

The Effect Quizalize Application on Tenth Grade Students' Reading Comprehension

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Introduction Background Of This Study:

Ideal Condition

1. Students understand vocabulary, sentences, and text meaning.
2. Students can identify main ideas and detailed information.
3. Students connect texts with their background knowledge.
4. Students use contextual clues effectively.
5. Reading instruction is interactive and engaging.
6. Quizalize supports reading comprehension through adaptive learning.

Actual Condition

1. Many students have difficulties in reading comprehension.
2. Students have limited vocabulary and weak language comprehension.
3. Students struggle to identify main ideas and detailed information.
4. Students find it difficult to connect texts with prior knowledge.
5. Reading habits and learning engagement are still low.
6. Quizalize has not been used specifically for teaching descriptive texts

Research Background

Research Gap

Previous Research

This Research

Theoretical Gap

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| <ul style="list-style-type: none">• Focuses on Quizalize and gamification in improving reading skills and student engagement.• Limited explanation of how Quizalize supports language comprehension, vocabulary understanding, and background knowledge in reading. Ayuningtyas (2023); Widiyanto et al. (2024); Salim & Sukarno (2023); Sari (2024). | <ul style="list-style-type: none">• Uses SVR as a framework for reading comprehension.• Examines Quizalize in improving descriptive text comprehension. |
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Population Gap

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| <ul style="list-style-type: none">• Mostly conducted with EFL learners in general or at different educational levels.• Limited research focusing on tenth-grade senior high school students. Matyakhan (2024); Panmei & Waluyo (2023); Nasir et al. (2024). | <ul style="list-style-type: none">• Conducted with tenth-grade senior high school students.• Implemented in an Indonesian EFL classroom context. (SMAN 3 SIDOARJO) |
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Empirical Gap / Evaluation Gap

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| <ul style="list-style-type: none">• Most studies evaluate Quizalize or gamification for general reading improvement and student engagement.• Few studies specifically investigate Quizalize in teaching descriptive texts.• Limited evidence regarding the effectiveness of Quizalize in improving descriptive text comprehension. Widiyanto et al. (2024); Sari (2024); Qomariyah & Taufiq (2024); Hudaya et al. (2024). | <ul style="list-style-type: none">• Investigates the effect of Quizalize on students' reading comprehension of descriptive texts.• Uses a quantitative pre-test and post-test design to measure improvement in reading comprehension. |
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Research Objective & Research Question

RESEARCH OBJECTIVE:

To investigate the effect of Quizalize on tenth-grade students' reading comprehension of descriptive texts at SMAN 3 SIDOARJO

Specifically, this study aims to:

1. Measure students' pre-test and post-test reading comprehension scores.
2. Examine whether there is a significant improvement in students' reading comprehension after using Quizalize.
3. Determine the effectiveness of Quizalize in teaching descriptive texts.

Variables:

Independent Variable → Quizalize

Dependent Variable → Reading Comprehension of Descriptive Texts

RESEARCH QUESTION:

Does Quizalize significantly improve students' reading comprehension of descriptive texts?

NOVELTY OF THIS STUDY:

1. Focuses on **descriptive text comprehension** at the Senior High School level (Grade 10).
2. Uses **Quizalize** as a game-based learning platform in reading instruction.
3. Applies **Simple View of Reading (SVR)** as the theoretical framework.
4. Conducted in an Indonesian EFL classroom context.
5. Examines the effectiveness of Quizalize in improving students' reading comprehension through adaptive digital learning.

Methodology

Research Design

Quantitative Pre-Experimental
One-Group Pretest–Posttest

Population

All 10th grade students
SMAN 3 SIDOARJO (2025/2026)

Sample

35 students — Class X-E11
Purposive Sampling

Instrument

1. Reading Comprehension Test (Pre & Post-Test)
2. 20 Multiple-Choice Questions (5 pts each)
3. Max Score = 100
4. Descriptive Text-Based Test
5. Aspects: Vocabulary, Specific Information, Main Idea, Inference, Reference, Text Purpose & Type, Text Organization, SVR-Based Comprehension

Data Analysis

1. Descriptive Statistics
2. Shapiro-Wilk Normality Test
3. Paired Sample t-Test ($p > 0.05$)
4. Wilcoxon Signed Rank Test ($p \leq 0.05$)
5. Effect Size Analysis (Cohen's d)
6. Significance Level ($\alpha = 0.05$)

Research Procedure

Step 1 PRE-TEST (14 April 2026)

1. Reading comprehension pre-test
2. Descriptive text-based test
3. 20 multiple-choice questions
4. 35 students of Class X
5. Baseline reading comprehension measurement

Step 2 TREATMENT 1 (14 April 2026)

1. Introduction to descriptive text
2. Quizalize activity (Session 1)
3. Focus: vocabulary, main idea, and specific information
4. Immediate feedback through Quizalize leaderboard
5. Discussion of difficult questions

Step 3 TREATMENT 2 (21 April 2026)

1. Quizalize activity (Session 2)
2. More challenging descriptive text
3. Focus: inference, context meaning, and detailed information
4. Immediate feedback and discussion
5. Reinforcement of reading comprehension skills

Step 4 POST-TEST (21 April 2026)

1. Reading comprehension post-test
2. Different descriptive text (same indicators)
3. 20 multiple-choice questions
4. Final reading comprehension measurement
5. Scores compared with pre-test

Design: O_1 (Pre-Test) $\rightarrow$ X_1 (Quizalize Treatment 1) $\rightarrow$ X_2 (Quizalize Treatment 2) $\rightarrow$ O_2 (Post-Test)

Results: Normality Test & Hypothesis Testing

Table 1. Tests of Normality

	K-S Statistic	df	Sig.	S-W Statistic	df	Sig.	Result
Pre-Test	.164	35	.018	.941	35	.062	Normal
Post-Test	.238	35	.000	.853	35	.000	Not normal

Post-test → the Sig. value of the post-test was 0.000. Since $0.000 < 0.05$, the post-test data were not normally distributed.

Table 2. Wilcoxon Signed Rank Test Result

	Negative Ranks	Positive Ranks	Ties	Z-value	Sig. (2-tailed)
Post-Pre	3	27	5	-4.150	0.000

Since the significance value was 0.000 ($p < 0.05$), H_0 was rejected and H_1 was accepted, indicating that Quizalize had a significant positive effect on students' reading comprehension.

Discussion

Findings	Previous Studies	SVR Theory
$p = 0.000 < 0.05$	Widianto et al. (2024)	Language Comprehension
Higher post-test scores	Salim & Sukarno (2023)	Vocabulary Understanding
Better vocabulary & main idea	Matyakhan et al. (2023)	Text Comprehension
Positive effect of Quizalize	Gamified learning improves reading	Supports SVR

So, Quizalize significantly improved students' reading comprehension of descriptive text

Conclusion & Recommendation

CONCLUSION

1. Quizalize significantly improved students' reading comprehension of descriptive texts.
2. The Wilcoxon Signed Rank Test showed a significance value of 0.000 ($p < 0.05$), indicating a significant difference between the pre-test and post-test scores.
3. Students showed improvement in vocabulary understanding, identifying main ideas, finding detailed information, understanding contextual meaning, and making inferences.
4. Quizalize increased students' engagement through interactive quizzes, leaderboards, and immediate feedback.
5. The findings support the Simple View of Reading (SVR) theory, suggesting that Quizalize helps develop language comprehension and overall reading comprehension.

RECOMMENDATION

1. For English Teachers: Integrate Quizalize into reading activities to create a more interactive and engaging learning environment.
2. For Students: Use Quizalize regularly to practice reading comprehension and expand vocabulary knowledge.
3. For Schools: Support the use of digital learning platforms to enhance students' learning experiences and outcomes.
4. For Future Researchers: Conduct studies with larger samples, different educational levels, and various text types to further investigate the effectiveness of Quizalize in EFL classrooms.

Thank You