

Using QuizWhizzer to Improve Descriptive Reading Comprehension

Nuha Kamilah^{1*}, Ida Ayu Panuntun²

^{1,2}Universitas Pekalongan, Indonesia

*kamilahnuha16@gmail.com

Submit
2 Juli 2026

Review
7 Juli 2026

Publish
2 Agustus 2026

Abstract

This study aims to improve descriptive reading comprehension and student engagement among eleventh-grade students in Class XI-H3 at SMAN 4 Pekalongan through the use of the game-based learning platform, QuizWhizzer. The research employs a Classroom Action Research (CAR) framework based on the Kemmis and McTaggart model, consisting of planning, acting, observing, and reflecting. Data were gathered through testing (pre-test and post-tests) and non-testing methods (field notes and observation sheets) and analyzed using a mixed-methods approach (descriptive quantitative and qualitative). The results indicate that the integration of QuizWhizzer, combined with collaborative discussions, successfully increased the student mastery rate from 61.29% in the pre-test to 91.43% in Cycle I, peaking at 94.12% in Cycle II. Furthermore, student engagement improved significantly from 58.33% in Cycle I to 89.58% in Cycle II. It is concluded that the integration of QuizWhizzer with collaborative instructional strategies is an effective instrument for enhancing descriptive reading comprehension and student learning motivation.

Keywords: QuizWhizzer, Descriptive Reading Comprehension, Classroom Action Research, Student Engagement, EFL Learning

Abstrak

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca teks deskriptif dan keterlibatan siswa kelas XI-H3 di SMAN 4 Pekalongan melalui penggunaan platform pembelajaran berbasis permainan, QuizWhizzer. Penelitian ini menggunakan kerangka Penelitian Tindakan Kelas (PTK) berdasarkan model Kemmis dan McTaggart, yang mencakup tahap perencanaan, pelaksanaan tindakan, pengamatan, dan refleksi. Data dikumpulkan melalui metode tes (pre-tes dan pasca-tes) serta metode non-tes (catatan lapangan dan lembar observasi), kemudian dianalisis menggunakan pendekatan metode campuran (kuantitatif deskriptif dan kualitatif). Hasil penelitian menunjukkan bahwa integrasi QuizWhizzer, yang dipadukan dengan diskusi kolaboratif, berhasil meningkatkan tingkat penguasaan siswa dari 61,29% pada pre-tes menjadi 91,43% pada Siklus I, dan mencapai puncaknya pada 94,12% pada Siklus II. Selain itu, keterlibatan siswa meningkat secara signifikan dari 58,33% pada Siklus I menjadi 89,58% pada Siklus II. Disimpulkan bahwa integrasi QuizWhizzer dengan strategi pembelajaran kolaboratif merupakan instrumen yang efektif untuk meningkatkan pemahaman membaca teks deskriptif dan motivasi belajar siswa.

Kata kunci: QuizWhizzer, Pemahaman Membaca Teks Deskriptif, Penelitian Tindakan Kelas, Keterlibatan Siswa, Pembelajaran EFL

INTRODUCTION

Developing proficiency in the four fundamental language skills is a cornerstone of English instruction at the senior high school level, with reading comprehension serving as the foundation for language acquisition and academic achievement. Among the four language skills, reading enables students to acquire information, expand vocabulary, and develop critical thinking abilities that support learning across various disciplines. However, students learning English as a Foreign Language (EFL) often experience considerable challenges because opportunities to use English in authentic communication are limited compared with learners in English as a Second Language (ESL) contexts. Consequently, improving students' reading comprehension has become one of the

primary objectives of English language instruction in Indonesian secondary schools (Falah et al., 2025).

In line with the demands of 21st-century education, English proficiency has become increasingly important for students' academic success and future career development (Rif'attullah & Putra, 2024). Nevertheless, preliminary observations conducted by the researcher in Class XI-H3 at SMAN 4 Pekalongan revealed that many students experienced difficulties in comprehending descriptive texts. Classroom observations and discussions with the English teacher indicated that students frequently struggled to identify main ideas, locate supporting details, infer implicit information, and interpret unfamiliar vocabulary within descriptive passages. These difficulties were reflected in the initial pre-test results, in which only 19 of 31 participating students (61.29%) achieved the school's Minimum Mastery Criterion (KKM) of 70, while the remaining 12 students (38.71%) failed to meet the expected standard. In addition, many students demonstrated low learning motivation, passive classroom participation, and anxiety when completing reading tasks, particularly during conventional teacher-centered instruction. These preliminary findings indicate the need for more engaging instructional strategies to improve both reading comprehension and student engagement in the EFL classroom.

Previous studies have consistently reported that gamified learning platforms contribute positively to students' learning motivation, classroom participation, and overall academic achievement. However, existing literature has primarily examined the influence of digital game-based platforms on students' motivation, engagement, or general English achievement, while empirical evidence regarding the effectiveness of QuizWhizzer in improving descriptive reading comprehension remains limited, particularly in Indonesian senior high school EFL contexts. Furthermore, previous studies have rarely explained the learning mechanism through which QuizWhizzer facilitates deeper comprehension of descriptive texts rather than merely increasing students' enthusiasm during classroom activities.

From a pedagogical perspective, QuizWhizzer integrates several game-based learning elements, including immediate feedback, real-time competition, visual interaction, and collaborative participation, which are expected to enhance students' cognitive engagement during reading activities. These features encourage students to read texts more carefully before responding to questions, maintain attention throughout learning activities, receive immediate correction for misconceptions, and actively discuss answers with peers. Such learning processes are expected to strengthen students' understanding of descriptive texts by promoting active information processing, sustained attention, and collaborative meaning construction rather than passive memorization.

To address these problems, this study implemented QuizWhizzer through a two-cycle Classroom Action Research (CAR) based on the Kemmis and McTaggart model. Each cycle consisted of planning, acting, observing, and reflecting stages designed to continuously improve instructional practices. Besides integrating QuizWhizzer into descriptive reading lessons, each cycle incorporated structured pre-reading discussions, guided comprehension activities, and collaborative post-quiz reflections to enhance students' reading performance and classroom engagement. The effectiveness of the intervention was evaluated by comparing students' reading comprehension achievement and classroom observation results across the pre-test, Cycle I, and Cycle II. The study considered the intervention successful when at least 80% of students achieved the Minimum Mastery Criterion (KKM) and classroom engagement reached the predetermined observation criteria.

The novelty of this study lies not merely in employing QuizWhizzer as a digital learning platform, but in examining its implementation through Classroom Action Research to improve descriptive reading comprehension in an Indonesian senior high school EFL classroom. Unlike previous studies that primarily focused on motivation or general learning outcomes, this research investigates how the integration of QuizWhizzer with collaborative instructional strategies contributes to improving students' comprehension of descriptive texts while simultaneously enhancing classroom engagement across successive action research cycles. Therefore, this study provides practical and empirical evidence regarding the pedagogical implementation of gamified learning to support descriptive reading instruction in the Indonesian EFL context.

METHOD

This study employed Classroom Action Research (CAR) based on the cyclical model proposed by Kemmis and McTaggart (1988), consisting of four stages in each cycle: planning, acting, observing, and reflecting. The research was conducted at SMAN 4 Pekalongan, Central Java, Indonesia, from April to May 2026. The intervention was implemented through two action research cycles, with each cycle consisting of two classroom meetings. The first meeting focused on teaching descriptive texts through guided reading activities integrated with QuizWhizzer, while the second meeting was devoted to assessment using QuizWhizzer and reflective classroom discussion. Findings from Cycle I were used as the basis for revising instructional strategies before implementing Cycle II.

The participants were 35 students from Class XI-H3 of SMAN 4 Pekalongan, consisting of male and female students with heterogeneous English proficiency levels based on their previous English achievement and the initial pre-test results. Total sampling was employed because all students enrolled in the class participated in the intervention. Students who were officially registered in Class XI-H3 and attended the learning activities were included in the study, whereas students who were absent during a particular assessment session were excluded only from the corresponding stage of data analysis. Consequently, the number of participants differed across the research stages because several students were absent due to personal reasons or school administrative matters.

Data were collected using both testing and non-testing techniques. The testing instrument consisted of a descriptive reading comprehension test administered as a pre-test before the intervention and as post-tests at the end of Cycle I and Cycle II. Each test comprised fifteen items divided into three sections: five multiple-choice questions, five true-or-false questions, and five open-ended questions designed to assess students' ability to identify main ideas, locate specific information, infer meaning, and comprehend descriptive texts at both literal and inferential cognitive levels. The test items were developed based on the English curriculum for senior high schools and were reviewed by the classroom English teacher to ensure content appropriateness.

Non-testing data were obtained through structured classroom observation sheets and field notes. Classroom observations were conducted collaboratively by the researcher and the English teacher, who acted as an observer throughout the implementation. The observation sheet evaluated four aspects of students' classroom engagement, namely students' attention during learning, participation in QuizWhizzer activities, interaction during collaborative discussions, and enthusiasm and motivation. Field notes were used to document classroom situations, students' responses, and instructional reflections throughout each cycle. To improve the trustworthiness of the qualitative findings, observational data from both observers were compared through discussion before being interpreted.

The success indicators of this Classroom Action Research were established before the intervention. The action was considered successful if at least 80% of students achieved the Minimum Mastery Criterion (KKM) of 70 on the descriptive reading comprehension test and the classroom observation results reached at least 80% of the predetermined engagement criteria. If these indicators were not achieved in Cycle I, instructional improvements were implemented in the subsequent cycle based on the reflection results.

The collected data were analyzed using a mixed-methods descriptive approach. Quantitative data were analyzed descriptively by calculating the total score, mean score, highest score, lowest score, percentage of students achieving the KKM, and score improvement across the pre-test, Cycle I, and Cycle II. Qualitative data obtained from classroom observations and field notes were analyzed through data reduction, data display, and interpretation to identify changes in students' participation, motivation, and reading behavior during the intervention. The quantitative and qualitative findings were subsequently triangulated to provide a comprehensive evaluation of the effectiveness of QuizWhizzer in improving descriptive reading comprehension and student engagement.

Before conducting the research, permission was obtained from the principal and the English teacher of SMAN 4 Pekalongan. Participation was voluntary, students' identities were kept confidential throughout the research process, and all reported data were presented anonymously to ensure participants' privacy and comply with ethical principles in Classroom Action Research.

RESULTS

Research Findings

1. Pre-Test Results

Prior to integrating QuizWhizzer-based learning activities, an initial assessment was conducted on April 3, 2026, for students in Class XI-H3 at SMAN 4 Pekalongan to measure their baseline descriptive reading comprehension. During this session, 31 students participated in the conventional paper-based pre-test. The remaining students did not complete the assessment because one student had transferred to another school, while four students were absent due to personal reasons. Therefore, only the scores of the participating students were included in the pre-test analysis. The assessment consisted of three sections based on two descriptive reading passages. Sections A and B included multiple-choice and true-or-false questions based on a text about Hagia Sophia, while Section C required students to answer open-ended essay questions related to a descriptive text entitled *My Idol*, featuring Kim Taehyung from BTS. Further details are presented in Table 1.

Table 1. Pre-Test Score Summary

Description	Pre-Test	Post-Test 1 (Cycle I)	Post-Test 2 (Cycle II)
Number of Students Participating	31	–	–
Total Score	2,361	–	–
Mean Score	76.16	–	–
Highest Score	100	–	–
Lowest Score	39	–	–
Students Achieving KKM (≥ 70)	19	–	–
Students Not Achieving KKM (< 70)	12	–	–
Percentage Achieving KKM	61.29%	–	–

As presented in Table 1, the pre-test results indicate that the 31 participating students obtained a mean score of 76.16. Based on the Minimum Mastery Criterion (KKM) of 70, 19 students (61.29%) successfully achieved the expected level of mastery, whereas 12 students (38.71%) did not meet the criterion. The considerable difference between the highest score (100) and the lowest score (39) demonstrates substantial variation in students' initial descriptive reading comprehension. These baseline findings confirm that a considerable proportion of students still experienced difficulties in understanding descriptive texts, thereby justifying the implementation of QuizWhizzer through Classroom Action Research to improve both students' reading comprehension and classroom engagement in the subsequent cycles.

2. Cycle I Implementation and Results

a. Planning

Guided by the preliminary diagnostic findings and classroom observations, the researcher designed the instructional plan for Cycle I to address students' difficulties in comprehending descriptive texts. The learning materials focused on descriptive texts about historical cities and natural wonders. Preparations included developing the lesson plan (RPP), designing the QuizWhizzer-based Post-Test 1, preparing observation sheets, and organizing field notes for classroom observation. Cycle I consisted of two meetings. The first meeting emphasized guided reading activities and collaborative discussion of descriptive texts, while the second meeting focused on students' completion of the QuizWhizzer assessment followed by classroom reflection.

b. Action

Cycle I was implemented from April 15 to April 29, 2026. During the first meeting, the teacher reviewed the generic structure and language features of descriptive texts and guided students in analyzing two descriptive passages collaboratively. During the second meeting, all 35 students participated in Post-Test 1 using the QuizWhizzer platform through their mobile devices. The assessment consisted of fifteen questions divided into three sections: five multiple-choice questions, five true-or-false questions, and five open-ended questions. The questions were

developed from two descriptive texts entitled *Cordoba, the Jewel of Al-Andalus* and *The Great Library of Alexandria*. Students accessed the assessment through a shared QuizWhizzer link provided by the teacher.

c. Observation

Classroom observations were conducted collaboratively by the researcher and the classroom observer using structured observation sheets and field notes. The observation focused on four predetermined indicators: students' attention during learning activities, participation in QuizWhizzer, interaction during classroom discussions, and enthusiasm and motivation throughout the learning process. Overall, Cycle I obtained an observation score of **28 out of 48 (58.33%)**, indicating that the predetermined success criterion of 80% had not yet been achieved.

The observation results revealed that students demonstrated high participation during the QuizWhizzer activities because the real-time leaderboard encouraged active competition. However, students' attention during classroom explanation, interaction during discussions, and overall classroom engagement remained relatively low. Field notes further indicated that many students tended to answer the quiz questions quickly without carefully reading the descriptive texts, resulting in superficial comprehension rather than deep understanding. These findings suggested that additional instructional improvements were required before proceeding to the next cycle.

d. Post-Test 1 Results (Cycle I)

Table 2. Post-Test 1 Score Summary — Cycle I (via QuizWhizzer)

Description	Pre-Test	Post-Test 1 (Cycle I)	Post-Test 2 (Cycle II)
Number of Students	–	35	–
Total Score	–	2,803	–
Mean Score	–	80.09	–
Highest Score	–	94	–
Lowest Score	–	59	–
Students Achieving KKM (≥ 70)	–	32	–
Students Not Achieving KKM (< 70)	–	3	–
Percentage Achieving KKM	–	91.43%	–

The Post-Test 1 results demonstrated a noticeable improvement compared with the pre-test. The mean score increased from **76.16** to **80.09**, while **32 of the 35 participating students (91.43%)** achieved the Minimum Mastery Criterion (KKM) of 70. These findings indicate that the quantitative success criterion, namely that at least 80% of students achieved the KKM, had been fulfilled. However, classroom observation results remained at **58.33%**, indicating that the qualitative success criterion had not yet been achieved. Field notes also revealed that several students still tended to prioritize speed over careful reading, particularly when answering multiple-choice and true-or-false questions. Therefore, although QuizWhizzer contributed to improving students' reading achievement, further instructional refinement was required to strengthen students' engagement and encourage more meaningful reading practices.

e. Reflection on Cycle I Findings

Reflection on Cycle I identified several strengths and areas requiring improvement. Quantitatively, students' reading achievement increased substantially, as reflected by the improvement in KKM mastery from **61.29%** in the pre-test to **91.43%** in Post-Test 1. The implementation of QuizWhizzer also increased students' motivation, particularly through its real-time leaderboard, which encouraged active participation during the assessment. Furthermore, all participating students successfully completed the digital assessment without technical difficulties. Despite these positive outcomes, several weaknesses remained. Classroom observations indicated limited interaction between students and the teacher, while collaborative discussion activities were still relatively passive. Many students focused on completing the quiz quickly rather than carefully analyzing the reading passages. In addition, students' motivation during teacher explanations before the QuizWhizzer activity was still categorized as moderate,

suggesting that engagement was concentrated mainly during the gamified assessment rather than throughout the entire learning process.

Based on these findings, several improvements were planned for Cycle II. These included strengthening structured pre-reading discussions to activate students' prior knowledge, emphasizing careful reading before answering quiz questions, incorporating collaborative post-quiz discussions to deepen comprehension, and providing clearer technical guidance before the learning activities began. These modifications were expected to improve both students' reading comprehension and classroom engagement in the subsequent cycle.

3. Cycle II Implementation and Results

a. Planning and Strategy

Based on the reflection results from Cycle I, several instructional improvements were incorporated into Cycle II to address the identified weaknesses. The revised strategy emphasized structured pre-reading group discussions to activate students' prior knowledge, encouraged careful text analysis before answering quiz questions, and introduced collaborative post-quiz discussions to strengthen students' comprehension. The learning materials consisted of descriptive texts about *NCT DREAM* and *B.J. Habibie*, which were selected to increase students' interest while providing exposure to different types of descriptive texts.

b. Action

Cycle II was conducted from May 6 to May 13, 2026. During this cycle, **34 students participated** because one student was absent during the assessment session. The learning activities followed the revised instructional procedures developed from the reflection of Cycle I. Students first participated in guided pre-reading discussions, followed by collaborative analysis of the descriptive texts before completing the QuizWhizzer assessment. The implementation proceeded smoothly without technical difficulties, and students demonstrated greater readiness before participating in the digital assessment.

c. Observation Results

Classroom observations were again conducted using structured observation sheets focusing on four indicators: students' attention, participation in QuizWhizzer activities, interaction during classroom discussions, and enthusiasm and motivation. The overall observation score increased substantially from **58.33% in Cycle I to 89.58% in Cycle II**, successfully exceeding the predetermined success criterion of 80%.

Improvements were observed across all indicators. Students' attention during classroom instruction increased as they became more focused on reading the texts before answering the quiz. Participation in QuizWhizzer activities remained consistently high throughout the learning process. Classroom discussions became more interactive, with students actively exchanging ideas and responding to their peers' opinions. In addition, students demonstrated higher enthusiasm and motivation during both the instructional activities and the QuizWhizzer assessment. Field notes indicated that students spent more time analyzing the reading passages before answering questions, resulting in more accurate and comprehensive responses than those observed in Cycle I.

d. Post-Test 2 Results (Cycle II)

Table 3. Post-Test 2 Score Summary — Cycle II (via QuizWhizzer)

Description	Pre-Test	Post-Test 1 (Cycle I)	Post-Test 2 (Cycle II)
Number of Students	–	–	34
Total Score	–	–	2,877
Mean Score	–	–	84.62
Highest Score	–	–	95
Lowest Score	–	–	66
Students Achieving KKM (≥ 70)	–	–	32
Students Not Achieving KKM (< 70)	–	–	2
Percentage Achieving KKM	–	–	94.12%

According to the data presented in Table 3, **32 out of 34 students (94.12%)** successfully achieved the Minimum Mastery Criterion (KKM) of 70 during Post-Test 2, exceeding the predetermined success criterion of 80%. The mean score increased from **80.09** in Cycle I to **84.62** in Cycle II, representing an improvement of **4.53 points**, while the overall improvement from the pre-test reached **8.46 points**. These findings indicate that the instructional revisions implemented in Cycle II—including guided pre-reading discussions, greater emphasis on careful text analysis, and collaborative post-quiz reflection—contributed to significant improvements in students' descriptive reading comprehension.

e. Reflection on Cycle II

The results of Cycle II demonstrated that all predetermined quantitative and qualitative success indicators had been successfully achieved. Quantitatively, **94.12%** of the participating students achieved the Minimum Mastery Criterion (KKM), exceeding the target of 80%. Similarly, classroom observation results reached **89.58%**, indicating substantial improvement in students' participation, interaction, attention, and learning motivation throughout the instructional process.

Qualitative observations also revealed that students demonstrated deeper comprehension of descriptive texts. Compared with Cycle I, students provided more accurate, complete, and evidence-based responses in the open-ended questions, participated more actively during collaborative discussions, and showed greater confidence in expressing their understanding of the reading materials. These findings suggest that the instructional improvements implemented after reflecting on Cycle I effectively addressed the weaknesses identified in the previous cycle. Therefore, because all research objectives and success indicators had been achieved, the Classroom Action Research was concluded after the completion of Cycle II.

4. Overall Comparison Across All Stages

Table 4. Comprehensive Score Comparison: Pre-Test, Post-Test 1, and Post-Test 2

Description	Pre-Test	Post-Test 1 (Cycle I)	Post-Test 2 (Cycle II)
Number of Students	31	35	34
Mean Score	76.16	80.09	84.62
Highest Score	100	94	95
Lowest Score	39	59	66
Students Achieving KKM	19	32	32
Students Not Achieving KKM	12	3	2
Percentage Achieving KKM	61.29%	91.43%	94.12%
Observation Percentage	–	58.33%	89.58%
Score Improvement from Pre-Test	–	+3.93	+8.46
Both Indicators Met?	–	No (Qualitative criterion not achieved)	Yes

Table 5. Progress of Observation Percentage Across Cycles

Observation Aspect	Max Score	Cycle I	Cycle II	Progress
Students' Attention (3 indicators)	12	6 (50%)	9 (75%)	+3
Students' Involvement in QuizWhizzer (3 indicators)	12	11 (91.67%)	12 (100%)	+1
Students' Interaction in Discussion (3 indicators)	12	3 (25%)	9 (75%)	+6
Students' Enthusiasm and Motivation (3 indicators)	12	8 (66.67%)	12 (100%)	+4
TOTAL	48	28 (58.33%)	43 (89.58%)	+15
Success Indicator (≥80%)	–	Not Achieved	Achieved	–

The overall findings presented in Tables 4 and 5 demonstrate consistent improvements in students' descriptive reading comprehension and classroom engagement throughout the implementation of Classroom Action Research. The mean score increased progressively from **76.16** in the pre-test to **80.09** in Cycle I and **84.62** in Cycle II. Similarly, the percentage of students achieving the Minimum Mastery Criterion (KKM) increased from **61.29%** to **91.43%**, before reaching **94.12%** in the second cycle.

The variation in the number of participants across the research stages resulted from student attendance during each assessment session. The pre-test involved **31 students** because one student had transferred to another school and four students were absent. All **35 students** participated in Post-Test 1, whereas **34 students** completed Post-Test 2 because one student was absent during the assessment. Therefore, the differences in participant numbers reflected attendance conditions rather than changes in the research sample.

The classroom observation results also showed substantial improvement across all observation indicators. Students' attention increased from **50%** to **75%**, while participation in QuizWhizzer activities improved from **91.67%** to **100%**. The most significant improvement occurred in students' interaction during classroom discussions, which increased from **25%** in Cycle I to **75%** in Cycle II. In addition, students' enthusiasm and motivation improved from **66.67%** to **100%**, indicating that the instructional revisions implemented in Cycle II successfully enhanced students' engagement throughout the learning process. Consequently, the overall observation score increased from **58.33%** to **89.58%**, exceeding the predetermined success criterion of **80%**.

DISCUSSION

The findings of this study demonstrate that the implementation of QuizWhizzer, combined with structured pre-reading discussions and collaborative post-reading reflection, effectively improved students' descriptive reading comprehension and classroom engagement in Class XI-H3 at SMAN 4 Pekalongan. The improvements observed across the two cycles indicate that integrating gamified learning with collaborative instructional strategies can positively influence both students' academic achievement and their participation in English learning activities.

The quantitative findings showed a consistent improvement throughout the study. The percentage of students achieving the Minimum Mastery Criterion (KKM) increased from 61.29% in the pre-test to 91.43% in Cycle I and further improved to 94.12% in Cycle II. Similarly, the mean score increased from 76.16 to 80.09 and finally reached 84.62. These findings are consistent with previous studies demonstrating that game-based learning platforms can improve students' reading achievement and classroom engagement by creating a more interactive and enjoyable learning environment (Jannah et al., 2022; Cahyono et al., 2024; Majid et al., 2025). Likewise, the real-time leaderboard, immediate feedback, and competitive elements provided by QuizWhizzer appeared to increase students' motivation and encourage more active participation during reading activities, supporting the argument that gamification can enhance learner motivation and engagement (Prensky, 2001).

However, the findings also indicate that the effectiveness of QuizWhizzer cannot be attributed solely to its gamification features. During Cycle I, although students demonstrated high enthusiasm while participating in the digital quiz, classroom observations revealed that many students tended to answer questions quickly without carefully analyzing the reading passages. As a result, some students focused more on completing the quiz than on constructing a comprehensive understanding of the descriptive texts. These findings suggest that digital gamification alone is insufficient to develop higher-level reading comprehension.

This finding also provides a more critical perspective on the implementation of gamified learning. Although numerous studies have reported positive effects of game-based learning on students' motivation and academic achievement, digital platforms may not automatically improve reading comprehension if they are implemented without appropriate instructional support. Students may become more focused on competition and speed than on careful text analysis. The present study supports this perspective because meaningful improvements in descriptive reading comprehension became more evident only after collaborative pre-reading discussions, guided text analysis, and post-quiz reflection were incorporated into the instructional process.

The substantial improvement observed in Cycle II appears to have resulted from the instructional revisions implemented after reflecting on the first cycle. Structured pre-reading discussions activated students' prior knowledge and familiarized them with the topic before reading. Guided text analysis encouraged students to identify important information and understand the organizational structure of descriptive texts, while collaborative post-quiz discussions provided opportunities for students to clarify misconceptions, exchange ideas, and reflect on their reading strategies. Consequently, students demonstrated more careful reading behavior, produced more accurate responses, and became more actively involved throughout the learning process. These findings indicate that QuizWhizzer became more effective when supported by appropriate pedagogical strategies rather than functioning solely as a digital assessment platform.

The continuous improvement from Cycle I to Cycle II also reflects the cyclical nature of the Classroom Action Research model proposed by Kemmis and McTaggart (1988). Reflection conducted after the first cycle enabled the researcher to identify weaknesses in students' reading behaviors and classroom participation before implementing targeted instructional improvements in the second cycle. This iterative process successfully improved both students' reading achievement and classroom engagement, demonstrating the value of reflective teaching in improving English language instruction.

The qualitative findings further strengthen the quantitative results. Classroom observation scores increased from 58.33% in Cycle I to 89.58% in Cycle II, with the most substantial improvement occurring in students' interaction during classroom discussions. Students also demonstrated higher levels of attention, greater participation during QuizWhizzer activities, and stronger enthusiasm throughout the learning process. These improvements indicate that collaborative learning activities encouraged students to communicate more actively, justify their responses using textual evidence, and construct meaning through peer interaction. Such findings are consistent with the view that reading comprehension is an active process of constructing meaning rather than simply identifying explicit information in a text (Snow, 2002).

The improvement in students' responses to the essay questions further supports this interpretation. Compared with Cycle I, students in Cycle II produced more comprehensive answers, provided stronger textual evidence, and demonstrated better analytical thinking when interpreting descriptive texts. This suggests that the instructional improvements implemented throughout the Classroom Action Research process contributed not only to higher test scores but also to deeper comprehension of the reading materials.

Unlike many previous studies that primarily examined the influence of gamified learning on students' motivation or general academic performance, this study specifically demonstrates how QuizWhizzer can improve descriptive reading comprehension when integrated with collaborative instructional strategies in an EFL classroom. Therefore, the contribution of this study lies not merely in confirming the effectiveness of QuizWhizzer as a gamified learning platform but also in demonstrating that meaningful improvements in descriptive reading comprehension are achieved through the integration of gamified digital learning, structured reading instruction, collaborative discussion, and continuous reflection within the Classroom Action Research framework. This finding provides practical evidence that the successful implementation of gamified learning depends not only on the technology itself but also on the quality of instructional design.

Nevertheless, several limitations should be acknowledged when interpreting these findings. This study was conducted in a single class within one senior high school using a Classroom Action Research design. Consequently, the findings primarily reflect improvements within the investigated classroom context and should not be generalized to broader educational settings without further investigation. Future studies are encouraged to involve larger and more diverse samples, compare QuizWhizzer with other digital learning platforms, and examine its effectiveness in developing other English language skills or different text genres.

Overall, the findings indicate that QuizWhizzer can serve as an effective instructional medium for improving descriptive reading comprehension when implemented together with structured collaborative learning activities. The integration of gamified digital assessment, guided reading instruction, and reflective classroom discussion successfully created a more engaging

learning environment while simultaneously improving students' reading achievement and classroom participation in the EFL context.

CONCLUSION

This study demonstrates that the implementation of QuizWhizzer through Classroom Action Research effectively improved students' descriptive reading comprehension and classroom engagement in Class XI-H3 at SMAN 4 Pekalongan. The integration of QuizWhizzer with structured pre-reading discussions, guided reading activities, and collaborative post-reading reflection enabled students to participate more actively in the learning process while improving their comprehension of descriptive texts. The improvements observed across the two research cycles indicate that combining gamified digital learning with appropriate instructional strategies can create a more engaging and meaningful learning experience for EFL students.

The findings suggest that QuizWhizzer can be an effective instructional medium for teaching descriptive reading comprehension when it is integrated with well-planned pedagogical activities rather than being used solely as a digital assessment platform. The iterative process of Classroom Action Research also enabled continuous instructional improvements that contributed to better learning outcomes and increased classroom participation.

Nevertheless, this study has several limitations. The research was conducted in only one class at a single senior high school, involved a relatively limited number of participants, and was implemented over two Classroom Action Research cycles. Therefore, the findings primarily reflect the learning context investigated in this study and should be interpreted cautiously when applied to broader educational settings.

SUGGESTION

Based on the findings and limitations of this study, future research is recommended to involve larger and more diverse samples from different schools to improve the generalizability of the findings. Researchers are also encouraged to extend the duration of the intervention by implementing additional Classroom Action Research cycles or longer learning periods to examine the sustainability of students' reading improvement.

Future studies may compare the effectiveness of QuizWhizzer with other gamified learning platforms or digital instructional media to identify the most appropriate approach for improving EFL reading comprehension. In addition, further research is recommended to investigate the implementation of QuizWhizzer in teaching other text genres, such as narrative, recount, or argumentative texts, as well as other English language skills, including listening, speaking, writing, and vocabulary development.

For English teachers, QuizWhizzer is recommended as a complementary instructional medium that should be integrated with structured reading activities, collaborative discussion, and reflective learning rather than being used only as an assessment tool. Schools are also encouraged to provide adequate technological infrastructure, including stable internet access and sufficient digital devices, to support the effective implementation of gamified learning in English classrooms.

THANK YOU NOTE

Based on the research paper provided acknowledges the following parties involved in her final project The English teacher and students of SMAN 4 Pekalongan, who participated as subjects of the study

BIBLIOGRAPHY

- Amelia, D. P., & Harahap, A. (2021). Application of interactive multimedia-based mathematics learning media to increase students' interest in learning. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(2), 3153–3161.
- Anderson, N. J. (1999). *Exploring second language reading: Issues and strategies*. Heinle & Heinle.
- Arikunto, S., Suhardjono, & Supardi. (2015). *Penelitian tindakan kelas* (Rev. ed.). Bumi Aksara.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.
- Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. (2012). *Using functional grammar: An explorer's*

- guide (3rd ed.). Palgrave Macmillan.
- Cahyono, A., et al. (2024). When QuizWhizzer is used effectively at SMAN 1 Blitar to improve students' reading comprehension.
- Chun, D. M. (2006). Computer-assisted language learning. In K. Brown (Ed.), *Encyclopedia of language and linguistics* (2nd ed., pp. 648–657). Elsevier.
- Darma, R. N., & Widiastuty, H. (2023). The importance of learning English at school. *LANDMARK: Jurnal Pengabdian kepada Masyarakat*, 1(1), 23–29.
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: Defining gamification. In *Proceedings of the 15th International Academic MindTrek Conference* (pp. 9–15). ACM.
- Falah, S. H., Febriansyah, R., Sulistiyahadi, S., Syahira, S., Kartini, K., & Arjuna, R. (2025). Tantangan dan manfaat penggunaan bahasa Inggris sebagai bahasa instruksi dalam pembelajaran EFL: Studi kasus di sekolah menengah Indonesia. *Jurnal Perpektif Pendidikan*, 19(2), 411–419.
- Falahudin, I. (2014). Pemanfaatan media dalam pembelajaran. *Jurnal Lingkar Widyaaiswara*, 1(4), 104–117.
- Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Antipodean Educational Enterprises.
- Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading* (2nd ed.). Pearson Education.
- Gudu, B. O., & Jesse, N. W. (2023). Teaching methods and strategies on learners' motivation in English language lectures in higher education in Kenya. *American Journal of Education and Practice*, 7(1), 36–60.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2004). *An introduction to functional grammar* (3rd ed.). Hodder Arnold.
- Handayani, S., Nopitasari, D., & Silvia, I. (2023). Kahoot! as a game-based learning tool to improve students' reading comprehension of descriptive texts. *Journal of English Language Teaching and Learning*, 4(1), 45–58.
- Jannah, M., Zulfadli, & Zainuddin. (2022). The use of Quizizz to improve students' reading comprehension at senior high school. *Journal of Language Teaching and Research*, 13(4), 820–827.
- Januarisman, E., & Ghufon, A. (2016). Development of web-based learning media. *Jurnal Inovasi Teknologi Pendidikan*, 3(2), 166–182.
- Joyce, B., & Weil, M. (2000). *Models of teaching* (6th ed.). Allyn & Bacon.
- Kemmis, S., & McTaggart, R. (1988). *The action research planner* (3rd ed.). Deakin University Press.
- Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. University of New South Wales Press.
- Maala, A., & Mkandawire, S. B. (2022). Factors contributing to low performance in English reading comprehension in selected secondary schools of Lusaka district.
- Majid, F. F. D. N., Rahman, A., & Anwar, S. (2025). EFL student's perception on digital learning media technology: The case of secondary school in Indonesia. *English Language Teaching Methodology*, 5(2), 139–151.
- Mayer, R. E. (2019). Computer games in education. *Annual Review of Psychology*, 70, 531–549.
- Muhlis, A. (2017). Foreign language reading anxiety among Indonesian EFL senior high school students. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 1(1), 19–44.
- Prensky, M. (2001). *Digital game-based learning*. McGraw-Hill.
- Rif'attullah, M., & Putra, F. R. (2024). Exploring the implications of English as an international language in reading instruction. *Reading*, 9(1).
- Snow, C. (2002). *Reading for understanding: Toward a research and development program in reading comprehension*. RAND Corporation.