

THE EFFECTIVENESS OF QUIZIZZ IN ENHANCING JUNIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS

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ABSTRACT

The current study aimed to determine the extent to which eighth-grade junior high school students enhance reading comprehension by using Quizizz. This research intends to examine Quizizz's role in improving reading skills for narrative texts among junior high schools. The study used a quantitative research design with a quasi-experiment. It consisted of a control class and an experiment class. The research instruments were a pre-test and a post-test. The findings showed improved scores before and after treatment. Sig demonstrated a higher t-test result. The analysis used an independent t-test, involving fifty-five students. Data analysis showed statistically significant results, as the p-value was .000. The experimental group achieved an average score of 89.8. The control group achieved a score of 65.1. The effect size of the Quizizz score in reading comprehension was 0.6, indicating a large effect. It is possible to conclude that Quizizz is efficient in junior high school reading comprehension. Moreover, new areas and applications of Quizizz are available for future researchers allowing them to develop and implement studies that utilize various skills and variables.

Keywords: *Quizizz, Reading Comprehension, Narrative Text.*

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INTRODUCTION

One of the most important skills in the learning process is reading. Reading is an essential skill that can help to achieve in the learning process. Reading skill is used to get information from written texts. Reading is an effective way to get new information about many different ideas (Pradnyadewi & Kristiani, 2021). In reading skills, the students should understand the materials as well as the information in the text clearly. When faced with a large amount of information, it is beneficial to train our brains to think critically, which can help make students smarter and more creative. In the era of global competition, reading is a requirement for improving the quality of students.

Reading comprehension is a skill that can help students improve their creativity, ideas, intelligence, and processing of information in today's era. This ability should be taught to junior and high school students. Many factors affect students' reading comprehension skills, Torres (2019) found the factors, which are prior knowledge, lack of motivation, understanding, and students' reading

comprehension abilities. The strategy conducted by the teacher did not affect the student's reading comprehension.

In this modern age, there is digital technology in schools. According to prior research, it does not have much impact on students' performance. The application of technology in education becomes more and more topical, and this technology can facilitate the educational process. The teachers should familiarize themselves with the possibilities of digital technology in their practices and apply it successfully. Nevertheless, they need training and rules to help them develop their skills in the use of technology in imparting education and learning. Information and communication technology (ICT) is also referred to as the use of digital technology in education. Spiteri & Chang Rundgren (2020) define ICT as technologies that facilitate the transmission, processing, storing, creation, display, sharing, or exchange of information. However, individuals from different cultural and social backgrounds may have less exposure to digital technology in schools, despite living in a technologically advanced society today. Skills in the English language are easily acquired when the learning and teaching process is employing technology like videos, games, and online learning sites (Gilakjani, 2017).

Technological integration in the classroom and the challenges of 21st-century learning start to be significant. The Quizizz application is one such online learning application. The authors have found that the applications of Quizizz could effectively allow students to become better readers. As stated in Yan Mei et al. (2019), Quizizz is an online-based learning tool that has a variety of activities assisting the students to study via smartphones and supports the teacher in understanding that the students are improving and studying. According to the research by Chandra (2021), The researchers have discovered the use of the Quizizz application, which can boost eighth-grade students' learning outcomes and interest in reading. Quizizz enhanced the reading comprehension in ninth-grade students. The research question is: "Is Quizizz significantly effective for ninth-grade students' reading comprehension of narrative texts?"

Definition of Reading Comprehension

Reading comprehension is an essential skill that every learner should master. Reading comprehension is an active and communicative process that occurs between the reader, the text, and the context of reading. It involves activities of reading, such as summarizing, interrogating, and identifying the context. Grabe & Stoller (2013) stated that reading comprehension refers to understanding and interpreting the information in a text appropriately and correctly. Additionally, reading comprehension relies on students' motivation and their language learning goals, which are influenced by various factors, including the use of engaging material. If the material is interesting enough for students, it can be said that their engagement with the material will also increase as a result.

According to Harmer (2007), there are two types of reading: intensive reading and extensive reading. In intensive reading, reading activities focus on demonstrating to learners how text is formed and has many variants depending on the goal. In other words, intensive reading requires learners to read with clear assignments and learning objectives. In extensive reading, students can choose their interests, which they can understand, while intensive reading only covers a limited

area. In extensive reading, Annisa & Susanti (2024) say extensive reading is reading with more critical, imaginative, and creative thinking. It is different from intensive reading because the learners can read the content that they understand for amusement purposes while they use comprehension in their reading lesson. Based on the explanation above, we can conclude that extensive reading is reading for enjoyment and the students can practice what they have learned, and intensive reading is reading for learning.

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According to the idea of developing students' critical thinking and creative abilities, reading comprehension can help learners obtain any knowledge in the future. There are several purposes for reading that can be categorized into four categories according to Grabe (2013). First, reading is to acquire simple information, and reading is to skim. It is used when reading is likely to be used as a reading skill. when reading a search, we usually check the text for a specific word, information, and representative sentences. For example, we consult a telephone directory to locate the main information, either an address or contact details. It needs abilities to remember the main ideas, recognize and create a rhetorical structure to organize the information that has been collected and connect the text to the reader's knowledge. Learning commonly ends at a reading pace that is much slower than general reading, it is allows more demands than general comprehension by connecting text information with context knowledge. These abilities involve critical decisions based on the information to be read, due to the reader choosing information to incorporate and how to integrate it for their purpose. Finally, reading for general comprehension is a crucial skill. Reading for general comprehension involves a skilled, fluent reader who can switch quickly and automatically process the word itself, effectively articulate main ideas, and efficiently coordinate various processes within limited time constraints.

Concepts of Narrative Text

A narrative text is a text that has a series of events that are different in entertaining ways. Narrative texts express what readers feel about an event. To contextualize a text, the narrator tells an event or series of events related to the location, time, and individuals (Özdemir, 2018). The goal of narrative text is to engage the reader in the story. The narrator's perspective presents an event or series of events, depending on the location, time, and people involved. Recently, there has been a connection between language learning and the media, encompassing language technology and audiovisual aids. Harmer (2007) stated that various objects, pictures, and other media can be used as instructional media to demonstrate and control language and students in activities. Various forms of media, such as photos, videos, and interactive content, can be used in different educational fields to improve courses, providing creative and informative lasting memories.

Quizizz as Learning Media

The use of web-based or mobile learning has benefits for teachers and students to make teaching and learning more effective. According to Astra et al. (2015), Technological developments have created breakthroughs in learning. Students frequently come into contact with mobile communication devices, and the internet is a recent development that offers the ability to plan mobile learning (m-learning). Quizizz is a web-based or mobile learning educational application that brings multiplayer activities to the class to make exercises interactive and fun. Through the use of mobile learning educational apps like Quizizz, students can engage in multiplayer activities in the classroom and enjoy interactive, engaging exercises. Mac Namara & Murphy (2017) stated that Quizizz exemplifies the concept of gamification in educational apps. Previous research by Dhamayanti, (2021) showed that the Quizizz application is a beneficial learning medium with interactive and attractive features designed to increase learning motivation for users, particularly teachers and students. Research conducted by Ningtyas and Syaodih (2020) stated that the Quizizz application meets learning needs and helps achieve educational objectives by enhancing students' understanding and skills. A study by Aziz et al. (2021) indicates that learners can overcome their difficulties with the simple present tense and the present continuous tense.

RESEARCH METHOD

This research adopted a quantitative approach. As stated by Ary (2010), quantitative research relies on numerical data to provide answers to research problems. In this case, the method was applied to investigate how effective the use of Quizizz is in enhancing junior high school students' reading comprehension.

An experimental framework was employed to assess the impact of Quizizz, specifically through a quasi-experimental design. The choice of this design was due to the researcher's limited ability to randomly assign and fully control participants in the treatment group. Quasi-experimental studies remain beneficial since they still allow the researcher to draw credible conclusions. This study had two classes: the experimental and control groups. The outcomes of both groups were then compared.

The intervention was carried out over a period of four days. Both groups were given a pre-test and a post-test. During the treatment phase, Quizizz was introduced only to the experimental class, while the control class did not receive this treatment. The collected test results were then analysed to determine the effectiveness of Quizizz. To ensure the accuracy of the instrument, content validity was applied and confirmed to be valid. Meanwhile, reliability was tested using Cronbach's Alpha, and the findings indicated that the instruments were reliable.

Table 1. Reliability of Pre-test and Post-test Reading Comprehension

Cronbach's Alpha	N of Items
.923	20

Based on the indications, the pre-test and post-test above were reliable. The validity and reliability of each test as a research instrument were assessed and applied to both the experimental group and the control group. The next is the assessment of normality tests. As stated by Mishra et al. (2019) if the data matches a normal distribution. The researcher used Shapiro-Wilk because the method is suitable for small sample sizes (<50 samples).

Table 2. Normality Test

Test of Normality			
Class	Shapiro-Wilk		
	Statistics	df.	Sig.
Pre-test Experimental Group	.940	27	.124
Pre-test Control Group	.942	27	.133
Post-test Experimental Group	.942	27	.133
Post-test Control Group	.896	27	.011
a. Lilliefors Significance Correction			

The value of significance is displayed in Table 3. The result from the experimental group pre-test was .124, while .133 for the control group. The result post-test from the experimental group was valued at .133, and then the control group was valued at .011. The pre-test and post-test, followed by normal distribution, indicate a significance value of more than 0.05.

FINDINGS AND DISCUSSION

Finding

The present study was carried out to investigate the efficiency of the Quizizz platform in the enhancement of the reading comprehension proficiency of eighth-grade students at a Sidoarjo junior high school. Primary attention was given to the ability to understand whether a gamified, interactive instructional tool like Quizizz could be beneficial or not to help students comprehend narrative texts in a more effective manner than the traditional ways to teach (PowerPoint-based instruction).

In a bid to accomplish this, a quasi-experimental design wherein an experimental group (Class 8D) and a control group (Class 8E) were used.

The instructional session of four days based on the Quizizz platform, was provided to the experimental group. Quizizz is a web-based learning tool through which educators can create engaging quizzes, which perhaps involve some form of competition like live scores, game like mechanisms, and immediate feedback. The emphasis is to create greater levels of student engagement and student motivation through such features. The control group, in contrast, received instruction according to a more historical connection with PowerPoint presentations of a more traditional nature, created in such a way to present similar reading material content but without interactive and gamified components.

To determine the impact of the various instructional strategies, the two groups received a pre-test prior to the intervention and a post-test after the intervention. Pre- and post-tests were constructed to assess the students' reading comprehension of narrative texts, which normally demand the mastery of structuring the plot, character description, and inference skills.

Table 3. Group Statistics

Group Statistics				
	Class	N	Mean	Std. Deviation
Pre-test	Experimental Group (8D)	28	60.5	8.51254
	Control Group (8E)	27	55.15	8.23613

From Table 3, it is evident that prior to the treatment, the experimental group (Class 8D) had a mean score of 60.50 and a standard deviation of 8.51. Meanwhile, the control group (Class 8E) had a mean score of 55.15 with a slightly lower standard deviation of 8.23. Although the difference in mean scores (5.35 points) was not tested for statistical significance at this stage, it can be interpreted that both groups started with a relatively comparable baseline in terms of reading comprehension. The slight difference does not invalidate the experimental design but instead provides a realistic context of natural classroom variation.

The same post-test was used to measure learning gains for both groups after the instructional intervention. The post-test score breakdown inferred that the experiential group registered a highly significant mean score of 89.80 compared to the control group, whose mean score was 65.10 on the post-test. These figures are equivalent to a 29.3-point mean and a 9.95-point mean change in the experimental and control groups, respectively. Given the difference in pre- and post-pre-post-test scores (19.35 points), it indicates that the impact of Quizizz was quite a positive influence on student performance, since between the two groups, there was such a significant increase in the scores.

To find out whether the difference in the post-test mean scores of the two groups was statistically significant, an independent samples t-test was required. The null hypothesis, the no significant difference hypothesis, was that no major disparity would occur between the post-test scores of the experimental and the control group, with the alternative hypothesis being that a major disparity would transpire in favour of the experimental group.

Table 4. Independent T-test

	t	df	Sig. (2-tailed)
Equal Variances Assumed	11.085	53	.000

As shown in Table 4, the independent samples t-test yielded a t-value of 11.085 with 53 degrees of freedom and a p-value of 0.000. Since the p-value is below the alpha level of 0.05, we reject the null hypothesis. This indicates that the difference between the experimental and control group means is statistically significant. In other words, the instructional method using Quizizz produced significantly better outcomes in students' reading comprehension compared to conventional PowerPoint-based instruction.

While p-values confirm the presence of a statistically significant difference, they do not convey the magnitude or practical importance of the effect. For this reason, the researcher calculated the effect size using eta squared (η^2), which provides an estimate of the proportion of variance in the dependent variable (reading comprehension scores) attributable to the independent variable (instructional method). The formula for eta squared is as follows:

$$\begin{aligned}
 \text{Eta Squared} &= \frac{t^2}{t^2 + (N1 + N2 - 2)} \\
 &= \frac{11.085^2}{(11.085)^2 + 28 + 27 - 2} \\
 &= \frac{122.877225}{122.877225 + 53} \\
 &= \frac{122.877225}{175.877225} = 0.698653421
 \end{aligned}$$

This yields an eta squared value of approximately 0.699, or 69.9%. According to commonly accepted benchmarks for effect size interpretation (Cohen, 1988), this result indicates a large effect size, meaning that nearly 70% of the variance in reading comprehension performance can be attributed to the difference in instructional method. This is a substantial finding, underscoring the practical and educational relevance of using Quizizz in classroom instruction.

The findings from this study strongly corroborate previous research indicating that gamified and interactive learning platforms can significantly enhance student engagement, motivation, and ultimately, academic performance (Azhar & Iqbal, 2020; Susanti et al., 2022). The experimental group, under Quizizz's instruction, exhibited a significant improvement, underscoring the pedagogical benefits of integrating technology-enhanced learning tools into classroom instruction. These tools do not merely serve as digital replacements for traditional teaching aids; rather, they reshape the learning experience by incorporating interactive, student-centred features that promote active engagement and cognitive development.

Additionally, the consistency of score improvements across the experimental group suggests that the Quizizz platform was effective for a wide range of students, regardless of their initial proficiency levels. The relatively low standard deviation in both pre-test and post-test results implies that most students in the experimental group benefited similarly from the intervention. This points to the possibility that

Quizizz can support equitable learning outcomes by providing an instructional method that is accessible and engaging to all students.

Moreover, the brief duration of the treatment (only four days) makes the results even more notable. Achieving a significant increase of nearly 30 points in such a short instructional period demonstrates the platform's potential to accelerate learning when used strategically. It also opens the door for further exploration of how sustained or long-term use of Quizizz might support deeper comprehension development over time.

While the study did not employ qualitative measures such as student feedback or observation to explore the nature of student interaction with the platform, the quantitative data alone clearly support the conclusion that Quizizz significantly enhances reading comprehension when compared to conventional methods. These findings suggest that technology-integrated instruction, when aligned with educational goals, can lead to measurable improvements in student performance.

In summary, the use of Quizizz was found to be highly effective in improving students' comprehension of narrative texts. The statistical evidence confirms both the significance and strength of the improvement, validating Quizizz as a valuable instructional tool in junior high school reading education.

Discussion

This research was planned to discuss how Quizizz, a game-based educational technology tool, has worked to improve the reading comprehension of narrative texts among students at junior high schools. Fundamentally, the objective of the study was to test the hypothesis that incorporation of interactive and game-based tools presented in digital form was more effective in enhancing reading capabilities compared to more conventional instructional methods, e.g., PowerPoint. The quasi-experimental design allows the study to indeed be relevant to the wider scope of findings related to the learning tools that involve the implementation of digital learning, as well as to serve as an empirical source of evidence on the pedagogical worth of gamification. The collected data supported the working hypothesis that the introduced use of Quizizz would vastly enhance the reading comprehension of the students.

Quantitative data revealed that there was a statistically significant difference between learning outcomes in the control and the experimental groups. Students who used Quizizz (experimental group) recorded a mean score of 89.8 on the post-test compared to their counterparts in the control group, who received an average of 65.1, posting a significant 24.7-point difference. The difference was significant and confirmed by an independent samples t-test ($t = 11.085$, $p = .000$) and an eta squared value of 0.6 represents a large effect size. These findings not only point to the efficacy of Quizizz as such but also to its high practical value in terms of enhancing the post-comprehension results, which, in turn, indicates its scalability within the context of general education, where classical methods did not demonstrate the same degree of success in terms of their outcomes.

The present findings resonate with and reinforce earlier studies. For example, Zuhriyah and Pratolo (2020) found that Quizizz increased student participation and comprehension in EFL classrooms, emphasizing interactivity as a critical

component of learning. Similarly, Fatimah (2022) demonstrated significant improvements in ninth-grade students' reading outcomes when Quizizz was integrated with narrative texts, underscoring the platform's adaptability to different instructional designs. More recently, Annisa and Susanti (2024) concluded that Quizizz not only improved comprehension but also enhanced motivation due to its user-friendly interface, instant feedback, and competitive features. These parallels strengthen the credibility of the current study while highlighting the replicability of such outcomes across contexts.

Furthermore, the motivational benefits of Quizizz were underscored in Yuniarto's (2021) study with eighth graders, where students exhibited increased enthusiasm and improved reading skills over time. His findings emphasized the centrality of real-time feedback and digital accessibility, two features echoed in the present research. Likewise, Dhamayanti (2021) reported that students perceived Quizizz as a more approachable, less intimidating way to learn. Taken together, these studies suggest that the motivational and engagement factors associated with gamified platforms are not merely ancillary but integral to achieving deeper learning outcomes.

From a theoretical perspective, the results align with constructivist learning frameworks, particularly Vygotsky's social development theory. Quizizz, through its competitive and interactive features, fosters peer interaction and scaffolding, creating an environment where students learn not only from the task but also from one another. The platform's capacity for immediate feedback further aligns with formative assessment principles articulated by Black and Wiliam (2009), who argue that timely feedback is essential for metacognitive regulation and learning progression. Additionally, the findings can be interpreted through cognitive load theory, as the engaging multimedia and gamification elements likely helped focus attention and reduce extraneous load, enabling deeper comprehension of texts.

The adaptability of Quizizz also supports differentiated instruction. Ningtyas and Syaodih (2020) highlighted that the platform's flexible question formats and adjustable difficulty levels allow teachers to tailor assessments to individual student needs. In the present study, this feature may have enabled students with varying proficiency levels to engage successfully, thereby fostering inclusive classroom practices. Such personalization is crucial, as it reduces cognitive overload and anxiety, two factors widely recognized as barriers to reading comprehension development.

Nevertheless, the study was not without its challenges and limitations. A key obstacle was the unstable internet connection, which temporarily disrupted student access to Quizizz. Tethering a mobile connection mitigated this issue, but it still highlights the infrastructural limitations of under-resourced schools. Such challenges underscore the necessity of systemic institutional support, which includes investment in internet access and teacher training, to ensure the sustainable implementation of digital platforms. From a methodological standpoint, the quasi-experimental design, while practical, lacked full randomization, which raises the possibility of selection bias. Although baseline pretest scores between groups were similar, thereby reducing this concern, it remains a limitation to the study's internal

validity. Additionally, the relatively small sample size ($n = 55$) constrains generalizability, warranting caution in extending the findings to other populations.

Critically, the contrast between Quizizz and PowerPoint as instructional media reveals deeper pedagogical implications. While PowerPoint organizes information effectively, it lacks interactivity, personalization, and real-time feedback, elements vital for maintaining engagement and fostering comprehension. As Gilakjani (2017) emphasized, technology-enhanced instruction stimulates multiple senses and provides varied processing pathways, thereby enriching the encoding and retrieval of textual information. Furthermore, Grabe and Stoller (2013) argue that comprehension requires not only decoding meaning but also interacting critically with texts. The design of Quizizz, combining multiple-choice and fill-in-the-blank questions, facilitates such interaction by encouraging inference, prediction, and synthesis, thereby strengthening higher-order comprehension skills.

One possible explanation for the strong performance outcomes lies in the gamification elements embedded in Quizizz. Namara and Murphy (2017) note that gamified environments can trigger dopamine release, generating positive reinforcement loops. This may explain why students remained engaged and motivated, even though the intervention spanned only four instructional sessions. However, this raises an important question for future research: do these motivational effects persist once the novelty of the platform wears off, or do they diminish over time? Longitudinal studies are needed to assess whether Quizizz's impact is sustained across semesters and whether its effectiveness extends to other genres beyond narrative texts.

The present findings also engage critically with the work of Torres (2019), who emphasized that internal student factors, such as motivation and prior knowledge, play a dominant role in comprehension. While Torres's analysis remains valid, this study suggests that the choice of instructional medium can mediate, and in some cases overcome, such barriers. The implication here is not that internal factors are irrelevant, but rather that pedagogically intentional digital tools like Quizizz can offset some of their limitations by creating environments that actively scaffold comprehension.

In conclusion, this study contributes both empirical and theoretical insights to the literature on digital education. The evidence demonstrates that Quizizz significantly enhances reading comprehension among junior high school students, outperforming more traditional tools such as PowerPoint. The large effect size underscores its practical significance, while the theoretical framing in constructivism, formative assessment, and gamification theory explains why the intervention was effective. Importantly, the study underscores the need for educational institutions to invest in infrastructure and teacher training, especially in underserved contexts, to ensure equitable access to such innovations. Future research should test the sustainability of these outcomes across time, text genres, and larger populations. Ultimately, platforms like Quizizz should not be viewed as supplementary novelties but as essential components of modern pedagogy, capable of bridging the gap between digital-native learners and the demands of meaningful literacy development in the 21st century.

CONCLUSION AND SUGGESTION

This case will seek to determine how well the eighth-grade students at the private junior high school Sidoarjo can comprehend reading materials using Quizizz. The t-test will be used to reveal the results of students receiving the treatment, as evidenced by the increase in students' average scores based on the before and after levels. Next, the outcomes of the independent t-test indicated $p < 0.05$, which means the reading comprehension of the students has remarkably increased following the treatment. These findings agree with the hypothesis that the use of Quizizz as a learning media in the classroom would positively influence the reading comprehension of students.

According to the research results, it has been revealed that the application of Quizizz as a learning medium has significantly impacted students' reading comprehension in the past. Such efficiency can be reduced to different features of the platform, as it is interactive and contains various types of tests, e.g., fill-in-the-blank and multiple-choice questions, which strongly stimulate student participation in the educational process. And for the teachers, Quizizz can help develop several skills, not just reading, because of the versatile and assistive functionality that can be easily adapted in classroom teaching. The availability to students will enable them to access and use the application easily and, therefore, work more on the content in great detail and not only on comprehension abilities in reading but also on other language-related abilities. Additionally, future researchers can explore new areas and applications of Quizizz, allowing them to develop and implement studies that utilize various skills and variables, thereby broadening the range and utility of educational technology in relation to fundamental language learning processes.

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