



## The Effectiveness of A Task-Based Learning Strategy Through The Quizizz Application On To Enhance Students' Achievement And Motivation In Reading Classroom

Anik Hidayati<sup>1✉</sup>, Sri Wuli Fitriati<sup>2</sup>, Katharina Rustipa<sup>3</sup>

<sup>1,2</sup>Universitas Negeri Semarang, Indonesia

<sup>3</sup> Universitas Stikubank (Unisbank) Semarang, Indonesia

### Article Info

#### Article History:

Accepted 30 March 2023

Approved 8 June 2023

Published 23

December 2023

#### Keywords:

Task-based learning,  
Quizizz, Motivatian  
Reading  
Comprehension

### Abstract

The study aims to investigate how using the Quizizz application to apply a task-based learning technique will improve the achievement and motivation of students in teaching reading. This study will use sequential explanatory designs that combine quantitative and qualitative methods. It only has one eighth-grade class at one school: SMPN N 1 Bawen Kab. Semarang. Thirty-six pupils were to participate. Pre and post-tests, observations, and questionnaires are used to gather data. Students' reading comprehension achievement was estimated using their pre-and post-test results. A questionnaire and observation were utilized to assess the impact on student motivation. A questionnaire and observation were utilized to assess the impact on student motivation. Pre-test and post-test data will be used to conduct the analysis. The researcher will be using SPSS 22 for Windows. The study's significance level is 0.000, which is less than 0.05. If the sig. is <0.05. The average pre-test score was 58.89, whereas the post-test score was 74.58. It grew by 15.69. The questionnaire revealed that 86% of respondents thought it had a favorable effect, while 14% didn't. The observation supports the facts. This study demonstrated that TBL, using a Quizizz application, might improve the achievement and motivation of students in teaching reading.

#### ✉Correspondence Address:

Kampus Universitas Negeri Semarang, Kelud, Semarang, 50233,  
Indonesia

E-mail : [anikhidayati27@students.unnes.ac.id](mailto:anikhidayati27@students.unnes.ac.id)

**p-ISSN 2087-0108**

**e-ISSN 2502-4566**

## INTRODUCTION

In today's interconnected world marked by constant information exchange and cross-cultural engagement, proficiency in English has become indispensable for students on both personal and academic levels (Harmer & Strayer in Rahayu et al.). English as a global language and the rise of eFL reading proficiency in Indonesia). Mastering the four English language skills – reading, speaking, and listening – equips students to navigate diverse environments, communicate effectively, and access knowledge at an international level (Ministry of National Education Indonesia). Among these skills, reading is a foundation for learning, absorbing information, and expanding critical thinking (Rahayu et al.), English as a global language, and the rise of eFL reading proficiency in Indonesia.

Reading comprehension is essential for academic achievement and lifetime learning. However, traditional reading instruction often struggles to engage students, leading to low motivation and poor comprehension. Task-based learning (TBL) offers a promising alternative by focusing on communicative tasks and encouraging active engagement and collaboration in language learning. This study explores the effectiveness of integrating TBL with the Quizizz application, a gamified online platform, to enhance students' reading achievement and motivation in the English reading classroom.

While the importance of reading is widely recognized, traditional teaching methods often fail to ignite sufficient student motivation or elicit meaningful engagement with the text (Madhkhan & Mousavi). Textbook exercises and rote memorization provide limited scope for developing genuine comprehension and fostering intrinsic interest in reading (Nashrudin). This gap between traditional instruction and current educational demands necessitates exploring innovative approaches that promote deeper understanding and cultivate a passion for reading

in English language learners (Kitjaroonchai, 2013).

TBL emphasizes real-world communication tasks as the driving force for language learning. Students acquire language skills by engaging in meaningful tasks while developing critical thinking, problem-solving, and collaborative skills. Studies have shown TBL's positive impact on vocabulary acquisition, grammatical accuracy, and fluency (Byrne, 1984; Willis, 1996).

Many learning methods can be used to improve students' reading skills. One effective learning method to improve students' reading skills is Task-Based Learning (TBL). TBL is a learning method that focuses on students' tasks in using language.

In TBL learning, students are encouraged to use language to complete tasks given by the teacher. The assignments given to students must be relevant to the student's needs and interests. Relevant and meaningful assignments will make students more motivated to learn.

ICT, or information and communications technology, can be used to facilitate TBL learning. ICT can be used to present learning material, provide practice, and provide student feedback. One ICT application that can be used to support TBL learning is Quizizz.

Quizizz is an online quiz application that can be used to provide practice to students. Quizizz can provide multiple choice, short form, and essay format quizzes. Quizizz can be used to assess students' ability to understand learning material.

The rise of educational technology has spurred the adoption of gamified platforms like Quizizz, which provides interactive quizzes, polls, and games. Research suggests that gamification can increase student engagement, motivation, and learning outcomes (Sailer et al., 2017; Hamari, 2015).

This present study investigates the effectiveness of task-based language teaching (TBL Quizizz) in improving reading comprehension and motivation among middle school students in Indonesia (Madhkhan & Mousavi). TBLT, an interactive approach,

emphasizes authentic communication through meaningful tasks designed to simulate real-life language encounters (Willis). By integrating technology within this framework, this research aims to leverage the interactive features of Quizizz, an online platform, to create engaging and student-centered reading activities (Nashrudin).

Previous research has looked into the possibilities of TBT and the advantages of online platforms in language acquisition. Still, none have examined their combined application to reading comprehension and motivation in the specific context of Indonesian middle school students using Quizizz as a technological tool (Madhkhan & Mousavi, 2017). This investigation aims to bridge this gap by providing empirical data on the effectiveness of this innovative approach in enhancing reading achievement and fostering a positive attitude towards reading English among this target group (Nashrudin).

This journal will begin by further outlining the theoretical framework of TBT and the rationale behind integrating Quizizz as a digital teaching tool (Willis, 1996). We will then detail the research methodology employed in the study, including participants' data collection procedures and analysis methods (Madhkhan & Mousavi). Subsequently, the journal will present the findings of the investigation analyzing the impact of TBT through Quizizz on reading comprehension and motivation among students (Nashrudin). Finally, the journal will analyze the significance of these findings and make recommendations for future studies on English language teaching. (Kitjaroonchai, 2013).

The research aimed to see how the effectiveness of TBT through Quizizz can help English language educators seeking to enhance reading comprehension achievement and cultivate intrinsic motivation among students through innovative and engaging approaches. By demonstrating the effectiveness of TBT through Quizizz, this research could potentially contribute to developing more effective instructional practices in English language learning.

## METHOD

This research uses a mixed method, namely, the sequential explanatory method, one group pre-test and post-test design. This research was conducted at SMPN 1 Bawen in the old semester of the 2023/2024 academic year. The subjects of this research were one class 8C, totaling 36 students.

This research consists of two stages: the quantitative and the qualitative. At the quantitative stage, data was collected through pre-tests and post-tests. The pre-test is used to measure students' initial reading abilities. The post-test is used to measure students' abilities after participating in TBLT learning through the Quizizz application.

In the qualitative stage, data is collected through questionnaires and observations. Questionnaires are used to measure students' motivation to learn to read. Observation is used to observe student activities in learning to read. Quantitative data was processed using SPSS 22. Qualitative data was processed descriptively.

## RESULTS AND DISCUSSIONS

### **Implementing a TBL strategy using the quizizz application improves students' achievement and motivation in reading comprehension.**

Answering the first research question, we did observation. The observation technique is used to observe the students' activities in the class. After all of them were done, the result can be described in Table 1.

**Table 1.** Student activities and responses to learning

Students' Activities	Yes	No	Description
The students pay attention to the teacher's explanation.	<input type="checkbox"/>	<input type="checkbox"/>	Students noted the important points of the teacher's explanation and understand it.
Students participate actively in discussions and activities related to reading.	<input type="checkbox"/>	<input type="checkbox"/>	Students actively ask about the material. They worked in groups to answer the questions with the quizizz application. And work individually.
The students concentrate on the teacher's explanation.	<input type="checkbox"/>	<input type="checkbox"/>	Students are enthusiastic about understanding the teacher's explanation because they must understand to answer the reading tasks.
The students ask the teacher questions regarding the materials.	<input type="checkbox"/>	<input type="checkbox"/>	Students are active in knowing more about the material given by the teacher. They asked for details about the structure, use, and elements of language. They will also ask if they do not understand the material.

Students' Activities	Yes	No	Description
The students pay attention to the teacher's explanation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Students noted the important points of the teacher's explanation and understand it.
Students participate actively in discussions and activities related to reading.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Students actively ask about the material. They worked in groups to answer the questions with the quizizz application. And work individually.
The students concentrate on the teacher's explanation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Students are enthusiastic about understanding the teacher's explanation because they must understand to answer the reading tasks.
The students ask the teacher questions regarding the materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Students are active in knowing more about the material given by the teacher. They asked for details about the structure, use, and elements of language. They will also ask if they do not understand the material.

The researcher immediately made observations at SMPN 1 Bawen. This first observation was carried out on July 17, 2023; at this stage, the observation was carried out to obtain data regarding the state of the school. The second observation was carried out on July 24, 2023; this stage was to observe the initial conditions of the students in the English class. Furthermore, observations were made while learning to read using the TBL method using the quizizz application.

Based on Table 1, the researcher concludes that the students at SMP N 1 Bawen are enthusiastic and appreciative of starting learning; the students are always active in doing assignments and discussions given by the teacher. It was found out from the second, sixth, and seventh questions. This finding is supported by Nanda (2018), who showed the students were more active and enthusiastic about learning using quizizz. The students are to answer the question, and they are to be active in the discussion. Zhao (2021) also found that Quizizz can effectively

Statement	Student' respond					Sig. (2-tailed)
	Paired Differences		95% Confidence Interval of the Difference		Std. Deviation	
	Mean	Std. Error	Lower	Upper		
Before treatment	15.6	20.7	22.7	8.6	4.3	.000
After treatment	4	3.4	7	2	2	
Percentage						
		80,56%	19,44%			

improve students' reading achievement and motivation. He said that quizizz is a gamified learning platform that uses interactive quizzes to engage students and promote active learning.

**Implementing TBL using Quizizz in reading class improves students' motivation.**

To answer the second question, we did an open-ended questionnaire. This questionnaire contains the students' responses before and after treatment with the TBL method using quizizz. The result can be described in Table 2.

**Table 2.** The Result of Questionnaire

Table 2 shows that 80,56% of students responded positively to implementing the TBL method using quizizz, and 19,44% gave negative responses. It can be concluded that implementing the TBL method using the quizizz application could effectively improve the students learning motivation in teaching reading.

The students got a positive effect and felt interested when doing the task. They also said there was an improvement in the task after using the TBL method using the quizizz application in a reading task. The result proved by Wibowo et al. (2024) that using Quizizz can improve

students' learning motivation and performance in reading class. Puspitasari et al.(2023) found that using TBL through quizizz can improve the students' learning motivation in reading subjects. TBL using quizizz makes learning interesting, fun and meaningful.

**Implementing a TBL method using the quizizz application effective to teach reading comprehension**

To answer the third question, we did pre-test and post-test.this result took before and after treatment. The result can be described in Table 3.

**Table 3.** Paired sample statistics pre-test and post-test

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Before treatment	58.8889	36	15.99603	2.66601
After Treatment	74.5833	36	18.91239	3.15207

Sumber : SPSS 22

The table above shows the mean score of pre-test students was 58,89, whereas the post-test score was 74,58. It increased by 15,69 points. The mean pre-test and post-test scores showed the significance of the student's use of the TBL strategy through the quizizz application to teach reading comprehension. To support the data, we use T-value. T-value is used to test the truth and falsity of a hypothesis. The result of the T-values will be shown in table 4.

**Table 4.** Paired Samples Test

The table showed the treatment's significance by calculating the pre-test and post-test results for the students' achievements using the TBLT strategy through the Quizizz application. The significance value based on the table was 0,000. The level of significance was 0,05. T-value  $0,000 < 0,005$ , and it can be said that the alternative hypothesis was accepted, proving that using TBLT through the quizizz application is effective in teaching reading comprehension.

This result is supported by Huda (2023). His study found that implementing TBL using quizizz effectively increases the students' reading comprehension skills. Arsayana and Sumartini (2022) also found that their result stated that TBL using quizizz effectively increases the students' reading comprehension skills. Quizizz is a learning platform based on a game it can use to measure the students' comprehension of the subject of learning. Combining the TBL method and Quizizz can result in interactive methods and media, making learning more interesting.

### **The influence of students' motivation on reading comprehension**

We combined the pre-test, post-test, open-ended questionnaire and observation results to answer the fourth question. Based on the pre-test and post-test data, there was an increase in students' reading comprehension results by 15%, with a p-value  $< 0,005$ . It shows that the student's motivation positively affects reading comprehension results. Increasing students' motivation can have an impact on improving reading comprehension outcomes through several mechanisms.

First, high motivation will encourage students to study harder. Motivated students will be more willing to spend time and energy reading and more serious about understanding their reading material.

Second, high motivation will increase student focus and concentration. Motivated students will find it easier to concentrate on the material they read to understand better the ideas conveyed.

Third, high motivation will increase students' ability to overcome difficulties. Motivated students will be more confident in facing difficulties and more motivated to find solutions to these difficulties.

The increase in student motivation can also be seen from the results of observations and questionnaires. Observations show that students become more enthusiastic and active in class. This shows that students are more interested and involved in learning activities.

The questionnaire also showed that students felt various positive effects from increasing their motivation. These positive effects include:

- Feel more happy and enjoy reading
- Find it easier to understand the material you read
- Feel more enthusiastic about learning
- Feel more confident in answering questions

From this research, it can be concluded that student motivation significantly influences reading comprehension results. Therefore, teachers need to increase students' learning motivation through various strategies.

Uno (2016: 23) stated motivation is a critically important factor for learning; why students' learn and how they learn is influenced by their motivation to learn. The students have different motivations in the learning process. The results of the research show that there is a significant influence between students' learning motivation and reading comprehension.

Febriyanti et al. (2022) found that Students with high learning motivation have better reading comprehension than those with low learning motivation. The use of task-based learning using Quizizz can increase student learning motivation. A positive influence of task-based teaching using Quizizz on students' reading comprehension and motivation. Students given task-based learning using Quizizz have better

reading comprehension and higher learning motivation than students given conventional learning (Nurhayati, et al.,2021).

## CONCLUSION

The conclusions of this current research can be drawn from the findings above that task-based learning using quizizz significantly improves the students' achievement and motivation in the reading class. Based on the data presented, the study provides strong evidence that implementing a Task-Based Learning (TBL) strategy using the Quizizz application can effectively improve students' achievement and motivation in reading comprehension.

Effectiveness of TBL with Quizizz:

Quantitative analysis: Statistically significant improvement in reading comprehension scores from pre-test to post-test ( $p < 0.005$ ). This result directly answers the first research question: TBL with Quizizz is effective for teaching reading comprehension.

Qualitative analysis: 80.58% of students responded positively to a questionnaire about the TBL-Quizizz approach, further supporting its effectiveness.

Impact on Motivation:

Open-ended questionnaire: 80.58% of students reported that TBL with Quizizz improved their motivation in reading class, directly answering the second research question.

Observation: Teacher observations noted increased student engagement and enthusiasm during lessons, further supporting the positive impact on motivation.

Student Participation and Motivation's Influence:

Observation: Teacher observations confirmed students were more active and engaged in TBL lessons with Quizizz.

Combined data: The combination of pre-test/post-test, open-ended questionnaire, and observation data suggests a link between increased motivation and improved reading comprehension (addressing the fourth research question).

Overall, the study successfully demonstrates the benefits of using TBL with Quizizz for improving students' reading achievement and motivation. This technique is a promising option for improving reading instruction and creating a more interesting learning environment.

Further research can be carried out with a larger sample and a different research design to strengthen the generalization of the research results.

Research could also explore other factors influencing the success of the TBL and Quizizz methods, such as teacher characteristics, learning environment, and type of text used.

## REFERENCES

- Apsari, Y., & San, R. R. (2020). Developing quizizz-based learning media in teaching reading. *Indonesian Journal of English Education and Teaching*, 3(2), 194-201.
- Chiu, M. H., & Sun, Y. C. (2018). The effect of using quizizz and kahoot! on high school students' motivation and learning achievements in english vocabulary learning. *International Journal of Technology in Education and Science*, 4(4), 261-274.
- Fadzil, N. A., & Abdullah, R. (2019). The effectiveness of Quizizz on tenth grade EFL students' achievement in English learning process. *Journal of Jurnal Pendidikan Bahasa Inggris*, 4(2), 198-210.
- Ellis, R. (2003). Task-based language learning and teaching. *Oxford: Oxford University Press*
- Juniarta, I. M., Supartha, I. G. A. P., & Suartana, I. W. (2020). The analysis on the implementation of mobile-assisted language learning strategy through quizizz application to improve student's reading comprehension at undiksha singaraja.
- Kitjaroonchai, N. (2013). Motivation toward English language learning of students in secondary and high schools in education service area office 4, Saraburi Province, Thailand. *International Journal of Language and Linguistics*, 1(1), 22.

- Madhkhani, M. & Mousavi, S. M. (2017). The effect of implementation of TBLT in reading comprehension classes of Iranian EFL learners. *English Language Teaching: Canadian Center of Science and Education*, 11(10).
- Nanda, S. R. (2018). The effect of task-based learning using quizizz on the students' achievement and motivation in reading. *Jurnal Pendidikan Bahasa Indonesia Undiksha*, 2(6).
- Masruroh, E. D., & Yuniarti, E. (2020). The effect of task-based learning and quizizz in improving students' reading comprehension ability. *Jurnal Pendidikan Inovatif*, 3(1), 49-55.
- Nurhayati, S., & Agustina, Y. (2020). The implementation of technology enhanced language learning (TELL) using quizizz to improve students' reading comprehension. *Jurnal Ilmiah Bahasastra Indonesia*, 13(2), 107-116.
- Oktavia, E. (2020). The use of quizizz in improving students' reading skill. *Asian Journal of Education and Training*, 3(4), 306-313.
- Rahmawati, D., & Setyaningsih, W. (2020). Improving students' reading motivation through quizizz. *Jurnal Kajian Bahasa dan Sastra*, 11(2), 194-207.
- Risal, M., & Harmita, E. (2020). The effectiveness of using quizizz app to improve the interest and learning achievement of students in English reading comprehension at junior high school. *Jurnal Kajian Bahasa dan Sastra*, 5(2), 370-380.
- Willis, D. (1996). *A Framework for Task-Based Learning*. London: Longman.
- Willis, J., & Willis, D. (2007). *Doing Task-Based Teaching*. Oxford: Oxford University Press