

## The Effectiveness of “Wizer.me” as Digital Learning Media to Improve Vocational Students’ Reading Comprehension of Narrative Text

**Ramadhani Aktasan**

Universitas Negeri Surabaya  
[ramadhaniaktasangs@gmail.com](mailto:ramadhaniaktasangs@gmail.com)

### Article History:

Received: April 2026

Reviewed: April 2026

Published: June 2026

### Abstract

This study investigated the effectiveness of Wizer.me as a digital learning medium in improving vocational high school students’ reading comprehension of narrative texts. The study employed a quantitative pre-experimental one-group pretest–posttest design involving 30 eleventh-grade students from the Visual Communication Design (DKV) program at a private vocational high school in Surabaya during the 2025/2026 academic year. A 30-item multiple-choice reading test was developed based on the TOEFL iBT Reading Framework, covering five reading skills: identifying main ideas, vocabulary in context, scanning for details, making inferences, and locating references. Students completed a pre-test, participated in three instructional sessions using interactive Wizer.me worksheets, and then completed a post-test. Data were analyzed using descriptive statistics, the Kolmogorov–Smirnov normality test, and a paired sample t-test. Results showed that the mean score increased from 70.13 (SD = 6.11) in the pre-test to 90.73 (SD = 6.87) in the post-test, indicating a gain of 20.60 points. The normality test indicated that the residuals were normally distributed ( $p = 0.079$ ), and the paired sample t-test showed a statistically significant improvement ( $t = -14.663$ ,  $df = 29$ ,  $p < 0.001$ ). These findings suggest that Wizer.me is an effective digital learning medium for enhancing vocational students’ reading comprehension of narrative texts

**Keywords:** Wizer.me, reading comprehension, narrative text, digital learning

### INTRODUCTION

Reading comprehension is widely recognized as a cornerstone of English as a Foreign Language (EFL) learning because it enables learners to access information, expand vocabulary, and develop higher-order thinking through interaction with written texts (Mahmood, 2022). In Indonesian vocational high schools, reading competence is not only needed for academic achievement but also for workplace readiness, as students are expected to process texts that support vocational competencies such as manuals, reports, instructions, and workplace communication. However, in classroom practice, many vocational students still experience persistent difficulties in comprehending English texts, particularly narrative texts that demand understanding of plot structure, implied meanings, and contextualized vocabulary. These difficulties typically emerge when learners are asked to identify main ideas, interpret words in context, locate specific details, draw inferences, and recognize reference words across sentence.

Several interacting factors can explain why reading comprehension remains challenging for vocational

learners. First, comprehension involves complex cognitive processing that goes beyond decoding words. It requires readers to integrate linguistic information with background knowledge, monitor understanding, and use strategies to repair comprehension when meaning breaks down (Mahmood, 2022). Students who have limited vocabulary, insufficient reading strategies, or weak metacognitive awareness may read superficially without constructing coherent meaning.

Second, the learning environment strongly shapes reading development. Many vocational classrooms continue to rely on conventional, teacher-centered instruction and static materials, which can reduce student motivation and engagement (Fitriani, 2023). When reading lessons emphasize answering questions mechanically rather than constructing meaning, learners may struggle to develop strategic reading behaviors. Vocational students, who often benefit from applied and contextualized learning, may become disengaged when reading tasks feel disconnected from their interests and daily experiences.

Third, narrative texts present a particular challenge because they require readers to follow events

chronologically, infer character motives, and interpret implicit messages. Narrative texts commonly include orientation, complication, and resolution, and comprehension depends on recognizing how events relate to each other and how a conflict is solved. If students do not understand narrative structure, they may fail to identify key events, main ideas, or moral values. In addition, narrative texts often contain figurative language, pronoun references, and implied cause–effect relations that require inferential thinking. For vocational learners who are still developing English proficiency, these features can become barriers.

Research focusing on vocational learners has reported that reading comprehension difficulties frequently include limited vocabulary knowledge, difficulty identifying main ideas, and limited ability to infer meaning beyond literal statements (Yusuf & Lestari, 2020). These challenges may be intensified when learning resources are not differentiated to students' proficiency levels or when classroom time limits the amount of guided practice. When vocational students experience repeated failure in reading tasks, motivation can decrease, creating a negative cycle that further reduces engagement and practice opportunities.

Alongside these challenges, rapid development in educational technology has created opportunities to transform reading instruction into a more interactive and student-centered experience. Digital platforms can deliver multimodal input, personalized practice, and timely feedback—elements that are difficult to provide consistently through paper-based worksheets. In EFL contexts, interactive digital media can support literacy development by increasing engagement, providing diverse input, and enabling repeated practice (Fitriani, 2023). When learners receive feedback promptly, they can adjust strategies and correct misunderstandings before misconceptions become entrenched.

Wizer.me is a web-based platform that allows teachers to create interactive digital worksheets integrating text, images, audio, video, and automated feedback. Students can complete tasks online and receive immediate responses, while teachers can monitor progress through performance analytics. Wizer.me supports a variety of question types (e.g., multiple-choice, matching, open response) and can embed multimedia resources directly into worksheets. These features are relevant to reading instruction because they can support vocabulary learning, comprehension monitoring, and active engagement. Rather than presenting reading passages and questions as separate activities, teachers can design a structured learning flow that guides learners from activating prior

knowledge to practicing comprehension skills and reflecting on answers.

The theoretical rationale for using multimedia and interactivity in reading instruction is supported by Multimedia Learning Theory, which proposes that meaningful integration of words and images can strengthen cognitive processing and improve comprehension (Mayer, 2001). According to this theory, learning is more effective when learners can process information through both verbal and visual channels, provided the materials are designed to avoid overload. In reading instruction, multimedia supports can clarify meaning, illustrate narrative events, and support vocabulary comprehension. For learners who struggle with reading-only materials, carefully designed visuals or short videos can provide scaffolding that supports comprehension.

Beyond multimedia learning, reading theories also emphasize the role of prior knowledge (schema) and the interaction between bottom-up decoding processes and top-down meaning construction. When learners activate prior knowledge relevant to a text, they can make predictions and integrate new information more effectively. Interactive reading tasks that encourage prediction, questioning, and summarizing can strengthen comprehension because learners actively construct meaning rather than passively decode words. In addition, comprehension is influenced by motivation and engagement; interactive tools may increase students' willingness to persist with challenging texts.

Several studies have explored Wizer.me as an instructional tool and have reported positive effects on learner engagement and language skills. Anggriani et al. (2020) found that Wizer.me-based worksheets can be used to enhance student engagement through interactive tasks, while Nasution et al. (2020) reported that digital worksheets can support participation and provide practice opportunities in EFL classrooms. However, most existing research has focused on skills such as listening or has been conducted in general senior high schools, leaving vocational contexts underrepresented. Moreover, studies that specifically examine narrative-text reading comprehension and that use standardized reading indicators to capture different types of comprehension skills remain limited.

This study addresses these gaps by examining the effectiveness of Wizer.me in improving vocational high school students' reading comprehension of narrative texts. The study operationalizes reading comprehension through the TOEFL iBT Reading Framework, which includes question types that capture multiple comprehension processes. The framework is appropriate because it

differentiates between comprehension skills such as main-idea identification, vocabulary interpretation, detail scanning, inference making, and reference tracking. By using a pretest–posttest design with the same participants, this study aims to provide empirical evidence on whether Wizer.me-based instruction can produce measurable improvement in reading comprehension outcomes among vocational students.

Accordingly, the research question guiding this study is: Does the use of Wizer.me effectively improve vocational students' reading comprehension of narrative texts? The hypothesis is that there is a significant difference between students' reading comprehension scores before and after being taught using Wizer.me-based activities.

A crucial consideration in vocational EFL contexts is that learners' reading goals often combine general literacy with practical professional needs. Vocational curricula commonly expect students to read for specific purposes, such as understanding procedures, interpreting instructions, or extracting information quickly. These demands resemble several TOEFL-style skills, including scanning for details and identifying main ideas. However, vocational students may have limited exposure to extensive English reading outside the classroom, which reduces opportunities to automatize word recognition and build vocabulary depth. When word recognition is slow, working memory resources are consumed by decoding, leaving fewer resources available for building meaning at the sentence and discourse level. This is one reason why reading comprehension instruction needs to be strategic and scaffolded, offering repeated practice with manageable texts and guided strategies.

Instructional strategy research frequently emphasizes explicit teaching of reading strategies such as predicting, questioning, clarifying, and summarizing. When students learn to predict content from titles or visuals, they activate schemata that help integrate incoming information. When they question the text, they become active meaning-makers rather than passive recipients. Clarifying unfamiliar words through context encourages flexible vocabulary learning, and summarizing promotes consolidation of the gist and narrative sequence. These strategy cycles align well with interactive worksheets because tasks can be sequenced to mirror the strategy flow: pre-reading activation, during-reading comprehension checks, and post-reading reflection.

Narrative texts also offer advantages for reading instruction because stories are intrinsically motivating and can foster emotional engagement. Emotional engagement matters because it increases persistence on difficult tasks and supports deeper processing. For vocational students

who may view English as challenging or irrelevant, narrative texts can provide a more accessible entry point while still developing essential comprehension skills. By selecting narratives that are culturally familiar or thematically relevant, teachers can create bridges between students' experiences and text content, which supports schema activation and inference-making.

At the same time, technology integration should be purposeful. Digital tools are not automatically effective; they require pedagogical design that matches learning objectives. Wizer.me provides affordances for interactivity, but learning gains depend on how teachers align tasks with reading skills and how feedback is used to promote reflection. A well-designed worksheet can highlight narrative structure, guide students to locate evidence for answers, and encourage them to justify choices. In contrast, a worksheet with random questions or excessive multimedia could distract learners. Therefore, the instructional design in this study emphasized clarity, skill alignment, and a gradual progression from literal comprehension to inferential comprehension.

Finally, the significance of this study lies in its focus on vocational learners and on narrative-text reading comprehension measured through standardized indicators. By demonstrating that a relatively short Wizer.me intervention can produce statistically significant gains, the study offers practical implications for teachers seeking to modernize reading instruction in vocational schools and provides a foundation for more rigorous future research.

## METHODS

This study employed a quantitative approach with a pre-experimental one-group pretest–posttest design. The design compares student outcomes before and after an intervention to identify whether changes occur following the treatment (Sugiyono, 2019). Although the design does not include a control group, it is appropriate for an initial investigation of instructional effectiveness in a natural classroom setting where random assignment may not be feasible.

The participants and research setting are described as follows. The study was conducted at a private vocational high school in Surabaya during the 2025/2026 academic year. The participants were 30 eleventh-grade students from the Visual Communication Design (DKV) program. The class was selected as an intact group, reflecting typical classroom conditions. The school was considered suitable for the intervention because it had basic digital infrastructure and students had sufficient access to devices and internet connectivity required to complete Wizer.me worksheets.

The main instrument was a narrative-text reading comprehension test consisting of 30 multiple-choice items. The test was constructed based on the TOEFL iBT Reading Framework and included five reading-skill categories: (1) identifying main ideas, (2) vocabulary in context, (3) scanning for details, (4) making inferences, and (5) locating references. Each category was represented by six items to ensure balanced coverage. The use of multiple-choice items allowed objective scoring and facilitated statistical comparison.

To support content validity, the test blueprint was aligned with the framework's indicators and the reading objectives taught during the intervention. The narrative passages used in the tests reflected typical narrative structures (orientation, complication, resolution) and were designed to be appropriate for vocational high school level. Each item had one correct answer and three distractors. One point was awarded for each correct answer, producing a maximum score of 30. For reporting, raw scores were converted to a 0–100 scale. The same number of items and skill distribution were used in the post-test, but different passages were selected to reduce the possibility of recall effects.

The treatment consisted of three interactive Wizer.me worksheets designed to teach and practice reading comprehension of narrative texts. Each worksheet integrated a narrative passage with tasks focusing on the five reading-skill categories. The worksheets used varied question formats (e.g., multiple-choice, matching, short responses) to maintain engagement and provide multiple ways for students to demonstrate comprehension. Multimedia elements such as images and short explanatory videos were embedded to support understanding of narrative structure and key vocabulary. Immediate feedback was enabled for automatically graded items to help students monitor understanding.

The research procedure consisted of five instructional meetings. In Meeting 1, students completed the pre-test to measure baseline reading comprehension. The pre-test was administered under classroom testing conditions. Students were instructed to read each passage carefully and choose the best answer for each question.

Meetings 2–4 consisted of treatment sessions using Wizer.me. In the first treatment session, students were introduced to Wizer.me and to key features needed to access and submit worksheets. Instruction emphasized narrative structure and main-idea identification. Students completed tasks that required them to identify the topic, determine the main idea of a paragraph, and recognize the function of orientation, complication, and resolution. In the second session, instruction focused on vocabulary in context and scanning for details. Students practiced

inferring word meanings from surrounding sentences, identifying synonyms, and locating specific factual information quickly. In the third session, instruction focused on inference-making and reference tracking. Students answered questions that required them to interpret implied meanings, determine reasons for characters' actions, and identify what pronouns referred to in context.

Throughout treatment sessions, students worked individually and sometimes discussed answers in pairs or small groups under teacher guidance. When students received incorrect feedback from the system, the teacher encouraged them to revisit the relevant part of the text and explain why the correct answer was supported. This approach was intended to promote strategic reading and metacognitive reflection rather than guessing.

In Meeting 5, students completed the post-test, which mirrored the pre-test structure and skill distribution. The post-test was administered after the treatment sessions were completed. Students' scores from pre-test and post-test were recorded for statistical analysis.

Data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics (minimum, maximum, mean, and standard deviation) were calculated for pre-test and post-test scores to summarize overall performance and variability. Before hypothesis testing, the normality of residuals was examined using the Kolmogorov–Smirnov test with a significance threshold of 0.05. If the data met the normality assumption ( $p > 0.05$ ), a paired sample t-test was used to determine whether there was a significant difference between pre-test and post-test scores. The paired t-test is appropriate for comparing repeated measures from the same participants and evaluates whether the mean difference is statistically different from zero.

## RESULTS AND DISCUSSION

This study examined whether Wizer.me-based instruction improved vocational students' reading comprehension of narrative texts.

**Table 1**

*Descriptive Statistics of Pre-Test and Post-Test Scores*

Test	N	Minimum	Maximum	Mean	SD
Pre-Test	30	56	80	70.13	6.107
Post-Test	30	73	100	90.73	6.868

Table 1 presents descriptive statistics for pre-test and post-test scores. Students' mean score increased from 70.13 (SD = 6.107) in the pre-test to 90.73 (SD = 6.868) in the post-test, indicating a gain of 20.60 points. The

minimum score increased from 56 to 73, and the maximum score increased from 80 to 100. These descriptive results suggest that students performed substantially better after the intervention.

Before conducting the paired sample t-test, the normality assumption using Kolmogorov–Smirnov statistic was done, yielding significance value of 0.079 ( $p > 0.05$ ). Therefore, the data can be considered normally distributed, and parametric testing is appropriate. After confirming normality, a paired sample t-test was used to compare pre-test and post-test scores.

**Table 2**

*Paired Sample t-Test Results of Students' Reading Comprehension Scores*

Pair	Mean Diffe rence	SD	SE	95% CI (Low er)	95% CI (Upp er)	t	df	p
Pre- Test	-20.600	7.695	1.405	-23.473	-17.727	-14.663	29	< 0.001
Post- Test								

Table 3 reports the test statistics. The mean difference between pre-test and post-test scores was -20.600 (negative because post-test scores were higher). The t-test result indicated a statistically significant improvement,  $t = -14.663$ ,  $df = 29$ ,  $p < 0.001$ . The 95% confidence interval for the mean difference ranged from -23.473 to -17.727, indicating that the improvement was consistent and unlikely to be due to chance.

The results indicate that Wizer.me-based instruction was effective in improving vocational students' reading comprehension of narrative texts. The magnitude of the gain (20.60 points) suggests that students benefited from interactive digital worksheets that supported multiple reading processes. One plausible explanation is that Wizer.me increased student engagement through interactive tasks and multimedia features. When students interact with reading content through varied question formats, visuals, and immediate feedback, they are more likely to remain attentive and to practice comprehension strategies repeatedly.

The improvement can be interpreted in relation to comprehension skills assessed by the TOEFL-style indicators. First, main-idea identification likely improved because students practiced recognizing topic sentences and distinguishing supporting details from central ideas during the treatment. Wizer.me tasks that asked students to select the main idea of a paragraph encouraged them to focus on overall meaning rather than isolated words.

Second, vocabulary in context may have improved because worksheets required students to infer meanings using surrounding clues and to match words with appropriate meanings. Immediate feedback supported vocabulary consolidation by prompting students to revisit the relevant sentence when they made errors.

Third, scanning for details improved because interactive worksheets required students to locate specific information to answer questions. With repeated practice, students may have become more efficient at moving through the text strategically. Fourth, inference-making improved because the treatment included questions that required students to explain reasons, predict outcomes, or interpret implied meanings. Inference questions encourage readers to integrate textual evidence with background knowledge, which is essential for deep comprehension. Fifth, locating references improved because students practiced identifying pronoun referents and linking ideas across sentences. Reference tracking supports coherence building and helps readers maintain meaning across the text.

These findings align with Multimedia Learning Theory, which posits that learners understand and retain information better when instructional materials integrate verbal and visual channels in a coherent way (Mayer, 2001). In this study, Wizer.me worksheets supported comprehension through structured reading tasks and multimedia elements, potentially reducing cognitive load and helping students build mental representations of narrative structure. For example, images and short explanatory media can clarify setting, characters, and sequence of events, supporting students who might otherwise struggle to visualize narrative details in a second language.

In addition to multimedia effects, the immediate feedback feature likely supported metacognitive regulation. Students could check answers quickly, identify errors, and revise their understanding without waiting for delayed teacher correction. This mechanism supports self-regulated learning because learners can monitor comprehension and adjust strategies in real time. In conventional worksheets, feedback often comes after tasks are completed, which may reduce opportunities for immediate correction. In contrast, interactive worksheets provide a cycle of attempt–feedback–revision that can accelerate learning.

From a pedagogical perspective, the results suggest that Wizer.me can be used to enrich reading instruction in vocational contexts where student motivation may be a challenge. Fitriani (2023) highlighted that digital media integration can increase learner engagement in EFL reading instruction. The present findings extend this

argument by showing measurable gains in reading comprehension scores after a short, structured intervention. While prior studies have reported benefits of Wizer.me for engagement and language learning activities (Anggriani et al., 2020; Nasution et al., 2020), this study contributes by focusing specifically on narrative-text comprehension and by using standardized reading indicators to capture multiple comprehension processes. Nevertheless, the study has limitations that should be considered. Because the design did not include a control group, improvements cannot be attributed solely to Wizer.me with absolute certainty; other factors such as increased practice time, teacher guidance, or familiarity with the testing format may have contributed. The sample size was limited to one class ( $N = 30$ ), which may restrict generalizability to other vocational programs or schools with different technology access. The intervention duration was also relatively short, consisting of three treatment sessions. Longer interventions might produce different patterns of improvement or allow analysis of retention over time.

Future research should employ experimental or quasi-experimental designs with control groups to strengthen causal inference and should explore longer intervention durations to examine whether gains are sustained. Researchers may also investigate how specific Wizer.me features (such as feedback type, multimedia density, or analytics use) influence particular reading skills such as inference-making or vocabulary learning. Qualitative data such as student interviews or classroom observations could further explain how students experience interactive worksheets and what challenges they face during digital reading tasks.

Another interpretation of the results relates to classroom interaction and feedback culture. In many EFL classrooms, students hesitate to answer questions because they fear making mistakes publicly. Digital worksheets can reduce this anxiety because students interact privately with the system, receive feedback individually, and can retry tasks without social pressure. This may encourage more students to participate fully and attempt difficult inference questions. As a result, overall engagement increases and more practice occurs within the same lesson time.

Moreover, Wizer.me's structured environment can help teachers manage differentiated instruction. Even within a single vocational class, students may vary widely in reading proficiency. Interactive worksheets can provide consistent task instructions and allow students to progress at their own pace. Students who finish early can continue with additional items or review feedback, while students who need more time can focus on understanding without being rushed by the class. Although this study did not

formally measure differentiated outcomes, the reduced minimum score gap and higher minimum post-test score suggest that lower-performing students also improved.

The results also invite consideration of transfer: whether skills practiced through Wizer.me transfer to other reading tasks beyond the platform. The assessment used TOEFL-style indicators, which suggests that gains were not limited to platform-specific question formats but reflected broader comprehension processes such as identifying main ideas and making inferences. This indicates potential for transfer to other reading contexts, including vocational texts that require scanning and information extraction.

Despite these positive indications, digital learning environments can present barriers. Some students may face connectivity issues or have limited familiarity with digital platforms. Teachers may also require time and training to develop high-quality worksheets that align with learning objectives. Therefore, implementation should be supported by school-level policies that provide infrastructure and professional development. Future research could explore how access variables and teacher training influence the effectiveness of Wizer.me interventions.

## CONCLUSION

This study examined the effectiveness of Wizer.me as a digital learning medium for improving vocational high school students' reading comprehension of narrative texts. The results demonstrated a statistically significant improvement in students' reading comprehension scores after three Wizer.me-based instructional sessions. Students' mean score increased from 70.13 to 90.73, and the paired sample t-test indicated a significant difference between pre-test and post-test results ( $t = -14.663$ ,  $df = 29$ ,  $p < 0.001$ ). These findings suggest that interactive digital worksheets delivered through Wizer.me can enhance students' ability to comprehend narrative texts across multiple reading skills, including identifying main ideas, interpreting vocabulary in context, scanning for details, making inferences, and locating references.

In practical terms, English teachers in vocational schools are encouraged to integrate interactive digital media such as Wizer.me into reading instruction to increase engagement and provide structured, feedback-rich practice. Schools can support implementation by ensuring adequate internet access and offering professional development for teachers on designing effective digital worksheets. Although the present study used a pre-experimental design without a control group, the results provide initial evidence supporting the use of Wizer.me in vocational EFL reading classrooms. Future

research using more rigorous designs and broader samples is recommended to confirm and extend these findings.

## REFERENCES

- Anggriani, D., Rahayu, S., & Putri, A. R. (2020). The use of Wizer.me to improve students' listening comprehension. *Journal of English Language Teaching and Learning*, 4(2), 85–92.
- Fitriani, R. (2023). Digital media integration in EFL reading instruction at vocational high schools. *Indonesian Journal of English Education*, 10(1), 45–57.
- Mahmood, T. (2022). Cognitive and metacognitive dimensions of EFL reading comprehension. *Journal of Language and Education*, 8(3), 56–68.
- Mayer, R. E. (2001). *Multimedia learning*. Cambridge University Press.
- Nasution, S. R., Lubis, M. A., & Siregar, N. (2020). Digital worksheets and students' engagement in EFL classrooms. *English Education Journal*, 11(3), 412–420.
- Rahmawati, A., & Alfarik, M. (2021). The effect of digital learning media on students' reading comprehension. *Journal of English Teaching*, 7(1), 12–20.
- Sari, D. P., & Widiati, U. (2021). Teaching reading comprehension through digital platforms in EFL contexts. *Studies in English Language and Education*, 8(3), 987–1001.
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sukmawati, L., & Pratiwi, Y. (2022). Improving students' reading comprehension using interactive digital media. *Journal of Education and Learning*, 16(2), 210–218.
- Wizer.me. (2024). Interactive digital worksheets for education. <https://www.wizer.me>
- Yusuf, M., & Lestari, D. (2020). Reading comprehension difficulties among vocational high school students. *Journal of English Language Studies*, 5(2), 134–142.
- Anderson, N. J. (2008). *Metacognition and good language learners*. Cambridge University Press.
- Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading (2nd ed.)*. Pearson Education.
- Nation, I. S. P. (2013). *Learning vocabulary in another language (2nd ed.)*. Cambridge University Press.
- OECD. (2021). *Students, computers and learning: Making the connection*. OECD Publishing.