining Quizalize's Impact on Students'

Reading Comprehension Mastery" by Poppy Carolina, and others entitled "Integrating Quizalize with MALL to Teach Reading for Senior High School Students." by Maulidia Hasanah. It is proven that Quizalize has a significant influence on students' reading comprehension skills by using Quizalize.

In this study, the researchers believe that Quizalize is digital learning tools would be effective on improving reading comprehension for first-semester students of the English Language Teaching Department at Darussalam Gontor University. The research focused on reading skills, especially in reading comprehension. This research applied Quizalize in teaching reading by focusing on reading texts. Quizalize has never been used in class before for first semester students majoring in English Language Teaching. This can provide a new experience for students to learn reading more interactively by using an education-based web tool that allows all students in the class to play together in learning activities. Quizalize provides new experiences for students on how to activate Quizalize effectively to learn reading. Language learners will not only analyze the text they read but will also be given appropriate analysis. Thus, students will quickly analyze, find important points, and understand the contents of parts of the text in reading activities.

METHODS

This study employed a quasi-experimental research design with a quantitative approach. Quasi-experiments closely resemble true experiments but do not utilize random assignment for participants; instead, they rely on pre-existing groups (Walser, 2019). In this research, a quasi-experimental approach was chosen to enable observation within naturally occurring educational settings, enhancing the study's ecological validity. This design involved two groups: an experimental group taught using Quizalize and a control group that used conventional teaching methods. To measure the impact of Quizalize, a pre-test was administered before the intervention (O1), followed by a post-test after the intervention (O2). The difference between the pre-test and post-test scores (O1 - O2) represented the effect of the Quizalize treatment.

The study's population consisted of all first-semester students enrolled in the English

Language Teaching (ELT) program at Darussalam Gontor University. A total of 72 students across two classes formed this population, with Class C1 having 38 students and Class C3 having 34. Using random sampling, two classes TBI 1 C1 (30 students) and TBI 1 C3 (30 students) were selected as the study sample. Class TBI 1 C1 was designated as the experimental group and taught using Quizalize, while Class TBI 1 C3 served as the control group and was taught with Genially.

Data collection involved administering pre-tests and post-tests to both groups, allowing for a comparison of learning outcomes. The data were analyzed quantitatively using statistical methods in SPSS 22 to determine the significance of the Quizalize intervention in enhancing reading comprehension. This approach ensured a systematic and logical analysis of the data to test the study's hypothesis accurately.

RESULTS AND DISCUSSION

1. Statistical Analysis

Data were collected from 30 students in each group (experimental and control). The experimental group's average pre-test score was 54.47, which increased to 86.00 in the post test. Meanwhile, the control group's average pre test score was 60.27, rising to 76.30 in the post test.

Table 1. Pre-Test and Post-Test Scores

Group	Test	Mean Score	Standard Deviation
Experimental	Pre-Test	54.47	11.773
	Post-Test	86.00	8.820
Control	Pre-Test	60.27	10.761
	PostTest	76.03	9.088

Normality testing using the Kolmogorov Smirnov method confirmed that all data were normally distributed (Sig. > 0,05). The homogeneity test showed balanced variances (Sig. + 0.821>0.05). The independent Samples test revealed a significant difference between the post test scores of the experimental group and the control group, with a significance value of 0.000 (p<0.05).

2. Comparative Results

The statistical analysis indicates that the null hypothesis was rejected and the alternative hypothesis accepted. This means that Quizalize had a significant positive effect on students' reading comprehension compared to conventional methods.

The findings from this study reveal that digital learning tools impact higher education, which, according to Rafiq (Rafiq, 2024). Quizalize impacts first-semester students' learning of reading. This research indicates that Quizalize significantly enhances student engagement, motivation, and academic performance. Technology-enhanced learning tools have the potential to improve English Language Education, which is in line with Tabasi (Tabasi et al., 2024) Quizalize can potentially increase student engagement and motivation and personalized learning experiences.

Several studies have proven that the use of Game-Based Language Learning (GBLL) Applications can improve English learning and provide a positive influence. This opinion is proven in a study done by Faroh (Faroh, 2023), stating that the use of the Game-Based Language Learning (GBLL) Application approach improves learning performance. Previous research proved that Kahoot which is one of the Game-Based Language Learning applications makes a positive contribution in improving students' reading skills (Hida et al., 2023 & Lisniyanti et al., 2023). This statement is in line with this study, that Quizalize had a good influence on reading comprehension. This result is supported by an increase in value in the experimental class with an average pre-test value of 54.4667 and a post-test of 86.

The results of the data findings showed that the data distribution has a normal distribution and homogeneity that is similar to previous study, that used a non-parametric test for the research and analysis (Devega et al., 2022, Susanti & Wahyuni, 2022). The researcher used the Kolmogrov-Smirnov test because in this study, the sample population was 60 students. The Kolmogrov-Smirnov test result was similar to (Hafizha et al., 2020 & Putri et al., 2020). The research results show that if the sig. value is greater than 0.05, the data is

declared normal. This study showed that students experience significant improvements by using digital learning media based on the results of the experimental class hypothesis test. This opinion is based on the hypothesis test formula if the significance value is less than 0.05 then the results of the hypothesis test are declared significant. Based on the calculation of SPSS 22, the researcher got the result Asymp. Sig (2-tailed) of 0.000 <0.05, which means H₀ is rejected and H_a is accepted, and this is relevant to previous study (Hasanah, 2023). This finding is based on the research question, the effectiveness of Quizalize on reading comprehension.

From the statement above, this study stated that the alternative hypothesis is accepted and the null hypothesis is rejected. Which means there is a significant difference between the reading comprehension of students who are taught without and with the use of Quizalize in the English Language Education Study Program at Darussalam Gontor University.

CONCLUSION

This study aimed to evaluate the effectiveness of Quizalize as a digital learning tool for enhancing reading comprehension in first-semester students of the English Language Education Study Program at Darussalam Gontor University. The study utilized descriptive analysis to summarize, organize, and interpret pre-test and post-test data from both experimental and control groups. Based on the results of the research that has been conducted, it can be concluded that there is a positive and significant influence of the use of Quizalize on reading comprehension in the basic reading course of first semester students of the English Education study program at Darussalam Gontor University. Based on the T-test hypothesis test, a significance value of 0.000 <0.05 was obtained, so it can be concluded that H_a is accepted, meaning that the Quizalize digital learning tool has a positive influence reading comprehension because the average value of the experimental class is higher than the control class. These findings align with prior research, such as Maulidia's study, which also observed improved student engagement and comprehension with digital

learning tools. The results reinforce Quizalize's effectiveness as an instructional tool, demonstrating its positive impact on students' reading skills and supporting its use in English language education programs.

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