



## The Implementation of Quizizz as Digital Game-Based Media Toward the Students' Reading Comprehension at SMK Telkom Makassar

Rosmawati<sup>a1</sup>, Amirullah<sup>a</sup>, Sahril<sup>b</sup>

E-mail address: [Rose.smktelk@gmail.com](mailto:Rose.smktelk@gmail.com)

<sup>a1</sup>. SMK Telkom Makassar, Makassar, 90221, Indonesia

\*Corresponding author's E-mail address: [amirullah@unm.ac.id](mailto:amirullah@unm.ac.id)

<sup>b</sup>. English Education Department, Graduate Program, Universitas Negeri Makassar, Makassar, 90222, Indonesia

E-mail address: [sahrilfbs@unm.ac.id](mailto:sahrilfbs@unm.ac.id)

<sup>a</sup>. English Education Department, Graduate Program, Universitas Negeri Makassar, Makassar, 90222, Indonesia

### ARTICLE INFORMATION

Received July 27, 2024

Revised in revised form August 06, 2024

Accepted October 1, 2024

### ABSTRACT

It is impossible to separate the development of education from technological advancements. Alongside these developments, using technology-based media has transformed the teaching and learning process. In this study, the researcher investigated the application of Quizizz, which is a game-based learning application. This focuses more on the implementation, perception, and impact of Quizizz on students' reading comprehension at SMK Telkom Makassar. Therefore, this research aimed to determine how the implementation, effectiveness, and student's perceptions of Quizizz as a digital game-based medium affect students' reading comprehension. This study used a qualitative method, with observation, interviews, and documentation as instruments. The research findings demonstrated that the implementation of Quizizz was user-friendly, resulting in students experiencing enjoyment, comfort, and motivation during the teaching-learning process. Additionally, Quizizz enhanced student engagement by fostering an interactive classroom environment where students actively participate in teaching-learning activities. As a result, Quizizz has a simple implementation, a positive perception, and a significant impact.

**Keywords:** *Game-based learning, Reading Comprehension, Quizizz*

©2024 The Author(s). This is an open access article under Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License.



## 1. INTRODUCTION

Currently, it is infeasible to disentangle the progress of science and technology from the growth of education. It is well recognized that educational progress is growing swiftly in parallel with technological advancements. Education continuously strives for growth in parallel with the evolution of digital technology. The cohort of students born between 1996 and 2010 is usually called Generation Z, also known as the digital generation. They have been raised in an era of the internet and its progress, facilitating their ability to acquire knowledge effortlessly, thanks to its quick expansion. As to Csobanka (2016), the emergence of Generation Z coincided with the introduction of the iPad, the establishment of Instagram, and the popularity of the term 'app' as the word of the year. According to McCrindle (2014), the current generation of children is the first to be raised in an era when portable digital gadgets are prevalent. For many youngsters, a smartphone or tablet has taken the role of traditional pacifiers such as rattles or keys. The traits mentioned are mostly related to visual aspects rather than contextual ones. Additionally, students of the current generation are much less inclined to engage in leisure reading compared to the previous generation, while being more open-minded and proficient in technology.

Teaching English involves a combination of reading, writing, speaking, and listening skills. Reading is crucial for students to enhance their listening, speaking, and writing abilities. However, students' reading comprehension skills

are still low despite the rapid growth of technology. Innovative and creative teaching methods are needed to improve reading skills, as technology's ability to enhance reading skills remains inadequate. Therefore, focusing on these skills is essential for effective English language teaching.

Students often become bored with monotonous reading activities that teachers assign. Therefore, teachers demand that various learning media be utilized to teach reading skills effectively. Begum and Ullah (2023) rightly point out that teachers fail to recognize the potentiality of reading and often neglect or ignore it in the classroom. He argued that the teacher's attitude, followed by the students', bears the responsibility for this failure. Furthermore, many students struggle with reading comprehension skills in short or long texts. Students often feel lazy, struggle to comprehend the information in the reading, lack motivation in reading, and always do the same activities when they learn to read text. They also have difficulty pronouncing English words, have a vocabulary, and have low self-confidence. Therefore, they tend to get a low score. Thus, the teacher needs to implement diverse applications that aid students in overcoming common challenges, particularly in their reading comprehension skills. Students can use the application to access various internet facilities available in schools. In teaching reading, an English teacher can use numerous strategies to help students comprehend the texts (Korpershoek et al., 2014).

SMK Telkom Makassar is a vocational technology school where students learn using laptops and phones. Furthermore, all teachers of subjects at school are required to make use of digital tools in teaching. However, the school has also implemented the Learning Management System (LMS) and Google Classroom for Education to enhance teaching and learning experiences. The phenomenon occurs when students lose interest or become less motivated, particularly when studying reading comprehension. Their minds are constantly fixated on playing gadget games. In this case, the school's teacher is taking the initiative to facilitate the students' reading comprehension learning by collaborating with digital technology. This approach makes learning more enjoyable, motivates students, and aims to improve their reading comprehension skills. As a result, the teacher has chosen the Quizizz application as the ideal tool for implementing the reading activity.

Several researchers have investigated how Quizizz enhances pupils' reading skills. According to Zhao's (2019) research, quizzes are educational applications that incorporate game elements and allow many players to participate in classroom activities. It also enables students to do in-class exercises using their electronic devices. Quizizz stands apart from other educational applications due to the use of gaming elements such as avatars, themes, memes, and music, which enhance the entertainment value of the learning experience. Quizizz also enables students to engage in friendly competition, which strongly incentivizes their learning. Students simultaneously take the quiz in class and see their real-time rankings on the scoreboard. Upon completing the quiz, the teacher can oversee the procedure and get the report to evaluate the students' performance. Penhataikul's (2022) study demonstrates that using the Quizizz application substantially positively impacts pupils' reading comprehension abilities. In addition, Pradnyadewi and Kristiani (2021) observed that incorporating Quizizz into reading comprehension exercises in schools effectively assists instructors in increasing students' motivation and improving the learning process. This is because Quizizz offers a variety of learning formats that attract and motivate students to study more. They regarded the reading comprehension lesson as pleasant due to adopting the Quizizz program. They said that using Quizizz helped them grasp and learn in an organized manner.

Moreover, Suwanto (2021) emphasizes the utilization of Quizizz as a tool for students and offers favorable feedback to enhance their attainment in reading comprehension. Hence, this program has the potential to serve as an engaging multiplayer classroom exercise, allowing students to practice using their computer, smartphone, and iPad collectively. Additionally, they may review their performance by replaying the game after completing the pre-reading exam. The researchers use this application as a pedagogical paradigm (Yan Mei et al., 2019).

Following the previous researchers, their study elucidated the significant impact of Quizizz applications on the pedagogical paradigm, which responds to the modern era in teaching and learning. In this study, the researcher also investigated the application of Quizizz as a medium of teaching and learning. However, this study differs from previous research in that it focuses on the students' perceptions of using Quizizz in reading comprehension studies. In addition, the researcher also examined the impact of Quizizz, a digital game-based platform, on students' reading comprehension, as well as the integration of this application into the classroom teaching and learning process. Thus, this study aims to determine how the implementation, effectiveness, and student's perceptions of Quizizz as a digital game-based medium affect students' reading comprehension.

### 1.1 Educational Game

Educational games are intentionally designed tools to facilitate learning goals, often by fostering fun and augmenting knowledge (Prensky, 2001). In addition, Pratami et al. (2023) asserted that educational games function as a kind of media that promotes teaching via games, hence fostering students' cognitive abilities and imaginative thinking. Learning media refers to resources that instructors use to enhance the effectiveness and efficiency of their instruction by giving materials to students (Puspitarini & Hanif, 2019). Utilizing educational games as a pedagogical approach serves to invigorate students' emotions, cognition, focus, and enthusiasm toward learning endeavors. Effective learning is characterized by active engagement when students actively participate and provide feedback. Providing prompt feedback on their actions will enhance the efficiency of the learning process (Cheung & Ng, 2021). Saputra

et al. (2021) explained that games are vital for both as they are fun and inspire learners and instructors to use their language creatively. Games are inevitably a part of students' lives. It's common knowledge that students these days are inseparable from their devices. In addition, every student has a smartphone, so it is reasonable for a teacher to use it to assist pupils in easier reading comprehension.

### 1.2 Quizizz as Digital Game-Based Media

Digital-based learning refers to educational practices that utilize digital technologies and tools to facilitate learning. This can include various activities, from online courses and virtual classrooms to educational software, multimedia resources, and interactive platforms (Means et al., 2009). Digital-based learning aims to enhance the educational experience by making learning more accessible, engaging, and personalized (Zin et al., 2009). Applications of digital game-based learning use the constructivist paradigm of education. Prensky (2001) advised instructors to use computer or digital-based games as learning aids in the classroom so they could modify their lessons to fit the requirements of their pupils. These games have many applications and may be utilized in many spheres. Plass et al. (2015) explained that game-based learning offers emotional, behavioral, cognitive, and socio-cultural advantages in its learning environment. Combining games with education is very helpful in raising involvement, drive, and general academic performance. Digital games investigate and alter gaming aspects using technological innovation tools and resources from the digital era. Quizizz is also a game-based learning method that is used worldwide. Quizizz is an interactive learning platform that allows educators and students to create and participate in engaging quizzes and learning activities. Quizizz is a digital game with a display that can attract many people, as its features are simple to understand. Pintado-Peñalosa and Fajardo-Dack (2022) stated that colorful animated games with fantastic background music as a learning medium make students feel more motivated in the learning process. Therefore, students found enjoyment in games during the learning process.

Zhao (2019) stated that quizzes are game-like educational applications. Its features, such as memes, themes, avatars, and entertaining music, make it different from other academic applications. Through this application, students can participate in interactive classroom activities using their mobile devices to enhance their learning. Thus, this application as an assessment tool will help the students stimulate their interest and improve their engagement.

### 1.3 Reading Comprehension

Reading is the process of interpreting and understanding written or printed language. It involves recognizing words, comprehending their meanings, and integrating this information to make sense of the text. Reading is a fundamental skill that enables individuals to acquire knowledge, communicate, and engage with the world around them (Wolf & Katzir, 2009). Besides, reading comprehension is a complex process of language skill that can be gradually developed from simple to more complex practices. Harmer (2008:8) writes that reading is helpful for language acquisition. If students comprehend the content they read, their comprehension improves with increased reading. Due to the complexity, the student should possess the abilities and skills to understand the concept and its meaning. In a successful comprehension process, the students can get the meanings needed, catch specific information, and overcome the issues through reading.

Besides, according to Patel and Jain (2008), there are four types of reading, according to the conception of reading comprehension highlighted in the preceding discussion, that include: (1) reading aloud, (2) silent reading, (3) intensive reading; and (4) extensive reading. Reading aloud is the act of vocalizing written or printed text, often performed in front of an audience or individually as part of a learning process. This practice helps improve pronunciation, fluency, and comprehension and is frequently used in educational settings to develop children's reading skills. Silent reading is the process of reading text internally without vocalizing the words. Silent reading allows individuals to read at their own pace, enhance comprehension, and focus on understanding the content without the distraction of producing sounds. Intensive reading is a focused and detailed approach to reading shorter texts to understand the content, structure, and language thoroughly. This type of reading often involves analyzing and interpreting the text, making inferences, and paying close attention to details, vocabulary, and grammar. Extensive reading is reading more extended texts for pleasure or general understanding rather than detailed analysis. Extensive reading aims to improve reading fluency, build vocabulary, and develop a love for reading by engaging with various genres and materials. It emphasizes quantity and enjoyment, often involving comfortably reading large amounts of material.

### 1.4 Perception

Perception is the process by which individuals become aware of, organize, and interpret sensory information from their environment to form an understanding or impression of it (Qiong, 2017). It consists of some components, including Sensory input is gathering information through the senses (sight, sound, touch, taste, and smell); attention is focusing on specific stimuli in the environment; interpretation is assigning meaning to the sensory information based on previous experiences, knowledge, and expectations; and organization is structuring and arranging sensory information into a coherent pattern or whole. Various factors, such as individual differences, context, and cultural background, influence perception, making it a subjective experience (Alvarado et al., 2011). In addition, perceptions can help teachers modify their teaching methods and deliver knowledge more effectively. Röhl and Rollett (2021)

emphasized the importance of perception in promoting active communication between students and teachers, which can increase classroom learning.

## 2. METHOD

This study employed the qualitative research method, explicitly focusing on descriptive qualitative research. According to Flick (2007), qualitative research is a method of inquiry that focuses on understanding human behavior, experiences, and social phenomena from the perspective of the people involved. It aims to gather in-depth insights into people's attitudes, behaviors, motivations, and interactions. Moreover, descriptive qualitative research is a specific type of qualitative research that focuses on providing a detailed, comprehensive description of the phenomenon being studied (Furidha, 2023). Besides, the research involved 35 students from the eleventh grade of Network and Computer Engineering (XI TKJ 2) at SMK Telkom Makassar, who provided information about using Quizizz as digital game-based media in the classroom. The researcher investigated nine students with diverse academic abilities commonly categorized as low achievers, average achievers, and high achievers in a typical classroom. In this study, the researcher used purposive sampling to select the sample for research.

The researcher used observation, interviews, and documentation to collect the data for this study. The researcher observed the students' activities in the classroom during the implementation of the Quizizz application. The teacher presented three stages in the data: pre-teaching, during-teaching, and post-teaching. This observation documented how participants used the Quizizz application for reading comprehension. In the interview, the researchers employed a semi-structured approach to extract more detailed information from the students. In the meantime, the document served as a source of data to supplement the data gathered from interviews and observations relevant to the research.

### 2.1. Data Analysis

This study used an interactive analysis model based on Miles et al.'s (2014) theory to analyze the collected data. The model consists of four steps:

#### 2.1.1. Data collection

Data collection is the systematic process of gathering information or data from various sources to address specific research questions or objectives. It ensures that the information collected is accurate, reliable, and relevant. The data was collected from observation, interviews, and documentation.

#### 2.1.2. Data Condensation

Data condensation refers to selecting, focusing, simplifying, abstracting, and transforming raw data during qualitative research. This process reduces the volume of data while retaining its essential meaning and structure, making it more manageable and useful for analysis.

#### 2.1.3. Data Display

Data display refers to organizing and presenting data in a visual or structured format to facilitate understanding, interpretation, and analysis. This step involves transforming condensed data into easily interpretable forms. The goal is to highlight patterns, relationships, and key findings that might not be immediately apparent from raw data. At this stage, the researcher presented the data following the research topic.

#### 2.1.4. Drawing Conclusions/Verification

Drawing conclusions and verification are crucial steps in the qualitative research process, where the researcher interprets the data to derive meaningful insights and ensures the validity and reliability of these conclusions.

## 3. RESULTS

This point elaborates on the result of data collection to answer the research problem or to reach the objective of this study.

### 3.1. The Implementation of Quizizz as Digital Game-based Media on Students' Reading Comprehension

Based on the data collected through observation and open-ended questions, the researcher discovered that the students of XI TKJ 2 at SMK Telkom Makassar have experience using the Quizizz application and find it simple to use on any device. The data findings were as follows:

#### 3.1.1. In terms of having experienced the Quizizz Application

The researcher interviewed three high achievers about their experiences with Quizizz in the classroom, focusing on their experiences with the application's implementation.

Extract 1

*"Eee..I have known it since the first year of SMK Telkom Makassar."*

Extract 2

*"I have been using ee quizizz for about three and half years."*

*"Junior high school"*

Extract 3

*"I have used this application since the first grade of SMK."*

The students mentioned in extracts 1, 2, and 3 above had been using the Quizizz application for one to three years prior. One student used this quiz since junior high school, while the other began using it during their first year of study at SMK Telkom Makassar. It tells us that this Quizizz application was not new for them to implement in the learning process.

### 3.1.2 The ease of access the Quizizz application at any devices

Based on the data collection, it was found that the implementation of Quizizz was easy to use.

Extract 4

*"First, ee..the teacher selects the quiz he wants to give to us, second teacher give the code number that displayed in the Quizizz, third we then join with the code number that the teacher has given, and last we take the quiz, and at the end the teacher can review student performance on the quiz."*

Extract 5

*"First, I open Quizizz on my device, log in with my e-mail, then enter the code, and last, I write my name so my teacher knows me."*

*"I usually use a laptop sometimes if I don't use my gadget."*

Extract 6

*"For the first, I open a browser on my device, then type the Quizizz in the search field, then ee..go to the top page and enter the code the teacher gave us."*

*"Mmm..I always use a laptop; sometimes, if I don't bring my laptop, I use handphone."*

In Extracts 4, 5, and 6, students demonstrated how to use the quiz on a laptop or a smartphone. To join the test, the students also needed to enter the code before the teacher clicked start to open the quiz. In addition, based on the statement, they explained that they found this quiz easy to access, as it was available on both his smartphone and laptop.

### 3.1.3 In terms of the ease of using a device than a paper

Based on the data collection, it was found that the students preferred to use Quizizz rather than paper to do assignments. It was described by one of the students who said:

Extract 7

*"There are so many interesting features like power boost, back sound, emoticon."*

*"Because it's easier than we use paper."*

Based on the statement above, the students shared their reasons for finding Quizizz interesting, citing its captivating features such as power boost, back sound, emoticons, and ease of use compared to paper.

In those extracts, many students were familiar with the Quizizz application, demonstrating their ability to use it on a smartphone after downloading and installing it. To access the quiz, students must enter the join code and click "start" to initiate the quiz. So, from those extracts, it could be concluded that the students could use the Quizizz application as digital game-based media in the reading comprehension class.

## 3.2. The Students' Perceptions of the Use of Quizizz as a Digital Game Based on the Students' Reading Comprehension

Based on the observation field notes, open-ended question results, and documentation revealed that all students expressed interest in the quiz due to its various features and the satisfaction they felt after completing it. Besides, the students seemed to positively perceive the Quizizz application as a game-based tool for reading comprehension. The researcher obtained the students' perceptions through open-ended questions. The researcher interviewed nine students, dividing them into three high achievers, three average achievers, and three low achievers. The perceptions are taken from those students as the representative of the class taken. Based on interviews with three students, the following extract summarizes their perceptions of using the Quizizz application.

### 3.2.1 In terms of interesting features

Extract 8

*"There is so many interesting features like power boost, back sounds, emoticons"*

*"Because it's easier than we use paper"*

Extract 9

*"I feel so ... so satisfied because there are some interactive features on this application, such as a boost mixer. That's it, yeah"*

*"Yes. This quiz can improve my English skill especially in reading. So this application is very helpful ...ee.. helpful for me."*

Referring to the statements above, the student conveyed that the Quizizz application had various interactive features, such as a power boost, exciting background sound, and emoticons. All these features were meant to prevent students from feeling bored while learning. They thought it was more accessible and more enjoyable to learn. The applications had features that made it easier to understand the text.

### 3.2.2 In terms of interesting features

Extract 10

*"Aaa.. I feel happy because the quizizz is very exciting"*

*"Because I can be competitive to determined who get the highest score."*

Extract 11

*"I feel happy because I get the correct answer but when I the get the wrong answer I feel sad"*

*"Because it's fun we can compete to get the first place"*

Extract 12

*"I feel happy because I got good result"*

*"Because it's fun to race for the first place."*

Based on the statements above, the students felt pleased to use Quizizz. In addition, the students expressed that having a good result makes them happy, and winning the race with other students to attain first place is fun. When students get good results, it could lead to happiness and increase confidence.

### 3.2.3. In terms of satisfaction

Extract 13

*"I feel satisfied using Quizizz in learning because it is different when we use paper."*

*"Yeah, in Quizizz I can enjoy myself while doing the reading activity, we can see hear exciting back sound, and we can send emoticon to our friend. And when I be the first top, I feel very satisfied with my work."*

Extract 14

*"Mmm I think yes."*

*"Mmm, e e, so I mean interactive learning, means all the students are active, enjoy learning reading comprehension."*

Based on the statements, the students felt satisfied using Quizizz to learn reading comprehension. They also said they enjoyed using interactive learning media.

## 3.3. The Effects of the Implementation of Quizizz as Digital Game-based Media on the Students' Reading Comprehension

Based on data collected from both classroom observations using video and open-ended questions, the research revealed that students using the Quizizz application for reading comprehension activities appeared motivated, felt a sense of competition with their peers, and expressed satisfaction with the Quizizz results displayed on the leaderboard, as shown in the extract below.

### 3.3.1 In terms of increasing motivation

Extract 15

*"The application has the effect eee of increasing motivation in reading because the appearance of the problem is in the form of the text"*

*"The effect is that we get used to reading."*

Extract 16

*"Eee..Quizizz boost my motivation in reading through interactive Quizizz and many more."*

Referring to those extracts, the students stated that using the Quizizz application increased their motivation to read. It assisted them in adjusting to the habit of reading. They felt the quiz's interactive appearance boosted their motivation to read more. The Quizizz application's numerous features significantly increased their motivation to read.

### 3.3.2. In terms of instant feedback

Extract 17

*"Quizizz boosts my motivation for reading through the interactive Quizizz, instant feedback, and also competitive features. We can see our work after we did the Quizizz, we can see our satisfied (achievement) with other participants."*

Extract 18

*"By using Quizizz I got more interested at answering the question because of the sound effect and the satisfaction feel when getting the right answer"*

In extracts 17 and 18, the students expressed that the interactive Quizizz platform enhanced their motivation for reading activities. It provided instant feedback, allowing them to compare their quiz results with other participants. The other students believed that Quizizz's sound effect heightened his interest in answering the question. Additionally, they experienced a sense of fulfillment upon obtaining the correct response.

### 3.3.2. In terms of having greater confidence

Extract 19

*"The satisfaction feels when we got on the top of leaderboard. It makes me feel greater confidence because I'm the top of all my class."*

Extract 20

*"Mmmh..Using the quizizz application I'm interested in answering the questions because of the sound effect and the satisfaction...satisfaction feel when we getting the right answer."  
"I don't feel bored and pressured, I feel more challenge to be number 1 in the class."*

Based on the statement, the students expressed satisfaction upon reaching the top of the leaderboard. They seemed happy due to being at the top of their class. After the quiz, students could observe the leaderboard's ranking to determine who secured the top spot.

### 3.3.3. In terms of feeling challenging

Extract 21

*"What I got from it is I get more relaxed when answering the question. And ee..I got more challenged when I reached the top on board"*

From extract 21, the student looked challenged when he could answer the question right in the Quizizz application. While answering the questions, he didn't feel bored and pressured; even he felt more challenged to be the first number in the class. While in extract 22, the student got more relaxed when answering the questions and felt happy when he reached the top of the board.

### 3.3.4. In terms of increasing vocabularies

Extract 22

*"Aam.. There's so many effect for me. But the most effect for me is I feel my english skill really really improved ..ee..especially..ee.. I can know many vocabularies on this quizizz and also I can know the grammar and tenses."*

Extract 23

*"It makes me a lot easier for me to understand the question and how to answer it. Moreover, it makes me a lot more confident to answer, i will feel more confident when you get right answers."*

Extract 23 revealed that the student's English skills significantly improved, particularly his ability to understand a wide range of vocabulary and grammar. In extract 24, the student reported that Quizizz significantly simplified the process of understanding how to answer the questions, and he also felt more confident in his ability to answer correctly.

From the extracts above, the students showed that the Quizizz application is the right choice for reading activities. The students were easy to use because they had been implementing the application one or two years before or since the first year of vocational high school. They found the application easy to use on laptops and phones. It made them feel motivated and challenged to use the application. Moreover, they felt proud and satisfied when they could answer correctly and become the first on the leaderboard.

#### 4. DISCUSSION

This section described the analysis of findings, in which the data was taken from the observation, open-ended questions, and documentation. It is divided into three parts based on the research questions.

##### 4.1 The Implementation of Quizizz Application as Digital Game-based Media

Based on the findings, many students have been familiar with the Quizizz application since their junior high school years or during their first year of high school. Quizizz is simple to access and implement. Besides, the students derive enjoyment, comfort, and motivation from reading with interesting features in the application of Quizizz, which serves as a digital game-based medium for reading activities. It was supported by Penhataikul (2022) in his research, where he explained that the use of the Quizizz application has a substantial positive impact on pupils' reading comprehension abilities. Therefore, this application allows students to participate in interactive classroom activities using their mobile devices to enhance their learning (Zhao, 2019). Additionally, Pradnyadewi and Kristiani (2021) elaborated that incorporating Quizizz into reading comprehension exercises in schools effectively assists instructors in increasing students' motivation and improving the learning process.

##### 4.2 Students' Perception of the Implementation of Quizizz

Most of the students show a positive attitude toward the implementation of the Quizizz application in reading activities. These positive responses are because Quizizz has many interesting features that make it easier for students to perform the reading activity and feel like they are playing a game. This was in line with the research of Zhao (2019), who explained that with the current trend in classroom learning, students in this era have become engrossed in their smartphones and engage in game-related activities. As a result, they will refer to their gadget to learn something. According to Prensky (2001), educational games are intentionally created and designed for learning purposes, typically offering a fun experience balanced with increased knowledge. In addition, students also elaborated on how using Quizizz makes them feel happy when they receive correct answers on the leaderboard. As Plass et al. (2015) stated, Quizizz is interesting because assessors can add music and pictures. These items will appear once the students have chosen their answers. This was supported by the study of Penhataikul (2022), explaining that the leaderboard is a valuable tool for students, allowing them to track their progress and spur competition in the classroom. As students strive to reach the top of the leaderboard, they become more focused on their studies. Therefore, they experienced a sense of challenge and motivation, driving them to complete more quizzes until they achieved their highest score.

##### 4.3 The Effects of the Implementation of Quizizz as Digital Game-based Media on the Students' Reading Comprehension

The students are mostly motivated to learn reading comprehension due to the appearance of Quizizz with playful application, such as the students can customize the game music effect once the teacher starts the Quizizz. This was in line with Zhao's study (2019), which states that Quizizz is an educational application that features memes, themes, avatars, and entertaining music. It allows students to participate in interactive classroom activities on their mobile devices, enhancing their learning experience. Using Quizizz as an assessment tool can stimulate interest and improve student engagement. They found implementing the Quizizz application in reading comprehension classes enjoyable, increasing their motivation and interest in the subject.

#### 5. CONCLUSION

Referring to the research findings, the researcher concludes that Quizizz is simple for teaching and learning reading comprehension. Students can enjoy learning reading comprehension by using smartphone or laptop devices. Besides, students' perception of Quizizz is positive. Students can view their scores on a leaderboard and compete with other students, increasing happiness and confidence. The effects of Quizizz on students' reading comprehension are significant. The application's features make learning more motivating and enjoyable, creating a fun and interesting atmosphere. Students feel more confident and satisfied when they get the correct answers and are challenged to rank first on the leaderboard. This positive effect contributes to implementing Quizizz as a digital game-based medium to improve students' reading comprehension. All students agree that Quizizz enhances and develops their reading skills, as they are required to read and answer questions during quizzes. Using Quizizz as a digital game-based medium has yielded promising results in improving students' reading comprehension.

Furthermore, this research can contribute to the school management or institution, encouraging all teachers to use the Quizizz application as a digital game-based media to enhance their teaching techniques, particularly for English teachers and non-English teachers.

#### REFERENCES

- Alvarado, S., Kanter-Braem, B., Manz, K., Masciopinto, P., McKenna, E., Nelson, D., Williams, C., & Korek, K. (2011). Sensation and perception: a unit lesson plan for high school psychology teachers. In *National Standards for High School Psychology Curricula*. <https://www.apa.org/ed/precollege/topss/lessons/sensation.pdf>



- Begum, K., & Ullah, A. (2023). Instructional Strategies of EFL Reading Skill at the Secondary Level in Bangladesh. *INSTRUCTIONAL STRATEGIES OF EFL READING SKILL AT THE. Journal of ELT and Education, September.*
- Cheung, S. Y., & Ng, K. Y. (2021). Application of the Educational Game to Enhance Student Learning. *Frontiers in Education, 6*(March), 1–10. <https://doi.org/10.3389/educ.2021.623793>
- Csobanka, Z. E. (2016). The Z Generation. *Acta Technologica Dubnicae, 6*(2), 63–76. <https://doi.org/10.1515/atd-2016-0012>
- Flick, U. (2007). *Designing Qualitative Research*. SAGE Publications.
- Furidha, B. W. (2023). Comprehension of the descriptive qualitative research method: A critical assessment of the literature. *ACITYA WISESA: Journal of Multidisciplinary Research, 2*(4), 1–8. <https://journal.jfpublisher.com/index.php/>
- Korpershoek, H., Harms, T., De boer, H., Van kuijk, M., & Doolaard, S. (2014). Effective Classroom Management Strategies and Classroom Management Programs for Educational Practice. In *Review of Educational Research* (Vol. 84, Issue 3).
- McCrinkle, M. (2014). The ABC of XYZ: Understanding the Global Generations. *The ABC of XYZ: Understanding the Global Generations, October*, 264. [http://mccrinkle.com.au/resources/The-ABC-of-XYZ\\_Chapter-1.pdf](http://mccrinkle.com.au/resources/The-ABC-of-XYZ_Chapter-1.pdf)
- Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). Evaluation of Evidence-Based Practices in Online Learning. *Structure, 66*. [www.ed.gov/about/offices/list/opepd/ppss/reports.html](http://www.ed.gov/about/offices/list/opepd/ppss/reports.html)
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. In *SAGE Publication* (3rd ed.). SAGE Publications.
- Patel, M. ., & Jain, P. M. (2008). *English language teaching (Methods , Tools & Techniques)*. Sunrise Publishers & Distributors. [https://www.academia.edu/20394581/English\\_teaching\\_method?from=cover\\_page](https://www.academia.edu/20394581/English_teaching_method?from=cover_page)
- Penhataikul, S. (2022). The Implementation of Quizizz Application to Enhance Reading Comprehension Ability of Mathayomsuksa 2 Students. *Journal of Buddhist Studies, 13*(1), 160–279.
- Pintado-Peñaloza, K. J., & Fajardo-Dack, T. (2022). Teaching English vocabulary to students through online games. *Revista Arbitrada Interdisciplinaria Koinonía, 7*(1), 4. <https://doi.org/10.35381/r.k.v7i1.1676>
- Plass, J. L., Homer, B. D., & Kinzer, C. K. (2015). Foundations of Game-Based Learning. *Educational Psychologist, 50*(4), 258–283. <https://doi.org/10.1080/00461520.2015.1122533>
- Pradnyadewi, D. A. M., & Kristiani, P. E. (2021). Use of Quizizz In Improving Students' Reading Skill. *The Art of Teaching English as a Foreign Language, 2*(1), 1–6. <https://doi.org/10.36663/tatefl.v2i1.93>
- Pratami, I. G. A. P. S., Nitiasih, P. K., & Budiarta, L. G. R. (2023). Development of Educational Games as Learning Media for English Learning for Primary Students. *Language Circle: Journal of Language and Literature, 17*(2), 317–324. <https://doi.org/10.15294/lc.v17i2.43129>
- Prensky, M. (2001). The Games Generations: How Learners Have Changed. *Computers in Entertainment, 1*(1), 1–26. <http://portal.acm.org/citation.cfm?doid=950566.950596>
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education, 4*(2), 53–60. <https://doi.org/10.29333/aje.2019.426a>
- Qiong, O. U. (2017). A Brief Introduction to Perception. *Studies in Literature and Language, 15*(4), 18–28. <https://doi.org/10.3968/10055>
- Röhl, S., & Rollett, W. (2021). Student Feedback on Teaching in Schools. In *Student Feedback on Teaching in Schools* (Issue August). Springer International Publishing. <https://doi.org/10.1007/978-3-030-75150-0>
- Saputra, A. D., Septiani, L., Adriani, R., & Sundari, H. (2021). Game-Based English Learning for Young Learners: A Systematic Review. *JEdu: Journal of English Education, 1*(3), 109–122. <https://doi.org/10.30998/jedu.v1i3.4752>
- Suwarto, S. (2021). Using Quizizz To Improve Reading Comprehension Learning. *Turkish Online Journal of Qualitative Inquiry (TOJQI), 12*(9), 2709–2724. <https://www.tojqi.net/index.php/journal/article/view/6142>
- Wolf, M., & Katzir, T. (2009). Reading Fluency and Its Intervention. *Scientific Studies of Reading, 5*(3), 211–239. <https://doi.org/10.1207/S1532799XSSR0503>
- Yan mei, S., Yan Ju, S., & Adam, Z. (2019). Implementing Quizizz as Game Based Learning in the Arabic Classroom. *European Journal of Social Science Education and Research, 5*(1), 194–198. <https://doi.org/10.2478/ejser-2018-0022>
- Zhao, F. (2019). Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom. *International Journal of Higher Education, 8*(1), 37–43. <https://doi.org/10.5430/ijhe.v8n1p37>

---

Zin, N. A. M., Jaafar, A., & Yue, W. S. (2009). Digital game-based learning (DGBL) model and development methodology for teaching history. *WSEAS Transactions on Computers*, 8(2), 322–333.