

**THE EFFECT OF QUIZZZ ON 11th GRADE STUDENTS'
READING COMPREHENSION IN SMKN 1 KOTA KEDIRI
ACADEMIC 2025/2026**

SKRIPSI

Presented as Partial Fulfillment as the Requirement to Obtain the Sarjana Degree of
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Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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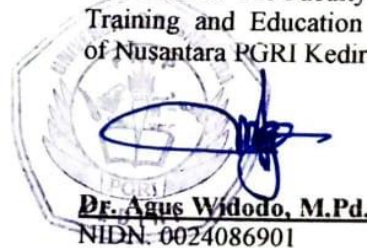
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MOTTO

“Allah SWT tidak membebani seseorang melainkan sesuai dengan kesanggupannya.”

(Q.S. Al-Baqarah: 286)

“Ketika kamu ikhlas menerima semua kekecewaan hidup, maka Allah akan membayar tuntas kekecewaanmu dengan beribu-ribu kebaikan.”

-Ali Bin Abi Thalib-

Life can be heavy, especially if you try to carry it all at once. Part of growing up and moving into new chapters of your life is about catch and release.

What I mean by that is, knowing what things to keep, and what things release. You can't carry all things.

Decide what is yours to hold and let the rest go. Often times the good things in your life are lighter anyway, so there's more room for them. 1 toxic relationship can outweigh so many wonderful simple joys. You can get to pick what your life has time and room for.

~Taylor Swift~

DEDICATION

There is no page in this thesis more beautiful than the dedication page. Bismillahirrahmanirrahim, the author dedicates this humble work to:

1. Ab To the Owner of all things and the universe, and the Almighty over all things. Allah SWT, the Owner of All Directions. Alhamdulillah hirabbil 'alamin—thank You for being the only “home” to which the author can return when the world feels so heavy and empty. Thank You for preserving the writer’s sanity and guiding every step, even when the writer was on the verge of giving up in the face of everything beyond control. Nadin Amizah is absolutely right: “My life burns bright because of You.”
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ABSTRACT

Elena Padma Putri: The Effect of Quizizz on 11th Grade Students' Reading Comprehension in SMKN 1 Kota Kediri Academic 2025/2026, Skripsi, English Language Education Department, The Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, July 24th 2026

Keywords: *Mobile Learning, Reading Comprehension, Quizizz*

Reading skills are crucial for vocational high school students, but conventional assessment methods often make them passive and cause them to struggle with understanding English texts. To address this issue, this study aims to evaluate the effectiveness of the interactive mobile learning platform Quizizz in improving the reading comprehension skills of 11th grade students at SMKN 1 Kota Kediri.

Theoretically, reading comprehension is an active cognitive process for interpreting the meaning of a text, ranging from literal to critical levels. Through a Game-Based Learning approach, Quizizz's real-time competition features and immediate feedback have been shown to reduce boredom and help students maintain focus while reading. Therefore, this study hypothesizes that the use of Quizizz will have a significant positive effect on students' reading skills.

This quantitative study employed a one-group pre-test and post-test experimental design at SMKN 1 Kota Kediri. The sample was selected using purposive sampling, involving 33 11th grade students. Data were collected using a reading comprehension test instrument, whose item quality had been validated for validity and reliability, and were analyzed using the paired samples t-test via SPSS.

The results of the data analysis show a very significant improvement in students' reading performance after the intervention was implemented. Students' average scores rose significantly from 72.61 on the pre-test to 87.48 on the post-test. The t-test results using SPSS yielded a calculated t-value of -5.845 with a significance level of $p < 0.001$, leading to the rejection of the null hypothesis and the acceptance of the alternative hypothesis, which proves that Quizizz is effective in boosting students' reading comprehension skills.

In conclusion, the use of Quizizz significantly improved the reading comprehension skills of 11th grade students at SMKN 1 Kota Kediri thanks to its gamification elements that fostered focus. Teachers are encouraged to utilize this platform as an interactive and time-efficient assessment alternative. For future researchers, it is recommended to expand the sample size and employ an experimental design.

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This skripsi entitle "The Effect of Quizizz on 11th Grade Students' Reading Comprehension in SMKN 1 Kota Kediri Academic 2025/2026". The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she needs critic and suggestion better.

Therefore, she would like to express her gratitude:

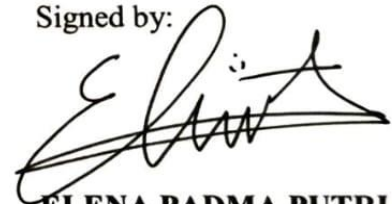
1. Dr. Zainal Afandi, M.Pd., as the Rector of University of Nusantara PGRI Kediri.
2. Dr. Agus Widodo, M.Pd., as the Dean of Faculty of teacher Training and Education of University of Nusantara PGRI Kediri.
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The author realises that this thesis is far from perfect. Therefore, constructive criticism and suggestions are greatly appreciated with a view to improving and refining it. It is hoped that this thesis will be of benefit to the author, the world of education, and all those who read it.

Kediri, July 24th 2026

Signed by:

A handwritten signature in black ink, appearing to read 'E. Padma Putri', with a stylized, flowing script.

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TABLE OF CONTENTS

APPROVAL SHEET	ii
STATEMENT OF WRITING ORIGINALLY	iii
MOTTO	iv
DEDICATION	v
ABSTRACT	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF DIAGRAMS	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
CHAPTER I	1
INTRODUCTION	1
A. Background of Study.....	1
B. Formulation of the Problem.....	6
C. Objective of the Research.....	6
D. Significance of the Research.....	6
CHAPTER II	8
REVIEW OF RELATED LITERATURE	8
A. Theoretical Study.....	8
1. Understanding of reading comprehension.....	8
2. Technology-Based Learning Media.....	13
3. Use of Quizizz in learning.....	19
4. Effectiveness of digital in learning media	22
B. Previous research.....	24
C. Research Variabel.....	26
D. Hypothesis	27
CHAPTER III	28
RESEARCH METHOD	28

A. Research Design	28
B. Operational Definition of variables	28
C. Research Instruments.....	29
1. Type of Instrument.....	29
2. Instrument Validity and Reliability	30
D. Place and Time of Research	30
1. Place of the Research.....	30
2. Research Time	31
E. Population and Sample/ Research Object/ Research Subject.....	32
1. Population	32
2. Sample	32
F. Research Procedure	33
1. Research Stages	33
2. Data Collection	34
3. Data Analysis Technique	34
CHAPTER IV	36
RESEARCH FINDINGS AND DISCUSSION	36
A. Research Findings	36
B. Discussion.....	44
CHAPTER V.....	46
CONCLUSION AND SUGGESTION.....	46
A. Conclusion.....	46
B. Suggestion	47
REFERENCES	48
APPENDICES.....	54

LIST OF TABLES

Tabel 3. 1 Time schedule of the research.....	31
Tabel 4. 1 Paired Samples Statistics	42
Tabel 4. 2 Paired Samples Correlations	43
Tabel 4. 3 Paired Samples Test.....	43

LIST OF DIAGRAMS

Diagram 4. 1 Diagram Pretest & Posttest	41
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LIST OF FIGURES

Gambar 4. 1 Input pre-test and post-test data.	38
Gambar 4. 2 Descriptive analysis.....	39
Gambar 4. 3 Compare the pre-test and post-test results.....	39
Gambar 4. 4 Generate output showing the p-value.....	40

LIST OF APPENDICES

Appendix 1 The Lesson Plan	55
Appendix 2 Student Worksheet	69
Appendix 3 Answer Pretest And Posttest	81
Appendix 4 Blueprint	82
Appendix 5 Scoring Guidelines	84
Appendix 6 Pretest Questions	85
Appendix 7 Pretest Result	92
Appendix 8 Posttest Questions	94
Appendix 9 Posttest Result	101
Appendix 10 Dokumentation	103
Appendix 11 Kartu Bimbingan	105

CHAPTER I

INTRODUCTION

This chapter explains about background of study, limitation of the problem, formulation of the problem, objective of the research, significance of the research.

A. Background of Study

Reading skills are a fundamental aspect of the learning process, especially in vocational schools, where students learn not only theory but also practical skills. The ability to understand written texts, both in Indonesian and English, helps students access information, work instructions, and study materials from manuals and online sources. According to Grabe & Stoller (2011), reading is an essential skill in academic and professional contexts because it enables students to understand, analyse, and critically evaluate written information. Reading skills are not only part of the language curriculum but also a key component of basic literacy according to national and international education policies. UNESCO (2006) emphasises that reading literacy is the foundation of lifelong learning. In Indonesia, based on Permendikbud No. 23 of 2015 concerning the Development of Character, reading skills are included as part of the school literacy movement (GLS), which aims to improve students' reading culture and functional literacy.

Student motivation is the key to success in reading, especially for foreign language texts such as English. However, various studies show that students often feel uninterested or lack enthusiasm in reading activities in class. This is due to the low relevance of reading materials to their real world, exam pressure that makes reading merely a duty, and the lack of interest- or hobby-based approaches. A study by Ahmad & Aziz (2019) found that high school students in Malaysia exhibit low levels of motivation to read English, especially if the texts are not contextual or relevant to their world. Meanwhile, Al-Mahrooqi & Denman (2016) emphasise that low engagement in reading classes is often caused by passive methods that focus solely on answering practice questions, without interactive activities.

Many teachers still use traditional approaches such as reading together in class, translating texts, or answering literal questions, which fail to motivate students to think critically or reflectively. This approach is one-sided and does not accommodate the learning style preferences of students in the digital age. Yulianti, Sulisty, & Widiati (2021) note that traditional methods make students passive and only pursue grades, not true understanding. Huang (2018) emphasises the importance of creating learning based on digital interaction so that students are more active and emotionally and cognitively engaged in reading.

Evaluating reading ability requires an in-depth approach, not just multiple-choice questions. However, teachers in vocational schools face time constraints, administrative burdens, and large class sizes, so individual reading skill assessments are often suboptimal. Kurniawati et al. (2020) in their study at vocational schools in Indonesia noted that teachers tend to focus more on UN practice questions and written assignments because time constraints hinder individual assessments of reading comprehension. Putri & Subekti (2022) added that the lack of technology supporting automatic evaluation is one of the barriers, especially in schools with limited facilities. These challenges necessitate the use of interactive digital media such as Quizizz, which not only makes the learning process more engaging but also assists teachers in conducting evaluations automatically and efficiently.

Over the past decade, the Game-Based Learning (GBL) approach has gained widespread attention in the world of education. GBL utilises game elements such as scores, competitions, and rewards to increase student motivation and engagement in the learning process. According to Qian & Clark (2016), GBL has been proven to improve learning outcomes because it provides an immersive and challenging learning experience, especially in the context of foreign language learning. Furthermore, Koivisto & Hamari (2019) found that gamification elements such as leaderboards, badges, and point systems can increase student engagement and retention in digital learning activities.

Quizizz is one of the quiz-based educational apps that combines game elements and mobile learning. This platform allows students to answer questions in real-time via smartphone or computer, while receiving scores, rankings, and immediate feedback. According to Sari & Wahyudin (2020), Quizizz helps increase student participation in online learning and improves their performance, especially in English reading and vocabulary skills. In another study, Zainuddin et al. (2020) stated that Quizizz is effective in collaborative learning and can significantly increase student motivation because it provides a competitive and fun atmosphere.

Quizizz is a game-based learning platform that supports various types of questions, including reading comprehension questions. Teachers can insert narrative, expository, or descriptive texts and add multiple-choice, true-false, and fill-in-the-blank questions, making it useful for practising literal, inferential, and evaluative reading skills. Research by Astuti & Nurweni (2021) shows that Quizizz is effective for developing reading comprehension exercises based on texts tailored to students' ability levels, particularly in secondary schools. The study found that the use of reading texts in Quizizz not only improves literal comprehension but also the ability to draw conclusions and understand implied meanings.

One of Quizizz's strengths is its interactivity and real-time competitive elements, which encourage students to read more carefully and attentively. Features such as leaderboards, points, avatars, and immediate feedback create an enjoyable learning experience and stimulate a desire to win, which impacts motivation to read more carefully and quickly. Kurniawan & Arifin (2020) found that consistent use of Quizizz in reading instruction can increase student engagement and reduce boredom when reading English texts. In line with this, Puspitasari et al. (2022) noted that competition in Quizizz encourages students to read more carefully to avoid answering questions incorrectly, which directly impacts the development of more efficient reading strategies.

Reading speed and reading comprehension are two important interrelated aspects. Quizizz allows students to hone both of these skills because the time to complete the questions can be set to be limited, students must understand the text and answer quickly, and there are scores and time as performance indicators. Rasyid & Nugroho (2023) researched the effect of Quizizz on the reading speed of high school students and concluded that regular use of this application in reading comprehension learning can improve fast reading skills without losing accuracy in comprehension.

Several previous studies have examined some of the effects of using Quizizz on improving students' reading skills. The study by Daniati & Amri (2025) showed that Paper Quizizz mode significantly improved EFL students' reading comprehension skills through written text-based learning. Furthermore, Wibowo, Ulfaika & Faridy (2025) examined the effectiveness of Quizizz in developing veterinary students' critical reading skills, which showed that 86% of respondents felt Quizizz improved critical text comprehension skills. Research by Torres et al. (2025) focussed on improving motivation and English vocabulary through Quizizz in an online classroom, while Chulerk et al. (2025) evaluated the use of Quizizz in a Mobile Assisted Language Learning (MALL) framework to achieve the CEFR B1 standard. Another study by Sulistyanto & Prayoga (2025) revealed that Quizizz is effective in facilitating engagement and improving reading comprehension through multiple quiz attempts. In general, these studies prove that Quizizz is effective in improving English learning outcomes, including in literal reading and vocabulary aspects.

However, the main difference between this research and previous studies lies in the population context and the focus on the evaluation. Most of the previous studies focused on high school students, university students, or general contexts in online learning. Not many studies have specifically targeted Vocation High School (SMK) students with regard to the contextual needs of the world of work and reading comprehension based on technical and narrative texts relevant for vocational learning. In addition, many previous studies tend to assess learning

outcomes in general (for example: learning motivation, or test scores), without specifically dissecting improvements in the dimensions of literal, inferential, and evaluative reading skills quantitatively based on item-level analysis through digital media such as Quizizz.

Additionally there is no many quantitative-based research that specifically evaluates the effect of using Quizizz on literal, inferential, and evaluative reading skills of vocational students in the context of English language learning with the support of a mobile learning model. The answer to this research can be found through the integration of the Quizizz automatic assessment model with the classification of questions based on the reading taxonomy, allowing direct measurement of reading comprehension sub-competencies, not just the final score.

The main focus of this study is to evaluate the effect of using the Quizizz application in reading comprehension skills to 11th grade students at a vocation high school (SMK). This study uses Quizizz as a game-based digital learning medium that is tested in the context of English language learning. Quizizz was chosen because this platform has been proven to increase student motivation and engagement in reading, support text-based learning with real-time feedback, and can be integrated into mobile or blended learning models. According to Fitria (2021), the use of Quizizz in English language learning at SMK shows significant results in improving reading skills, particularly in terms of literal and inferential comprehension.

The novelty of this research is in the integration of Quizizz as a reading text-based diagnostic evaluation tool developed in a graded manner (literal-inferential-evaluative), as well as its implementation in the context of vocational students who so far tend not to be the focus of empirical studies. This research also makes a new contribution in the use of Quizizz not only as an entertainment tool or daily test, but as a reflective and evaluative learning media that supports mobile and contextual learning in the digital era.

The main objective of this research is to evaluate the effectiveness of using Quizizz application in improving the reading comprehension skills of scouting

extracurricular activities junior high school in English subject. This research seeks to improve the learning process to be more qualified and aligned with the challenges of 21st century education, especially in digital literacy learning. Significantly, the results of this study are expected to provide teachers with a deeper understanding of strategies for effective use of digital media, as well as encourage the development of relevant, interactive and data-driven reading evaluation models in the context of vocational schools.

B. Formulation of the Problem

Based on the identification and limitation of the problem, here are some problem formulations:

1. How is the students' reading comprehension score before being taught using Quizizz in 11th grade SMK Negeri 1 Kota Kediri?
2. How is the students' reading comprehension score after being taught using Quizizz in 11th grade SMK Negeri 1 Kota Kediri?
3. Is there any significant effect of the use of Quizizz on students' reading comprehension in 11th grade SMK Negeri 1 Kota Kediri?

C. Objective of the Research

1. To know the students' reading comprehension score before being taught using Quizizz in 11th grade SMK Negeri 1 Kota Kediri.
2. To know the students' reading comprehension score after being taught using Quizizz in 11th grade SMK Negeri 1 Kota Kediri.
3. To determine the effect of using Quizizz on students' reading comprehension score in 11th grade SMK Negeri 1 Kota Kediri.

D. Significance of the Research

This research is expected to provide several benefits, namely:

1. Theoretical significance: the results of this study are expected to enrich the use of mobile learning media on English language learning. Especially about understanding English.

2. Practical significance:
 - a. For teachers: as an alternative strategy to develop teaching for reading comprehension for students apart from offline media.
 - b. For students: so that students can not only learn English through student books but also have a fun experience through learning using e learning media in the form of Quizizz.
 - c. For future researchers: as a continuation reference to conduct research on e learning as a play-based learning tool in language.

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