

Examining Quizalize's Impact on Students' Reading Comprehension Mastery

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Abstract: This study was intended to measure the impact of utilizing the Quizalize application on students' reading mastery of descriptive texts at SMAN 1 Blitar. This study utilized experimental research specifically one group pre-test post-test design. It involved 38 tenth-grade students from class X-3 who were chosen by purposive sampling. The data was obtained from tests, and analyzed by SPSS 22. The result revealed that there was an improvement from the pre-test 77.26 to 81.74 in the post-test. Further, the sig two-tailed output was less than 0.05. This means that Quizalize is having a positive impact on students' reading comprehension mastery. Regarding that result, teachers are recommended to use Quizalize in their instruction to help students develop reading comprehension and to foster an active learning environment. In the future, studies on Quizalize in English learning may be conducted, along with comparisons with related apps like Duolingo Beelinguapp, and Busuu.

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INTRODUCTION

English has a crucial role globally, serving as a lingua franca that connects people worldwide (Kusumaningputri et al., 2022; Algazali, 2016; Ni Wayan Kasni, 2021). Recognizing the need for English proficiency in the global world, the Indonesian government has implemented educational policies, such as the National Education System Law of 2003, making English a compulsory subject. These efforts underline the nation's commitment to equipping citizens with essential language skills for international engagement in this global era (Dzulkifli et al., 2022; Fadhilawati & Suyitno, 2023). Indonesia introduces English as a foreign language in primary education, gradually evolving into a lifelong skill (Maduwu, 2016). In addition, students commence their English language journey, laying the four foundations of English proficiency they are reading, listening, speaking, and writing (Wulandari & Fadhilawati, 2019; Azlina et al. 2015)

Of the four foundations of English proficiency that must be mastered, Reading is deemed to be the most crucial ability that one can master (Pardede, 2019; Hardiyanto et al. 2016). Reading is an interactive process focused on extracting and understanding meanings within written materials (Rombot et al. 2020). This process entails a communicative exchange between the author and the reader, facilitating the transmission of the writer's intended ideas within the text (Yulianah, 2020). Pardede, (2019) stated that mastering reading stands as a paramount skill for English as a Foreign Language (EFL) learners, driven by critical reasons such as 1) EFL learners navigating English within an environment where it isn't the dominant societal language, overcoming the dearth of daily language interactions is best achieved through reading, 2) reading contributes to personal and intellectual development, career success, adaptability to change, and overall language competence, 3) reading acts as a catalyst

for mastering other language facets, exposing learners to diverse sentence structures and fostering vocabulary development in context, 4) reading enhances writing skills, enabling learners to articulate ideas effectively and grasp punctuation nuances, and 5) reading as the foundational instruction in language learning, influencing various aspects such as textbooks, writing, revising, editing, vocabulary development, and grammar acquisition.

In addition, Pradnyadewi & Kristiani (2021) underscored the pivotal significance of reading lies in enhancing students' grasp of the English language through exposure to new ideas, information, and experiences. The merits of engaging in reading are multifaceted, encompassing the expansion of comprehension across diverse subjects, enhancement of vocabulary and language skills, improvement of critical thinking abilities, fostering an enduring love for learning and personal growth, stress reduction, cultivation of empathy, and an appreciation for diverse perspectives, and stimulation of creativity and imagination. Besides, reading encompasses critical and creative processing, demanding memory, and higher-order thinking skills (Patiung, 2016). It serves as the bedrock for acquiring other language skills and fostering development in writing, speaking, and vocabulary (Aryanika, 2016). Moreover, reading stands as a key determinant in academic success, with English proficiency often a prerequisite for university admission in Indonesia (Thariq et al., 2021).

However, despite the acknowledged importance of reading, numerous Indonesian students encounter challenges, resulting in deficiencies in reading comprehension (Puspita et al., 2023; Ismayyah & Fadhilawati, 2022; Septia et al., 2022). These challenges encompass factors such as lack of motivation, limited exposure to English materials, scarcity of suitable reading materials, pronunciation difficulties, Grasping the meaning challenges, and the absence of effective reading comprehension strategies (Fajr & Nurmainiati, 2019; Rahmatillah 2018; Sukmawati et al., 2020)

Furthermore, one of the reading genres that became a challenge for students is descriptive text. Indriyastuti (2020) defined a descriptive text as a genre used to portray various subjects, including objects, places, people, and animals. This form of English writing outlines characteristics like shape, taste, sound, or texture. The primary goal is to vividly depict and explain the fundamental qualities of specific items. Descriptive writing aims to offer readers a sensory experience by providing detailed descriptions, using concrete language, figurative expressions, and sensory details. The ultimate objective is to establish a profound emotional connection between the reader and the subject, facilitating complete immersion in the experience. Moreover, Fitriani & Fadhilawati, (2022) stated that the special genres of this text cover Identification and description.

Referring to the result of a preliminary study at SMAN I Blitar illuminated that the tenth-grade students have difficulties in mastering reading skills, particularly in the topic of descriptive texts. Those challenges were identified in tasks ranging from identifying the main idea, finding synonyms and antonyms, making inferences, and understanding implicit or explicit information. The reading block test's average score for the descriptive text of class X3 was 67,00, which was felt below the school's minimal requirement of 76.00. To confront these hurdles, the teacher may consider incorporating suitable media to enhance students' outcomes (Fadhilawati et al., 2022; Ruzin, 2019). One of the ways that they might imply is by integrating digital technology to enhance learning (Fadhilawati & Sari, 2018; Rachmawati et al., 2020). One of the noteworthy digital technologies that could be implemented by teachers as teaching tools for reading instruction is the Quizalize application (Jalaludin, 2020). An online tool called Quizalize was created for quizzes and assignments in the classroom, accessible across various devices such as computers, tablets, or mobile phones (Hutagaol, 2020). Its functionality mirrors that of other game-based tools like Kahoot, Blooket, Quizlet, and Quizizz (Kharbach, 2022). Further, Quizalize not only offers an engaging means of real-time progress assessment but also provides personalized learning opportunities to

address individual instructional needs. Existing studies highlight the positive impact of Quizalize on learning outcomes across various subjects (Onasanya et al., 2020), 2023; Wulandari & Hartono, 2021; Mukaromah & Mutoharoh, 2019).

Despite the recognition of English's significance, challenges persist in its effective teaching and learning. Limited resources, varying levels of teacher competency, and diverse socioeconomic backgrounds among students contribute to disparities in English proficiency. Addressing these challenges requires a comprehensive approach that encompasses curriculum development, teacher training, and the integration of technology. The principal aim of this investigation is to assess the efficacy of Quizalize in augmenting proficiency in students' mastery to comprehend descriptive text, targeting specific skills such as identifying main ideas, knowing both explicit and implicit meanings, identifying antonyms and synonyms, referencing, and creating conclusions from descriptive texts. Through the utilization of a pre-experimental design characterized by a singular one-group pretest and post-test configuration, this inquiry endeavors to elucidate the metamorphic influence inherent in the application of Quizalize within the domain of English education at SMAN 1 Blitar. The significance inherent in this scholarly pursuit resides in its potential to yield illuminating perspectives on efficacious pedagogical approaches within the realm of English language instruction, with a particular emphasis on the nuanced domain of reading comprehension.

The discerned findings possess the inherent capacity to proffer substantive contributions, thereby enriching the pedagogical discourse surrounding effective methodologies for instructing and acquiring proficiency in the English language. Notably, the insights derived from this study hold the promise of imparting valuable guidance to educational practitioners, policymakers, and curriculum developers. Such guidance is poised to be particularly salient in informing decisions about the seamless integration of cutting-edge technological tools, exemplified by Quizalize, as instrumental components in mitigating challenges pervasive in the landscape of English language education.

METHOD

The researchers implemented a quantitative study to answer the research problem, specifically a pre-experimental study. The design of this study was a one-group pretest-post-test, this study eschews the inclusion of a comparison group, as asserted by Akbar et al. (2023) who has given the distinctive capacity of experimental research to discern causative relationships with heightened precision. The selection of SMAN I Blitar as the research site was taken by various considerations, including an endorsement from Mrs. ES, the concurrence of the school principal, the presence of a well-equipped educational laboratory conducive to technological integration in pedagogy, and the permissibility for students to utilize smartphones as educational tools within the classroom setting. The targeted focus is on class X-3 which covers 38 Students, wherein this particular cohort exhibited the lowest attainment levels in reading descriptive texts among its counterparts. The researchers adhered to systematic procedures encompassing three pivotal steps such as pre-assessment, the application of the designated intervention, and subsequent reassessment to discern any discernible alterations or impacts.

The research process began on May 5, 2023, by distributing pre-tests. According to Magdalena et al., (2021). pre-test was utilized to determine the measure to which the subject or materials to be taught may be understood by students before the delivery of material. The researchers employed a range of reading assessments for the pre-test. The objective is to evaluate students' comprehension of the text's core topic, appreciate its true meaning, identify relevant topics, recognize synonyms or antonyms, pinpoint reference terms, and make conclusions based on the text. Students are allotted 90 minutes to complete the exam which covers 50 items. Every item of the

test has a value of 2 points. Students who properly answer every question will receive a perfect score of 100.

Subsequently, the researchers conducted a post-test on May 19, 2023. conducted after the integration of the Quizalize application in the reading instruction, it is intended to assess students' comprehension of the topic and key aspects of the studied material (Magdalena et al., 2021). In this study, the post-test was created to assess students' ability to understand descriptive texts after being taught by Quizalize application. Before the post-test, the researchers gave students various reading assessments. The goal is to assess students' understanding and skill in using reading techniques, focusing on identifying the main concept, comprehending the precise meaning, identifying synonyms and antonyms, determining reference expressions, and drawing inferences from the text. Each student must complete 50 items of the test within 90 minutes, and each item carries 2 points. Students will receive a perfect score of 100 if they properly answer all questions.

On June 5, 2023, a trial examination was meticulously administered to gauge the reliability and validity of the assessment instrument. Cognizant of the imperative need for equivalence, students commensurate with the academic standing of the study participants underwent the trial examination, ensuring a judicious calibration of difficulty levels. It is noteworthy that the test items deployed during this evaluative phase mirrored those utilized in the preliminary examination, thereby underscoring the deliberate endeavor to uphold the standards of quality and uniformity inherent in the testing process.

A sophisticated pre-and post-test methodology was judiciously employed by the researchers to discern and quantify the perceptible progress exhibited by the students in the nuanced realm of comprehending personal descriptive texts. The validation of the evaluation instrument was ingeniously orchestrated through the strategic deployment of the trial test, an instrument deemed indispensable for affirming the psychometric soundness and fidelity of the evaluative framework.

After data acquisition, the amassed data underwent rigorous statistical scrutiny employing specialized methodologies tailored to evaluate the discernible impact of individualized learning activities. The analytical framework, aimed at determining the significance of disparities between participants' pre- and post-test outcomes, employed paired sample T-tests within the SPSS 22 program. Establishing a threshold of statistical significance at $p < 0.05$, this analytical approach served as a discriminating tool to ascertain the efficacy of Quizalize in augmenting students' proficiency in reading skills. The delineated test criteria were demarcated as follows: the H_0 is substantiated, and H_1 is nullified when the computed significance (Sig) exceeds 0.05; conversely, H_0 is rebutted, and the H_1 is validated when the computed significance (Sig) falls below 0.05 (Julian et al., 2020).

Findings and Discussion

Findings

The researcher summarises the research outcomes and engages in a discussion in this section. The study is focused on a single research question. Still, it includes various stages to evaluate the possible influence of Quizalize on improving students' reading skills, particularly in connection to the descriptive text of the X-3 class at SMAN 1 Blitar.

Before initiating the initial pre-test phase in this study, the researcher performed a trial to assess the instrument's reliability and validity intended for use in the pre-test. This trial took place in class X-2 at SMAN 1 Blitar. According to Julian et al., (2020), a validity test is employed to demonstrate the degree to which the measuring instrument accurately assesses the intended content. The examination for this particular study consists of 50 questions with multiple-choice answers.

The t-value (t-count) that was created was compared to the essential t-value (t-table) with a 5% threshold of significance to determine whether or not the instrument

items were valid before the study finished. It proved that the instrument item had been validated if the t-count exceeded the value specified in the t-table. The instrument piece was considered invalid if the t-value was a smaller number than the value shown in the t-table. The conclusion of the validity evaluation is summarized in the table that may be found below;

Table 1. The Result of Test Validity

Q	R count	Q	R count
Q1	0,453	Q26	0,563
Q2	0,453	Q27	0,384
Q3	0,462	Q28	0,372
Q4	0,467	Q29	0,403
Q5	0,617	Q30	0,389
Q6	0,384	Q31	0,485
Q7	0,432	Q32	0,388
Q8	0,661	Q33	0,332
Q9	0,661	Q34	0,324
Q10	0,607	Q35	0,356
Q11	0,617	Q36	0,384
Q12	0,757	Q37	0,420
Q13	0,371	Q38	0,389
Q14	0,533	Q39	0,364
Q15	0,403	Q40	0,423
Q16	0,420	Q41	0,423
Q17	0,356	Q42	0,423
Q18	0,383	Q43	0,328
Q19	0,372	Q44	0,399
Q20	0,567	Q45	0,423
Q21	0,445	Q46	0,375
Q22	0,442	Q47	0,448
Q23	0,517	Q48	0,388
Q24	0,383	Q49	0,361
Q25	0,361	Q50	0,384

Moreover, the test's reliability can be deemed satisfactory if Cronbach's Alpha Coefficient equals or exceeds 0.6. Examining the aforementioned tables reveals that the r count for each question item is higher than the r table value (0.320) and yields a positive outcome. Consequently, the test items are considered valid. Furthermore, reliability, which refers to the consistency of a set of measurements or measuring instruments, is distinct from validity. Reliability implies consistent measurements without necessarily ensuring the measurement aligns precisely with the intended target Julian et al., (2020). In this research, the Cronbach's Alpha formula technique, assisted by SPSS 22.0 for Windows, was employed to evaluate the reliability of the research instrument. The outcomes of the instrument's reliability assessment are outlined in the subsequent table

Table 2. The Result of Test Reliability

Case Processing Summary			
		N	%
Cases	Valid	38	100,0
	Excluded	0	,0
	Total	38	100,0
Cronbach's Alpha		N of Items	
0,907		50	

The data presented in the table indicates that Cronbach's Alpha Coefficient surpasses the threshold of 0.6. This suggests that the tests used in the research demonstrate reliability, affirming their suitability as research instruments. Once the researcher had shown that the instrument was both valid and reliable, they moved on to the initial stage of the pre-experimental research process, which consisted of carrying out a pre-test. Before receiving any type to be treated or approached, the pre-test is intended to assess particular traits or qualities of the subjects. This is the major purpose of the pre-test. Within a time frame of ninety minutes, participants were required to complete the pre-test, which comprised fifty different items. After completing the preliminary examination, the researcher moved on to the therapy phase. Students were given a post-test following therapy to determine the degree to which they had comprehended the recount text that they had received through the use of the Padlet application. The goal was to ascertain the success of Padlet in enhancing students' proficiency in reading recount text. The post-test, comprising 50 items, also had a duration of 90 minutes for completion. Table 3 below illustrates data comparing performance before and after treatment

Table 3. The result of the Pretest and Posttest

Numbe.	Participant's initials	Pre-test	Post-test
1	ABS	70	72
2	ASA	86	90
3	ASPW	72	78
4	AAPN	84	88
5	AFS	80	86
6	AMA	86	90
7	ACS	88	90
8	AHC	88	96
9	CDFC	88	86
10	DPP	78	82
11	DBLS	78	80
12	DADK	72	78
13	DAA	80	80
14	ERA	82	84
15	FNAP	74	84
16	GR	84	84
17	HK	70	76
18	IBR	70	72
19	IHP	86	90
20	JHA	76	88
21	LAP	88	88
22	MFES	84	88
23	MRBU	50	64
24	MNA	60	74
25	MIE	54	62
26	NNA	82	94
27	NT	82	86
28	PG	84	88

29	RPAP	86	84
30	RES	82	82
31	RCD	82	90
32	RAG	86	92
33	SMR	86	74
34	SW	88	90
35	SRR	86	64
36	SAB	62	64
37	VVTP	50	60
38	WNES	52	66

Through meticulous scrutiny of pre-and post-test data, the researchers judiciously employed the paired sample t-test as a discerning statistical instrument to scrutinize the impact exerted by Quizalize on students' adeptness in comprehending descriptive texts. This analytical approach serves to systematically assess the consequential impact emanating from the integration of Quizalize on the proficiency of reading comprehension, effectuated by a rigorous comparison of student outcomes antecedent and after the instructional intervention. The delineated results of the Paired Sample T-test within this scholarly inquiry are succinctly expounded upon in the subsequent result;

Table 4. The result of the Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		\bar{x}	σ	σ Error \bar{x}	95% Confidence Interval of the Difference			
					min	max		
Pair 1	Pre-test – Post-test	-4,47368	5,18697	,84144	-6,17860	-2,76877	-5,317	,000

The discerned disparity in comprehension levels between the pre-test and post-test phases is conspicuously evidenced by a significance value (Sig.) with a two-tailed distribution in the table, registering below the threshold of 0.05. Explicating the procedural tenets of hypothesis testing, it is imperative to note that a significance level surpassing 0.05 signifies a modest performance differential, prompting the invalidation of the alternative hypothesis (H_a) in favor of accepting the null hypothesis (H_0). Conversely, a significance level below 0.05 advocates for the acceptance of the alternative hypothesis (H_a) while concurrently rejecting the null hypothesis (H_0), indicative of a substantial variance in performances.

In alignment with the prescribed significance criterion, this study's computed significance value stands at 0.000, unequivocally falling below the 0.05 cutoff. Consequently, the discerned augmentation in student learning outcomes, as elucidated by the pre-and post-test findings, attests to a significant improvement. Thus, the alternative hypothesis (H_a) is firmly upheld, substantiating the enhanced efficacy of the instructional intervention. whereas the null hypothesis (H_0) is rejected. Based on the data, it can be proved that the utilization of Quizalize, was successful in improving students' comprehension of descriptive texts in SMAN I Blitar.

Discussion

The overall proficiency of students in the tenth grade in terms of understanding reading grasp of descriptive text grew from 77.26 to 81.74, judging by the description that was supplied earlier. Moreover, 0.000, or less than 0.05, was the estimated Sig. (2-tailed) value based on the outcomes of the paired sample t-test. This indicates a significant difference between the student's pre-test and post-test learning outcomes in reading comprehension of descriptive text ($P = 0.9044$). Therefore, the researchers believe that Quizalize is effective in raising the reading comprehension of descriptive texts among tenth-grade students at SMAN 1 Blitar.

The heightened achievement witnessed among students in comprehending descriptive text can be attributed to the extraordinary features encapsulated within the Quizalize platform such as; allowing English teachers to create interactive quizzes with multiple-choice questions, matching exercises, and other relevant formats to reading comprehension of descriptive text. Through many exercises provided by the teacher in Quizalize, the students can practice reading comprehension as much as possible and it can lead to their achievement. These statements align with Onasanya et al. (2020), whose asserted that Quizalize serves as a beneficial instrument for educators to craft formative assessments within a digital educational environment. In this context, English instructors have the opportunity to design captivating Quixalize, and efficient class assignments, quizzes, or tests through the utilization of the Quizalize application.

Furthermore, by learning reading through Quizalize the students got immediate feedback after they completed a quiz. In this case, students receive instant information about their performance in reading comprehension such as their mistakes, and they learn from their mistakes. It promotes self-reflection and helps students identify areas where they need improvement. This aligns with Hafizha et al. (2023), who mentioned that employing digital learning tools like Quizalize facilitates the teachers in delivering content, and concurrently, there is an enhancement in student engagement in the learning process. Additionally, by discussing progress monitoring, Quizalize empowers teachers to oversee the individual progress of students, enabling them to discern strengths and weaknesses in reading comprehension. By continuously assessing students' performance, teachers gain the ability to offer targeted interventions and personalized assistance to address specific areas requiring improvement. This aligns with the findings of Excellence (2023) indicating that Quizalize, as a web-based game, engages the entire class and facilitates quick assessments for independent learning. It enables prompt interventions to deliver personalized instruction within the classroom, swiftly pinpointing the virtues, flaws, and learning disparities of individual students. Another perspective from Iman (2020) supports this, highlighting that Quizalize presents virtual teachers to the class, automatically analyzing student data to identify their strengths and weaknesses for teachers.

In addition, Quizalize is a gamification component, which means that it incorporates gamification components like leaderboards, badges, and incentives to make the learning experience more enjoyable and to enhance the motivation of students. These elements foster a sense of competition and encourage students to actively participate and strive for better results. This was stated by the same expert Hutagaol (2020), who affirms that the Quizalize application serves as a means to evaluate students' comprehension within the classroom. Teachers can formulate Quizalize assessments, utilize quiz data reports to showcase findings on the dashboard, and leverage Quizalize as an online platform for class exercises and evaluations, accessible through computers, tablets, or mobile phones. Employing Quizalize, a gamified quiz design application, proves effective in stimulating student engagement, enhancing participation, and fostering improved learning outcomes.

Besides that, Engaging content Quizalize offers a variety of engaging content, including visually appealing texts, images, and multimedia resources relevant to descriptive text comprehension. The diverse and interactive nature of the content keeps students interested and enhances their comprehension skills. This statement

same as Hafizha et al. (2023) who uncovered that the advancement of technology has led to the growth of various digital media in the realm of education. Digital media can deliver learning content that is contextual, auditory, and visual in a captivating and interactive manner. The swift evolution of technology plays a significant role in this phenomenon.

These attributes contribute significantly to Quizalize's efficacy in improving the tenth-grade pupils' comprehension of descriptive texts in reading at SMAN 1 Blitar. Through student engagement, immediate feedback provision, progress tracking, gamification integration, delivery of compelling content, and support for differentiated instruction, Quizalize aids students in enhancing their understanding and application of reading comprehension skills within descriptive text contexts. Moreover, the outcomes demonstrating Quizalize's effectiveness in escalating Students' mastery of X 3 class to comprehend the descriptive texts are consistent with earlier study findings. Four studies have attested to Quizalize's effectiveness in advancing student learning outcomes in English. Firstly, Onasanya et al. (2020) asserted that Quizalize, as a game-based formative assessment tool, simplifies personalized learning, providing teachers with an engaging technique for data in real-time collection on the advancement of students. Secondly, in agreement with Excellence (2023) Quizalize, as a web-based game, fosters class involvement and facilitates quick assessments for independent learning. The ability to promptly identify students' strengths, weaknesses, and learning gaps allows for immediate intervention and individualized instruction in the classroom. Additionally, Wulandari & Hartono (2021) noted that Quizalize is beneficial to elementary school fourth graders as a medium for reading and interpreting data presented in bar charts. Finally, in concurrence with Mukaromah & Mutoharoh (2019), the recognized benefits of Quizalize as a digital quiz tool make it a valuable resource for subject review.

CONCLUSION

In summation, the outcomes derived from the antecedent findings delineate a substantive amelioration in the reading proficiency exhibited by students in class X-3 concerning the comprehension of descriptive text. Evident within the statistical metrics is a noteworthy escalation in the mean score, ascending from 77.26 pre-Quizalize intervention to 81.74 post-intervention. The corroborative support for the alternative research hypothesis (H_a) is underscored through the paired sample t-test analysis, unequivocally rejecting the null hypothesis (H_0) with a calculated significance value (Sig 2-tailed) of 0.000, well below the stipulated threshold of 0.05. In consequence, it is judicious to assert that Quizalize efficaciously augments the reading proficiency of students in class X-3, specifically in the realm of descriptive text comprehension, within the scholastic milieu of SMAN 1 Blitar.

As a suggestion, educators may consider incorporating Quizalize as a valuable tool for teaching reading comprehension, particularly when dealing with descriptive text. This interactive platform has demonstrated its effectiveness in elevating students' engagement and comprehension levels. Additionally, an ongoing exploration of Quizalize's integration into English learning is recommended, and comparative studies with similar applications such as Duolingo, Beelinguapp, and Busuu, can provide perceptions of the broader landscape of digital tools for enhancing the competencies of reading.

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