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Get Ahead with Quizizz Paper Mode: Improving Reading Comprehension of EFL Students

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Abstract

This study explores the impact of Quizizz's Paper Mode on the reading comprehension of English as a Foreign Language (EFL) students, addressing a gap in the literature regarding this relatively new feature. Despite the widespread use of Quizizz in digital education, its Paper Mode, which incorporates barcode scanning to assess student responses on printed quizzes, remains under-explored. Using an experimental design, the study involved two groups of eighth-grade students: an experimental group using Quizizz Paper Mode and a control group utilizing conventional media for reading comprehension activities. A total of 16 students participated, with 8 students in each group. The research employed a pre-test to measure baseline reading comprehension and a post-test to evaluate the effect of the intervention. Statistical analysis, specifically independent sample t-tests, revealed a significant difference in the post-test scores between the two groups ($p=0.035$), indicating that students in the experimental group showed greater improvement in reading comprehension compared to those in the control group. These results highlight the potential of Quizizz Paper Mode as an effective tool for enhancing reading comprehension, suggesting its efficacy in integrating digital features with traditional paper-based assessments. The study's findings contribute to the understanding of hybrid learning environments, illustrating how innovative educational tools like Quizizz Paper Mode can support meaningful learning experiences and improve student performance. This research underscores the growing importance of incorporating advanced media in educational practices to foster engagement and achievement in EFL classrooms.

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1. Introduction

The integration of Information and Communication Technology (ICT) has profoundly transformed education, particularly in language learning. As technology continues to evolve, it provides new opportunities to enhance traditional teaching methods, offering more engaging and interactive learning experiences. English, as the global lingua franca, is essential for communication in many professional, academic, and social contexts (Zakaria & Rahmani, 2022). Given this global importance, English as a Foreign Language (EFL) learners require effective teaching tools that can foster their language proficiency. As students today are digital natives, they are highly accustomed to technology, making it essential for educators to leverage ICT tools that engage students and cater to their learning preferences (Degirmenci, 2021). This technological shift is particularly evident in remote and online learning environments, where digital platforms such as Quizizz have gained considerable traction (Saraswati & Purwati, 2021).

The rise of ICT in education has led to the development of various online platforms that not only facilitate content delivery but also promote active engagement with the material. Tools like Quizizz, Kahoot, and Edmodo have proven particularly effective in creating gamified learning experiences that motivate students and improve retention (Yunus & Hua, 2021). These platforms allow for immediate feedback, create competitive yet collaborative environments, and provide data-driven insights that track student progress (Lim & Yunus, 2021). Gamification, as a key feature of these tools, fosters an enjoyable learning atmosphere that encourages students to actively participate, making learning both fun and effective. For EFL students, these digital platforms offer an interactive approach that can help develop language skills while keeping students motivated and engaged.

Despite the widespread use of digital platforms in education, much of the research on Quizizz has concentrated on its online features and their impact on student engagement and academic outcomes. While Quizizz is known for its interactive and gamified quizzes, an underexplored aspect of the platform is its Paper Mode, a hybrid feature that blends traditional paper assessments with digital technology. In this mode, students answer quiz questions on paper, and their responses are tracked digitally using barcodes that are scanned by the teacher (Putra, 2023). This feature provides a unique opportunity to examine the impact of combining digital tools with traditional assessment methods, yet research specifically focusing on the effects of Quizizz Paper Mode in language learning, particularly in reading comprehension, is sparse. Wahid and Putra (2023) have highlighted the positive reception of Quizizz Paper Mode among students, noting its user-friendliness and its potential to engage students in a formative assessment context. However, its effect on reading comprehension remains largely unexamined.

Previous studies have explored various facets of Quizizz's role in education, including its use as an assessment tool in EFL classrooms. For instance, Zuhriyah and Pratolo (2020) investigated students' perceptions of using Quizizz for assessment, finding that students found the platform engaging and motivating. Similarly, Wahid and Putra (2023) examined Quizizz Paper Mode in the context of formative assessments and found that students enjoyed using it, describing it as fun and challenging. The study by Putra (2023) demonstrated that Quizizz Paper Mode significantly enhances vocabulary proficiency, underscoring the potential of gamified learning tools in language acquisition.

However, its specific impact on reading comprehension, which involves higher-order cognitive skills necessary for text analysis, remains underexplored (Julita, 2024; Qiao et al., 2022). Research suggests that gamified environments can improve cognitive outcomes related to reading comprehension. Qiao et al. (2022) found that gamification positively affects students' reading abilities and motivation, while Moutsinas et al. (2023) highlighted that self-evaluation and digital engagement enhance comprehension, indicating that interactive platforms like Quizizz may support reading skills. Additionally, motivation and engagement play crucial roles in reading comprehension. Ilhami et al. (2022) noted that Quizizz fosters competition, boosting motivation and engagement, while Sisnawati et al. (2024) emphasized that game-based learning tools effectively engage students for optimal learning. Despite these insights, existing studies do not directly examine Quizizz Paper Mode's influence on reading comprehension, necessitating further empirical research.

The existing literature indicates that while gamification and interactive assessment tools like Quizizz have been shown to increase student engagement and reduce test anxiety (Pitoyo et al., 2020; Albadri et al., 2022), there is limited research on how these tools influence more complex language skills such as reading comprehension. Studies have demonstrated that Quizizz can enhance student motivation and engagement through features such as leaderboards, memes, and time limits (Pitoyo, 2019), but the impact of these features on the cognitive processes involved in reading comprehension remains unclear. Furthermore, traditional methods of assessing reading comprehension, such as paper-based tests, have been shown to be effective but often fail to fully engage students or promote deeper cognitive engagement (Wahid & Putra, 2023). Therefore, it is important to examine how hybrid tools like Quizizz Paper Mode can enhance reading comprehension by integrating the strengths of both traditional and digital assessment methods.

This study aims to fill this gap by investigating the effect of Quizizz Paper Mode on eighth-grade students' reading comprehension in comparison to conventional media. Specifically, it seeks to determine whether the interactive and gamified elements of Quizizz Paper Mode lead to better comprehension outcomes than traditional paper-based assessments. By comparing these methods, the research provides insights into Quizizz Paper Mode's potential to improve students' ability to understand, interpret, and analyze texts. The findings contribute to the growing research on gamified learning tools in language

education and offer practical recommendations for EFL educators seeking to enhance reading comprehension. Additionally, the study highlights the significance of hybrid learning tools that integrate traditional and digital methods to foster engagement and improve learning outcomes. By focusing on reading comprehension, it provides empirical evidence of Quizizz Paper Mode's effectiveness in developing higher-order cognitive skills such as analysis, inference, and interpretation. As education systems increasingly embrace personalized and interactive learning, this research underscores the relevance of integrating such tools into language teaching to maximize their impact.

2. Literature Review

2.1 Quizizz Paper Mode

Quizizz is an online gamification tool widely used for enhancing student engagement and motivation. It offers various interactive features that encourage active learning, task completion, and engagement in the classroom (Razali et al., 2020; Rincon-Flores & Santos-Guevara, 2021). As a student-paced platform, Quizizz allows learners to complete quizzes at their own speed, increasing accessibility and personalization (Setiyani et al., 2021). Its user-friendly interface and customizable features make it an effective tool for both learning and assessment, particularly in language education (Ngoc, 2024). Teachers can create quizzes, track performance, and access detailed reports to monitor students' progress, making it an efficient and versatile assessment tool (Setiyani et al., 2021).

A relatively underexplored feature of Quizizz is its Paper Mode, which combines traditional paper-based assessments with the benefits of digital tracking. In this mode, students answer printed quiz questions and use barcodes to submit responses, which teachers can scan for immediate feedback (Boulden, 2017). While Quizizz's digital mode has been well studied, there is limited research on the Paper Mode's effectiveness, especially regarding its impact on language acquisition and reading comprehension. This gap suggests a need for further research into how Quizizz Paper Mode can enhance student learning and its potential benefits over traditional assessment methods (Wahid & Putra, 2023).

2.2 Gamification and Its Impact on Learning

Gamification has become an increasingly popular approach in education, leveraging game-like elements to boost student motivation and engagement (Huang & Soman, 2013). Gamified tools such as Quizizz use leaderboards, badges, and competitive features to enhance student involvement and create a fun learning environment (Dicheva et al., 2015). Research has shown that these elements improve student motivation, task completion, and collaboration in educational settings (Kassens & Enz, 2018). By providing immediate feedback and encouraging competition, gamification fosters an active, dynamic learning experience that enhances student participation and learning outcomes (Göksün, 2019).

However, while gamification has been proven effective for increasing student engagement, its impact on higher-order cognitive skills, such as reading comprehension, remains underexplored. Most studies have focused on vocabulary acquisition and student engagement, but reading comprehension involves complex cognitive processes that require deeper cognitive engagement (Zhao, 2018). Thus, there is a need for research that examines how gamified platforms like Quizizz, particularly its Paper Mode, influence reading comprehension and other advanced language skills. This study aims to fill this gap by investigating the role of Quizizz Paper Mode in enhancing reading comprehension in EFL classrooms.

2.3 Reading Comprehension

Reading comprehension is a complex cognitive process that involves not only understanding individual words but also integrating information across sentences, making inferences, and constructing a mental model of the text (Kendeou et al., 2016). Successful reading comprehension also requires background knowledge, text structure awareness, and the ability to draw on prior experiences (Swaffar, 2001). Research emphasizes that reading comprehension is an active and constructive process, where readers engage with the text to generate meaning and understanding (Shahnazari et al., 2014; Woolley, 2011). Comprehension involves both literal understanding and the ability to interpret implicit meanings and make inferences (Grabe et al., 2019).

Effective reading comprehension can be assessed through a variety of methods, including multiple-choice questions, short answers, and extended writing (Brown, 2019). The process involves recognizing key ideas, identifying details, and making inferences from the text. Additionally, comprehension assessments

should not only focus on understanding the surface meaning but also on the reader's ability to critically engage with the material (Elleman, 2019). These insights suggest that reading comprehension involves multiple layers of cognitive processing, and assessments should reflect the complexity of these processes. However, how gamified tools like Quizizz, particularly its Paper Mode, can support these cognitive processes in reading comprehension remains an area that requires further research.

2.4 Gaps in the Literature and Implications for the Study

While research on Quizizz has highlighted its effectiveness in enhancing student engagement and learning outcomes, the impact of its Paper Mode on reading comprehension remains understudied. Most research has focused on Quizizz's digital features and their role in improving student engagement and vocabulary acquisition (Wahid & Putra, 2023). However, reading comprehension, which requires complex cognitive engagement, has not been the central focus of studies on Quizizz. This gap in the literature presents an opportunity to explore how the combination of paper-based testing with digital tracking can enhance reading comprehension, particularly in EFL classrooms. The study will address this gap by investigating the effects of Quizizz Paper Mode on eighth-grade students' reading comprehension.

This study aims to contribute to the literature by examining the potential of Quizizz Paper Mode to improve reading comprehension in EFL students. By comparing it to traditional media, the research will provide valuable insights into how hybrid assessment tools can enhance student engagement and comprehension skills. The findings will have significant implications for language education, suggesting that gamified tools like Quizizz can offer a more interactive and effective way of teaching reading comprehension while combining the benefits of digital and traditional methods.

3. Method

3.1 Research Design

In This study employed an experimental research design to examine the effects of Quizizz Paper Mode and reading interest on junior high school students' reading comprehension. As described by Pandey (2021), experimental research involves comparing an experimental group, which receives a specific treatment, with a control group that follows conventional teaching methods. Gay and Airasian (2007) further highlight that experimental research manipulates at least one independent variable while controlling other variables to observe its effects on dependent variables. In this study, the experimental group used Quizizz Paper Mode for instruction, while the control group was taught using conventional media. Both groups received the same instructional materials, time allocation, and strategies, ensuring that any differences observed in reading comprehension could be attributed to the media used.

3.1 Participants

The population for this study consisted of eighth-grade students at SMPN 33 Padang for the 2023-2024 academic year. A total of 62 students participated, with 31 students assigned to the experimental group and 31 students to the control group. To ensure the groups were comparable, normality testing was conducted on both groups to confirm that their distributions met the assumptions for parametric testing (Pallant, 2020). The participants were selected using a cluster random sampling technique, where entire classes were randomly chosen instead of individual students. Gay and Airasian (2000) note that cluster sampling is ideal for selecting groups with similar characteristics. A third class was selected for a tryout to test the validity and reliability of the instruments used in the study.

3.3 Instrument

Two main instruments were used for data collection: a reading comprehension test and a questionnaire on students' reading interest. The reading comprehension test assessed students' ability to comprehend reading texts, while the questionnaire measured their level of interest in reading. The reading comprehension test was administered at both the pre-test and post-test stages to evaluate any changes in students' comprehension skills following the intervention. In addition to this assessment, a questionnaire measuring students' reading interest was distributed before the treatment to gauge their initial attitudes toward reading. This approach provided a comprehensive understanding of both their baseline proficiency and their engagement with reading before the introduction of the learning tool.

3.4 Data Collection

The data collection process included a reading comprehension test for both the experimental and control groups. The test featured multiple-choice questions based on a given text, with each group given 50 minutes to complete it. To measure the treatment's effectiveness, the test was administered twice: before the intervention as a baseline (pre-test) and after the intervention to assess its impact (post-test). All test papers were collected immediately after completion and evaluated using a standardized rubric to ensure consistent and accurate scoring. Additionally, a questionnaire on reading interest was distributed before the treatment to assess students' initial attitudes toward reading.

3.5 Data Analysis

Data analysis in this study followed a structured approach using IBM SPSS 23 software for statistical analysis. The analysis process consisted of three key steps: data description, prerequisite testing, and hypothesis testing. Initially, data screening was performed to ensure that the data met the necessary assumptions for analysis. This included testing for normality and homogeneity, which are prerequisites for conducting parametric tests (Pallant, 2020). Once these assumptions were met, hypothesis testing was conducted to assess the impact of Quizizz Paper Mode on students' reading comprehension. This rigorous approach ensured a comprehensive analysis of the data, enhancing the reliability and validity of the study's findings.

4. Findings

This section presents the findings of the study, focusing on the comparison between the use of Quizizz Paper Mode and conventional media in enhancing students' reading comprehension. The analysis is based on data from pre-test and post-test results, along with students' reading interest scores, to assess the impact of Quizizz Paper Mode on reading comprehension. This study examines the effectiveness of the tool in improving students' ability to comprehend and interpret texts while also evaluating the influence of reading interest as a contributing factor in the learning process.

4.1 Students' Reading Comprehension

The pre-test results served as a baseline to ensure that the experimental and control groups were comparable before the treatment. Both groups were administered the same reading comprehension test, and the results showed no significant difference in the mean scores between the two groups. The experimental group, which used Quizizz Paper Mode, had an average score of 52.10, while the control group, which used conventional media, had an average score of 49.03. The similarity in scores suggests that both groups had a similar level of reading comprehension prior to the treatment.

4.1.1 The students' pre-test result

The pre-tests were taken before the treatment. The tests involved the experimental and the control class. By doing the pretests researcher was able to compare changes from the baseline to post-test results, helping to determine the effect of the treatment. Pre-tests can help in ensuring that experimental and control groups are equivalent on key variables before the experiment begins. The result shows non-significant difference in both the average scores and the variability of scores between the two groups.

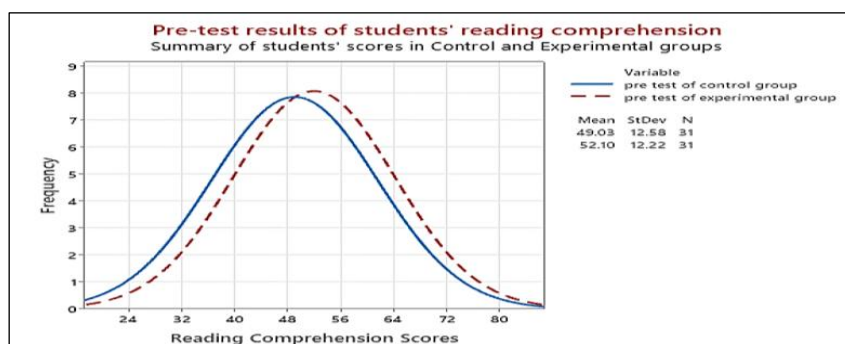


Chart 4.1 Students' pretests' scores

Based on the [chart 4.1](#), the experimental class that used Quizizz paper mode as a media in teaching reading had a mean reading score of 52.10 with a standard deviation of 12.22. In contrast, the control class which employed conventional media, recorded a significantly lower mean reading score of 49.03. This comparison revealed non-significant difference in both the average scores and the variability of scores between the two groups.

4.1.2 The students' post-test result

The posttests of reading comprehension were given after the treatment toward the control group and experimental group. The scores of the students' reading comprehension in the control group was presented in the table below.

Table 4.3. The scores of posttests in control class

Range	Category	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
21-40	Poor	1	3.2	3.2	3.2
41-60	Fair	14	45.2	45.2	48.4
61-80	Good	15	48.4	48.4	96.8
81-100	Very Good	1	3.2	3.2	100.0
Total		31	100.0	100.0	100.0

From the table, most of the students in the control class were at the level of 'good' reading comprehension. While the same percentage of the students were at the 'poor' and 'very good' level. Meanwhile, less than half of the students were in the 'fair' level.

Table 4.4. The scores of posttests in experimental group

Range	Category	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
21-40	Poor	1	3.2	3.2	3.2
41-60	Fair	11	35.5	35.5	38.7
61-80	Good	17	54.8	54.8	93.5
81-100	Very Good	2	6.5	6.5	100.0
Total		31	100.0	100.0	100.0

The table above revealed that the majority of the students were in the 'good' level. Meanwhile, there were more students were in the 'very good' level than the number of students who were in the 'poor' level. Less than 40 percent of the students were in the 'fair' level. The result of the control group and experimental group were then compared using the following chart.

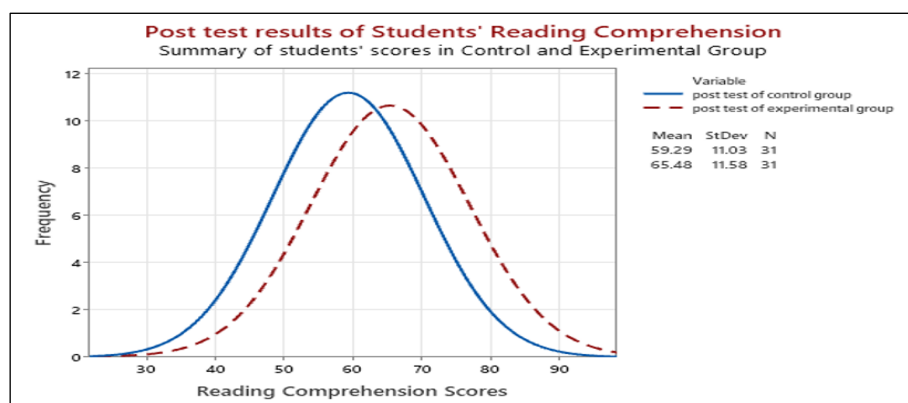


Chart 4.2 Students' posttests scores

Based on the [chart 4.1](#), the experimental class that used Quizizz paper mode as a media in teaching reading had a mean reading score of 65.48 with a standard deviation of 11.58. In contrast, the control class which employed conventional media, recorded a significantly lower mean reading score of 59.29. This comparison revealed a stark difference in both the average scores and the variability of scores between the two groups.

The notable difference in mean in reading scores between the experimental and control classes indicated that using Quizizz Papermode as a teaching tool significantly enhance students' reading comprehension. The experimental class' mean score of 65.48 was substantially higher than the control class' mean score of 59.29, suggesting that Quizizz paper mode were more effective in improving reading comprehension. Additionally, the higher standard deviation of 11.58 in the experimental class compared to 11.03 in the control class implied greater variability in students' reading comprehension levels when using Quizizz paper mode, where as the control group showed lower comprehension.

4.1.3 Normality Testing

In this research, the normality test served as a crucial step in assessing the distribution of data, ensuring statistical validity. Utilizing the IBM SPSS Statistics 23 software, the normality test was conducted across various dimensions of the dataset. The normality testing is used to find out whether the data normally distributed or not in experimental and control class. The result as follows:

Table 4.6. Normality Test

Reading Comprehension Scores Class:	Shapiro-Wilk		
	Statistic	Df	Sig.
Control Group	0.962	31	0.324
Experimental Group	0.993	31	0.999

The statistical analysis conducted in [Table 4.6](#) focused on assessing the normality of the data distribution reading comprehension scores, employing the Lilliefors test method within SPSS 23 software. This test was crucial as it determined whether the data followed a normal distribution, a fundamental assumption in many statistical procedures.

In the experimental class, where the Quizizz paper mode was employed as a teaching medium for reading instruction, the test results yielded a significance value of 0.999. This value indicates a high probability that the observed data follow a normal distribution. In statistical analysis, a significance value close to 1 suggests that the dataset does not deviate significantly from normality. Therefore, with a significance value of 0.999, it can be inferred that the reading test scores in the experimental class closely adhered to a normal distribution, reinforcing the assumption of normality in the data.

In contrast, the test results in the control class, where conventional media were presumably utilized for teaching reading, yielded a significance value of 0.324. Compared to the experimental class, this lower significance value suggested a reduced probability that the observed data adhered to a normal distribution. However, it is important to highlight that a significance value of 0.324 remains above commonly accepted significance thresholds, such as 0.05. This indicates that while the data in the control class exhibited characteristics of a normal distribution, the degree of adherence was slightly weaker than that observed in the experimental group.

4.1.4 Homogeneity testing

Homogeneity testing is a statistical procedure used to determine whether a dataset maintains uniformity or similarity in variance across different groups. This process is essential for assessing the consistency of data points within a sample or population, ensuring that variations in measurements do not differ significantly among groups. It is typically conducted at a significance level of 0.05 to evaluate whether different subgroups, such as students in classes 8.3 and 8.4, exhibit comparable levels of proficiency. By confirming similarity in variance, homogeneity testing enhances the reliability of further statistical analyses. The results of the homogeneity test are presented as follows:

Table 4.7: Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Post Test of reading Comprehension	Based on Mean	.053	1	60	819
	Based on Median	.083	1	60	775
	Based on Median and with adjusted df	.083	1	59.878	775
	Based on trimmed mean	.063	1	60	802

Based on the Table 4.7 above, it can be concluded that the reading comprehension test's significance value for the students' score was 0.819. The fact that the value was higher than the significance of alpha (α) level 0.05 indicates that the data are homogeneous.

4.1.5 Hypothesis Testing

H₀: Quizizz Paper Mode does not give effect on students' reading comprehension than conventional media
H₁: Quizizz Paper Mode gives effect on students' reading comprehension than conventional media.

Table 4.8: Independent Samples t-test

			Post Test of reading Comprehension	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		.053	
	Sig.		.819	
t-test for Equality of Means	T		-2.156	-2.156
	Df		60	59.861
	Sig. (2-tailed)		.035	.035
	Mean Difference		-6.194	-6.194
	Std. Error Difference		2.873	2.873
	95% Confidence Interval of the Difference	Lower	-11.940	-11.940
		Upper	-.448	-.447

The hypothesis testing aimed to determine whether Quizizz Paper Mode significantly affects students' reading comprehension compared to conventional media. The null hypothesis (H₀) stated that Quizizz Paper Mode does not impact reading comprehension, while the alternative hypothesis (H₁) posited that it does.

Based on the Independent Samples t-test results presented in Table 4.8, the significant two-tailed value was 0.035, which is below the alpha threshold of 0.05. This outcome indicates a statistically significant difference in reading comprehension scores between the experimental group using Quizizz Paper Mode and the control group using conventional media. As such, the null hypothesis (H₀) was rejected, confirming the effectiveness of Quizizz Paper Mode in enhancing students' reading comprehension.

The mean difference of -6.194 highlights the substantial gap in performance between the two groups, with the experimental group demonstrating higher average scores. This statistical evidence underscores the transformative potential of Quizizz Paper Mode as a teaching tool, showcasing its ability to improve student comprehension levels. The results further reflect the power of interactive and gamified approaches to drive deeper engagement and foster improved learning outcomes.

These findings provide critical insights into instructional design, emphasizing the need for educators to integrate innovative tools into their teaching practices. The use of Quizizz Paper Mode aligns well with the preferences of digital-native students, offering an interactive and engaging learning environment that

conventional methods may lack. This research not only validates the role of multimedia-rich tools in education but also encourages stakeholders to rethink traditional methodologies and embrace modern, technology-enhanced pedagogical strategies.

Moreover, the significance of these findings extends beyond the classroom, challenging curriculum developers and educators to prioritize the adoption of interactive media like Quizizz Paper Mode. By doing so, they can cater to diverse learning needs, boost academic outcomes, and adapt to the evolving landscape of 21st-century education. This study highlights how leveraging technology creatively can open pathways to meaningful educational advancements and inspire pedagogical innovation.

4.2 Key Findings and Insights

The findings of this study indicated a significant improvement in reading comprehension among students who utilized Quizizz Paper Mode compared to those who were taught using conventional media. The pre-test results revealed no substantial differences between the experimental and control groups, ensuring the validity of the comparison and confirming that both groups started at a similar level of proficiency. However, the post-test results demonstrated a notable contrast, with the experimental group achieving a higher mean score of 65.48, while the control group attained a mean score of 59.29. These results highlight the effectiveness of Quizizz Paper Mode as a teaching tool for enhancing students' reading comprehension.

Statistical analysis through an Independent Samples t-test confirmed these findings, with a significant two-tailed value of 0.035, below the alpha threshold of 0.05. This result validates the rejection of the null hypothesis, indicating that Quizizz Paper Mode significantly impacts reading comprehension. The higher mean score and greater score variability in the experimental group suggest that the tool not only improves comprehension overall but also caters to a diverse range of learning needs.

These findings emphasize the importance of incorporating innovative and gamified tools, such as Quizizz Paper Mode, into teaching practices. By fostering greater student engagement and offering immediate feedback, this tool significantly enhances reading comprehension while catering to the learning preferences of modern students. The study highlights the need for educators to integrate interactive media that effectively combines traditional and digital teaching approaches. By integrating such innovative tools, educators can cultivate more dynamic and engaging learning environments, foster deeper student understanding, and ultimately enhance overall classroom experiences into more interactive and effective.

5. Discussion

The findings of this study highlight the significant impact of Quizizz Paper Mode (QPM) on improving students' reading comprehension, particularly when compared to conventional teaching methods. The experimental group consistently demonstrated superior performance compared to the control group, highlighting the advantages of incorporating innovative tools like Quizizz Paper Mode in enhancing learning outcomes. This consistent improvement underscores the effectiveness of interactive and gamified learning approaches in fostering deeper comprehension and engagement among students. This aligns with [Wahid and Putra \(2023\)](#), who emphasized the effectiveness of Quizizz Paper Mode in providing real-time assessments, allowing teachers to address gaps in student comprehension during lessons. Immediate feedback and performance tracking are among the key features that make QPM a powerful tool for formative evaluation, enabling teachers to identify and target specific areas of improvement. Similarly, [Aulia \(2020\)](#) and [Çeker & Özdaml \(2017\)](#) found that tools like Quizizz help monitor and evaluate student progress seamlessly, facilitating a more dynamic learning process.

Another critical aspect of this study is the improvement of linguistic components, such as vocabulary and grammar, through the use of QPM. The gamified environment created by QPM exposes students to repeated practice of language structures in an engaging manner. Studies by [Putra \(2023\)](#) confirmed that Quizizz is effective in boosting vocabulary acquisition, which directly supports improved reading comprehension. Additionally, research by [Nafisah & Pratama \(2020\)](#) and [Sulistyawati & Veniranda \(2021\)](#) demonstrated the positive influence of gamified platforms on grammar learning, further strengthening students' ability to understand and interpret texts. [Anaktototy et al. \(2023\)](#) emphasized the need for a comprehensive approach that integrates cognitive, linguistic, and motivational factors, all of which are addressed through the gamified and interactive features of QPM.

The study emphasizes the significance of fostering an engaging and positive classroom environment, particularly through the implementation of Quizizz, a platform that utilizes gamification principles. The interactive design and competitive elements, such as leaderboards and rewards, serve to motivate students to engage actively in their learning activities. [Aulia \(2020\)](#) notes that the visually appealing and dynamic interface of Quizizz effectively captures students' attention, while [Göksün \(2019\)](#) and [Zhao et al. \(2019\)](#) underscore its capacity to maintain students' focus and interest throughout the learning process. This aligns with findings from [Hellín et al. \(2023\)](#), who assert that gamified learning environments, characterized by features like points and leaderboards, significantly enhance student motivation and engagement by stimulating competitiveness among peers ([Hellín et al., 2023](#)).

Moreover, the incorporation of entertainment features, such as music and avatars, contributes to a more enjoyable learning experience, as highlighted by ([Mustaqim et al., 2024](#)). This enjoyment is crucial in mitigating boredom, especially during reading tasks, thereby promoting a more conducive learning atmosphere. The findings from [Mustaqim et al. \(2024\)](#) further support this notion, indicating that the game-like elements of Quizizz can reduce students' anxiety and enhance their excitement about learning, particularly when they can see their rankings on leaderboards after completing assessments ([Mustaqim et al., 2024](#)). Such features collectively foster an engaging learning environment that not only aids comprehension but also nurtures a sustained interest in reading and learning overall. The competitive nature of gamified platforms like Quizizz can, however, present challenges, particularly for students who may feel overwhelmed by competition. [Nadeem et al. \(2023\)](#) caution that while leaderboards can enhance engagement, they may also negatively impact students who struggle with competition, potentially leading to decreased self-esteem and reluctance to participate ([Nadeem et al., 2023](#)). This highlights the necessity for educators to balance competitive elements with supportive strategies that encourage all students to engage without fear of inadequacy. As noted by ([Li et al., 2024](#)), the design and implementation of leaderboards must be carefully considered to maximize their positive effects on motivation and learning outcomes ([Li et al., 2024](#)).

Despite these promising findings, the study highlights certain gaps that need to be addressed. While QPM proved effective in enhancing reading comprehension, the variability in performance among students suggests that factors such as prior knowledge, individual learning styles, and engagement levels influence the extent of its impact. Furthermore, the study primarily focused on reading comprehension, leaving its potential effects on other language skills, such as writing, critical thinking, and speaking, unexplored. While previous research has highlighted the transformative potential of Quizizz in educational settings ([Aulia & Liansari, 2023](#)), the full extent of its applicability across diverse skills and contexts requires further investigation.

The novelty of this study lies in its emphasis on the hybrid nature of QPM, which combines traditional paper-based assessments with the advantages of digital tools. This unique approach not only bridges the gap between conventional and modern teaching methods but also ensures accessibility for students who may not have personal devices. By leveraging the best aspects of both traditional and digital platforms, QPM creates a balanced and inclusive learning environment that caters to a diverse range of student needs. The study reinforces the importance of integrating such innovative tools into mainstream education, offering new perspectives on how technology can enhance traditional classroom practices.

The implications of these findings are significant for educators, curriculum developers, and policymakers. The effectiveness of QPM highlights the need to incorporate gamified and interactive tools into teaching practices, particularly for language learning. These tools not only improve academic outcomes but also address the diverse needs of 21st-century learners, fostering engagement and motivation. The study encourages educators to rethink traditional teaching methods and adopt innovative approaches that resonate with digital-native students. Furthermore, the ability of QPM to provide real-time feedback and track progress aligns with the growing emphasis on data-driven decision-making in education.

Future research can explore several directions to expand on this study's findings. First, examining the long-term effects of QPM on learning, particularly retention and knowledge application, would be valuable. Second, investigating its use in other language skills, such as writing and speaking, could determine its broader applicability. Third, exploring how individual differences such as learning styles, prior knowledge, and digital literacy influence QPM's effectiveness would provide deeper insights. Comparative studies across age groups, educational levels, and cultural contexts could further refine its potential.

6. Conclusion

The study at SMPN 33 Padang confirmed that the integration of Quizizz Paper Mode significantly improves students' reading comprehension in an EFL setting. The statistical analysis revealed a substantial difference in post-test scores between the experimental group ($M = 65.48$, $SD = 11.58$) and the control group ($M = 59.29$, $SD = 11.03$), with an independent t-test yielding $p = 0.035$, indicating a statistically significant improvement in reading comprehension. These findings underscore the effectiveness of gamified paper-based assessments, demonstrating that students exposed to Quizizz Paper Mode outperformed their peers by an average of 6.19 points. The novelty of this study lies in its exploration of Quizizz Paper Mode as a hybrid assessment tool, which uniquely integrates digital tracking with traditional paper-based testing, making it an accessible and engaging instructional method. This has important implications for educators and curriculum developers, suggesting that incorporating gamified elements into reading assessments can enhance student engagement and comprehension outcomes. However, while Quizizz Paper Mode proved effective, educators should complement its use with diverse reading strategies to ensure comprehensive literacy development. Future research could examine the long-term impact of Quizizz Paper Mode on reading retention, explore its effectiveness in other language skills such as writing and speaking, and assess its applicability across diverse educational contexts to further validate its pedagogical value.

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