

The Effectiveness of Interactive Presentation Features in Quizizz on Students' Reading Comprehension of Analytical Exposition Text

Nova Nur Solecha

Universitas Negeri Surabaya
novanursolecha9@gmail.com

Abstrak

Banyak siswa masih kesulitan dalam pemahaman bacaan, terutama ketika belajar bahasa Inggris sebagai bahasa asing. Ketergantungan pada satu buku teks seringkali menyebabkan kebosanan dan ketidakaktifan, menghambat perkembangan keterampilan membaca mereka. Studi ini bertujuan untuk menentukan apakah penggunaan fitur presentasi interaktif platform Quizizz sebagai alat pendidikan dapat meningkatkan pemahaman bacaan siswa SMA, khususnya teks analitis. Studi ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental. Tujuh puluh siswa kelas sebelas dari sebuah SMA negeri di Jawa Timur berpartisipasi dan dibagi menjadi dua kelompok. Kelompok eksperimen menggunakan fitur presentasi interaktif Quizizz, sedangkan kelompok kontrol menggunakan metode pembelajaran berbasis buku teks tradisional. Kedua kelompok menjalani *pre-test* dan *post-test* untuk menilai keterampilan membaca mereka. Hasil menunjukkan bahwa skor *post-test* kelompok eksperimen sedikit lebih tinggi daripada kelompok kontrol. Perbedaan ini signifikan secara statistik dengan *effect size moderate*. Temuan ini mendukung gagasan bahwa penggunaan media digital dapat membuat pembelajaran lebih menarik dan efektif, serta meningkatkan hasil belajar siswa. Namun, studi ini memiliki beberapa keterbatasan, termasuk durasi penelitian yang singkat dan hanya berfokus pada satu sekolah. Oleh karena itu, penelitian lebih lanjut disarankan dengan menggunakan periode studi yang lebih panjang, melibatkan lebih banyak sekolah, dan mengeksplorasi fitur lain dari platform Quizizz atau integrasi dengan media digital lainnya untuk membuat pembelajaran lebih menarik.

Kata Kunci: Reading comprehension; Quizizz; Interactive Presentation; Analytical Exposition Text

Abstract

Many students still struggle with reading comprehension, especially when learning English as a foreign language. Relying on a single textbook often leads to boredom and apathy, hindering the development of their reading skills. This study aimed to determine whether using the interactive presentation feature of the Quizizz platform as an educational tool improves high school students' reading comprehension, particularly analytical texts. The study employed a quantitative approach with a quasi-experimental design. Seventy eleventh-grade students from a public high school in East Java participated and were divided into two groups. The experimental group used the interactive presentation feature of the Quizizz platform, while the control group used the traditional textbook-based learning method. Both groups underwent pre- and post-tests to assess their reading skills. The results showed that the post-test scores of the experimental group were slightly higher than those of the control group. This difference was statistically significant, with a medium effect size. These findings support the idea that using digital media can make learning more engaging and effective, as well as improve student learning outcomes. However, this study has several limitations, including its short duration and its confinement to a single school. Therefore, it is recommended to conduct further research using a longer study period, involving more schools, and to explore other advantages of the Quizizz platform or to combine it with other digital media to make learning more engaging.

Keywords: Reading comprehension; Quizizz; Interactive Presentation; Analytical Exposition Text

INTRODUCTION

Reading is a fundamental academic skill that supports students' cognitive development, learning, and overall academic achievement. This skill enables students to understand concepts within a subject, critically evaluate information, and actively participate in the learning process (Müller & Kovač, 2024; Sarjoni et al., 2020). In the context of English as a Foreign Language (EFL), reading plays a far more significant role, as it provides

essential language input and supports the development of vocabulary, grammar, and comprehension skills (Safaie, 2020). However, reading comprehension is not a simple process. This process involves the construction of meaning through the interaction between the reader, the text, and the context (Pang et al., 2003), and it requires a combination of vocabulary knowledge, linguistic processing, and higher-order thinking skills (Nunan, 2003; Snow, 2002). For EFL learners, these demands often feel more challenging due to limited vocabulary,

unfamiliar grammar, and insufficient background knowledge. Although important, reading instruction in many classrooms still relies on traditional textbook-based approaches that are oftentimes teacher-centered and monotonous (Mudra, 2016). Such practices tend to reduce student engagement and limit opportunities for active learning. In Indonesia, the limited use of interactive and visual teaching materials has been shown to contribute to low student interest in reading (Athiyaturrahmah et al., 2023).

The challenges faced by students become increasingly apparent when they are required to understand complex texts, such as analytical expositions, which demand critical thinking and the ability to evaluate arguments. To address this issue, reading instruction needs to be made more engaging, interactive, and aligned with students' learning characteristics. Modern learners, particularly those from Generation Z, are highly familiar with digital technology and prefer interactive and dynamic learning environments. This shift is reflected in the theory of connectivism (Siemens, 2005), which emphasizes learning through information networks, digital tools, and social interaction. From this perspective, technology is not merely a supporting tool but an integral part of the learning process. One digital platform that is aligned with these principles is Quizizz. In addition to its well-known quiz features, Quizizz offers an Interactive Presentation feature that integrates lesson content with real-time student interaction and feedback. This feature allows teachers to deliver material while actively engaging students, which has the potential to transform reading activities from a passive experience into an interactive one.

The use of such technology is also supported by frameworks such as Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL), which promote flexible, self-directed, and accessible learning. Kukulska-Hulme (2015) notes that these frameworks allow for flexible, personalized, and ubiquitous learning experiences. CALL and MALL promote learner autonomy, facilitate access to authentic materials, and offer tools for immediate feedback, all of which are reflected in platforms like Quizizz. These digital tools are especially beneficial for EFL learners who need repeated, contextualized exposure to language. In reading instruction, effective teaching also requires structured strategies, such as utilizing prior knowledge, building vocabulary, guiding comprehension, and evaluating learning (Nunan, 2003).

These strategies are often implemented through the first stage, pre-reading then followed by during-reading, and finally post-reading (Hedgcock & Ferris, 2009). This is particularly true when students are studying complex texts such as analytical expositions, which involve structured arguments and critical reasoning.

Several studies have been conducted and show that Quizizz can improve student motivation and learning outcomes in areas such as vocabulary, grammar, and reading comprehension (Fatwa & Daulay, 2024;

Katemba & Sinuhaji, 2021; Panmei & Waluyo, 2023; Priyanti et al., 2019).

However, despite these encouraging findings, the Interactive Presentation feature of Quizizz remains underexplored in the literature. Unlike the standard quiz mode, Interactive Presentation allows for a more structured, teacher-guided experience that blends content delivery with student participation. This format may offer unique advantages in teaching analytical exposition texts, which require structured analysis and scaffolded comprehension. Yet, limited research has examined whether this feature can effectively support reading instruction for complex academic texts.

Moreover, while technical challenges, such as internet connectivity and device availability, have been noted as limitations (Dili et al., 2021; Sandi & Dangin, 2024), these are generally logistical issues that can be addressed with appropriate planning and infrastructure. What remains to be thoroughly investigated is the pedagogical effectiveness of Quizizz Interactive Presentation in real classroom settings, particularly in enhancing students' reading comprehension of analytical exposition texts.

Therefore, this study seeks to fill that gap by examining the use of Quizizz Interactive Presentation in teaching analytical exposition texts to senior high school students. Grounded in Connectivism, this study aims to determine whether this digital, interactive approach can lead to better reading comprehension outcomes compared to conventional teaching methods. The research focuses on the practical integration of technology in EFL classrooms and contributes to the growing body of literature on interactive media for language education.

METHODS

This study employed a quantitative approach with a quasi-experimental design to examine the effectiveness of Quizizz Interactive Presentation in improving students' reading comprehension of analytical exposition texts. Two existing classes of eleventh-grade students from a public senior high school in East Java were selected without random assignment. One class served as the experimental group, receiving instruction through Quizizz Interactive Presentation, while the other acted as the control group, using conventional textbook-based learning. The study followed a non-randomized pretest–posttest control group design, in which both groups were given a pre-test and post-test, but the treatment was applied only to the experimental group.

The study population consisted of 441 students from 12 11th-grade classes enrolled in the Advanced English course. Using a purposive sampling technique, two classes were selected because they had previously studied analytical expository texts in both the required and advanced English courses at the previous grade level. The final sample consisted of 70 students, with 35 students in the experimental group and 35 students in the control group.

The main instrument was a reading comprehension test consisting of 30 multiple-choice questions based on

two analytical expository texts related to health topics. This test measures several reading skills, including identifying main ideas, understanding supporting details, interpreting vocabulary in context, drawing conclusions, locating specific information, and analyzing grammatical features. Both the pre-test and post-test assessed the same skills with a similar structure but different wording to reduce the recall effect.

Data collection began with the administration of a pre-test to both groups using the Quizizz Passage feature. Following this, the treatment was conducted over three learning sessions or meetings. During which the experimental group used Quizizz Interactive Presentation feature. This feature equipped with interactive questions and real time feedback. On the other hand, the control group studied using digital textbook materials as usual, without interactive learning media. In the final session, both groups completed a post-test using the same platform to ensure consistency.

The data were analyzed using SPSS version 30. Before hypothesis testing, normality and homogeneity tests were performed to meet the assumption of parametric analysis. An independent samples t-test was used to determine whether there were significant differences between the two groups. Lastly, the effect size was calculated to measure the magnitude of the treatment's impact.

RESULTS AND DISCUSSION

This study aimed to examine whether Quizizz Interactive Presentation significantly improves students' reading comprehension of analytical exposition texts. The findings clearly indicate that the use of this digital tool had a positive and statistically significant impact on students' performance.

Table 1
Independent Sample t-test

Group	N	Mean	SD	t	df	Sig. (2-tailed)
Experimental	35	82.00	12.348	2.439	68	.017
Control	35	74.97	11.754			

The results of independent sample t-test showed that the experimental group (M = 82.00, SD = 112.348) slightly higher than the control group (M = 74.97, SD = 11.754). The obtained t-value (t=2.439, df=68) with a significance level of p = 0.017 (<0.05) confirm that the difference between experimental and control group is statistically significant. The result means that students who learned through the Quizzes Interactive Presentation achieved better reading comprehension results than those who relied on conventional textbook based learning. Therefore, the research question is answered, the use of

the Quizizz Interaction Presentation is effective in improving students' reading comprehension.

Table 2
Cohen's d Test for Effect Size

Comparison	Cohen's d value	Standardized	Effect Size Interpretation
Experimental vs Control (Post-test)	0.58	Pooled SD (12.05)	Moderate

To further examine the magnitude of this effect, Cohen's d was calculated, giving a value of 0.58, which falls into the moderate category. This indicates that the intervention had a statistically significant impact. In the context of language learning, where students' progress typically occurs gradually, a moderate effect size suggest that the integration of interactive digital tools can lead to consistent improvement over time.

Table 3
Percentage of Correct Answer

Indicator in reading comprehension	Questions	Percentage of Correct Answer (Post-test)	
		Experiment	Control
Main ideas (topic)	4	88%	82%
Idiomatic expressions or phrases in context (Vocab meaning, idioms, phrases)	5	77%	60%
Inferences (Implied detail, summarize, author's view)	6	82%	65%
Grammatical features (Causal and contrastive conjunction, reference (pronoun))	5	85%	80%
Specific details stated in the text	5	94%	88%
Supporting ideas (Excluding unstated details)	4	80%	71%

There are six reading comprehension indicators used in the pre-test and post-test. These indicators include main idea, vocabulary or idiomatic expressions, conclusion, grammatical elements, specific details, and supporting ideas. All of these indicators are thoroughly integrated into each test. For each indicator, the experimental group consistently showed slightly better results than the control group. The two indicators with the largest differences were the ability to draw conclusions (82% vs. 65%) and vocabulary and idiomatic expressions (77% vs. 60%), both of which showed a 17% difference. Additionally, improvements were also observed in identifying details (94% vs. 88%), grammatical aspects (85% vs. 80%), main idea (88% vs. 82%), and supporting ideas (80% vs. 71%). These results

indicate that students with both low and high reading skills benefited equally from the intervention.

This study is grounded in connectivism, which can be used to analyze the findings obtained. This concept highlights how interactions with digital technology and information networks facilitate the learning process. This idea is reflected in the Quizizz Interactive Presentation, which combines instant feedback, interaction, and content delivery into a single platform. In this context, students are helped to understand the relationship between vocabulary, grammar, and context and all key elements in reading comprehension. The notion that genuine learning occurs when students actively engage with the material, rather than merely passively absorbing it, is supported by a moderate impact effect.

These results align with previous research demonstrating Quizizz's effectiveness in enhancing student engagement and reading comprehension (Fatwa & Daulay, 2024; Priyanti et al., 2019). However, this study expands the literature by highlighting the benefits of the Interactive Presentation feature as a more structured, teacher-guided learning tool, in contrast to previous studies that primarily focused on quiz-based elements.

The strong improvement in vocabulary and inference skills suggests that the multimedia and interactive elements of Quizizz, such as visual support, contextualized questions, and real-time feedback, play a key role in enhancing comprehension. This supports previous findings (Panmei & Waluyo, 2023) that gamified digital tools can improve vocabulary acquisition and promote deeper cognitive engagement. Interestingly, even in relatively straightforward tasks such as identifying specific details, the experimental group still showed better performance. This indicates that the benefits of digital tools are not limited to higher order thinking skills but also extend to basic comprehension.

These outcomes may be explained by the design of the Quizizz Interactive Presentation feature. Unlike the conventional methods, which rely heavily on static learning media. Quizzes provides an integrated learning experiences that maintains students engagement and encourage active participation. Real time feedback allows student to spot their misunderstanding, while gamified elements increase motivation, especially for digitally oriented learners.

Despite the improvement showed from the results, the findings should be interpreted with caution. The moderate effect size indicates that while Quizizz Interactive Presentation is effective, but that is not the only solution. Its success depends on appropriate implementation and supportive learning conditions, including access to technology. Therefore, while the study confirms the educational value of Quizizz Interactive Presentation, it also highlight the importance of thoughtful integration in classroom activities.

CONCLUSION

This study is aimed to explore the effectiveness of Quizizz Interactive Presentation in enhancing senior high

school students' reading comprehension, particularly in understanding analytical exposition text. The results provided clear evidence that students who were taught using this digital tool showed greater improvement in reading comprehension than those who received conventional textbook based instruction only. Statistical analysis confirmed that the difference was significant and the effect size showed moderate effect to the students.

The findings indicate that integrating instructional content with interactive and digital features can enhance various dimensions of reading comprehension, including vocabulary, grammatical understanding, inferencing, and the identification of main and supporting ideas. These results support the broader pedagogical shift toward digital learning tools, especially those aligned with connectivism learning principles.

However, the study is not without limitations. First, the sample was drawn from a single public high school in Gresik, which may affect the generalizability of the results. Second, the treatment duration was relatively short, encompassing only five meetings. Third, the study assumed that all participants had stable internet access and familiarity with the platform, which may not be true in different educational settings.

These limitations provide useful directions for future research. Subsequent studies could involve a more diverse range of schools or geographic areas, increase the duration of treatment, or examine the long-term retention of reading comprehension skills following digital instruction. Researchers may also explore combining Quizizz Interactive Presentation with other learning strategies or media to examine potential synergistic effects.

Overall, while this study highlights the practical benefits of using Quizizz Interactive Presentation in language learning, it also opens up broader questions about how digital tools can be refined and applied to maximize student engagement and comprehension in various learning contexts.

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