

**THE EFFECTIVENESS OF QUIZIZZ BASED LEARNING ACTIVITIES ON
THE READING COMPREHENSION FOR INTERNATIONAL CLASS
PROGRAM AT MTSN 3 MALANG**

THESIS

By:

Muhammad Haidar

220107110089



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

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APPROVAL SHEET

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PROGRAM AT MTSN 3 MALANG**

THESIS

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THE EFFECTIVENESS OF QUIZZZ BASED LEARNING ACTIVITIES ON THE READING COMPREHENSION FOR INTERNATIONAL CLASS PROGRAM AT MTSN 3 MALANG

THESIS

By:

Muhammad Haidar (220107110089)

Has been defended in front of the board of examiners at the date of June 18th
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Accepted as the requirement for the degree of English Language Teaching (S.Pd.)
in the English Education Department, Faculty of Tarbiyah and Teacher Training.

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Appendix : 4 (Four) Copies

The Honorable,

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Maulana Malik Ibrahim State Islamic University of Malang

In Malang

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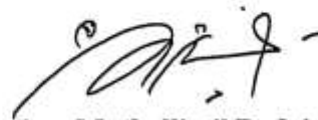
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Program at MTsN 3 Malang

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Malang, Juni 14th, 2026

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MOTTO

“Think positive, no matter how hard your life is.”

(Ali bin Abi Thalib)

THESIS DEDICATION

This thesis is wholeheartedly dedicated to my beloved family. To my father, Heri Riswanto, and my mother, Eti Suyeti, thank you for your unwavering support, endless prayers, and unconditional love, which have been my greatest source of strength throughout this journey. To my older sister as well as my best companion to spend time with, Tiara Nuraidha, thank you for always being there with your encouragement, laughter, support, and companionship during every step of my journey. I would also like to express my deepest gratitude to all of my extended family members and relatives whose names cannot be mentioned one by one, but whose prayers and support have meant so much to me in completing this thesis.

This thesis is also sincerely dedicated to my beloved supervisor, Mrs. Ima Mutholliatil Badriyah, M.Pd., for her patience, guidance, and valuable insights throughout the writing process. Her dedication and encouragement have greatly contributed to the completion of this thesis.

Last but not least, I would like to express my heartfelt appreciation to all my friends who have shared this journey with me. Thank you for your support, motivation, and the spirit of togetherness. This thesis is not just my own achievement, but also a reflection of the love, encouragement, and prayers from those around me.

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All praise and gratitude are due to Allah SWT for His abundant mercy, guidance, and strength, which have enabled the researcher to complete this study entitled "The Effectiveness of Quizizz Based Learning Activities on The Reading Comprehension for International Class Program at MTsN 3 Malang". May peace and blessings always be upon the Prophet Muhammad SAW, who brought humanity from the darkness of ignorance into the light of knowledge and truth.

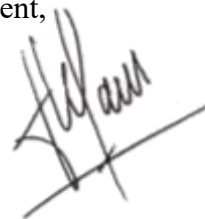
The researcher would also like to express sincere appreciation to all individuals who have provided support and assistance throughout the process of conducting this research and completing this thesis as a requirement for the bachelor's degree. Without their support, this thesis would not have been finished as smoothly and quickly. With the greatest respect and humility, the researcher would like to convey heartfelt gratitude to:

1. To Allah SWT, who has bestowed mercy, health, and strength upon me, enabling me to complete this thesis smoothly. All gratitude belongs to Him, for without His help, this journey would not have been possible.
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10. To the amazing students of classes 7D at MTsN 3 Malang. Thank you so much for your participation and support during my research. Your help, enthusiasm, and cooperation truly meant a lot to me. I really appreciate your time and willingness to be part of this study. Without you, this research wouldn't have been possible.

Malang, Juni 14th, 2026

Student,

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Muhammad Haidar

NIM. 220107110089

ARABIC-LATIN TRANSLITERATION GUIDELINES

The Arabic-Latin transliteration in this thesis follows the guidelines established based on the joint decree of the Indonesian Minister of Religion and the Indonesian Minister of Education and Culture No. 158 of 1987 and No. 0543 b/U/1987, which can be generally explained as follows.

A. Words

ا	=	A	ز	=	z	ق	=	q
ب	=	B	س	=	s	ك	=	k
ت	=	T	ش	=	sy	ل	=	l
ث	=	Ts	ص	=	sh	م	=	m
ج	=	J	ض	=	dl	ن	=	n
ح	=	H	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	D	ع	=	'	ء	=	'
ذ	=	Dz	غ	=	gh	ي	=	y
ر	=	R	ف	=	f			

B. Long Vocal

Vokal (a) panjang	=
Vokal (i) panjang	=
Vokal (u) panjang	=

C. Diphthong Vocal

أَؤ	=	aw
أَي	=	ay
أُو	=	û
إَي	=	î

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ABSTRACT

Muhammad Haidar. The Effectiveness of Quizizz-Based Learning Activities on Reading Comprehension for the International Class Program at MTsN 3 Malang. Thesis. Tadris English, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang.
Advisor: Ima Mutholiatil Badriyah, M.Pd.

Keywords: Quizizz, Reading Comprehension, Quizizz-Based Learning Activities

In the era of rapid technological advancement, the integration of digital learning media has become an important strategy to enhance students' engagement and learning outcomes. Quizizz is an interactive learning platform that provides gamified activities, immediate feedback, and an enjoyable learning environment. This study aimed to investigate the effectiveness of Quizizz-based learning activities on students' reading comprehension and to identify the challenges faced by students during Quizizz-based learning activities.

This study employed a mixed-method approach. A quantitative method using a pre-experimental one-group pre-test and post-test design was applied to answer the first research question, while a qualitative descriptive design using semi-structured interviews was employed to answer the second research question. The participants of this study were 31 seventh-grade students of the International Class Program (ICP) at MTsN 3 Malang. The research instruments consisted of a reading comprehension test administered through a pre-test and post-test and semi-structured interviews with eight students who obtained relatively low scores on both the pre-test and post-test to explore the challenges they experienced while using Quizizz.

The quantitative findings demonstrated that Quizizz-based learning activities were effective in improving students' reading comprehension. The statistical analysis showed that the mean pre-test score increased from 57 to 86 in the post-test, with a mean difference of 15.97 points. Furthermore, the Paired Sample t-test yielded a t-value of -3.967 ($df = 30$) and a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between students' achievement before and after the implementation of Quizizz-based learning activities. In addition, the N-Gain score was 0.54 (54%), which falls into the moderate category, indicating that Quizizz-based learning activities were moderately effective in improving students' reading comprehension achievement. The interview results revealed that although students generally perceived Quizizz as an engaging and interactive learning medium, they still encountered several challenges, including adapting to the application's features, maintaining concentration due to the timer and leaderboard, reading long passages on a mobile screen, repeatedly reviewing the text before selecting answers, and understanding unfamiliar vocabulary. Despite these challenges, students expressed positive attitudes toward the use of Quizizz because it increased their engagement and motivation in learning reading comprehension.

Based on these findings, this study concludes that Quizizz-based learning activities are effective in improving students' reading comprehension and creating a more engaging learning environment. However, their implementation should be supported by appropriate teacher guidance and well-designed instructional activities to address the challenges encountered during the learning process.

ABSTRAK

Muhammad Haidar. Efektivitas Aktivitas Pembelajaran Berbasis Quizizz terhadap Kemampuan Membaca (Reading Comprehension) pada Program Kelas Internasional (International Class Program) di MTsN 3 Malang. Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing: Ima Mutholliatil Badriyah, M.Pd.

Kata Kunci: Quizizz, Reading Comprehension, Aktivitas Pembelajaran Berbasis Quizizz

Di era perkembangan teknologi yang semakin pesat, pemanfaatan media pembelajaran digital menjadi salah satu strategi yang dapat meningkatkan keterlibatan dan hasil belajar siswa. Quizizz merupakan salah satu platform pembelajaran interaktif yang menyediakan aktivitas berbasis permainan (*gamified learning*), umpan balik secara langsung, serta suasana belajar yang lebih menarik. Penelitian ini bertujuan untuk mengetahui efektivitas aktivitas pembelajaran berbasis Quizizz terhadap kemampuan membaca (*reading comprehension*) siswa serta mengidentifikasi tantangan yang dihadapi siswa selama mengikuti aktivitas pembelajaran berbasis Quizizz.

Penelitian ini menggunakan pendekatan mixed-method. Metode kuantitatif dengan desain pre-experimental one-group pre-test and post-test digunakan untuk menjawab rumusan masalah pertama mengenai efektivitas aktivitas pembelajaran berbasis Quizizz. Sementara itu, metode kualitatif deskriptif melalui wawancara semi-terstruktur digunakan untuk menjawab rumusan masalah kedua mengenai tantangan yang dialami siswa. Partisipan penelitian ini adalah 31 siswa kelas VII Program Kelas Internasional (International Class Program/ICP) di MTsN 3 Malang. Instrumen penelitian berupa tes reading comprehension yang diberikan melalui pre-test dan post-test, serta wawancara semi-terstruktur kepada 8 siswa yang memperoleh nilai relatif rendah pada pre-test dan post-test untuk menggali tantangan yang mereka alami selama menggunakan Quizizz.

Temuan kuantitatif menunjukkan bahwa Quizizz-based learning activities efektif dalam meningkatkan kemampuan membaca (*reading comprehension*) siswa. Hasil analisis statistik menunjukkan bahwa nilai rata-rata (mean) pre-test sebesar 57,26 meningkat menjadi 73,23 pada post-test, sehingga terjadi peningkatan rata-rata sebesar 15,97 poin setelah penerapan Quizizz-based learning activities. Selain itu, hasil Paired Sample t-Test menunjukkan nilai $t = -3,967$ dengan $df = 30$ dan nilai signifikansi (Sig. 2-tailed) sebesar 0,000 ($p < 0,05$), yang berarti terdapat perbedaan yang signifikan antara hasil belajar siswa sebelum dan sesudah penerapan Quizizz-based learning activities. Hasil analisis N-Gain sebesar 0,54 (54%), yang termasuk dalam kategori sedang (moderate), semakin memperkuat bahwa penggunaan Quizizz-based learning

activities cukup efektif dalam meningkatkan kemampuan reading comprehension siswa. Sementara itu, Hasil wawancara mengungkapkan bahwa meskipun siswa secara umum menganggap Quizizz sebagai media pembelajaran yang menarik dan interaktif, mereka masih menghadapi beberapa tantangan, termasuk beradaptasi dengan fitur aplikasi, mempertahankan konsentrasi karena adanya pengatur waktu dan papan peringkat, membaca bagian teks yang panjang di layar ponsel, berulang kali meninjau teks sebelum memilih jawaban, dan memahami kosakata yang tidak familiar. Terlepas dari tantangan-tantangan ini, siswa menyatakan sikap positif terhadap penggunaan Quizizz karena meningkatkan keterlibatan dan motivasi mereka dalam mempelajari pemahaman bacaan.

Berdasarkan temuan tersebut, penelitian ini menyimpulkan bahwa aktivitas pembelajaran berbasis Quizizz efektif dalam meningkatkan kemampuan membaca siswa sekaligus menciptakan lingkungan belajar yang lebih menarik dan interaktif. Namun, implementasinya perlu didukung oleh penjelasan guru yang memadai, bantuan penguasaan kosakata, serta strategi pembelajaran yang tepat agar siswa dapat mengatasi berbagai tantangan yang mereka hadapi. Oleh karena itu, guru disarankan untuk mengintegrasikan Quizizz dalam pembelajaran membaca dengan tetap memberikan bimbingan yang cukup agar hasil belajar siswa dapat lebih optimal. Penelitian selanjutnya diharapkan dapat mengkaji penggunaan Quizizz pada keterampilan berbahasa Inggris lainnya atau menerapkannya pada desain penelitian dan konteks pendidikan yang berbeda.

الخلاصة

في تحسين فهم المقروء لبرنامج الفصل الدولي Quizizz محمد هيدار. فعالية أنشطة التعلم القائمة على تطبيق مالانج. رسالة ماجستير. قسم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة 3 MTsN في مدرسة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج.

المشرفة: إيما مثوليائيل بدرية، دكتوراه في الطب.

أنشطة التعلم القائمة على كويزز، فهم المقروء، كويزز: الكلمات المفتاحية

يُعد فهم المقروء من أهم المهارات في تعلم اللغة الإنجليزية، إذ يساعد الطلاب على فهم النصوص المكتوبة وتفسيرها واستخلاص المعلومات منها. ومع ذلك، لا يزال كثير من الطلاب يواجهون صعوبات في تحديد الفكرة الرئيسية، والعثور على المعلومات التفصيلية، وفهم المفردات في سياقها، والاستنتاج من النصوص المقروءة. لذلك، أصبح توظيف وسائل التعلم الرقمية التفاعلية من الاستراتيجيات المهمة لزيادة مشاركة الطلاب وتحسين إحدى هذه الوسائل، حيث توفر أنشطة تعليمية قائمة على التلعيب (Quizizz) نتائج تعلمهم. وتُعد منصة كويزز مع تغذية راجعة فورية وبيئة تعلم أكثر متعة وتفاعلاً. وهدفت هذه الدراسة إلى معرفة (Gamified Learning) فاعلية أنشطة التعلم القائمة على كويزز في تحسين مهارة فهم المقروء لدى الطلاب، بالإضافة إلى التعرف على التحديات التي يواجهها الطلاب أثناء استخدام هذه الأنشطة.

استُخدمت في هذه الدراسة مناهج بحثية متنوعة؛ حيث طُبّق تصميم كمي يعتمد على اختبار قبلي وآخر بعدي لمجموعة واحدة للإجابة عن سؤال البحث الأول، بينما استُخدم المنهج الوصفي النوعي - بالاعتماد على مقابلات شبه منظمة - للإجابة عن السؤال الثاني. وتكونت عينة الدراسة من 31 طالباً وطالبة من طلاب الصف في مالانج. وشملت أدوات البحث اختباراً لقياس 3 MTsN بمدرسة (ICP) السابع في برنامج الفصول الدولية الفهم القرآني طُبّق بصفته اختباراً قبلياً وآخر بعدياً، بالإضافة إلى مقابلات شبه منظمة أجريت مع ثمانية طلاب ممن حصلوا على درجات منخفضة نسبياً في تلك الاختبارات، وذلك بهدف استكشاف التحديات التي واجهوها أثناء "Quizizz" استخدام منصة.

كانت فعالة في تنمية (Quizizz) أظهرت النتائج الكمية أن أنشطة التعلم القائمة على منصة كويزز مهارة فهم المقروء لدى الطلاب. وقد بيّن التحليل الإحصائي أن متوسط درجات الاختبار القبلي بلغ 57.26، ثم درجة بعد تطبيق أنشطة التعلم القائمة على منصة 15.97 ارتفع إلى 73.23 في الاختبار البعدي، أي بزيادة قدرها $t = -3.967$ بلغت t أن قيمة (Paired Sample t-Test) كويزز. كما أظهرت نتائج اختبار $(df = 30)$ بلغت 0.000، وهي أقل من مستوى الدلالة 0.05 (Sig. 2-tailed)، وأن قيمة الدلالة الإحصائية $(p < 0.05)$ ، مما يدل على وجود فرق ذي دلالة إحصائية بين نتائج الطلاب قبل تطبيق المعالجة وبعدها. بالإضافة إلى 0.05، وهي تقع ضمن الفئة المتوسطة، مما يؤكد أن (N-Gain) 0.54 (54%)، بلغت قيمة الكسب المعياري استخدام أنشطة التعلم القائمة على منصة كويزز كان فعالاً بدرجة متوسطة في تنمية مهارة فهم المقروء لدى أما نتائج المقابلات، فقد أظهرت أنه على الرغم من أن الطلاب نظروا إلى منصة كويزز باعتبارها وسيلة الطلاب تعليمية ممتعة وتفاعلية، فإنهم واجهوا عدة تحديات، من بينها التكيف مع خصائص التطبيق، والمحافظة على التركيز بسبب وجود المؤقت ولوحة الترتيب، وقراءة النصوص الطويلة على شاشة الهاتف المحمول، والحاجة إلى مراجعة النص عدة مرات قبل اختيار الإجابة، بالإضافة إلى صعوبة فهم بعض المفردات غير المألوفة لديهم. ومع ذلك، فقد أبدى الطلاب اتجاهًا إيجابيًا نحو استخدام منصة كويزز، لما لها من دور في زيادة اهتمامهم ومشاركتهم في أنشطة تعلم مهارة فهم المقروء.

وبناءً على هذه النتائج، خلصت الدراسة إلى أن أنشطة التعلم القائمة على كويزز تُعد وسيلة فعالة في تنمية مهارة فهم المقروء لدى الطلاب، كما تسهم في إيجاد بيئة تعلم أكثر تفاعلية وجاذبية. ومع ذلك، فإن نجاح تطبيقها يتطلب دعمًا من المعلم من خلال تقديم التوجيه المناسب، وتعزيز المفردات اللغوية، وتصميم أنشطة تعليمية ملائمة. تساعد الطلاب على التغلب على التحديات التي يواجهونها أثناء عملية التعلم.

CHAPTER I

INTRODUCTION

This chapter describes about background of the study, research questions, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms below.

1.1 Background of the Study

English is important in modern life, because functions as an international language, making it beneficial for young people from a professional point of view in various areas of life. The ability to read scientific literature and electronic information sources in English greatly enables students to have equal competition on the national and global level in general education. Today it is becoming increasingly important, since many employers insist on a candidate knowing English well enough. According to Mauliska and Angelo (2024), in this day and age of globalization, studying English is a critical skill that students must master. This is due to the fact that practically all scientific publications and information sources on the internet are written in English. Aside from that, practically all businesses in the world of work require English language abilities when hiring new employees.

English literacy is closely associated with critical thinking, academic success, and global competency. Teaching them English upgrades their cognitive abilities and prepares them for operating in an international economy. Therefore, teaching students to have good English makes them not only more academically

successful but also more adaptable and independent in a world that is getting smaller by the minute. This is essentially the very essence of education: understanding other languages and perspectives. A study by Mauliska and Angelo (2024) shows the importance of teaching English from primary through secondary school has been extensively discussed in educational literature. Several studies indicate that early introduction to English not only enhances students' linguistic abilities but also positively impacts their cognitive development and analytical skills.

According to Astiantih et al. (2022), reading comprehension is the ability to drive meaning from written material. Readers are considered successful when they understand the meaning intended by the writer. Furthermore, reading comprehension as a complex process involving the interaction of many components, including readers' background knowledge, reading strategies, the text, readers' interest in the topic, and readers' knowledge of type. In addition Nidoy and Moneva (2023) found that reading comprehension is influenced by a number of factors, including prior knowledge, vocabulary and fluency, active reading abilities, and critical thinking.

Understanding the text requires the individual to comprehend more than just the words in any reading, there is the intention and meaning conveyed by the writer. The level of a student's comprehension is primarily influenced by their strategies while reading, previous knowledge, and interest in the topic of reading. Hence, enhancing it is so crucial for students' academic improvement and in the course of mastering the English language as well. Nowadays, more and more students are

expected to be able to comprehend what others read at all levels of education, especially junior high school students who are still in the early phase.

This statement is in line with surah Al-Alaq (30:1)

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

“Recite in the name of your Lord who created”

This verse became the first revelation revealed to Prophet Muhammad SAW, and explicitly shows that the activity of reading (Iqra') is the initial key to all forms of science and the development of human reason. However, Allah commands the Prophet and his people to read as the first step in demanding knowledge, by attributing all knowledge to God who created as a form of tawhid and strengthening the meaning of learning based on faith. Therefore, in Islamic perspective, reading activities have moral, spiritual and intellectual aspects. Strengthening faith, improving morals, and benefiting from knowledge should be prioritised. Through this verse, Ibn Kathir (759 H/1358 AD) also emphasises the importance of studying as an act of worship and making Allah the centre of all learning goals. Thus, reading is not just understanding letters and word it is also making knowledge related to spiritual awareness and submission to God. In this digital age, various types of information can be accessed through digital media.

In the world of education, for example, digital technology is used to support the success of the teaching and learning process in schools. This allows learning to be more innovative and creative, encouraging students to continue learning. The

use of the internet is always related to digital technology. Many internet resources that are useful in the world of education, such as various websites and social networks, can help students learn independently and increase their knowledge. In addition, Nurhalimah and Azzahra (2023) said that the purpose of learning media can increase student involvement in the leaning process.

The application of Quizizz can help the user learn at the same time, it is a game-based learning platform that lets students engage in live discussions, quizzes, and formative assessments. Through the platform, material can be present in a fun and competitive way; teachers are able to increase motivation and learning results among their students. In addition, with Quizizz, teachers can see directly whether their students understand the course material and can even give feedback to them straight away. This allows technology-based learning whereby digital tools support and enrich classroom learning. Dewi et al. (2025) emphasized that Quizizz supports various question formats, enabling teachers to create or select quizzes from a shared library, reducing their workload while maintaining student engagement.

There are various approaches which teachers can apply if they have to provide first on boarding through workshops or short orientation sessions. This approach reduces the pressure for slower/reflective students, so they can focus on understanding the material-not just speed of answering. Furthermore, it is important to use creative and relevant materials through games. Teachers are advised to create game-based learning in interesting formats-that also match the texts that students read. Moreover, using games enables students to try new things

and discover new things with the environment they use. In the process of playing these games, the students improve their language skills. Games enable the teacher to attract students' interests in the process of teaching and learning. Using games make students more have variation in the teaching learning process (Yulandari et al. 2022). Finally, teachers should use the game results to create follow-up learning. By looking at what students answered in the game, they can provide enrichment or remedial according to the needs of the group.

Quizizz is a game-based learning platform that aims to make learning more interactive, fun and motivating. Its features include live scores, leaderboards, and attractive visual displays, which allow students to be more engaged in learning. Putri, Afriyanti, and Melvina (2022) stated that the use of Quizizz significantly encouraged student learning engagement, both behaviourally, emotionally, and cognitively. In addition, Quizizz is also proven and capable of improving student learning outcomes. According to Pahamzah et al. (2020), Quizizz is game-based educational applications, which bring multiplayer activities to the classroom and make in-class exercises interactive and fun. Using Quizizz, students can do in-class exercises on their electronic devices. Unlike other educational application, Quizizz has game characteristics like avatar, themes, memes, and music, which are entertaining in the learning process.

Quizizz not only increases students motivation and improves learning outcomes, but it's also easy to use and flexible, as it can be used across multiple devices without requiring complex logins. Students are able to study independently, retake assignments, and receive direct feedback from their teachers.

This means that Quizizz is both an assessment tool and serves as an active learning tool; using it will lead students into more critical thinking and a better understanding of the topics they go through.

There are several previous studies related to Quizizz used in the teaching process. The first study by Pahamzah et al. (2020) entitled “Quizizz as a Students’ Reading Comprehension Learning Media: A Case Study at the Eleventh Grade of Dwi Putra Bangsa Vocational School in Cimanggu” used a qualitative case study approach involving 36 vocational students. The study aimed to investigate how Quizizz could serve as an online game-based learning medium to enhance reading comprehension.

The second research conducted by Nurhaya and Abduh (2023) under the title “Quizizz Based Application in Teaching Reading in an Indonesian EFL Junior High School Context” adopted a descriptive case study approach to explore teachers’ perceptions and the implementation of Quizizz in reading instruction. The results revealed that teachers perceived Quizizz positively and recognized its potential to improve literal, inferential, and critical reading comprehension. However, the study primarily emphasized teachers’ perspectives rather than the effectiveness of Quizizz based on students’ reading comprehension. This study differs from previous studies in that it focuses on students through Quizizz-based learning activities and evaluates Quizizz's effectiveness directly based on students' reading comprehension outcomes. This fills the methodological and focal gaps left by previous studies.

The third study by Annisa and Susanti (2024) titled “The Effectiveness of Using Quizizz Application Towards Students’ Reading Comprehension,” employed a quantitative experimental method to determine the significant effect of Quizizz on students’ reading comprehension. The findings showed a significant improvement in students’ mean score from 64.41 to 81.12, indicating that Quizizz was effective in enhancing reading performance. However, this study was conducted in a general junior high school context without distinguishing students’ English proficiency levels or learning environments. In contrast, the present research focuses specifically on the International Class Program, where students are exposed to a more intensive English learning context and international curriculum standards, which may influence how Quizizz impacts reading comprehension outcomes.

The fourth study by Kristiana et al. (2024) entitled “Exploring EFL Students’ Practice and Challenges by Using Quizizz in Learning Reading Comprehension.” The purpose of this study was to explore EFL students’ practices and challenges in learning reading comprehension through the use of Quizizz as an ICT-based learning tool. The study employed a qualitative research design with a phenomenological approach and involved five junior high school students as the participants. The researcher collected the data through observation, interviews, and documentation, which were analyzed using the Miles and Huberman model. The findings indicated that Quizizz promoted active interaction, participation, and confidence among students during reading activities. However, the study also highlighted several challenges experienced by students, such as maintaining focus

and motivation while understanding English reading texts, demonstrating that although Quizizz creates a more interactive learning environment, students still encounter difficulties in the reading comprehension process.

The practical results of the study will give significant insights to the English teachers, especially the ones teaching in International Class Programmes, on how to design engaging and effective reading activities through Quizizz. It will also help educators identify how students respond to game-based learning environments and how these platforms can improve students' performance in reading comprehension and motivation.

The researcher has chosen this topic because reading comprehension is one of the most important skills in English learning. Moreover, International Class Program students are supposed to achieve higher proficiency. Quizizz, a game-based learning platform, offers a new and interactive method to make reading activities more fun and successful. Although previous research has shown that Quizizz can improve learning outcomes, no research has tested it in the context of an international classroom that requires greater English language proficiency. Therefore, this research aims to examine the effectiveness of Quizizz-based learning activities on students' reading comprehension in the International Class Program at MTsN 3 Malang, that is why the researcher decided to title the study "The Effectiveness of Quizizz Based Learning Activities on the Reading Comprehension for International Class Program at MTsN 3 Malang."

1.2 Research Questions

Considering the background above, the research question are:

1. Is the use of Quizizz-based learning activities effective on students reading comprehension in the International Class Program at MTsN 3 Malang?
2. What are the challenges faced by students when learning reading comprehension using Quizizz-based learning activities?

1.3 Objectives of the Study

Based on the research questions above, the aim of study are:

1. To find out the effectiveness of Quizizz-based learning activities on students' reading comprehension in the International Class Program at MTsN 3 Malang.
2. To find out the challenges faced by students in learning reading comprehension through Quizizz-based learning activities.

1.4 Significance of the Study

The research of this study is to provide useful theoretical and practical insights and advice to the following parties:

1. Students

This research will assist students in understanding how learning activities based on Quizizz can provide them with an opportunity to understand reading in a rather more interactive and enjoyable way. Second, it could bring to light challenges that students may face in using Quizizz, hence putting them in the best position of preparation. This especially applies to students who have enrolled in the International Class Program at MTsN 3 Malang.

2. Teachers

This study has the potential to encourage English teachers to try Quizizz as a digital learning tool in teaching reading comprehension. The results have shown that teachers can use Quizizz to make learning more dynamic and student-centered, hence enhancing their attention and comprehension of what they read. The Quizizz solution can potentially help educators in enhancing students' comprehension skills.

3. Future Researcher

The findings from this study will assist in further research on how Quizizz, and other technologies of its kind, support the teaching of English, especially reading comprehension. They can continue by scaling up these findings to explore the usage of Quizizz at various levels of age, educational contexts, and language proficiency levels.

1.5 Scope and Limitation of the Study

This study on examining the effectiveness of Quizizz in supporting reading comprehension towards International Class Program (ICP) students of class 7D in the 2025/2026 academic year. The participants of this study consist of 31 seventh-grade students. The reading comprehension will be measured specifically focuses on students' abilities in identifying the main idea, finding detailed information, understanding vocabulary in context, and making inferences from descriptive texts. Furthermore, the study also investigates the problems faced by the students in using the Quizizz application in the learning process of reading comprehension. The

reading materials in this study come from the English curriculum applied to the seventh-grade students that are suitable to national education standards. However, this study is limited to the use of the free version of Quizizz, which may restrict the number of exercises, the variety of materials, and the depth of answer analysis.

1.6 Definitions of Key Terms

To avoid misunderstandings and ensure that the terms used in this study are correctly understood, the following key concepts are defined more precisely.

1. Effectiveness

Effectiveness in this context refers to the degree at which Quizizz-based learning activities enhance students' reading comprehension performance compared to traditional methods. It is determined by analyzing the difference between pre-test and post-test scores of International Class Program on their reading comprehension.

2. Quizizz-Based Learning Activities

A Quizizz-based learning activity can be defined as an activity where the Quizizz platform is employed as a means of teaching and practicing students reading skills comprehension digitally. Quizizz refers to an interactive online tool intended to be motivating and engaging, used for responding to multiple-choice questions in a game-like setting.

3. Reading Comprehension

Reading comprehension refers to the ability of students to understand, interpret,

and respond to written texts. Especially it is measured through reading tests that assess students' understanding of texts, including identifying main ideas, supporting details, and making inferences.

4. International Class Program

This is actual students who attend ICP classes in the seventh grade of State Islamic Junior High School 3 Malang during the 2025/2026 academic year. Students under these conditions participate in this study.

5. Challenges

Students' Challenge refers to the problems or complications students may go through in using Quizizz-based learning activities, such as limited digital literacy, unstable internet, unfamiliarity with the platform, or difficulties in understanding the quiz content. This study explores what kinds of challenges students encounter when using Quizizz in learning reading comprehension.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theories that form the foundation of this research. The understanding of reading skills, particularly reading comprehension, and the role of educational technology in English language learning are the topics of these theories. The main focus is Quizizz, a digital-based learning media that helps reading activities and reviews previous relevant research to support the theory of this study and discusses how Quizizz is used in the classroom.

2.1 Reading Comprehension

2.1.1 The Definition of Reading

Reading is the process of seeing, understanding, and interpreting symbols or signs in writing. It is not just seeing words, but also includes the process of understanding their meaning and relating them to prior knowledge. According Grabe and Stoller (2019) define reading as “a strategic, interactive, and purposeful process that involves understanding written texts, constructing meaning, and integrating new knowledge with prior background knowledge.” This means that reading requires strategy, active interaction with the text, and a clear purpose on the part of the reader. However, Nation (2008) asserts that reading is the main way to acquire vocabulary, general knowledge, and cultural insight in language learning. In English language learning, reading skills do not stand alone but reinforce other language skills such as writing and speaking, because readers

acquire models of language structure, communication style, and message delivery logic. Thus, reading is a skill that balances various other skills.

Duffy (2009) mentions that through reading, especially argumentative or expository texts, students learn to distinguish facts from opinions, analyse the author's intent, and evaluate the validity of arguments. This makes reading an important tool in the formation of logical and reflective thinking. Meanwhile, Grabe (2022) shows that students who regularly read have better academic performance because they are accustomed to understanding written instructions, absorbing the content of other subjects, and developing independent learning habits.

2.1.2 The Definition of Reading Comprehension

Reading comprehension at the junior high school/MTs level, including international classes, requires literal, inferential, and critical evaluation of textual discourse. According to Hidayati and Novita (2021), learning interventions such as reading expansion have been proven to improve the comprehension performance of junior high school students, especially when a collaborative approach is applied. Based on Zahrida and Elfrida (2021) opinion, Reading comprehension is reading with the aim of gaining a deep and comprehensive understanding. Learning and mastering reading comprehension is very important so that students are able to understand and further analyse a text. However, many students find it difficult to learn and master this skill because when reading English texts, they do not have a good understanding of grammar.

Musahrain, Suryani, and Suharno (2018) argued that reading comprehension is the process of creating meaning from a text by combining prior knowledge and experience, information contained in the text, and the reader's perspective on the topic being discussed. Reading comprehension is a fundamental skill that plays a crucial role in student's academic success across various disciplines. Proficiency in reading comprehension not only enhances students' understanding of textual content but also fosters critical thinking, analytical skills, and overall cognitive development based on (Hariyanti and Damanik 2024). However, according to Setiawan et al. (2023), reading comprehension is a process in which readers actively construct meaning through interaction with the text, connecting prior knowledge, experiences, perspectives, and social interactions. Readers do not merely extract information but create meaning that is personal and contextual.

2.1.3 Reading Comprehension for Junior High School Level

Reading comprehension has long been considered a milestone in the learning process for all scholastic levels, especially at junior high school, an important transition period marking the beginning of adolescence-a period when children experience rapid physical and psychological growth and development. Reading comprehension competence at the secondary school level is defined as the student's ability to understand a work in its entirety, from identifying key concepts and terms to making a conclusion or rendering a critical judgment.

Reading competency indicators for a junior high school student can be categorized into three levels of comprehension: literal, inferential and critical. Literal comprehension involves the ability to comprehend the details and direct facts explicitly expressed in the text. While critical or evaluative comprehension results in the ability to assess or evaluate the text's content by connecting it to larger experiences, values, or norms, inferential comprehension entails the ability to draw implied meanings, such as conclusions about the relationships between textual elements or predictions of meaning from context. Sari, Siswanto, Ismawati, and Muhlisin's research (2024) shows that students' scores at the literal level are higher than at the inferential and critical levels, indicating the need for more practice at higher levels of comprehension.

Pangestika et al. (2023) define that learning outcomes are statements that describe significant and essential learning that learners have achieved at the end of course of program and can reliably demonstrate what they have learned as a result of their educational experience. Learning outcomes are closely related to material development and are used as a guideline in designing materials. Students should be able to recognize the main ideas and specific ideas in a variety of texts, including recount and descriptive texts, interpret textual references found in the reading, comprehend the meaning of unfamiliar words or phrases through context; and evaluate and appreciate the text they read, for instance by determining the author's accuracy, relevance, or point of view. These are the expected learning outcomes of reading comprehension instruction in junior high school. The students are also expected to employ comprehension techniques, such as inference, prediction,

recognition of text structure, and connecting the meaning of the text with their personal experiences. The learning model proposed by Ermita (2017) incorporates literal, inferential, evaluative, and appreciative exercises to achieve these learning outcomes.

Reading comprehension teaching materials for secondary school students should include various types of texts that are appropriate for the curriculum and the students' level of development. Descriptive and recount texts are often used because they are appropriate for the curriculum and provide opportunities to practise various reading competency indicators (Riadi and Tantra 2020). In addition, the materials also need to include texts with varying levels of difficulty to support development from literal to inferential and critical reading. For example, research by Sari et al. (2024) used science texts to examine differences in scores across the three levels of comprehension.

2.2 MALL (Mobile Assisted Language Learning)

2.2.1 Quizizz as Language Learning Media

Learning media are things that can be understood both within and outside of the classroom, particularly through sight and sound. classroom, which serves as a communication medium (connection tool) in the process of teaching and learning interaction to increase the efficacy of student learning outcomes (Faishol and Mashuri 2022).

Quizizz is a tool that allows people to play online quizzes. Most people only use it as a game, but as a learning medium, Quizizz has many formal media such

as quizzes, surveys, daily assessments, and semester exams (Hilmy 2024). In addition, Quizizz has two game models, namely live games and homework quizzes. These two game models can be adapted to learning needs (Anggraeni and Sari 2022). The Quizizz app is excellent for teaching English. First, teachers can choose what type of exercises to use because there are many exercises that have been created by other teachers. Second, students can see their scores immediately after completing the exercises. Third, this app is very effective because it can be used anytime and by anyone. Fourth, there is a ranking system for each student's answer submitted to Quizizz. Finally, there is a distinction between correct and incorrect answers (Ramadhani and Ardi 2022). Quizizz is an accurate and effective learning evaluation tool. By using the Quizizz application, the teacher can reduce the possibility of students collaborating or cheating during the evaluation process. The review of questions provided also gives students more explanation about the correct answers to each question. Therefore, it is hoped that the evaluation will show the learning outcomes of the students. These learning outcomes can be used as a benchmark for the success of educational programmes and also as a reference point for improvements if there are any shortcomings (Aditiyawarman et al. 2022).

In this study, the Quizizz learning model used was a quiz with short texts. Each quiz contained a descriptive text of 30-50 words that was appropriate for the English language abilities of MTsN 3 Malang (ICP) students and focused on specific people, places, and objects in line with the curriculum theme. Such as descriptions of 'My School' or 'My Favourite Teacher'. After reading, students answer three to five questions that measure literal, inferential, and evaluative

comprehension, such as identifying the main idea of a paragraph, finding specific information, understanding vocabularies in context, and inferring the author's message or attitude. The questions are presented in the form of short-answer and multiple-choice questions, which are compatible with Quizizz and facilitate the analysis of learning outcomes. This approach allows teachers to integrate reading skills with the use of digital technology in an engaging and interactive way, creating a more student-centered learning environment. Through the implementation of Quizizz-based learning activities, students are encouraged to participate actively, respond to reading tasks more confidently, and develop greater motivation in understanding English texts. The combination of gamified features and structured reading exercises helps reduce students' boredom and increases their focus during the learning process.

2.2.2 Quizizz for Reading Activities

According to Fatimah (2022), reading is an integral part of daily activities and is always performed by someone to obtain relevant or specific information. Reading is a word game in which a reader finds the information in a passage and writes about it in a new way, with a different perspective. As a literacy component, reading as the part of literacy is forced to prepare the students in facing digital literacy which emerges to build an innovative reading habit. Reading also enables students to acquire the information, knowledge, and skill that they need in life. The quality of reading skill has a strong impact on English language ability based on Apsari and Auliya (2023). The most important task for teachers should be to

provide reading instruction using strategies and processes that help students understand the ideas in reading texts. One of the many great learning resources for quiz games is the Quizizz app, which lets teachers monitor how well their pupils are reading (Alimah and Danial 2023).

However, using Quizizz as an educational app that provides a thorough learning and assessment approach is one innovative way to boost student interest and motivation in this digital age. It successfully overcomes the obstacles brought on by a lack of vocabulary, a lack of learning resources, and a decline in reading interest (Annisa and Susanti 2024). In support, Nurhaya & Abduh (2023) in their case study of Quizizz based application in teaching reading reported that Quizizz has positive impacts on students' reading comprehension at literal, inferential, critical, and creative levels in Indonesian EFL junior high school classrooms.

Reading comprehension theory also supports this approach. According to Grabe & Stoller (2013), comprehension is the ultimate goal of all reading; main-idea comprehension should be at the core of all reading instruction. They also describe reading as involving both lower-level processes (word recognition, vocabulary, syntax) and higher-level processes (making inferences, summarizing, evaluating) in constructing meaning. This aligns with the use of Quizizz quizzes that incorporate literal, inferential, evaluative, and vocabulary tasks. For example, a study by “The Effect of Quizizz Application on the Students' Reading Comprehension” (Wiralodra English Journal, 2024) found that after treatment with Quizizz, the average reading comprehension score of seventh-grade students increased significantly from 64.41 to 81.12 on descriptive texts.

These results collectively imply that Quizizz provides empirical evidence and pedagogical theory for enhancing reading comprehension. Quizizz is particularly suitable for reading exercises that involve brief sections of descriptive text because of its features, which include interactive quiz formats, captivating game components, and instant feedback. Teachers can use Quizizz to improve learning results by integrating texts that enable the identification of key ideas, particular details, context-based vocabulary, inference of implicit meanings, and customized evaluation questions. Higher comprehension scores, more student motivation, enhanced grasp of language, structure, and author intent, and increased student agency in learning are some examples of these effects.

2.2.3 Advantages and Disadvantages of Quizizz

There are several advantages and disadvantages of Quizizz for application. It facilitates a number of learning activities, such as practice, quizzes with eye-catching components, and content production. Students are inspired to aim for satisfactory learning results by the ability to view their attained ranks on Quizizz. Throughout the learning process, the program uses game-like elements like avatars, themes, memes, and amusing music. It motivates kids to learn by promoting healthy competition among them. Students can use their personal devices to participate in classroom exercises through Quizizz based on Suranto et al. (2024) and also teachers can efficiently evaluate their students' comprehension of the subject matter by using Quizizz. It is an effective learning tool that

stimulates significant student interest and drive to learn because of its user-friendly interface and quick assessment results (Suranto et al. 2024).

However, a number of students claim that Quizizz has disadvantages as well. For instance, it is challenging to use without an online connection, and the music aspects make them anxious. Rather, because Quizizz is online and students may readily cheat by searching on Google, it may enhance the likelihood that students will cheat on the test (Asyifa, Widyarani, and Qurniawan 2024). Another advantage is the instant feedback provided by the platform. According to Chaiyo and Nokham (2017), Quizizz enhances engagement and improves academic performance because students receive immediate responses to their answers, allowing them to identify mistakes and learn more effectively. Wise and Bury (2017) noted that gamification elements such as points, competition, and leaderboards significantly contribute to students' motivation in language learning classes. By turning assessments into an enjoyable game, Quizizz transforms potentially stressful evaluations into fun learning experiences, which is crucial in subjects such as reading comprehension.

However, a number of students claim that Quizizz has disadvantages as well. For instance, it is challenging to use without an online connection, and the music aspects make them anxious. Rather, because Quizizz is online and students may readily cheat by searching on Google, it may enhance the likelihood that students will cheat on the test (Asyifa et al. 2024). In line with this, Batubara et al. (2025) found that Quizizz effectively increased students' motivation and engagement in English learning among junior high school students. Their study emphasized that

Quizizz's interactive features including quizzes, real time feedback, music, and leaderboards turn conventional learning into a fun, game-like experience that promotes competition and engagement among students.

While Quizizz represents an entertaining, interactive, and engaging tool of conducting reading comprehension activities, its full potential is highly dependent on teachers' practices regarding designing and incorporating it into classroom activities. The entertaining aspect of Quizizz needs to be kept in balance with the pedagogical goals to ensure students do not focus on just the competition and scores but also on deep comprehension of reading texts. As highlighted by Sofyan and Mahmud (2022), digital game-based learning should be combined with meaningful tasks to improve students' higher-order thinking skills. In addition, Rahman et al. (2023) found that Quizizz becomes more effective when supported by clear learning objectives and follow-up discussions that help students reflect on their mistakes. Consequently, Quizizz can be a useful tool for learning descriptive text in junior high school if used wisely to improve reading comprehension. Thus, with these advantages and disadvantages, researcher can determine whether students at MTsN 3 will face the same challenges when using Quizizz in the learning process, especially in learning descriptive text material. This study can investigate how much Quizizz helps or hinders reading comprehension in the International Class Program by looking at the strengths and weaknesses of previous research

2.3 Procedure of Using Quizizz

2.3.1 Sign Up or Log in Quizizz

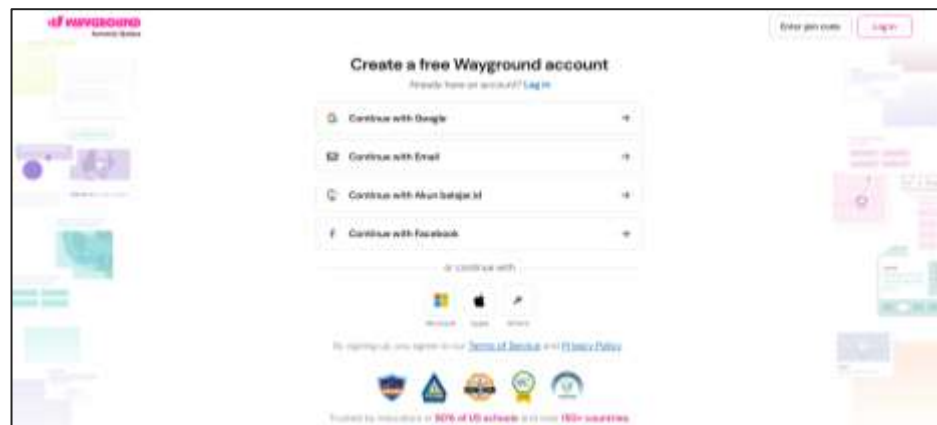
There are two ways to access the Quizizz page if you don't already have a Quizizz account. First, select the “*I’m a teacher*” option if the user is a teacher here are the steps to follow:

1. Select the “*Teacher Sign up for free*”



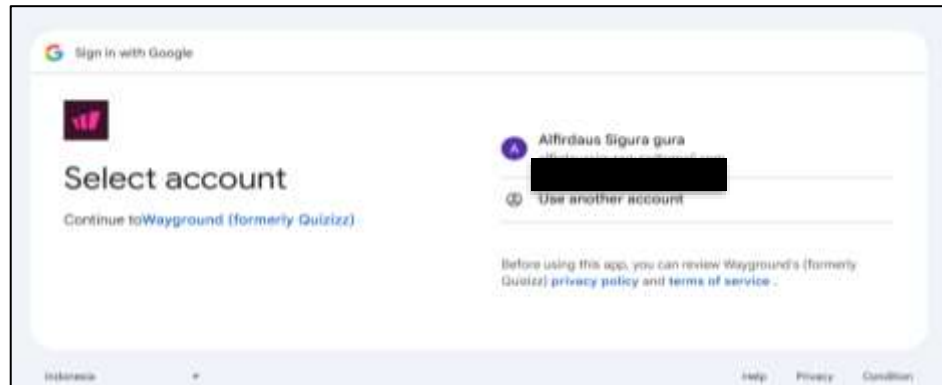
Picture 2. 1 Quizizz Home Page

2. The user will be taken to a new page as shown below and press “connect with Google” to facilitate the registration process.



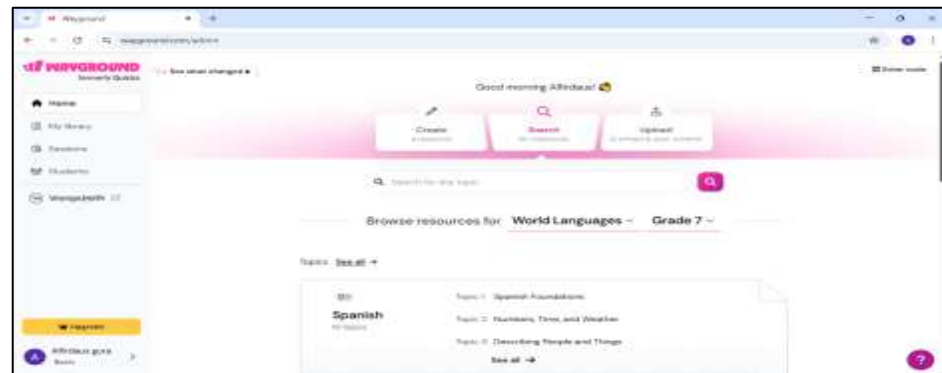
Picture 2. 2 Quizizz Log in Page

3. In this page, the user selects the linked google account



Picture 2. 3 Google Account Page

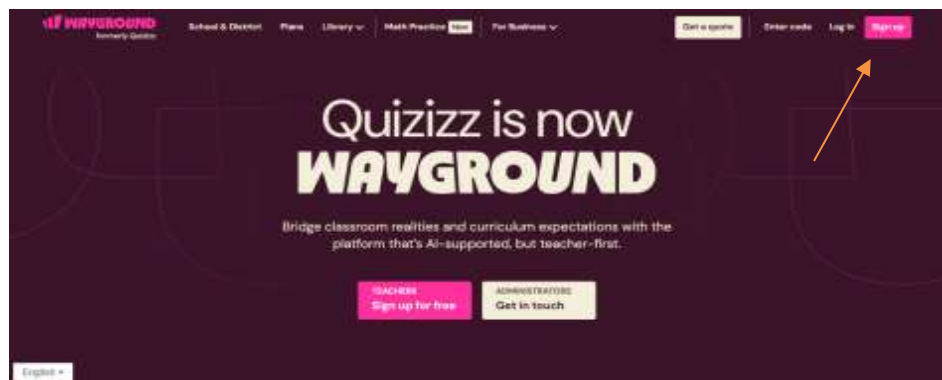
4. Next, the user will be redirected to the Quizizz main page



Picture 2. 4 Main Page of Quizizz

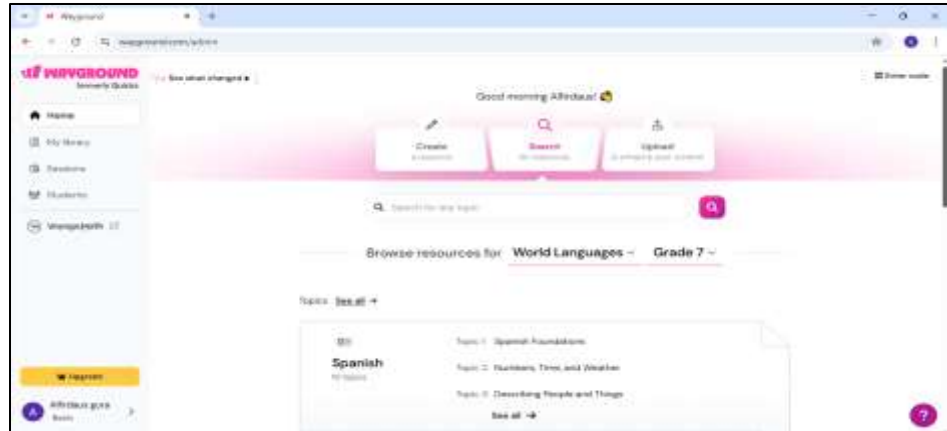
Secondly, the user is student. Here are steps to take if the user is a student:

1. Select “Sign up”



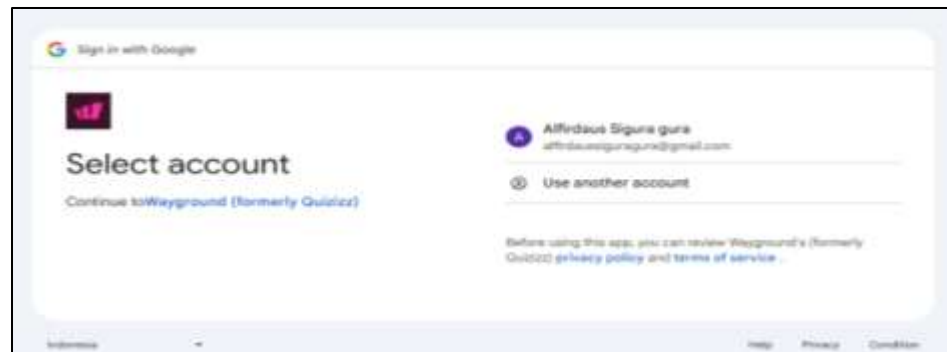
Picture 2. 5 Home Page

-
2. The user will be redirected to a new page and click **“Connect with Google”** to complete the registration



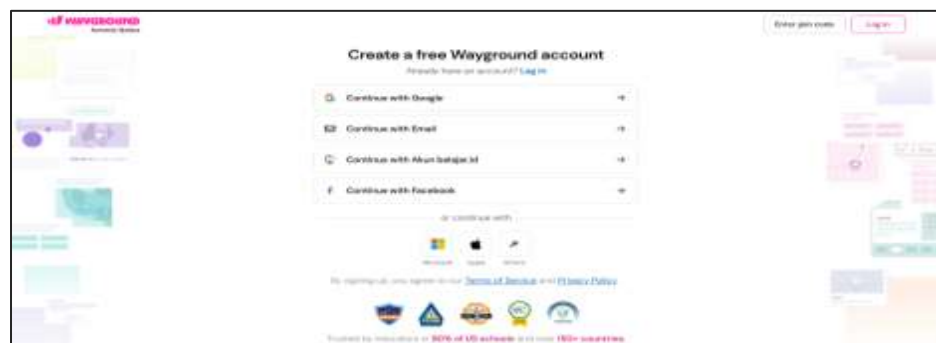
Picture 2. 6 Quizizz Log in Page

-
-
3. In this page, the user selects the linked google account



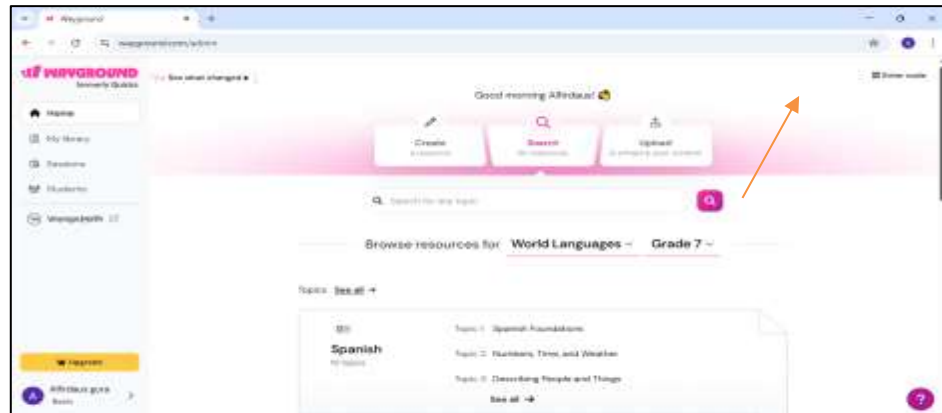
Picture 2. 6 Google Account Page

-
-
-
4. Next, the user will be redirected to the Quizizz main page



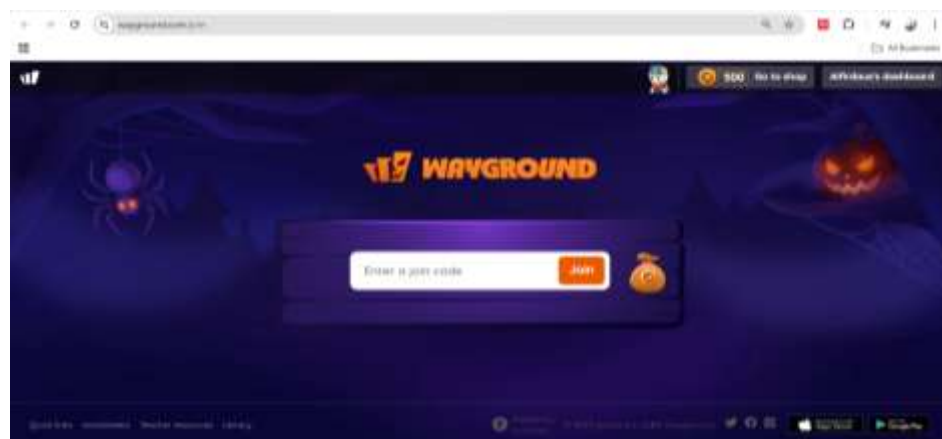
Picture 2. 7 Main Page of Quizizz

5. After that, the user clicks on 'enter code'.



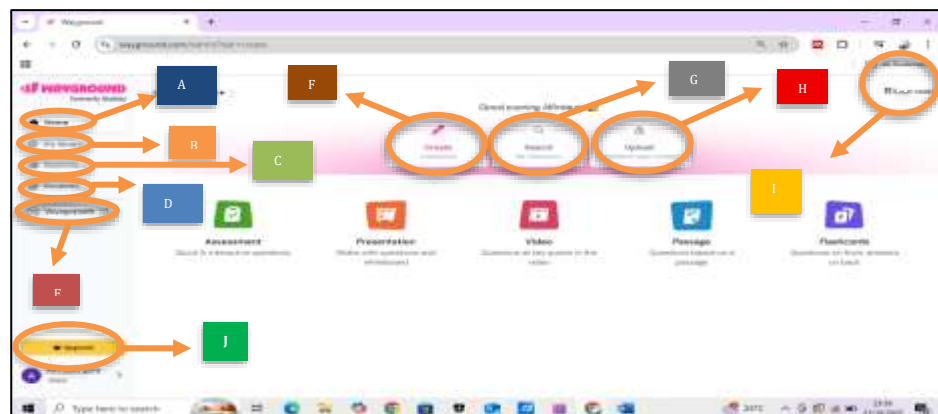
Picture 2. 8 Main Page of Quizizz

6. User enter the teacher's code to starting



Picture 2. 9 Main Page of Quizizz

2.3.2 Dashboard Page on Quizizz

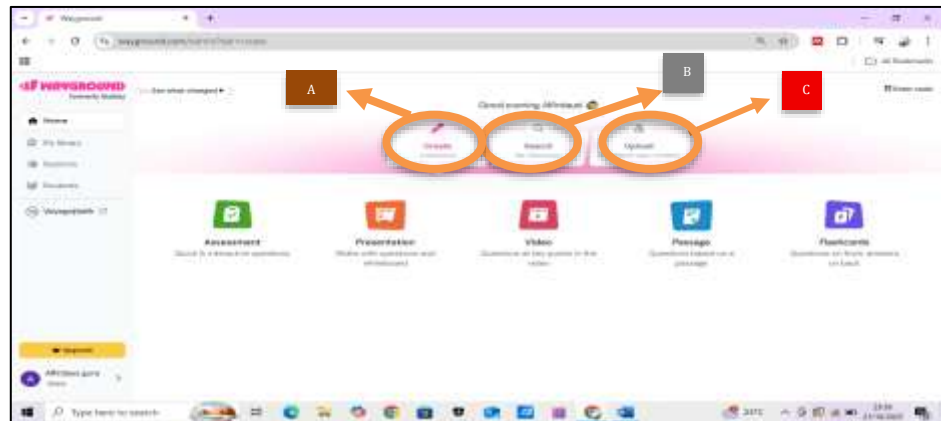


Picture 2. 10 Main Page of Quizizz (Dashboard Sections)

- A. *'Home or Halaman Utama'*: The main page where you start creating or searching for learning resources.
- B. *'My Library or Perpustakaan Pribadi'*: Stores all the quizzes, lessons, videos, and materials you have created.
- C. *'Sessions or Sesi'*: Displays the list of active or completed game sessions with student scores and reports.
- D. *'Students or Siswa'*: Shows your student list (if you have created a class).
- E. *'Voyage Math or Petualangan Belajar Matematika'*: A special section for adaptive math practice activities.
- F. *'Create or Buat'*: To make new content such as quizzes, presentations, videos, passages, or flashcards.
- G. *'Search or Cari'*: To find public activities created by other users.
- H. *'Upload or Unggah'*: To import your own files and turn them into Quizizz activities.
- I. *'Enter Code or Masukkan Kode'*: Enter the quiz or learning session code created by the teacher.
- J. *'Profile or Profil Pengguna'*: Shows the active user account and plan type (Basic, Super, or School).

2.3.3 Features of Quizizz

Teachers will be directed to the menu page to select features to use for teaching, as shown in the image below

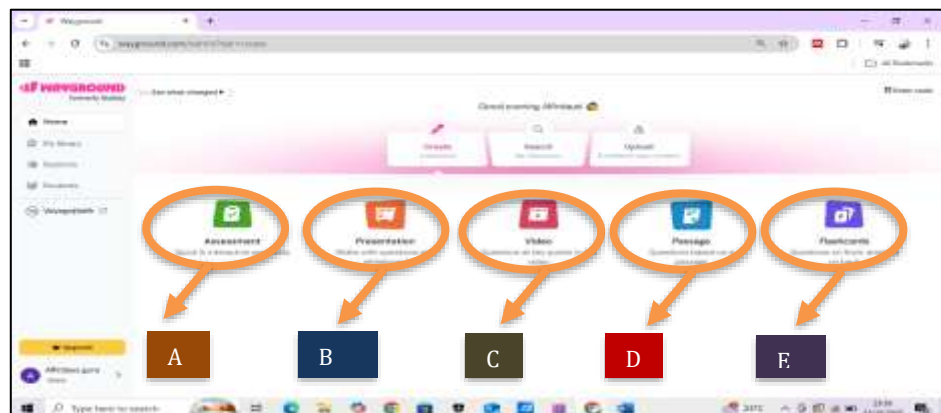


Picture 2. 11 Main Page of Quizizz (Create – Search – Upload)

- A. *'Create or Buat'*: To make new content such as quizzes, presentations, videos, passages, or flashcards.
- B. *'Search or Cari'*: To find public activities created by other users.
- C. *'Upload or Unggah'*: To import your own files and turn them into Quizizz activities.

2.3.3.1 Create

This feature is used by teachers or students (if given permission) to create various types of interactive activities. Here are some components contained in the create dashboard:

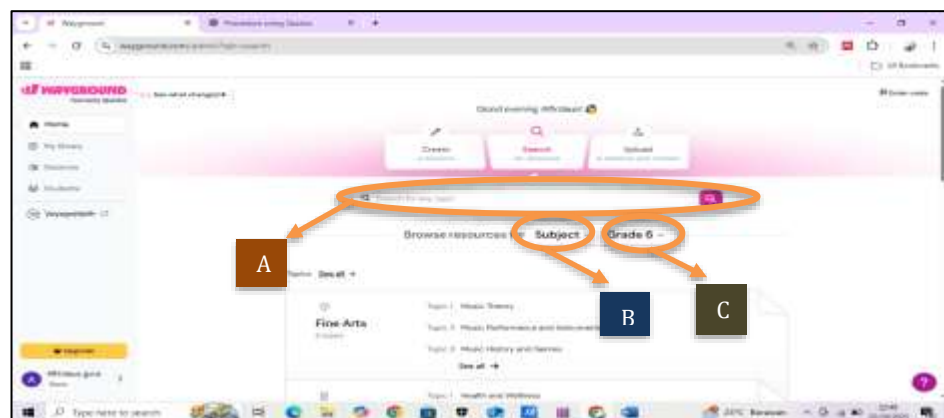


Picture 2. 13 Create Menu Page

- A. *'Assessment or Penilaian'*: Used to create interactive quizzes (multiple choice, checkbox, fill-in-the-blank, poll, or open-ended questions) and perfect for evaluating students' understanding.
- B. *'Presentation or Presentasi'*: Similar to PowerPoint slides, but you can add quiz questions between slides and seful for interactive lessons during class.
- C. *'Video'*: Allows teachers to add questions at specific moments in a video (YouTube link or uploaded file).
- D. *'Passage or Teks Bacaan'*: Let's you insert reading texts and add comprehension questions underneath and Great for reading comprehension practice.
- E. *'Flashcards or Kartu Belajar'*: Flashcards with a question on the front with answer on the back and ideal for vocabulary review or quick concept practice.

2.3.3.2 Search

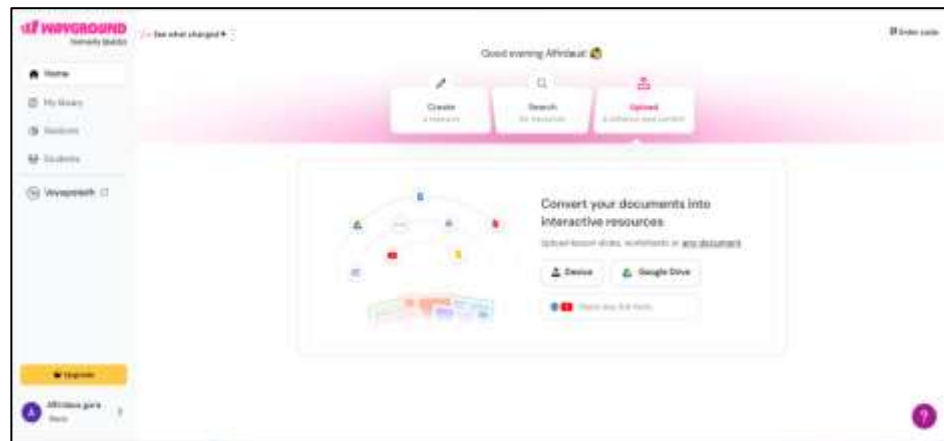
The “Search” feature in Quizizz allows teachers and students to find ready-made learning resources created by other users around the world.



Picture 2. 13 Search Feature Page

- A. *'Search Bar or Menu Pencarian'*: Allows users to find learning resources or quizzes by typing specific keywords related to their topic, such as reading comprehension, grammar, or narrative text.
- B. *'Subject'*: Component helps users filter the search results based on a particular school subject, such as English, Mathematics, Science, or Social Studies.
- C. *'Grade or Tingkatan'*: Component allows users to select the educational level or grade of the students, for example Grade 6, Grade 7, or Grade 8.

2.3.3.3 Upload



Picture 2. 14 Create Menu Page

“Upload” feature allows teachers or users to add their own learning materials to the Quizizz (Wayground) platform. This includes uploading files such as PDF, images, PowerPoint slides, or documents that can support online learning activities. Teachers can upload resources they have created previously, and Quizizz will convert them into interactive learning content.

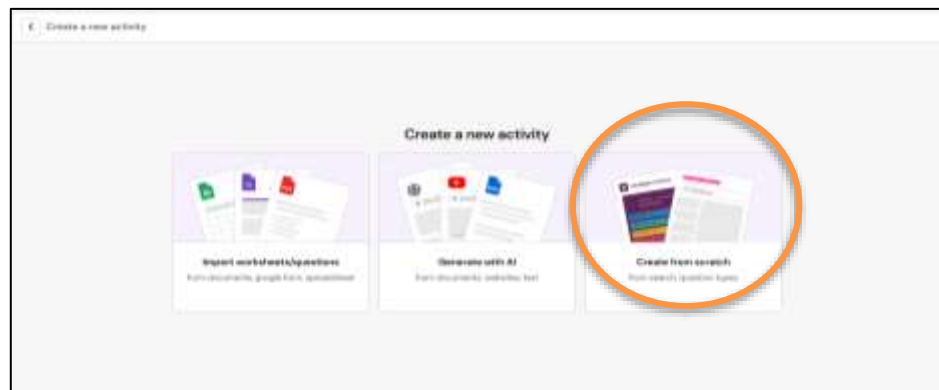
2.3.4 Distributing the Worksheet



Picture 2. 15 Assessment Page

- A. Teachers can select the “Create” menu to design a worksheet.
- B. After that, they can choose “Assessment” to create a set of quiz or test

After selecting “Assessment”, the teacher can proceed by choosing “Create from Scratch.” This option allows the teacher to design new questions manually from the beginning. Teacher can freely decide the question types, content, and difficulty level to suit the learning objectives.

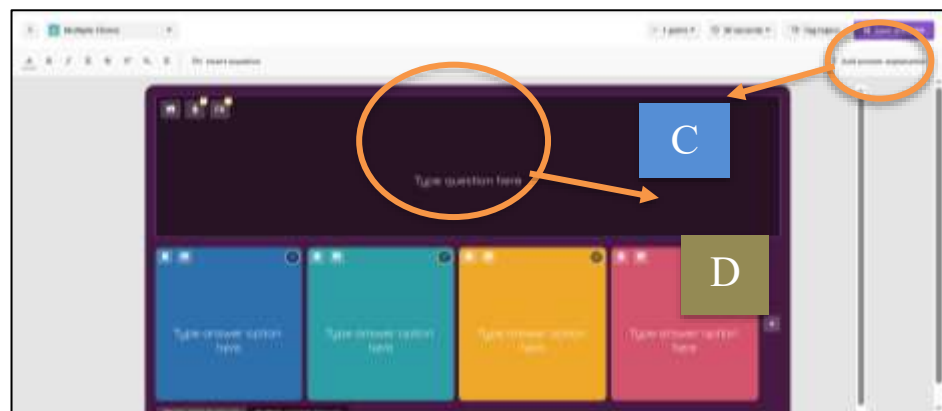


Picture 2. 16 Create from Scratch Page



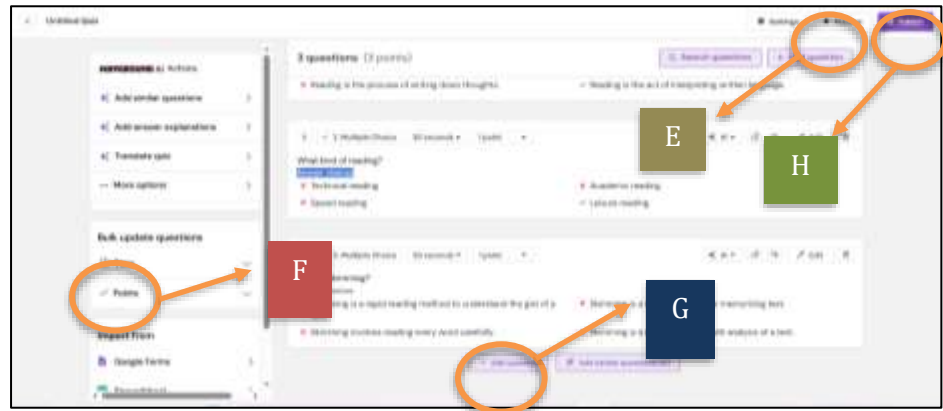
Picture 2. 17 Multiple Choice Question Page

Teacher can choose the “Multiple Choice” option. This type of question is commonly used for preand post-test activities, as it helps objectively measure student comprehension. Teachers can create questions with one correct answer and several distractors to effectively instill students' reading comprehension.



Picture 2. 18 Add Question Page

- C. The teacher can put the question in the designated section and add multiple answer possibilities below after choosing "Multiple Choice.
- D. Once the question and correct answer are set, the teacher can click “Save Question” to store it before sharing the activity with students.



Picture 2. 19 Quiz Settings and Controls Page

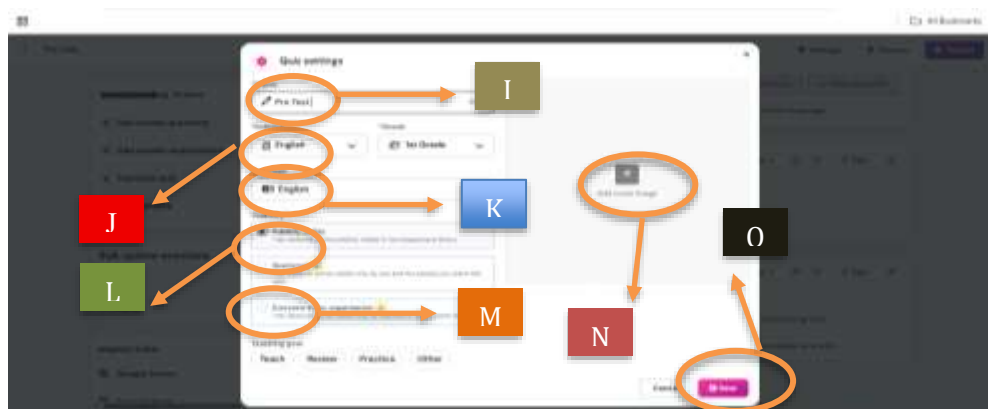
E. After creating and saving several questions, the teacher reviews the quiz before sharing it with students.

F. The teacher can adjust several settings, including:

- Time to set how long students have to answer each question.
- Points to assign the score value for each question.

G. The teacher can also click Add Question to include additional items if necessary

H. The Teacher clicks Publish to finalize and make the quiz available for students.



Picture 2. 20 Publish Quiz Page

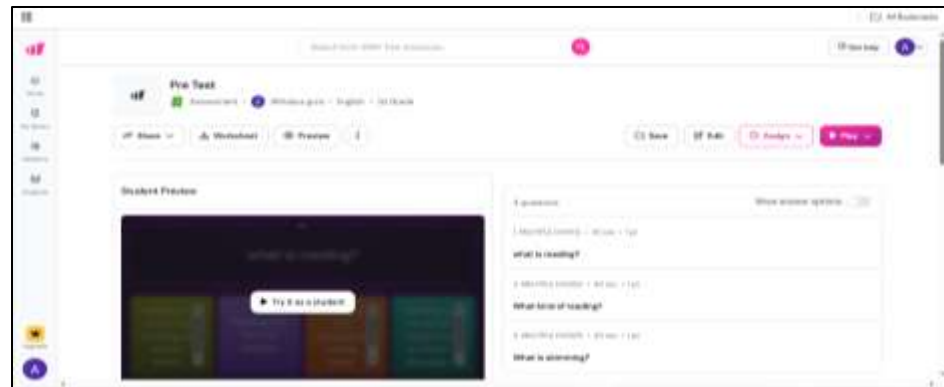
After clicking Publish, the teacher will be directed to the Quiz Settings page. On this page, the teacher should complete several components before saving the quiz:

- I. Enter the Quiz Name: Type the title of your quiz in the *Name* box for example, *Pre-Test*, *Post-Test*, or *Reading Comprehension Quiz*. This helps identify your activity easily.
- J. Select the Subject and Grade: Click on the *Subject* menu and choose English (or another subject as needed). Then, click on the *Grade* option and select the appropriate level for instance, *1st Grade* or *8th Grade*.
- K. Set the Language: Choose the language used in your quiz by clicking the *Language* menu, such as English or Indonesian, to match your learners' needs.
- L. Adjust the Visibility Options: Decide who can access your quiz:
 - Choose Publicly visible if you want anyone to access it.
 - Choose Restricted if only your students should access it.
 - Choose Everyone in my organization if want other teachers in your school to see it.
- M. Select the Teaching Goal: Click one of the buttons Teach, Review, Practice, or Other based on the quiz's purpose. For example, select Practice for a pre-test or Review for revision activities.
- N. Add a Cover Image: Click the Add cover image box on the right side of the screen. Upload an image related to the quiz topic for example, a picture of

books, students, or classroom icons. This step makes your quiz look more engaging and professional.

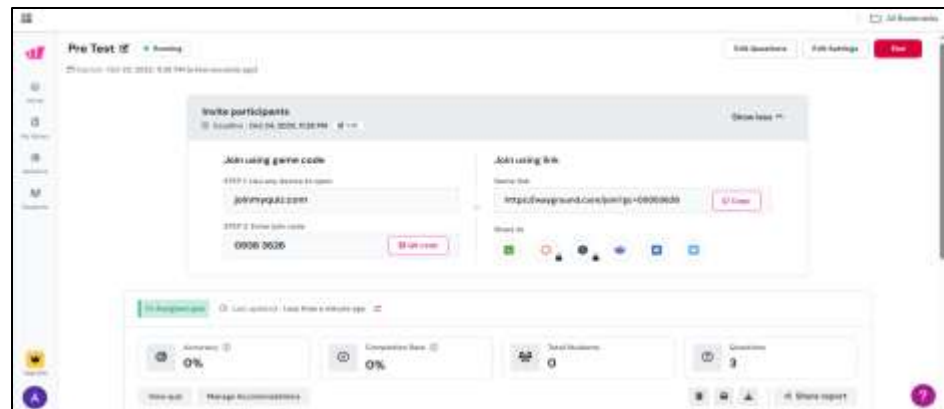
O. Save the Settings: After completing all fields, click the Save button at the bottom right corner to confirm your quiz configuration.

After that, click the “Publish” button, and a screen like the one shown above will appear. Then, click the “Share” menu to share the quiz with the students.



Picture 2. 21 Share Quiz Page

Next, a code and link will appear on the screen. This code and link must be entered by the students because it is required to access and open the quiz questions.



Picture 2. 22 Report Page Overview

2.3.5 Viewing Worksheet Result

After the students have finished answering the quiz, the teacher can check their performance through the reports menu on the left sidebar. This menu allows teachers to view the results of each quiz or assignment given to the students.



Picture 2. 23 Report Page Detailed View

- A. 'Accuracy': This is the percentage of the total questions that are correctly answered. For instance, a score of 100% represents all questions answered correctly by the student.
- B. 'Completion Rate': This shows how many students have completed the quiz. A rate of 100% indicates that all students who were assigned the task have completed it.
- C. 'Participants': This section shows the list of students who took the test and their individual scores. The name, accuracy %, and score of each student are visible to the teacher.
- D. 'Questions': All the questions of the quiz are shown here. The teacher may review which questions the students answered correctly or incorrectly.

- E. 'Accommodations': This allows the instructor to turn special settings on and off, or enable and disable support features for certain students
- F. 'Overview': Gives a broad overview of the performance of the entire class, including participation level, accuracy, and average score.
- G. 'Download the report': Click the download icon to obtain the report for grading or documentation purposes.
- H. 'Email all parents': To directly inform parents on their children's development and outcomes.
- I. 'Share the report': For a collaborative assessment, share this part with other educators or school officials.

2.4 Challenges

In the Oxford Dictionary (Oxford University Press, 2020), the word 'challenges' refers to something that is challenging, something that tests a person's abilities, or something that requires effort and skill to overcome. It also includes situations where someone is judged on their abilities or compared to others. Challenges push people out of their comfort zones. Thus, challenges play a vital role in determining success and underscore the need for mental preparedness, elaborate planning, and the ability to devise better strategies. Challenges can also be seen as opportunities that allow the attainment of better performance and the driving of more optimal results.

Similarly, Merriam-Webster Dictionary defines a challenge as a demanding task or situation that requires effort and determination to accomplish.

In the educational context, challenges refer to the difficulties or barriers encountered by learners during the learning process that may affect their achievement and learning experience. These challenges generally include cognitive challenges (understanding learning materials), technical challenges (technology or internet issues), motivational challenges (low interest or concentration), and interactional challenges (limited communication or collaboration).

In relation to the use of Quizizz, students may encounter challenges such as understanding English reading texts within a limited time, using certain platform features, dealing with unstable internet connections, or maintaining focus while completing quizzes. Therefore, investigating these challenges is important to gain a comprehensive understanding of the implementation of Quizizz-based learning activities. In this study, the challenges are explored through three main aspects: General Difficulties in Using Quizizz, Challenges Related to Quizizz Features, and Students' Learning Experience with Quizizz.

2.5 Previous Studies

There are several previous studies related to Quizizz used in the teaching process. The first study was by Pahamzah et al. (2020) entitled "Quizizz as a Students' Reading Comprehension Learning Media: A Case Study at the Eleventh Grade of Dwi Putra Bangsa Vocational School in Cimanggu" used a qualitative case study approach involving 36 vocational students. The study aimed to investigate how Quizizz could serve as an online game-based learning medium to enhance reading comprehension. The results demonstrated a statistically

significant increase in students' scores from 55.4 to 72.8, a gain of 17.4 points ($p < 0.05$), indicating that Quizizz effectively improved comprehension and motivation. However, the target of this research is junior high schools and international class programs, not vocational schools. Thus, the current research extends the existing literature by exploring Quizizz's impact on younger learners who study under international curriculum standards and bilingual instruction an area that remains underexplored.

The second research was from Nurhaya and Abduh (2023) with the title "Quizizz Based Application in Teaching Reading in an Indonesian EFL Junior High School Context." The aim of this study shed light on the teachers' perception on Quizizz in teaching reading, the implementation of Quizizz in teaching reading and, the impacts of Quizizz on students' reading comprehension. This research subject are junior high school students. The method used is descriptive approach, with observation, interview and teachers' document. The study found that the Quizizz-based application was integrated into reading instruction in various ways, promoting a student-centered learning environment, increasing student motivation and engagement, and collaborative learning experiences. The findings also revealed positive effects on students' reading skills development and highlighted the potential of Quizizz for differentiated instruction and personalized learning. The results of the study show that students' reading skills improved significantly. The average score before using Quizizz was 65, while the score increased to 78, or an increase of 20%. In addition, gamification features such as rankings, timers, and memes, as well as direct feedback provided by the application, made more

than 80% of students feel more motivated to read. The results indicate that Quizizz can be an innovative and effective alternative for improving middle school students' reading comprehension. However, there are several challenges associated with it, such as the requirement for an internet connection and the possibility of students using search engines to find answers. The difference between this study and the researcher's current study lies in the research focus and context: while Nurhaya and Abduh emphasized teachers' perceptions and implementation processes, the current study specifically investigates the effectiveness of Quizizz in improving reading comprehension among students in the International Class Program at MTsN 3 Malang, using a quantitative experimental approach rather than descriptive analysis.

The third study by Annisa and Susanti (2024) titled "The Effectiveness of Using Quizizz Application Towards Students' Reading Comprehension" employed a quantitative experimental method involving 35 ninth-grade students from a public junior high school. This study aimed to determine the significant effect of Quizizz on students' reading comprehension by using pre-test and post-test instruments. The results showed that the students' mean score increased significantly from 64.41 to 81.12, a gain of 16.71 points, indicating that Quizizz was effective in improving reading comprehension. However, the study was limited to a regular classroom context without differentiating English proficiency levels or learning environments. In contrast, the present study focuses on the International Class Program at MTsN Malang, where the students are exposed to a more intensive English learning environment aligned with international

curriculum standards. This distinction is essential because the effectiveness of Quizizz might vary when applied to students with higher English proficiency and greater exposure to digital learning platforms.

The fourth study by Kristiana et al. (2024) entitled “Exploring EFL Students’ Practice and Challenges by Using Quizizz in Learning Reading Comprehension.” The purpose of this study was to explore EFL students’ practices and challenges in learning reading comprehension through the use of Quizizz as an ICT-based learning tool. The participants of this study were five junior high school students who had experience using Quizizz in reading comprehension activities. This study employed a qualitative research design with a phenomenological approach, using observation, interviews, and documentation as the research instruments. The findings revealed that Quizizz created an interactive and engaging learning environment that encouraged students to participate actively and increased their confidence in reading activities. However, the study also identified several challenges faced by students, including difficulties in maintaining focus and motivation while understanding English reading texts, as well as obstacles related to the learning process when using Quizizz. These findings indicate that although Quizizz has the potential to enhance students’ engagement in reading comprehension, students still encounter challenges that need to be addressed. The difference between this study and the present research lies in the research focus and design. Kristiana et al. focused on exploring students’ practices and challenges in using Quizizz for reading comprehension through a qualitative phenomenological approach, whereas the present research investigates

the effectiveness of Quizizz-based learning activities on students' reading comprehension and examines the challenges faced by students through a different research design and context.

Based on the review of previous studies, the novelty of this research can be identified in several aspects. The earliest study by Pahamzah et al. (2020) investigated Quizizz as a learning media for reading comprehension in a vocational school context. The study found that Quizizz effectively improved students' reading comprehension scores. However, it focused on vocational students and did not examine learners in an International Class Program (ICP), which has a more intensive English learning environment and bilingual instruction. Therefore, the present study extends this context by focusing on ICP students at MTsN 3 Malang.

In addition, Nurhaya and Abduh (2023) examined the implementation of Quizizz in teaching reading from teachers' perspectives using a descriptive qualitative approach. Their study highlighted the positive impact of Quizizz on students' motivation and reading performance, as well as some challenges such as internet connectivity issues. However, this study primarily emphasized teachers' perceptions and instructional practices rather than measuring learning effectiveness through experimental data. In contrast, the present study applies a quantitative experimental design using pre-test and post-test to measure the effectiveness of Quizizz-based learning activities on students' reading comprehension achievement.

Furthermore, Annisa and Susanti (2024) conducted a quantitative experimental study on the effectiveness of Quizizz in improving students' reading

comprehension in a junior high school context. Their findings showed a significant improvement in students' scores after using Quizizz. However, the study did not differentiate learning contexts such as International Class Programs, which may have different levels of English proficiency and digital learning exposure. This study addresses that gap by focusing on ICP students at MTsN 3 Malang, providing a more specific and advanced learning context.

The most recent study by Kristiana et al. (2024) explored students' practices and challenges in using Quizizz through a qualitative phenomenological approach. The study identified several challenges faced by students during Quizizz-based reading activities. However, it did not measure the effectiveness of Quizizz on learning outcomes quantitatively. In contrast, the present research not only examines the effectiveness of Quizizz-based learning activities using statistical analysis but also investigates students' challenges through structured thematic interviews, namely General Difficulties in Using Quizizz, Challenges Related to Quizizz Features, and Students' Learning Experience with Quizizz.

Therefore, the novelty of this study lies in its integration of a quantitative experimental approach and qualitative interview analysis within an International Class Program context, providing a more comprehensive understanding of both the effectiveness and challenges of Quizizz-based learning activities in improving students' reading comprehension.

CHAPTER III

RESEARCH METHODS

This chapter provides a comprehensive explanation of the research methods, including the processes undertaken by the researcher to collect data in accordance with the chosen approach. This section about research design, time and setting of the research, variables of the research, population and sample of the research, research data, research tools, and validity and reliability of the research, data collecting and analysis techniques.

3.1 Research Design

In this study, the researcher used two different methods to answer the research questions. To answer the first research question, the researcher employed a quantitative method using a pre-experimental design with a one-group pre-test and post-test to measure the effectiveness of Quizizz-based learning activities on students' reading comprehension. Based on Campbell and Stanley (1963), the one-group pre-test and post-test design involves administering a pre-test before treatment and a post-test after treatment to the same group of participants without a control group. This design was used to determine whether there was an improvement in students' reading comprehension after participating in Quizizz-based learning activities. Meanwhile, to answer the second research question, the researcher used a qualitative descriptive approach by conducting semi-structured interviews. According to Creswell (2012), a semi-structured interview allows researcher to prepare guiding questions while maintaining flexibility to ask follow-up questions and explore participants' responses

in greater depth. Therefore, semi-structured interviews were conducted to investigate the challenges faced by students when learning reading comprehension using Quizizz-based learning activities.

To answer the first question, the researcher used quantitative methods to analyse data objectively and measurably in order to answer this research question. The quantitative approach enables the researcher to determine whether there are significant differences between student performances before and after intervention using numerical data, statistical tests, and objective analysis.

According to Barella et al. (2024) quantitative research is an approach or method utilized to gather information or data that may be measured with measuring instruments that have been objectively operationalized. The purpose of the experimental method used in this study is to determine how effective the use of the Quizizz application on improving the English language skills of students at MTsN 3 Malang, particularly in reading comprehension.

In this study, the research design used by the researcher is pre-experimental. According to Syahrul Effendi (2013), a pre-experimental design is a type of research design in quantitative studies that involves an intervention (or “treatment”) but lacks full control features such as a randomized control group or full control of external variables. In this study, the researcher only involved one class from the International Class programme at MTsN 3 Malang as the research subject. This study used a pre-experimental design with a one-group pre-test and post-test design model. This design was chosen because the study was not involved a control class, but only one group that was given treatment. Students took a pre-test to evaluate their initial reading

comprehension skills. They were then provided with Quizizz-based learning activities, which were used repeatedly in each session. After that, the researcher conducted a post-test with a same level of difficulty comparable to the pre-test to determine the extent to which students' reading skills has improved or not after participating in Quizizz-based learning activities. The difference between the pre-test and post-test results used was to determine how effective Quizizz-based learning activities for students. The pre-experimental research design of this research can be seen in the following table.

Table 3. 1 Illustration of Pre-Experimental Design

Group	Pre-test	Treatment	Post-test
One group	Pre-test	Treatment	Post-test

To answer the second research question, the researcher used a qualitative method. According to Abdullah (2024) qualitative research involves the process of exploring and understanding the meaning of individual or group behavior, with a focus on social issues or humanitarian concerns. This research process included the formulation of research questions and procedures, data collection in the participants' natural context, inductive data analysis, organizing data into specific themes, and interpreting the meaning of the data. The final results of this process are presented in a report with a flexible structure.

In this study, the researcher chose use interview as the data collection method to answer the second research question. This study focuses on the challenges faced by students when participating in Quizizz-based learning activities for reading comprehension. The type of interview used in this study is a semi-structured interview because it allowed the researcher to prepare guiding questions while also providing

opportunities for participants to elaborate on their experiences and opinions. According to Sarib and Rasak (2022) semi-structured interview is generally based on a guide and that it is typically focused on the main topic that provides a general pattern.

The interview was designed around three main aspects, namely General Difficulties in Using Quizizz, Challenges Related to Quizizz Features, and Students' Learning Experience with Quizizz. Through this instrument, the researcher could explore students' challenges, perceptions, and learning experiences in greater depth, thereby obtaining rich qualitative data to support the findings of the study.

3.2 Time and Setting of the Research

This research conducted at MTsN 3 Malang in the even semester of the 2025/2026 school year, precisely in May 2026. This school has been selected by the researcher for his study due to its adequate facilities and support the application of technology-based learning methods. The technology used in this learning method was Quizizz, an online game-based learning platform designed to help students learn English, especially reading skills, through engaging and competitive game activities. Therefore, the school provided full support for the implementation of this research because Quizizz can offer a more effective and interesting method of teaching reading comprehension, so the school fully supports this research. In this research can be seen in the table below.

Table 3. 2 Schedules of the Research

No	Activity	Date	Description
Quantitative Method (Pre-Experimental Design)			
1	Pre-test	14 May 2026	The researcher conducted a pre-test to assess the students' initial ability in reading comprehension before the treatment began.
2	Treatment 1	18 May 2026	The researcher explained how to use the Quizizz platform in reading lessons.
3	Treatment 2	21 May 2026	Students took part in the Quizizz reading activity which aims to find main ideas and vocabulary.
4	Treatment 3	25 May 2026	The students completed a second Quizizz session focusing on their ability to comprehend short texts.
5	Post-test	28 May 2025	After each treatment completed, the researcher administered a final test to measure students' progress in reading comprehension.
6	Interview		The Researcher used Quizizz to collect student responses about problems and experiences the face in using Quizizz.

3.3 Variable of the Research

This research has two variables, namely the independent variable and the dependent variable. The independent variable in this study is the use of the Quizizz-based learning activities (X), while the dependent variable is the students' reading comprehension (Y). This study aims to find out the effectiveness of Quizizz-based learning activities on students' reading comprehension, especially in the International Class Program at MTsN 3 Malang, and to identify the challenges faced by the students in learning reading comprehension through the Quizizz platform.

3.4 Population and Sample of the Research

The population of this research consisted of all students of the International Class Program at MTsN 3 Malang in the academic year 2025/2026. The International Class Program included several classes that used English as the medium of instruction. The sample of this research was using a purposive sampling technique. According to Ary, Jacobs, and Sorensen (2010), purposive sampling is a non-random sampling technique in which the researcher selected participants based on specific purposes or characteristics relevant to the study. This technique was chosen because the researcher intended to focus on a class that represented the International Class Program and aligned with the research objectives.

In this study, class 7 D of the International Class Program was selected as the sample. The class consisted of 31 students, with 19 female students and 12 male students. This class was chosen because students actively used English as the medium of learning and provides an appropriate context for investigating the effectiveness of Quizizz-based learning activities on students' reading comprehension.

This sampling approach was considered appropriate, as Creswell (2012) explains that purposive sampling allows researcher to select individuals or groups that can provide the most relevant and informative data related to the research problem.

3.5 Research Data

3.5.1 Primary Data

Primary data was data collected directly by the researcher from the source.

This data was considered more recent and original than secondary data. In this

study, the researcher conducted a pre-test and post-test to collect primary data aimed at answering the first research question, which was to find out the effectiveness of using Quizizz-based learning activities on students' reading comprehension. The data obtained from the pre-test and post-test were quantitative data in the form of numerical scores, which were used to measure students' reading comprehension performance before and after the implementation of Quizizz.

In addition, the researcher also distributed interview to students in the experimental class to collect primary data used in answering the second research question, which was to identify the challenges faced by students in learning reading comprehension through the Quizizz platform. The interview produced qualitative data in the form of students' responses, opinions, and learning experiences related to the use of Quizizz. Pre-test and post-test primary data were used to determine the outcomes. for the purpose of evaluating Quizizz's efficacy in educational activities. These primary findings were also utilized to document the challenges that students had when learning reading comprehension with Quizizz.

3.5.2 Secondary Data

Secondary data provided further context, enhanced the findings from the primary data analysis, and added references or comparisons from previous related studies. In this study, secondary data supported the analysis of Quizizz-based learning activities in enhancing the reading comprehension of students.

The data also served to give a broader theoretical foundation and background information related to reading comprehension and the use of game-based learning

platforms such as Quizizz. Secondary data in this study were obtained from books, journals, research articles, and other relevant literature that discussed topics related to reading comprehension, digital learning tools, and technology-based English learning.

3.6 Research Instrument

In this study, the researcher used two types of instruments to collect data. The first instrument aimed to find out the effectiveness of using Quizizz-based learning activities in learning reading comprehension, while the second instrument were used to identify the challenges faced by students when learning reading comprehension through the use of Quizizz.

The first instrument used in this study was a reading comprehension test, consisting of pre- and post-test. The purpose of test were to determine how well Quizizz-based learning activities helped students in the International Class Program at MTsN 3 Malang in comprehending reading. The pre-test was given before the treatment to determine students' preliminary understanding. The post-test was given after the treatment to measure students' improvement after the implementation of Quizizz-based learning activities. These were sufficient in number and in terms of the time allotted for considering balancing the comprehensiveness of the assessment without creating time pressure for the students. This would mean that, with 30 minutes given to each student, a minimum of one to two minutes per question was adequate for the students to carefully read and accurately answered the questions. The 40 reading comprehension questions for 20 pre-test and 20 post-test were divided into four main aspects, each

containing six to seven questions. The first one dealt with the main idea, where the student were put to a test to determine the central theme or general message of the passage. The second one incorporated finding information, designed to test the ability of students to find explicit details, such as facts, names of people, or events mentioned in the text. The third dealt with vocabulary in context, it tested the ability of students to deduce the meaning of unfamiliar words or set of words from clues in the sentence or sentences that surround them. The fourth aspect involved measuring the ability of students in making inferences, in which they were called upon to interpret an implied meaning and go to a logical conclusion without the meaning being directly stated in the passage.

Every item in this instrument was carefully constructed as representative of four aspects of reading comprehension to ensure that the instrument comprehensively measures various dimensions of reading comprehension. Items were adapted from English reading materials suitable for junior high school students and then validated for validity and reliability by an English teacher and an expert lecturer. Furthermore, the order of the questions was random before conducting the test. This was to minimize bias and decrease the chances of cheating. The results obtained from this instrument were the main source of data to determine whether the learning activities based on Quizizz were effective in enhancing the students' reading comprehension.

Table 3. 3 Scoring Rubric

No	Aspect of Reading	The Total Number of Questions	Quality	Rating
1	Identifying Main Idea	3	5	15
2	Finding Specific Information	7	5	35
3	Understanding Vocabulary in Context	5	5	25
4	Making Inferences	5	5	25
Total			20	100

The second instrument used in this study to answer the second research question was a semi-structured interview. The interview was conducted to explore the challenges experienced by students during the implementation of Quizizz-based learning activities in learning reading comprehension. This instrument enabled the researcher to obtain in-depth information regarding students' experiences, opinions, and difficulties that could not be fully captured through quantitative data.

The interview consisted of five open-ended questions that were organized into three main themes. The first theme, General Difficulties in Using Quizizz, explored the overall challenges encountered by students while completing reading comprehension activities through Quizizz, including any obstacles that affected their performance. The second theme, Challenges Related to Quizizz Features, examined students' experiences with the platform's features, such as the time limit, interface, question display, internet connection, and other technical aspects that might influence their learning process. The third theme, Students' Learning Experience with Quizizz, investigated students' overall experiences and opinions regarding the implementation of Quizizz-based

learning activities, including its advantages, disadvantages, and suggestions for improving its use in reading comprehension classes.

The interviews were conducted with eight selected students who obtained relatively low scores in both the pre-test and post-test. These participants were selected purposively to gain deeper insights into the challenges they experienced while using Quizizz in reading comprehension learning. During the interviews, students were encouraged to express their opinions and experiences freely, allowing the researcher to collect detailed and comprehensive information. The data obtained from the interviews were analyzed qualitatively through the processes of data reduction, data presentation, and drawing conclusions.

The findings were then categorized based on the three themes—General Difficulties in Using Quizizz, Challenges Related to Quizizz Features, and Students' Learning Experience with Quizizz—to provide a comprehensive description of the challenges faced by students during the implementation of Quizizz-based learning activities in reading comprehension.

3.7 Validity and Reliability of the Research

Examinations are an important way to evaluate students' abilities and are an essential part of assessing the effectiveness of learning. Therefore, the researcher designed high-quality reading comprehension tests to obtain accurate and meaningful data on students' progress in understanding English texts after implementing Quizizz-based learning activities. Each test was carefully designed to meet learning objectives and demonstrate reading comprehension skills, such as identifying main concepts,

finding specific information, understanding relevant vocabulary, and making inferences. In addition, before administering the tests to students, the researcher also tested their validity and reliability to ensure that they are correct and accurate.

3.7.1 Validity

Validity is defined as the extent to which a concept is accurately measured in a quantitative study. According to Sürücü (2020), validity is determined by the meaningful and appropriate interpretation of the data obtained from the measuring instrument as a result of the analyses. This means that the test used in this study must accurately assess students' reading comprehension abilities rather than other irrelevant abilities like general language competency or mastery of grammar. The instrument would not be deemed valid if it measured a different construct. To determine whether a test has a good validity, the researcher used two types of validity, content validity and construct validity.

A. Construct Validity

Construct Validity is an estimate of the extent to which variance in the measure reflects variance in the underlying construct (Khomeiran and Barrett 2025). Construct validity is crucial because test results must fairly reflect students' real comprehension skills rather than irrelevant language abilities like speaking or grammar proficiency. After creating the reading comprehension tests for this study using the International Class Program (ICP) syllabus's learning objectives and indicators, the researcher consulted it to knowledgeable specialists to assess the instruments. The Grade VII English teacher at MTsN 3 Malang and a university lecturer with expertise in reading

and evaluation in English language instruction. To make sure that every test item was in line with the theoretical concept of reading comprehension, both experts examined the items and offer recommendations, remarks, and changes. The instrument was examined to determine its validity statistically following the expert validation phase. The validity of each test item was determined by the researcher using item-total correlation and SPSS (or Microsoft Excel). Items that met the required correlation value were considered valid and appropriate to be used in the study's pre-test and post-test. In this study, the researcher used Excel with the formula:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

RXY : Correlation coefficient between variables X and Y

N : Total number of respondents

$\sum X$: Total score items

$\sum Y$: Individual total scores

$\sum X^2$: Sum of the squared scores of the items

$\sum Y^2$: Sum of the total scores for the squares of the items

B. Content Validity

Content validity refers to the extent to which a test or research instrument represents the content and skills that are intended to be measured. In this study, content validity ensures that the reading comprehension test appropriately reflects the competencies and learning objectives expected to be achieved by the students. To fulfill this requirement, the test instrument was developed based on the Learning Outcomes (CP)

and the Flow of Learning Objectives (ATP) in the Merdeka Curriculum for seventh-grade students at MTsN 3 Malang. These guidelines served as the basis for constructing the test items so that each item aligns with the targeted reading comprehension skills. By aligning each test item with the CP and ATP, the instrument is considered relevant, valid in content, and appropriate for measuring students' reading comprehension abilities as required in the curriculum.

Table 3. 4 Learning Outcomes and Objectives

Learning Outcomes (CP)	Flow of Learning Objectives (ATP)
Students are able to determine the main idea and specific details in a paragraph.	Students identify explicit information from descriptive texts. Students identify the main idea and supporting details from the text.
Students are able to accurately and fluently comprehend meanings in written materials related to everyday topics.	Students identify explicit information from descriptive texts.
Students are able to understand vocabulary and expressions used in various types of texts.	Students understand the meaning of unfamiliar words based on context.
Students are able to respond to written texts by making simple interpretations.	Students make inferences based on clues in the text.

3.7.2 Reliability

Reliability refers to the consistency and stability of measurement results (Mcleod 2024). According to Azhar et al. (2018) The instrument's reliability is very important in determining the level of stability and internal consistency on an instrument. To obtain reliability's value of the instrument, face validity and pilot studies have to be carried out.

Before giving the reading comprehension tests to the students in this study, the researcher tested its dependability. This action was done to guarantee that the device yields reliable and consistent findings. The researcher calculated Cronbach's alpha using trial data from a comparable set of students using SPSS for Windows version 20. The findings showed how effectively on test consistently assessed reading comprehension. According Azhar et al. (2018), the following is the range of Cronbach's alpha values to assess the measurement tool's reliability:

Alpha Range	Interpretation
0.80 – 1.00	Very good reliability
0.60 – 0.80	Moderate but acceptable reliability
< 0.60	Low reliability (not acceptable)

3.8 Data Collection Technique

3.8.1 Pre Test

Pre-test was an assessment given prior to the start of the learning program in order to gauge students' initial proficiency in the subject matter. Prior to implementing Quizizz-based learning activities, the researcher in this study administered a pre-test to assess the students' baseline reading comprehension abilities. The process was as follows: The reading comprehension test was administered to one group of students from the International Class Program. The students were given instructions on how to complete the test, which consisted of 20 multiple-choice questions. Each student worked independently and was given 30 minutes to complete the test. The students submitted their completed answer

sheets to the teacher. The researcher collected and scored the pre-test results in order to compare them with the post-test results and assess the effectiveness of the treatment.

3.8.2 Treatment

The educational intervention provided to the students in order to evaluate the effectiveness of Quizizz-based learning activities in improving their reading comprehension. The treatment aimed to determine the extent to which the Quizizz platform could enhance students' ability to understand, interpret, and analyze English reading materials. The experimental class received the treatment in three sessions, which were conducted on 18, 21, and 25 May 2026. These sessions were designed to gradually improve the students' reading comprehension skills through interactive and engaging online learning activities using Quizizz.

During the research process, the experimental class participated in three meetings. These sessions were intended to familiarize the students with Quizizz-based learning activities while enhancing their understanding of descriptive texts. In the first session, the students were introduced to the Quizizz online platform and its function as an interactive learning tool to support reading comprehension. In the subsequent sessions, the students participated in various interactive reading activities through Quizizz, focusing on identifying the main characteristics and language features of descriptive texts, recognizing key ideas, locating specific information, understanding unfamiliar vocabulary through context, and making simple inferences based on the information provided in the texts.

In the first treatment session, the students were introduced to the Quizizz platform and were guided on how to use it as a digital learning tool for reading descriptive texts. The teacher explained the learning objectives, particularly the identification of the main idea and the language features of descriptive texts, as well as the procedures for accessing and completing the Quizizz activities. The students then independently read a short descriptive text and answered multiple-choice questions designed to assess their ability to identify the main idea. At the end of the session, the teacher summarized the lesson by reviewing the Quizizz results and reinforcing strategies for identifying the main ideas in descriptive texts.

The second treatment session emphasized the students' ability to find detailed information and understand vocabulary in context within descriptive texts. The teacher began the lesson by reviewing the material from the previous meeting and introducing the new learning focus. The students were then presented with descriptive texts through Quizizz that contained detailed information and several unfamiliar words. They practiced identifying specific details and using contextual clues to infer the meanings of unfamiliar vocabulary. The session concluded with feedback and clarification based on the students' performance in the Quizizz activities.

The third treatment session focused on developing the students' comprehension of descriptive texts through inferential reading skills. After reviewing the material from the previous sessions, the teacher provided descriptive reading passages and guided the students in answering inference-based questions through Quizizz. The students analyzed implied meanings and completed activities

requiring them to draw conclusions from the information presented in the texts. At the end of the session, the teacher reviewed the final Quizizz scores, discussed the students' progress throughout the three meetings. The following table shows the teaching procedure treatment scenario for each meeting.

Table 3. 5 The Teaching Procedures of First Treatment

No	Aspect	Teacher's Activity	Student's Activity
1	Pre-Activity	The teacher greets the students, takes rollcall, and explains the goals of reading comprehension focusing on main characteristics of descriptive text and its language features, identifying Main Idea, and demonstrates how to use Quizizz.	The students welcome the teacher, pay attention to instructions, and prepare their gadgets for the Quizizz activity.
2	Main Activity	The teacher instructs students to read a short descriptive text and answer multiple-choice questions on Quizizz designed to assess their ability to identify the main idea.	The students read the text attentively and answer each question relate to identifying main ideas through Quizizz.
3	Post-Activity	The teacher reviews Quizizz results, provides feedback on students' performance, and summarizes the lesson by reinforcing strategies for identifying main ideas in descriptive text.	The students view the feedback, note corrections, and reflect on what they learn.

Table 3. 6 The Teaching Procedures of Second Treatment

No	Aspect	Teacher's Activity	Student's Activity
1	Pre-Activity	The teacher reviews the previous lesson on descriptive text and reminds students about using Quizizz. The teacher explains that the session will focus on Finding Specific Information and Understanding Vocabulary in Context.	The students actively listen and recall the material from the previous meeting.

2	Main Activity	The teacher uses Quizizz to present descriptive texts containing detailed information and new vocabulary. The teacher guides students on how to locate specific information and use contextual clues to determine word meanings.	The students read texts through Quizizz, identify specific details, guess word meanings using contextual clues, and answer vocabulary-related questions.
3	Post-Activity	The teacher reviews Quizizz results, provides clarification on students' errors, and reinforces strategies for identifying detailed information and understanding vocabulary in descriptive text	The students listen to the feedback, correct their mistakes, and discuss new vocabulary they learn.

Table 3. 7 The Teaching Procedures of Third Treatment

No	Aspect	Teacher's Activity	Student's Activity
1	Pre-Activity	The teacher welcomes students, reviews the previous material on descriptive text, and informs them that the session will focus on Making Inferences.	The students recall previous lessons and prepare for the activity.
2	Main Activity	The teacher uses Quizizz to present descriptive reading texts with inferential questions, encourages students to analyze implied meaning, and monitors their progress.	The students read the text, interpret implied information, and answer inferential questions on Quizizz.
3	Post-Activity	The teacher checks final Quizizz scores, discusses student progress over three meetings, and gives overall feedback regarding inference-making in descriptive text.	The students conclude the activity, discuss what they learn and evaluate their development.

3.8.3 Post Test

A post-test was an evaluation conducted after the students had received the treatment through Quizizz-based learning activities. The post-test aimed to measure the students' reading comprehension after participating in interactive learning sessions using Quizizz. The post-test was conducted by administering a reading comprehension test to one group of students from the International Class Program. The students were first given clear instructions on how to complete the test, which consisted of 20 multiple-choice questions presented in written form. Each student worked independently and was given 30 minutes to complete all the questions. After finishing the test, the students submitted their answers through Quizizz. Finally, the researcher collected and analyzed the post-test results and compared them with the pre-test scores to assess the impact of Quizizz-based learning activities on the students' reading comprehension.

3.8.4 Interview

Interview is one of the most commonly used methods of collecting information through direct conversation between the interviewer and the respondents. This method enables researcher to obtain in-depth information regarding participants' experiences, opinions, and challenges related to the research topic. In this study, the researcher conducted interviews with 8 students from Class 7D International Class Program (ICP) at MTsN 3 Malang who obtained relatively low scores on both the pre-test and post-test. These students were selected purposively because they were expected to provide valuable insights into the

difficulties they experienced during the implementation of Quizizz-based learning activities in reading comprehension.

The purpose of the interview was to answer the second research question concerning the challenges faced by students when participating in Quizizz-based learning activities for reading comprehension. The interview process was conducted as follows:

1. The researcher provided a brief explanation about the purpose of the interview, namely to identify the challenges and difficulties experienced by students while using Quizizz-based learning activities in reading comprehension.
2. The researcher asked five interview questions focusing on students' experiences, obstacles, and opinions regarding the use of Quizizz in learning reading comprehension.
3. Each student answered the questions individually, while the researcher listened carefully and asked follow-up questions or clarifications whenever necessary to obtain more detailed information.
4. After all interviews had been completed, the researcher analyzed the students' responses to identify the main challenges encountered during the implementation of Quizizz-based learning activities. The findings were then used as qualitative data to support and explain the quantitative results of the study.

3.9 Hypothesis Test

The purpose of this test was conducted determine whether there was a significant difference between students' reading comprehension before and after the implementation of Quizizz-Based Learning Activities. Hypothesis testing was conducted to determine whether the null hypothesis (H_0) should be rejected or accepted. Depending on the result of the normality test, the researcher used either the Paired Sample t-Test for normally distributed data or the Wilcoxon Signed Rank Test for non-normally distributed data. The analysis was conducted using SPSS 20 with a significance level of 0.05. The hypotheses of this study were formulated as follows:

a) H_0 (Null Hypothesis):

There is no significant effect of Quizizz-Based Learning Activities on students' reading comprehension.

b) H_1 (Alternative Hypothesis):

There is a significant effect of Quizizz-Based Learning Activities on students' reading comprehension.

4.0 Data Analysis

According to Ali et al. (2022), data analysis is the process of organizing and sorting data into patterns, categories, and basic units of description. To answer the two research questions, this study employed two data analysis techniques. The first research question aimed to determine whether students' reading comprehension improved after they were taught through Quizizz-based learning activities.

Quantitative data were collected to answer this research question. To determine the effectiveness of the treatment, the researcher used the statistical software SPSS 20 for Windows. Depending on the distribution of the data, the quantitative analysis consisted of a normality test and inferential statistical tests, namely the Paired Sample t-Test for normally distributed data or the Wilcoxon Signed Rank Test for non-normally distributed data. These tests were used to determine whether there was a statistically significant difference between the students' pre-test and post-test scores. Through this analysis, the researcher evaluated the effectiveness of Quizizz-based learning activities in improving the students' reading comprehension skills.

In addition, qualitative data analysis was used by the researcher to answer the second research question, which aimed to determine the difficulties faced by the students in learning reading comprehension through Quizizz-based learning activities. Eight students from Class VII A of the International Class Program received an open-ended questionnaire to collect the data. Three stages of qualitative analysis were used to analyze the students' responses: (1) data reduction, which selected and focused on relevant information (2) data presentation, which organized and presented the responses clearly and (3) conclusion drawing, which interpreted and described the main problems and perceptions expressed by the students. These analytical stages were based on the qualitative data analysis framework proposed by (Miles and Huberman 1994). Furthermore, to obtain more valid and comprehensive conclusions about the use of Quizizz-based learning activities in reading comprehension, data triangulation is used. This will be done by comparing quantitative results from the pre-test and post-test.

4.0.1 Data Quantitative

A. The Normality Test

The normality test is used to determine whether the data obtained from pre-test and post-test scores are normally distributed. In this study, the normality test is used to determine whether the distribution of students' reading comprehension scores before and after completing Quizizz-based learning activities is normal. Because the number of participating students is less than 50, the researcher uses the Shapiro-Wilk test. Data are also analyzed using IBM SPSS Statistics 20 for Windows. The decision-making criteria are based on the significance value (p-value) with a significance level of 0.05. A p-value above 0.05 indicates a normal data distribution, while a p-value below 0.05 indicates an abnormal data distribution. The hypotheses for the normality test in this study are formulated as follows:

- a) H_0 : The data are normally distributed.
- b) H_1 : The data are not normally distributed.

This hypothesis states that the students' pre-test and post-test data are normally distributed. If H_0 is accepted, then a Paired Sample t-Test should be used to continue the analysis. However, if H_0 is rejected, it means that the data are not normally distributed. In this case, the assumption for the Paired Sample t-Test is not fulfilled, and the Wilcoxon Signed-Rank Test should be employed as a non-parametric alternative to determine whether there is a significant difference between the students' pre-test and post-test scores.

B. Paired Sample t-Test

In this study, a paired sample t-test was used to determine whether there was a significant difference between the students' pre-test and post-test results after the implementation of Quizizz-based learning activities. This statistical test was chosen because the data were collected from one group of Grade VII A students of the International Class Program, who took both the pre-test and the post-test. To conduct this analysis, the researcher used IBM SPSS Statistics 20 for Windows with a significance level of 0.05. If the Sig. (2-tailed) value obtained from SPSS was less than 0.05, it indicated that H_0 was rejected and H_1 was accepted, meaning that the students' reading comprehension ability had improved significantly after the treatment. Conversely, if the Sig. (2-tailed) value was greater than 0.05, it indicated that H_0 was accepted, meaning that there was no statistically significant difference between the students' pre-test and post-test scores. Consequently, this analysis was used to statistically evaluate the effectiveness of Quizizz-based learning activities in improving the reading comprehension ability of students in the International Class Program.

C. N-Gain Score

To determine the effectiveness of Quizizz-based learning activities on students' reading comprehension, this study used Normalized Gain Score (N-Gain Score) analysis. N-Gain analysis is a method widely used in educational research to measure improvements in learning outcomes

by comparing pre-test and post-test scores, while also considering the maximum possible improvement achieved by students. Thus, this analysis not only looks at the difference in scores before and after treatment but also provides a more objective picture of the level of success of a learning process.

According to Kolopita et al. (2022) The N-gain score test is conducted to determine the effectiveness of using learning media in research. The N-gain score test can be performed by calculating the difference between scores before and after using the learning media. The N-gain score formula is as follows:

$$\text{N-Gain} = \frac{\text{Post-test} - \text{Pre-test}}{\text{Maximum Score} - \text{Pre-test}}$$

This calculation indicates how much of the possible improvement has been achieved by the students after receiving the instructional treatment. As a result, the N-Gain Score does not merely reflect the difference between two test scores but also demonstrates the effectiveness of the learning process in facilitating students' academic development. A higher N-Gain value signifies a greater level of learning improvement and, consequently, a higher effectiveness of the instructional strategy implemented in the study.

The interpretation of the N-Gain Score generally follows the classification proposed by Hake (1999) where an N-Gain value of less

than 0.30 is categorized as low, a value between 0.30 and 0.70 is categorized as medium, and a value of 0.70 or higher is categorized as high. These categories enable researcher to evaluate the magnitude of students' learning improvement and to determine the effectiveness of the instructional intervention more systematically.

4.0.2 Data Qualitative

Qualitative data analysis in this study was conducted to understand students' experiences and challenges in learning reading comprehension through Quizizz- based learning activities. The analysis followed systematic procedures aligned with the research objectives, including data reduction, data presentation, drawing conclusions, and triangulation to ensure the validity of the findings.

A. Data Reduction

According to Fernandes et al. (2024) to data reduction techniques are essential for optimizing storage, processing, bandwidth consumption, and analysis in Big Data environments. In this study, the qualitative data were obtained from semi-structured interviews with 8 students from Class 7D of the International Class Program (ICP) at MTsN 3 Malang who obtained relatively low scores on both the pre-test and post-test. These students shared their experiences and the challenges they encountered when participating in Quizizz-based learning activities for reading comprehension.

The main purpose of data reduction was to identify and focus on the essential information related to the students' challenges in using Quizizz for reading comprehension. During this process, the researcher carefully reviewed the interview transcripts, removed irrelevant or repetitive responses, grouped similar ideas, and retained only the data that addressed the second research question. As a result, the reduced data provided a clearer and more organized description of the difficulties experienced by students during the implementation of Quizizz-based learning activities

B. Data Presentation

This stage focuses on organizing, structuring, and presenting the reduced data in a clear and systematic manner so that it can be easily understood and interpreted. In this study, the data presentation aims to display the findings obtained from semi-structured interviews with 8 students from Class 7D of the International Class Program (ICP) at MTsN 3 Malang who obtained relatively low scores on both the pre-test and post-test. The interview data were collected to explore the challenges experienced by students during Quizizz-based learning activities for reading comprehension.

C. Drawing Conclusions

Drawing conclusions involved interpreting and summarizing the findings (Nurfajriani et al. 2024) of the qualitative data to answer the second research question regarding the challenges experienced by

students during Quizizz-based learning activities for reading comprehension. In this study, the conclusions were drawn based on the analysis of semi-structured interviews conducted with 8 students from Class 7D of the International Class Program (ICP) at MTsN 3 Malang who obtained relatively low scores on both the pre-test and post-test.

D. Triangulation

According to Nurfajriani et al. (2024) Triangulation is a method used to eliminate doubt, although many still don't understand its true meaning and purpose in research. This is a result of a lack of understanding. Essentially, triangulation is a multi-method approach that is used by the researcher in the collection and analysis of data. This study employed triangulation to enhance the validity and credibility of the qualitative findings obtained from semi-structured interviews with 8 students from Class 7D of the International Class Program (ICP) at MTsN 3 Malang who obtained relatively low scores on both the pre-test and post-test. The qualitative data were compared with the quantitative data collected from the students' pre-test and post-test scores to provide a more comprehensive understanding of the research findings.

Through this triangulation process, the researcher examined whether the challenges expressed by the students during the interviews were consistent with their learning outcomes. The

comparison focused on issues such as difficulties in understanding reading texts, limited vocabulary, time pressure when answering questions, and challenges related to the use of Quizizz features. By integrating the qualitative and quantitative findings, the researcher was able to draw more valid and reliable conclusions regarding the effectiveness of Quizizz-based learning activities and the challenges experienced by students in reading comprehension.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the findings of the study regarding the effectiveness of Quizizz in improving students' reading comprehension skills and the challenges encountered by students during reading comprehension learning activities using Quizizz.

4.1 Finding

The findings presented include data analysis from the pre-test, normality test, post-test, and hypothesis testing. Furthermore, this section identifies various challenges faced by students during the reading comprehension learning process using the Quizizz application.

4.1.1 The Effectiveness of Quizizz on Students' Reading Comprehension

In this section, the researcher present the findings from the data analysis conducted to determine the effectiveness of using the Quizizz application on students' reading comprehension skills. The analysis was based on the results of pre-tests and post-tests, normality tests, and hypothesis testing.

4.1.1.1 Data Analysis of Pre-test

Researcher conducted a pre-test on 7D (ICP) students on May 19, 2026, consisting of 20 multiple-choice questions. The questions were presented randomly via Google Forms and had a 30-minute time limit for completion. Each student was asked to choose the correct answer from four available options. This pre-test was administered to one research class, 7D

(ICP). The purpose of the pre-test was to determine students' initial reading comprehension abilities before receiving treatment using the Quizizz application.

Following the pre-test, 7D (ICP) students participated in a reading comprehension learning process using the Quizizz application as a learning tool. Quizizz was used to support the learning process and improve students' reading comprehension. The results of this pre-test served as baseline data for the study. The pre-test results can be seen in the table below:

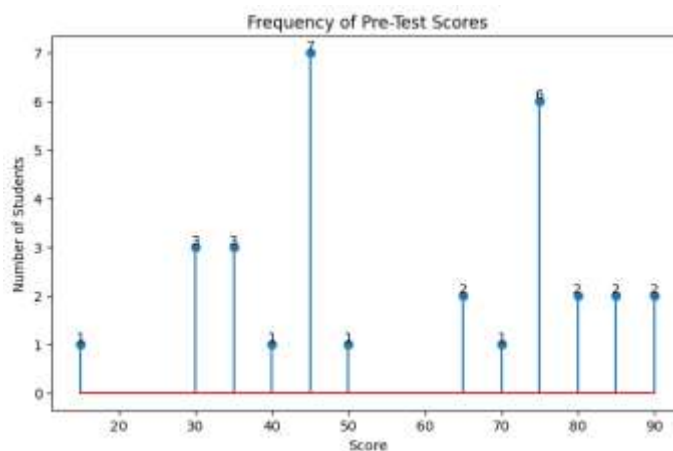
Table 4. 1 Pre-test Scores of Experimental Class Student

No.	Initial Names	Score of Pre-test
1	AML	65
2	ARA	50
3	AMS	45
4	AAPS	80
5	ASR	15
6	ARBA	75
7	ASP	30
8	AKSB	85
9	BAH	35
10	BLAZ	75
11	BGAS	45
12	DM	90
13	DAAW	45
14	FQS	45
15	GHF	70
16	HHA	75
17	KASP	35
18	MAGT	85
19	MQNA	35
20	MAKD	45
21	MAAG	30
22	MRAF	90
23	NASP	40

24	NSA	65
25	NACP	75
26	POA	30
27	RKA	75
28	SEP	45
29	SMA	80
30	VAAF	45
31	YRP	75
Total		1.775
Average Score		57

Table 4.1 presents the pre-test scores of grade7D (ICP) students at MTsN 3 Malang. Based on the table, the lowest score obtained by the students was 30, while the highest score was 90. The total score achieved by all students was 1.775, with an average pre-test score of 57. These results indicate that the students had varying levels of reading comprehension ability before receiving the treatment. Furthermore, the distribution of the pre-test scores is illustrated in the following diagram:

Diagram 4. 1 Pre-test Scores of Experimental Class Student



Based on the diagram, the score distribution can be described as follows: one student scored 15, three students scored 30, three students

scored 35, one student scored 40, seven students scored 45, one student scored 50, two students scored 65, one student scored 70, six students scored 75, two students scored 80, two students scored 85, and two students scored 90. The most frequent score was 45, which was obtained by seven students. The Minimum Completion Criteria (KKM) set by MTsN 3 Malang is 75. Based on the pre-test results, 18 out of 31 students scored below the KKM, while 13 students achieved or exceeded the KKM. These findings indicate that most students had not yet reached the expected level of reading comprehension before the implementation of Quizizz-based learning activities. Therefore, additional instructional support and intervention were needed to improve students' reading comprehension achievement prior to the treatment.

Table 4. 2 Descriptive Statistic of Pre-test Score of Experimental Class

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PREex	31	75	15	90	1775	57.26	3.851	21.441	459.731
Valid N (listwise)	31								

Based on Table 4.2, the mean score of the pre-test was 57.26, with a standard deviation of 21.441. The descriptive statistics indicate that the minimum score obtained by the students was 15, while the maximum score was 90. Furthermore, the total score achieved by the 31 students was 1.775. By comparing the mean score and the standard deviation, it can be seen that the standard deviation is lower than the mean score. This suggests that the distribution of students' pre-test scores was relatively concentrated around the average score and did not show excessive variation. Therefore, the pre-

test data can be considered sufficiently representative of the students' initial reading comprehension ability before the implementation of Quizizz-based learning activities.

4.1.1.2 Data Analysis of Post-test

The post-test was conducted on May 28, 2026 to measure changes in students' reading comprehension skills after receiving treatment using the Quizizz app over three sessions. The post-test consisted of 20 multiple-choice questions presented randomly via Google Form, similar to the pre-test. The post-test was administered within 30 minutes, and each student was asked to choose one correct answer from four available options. The format and difficulty level of the post-test questions were designed to be similar to those of the pre-test to allow for valid comparisons.

Furthermore, the post-test was administered to the same research class as the pre-test, class 7D (ICP), consisting of 31 students. The questions presented in the post-test were similar to those in the pre-test. This aimed to obtain consistent measurements and objectively comparable results. By using a similar question format and multiple-choice method, the post-test provides an overview of the improvement in students' reading comprehension skills after receiving treatment using the Quizizz app. The post-test results can be seen in the table below:

Table 4. 3 Post-test Scores of Experimental Class Student

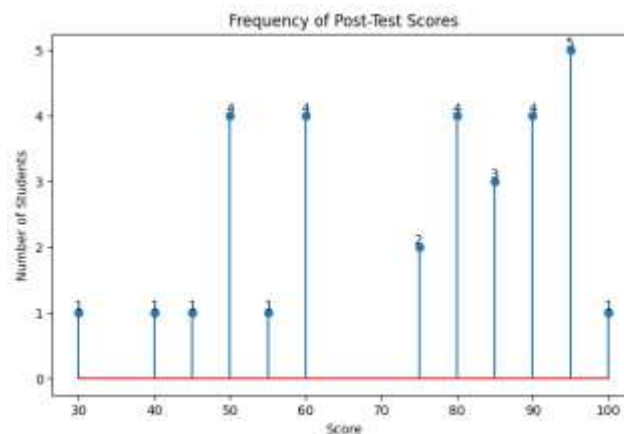
No.	Initial Names	Score of Post-test
1	AML	80
2	ARA	75

3	AMS	75
4	AAPS	95
5	ASR	45
6	ARBA	85
7	ASP	55
8	AKSB	90
9	BAH	60
10	BLAZ	50
11	BGAS	80
12	DM	100
13	DAAW	50
14	FQS	95
15	GHF	30
16	HHA	90
17	KASP	95
18	MAGT	90
19	MQNA	85
20	MAKD	50
21	MAAG	95
22	MRAF	90
23	NASP	50
24	NSA	80
25	NACP	85
26	POA	60
27	RKA	80
28	SEP	40
29	SMA	95
30	VAAF	60
31	YRP	60
Total		2270
Average Score		73

Table 4.3 presents the post-test results of grade 7D (ICP) students at MTsN 3 Malang. Based on the table, the lowest score obtained by the students was 30, while the highest score was 100. The total score achieved by all students was 2.270, with an average post-test score of 73. These results indicate the students' reading comprehension performance after the

implementation of Quizizz-based learning activities. Furthermore, the distribution of students' post-test scores is illustrated in the following diagram. The distribution of post-test scores shows that one student scored 30, one student scored 40, one student scored 45, four students scored 50, one student scored 55, four students scored 60, two students scored 75, four students scored 80, three four students scored 85, four students scored 90, five students scored 90, five students scored 95, and one student scored 100. Furthermore, the distribution of the students' post-test scores is illustrated in the following diagram:

Diagram 4. 2 Post-test Scores of Experimental Class Student



The diagram above presents the distribution of students' post-test scores in the International Class Program at MTsN 3 Malang after the implementation of Quizizz-based learning activities. The results indicate an improvement in students' reading comprehension achievement. The lowest score obtained was 30, while the highest score reached 100. The score distribution can be described as follows: one student scored 30, one student

scored 40, one student scored 45, four students scored 50, one student scored 55, four students scored 60, two students scored 75, four students scored 80, three students scored 85, four students scored 90, five students scored 95, and one student scored 100. The most frequently obtained score was 95, achieved by five students. The Minimum Completion Criteria (KKM) set by MTsN 3 Malang is 75. Based on the post-test results, 19 out of 31 students achieved or exceeded the KKM, while 12 students scored below the KKM. Among the students who met the KKM, two students obtained a score of 75, while the remaining students achieved scores above the KKM, ranging from 80 to 100. These findings indicate that the majority of students were able to achieve the expected level of reading comprehension after receiving the treatment through Quizizz-based learning activities. The following section presents the descriptive statistics of the post-test results.

Table 4. 4 Descriptive Statistic of Post-test Scores of Experimental Class Students

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
POSTex	31	70	30	100	2270	73.23	3.559	19.814	392.581
Valid N (listwise)	31								

Based on Table 4.4 the descriptive statistics of the post-test scores show that the mean score of the students was 73.23, with a standard deviation of 19.814. The minimum score obtained by the students was 30, while the maximum score was 100, resulting in a score range of 70. Furthermore, the total score achieved by all 31 students was 2,270. By

comparing the mean score and the standard deviation, it can be observed that the standard deviation is lower than the mean score. This indicates that the distribution of students' post-test scores was relatively concentrated around the average score and did not vary excessively. Therefore, the post-test results can be considered representative of the students' reading comprehension achievement after the implementation of Quizizz-based learning activities, showing an overall improvement in students' performance.

4.1.1.3 Students' Improvement in Reading Comprehension Before and After Using Quizizz-Based Learning Activities

Table 4. 5 Experimental Class Pre-test and Post-test Scores

No	Initial Names	Difference		Description
		Pre-test	Post-test	
1	AML	65	80	Increase
2	ARA	50	75	Increase
3	AMS	45	75	Increase
4	AAPS	80	95	Increase
5	ASR	15	45	Increase
6	ARBA	75	85	Increase
7	ASP	30	55	Increase
8	AKSB	85	90	Increase
9	BAH	35	60	Increase
10	BLAZ	75	50	Decrease
11	BGAS	45	80	Increase
12	DM	90	100	Increase
13	DAAW	45	50	Increase
14	FQS	45	95	Increase
15	GHF	70	30	Decrease
16	HHA	75	90	Increase
17	KASP	35	95	Increase
18	MAGT	85	90	Increase

19	MQNA	35	85	Increase
20	MAKD	45	50	Increase
21	MAAG	30	95	Increase
22	MRAF	90	90	Constant
23	NASP	40	50	Increase
24	NSA	65	80	Increase
25	NACP	75	85	Increase
26	POA	30	60	Increase
27	RKA	75	80	Increase
28	SEP	45	40	Decrease
29	SMA	80	95	Increase
30	VAAF	45	60	Increase
31	YRP	75	60	Decrease
Total		1780	2675	Increase
Average Score		57	86	

As shown in the table, A comparison of the pre-test and post-test scores shows an improvement in students' reading comprehension achievement after the implementation of Quizizz-based learning activities. The pre-test was administered before the treatment to measure students' initial reading comprehension ability, while the post-test was conducted after the treatment to evaluate the effectiveness of the learning activities. Based on the data presented in the table, the total pre-test score of the 31 students was 1,780, with an average score of 57.42. After the treatment, the total post-test score increased to 2,675, with an average score of 86.29. This indicates an average increase of approximately 28.87 points between the pre-test and post-test results. Furthermore, the majority of students experienced an increase in their scores, as indicated in the description column. Several students showed substantial improvement, such as MAAG, whose score increased from 30 to 95, KASP from 35 to 95, and MQTN from 35 to 85, and MRAP

from 90 to 90 the score consistently. Although a few students obtained lower scores in the post-test compared to the pre-test, the overall results demonstrate a positive trend in students' performance. The increase in the average score from the pre-test to the post-test suggests that Quizizz-based learning activities contributed positively to improving students' reading comprehension. Therefore, it can be concluded that students achieved better performance in the post-test than in the pre-test after receiving the treatment.

4.1.1.4 Validity Testing Result

The researcher conducted an item validity test to ensure that the reading comprehension test was appropriate for measuring students' reading comprehension ability. The validity of the instrument was established through content validity and construct validity, which were evaluated by an English lecturer and an English teacher. The test consisted of 20 multiple-choice items designed based on the reading comprehension indicators and the learning objectives. The validity test was administered to 31 students who were not involved as the research participants. The test was conducted through Google Form, in which the questions were distributed using the shuffle feature to minimize the possibility of students sharing answers. The validity testing was carried out in one meeting before the implementation of the research. After collecting the students' responses, the researcher analyzed the data using Correlation formula in Microsoft Excel to calculate the r-value . The obtained r-value were then compared with the

r-table value to determine whether each item was valid or invalid. The results of the item validity test are presented in the following table.

Picture 4. 1 Validity Test Result

Based on the results of the item validity test, an item is considered valid when the r-count value is higher than the r-table value (0.301). As shown in the validity test results, all 20 items used in the pre-test obtained r-count values ranging from 0.303 to 0.589, which were higher than the r-table value. Likewise, all 20 items used in the post-test obtained r-count values ranging from 0.307 to 0.647, which also exceeded the r-table value. Therefore, it can be concluded that all pre-test and post-test items were valid and suitable for data collection. Consequently, the researcher used all 20 valid items for the pre-test and all 20 valid items for the post-test in the experimental class.

After validity testing for each question, a reliability test was conducted to ensure that the test results remained consistent when repeated. Reliability testing also aims to ensure that the instruments used produce reliable and stable data across a variety of conditions. To conduct the

reliability test in this study, the researcher used SPSS 20. The results of the reliability test are as follows:

Reliability Statistics	
Cronbach's Alpha	N of Items
.784	20

Picture 4. 2 Reliability Test Result

Based on the reliability analysis conducted using SPSS 20, the Cronbach's Alpha coefficient of the instrument was 0.784 with a total of 20 items. According to the Cronbach's Alpha reliability criterion, a coefficient between 0.70 and 0.80 indicates a good level of reliability. This result shows that the instrument has satisfactory internal consistency, meaning that the 20 items measure the same construct consistently. Therefore, the instrument can be considered reliable and appropriate for use in collecting data for this study.

4.1.1.6 Normality Testing Result

The normality is a statistical procedure used to determine whether a dataset follows normal distribution. In this study, the Shapiro-Wilk normality test was used.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PREex	.126	31	.200*	.960	31	.292
POSTex	.165	31	.032	.965	31	.388

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Picture 4. 3 Normality Test Result

The results of the normality test were analysis using the Shapiro–Wilk test because the sample size consisted of 31 students, which is fewer than 50 participants. Based on the test results, the significance value of the pre-test was 0.292, while the significance value of the post-test was 0.388. Since both significance values are greater than 0.05 ($0.292 > 0.05$ and $0.388 > 0.05$), the null hypothesis (H_0) is accepted, indicating that both the pre-test and post-test data are normally distributed.

Therefore, it can be concluded that the data from the experimental class meet the assumption of normality. As a result, parametric statistical analysis can be applied. In this study, a paired-samples t-test was conducted to determine whether there was a significant difference between students' pre-test and post-test scores after the implementation of Quizizz-based learning activities.

4.1.1.7 Hypothesis Testing (Paired Sample t-Test)

After conducting the validity, reliability, and normality tests, the researcher found that the research instrument was valid and reliable, and the data were normally distributed. Since the assumption of normality was fulfilled, the researcher proceeded with hypothesis testing using the Paired Samples T-Test.

The Paired Samples T-Test was employed to determine whether there was a significant difference between students' pre-test and post-test scores after the implementation of Quizizz-based learning activities. This analysis aimed to examine the effectiveness of Quizizz in improving students'

reading comprehension. The results of the Paired Samples T-Test are presented in the following table.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PREex-POSTex	-15.96774	22.41351	4.02559	-24.18909	-7.74640	-3.967	30	.000

Picture 4. 4 Hypothesis Test Result

The Paired Samples T-Test was conducted to determine whether there was a significant difference between students' pre-test and post-test scores after the implementation of Quizizz-based learning activities. Based on the results presented in the table, the mean difference between the pre-test and post-test scores was -15.96774. The negative value indicates that the post-test scores were higher than the pre-test scores, showing an improvement in students' reading comprehension after the treatment. Furthermore, the obtained t-value was -3.967 with 30 degrees of freedom ($df = 30$). The significance value (Sig. 2-tailed) was 0.000, which is lower than the significance level of 0.05 ($0.000 < 0.05$). Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. It can be concluded that there was a statistically significant difference between the students' pre-test and post-test scores. This finding indicates that Quizizz-based learning activities had a significant effect on improving students' reading comprehension in the International Class Program at MTsN 3 Malang.

4.1.1.8 N-Gain Score

After determining the significance of the difference between the pre-test and post-test scores through the Paired Samples T-Test, the researcher conducted an N-Gain analysis. The purpose of this analysis was to measure the extent of students' improvement in reading comprehension after participating in Quizizz-based learning activities. The N-Gain score was used to evaluate the effectiveness of the treatment by comparing students' pre-test and post-test scores.

N-gain score test is conducted to determine the effectiveness of using learning media in research. The N-gain score test can be performed by calculating the difference between scores before and after using the learning media. N-Gain score can be categorized into three levels: high ($g > 0.70$), medium ($0.30 \leq g \leq 0.70$), and low ($g < 0.30$). Therefore, the N-Gain analysis provides additional information regarding the level of improvement achieved by the students after the implementation of the treatment. The results of the N-Gain analysis are presented in the following table.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGain	31	-1.33	1.00	.3212	.52187
Valid N (listwise)	31				

Picture 4. 5 N-Gain Score Result

The results of the N-Gain analysis are presented in the table above. Based on the descriptive statistics, the N-Gain score was calculated for 31

students. The analysis showed that the minimum N-Gain score was -1.33, while the maximum N-Gain score was 1.00. The mean N-Gain score was 0.3212, with a standard deviation of 0.52187. N-Gain score between 0.30 and 0.70 falls into the medium category. Since the mean N-Gain score obtained in this study was 0.3212, it can be categorized as a medium level improvement. This indicates that the implementation of Quizizz-based learning activities resulted in a moderate students' reading comprehension.

Therefore, it can be concluded that Quizizz-based learning activities were moderately effective in enhancing students' reading comprehension in the International Class Program at MTsN 3 Malang.

4.1.2 The Challenges Faced by Students when Learning Reading Comprehension Using Quizizz-Based Learning Activities

This study investigates the challenges faced by students in Quizizz-based reading comprehension activities. The participants were eight students from Class 7D of the International Class Program (ICP) at MTsN 3 Malang who obtained relatively low scores in both the pre-test and post-test. These students were selected purposively to obtain deeper information regarding the difficulties they experienced when using Quizizz.

The researcher used semi-structured interviews consisting of five questions, which were grouped into three main themes. The first theme combines *Question 1 (the difficulties students faced when using Quizizz)* and *Question 2 (the problems encountered while answering questions in Quizizz)*, namely General Difficulties in Using Quizizz and Problems

During Question Answering. This theme is based on the concept of learning challenges, which refers to obstacles that hinder the learning process (Zimmerman 2002). The second theme combines *Question 3 (challenges related to Quizizz features)* and *Question 4 (factors affecting the ease of using Quizizz)*, namely Challenges Related to Quizizz Features and Factors Affecting Ease of Use. This theme is grounded in the Technology Acceptance Model (TAM) proposed by Davis (1989), particularly the concept of Perceived Ease of Use. The third theme is *Question 5 (students' overall learning experience with Quizizz)*, which focuses on Students' Learning Experience with Quizizz. This theme is supported by experiential learning theory developed by (Kolb 2015), which emphasizes the importance of learners' experiences in the learning process.

The interview findings were analyzed to identify the major challenges encountered by the students and to support the interpretation of the quantitative results of the study. Before describing the findings, here are the initials of the participants

Table 4. 5 The Initials of The Participants

No.	Initials Names	Participants
1.	ASR	Student 1
2.	ASP	Student 2
3.	BLAZ	Student 3
4.	DAAW	Student 4
5.	GFH	Student 5
6.	MAKD	Student 6
7.	NASP	Student 7

8.	SEP	Student 8
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1. General Difficulties in Using Quizizz

Among the participants, Student 3 (BLAZ), Student 5 (GFH), and Student 8 (SEP) shared similar experiences. They stated that they needed time to become familiar with Quizizz when using it for the first time, although the reasons for their difficulties were different.

Student 3 (BLAZ) explained that the interface of Quizizz was different from other learning applications he had previously used, so he needed time to understand how it worked.

Student 3 (BLAZ):

"At the beginning, I was confused by the appearance of Quizizz because it was different from the applications I usually use. After trying it several times, I gradually became familiar with it."

Similarly, Student 5 (GFH) stated that he found it uncomfortable to read long passages on his mobile phone because he had to scroll frequently, making it difficult to maintain his focus.

Student 5 (GFH):

"When the reading passage is long, I have to scroll many times on my phone. Sometimes I lose my focus and need to read the previous part again."

Likewise, Student 8 (SEP) mentioned that he initially found it difficult to concentrate because several pieces of information, such as the score, ranking, and timer, appeared on the screen at the same time.

Student 8 (SEP):

"When I first used Quizizz, I was a little confused because there was a lot of information on the screen, such as the score, ranking, and timer. I needed some time to get used to it and stay focused on the questions."

The other students also reported difficulties, although for different reasons. Student 1 (ASR) explained that the timer made him feel nervous because he often paid attention to the remaining time instead of focusing on the activity.

Student 1 (ASR):

"The timer makes me a little nervous because I keep looking at the remaining time instead of focusing on the learning activity."

Meanwhile, Student 2 (ASP) stated that he was not accustomed to reading texts through a digital application since he was more familiar with learning from printed books.

Student 2 (ASP):

"I do not have difficulty using Quizizz itself, but at first I was not used to reading passages directly from an application. I usually study from books, so I needed time to adjust."

In contrast, Student 4 (DAAW) explained that he was initially confused by some of the menus and features available in Quizizz, although he became familiar with them after several uses.

Student 4 (DAAW):

"The first time I used Quizizz, I was confused by some of the menus and features. I was unsure which button to use, but after using it several times, it became easier."

Similarly, Student 7 (NASP) mentioned that the animations and sound effects made the application more enjoyable but sometimes distracted his attention while learning.

Student 7 (NASP):

"The animations and sound effects make Quizizz more interesting, but sometimes they also distract me when I am trying to concentrate."

Unlike the other participants, Student 6 (MAKD) experienced a different challenge. He explained that an unstable internet connection occasionally caused the questions to load slowly, interrupting his learning process.

Student 6 (MAKD):

"The biggest difficulty for me is an unstable internet connection. Sometimes the questions take longer to load, so I have to wait before continuing."

In addition, the findings indicate that the students' difficulties were generally related to adapting to the Quizizz interface and learning environment rather than operating the application itself. While Student 3, Student 5, and Student 8 shared similar challenges in adapting to the application, the other students reported different issues related to the timer, digital reading habits, application features, animations, and internet connectivity. Despite these difficulties, most students stated that they became more comfortable using Quizizz after several learning sessions.

2. Challenges Related to Quizizz Features

This section discusses the challenges experienced by students related to the features of Quizizz and the factors that made the application feel less easy to use during reading comprehension activities. Based on the interview results, most students considered Quizizz an engaging and easy-to-use learning platform. However, several features and conditions influenced their concentration and comfort while completing the activities.

Among the participants, Student 3 (BLAZ), Student 4 (DAAW),

Student 5 (GFH), Student 7 (NASP), and Student 8 (SEP) shared similar experiences. They stated that some features of Quizizz caused confusion while answering the questions, although each student described different reasons.

Student 3 (BLAZ) explained that the score displayed during the activity sometimes distracted him because he paid attention to his performance instead of focusing entirely on the questions.

Student 3 (BLAZ):

"Sometimes I pay attention to the score displayed on the screen, so my focus is divided instead of concentrating only on the questions."

Similarly, Student 4 (DAAW) stated that he felt confused because the application moved directly to the next question after he submitted an answer, leaving him little opportunity to review his previous response.

Student 4 (DAAW):

"After I answer a question, the application immediately moves to the next one. Sometimes I still want to look at my previous answer, so it feels a little confusing."

Meanwhile, Student 5 (GFH) explained that he needed more time to compare the answer choices because several options looked similar to him.

Student 5 (GFH):

"Sometimes the answer choices look very similar, so I need more time to compare them before deciding which one is correct."

Likewise, Student 7 (NASP) mentioned that the leaderboard feature occasionally distracted him because he became curious about his position compared to his classmates.

Student 7 (NASP):

"Sometimes I look at the leaderboard because I want to know my ranking."

As a result, my attention is distracted from the questions."

In addition, Student 8 (SEP) stated that the timer on the screen made him feel rushed, especially when he was still reading the passage before answering.

Student 8 (SEP):

"When I see the timer counting down, I feel that I have to answer quickly even though I am still reading the passage. It makes me feel a little pressured."

On the other hand, Student 1 (ASR), Student 2 (ASP), and Student 6 (MAKD) described different factors that made using Quizizz feel less easy while answering questions.

Student 1 (ASR) explained that reading long passages on a mobile phone screen required extra concentration because he had to scroll several times to review the information.

Student 1 (ASR):

"When the reading passage is long, I have to scroll several times on my phone. Sometimes I need to look back at the previous part, which makes it less comfortable."

Meanwhile, Student 2 (ASP) stated that he was more accustomed to learning from printed books, so he needed time to adjust to reading and answering questions through a digital application.

Student 2 (ASP):

"I am more familiar with learning from books, so reading and answering questions through an application requires some adjustment for me."

Unlike the other participants, Student 6 (MAKD) explained that he often had to go back and forth between the reading passage and the answer choices before making a decision. This process required greater

concentration and made using Quizizz feel more challenging.

Student 6 (MAKD):

"I often need to look back at the reading passage several times before choosing an answer. Going back and forth between the text and the answer choices makes using Quizizz feel a little more difficult for me."

The findings above indicate that the challenges experienced by students were not related to operating the Quizizz application itself but rather to several features and conditions that influenced their learning experience. Features such as the score display, automatic transition between questions, leaderboard, and timer created distractions for some students, while others found reading long texts on a mobile screen or repeatedly reviewing the passage and answer choices more challenging. Despite these difficulties, the students generally reported that they became more comfortable with Quizizz after gaining more experience using the application.

3. Learning Experience with Quizizz

This section explores students' overall experiences when using Quizizz to answer reading comprehension questions. Based on the interview results, most students considered Quizizz an interesting learning medium because it made classroom activities more interactive. However, they also mentioned several aspects that made the learning experience less comfortable, especially when dealing with reading passages.

Among the participants, Student 1 (ASR), Student 2 (ASP), Student 6 (MAKD), Student 7 (NASP), and Student 8 (SEP) shared similar opinions.

They agreed that Quizizz made learning more enjoyable than conventional exercises, but they also felt that answering reading questions through the application required greater concentration. Nevertheless, each student explained different reasons.

Student 1 (ASR)

"I enjoy using Quizizz because it is more interesting than answering questions on paper. However, when the reading passage is long, I need to read it several times before I feel confident enough to answer the questions."

Student 2 (ASP)

"Using Quizizz makes the lesson more enjoyable, but I am still more comfortable reading from a book. Reading passages on a screen requires more adjustment for me, especially when I need to understand detailed information."

Student 6 (MAKD)

"My experience with Quizizz is generally positive because it makes learning less boring. However, I often have to go back and forth between the passage and the answer choices, so I need more concentration than usual."

Student 7 (NASP)

"Quizizz is fun because it feels like a game and makes me more motivated to participate. However, sometimes I become too focused on finishing quickly instead of carefully understanding the reading passage."

Student 8 (SEP)

"I like using Quizizz because the activities are more interactive, but I sometimes feel pressured when answering reading questions. I prefer having more time to understand the passage before choosing an answer."

Unlike the previous students, Student 3 (BLAZ) shared a different experience. He explained that Quizizz became easier when the teacher explained the material beforehand. Without sufficient explanation, he found it difficult to understand the reading activity independently.

Student 3 (BLAZ)

"I think Quizizz is interesting, but I feel more comfortable when the teacher explains the material first. If I have to work independently right away, I sometimes do not fully understand the reading passage."

Similarly, Student 5 (GFH) reported a different experience. He enjoyed the interactive learning atmosphere but felt that Quizizz was less suitable when the reading text contained many unfamiliar vocabulary items because he could not easily ask for clarification while answering.

Student 5 (GFH)

"Quizizz makes learning more enjoyable, but when there are many unfamiliar words in the passage, I find it difficult to understand the next. In those situations, I prefer learning with direct guidance from the teacher."

Meanwhile, Student 4 (DAAW) explained that he preferred discussing the reading passage with classmates or the teacher before answering the questions. According to him, Quizizz was useful for practice, but he felt less confident when working individually from the beginning.

Student 4 (DAAW)

"I enjoy using Quizizz, but I feel more confident after discussing the reading material first. If I answer the questions immediately by myself, I sometimes doubt my understanding."

The interview results indicate that students had a generally positive experience using Quizizz because it created a more engaging and interactive learning environment. Nevertheless, several students also expressed that Quizizz was less suitable for them when reading passages were long, contained unfamiliar vocabulary, or required careful analysis, as these situations demanded greater concentration and understanding. This finding suggests that while Quizizz can increase students' engagement, additional

guidance and appropriate reading support remain important for students with lower reading comprehension performance.

4.2 Discussion

In this section, the researcher discusses the effectiveness of Quizizz-based learning activities in improving students' reading comprehension achievement and the challenges faced by students during the implementation of Quizizz in reading comprehension learning.

4.2.1 The Effectiveness of Quizizz on Students' Reading Comprehension

The results of this study indicate that Quizizz-based learning activities were associated with an improvement in students' reading comprehension in the International Class Program at MTsN 3 Malang. This finding is reflected in the increase in the average score from 57 in the pre-test to 86 in the post-test. The Paired Sample t-test also showed a significance value (Sig. 2-tailed) of 0.000, which is lower than 0.05, indicating a statistically significant difference between students' pre-test and post-test scores. the data were analyzed using Statistical Package for the Social Sciences (SPSS) version 20. In addition, the N-Gain score was 0.54, which falls into the moderate improvement category.

The score distribution further showed that most students experienced an increase in their reading comprehension scores after participating in Quizizz-based learning activities. Out of 31 students, 27 students demonstrated improved post-test scores, while four students showed lower post-test scores

than their pre-test scores. Student BLAZ's score decreased from 75 on the pre-test to 50 on the post-test, GHF's score decreased from 70 to 30, SEP's score decreased from 45 to 40, and YRP's score decreased from 75 to 60. Similarly, the findings of the present study are in line with those of Afrida et al. (2025) who reported that the implementation of Quizizz significantly improved students' reading comprehension, as reflected in the increase of the experimental group's mean score from 48.88 in the pre-test to 64.42 in the post-test. Based on the researcher's classroom observations during the implementation of the treatment, these students tended to show lower participation and had difficulty maintaining their attention during several learning activities. Consequently, they may not have engaged optimally with the learning materials and activities provided through Quizizz. The same finding was also reported by Widyasari (2025) who concluded that while Quizizz positively influenced students' motivation and reading comprehension, its effectiveness was not perceived equally by all students, as some participants still encountered difficulties and questioned its efficacy. However, since this study did not specifically investigate the factors influencing individual score changes, other factors such as differences in learning pace, motivation, test-taking conditions, or personal circumstances may also have contributed to the decrease. Although a small number of students experienced a decline in their scores, this finding does not substantially affect the overall results of the study because the majority of

students demonstrated improvement in their reading comprehension achievement.

The improvement observed in this study is consistent with the characteristics of Quizizz as a gamified learning platform. According to Basuki and Hidayati (2019) Quizizz incorporates gamification elements such as points, leaderboards, instant feedback, and game-based quizzes that create a more interactive and enjoyable learning environment. Similarly, (Zhao 2019) states that Quizizz promotes active participation and increases students' motivation by providing immediate feedback and a competitive learning atmosphere. These features may encourage students to participate more actively in learning activities and increase their engagement with reading tasks. Consequently, students have more opportunities to interact with reading materials in an enjoyable and meaningful way, which may contribute to the improvement of their reading comprehension.

The findings of this study are in line with previous research. Annisa and Susanti (2024) reported that the use of Quizizz significantly improved students' reading comprehension achievement, indicating that the platform can support better learning outcomes in reading activities. Similarly, Pahamzah et al. (2020) found that students' reading scores increased after the implementation of Quizizz and that students demonstrated higher levels of motivation and engagement during the learning process. In addition, Nurhaya and Abduh (2023) highlighted that Quizizz promotes a more interactive and student-centered learning environment, which may facilitate students'

comprehension of reading materials. The consistency between the present findings and previous studies suggests that Quizizz has the potential to support reading comprehension learning across different educational contexts.

These findings have several implications for English language teaching. For teachers, Quizizz can serve as an alternative instructional medium that supports interactive and engaging reading comprehension activities. For students, the platform provides opportunities to participate actively in learning through immediate feedback and gamified exercises. More broadly, the findings suggest that integrating digital learning platforms such as Quizizz may contribute to a more active and student-centered learning environment in reading comprehension classes.

4.2.2 The Challenges Faced by Students when Learning Reading Comprehension Using Quizizz-Based Learning Activities

Based on the interview results, several challenges were experienced by students during Quizizz-based learning activities for reading comprehension. The findings indicate that the difficulties were not primarily related to operating the Quizizz application itself but rather to adapting to its interface, features, and the digital learning environment. Some students reported that they were initially unfamiliar with the application's layout and needed time to understand how to navigate the activities. Others stated that features such as the timer, leaderboard, and score display distracted their attention while

answering questions. However, after using Quizizz several times, most students gradually became more comfortable and familiar with the platform. This finding supports the study of Kristiana et al. (2024), which reported that although Quizizz creates an interactive learning environment, students still need time to adapt to its features and digital learning format, especially when completing reading comprehension activities.

Another challenge identified in this study was related to the features of Quizizz that influenced students' concentration during the learning process. Several students explained that the timer made them feel pressured to answer quickly, while others admitted that the leaderboard and score display sometimes shifted their attention away from the reading task. Although these gamification features are designed to increase engagement and motivation, they may also create additional pressure for students with lower reading comprehension ability. Nevertheless, most students acknowledged that these features made the learning activities more interesting and interactive compared to conventional classroom exercises. This result is consistent with the findings (Aulia and Warni (2024), who found that Quizizz increases students' motivation and classroom engagement through its interactive and game-based features, even though some students may require additional guidance to use the application effectively.

Furthermore, the interviews revealed that students experienced difficulties related to reading comprehension itself rather than the technology. Some participants stated that they needed to reread the passages several times

before selecting an answer, while others found it difficult to read long texts on a mobile phone screen because they had to scroll repeatedly. In addition, several students mentioned that unfamiliar vocabulary made it more difficult to understand the passage and answer the questions confidently. These findings suggest that students' reading ability and vocabulary knowledge remain important factors influencing their performance in Quizizz-based learning activities. Similar findings were reported by Kristiana et al. (2024) who concluded that students still face challenges in understanding reading texts and managing reading tasks even when using an engaging digital platform such as Quizizz.

The findings also show that students had different learning preferences while using Quizizz. Some participants stated that they felt more confident when the teacher explained the material before the activity, while others preferred discussing the reading passage with classmates before answering the questions individually. This indicates that Quizizz functions more effectively as a supporting learning medium rather than a replacement for teacher instruction. Interactive technology can enhance students' participation, but meaningful learning still requires appropriate scaffolding and guidance from the teacher. This finding is in line with Malia et al. (2025) who argued that although Quizizz is perceived as an engaging and easy-to-use learning platform, teacher support remains essential for helping students overcome difficulties in reading comprehension. Sulistyanto and Prayoga (2025) found that students generally have positive perceptions of Quizizz

because its interactive features, motivation enhancement, and immediate feedback increase classroom engagement. Nevertheless, they emphasized that positive perceptions alone are not sufficient, as students' reading proficiency and appropriate instructional support remain important factors in achieving successful learning outcomes.

In addition, the interview findings demonstrate that the challenges experienced by students were associated with both the characteristics of Quizizz and individual learning factors. Difficulties in adapting to the application's features, maintaining concentration, reading long passages, and understanding unfamiliar vocabulary were the most common challenges reported by the participants. Despite these obstacles, the majority of students still expressed positive perceptions of Quizizz because it made learning more interactive and enjoyable than traditional learning methods. Therefore, the findings suggest that Quizizz can be an effective medium for supporting reading comprehension when it is accompanied by clear teacher explanations, vocabulary support, and guided learning activities that help students maximize the benefits of the platform.

CHAPTER V

CONCLUSION

This chapter presents the conclusion and suggestions based on the findings of the study. The conclusion summarizes the main results, while the suggestions are addressed to teachers and future researcher.

5.1 Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that Quizizz-based learning activities were effective in improving students' reading comprehension in the International Class Program at MTsN 3 Malang. The result of the Paired Sample t-test showed a significance value (Sig. 2-tailed) of 0.000, which was lower than the significance level of 0.05. This indicates that there was a significant difference between the students' pre-test and post-test scores after the implementation of Quizizz-based learning activities. In addition, the N-Gain score was 0.54 (54%), which falls into the moderate category. Therefore, Quizizz-based learning activities can be considered moderately effective in improving students' reading comprehension achievement.

Regarding the second research question, the interview results revealed that students encountered several challenges during Quizizz-based learning activities for reading comprehension. The findings showed that these challenges were not mainly related to operating the Quizizz application itself, but rather to adapting to its features and using it effectively while completing reading tasks. Some students experienced difficulties in adjusting to the application interface, while others were distracted by

features such as the timer, leaderboard, and score display. In addition, several students reported that reading long passages on a mobile screen, repeatedly reviewing the text before answering, and encountering unfamiliar vocabulary made the activities more challenging. Furthermore, some students expressed that they felt more confident when the teacher explained the material or when they had the opportunity to discuss the reading passage before answering the questions individually. Despite these challenges, the students generally viewed Quizizz as an engaging and interactive learning medium that increased their interest and participation in reading comprehension activities. Therefore, the findings suggest that Quizizz can effectively support reading comprehension learning when it is accompanied by appropriate teacher guidance, vocabulary support, and well-designed instructional activities.

In conclusion, Quizizz can be used as an effective and engaging learning platform to support reading comprehension instruction, particularly for students in the International Class Program.

5.2 Suggestions

1. For Teachers

Teachers are encouraged to integrate Quizizz-based learning activities into reading comprehension instruction to create a more interactive, engaging, and enjoyable learning environment. The gamification features provided by Quizizz, such as points, leaderboards, instant feedback, and interactive quizzes, can increase students' motivation and participation during the learning process. However, teachers should ensure that students understand how to use the platform properly

before implementing it in the classroom. Teachers are also advised to design reading activities and comprehension questions that are appropriate to students' proficiency levels and learning objectives. Furthermore, teachers should provide guidance and feedback throughout the learning process to maximize the effectiveness of Quizizz in improving students' reading comprehension skills.

2. For Future Researchers

Future researchers are suggested to conduct further studies on the implementation of Quizizz in different educational contexts, grade levels, or English language skills. While this study focused on reading comprehension, future studies may investigate the effectiveness of Quizizz in improving other language skills, such as speaking, listening, writing, or vocabulary mastery. In addition, future researcher may employ different research designs, larger sample sizes, or longer treatment periods to obtain more comprehensive findings regarding the effectiveness of Quizizz-based learning activities in English language learning.

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APPENDIX

Appendix I Research Permission Letter



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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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nomor : 865/Un.03.1/TL.01.04/04/2026
keperluan : -
untuk : Izin Survey

02 April 2026

Kepada Yth.
Kepala MTS Negeri 3 Lawang Kabupaten Malang
di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Muhammad Haidar
NIM : 220107110089
Tahun Akademik : Genap - 2025/2026
Judul Proposal : **THE EFFECTIVENESS OF QUIZZ BASED
LEARNING ACTIVITIES ON THE READING
COMPREHENSION FOR INTERNATIONAL CLASS
PROGRAM AT MTSN 3 MALANG**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Dekan
Prof. Dr. Muhammad Walid, MA
NID 19730823 200003 1 002

tembusan :

Ketua Program Studi TBI
Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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Nomor : 897/Un.03.1/TL.01.04/04/2026
Lampiran : -
Hal : Izin Penelitian

02 April 2026

Kepada Yth.
Kepala MTS Negeri 3 Lawang Kabupaten Malang
di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Muhammad Haidar
NIM	: 220107110089
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2025/2026
Judul Skripsi	: THE EFFECTIVENESS OF QUIZZZ BASED LEARNING ACTIVITIES ON THE READING COMPREHENSION FOR INTERNATIONAL CLASS PROGRAM AT MTSN 3 MALANG
Lama Penelitian	: April 2026 sampai dengan Juni 2026 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Dekan
Prof. Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix II Research Permission Validator



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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Nomor : VAL-536/Un.03.1/FITK/TL.01.04/6/2026
Lampiran : -
Perihal : Permohonan Menjadi Validator

23 Juni 2026

Kepada Yth.
Ima Mutholliatil Badriyah, M.Pd
di-

Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Muhammad Haidar
NIM : 220107110089
Program Studi : Tadris Bahasa Inggris
Judul Skripsi/Tesis : THE EFFECTIVENESS OF QUIZZ BASED LEARNING
ACTIVITIES ON THE READING COMPREHENSION FOR
INTERNATIONAL CLASS PROGRAM AT MTSN 3 MALANG
Dosen Pembimbing : Ima Mutholliatil Badriyah, M.Pd/ -

Maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Prof. Dr. H. Muhammad Walid, MA
NIP. 197308232000031002

Appendix III Instrument of Validity

Choose the correct answer by selecting a, b, c, or d!

My Classroom

My classroom is clean and comfortable. It has twenty desks and one big whiteboard in front of the class. The walls are light blue, and there are some pictures of English vocabulary on them. My teacher usually stands near the whiteboard to explain the lesson. I like my classroom because it is bright and quiet.

Questions (1–7)

1. What is the text mainly about?
 - A. The school building
 - B. The classroom
 - C. The teacher
 - D. English lesson

2. How many desks are in the classroom?
 - A. Ten
 - B. Fifteen
 - C. Twenty
 - D. Thirty

3. What are the walls color?
 - A. White
 - B. Green
 - C. Blue
 - D. Yellow

4. The word “stands” in the sentence “*My teacher usually stands near the whiteboard to explain the lesson*” it means?
- A. Sits down
 - B. Walks around
 - C. Stays in an upright position
 - D. Jumps
5. Why does the writer like the classroom?
- A. It is big
 - B. It is new
 - C. It is bright and quiet
 - D. It is colorful
6. The word *comfortable* in the first line it means?
- A. Dirty
 - B. Cozy
 - C. Noisy
 - D. Dark
7. “It has twenty desks ...”
- The word *it* on the second sentence refers to ...
- A. The school
 - B. The teacher
 - C. The classroom
 - D. The wall

My Best Friend

My best friend is Ahmad. He is twelve years old and studies in the same class as me. Ahmad is tall and has short black hair. He is very kind and always helps me with my homework. We like playing football together after school. I am happy to have him as my friend.

Questions (8–14)

8. What is the main idea of the text?
- A. Ahmad's daily activities at school
 - B. The writer's close friendship with Ahmad
 - C. Ahmad's favorite sport
 - D. The writer's English class
9. How old is Ahmad?
- A. Eleven
 - B. Twelve
 - C. Thirteen
 - D. Fourteen
10. The word *tall* in second line text it means?
- A. Short
 - B. Thin
 - C. Not short
 - D. Heavy
11. What does Ahmad often help me with?
- A. Sports
 - B. Homework
 - C. Cleaning
 - D. Reading
12. What do Ahmad and I like doing after school?
- A. Reading books
 - B. Playing football
 - C. Watching TV
 - D. Studying English
13. The word *kind* in the third sentence is closest in meaning to ...
- A. Angry
 - B. Helpful

- C. Lazy
- D. Quiet

14. From the text, we can infer that Ahmad is a good friend because?
- A. He is taller than the writer
 - B. He studies in the same class
 - C. He always helps the writer
 - D. He likes playing football

My School

My school is MTsN 3 Malang. It is a big school with many classrooms and a large yard. There is a library, a mosque, and a science laboratory. The teachers are friendly and helpful. Students wear neat uniforms every day. I am proud of my school.

Questions (15–21)

15. The text mainly talks about ...
- A. School rules
 - B. School activities
 - C. The writer's school
 - D. School uniform
16. Where is the school located?
- A. Surabaya
 - B. Jakarta
 - C. Malang
 - D. Bandung
17. Which facility is NOT mentioned?
- A. Library
 - B. Mosque
 - C. Laboratory
 - D. Canteen

18. How are the teachers described?
- A. Strict
 - B. Angry
 - C. Friendly
 - D. Quiet
19. When do students wear uniforms?
- A. Sometimes
 - B. On holidays
 - C. Every day
 - D. Once a week
20. The word *proud* on the last line it means?
- A. Ashamed
 - B. Happy and honored
 - C. Nervous
 - D. Afraid
21. From the text, we can infer that the writer?
- A. Does not like studying at the school
 - B. Feels happy and satisfied with the school
 - C. Wants to move to another school
 - D. Feels bored with school activities

The School Library

The school library is my favorite place. It is quiet and comfortable. There are many books such as story books, textbooks, and dictionaries. The librarian is kind and always helps students find books. I usually go there during break time to read English stories.

Questions (22–28)

22. What does the text mainly describe?
- A. The school library rules

- B. The description of the school library
 - C. The activities of the librarian
 - D. The kinds of books students read
23. Why does the writer like the library?
- A. It is noisy
 - B. It is colorful
 - C. It is quiet
 - D. It is small
24. What books are available there?
- A. Only novels
 - B. Only textbooks
 - C. Many kinds of books
 - D. Only comics
25. Who helps students in the library?
- A. Teacher
 - B. Librarian
 - C. Principal
 - D. Security
26. When does the writer go to the library?
- A. After school
 - B. During break time
 - C. Before class
 - D. On Sunday
27. The word *favorite* on the first sentence it means?
- A. Hated
 - B. Best liked
 - C. Old
 - D. New

28. “It is quiet and comfortable”

The word *it* refers to ...

- A. The book
- B. The library
- C. The student
- D. The school

My Favorite Teacher

My favorite teacher is Miss Lina. She teaches English in my class. She speaks clearly and explains the lesson very well. She often uses games and quizzes in the class. Her lessons are fun and easy to understand. I enjoy learning English with her.

Questions (29–34)

29. What is the main idea of the text?

- A. Miss Lina is a strict teacher
- B. Miss Lina is the writer’s favorite English teacher
- C. Miss Lina gives many assignments
- D. Miss Lina teaches many subjects

30. Why does the writer like her?

- A. She is strict
- B. She gives homework
- C. She teaches clearly
- D. She is young

31. The word “*explains*” in the sentence “*She speaks clearly and explains the lesson very well*” is closest in meaning to....

- A. Ignores
- B. Understands
- C. Makes something clear
- D. Repeats loudly

32. What does the writer think of Miss Lina's lessons?

- A. Boring
- B. Difficult
- C. Fun
- D. Confusing

33. The word *clearly* on the first sentence it means?

- A. Loudly
- B. Easily understood
- C. Slowly
- D. Quickly

34. The writer feels ____ learning English.

- A. Afraid
- B. Happy
- C. Nervous
- D. Angry

My Favorite Animal

My favorite animal is a cat. It has soft fur and sharp eyes. Cats are playful and friendly animals. My cat likes sleeping in the afternoon and playing with a ball. I like cats because they are cute and clean.

Questions (35–40)

35. What animal is described?

- A. Dog
- B. Bird
- C. Cat
- D. Rabbit

36. The word “fur” in the sentence “*It has soft fur and sharp eyes*” it means?

- A. Hard skin

- B. Thick hair on an animal's body
 - C. Long ears
 - D. Strong legs
37. Cats are ... animals.
- A. Wild
 - B. Dangerous
 - C. Playful
 - D. Lazy
38. The word "afternoon" in the sentence "*My cat likes sleeping in the afternoon*" has a similar meaning?
- A. Morning
 - B. Midday
 - C. Midnight
 - D. Early morning
39. Why does the writer like cats?
- A. They are smart
 - B. They are big
 - C. They are cute and clean
 - D. They are fast
40. The purpose of the text is to ...
- A. Entertain
 - B. Describe
 - C. Persuade
 - D. Instruct

Answer Keys

1. B	15. C	29. B
2. C	16. C	30. C
3. C	17. D	31. C
4. C	18. C	32. C
5. C	19. C	33. B
6. B	20. B	34. B
7. C	21. B	35. C
8. B	22. B	36. B
9. B	23. C	37. C
10. C	24. C	38. B
11. B	25. B	39. C
12. B	26. B	40. B
13. B	27. B	
14. C	28. B	

Choose the correct answer by selecting a, b, c, or d!

My House

My house is not very big, but it is comfortable. It has two bedrooms, a living room, a kitchen, and a bathroom. The living room has a sofa and a television. In front of my house, there is a small garden. I like staying at home with my family.

Questions (1–7)

1. What is the text mainly about?
 - A. The writer's school
 - B. The writer's house
 - C. The writer's family
 - D. The writer's garden
2. How many bedrooms does the house have?
 - A. One
 - B. Two
 - C. Three
 - D. Four
3. What is in the living room?
 - A. Bed and a lamp
 - B. Sofa and a television
 - C. Table and chairs
 - D. Cupboard and a clock
4. Where is the garden located?
 - A. Behind the house
 - B. Inside the house
 - C. Next to the kitchen
 - D. In front of the house

5. Why does the writer like the house?
- A. It is very big
 - B. It is modern
 - C. It is comfortable
 - D. It is near school
6. The word *comfortable* is closest in meaning to ...
- A. Noisy
 - B. Cozy
 - C. Dirty
 - D. Crowded
7. “It has two bedrooms ...”
- The word *it* refers to ...
- A. The family
 - B. The house
 - C. The garden
 - D. The room

My Favorite Food

My favorite food is fried rice. It is made from rice, eggs, vegetables, and spices. Fried rice tastes delicious and smells good. My mother cooks fried rice every Sunday morning. I like eating it with crackers and fried eggs.

Questions (8–14)

8. What is the text about?
- A. Healthy food
 - B. Traditional food
 - C. Fried rice
 - D. Breakfast menu

9. What are the ingredients of fried rice?
- A. Rice and meat
 - B. Rice and sugar
 - C. Rice, eggs, vegetables, and spices
 - D. Rice and milk
10. How does fried rice taste?
- A. Bitter
 - B. Sweet
 - C. Delicious
 - D. Sour
11. The sentence “*My mother cooks fried rice every Sunday morning.*”
The word *cooks* is closest in meaning to ...
- A. Buys
 - B. Prepares food
 - C. Eats
 - D. Sells
12. When is fried rice cooked?
- A. Every day
 - B. Every Saturday
 - C. Every Sunday morning
 - D. Every evening
13. The word *delicious* in the second line it means?
- A. Bad
 - B. Tasty
 - C. Hard
 - D. Cold
14. From the text, we can infer that the writer ...
- A. Dislikes vegetables

- B. Likes simple food
- C. Cannot cook
- D. Eats fried rice at school

My School Uniform

My school uniform is neat and simple. On Monday, I wear a white shirt and black trousers. On other days, I wear different uniforms. The uniform makes students look tidy and equal. I feel proud when wearing my school uniform.

Questions (15–21)

15. What is the main idea of the text?
 - A. School rules
 - B. School uniform
 - C. School building
 - D. School activities
16. What does the writer wear on Monday?
 - A. White shirt and black trousers
 - B. Blue shirt and black trousers
 - C. White shirt and blue trousers
 - D. Batik uniform
17. The word *tidy* in the sentence
“*The uniform makes students look tidy and equal.*”
is closest in meaning to ...
 - A. Dirty
 - B. Messy
 - C. Neat
 - D. Old
18. Why does the writer feel proud?
 - A. The uniform is expensive

- B. The uniform is colorful
 - C. The uniform shows equality
 - D. The uniform is new
19. The word *neat* on the first line it means?
- A. Messy
 - B. Untidy
 - C. Clean and tidy
 - D. Dirty
20. “I feel proud when wearing my school uniform.”
This sentence shows the writer’s ...
- A. Opinion
 - B. Command
 - C. Warning
 - D. Instruction
21. We can infer that wearing a school uniform helps students to ...
- A. Feel more equal with others
 - B. Study harder in class
 - C. Become more fashionable
 - D. Follow school rules strictly

My Favorite Place

My favorite place is the beach. The beach has white sand and blue water. I like hearing the sound of the waves. Sometimes, I collect shells and take photos. The beach makes me feel calm and happy.

Questions (22–28)

22. What place is described in the text?
- A. Mountain
 - B. Beach

- C. Park
 - D. Lake
23. What color is the sand?
- A. Brown
 - B. Black
 - C. White
 - D. Yellow
24. The word “*waves*” in the sentence “*I like hearing the sound of the waves*” is closest in meaning to ...
- A. Wind
 - B. Sea water movement
 - C. Sand
 - D. Shells
25. What activities does the writer do at the beach?
- A. Swimming and running
 - B. Collecting shells and taking photos
 - C. Fishing and cooking
 - D. Reading books
26. How does the beach make the writer feel?
- A. Tired
 - B. Afraid
 - C. Calm and happy
 - D. Angry
27. The word *calm* in the third line it means?
- A. Angry
 - B. Relaxed
 - C. Noisy
 - D. Busy

28. We can conclude that the writer likes the beach because it ...
- A. Is always crowded with people
 - B. Makes the writer feel relaxed and happy
 - C. Is close to the writer's house
 - D. Is a place to do many sports

My Hobby

My hobby is reading story books. I like reading at free time. Reading helps me learn new words and ideas. I usually read fairy tales and adventure stories. Reading is a fun and useful hobby for me.

Questions (29–34)

29. What is the writer's hobby?
- A. Writing
 - B. Drawing
 - C. Reading
 - D. Singing
30. When does the writer read books?
- A. At school
 - B. In free time
 - C. At night only
 - D. On Sunday
31. What does reading help the writer do?
- A. Sleep better
 - B. Learn new words
 - C. Play games
 - D. Make friends
32. What kinds of stories does the writer like?
- A. Horror and mystery
 - B. History books

- C. Fairy tales and adventure
 - D. Science books
33. The word *useful* in the third line it means?
- A. Helpful
 - B. Difficult
 - C. Expensive
 - D. Boring
34. From the text, we can conclude that the writer ...
- A. has no other hobbies
 - B. values reading as both fun and meaningful
 - C. dislikes adventure stories
 - D. rarely reads story books

My Classroom Pet

My classroom has a small fish aquarium. The fish are colorful and beautiful. They swim quietly in the water. Students take turns feeding the fish every day. The aquarium makes the classroom more interesting.

Questions (35–40)

35. What is the main idea of the text?
- A. Students like feeding animals
 - B. The classroom aquarium and the fish in it
 - C. Animals that live in water
 - D. How to take care of pets
36. Where are the fish kept?
- A. In a cage
 - B. In a box
 - C. In an aquarium
 - D. In a pond

37. The word *colorful* in the first line is closest in meaning to
- A. Bright
 - B. Dirty
 - C. Dark
 - D. Plain
38. Who feeds the fish?
- A. Teacher
 - B. Janitor
 - C. Students
 - D. Principal
39. How often are the fish fed?
- A. Once a week
 - B. Every day
 - C. Twice a day
 - D. On Monday
40. The word *interesting* in the last sentence it means?
- A. Boring
 - B. Attractive
 - C. Difficult
 - D. Ordinary

Answer Keys

1. B	17. C	33. A
2. B	18. C	34. B
3. B	19. C	35. B
4. D	20. A	36. C
5. C	21. A	37. A
6. B	22. B	38. C
7. B	23. C	39. B
8. C	24. B	40. B
9. C	25. B	
10. C	26. C	
11. B	27. B	
12. C	28. B	
13. B	29. C	
14. B	30. B	
15. B	31. B	
16. A	32. C	

Appendix IV Pre-test Descriptive Text (Reading Comprehension)

Choose the correct answer by selecting a, b, c, or d!

My Classroom

My classroom is clean and comfortable. It has twenty desks and one big whiteboard in front of the class. The walls are light blue, and there are some pictures of English vocabulary on them. My teacher usually stands near the whiteboard to explain the lesson. I like my classroom because it is bright and quiet.

Questions (1–5)

1. What is the text mainly about?
 - A. The school building
 - B. The classroom
 - C. The teacher
 - D. English lesson
2. How many desks are in the classroom?
 - A. Ten
 - B. Fifteen
 - C. Twenty
 - D. Thirty
3. What are the walls color?
 - A. White
 - B. Green
 - C. Blue
 - D. Yellow

4. The word “stands” in the sentence “*My teacher usually stands near the whiteboard to explain the lesson*” it means?
- A. Sits down
 - B. Walks around
 - C. Stays in an upright position
 - D. Jumps
5. Why does the writer like the classroom? Because.....
- A. It is big
 - B. It is new
 - C. It is bright and quiet
 - D. It is colorful

My Best Friend

My best friend is Ahmad. He is twelve years old and studies in the same class as me. Ahmad is tall and has short black hair. He is very kind and always helps me with my homework. We like playing football together after school. I am happy to have him as my friend.

Questions (6–10)

6. What is the main idea of the text?
- A. Ahmad’s daily activities at school
 - B. The writer’s close friendship with Ahmad
 - C. Ahmad’s favorite sport
 - D. The writer’s English class
7. How old is Ahmad?
- A. Eleven
 - B. Twelve
 - C. Thirteen
 - D. Fourteen

15. The word *tall* in second line text it means?
- A. Short
 - B. Thin
 - C. Not short
 - D. Heavy
16. What does Ahmad often help me with?
- A. Sports
 - B. Homework
 - C. Cleaning
 - D. Reading
17. From the text, we can infer that Ahmad is a good friend because?
- A. He is taller than the writer
 - B. He studies in the same class
 - C. He always helps the writer
 - D. He likes playing football

My School

My school is MTsN 3 Malang. It is a big school with many classrooms and a large yard. There is a library, a mosque, and a science laboratory. The teachers are friendly and helpful. Students wear neat uniforms every day. I am proud of my school.

Questions (11–15)

11. The text mainly talks about ...
- A. School rules
 - B. School activities
 - C. The writer's school
 - D. School uniform

12. Where is the school located?
- A. Surabaya
 - B. Jakarta
 - C. Malang
 - D. Bandung
13. Which facility is NOT mentioned?
- A. Library
 - B. Mosque
 - C. Laboratory
 - D. Canteen
14. The word *proud* on the last line it means?
- A. Ashamed
 - B. Happy and honored
 - C. Nervous
 - D. Afraid
15. From the text, we can infer that the writer?
- A. Does not like studying at the school
 - B. Feels happy and satisfied with the school
 - C. Wants to move to another school
 - D. Feels bored with school activities

My Favorite Teacher

My favorite teacher is Miss Lina. She teaches English in my class. She speaks clearly and explains the lesson very well. She often uses games and quizzes in the class. Her lessons are fun and easy to understand. I enjoy learning English with her.

Questions (16–20)

16. What is the main idea of the text?
- A. Miss Lina is a strict teacher

- B. Miss Lina is the writer's favorite English teacher
- C. Miss Lina gives many assignments
- D. Miss Lina teaches many subjects

17. Why does the writer like her?

- A. She is strict
- B. She gives homework
- C. She teaches clearly
- D. She is young

18. The word "*explains*" in the sentence "*She speaks clearly and explains the lesson very well*" is closest in meaning to....

- A. Ignores
- B. Understands
- C. Makes something clear
- D. Repeats loudly

19. What does the writer think of Miss Lina's lessons?

- A. Boring
- B. Difficult
- C. Fun
- D. Confusing

20. The writer feels ____ learning English.

- A. Afraid
- B. Happy
- C. Nervous
- D. Angry

Appendix V Post-test Descriptive Text (Reading Comprehension)

Choose the correct answer by selecting a, b, c, or d!

My House

My house is not very big, but it is comfortable. It has two bedrooms, a living room, a kitchen, and a bathroom. The living room has a sofa and a television. In front of my house, there is a small garden. I like staying at home with my family.

Questions (1–7)

8. What is the text mainly about?
 - A. The writer's school
 - B. The writer's house
 - C. The writer's family
 - D. The writer's garden
9. How many bedrooms does the house have?
 - A. One
 - B. Two
 - C. Three
 - D. Four
10. What is in the living room?
 - A. Bed and a lamp
 - B. Sofa and a television
 - C. Table and chairs
 - D. Cupboard and a clock
11. The word *comfortable* is closest in meaning to ...
 - A. Noisy
 - B. Cozy
 - C. Dirty
 - D. Crowded

12. “It has two bedrooms ...”

The word *it* refers to ...

- A. The family
- B. The house
- C. The garden
- D. The room

My Favorite Food

My favorite food is fried rice. It is made from rice, eggs, vegetables, and spices. Fried rice tastes delicious and smells good. My mother cooks fried rice every Sunday morning. I like eating it with crackers and fried eggs.

Questions (6–10)

6. What is the text about?

- A. Healthy food
- B. Traditional food
- C. Fried rice
- D. Breakfast menu

7. What are the ingredients of fried rice?

- A. Rice and meat
- B. Rice and sugar
- C. Rice, eggs, vegetables, and spices
- D. Rice and milk

15. The sentence “*My mother cooks fried rice every Sunday morning.*”

The word *cooks* is closest in meaning to ...

- A. Buys
- B. Prepares food
- C. Eats
- D. Sells

16. When is fried rice cooked?
- A. Every day
 - B. Every Saturday
 - C. Every Sunday morning
 - D. Every evening
17. From the text, we can infer that the writer ...
- A. Dislikes vegetables
 - B. Likes simple food
 - C. Cannot cook
 - D. Eats fried rice at school

My School Uniform

My school uniform is neat and simple. On Monday, I wear a white shirt and black trousers. On other days, I wear different uniforms. The uniform makes students look tidy and equal. I feel proud when wearing my school uniform.

Questions (15–21)

11. What is the main idea of the text?
- A. School rules
 - B. School uniform
 - C. School building
 - D. School activities
12. What does the writer wear on Monday?
- A. White shirt and black trousers
 - B. Blue shirt and black trousers
 - C. White shirt and blue trousers
 - D. Batik uniform

13. The word *tidy* in the sentence
“*The uniform makes students look tidy and equal.*”
is closest in meaning to ...
- A. Dirty
 - B. Messy
 - C. Neat
 - D. Old
14. The word *neat* on the first line it means?
- A. Messy
 - B. Untidy
 - C. Clean and tidy
 - D. Dirty
22. We can infer that wearing a school uniform helps students to ...
- A. Feel more equal with others
 - B. Study harder in class
 - C. Become more fashionable
 - D. Follow school rules strictly

My Favorite Place

My favorite place is the beach. The beach has white sand and blue water. I like hearing the sound of the waves. Sometimes, I collect shells and take photos. The beach makes me feel calm and happy.

Questions (16–20)

16. What place is described in the text?
- A. Mountain
 - B. Beach
 - C. Park
 - D. Lake

17. What color is the sand?
- A. Brown
 - B. Black
 - C. White
 - D. Yellow
18. The word “*waves*” in the sentence “*I like hearing the sound of the waves*” is closest in meaning to ...
- A. Wind
 - B. Sea water movement
 - C. Sand
 - D. Shells
19. What activities does the writer do at the beach?
- A. Swimming and running
 - B. Collecting shells and taking photos
 - C. Fishing and cooking
 - D. Reading books
20. We can conclude that the writer likes the beach because it ...
- A. Is always crowded with people
 - B. Makes the writer feel relaxed and happy
 - C. Is close to the writer’s house
 - D. Is a place to do many sport

Appendix VI Interview Guide

Assalamu'alaikum Warahmatullahi Wabarakatuh

My name is Muhammad Haidar (220107110089), a student of the English Education Department at Universitas Islam Negeri Maulana Malik Ibrahim Malang. This interview is conducted as part of the data collection for my undergraduate thesis entitled "The Effectiveness of Quizizz-Based Learning Activities on Reading Comprehension for the International Class Program at MTsN 3 Malang." The purpose of this interview is to explore students' experiences, perceptions, and challenges regarding the use of Quizizz-based learning activities in improving their reading comprehension. Your participation in this interview is entirely voluntary. All the information you provide will be kept confidential and will only be used for academic research purposes. Your responses will not be shared with anyone else without your permission. Thank you for your time, participation, and contribution to this research. May Allah bless and guide us all.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

General Difficulties in Using Quizizz

1. What difficulties do you experience when using the Quizizz application?
2. What problems do you experience when using the Quizizz application, especially when answering questions?

Challenges Related to Quizizz Features

3. Which features of the Quizizz application make you feel confused when answering the questions?
4. What makes using the Quizizz application feel not easy, especially when answering questions?

Students' Learning Experience with Quizizz

5. How is your experience when using the Quizizz application to answer reading questions?

Appendix VII Validation Sheet

Validation Sheet (Pre-test & Post-test and Interview)

**"The Effectiveness of Quizizz Based Learning Activities on The Reading Comprehension
for International Class Program at MTsN 3 Malang"**

Validator : Ima Mutholliatil Budriyah, M.Pd
NIP : 198312172023212017
Expertise : English Language Teaching
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : May, 11th 2026

A. Introduction

This validation sheet aims to get an assessment from the validator on the research instrument used. Every feedback and suggestion are essential for increasing the quality of the instrument.

B. Guidance

1. In this section, assess by ticking (✓) with the following criteria to the columns below:

1 = Very Poor
2 = Poor
3 = Average
4 = Good
5 = Very Good

2. Please give comments and suggestions in the columns below.

C. Assessment Rubric

No	Aspect	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	Research instruments are well constructed & formulated					✓	
2.	The research instrument is relevant with the research objectives					✓	

D. The use of language in the research instrument

No	Aspect	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	Research instruments are good and correct language and punctuation					✓	
2.	The research instruments are less effort to understand.				✓		
3.	The research instruments are communicative.				✓		
4.	The research instruments do not cause bias (clear).					✓	

E. The effectiveness of the research instrument

No	Aspect	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	The research instruments help the researcher examine the effectiveness of Quizizz-based learning activities on students' reading comprehension.					✓	
2.	The research instruments help identify students' challenges in learning reading comprehension through Quizizz-based learning activities.					✓	

F. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

1. The instrument can be used without revision.
2. The instrument can be used with slight revision.
3. The instrument can be used with many revisions.
4. The instrument can be used.

Malang, May 11th, 2026

Validator,



Ima Mutholliatil Badriyah, M.Pd
NIP. 198312172023212017

Appendix VIII Lesson Plan

MODUL AJAR BAHASA INGGRIS

KELAS VII/FASE D

DESCRIPTIVE TEXT

A.	Komponen Informasi Umum	
	Komponen	Descriptive Text
1.	Informasi Umum Perangkat Ajar	
	Nama Penyusun	MUHAMMAD HAIDAR
	Satuan Pendidikan	MTsN 3 Malang
	Tahun Ajaran	2026-2027
	Mata Pelajaran	Bahasa Inggris
	Kelas/Fase	VII / Fase D
	Semester	Genap
	Materi	Descriptive Text
	Alokasi Waktu	3 Pertemuan (2 × 40 menit)
2.	Kompetensi Awal	
	Pengetahuan dan keterampilan atau kompetensi prasyarat	Peserta didik telah memiliki pengetahuan dasar tentang kosakata (vocabulary) dan tata bahasa sederhana, khususnya Simple Present Tense. Selain itu, peserta didik mampu membaca dan memahami informasi umum dari teks pendek dalam bahasa Inggris sehingga dapat mendukung pemahaman terhadap descriptive text.
3.	Profile Pelajar Pancasila	
	Profile Pelajar Pancasila yang berkaitan	1. Beriman dan Bertakwa kepada Tuhan Yang Maha Esa 2. Bernalar Kritis 3. Bergotong Royong
4.	Sarana dan Prasarana	
	Fasilitas	Laptop, LCD Proyektor, Smartphone
	Lingkungan Belajar	Kelas
5.	Target Peserta Didik	
		Peserta didik kelas 7 D (International Class Program/ICP) yang memiliki kemampuan bahasa Inggris yang beragam dan siap

		mengikuti pembelajaran berbasis teknologi menggunakan Quizizz.
6.	Jumlah Peserta Didik	31 Siswa
7.	Metode/Mode/Pembelajaran	Problem Based Learning (PBL), Ceramah, Tanya jawab, Diskusi, Reading Activity, Quizizz-Based Learning.
B.	Komponen Inti	
1.	Tujuan Pembelajaran	
	1.1 Mengidentifikasi pengertian, tujuan sosial, generic structure, dan language features pada <i>descriptive text</i> . 1.2 Mengidentifikasi main idea dan specific information dalam <i>descriptive text</i> . 1.3 Memahami vocabulary in context serta making inferences berdasarkan isi teks. 1.4 Menjawab soal reading comprehension pada <i>descriptive text</i> melalui Quizizz dengan benar.	
2.	Asesmen	
	Diagnostik Formatif Sumatif	
3.	Pemahaman Bermakna	
	Peserta didik memahami bahwa descriptive text digunakan untuk menggambarkan seseorang, tempat, atau benda secara rinci. Quizizz membantu meningkatkan motivasi dan pemahaman membaca	
4.	Pertanyaan Pemantik	
	1. What's your favorite place? 2. How would you describe your friends to others? 3. What makes a person or place unique?	
C.	Kegiatan Pembelajaran	
	PERTEMUAN 1	
	Kegiatan Awal (10 Menit)	1. Guru memberi salam dan memimpin doa. 2. Guru mengecek kehadiran peserta didik. 3. Guru melakukan apersepsi dengan menanyakan pengalaman peserta didik membaca teks bahasa Inggris. 4. Guru menyampaikan tujuan pembelajaran tentang descriptive text.

		5. Guru menjelaskan penggunaan aplikasi Quizizz dalam pembelajaran.
	Kegiatan Inti (60 Menit)	1. Guru menjelaskan karakteristik utama descriptive text dan unsur kebahasaannya. 2. Guru membagikan teks descriptive sederhana kepada peserta didik. 3. Guru membimbing peserta didik memahami cara menemukan ide pokok (main idea) dalam teks. 4. Guru memberikan soal melalui Quizizz yang berfokus pada kemampuan mengidentifikasi main idea. 5. Guru memantau dan membimbing peserta didik selama mengerjakan Quizizz.
	Kegiatan Penutup (10 Menit)	1. Guru membahas hasil Quizizz bersama peserta didik. 2. Guru memberikan umpan balik terhadap jawaban peserta didik. 3. Guru menegaskan kembali strategi menemukan ide pokok dalam descriptive text. 4. Guru bersama peserta didik menyimpulkan materi pembelajaran. 5. Guru menutup pembelajaran dengan doa.
	Pertemuan 2	
	Kegiatan Awal (10 Menit)	1. Guru memberi salam dan memimpin doa. 2. Guru mengecek kehadiran peserta didik. 3. Guru mengulas kembali materi pertemuan sebelumnya tentang main idea. 4. Guru menyampaikan tujuan pembelajaran mengenai specific information dan vocabulary in context.
	Kegiatan Inti (60 Menit)	1. Guru menggunakan Quizizz untuk menyajikan descriptive text yang

		memuat informasi rinci dan kosakata baru. 2. Guru menjelaskan cara menemukan informasi spesifik dalam teks. 3. Guru membimbing peserta didik menggunakan petunjuk konteks (contextual clues) untuk memahami makna kosakata. 4. Peserta didik membaca teks melalui Quizizz. 5. Peserta didik mengidentifikasi informasi spesifik dan menentukan makna kosakata berdasarkan konteks. 6. Peserta didik menjawab soal-soal pada Quizizz yang berkaitan dengan specific information dan vocabulary in context. 7. Guru memonitor dan memberikan bantuan apabila diperlukan.
	Kegiatan Penutup (10 Menit)	1. Guru membahas hasil Quizizz bersama peserta didik. 2. Guru memberikan klarifikasi terhadap kesalahan yang masih ditemukan. 3. Guru memperkuat strategi menemukan informasi rinci dan memahami kosakata dalam descriptive text. 4. Guru dan peserta didik menyimpulkan materi pembelajaran. 5. Guru menutup pembelajaran dengan doa.
	Pertemuan 3	
	Kegiatan Awal (10 Menit)	1. Guru memberi salam dan memimpin doa. 2. Guru mengecek kehadiran peserta didik. 3. Guru mengulas materi descriptive text yang telah dipelajari pada pertemuan sebelumnya.

		4. Guru menyampaikan tujuan pembelajaran tentang membuat inferensi (making inferences).
	Kegiatan Inti (60 Menit)	1. Guru menggunakan Quizizz untuk menyajikan descriptive text yang memuat pertanyaan inferensial. 2. Guru menjelaskan cara menemukan informasi tersirat dalam teks. 3. Guru membimbing peserta didik menganalisis makna yang tidak tertulis secara langsung. 4. Peserta didik membaca teks secara cermat. 5. Peserta didik menginterpretasikan informasi tersirat dalam teks. 6. Peserta didik menjawab soal inferensial melalui Quizizz. 7. Guru memantau proses pengerjaan dan memberikan arahan kepada peserta didik.
	Kegiatan Penutup (10 Menit)	1. Guru membahas hasil Quizizz dan perkembangan peserta didik selama tiga pertemuan. 2. Guru memberikan umpan balik terhadap kemampuan peserta didik dalam membuat inferensi. 3. Guru bersama peserta didik menyimpulkan seluruh materi descriptive text yang telah dipelajari. 4. Peserta didik melakukan refleksi terhadap pembelajaran yang telah diikuti. 5. Guru menutup pembelajaran dengan doa.
D. Profil Pelajar Pancasila		
	1. Beriman dan Bertakwa kepada Tuhan Yang Maha Esa: Peserta didik membiasakan berdoa sebelum dan sesudah pembelajaran serta menunjukkan sikap syukur selama proses belajar. 2. Mandiri: Peserta didik bertanggung jawab dalam mengerjakan tugas, membaca teks, dan menyelesaikan aktivitas Quizizz secara mandiri.	

	3. Bernalar Kritis: Peserta didik mampu menganalisis isi teks, menemukan informasi penting, serta memahami makna bacaan dengan baik. 4. Kreatif: Peserta didik mampu menyampaikan ide, pendapat, dan hasil pemahamannya terhadap teks secara kreatif. 5. Bergotong Royong: Peserta didik bekerja sama dengan teman dalam berdiskusi dan saling membantu selama proses pembelajaran.
	E. Materi Pembelajaran
	1. Pengertian Descriptive Text Teks yang digunakan untuk mendeskripsikan seseorang, tempat, hewan, atau benda secara rinci. 2. Tujuan Sosial (Social Function) Memberikan gambaran yang jelas tentang objek yang dideskripsikan kepada pembaca. 3. Struktur Teks (Generic Structure) Identification: memperkenalkan objek yang akan dideskripsikan. Description: menjelaskan ciri-ciri atau karakteristik objek tersebut. 4. Unsur Kebahasaan (Language Features) Menggunakan <i>Simple Present Tense</i>, <i>adjectives</i> (kata sifat), dan <i>linking verbs</i> seperti <i>is</i>, <i>am</i>, <i>are</i>, <i>has</i>, dan <i>have</i>. 5. Reading Comprehension Meliputi kemampuan menemukan <i>main idea</i>, <i>specific information</i>, <i>vocabulary in context</i>, dan <i>making inferences</i>.
	F. Diferensiasi
	Diferensiasi Konten: Guru menyediakan teks descriptive dengan tingkat kesulitan yang berbeda sesuai kemampuan peserta didik. Peserta didik yang memiliki kemampuan membaca lebih baik diberikan teks yang lebih kompleks dengan kosakata yang lebih beragam, sedangkan peserta didik yang masih membutuhkan bantuan diberikan teks yang lebih sederhana dan mudah dipahami. Diferensiasi Proses: Guru memberikan variasi kegiatan belajar melalui membaca teks, diskusi, tanya jawab, serta penggunaan Quizizz. Selama proses pembelajaran, guru memberikan pendampingan dan arahan yang disesuaikan dengan kebutuhan masing-masing peserta didik agar semua peserta didik dapat mencapai tujuan pembelajaran secara optimal. Diferensiasi Produk: Peserta didik menunjukkan pemahamannya terhadap materi melalui berbagai bentuk hasil belajar, seperti menjawab soal Quizizz, menyampaikan hasil diskusi, atau menjelaskan kembali isi descriptive text. Bentuk produk yang dihasilkan dapat disesuaikan dengan kemampuan dan karakteristik

	peserta didik sehingga setiap peserta didik memiliki kesempatan untuk menunjukkan pemahamannya secara maksimal.
--	---

Mengetahui
Kepala Sekolah

Malang, 20 Mei 2026
Guru Mata Pelajaran

Dra. Warsi, M.Pd
NIP. 196807011993032003

Muhammad Haidar
NIM. 220107110089

Appendix IX List of Questions

No.	Questions	Cognitive Verb	Bloom's Category	Cognitive Code	Explanation
1	What is the text mainly about?	Summarize	Understand	C2	Identifying Main Idea – Students identify the central idea of the text.
2	How many desks are in the classroom?	Retrieve	Remember	C1	Finding Specific Information – Students locate explicit information in the text.
3	What are the walls color?	Recognize	Remember	C1	Finding Specific Information – Students recognize a specific detail stated in the text.
4	The word "stands" means?	Interpret	Understand	C2	Understanding Vocabulary in Context – Students determine the meaning of a word from its context.
5	Why does the writer like the classroom?	Explain	Understand	C2	Finding Specific Information – Students identify the explicitly stated reason.
6	What is the main idea of the text?	Summarize	Understand	C2	Identifying Main Idea – Students identify the central idea of the passage.
7	How old is Ahmad?	Retrieve	Remember	C1	Finding Specific Information – Students locate factual information in the text.
8	The word "tall" means?	Interpret	Understand	C2	Understanding Vocabulary in Context – Students interpret the meaning of a word.
9	What does Ahmad often help me with?	Retrieve	Remember	C1	Finding Specific Information – Students locate explicit information.
10	From the text, we can infer that Ahmad is a good friend because...?	Infer	Analyze	C4	Making Inferences – Students draw a logical conclusion based on textual evidence.

11	The text mainly talks about...	Summarize	Understand	C2	Identifying Main Idea – Students identify the main topic of the text.
12	Where is the school located?	Retrieve	Remember	C1	Finding Specific Information – Students locate factual information.
13	Which facility is NOT mentioned?	Differentiate	Analyze	C4	Finding Specific Information – Students distinguish between mentioned and unmentioned information.
14	The word "proud" means?	Interpret	Understand	C2	Understanding Vocabulary in Context – Students determine the contextual meaning of a word.
15	From the text, we can infer that the writer...?	Infer	Analyze	C4	Making Inferences – Students make a conclusion from the information provided.
16	What is the main idea of the text?	Summarize	Understand	C2	Identifying Main Idea – Students identify the central idea of the passage.
17	Why does the writer like her?	Explain	Understand	C2	Finding Specific Information – Students identify the explicitly stated reason.
18	The word "explains" is closest in meaning to...	Interpret	Understand	C2	Understanding Vocabulary in Context – Students interpret vocabulary based on context.
19	What does the writer think of Miss Lina's lessons?	Describe	Understand	C2	Finding Specific Information – Students identify the writer's opinion stated in the text.
20	The writer feels ____ learning English.	Identify	Understand	C2	Making Inferences – Students infer the writer's feeling from the passage.

21	What is the text mainly about?	Summarize	Understand	C2	Identifying Main Idea – Students identify the main idea of the text.
22	How many bedrooms does the house have?	Retrieve	Remember	C1	Finding Specific Information – Students locate explicit factual information.
23	What is in the living room?	Retrieve	Remember	C1	Finding Specific Information – Students identify specific details in the text.
24	The word "comfortable" is closest in meaning to...	Interpret	Understand	C2	Understanding Vocabulary in Context – Students determine the meaning of vocabulary in context.
25	The word "it" refers to...	Identify	Understand	C2	Understanding Vocabulary in Context – Students identify the reference of a pronoun in the text.
26	What is the text about?	Summarize	Understand	C2	Identifying Main Idea – Students identify the topic of the passage.
27	What are the ingredients of fried rice?	Retrieve	Remember	C1	Finding Specific Information – Students locate specific details stated in the text.
28	The word "cooks" is closest in meaning to...	Interpret	Understand	C2	Understanding Vocabulary in Context – Students determine the meaning of a word from context.
29	When is fried rice cooked?	Retrieve	Remember	C1	Finding Specific Information – Students locate explicit information about time.
30	From the text, we can infer that the writer...?	Infer	Analyze	C4	Making Inferences – Students draw a logical conclusion from the text.
31	What is the main idea of the text?	Summarize	Understand	C2	Identifying Main Idea – Students identify the central idea of the passage.

32	What does the writer wear on Monday?	Retrieve	Remember	C1	Finding Specific Information – Students locate explicit factual information.
33	The word "tidy" is closest in meaning to...	Interpret	Understand	C2	Understanding Vocabulary in Context – Students interpret the meaning of vocabulary in context.
34	The word "neat" means?	Interpret	Understand	C2	Understanding Vocabulary in Context – Students determine the contextual meaning of a word.
35	We can infer that wearing a school uniform helps students to...	Infer	Analyze	C4	Making Inferences – Students draw a conclusion based on the information provided.
36	What place is described in the text?	Identify	Understand	C2	Identifying Main Idea – Students identify the object being described in the text.
37	What color is the sand?	Recognize	Remember	C1	Finding Specific Information – Students recognize a specific detail stated in the passage.
38	The word "waves" is closest in meaning to...	Interpret	Understand	C2	Understanding Vocabulary in Context – Students determine the meaning of a vocabulary item from context.
39	What activities does the writer do at the beach?	Retrieve	Remember	C1	Finding Specific Information – Students locate explicit information about activities.
40	We can conclude that the writer likes the beach because it...	Conclude	Analyze	C4	Making Inferences – Students draw a conclusion based on the overall meaning of the text.

Appendix X Students' Answer Sheets

60 of 100 Points

Skor dirilis pada 14 Mar 11:28

Release Score

PRE-TEST Descriptive Text (Reading Comprehension)

Formulir Description

Email *

My favorite teacher is Miss Lina. She teaches English in my class. She speaks clearly and explains the lesson very well. She often uses games and quizzes in the class. Her lessons are fun and easy to understand. I enjoy learning English with her.

✓ 16. What is the main idea of the text? *

5 / 5

☒ Miss Lina is the writer's favorite English teacher ✓

☐ Miss Lina is a strict teacher

☐ Miss Lina gives many assignments

☐ Miss Lina teaches many subjects

[Add individual feedback](#)

60 of 100 Points

Skor akhir pada 14 Mar 12.29

Release Score

PRE-TEST Descriptive Text (Reading Comprehension)

Formulir Description

Email *

✕ 13. Which facility is NOT mentioned? *

0 / 5

☒ Library

✕

☐ Mosque

☐ Laboratory

☐ Canteen

True answer

☒ Canteen

Add individual feedback

75 of 100 Points

Skor dirilis pada 28 Mei 2020

Release Score

POST-TEST Descriptive Text (Reading Comprehension)

Formulir Description

Email *

✓ 8. The sentence "My mother cooks fried rice every Sunday morning." *
The word cooks is closest in meaning to.....

5 / 5

☐ Buys

☒ Prepares food



☐ Eats

☐ Sells

Add individual feedback

80 of 100 Points

Score (initially posted 28 May 2012)

Release Score

POST-TEST Descriptive Text (Reading Comprehension)

Formulir Description

Email *

✗ 15. We can infer that wearing a school uniform helps students to ... *

0 / 5

- ☐ Feel more equal with others
- ☐ Study harder in class
- ☐ Become more fashionable
- ☒ Follow school rules strictly

✗

Correct Answer

- ☒ Feel more equal with others

80 of 100 Points

Release Score

Uji Validitas

Please read the question carefully, eliminate incorrect answers, and select the most appropriate one.

Formulir Description

Email *



13. Why does the writer like cats?

5 / 5

- ☐ They are smart
- ☐ They are big
- ☒ They are cute and clean
- ☐ They are fast



Add individual feedback

Uji Validitas

Please read the question carefully, eliminate incorrect answers, and select the most appropriate one.

Formulir Description

Email *

✗ 7. The word "afternoon" in the sentence *"My cat likes sleeping in the afternoon"* has * 0 / 5 a similar meaning?

- ☐ Morning
- ☐ Midday
- ☐ Midnight
- ☐ Early morning

True answer

- ☒ Midday

Add individual feedback

Appendix XI Documentations



All students are working on the pre-test (14 of May 2026)



First treatment process (18 of May 2026)



Second treatment process (21 of May 2026)



Third treatment process (25 of May 2026)



All students are working on post-test and interviews (28 of May 2026)

Appendix XII Thesis Consultation Logbook



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
Jalan Gajayana Nomor 50, Telepon (0341) 521134, Fax: (0341) 522333
Website: <http://www.uin-malang.ac.id> Email: info@uin-malang.ac.id

JURNAL BIMBINGAN SKRIPSI/ TESIS/ DISERTASI

IDENTITAS MAHASISWA

NIM : 220107110089
Nama : MUHAMMAD HAIDAR
Fakultas : ILMU TARBIYAH DAN KEGURUAN
Jurusan : TADRIIS BAHASA INGGRIS
Dosen Pembimbing 1 : IMA MUTHOLLIATIL BADRIYAH, M.Pd
Dosen Pembimbing 2 :
Judul Skripsi/ Tesis/ Disertasi : THE EFFECTIVENESS OF QUIZZZ BASED LEARNING ACTIVITIES ON THE READING COMPREHENSION FOR INTERNATIONAL CLASS PROGRAM AT MTSN 3 MALANG

IDENTITAS BIMBINGAN

No	Tanggal Bimbingan	Nama Pembimbing	Deskripsi Proses Bimbingan	Tahun Akademik	Status
1	20 Juni 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Mengenai judul proposal dan membahas awal bab 1	Genap 2024/2025	Sudah Dikoreksi
2	23 Juni 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Membahas judul proposal	Genap 2024/2025	Sudah Dikoreksi
3	23 Juli 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Membahas bab 1 dari Research Question, Objectives of the Study and Significance of the Study	Genap 2024/2025	Sudah Dikoreksi
4	06 Agustus 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Membahas keseluruhan bab 1 dari sub bab Scope and Limitation of the Study, Definitions of Key Terms serta penyelesaian sub bab sebelumnya	Genap 2024/2025	Sudah Dikoreksi
5	13 Agustus 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Penyelesaian bab 1 (checking all) dan membahas bab 2 Sub bab Reading Comprehension and MALL (Mobile Assisted Language Learning)	Ganjil 2025/2026	Sudah Dikoreksi
6	01 Oktober 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Membahas bab 2 sub bab Procedure of Using Quiziz, Challenges and Previous Studies	Ganjil 2025/2026	Sudah Dikoreksi
7	01 Oktober 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Membahas serta memperbaiki penelitian terdahulu pada bab 2	Genap 2025/2026	Sudah Dikoreksi
8	28 Oktober 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Membahas bab 3 dari sub bab, Research Design, Time and Setting the Research, Variable of The Research dan Population and sample of the research	Genap 2025/2026	Sudah Dikoreksi
9	13 November 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Mereview ulang dan memperbaiki bab 1	Ganjil 2025/2026	Sudah Dikoreksi
10	17 November 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Mereview ulang dan memperbaiki bab 2	Ganjil 2025/2026	Sudah Dikoreksi
11	18 November 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Mereview ulang dan memperbaiki bab 3	Ganjil 2025/2026	Sudah Dikoreksi
12	01 Desember 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Memfokuskan Scope and Limitation of the Study dan Appendix (soal yang akan di ujikan)	Ganjil 2025/2026	Sudah Dikoreksi

13	17 Desember 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Memfokuskan Scope and Limitation of the Study dan Appendix (soal yang akan di ujian)	Genjil 2025/2026	Sudah Dikoreksi
14	23 Desember 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Memfokuskan Scope and Limitation of the Study dan Appendix (soal yang akan di ujian)	Genjil 2025/2026	Sudah Dikoreksi
15	10 April 2026	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Revisi Seminar Proposal	Genap 2025/2026	Sudah Dikoreksi
16	22 April 2026	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Membahasa Bab 4 keseluruhan	Genap 2025/2026	Sudah Dikoreksi
17	27 April 2026	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Fokus Memvalidkan soal soal yang akan di ujian dan membahas instrumen	Genap 2025/2026	Sudah Dikoreksi
18	12 Mei 2026	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Membahas Penelitian dan keseluruhan	Genap 2025/2026	Sudah Dikoreksi
19	22 Mei 2026	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Revisi bab 4 dan keseluruhan	Genap 2025/2026	Sudah Dikoreksi
20	25 Mei 2026	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Membahas ulang dan revisi bab 4 dan 5	Genap 2025/2026	Sudah Dikoreksi
21	03 Juni 2026	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Memperbaiki bab 5, lampiran dan affendix	Genap 2025/2026	Sudah Dikoreksi
22	05 Juni 2026	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Skripsi di ACC	Genap 2025/2026	Sudah Dikoreksi

Telah disetujui
Untuk mengajukan ujian Skripsi/Tesis/Desertasi

Dosen Pembimbing 2

Malang, 10 Juni 2026
Dosen Pembimbing 1



IMA MUTHOLLIATIL BADRIYAH, M.Pd

Kajur / Kaprodi,

MASHLIHATUL BISRIYAH, M.TESOL

Appendix XIII Curriculum Vitae

Curriculum Vitae

Nama Lengkap	: Muhammad Haidar
Tempat, Tanggal Lahir	: Bogor, 20 Februari 2002
Jenis Kelamin	: Laki-laki
Agama	: Islam
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Perguruan Tinggi	: UIN Maulana Malik Ibrahim Malang
Alamat Rumah	: Kp. Pajagan RT.01 RW.08, Desa Wates Jaya, Kecamatan Cigombong, Kabupaten Bogor
No. HP / Telp	: 085161585996
Alamat Email	: haidarmuhammad29@gmail.com
Nama Wali	: Eti Suyeti



Riwayat Pendidikan

1. 2008-2014 : SDN Benda
2. 2014-2017 : SMPN 1 Cigombong
3. 2017-2020 : MA Daarul ‘Uluum Lido Bogor
4. 2022-2026 : UIN Maulana Malik Ibrahim Malang