THE IMPACT OF INTEGRATING QUIZIZZ LESSON MODE AND PAPER MODE ON EFL STUDENTS' READING COMPREHENSION OF PROCEDURE TEXTS

[1*]**Ricky Jonathan**, [1]**Novitri**, [1]**Maria Safriyanti**

[1]Faculty of Teacher Training and Education, Universitas Riau, Indonesia

*Corresponding author email: rickyjonathan2002@gmail.com

A B S T R A C T

Reading comprehension plays a crucial role in learning English as a Foreign Language (EFL), particularly when students engage with procedure texts. Although interactive and student-centered approaches are strongly advocated, traditional teaching methods still dominate classroom practice, often positioning students as passive learners and resulting in low engagement and limited comprehension. Grounded in gamification theory and constructivist principles, this study investigates the integration of Quizizz Lesson Mode as instructional scaffolding and Quizizz Paper Mode as formative assessment to enhance students' reading comprehension. Employing a pre-experimental one-group pretest–posttest design, the study involved 38 students from class X.7. The findings revealed a statistically significant improvement in students' reading comprehension, with a large effect size (Cohen's d = −1.005), indicating substantial learning gains. Classroom observations further demonstrated that the combined use of Lesson and Paper Modes increased student engagement, minimized performance gaps, and provided immediate feedback, thereby transforming assessment into an integral and less stressful component of the learning process. These results contribute to gamification research by illustrating how digital platforms can seamlessly integrate instruction and assessment within a continuous learning cycle. Practically, the study recommends that teachers incorporate Quizizz into core instructional activities and adapt the Lesson–Paper Mode strategy for other text genres. Future research should adopt controlled experimental designs to examine long-term effects and broader pedagogical applications.

How to cite: Jonathan, R., Novitri, N., & Safriyanti, M. (2025). The Impact of Integrating Quizizz Lesson Mode and Paper Mode on EFL Students' Reading Comprehension of Procedure Texts. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, *12*(2), 537–549. https://doi.org/10.33394/jo-elt.v12i2.16982

INTRODUCTION

Reading comprehension is essential in learning English as a Foreign Language (EFL), especially for high school students who must understand various types of texts. One of the text types taught in the Indonesian senior high school curriculum is the procedure text, which has a clear structure, a specific purpose, and uses action-based language (Hadiningsih et al., 2024).

Students need to understand the logical order of procedures and their functions and language characteristics to read procedure texts effectively. The research defines procedure text reading comprehension through three assessment components, which test students' ability to sequence steps correctly and identify procedure goals and detect essential linguistic elements.

Despite its importance, many students still struggle to comprehend procedure texts effectively. The study by Prasetya et al. (2024) shows that reading instruction problems stem from insufficient interactive learning activities that provide meaningful value to students. The researcher observed at SMA Negeri 2 Tambang that students faced challenges with procedure text structure and language comprehension. Multiple students failed to identify the proper sequence of steps in recipe texts during reading class, and several students abandoned their work because they encountered unfamiliar words. The resulting reading comprehension difficulties occur regularly when students encounter this specific material. The research addresses these problems through a Quizizz implementation, which combines Lesson Mode with Paper Mode in one learning cycle to enhance student understanding of procedure text. The current research investigates a reading comprehension method for EFL students that combines Lesson Mode with Paper Mode to teach procedure text, but no previous study has focused on this approach in Indonesian senior high schools.

Indonesian classrooms still use a lot of traditional teaching methods. Many teachers depend on textbooks and teacher-centered explanations, which often make students less active and less interested in learning, especially in reading (Lustyantie & Aprilia, 2020). As a result, reading becomes just a routine activity, not something that helps students think critically or enjoy learning. During classroom observations at SMA Negeri 2 Tambang, the researcher found that English lessons were still dominated by conventional practices, such as rote memorization and repetitive exercises. Technology-based media were rarely used, even though they have the potential to make learning more dynamic and interesting (Purwasari & Purnamaningsih, 2022). In one observed session, students passively copied notes from the whiteboard while only a few dared to ask questions, resulting in a quiet and monotonous atmosphere. This lack of variety led to boredom and low participation, which in turn affected students' ability to comprehend reading texts.

In fact, with the development of the times and rapid advances in information technology, teachers are now expected not only to understand technology but also to be skilled in integrating it into the learning process (Humairah & Safutri, 2023). Technology has been shown to enhance learning outcomes and support interactive, student-centered approaches. However, in practice, many schools are still dominated by conventional approaches (Suryadarma & Jones, 2013). Although technological tools have been introduced, they are often not optimized in classroom instruction (Rabani et al., 2023). This shows that technology in education hasn't reached its full potential yet. In today's digital era, there is a pressing need to update how we teach reading.

The researchers have started to investigate digital platforms that will enhance reading instruction through interactive and engaging content. Quizizz stands out as a popular platform because it operates through game-like quizzes. The platform provides instant feedback, points, and leaderboards, which make it appealing to users (Pham, 2023). The study focuses on Lesson Mode and Paper Mode because these features allow students to learn and evaluate simultaneously. The two modes together create an advanced learning system that delivers content through Lesson Mode while Paper Mode enables students to test their knowledge right away. The Lesson Mode system enables students to learn reading content through organized sections that break down complex texts into manageable parts while showing them how procedure text works. Meanwhile, Paper Mode provides a formal evaluation experience similar to traditional assessment, but in a more flexible digital format.

The study draws its foundation from multiple connected theories, which demonstrate how Quizizz impacts EFL students' reading comprehension abilities. The gamification theory of Li and Liu (2023) supports the use of points and leaderboard and instant feedback elements to boost student motivation and engagement, which Quizizz implements to create interactive reading lessons. Students construct their knowledge through meaningful exploration and collaborative work according to the constructivist approach (Arik & Yilmaz, 2020). Quizizz's Lesson Mode supports this process by presenting reading materials in small, manageable steps, allowing students to gradually construct their understanding of procedure text. Scaffolding theory suggests that learners benefit from temporary instructional support when engaging with tasks that are beyond their current level of independent performance. The support system decreases its intensity as students develop their skills until they reach independence (Ketut et al., 2022). The digital scaffolding function of Quizizz Lesson Mode guides students through complex reading materials in a structured, step-by-step manner, helping them gradually build comprehension of procedure text. The principles of formative assessment require continuous evaluation and immediate feedback to help students learn (Dewi, 2025). The Paper Mode of Quizizz delivers instant feedback and progress tracking, which helps teachers and students detect their strong points and weak points. The combination of these theories establishes a complete system for reading procedure text comprehension through the integration of Lesson Mode and Paper Mode.

Despite the many advantages, most previous studies highlight Quizizz as an assessment tool. In fact, the platform's potential as a more comprehensive learning tool has rarely been explored. In addition, several studies have shown that the use of Quizizz can improve students' reading comprehension. However, few have discussed the comprehensive integration of learning and assessment modes in a complete learning cycle. Munawir and Hasbi (2021) found improvements in students' cognitive and psychomotor skills, though their study noted limited engagement. Wahyuni et al. (2023) and Berutul and Siregar (2024) observed gains in motivation and participation. Putra (2023) highlighted the effectiveness of Paper Mode in building vocabulary mastery, while Fadhilawati et al. (2024) and Robith and Agustina (2024) demonstrated how gamified quizzes improved grammar and boosted learner confidence. Husnah et al. (2023) found that Quizizz helped improve students' reading strategies, and Kartini and Sriyanto (2023) reported that Quizizz use resulted in better academic performance. Annisa and Susanti (2024) also reported a positive impact of Quizizz on students' reading comprehension at the junior high school level.

However, very few studies have examined the combined use of Lesson Mode and Paper Mode within a single, integrated learning cycle. Moreover, there is no study to date that specifically investigates Lesson Mode in the context of English language teaching in Indonesian high schools. This highlights a significant research gap and the need to explore how these two modes can work together to support reading comprehension more effectively.

Based on the background and existing problems, this study focuses on using Quizizz as a digital tool to help improve students' reading comprehension, especially in learning procedure texts. Quizizz is chosen because it is a popular and interactive platform that can increase student motivation and participation in learning. This study involves EFL (English as a Foreign Language) students, who often face challenges when reading English texts. Reading comprehension is an important skill, and procedure texts are one type of text that requires students to understand the structure, purpose, and specific language used. Accordingly, the research question guiding this study is: "Is there any significant impact of integrating Lesson Mode and Paper Mode in Quizizz on EFL students' reading comprehension of procedure text?" By answering this question, the study provides empirical evidence on the impact of Quizizz as a gamified learning tool and offers practical insights for teachers seeking to modernize reading instruction.

RESEARCH METHOD
Research Design

This study used a quantitative approach with a pre-experimental design, specifically the one-group pretest-posttest model. According to Gay et al. (2011) this design is appropriate for exploratory studies aiming to gather initial evidence about the potential effect of an intervention. Although it lacks a control group for direct comparison, it is practical and feasible to implement in real classroom settings. This study served as a pilot to inform more robust future research on the use of Quizizz for improving reading comprehension.

The design is illustrated in Figure 1, where O_1 represents the pretest, X represents the treatment using Quizizz Lesson Mode and Paper Mode, and O2 represents the posttest.

$$O_1 \qquad X \qquad O^2$$

Where:
O_1 = The measurement was taken before the treatment was given
X = The use of Quizizz Lesson Mode and Paper Mode for the participants
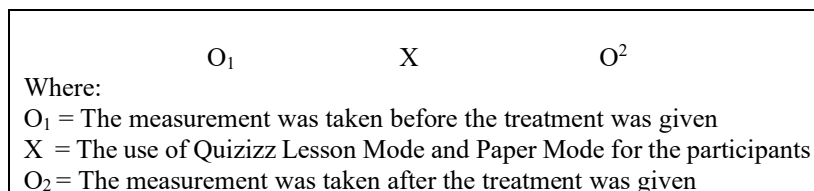O_2 = The measurement was taken after the treatment was given

Figure 1. Research Design (adapted from Gay et al., 2011)

While suitable for initial exploration, this design had limitations in establishing causality. Potential threats to internal validity include the testing effect (participants improving simply by taking the test twice), maturation (natural development over time), and the lack of a control group. To minimize these threats, the time between pretest and posttest was kept short, and the instructional conditions were kept consistent.

Ethical clearance was obtained from the school, and informed consent was secured from participants. Participation was voluntary, and confidentiality was maintained throughout the study.

The study was conducted over four sessions. In the first session, there was a pretest that lasted 90 minutes, during which 30 multiple-choice questions were administered to assess participants' initial comprehension of procedure texts. The second session involved teaching the material using Quizizz Lesson Mode (2 x 45 minutes), where the teacher delivered explanations interactively, guided discussions, and encouraged participation through real-time questioning and feedback. In the third session (2 x 45 minutes), Lesson Mode was combined with Paper Mode as a formative assessment tool. Participants answered questions using printed Q-Cards, which were scanned by the researcher for immediate feedback, allowing for real-time monitoring of progress. In the final session was a posttest, also lasting 90 minutes. The posttest used the same questions as the pretest, but in a randomized order to minimize recall bias. The posttest was given to measure improvement in comprehension. This schedule ensured that learning and assessment were balanced while remaining practical for regular classroom implementation.

Population and Sample

According to Margono (2010) a population is the entire set of subjects a study focuses on. Based on this understanding, the study population consisted of all tenth-grade participants at SMA Negeri 2 Tambang during the 2024/2025 academic year.

The study selected Class X.7 as its sample group through purposive sampling because this method allowed researchers to pick participants who matched their research requirements (Menon et al., 2025). The participants in this class received the same educational content because they shared the same grade level and followed the same curriculum. The class remained unexposed to the Quizizz digital learning platform for reading comprehension activities, which made it an ideal choice to study the intervention impacts. The researcher could conduct sessions during regular class hours because of the class schedule and accessibility,

which provided suitable time slots for the intervention. The researcher observed before starting the study that most participants in this class struggled with procedure text understanding, which proved the need for an interactive teaching method.

The study involved 38 participants who were 15 to 16-year-old students, with 13 males and 25 females. The class met weekly for 90 minutes through two 45-minute sessions (2 JP). The treatment delivery schedule maintained both effectiveness and represented actual classroom teaching practices at the school.

Instruments

The study employed a 30-item multiple-choice reading comprehension test as its primary assessment tool. A test consists of multiple questions, which require participants to answer or select responses or complete tasks to evaluate their performance in a particular area (Suharman, 2018). Based on this definition, the test was developed by adapting materials from the *Modul Belajar Mandiri Bahasa Inggris SMA/MA Kelas X, XI, XII* published by PT Gramedia Edukasi Nusantara. The test evaluated participants' comprehension of procedure text through its assessment of purpose identification, step-by-step sequence, structural elements, and linguistic characteristics. The researchers used the same test for the pretest and posttest to maintain consistency between the two measurements. The instrument underwent two stages of validation to guarantee its quality, which included internal validation and external validation.

Two English language teaching experts conducted internal validation by examining test items to verify their content precision and their ability to present clear information while matching curriculum targets. The experts validated that the instrument effectively measured participants' comprehension of procedure text content.

The test underwent external validation through a trial run with participants who were not part of the primary study population. The researchers employed Pearson Product-Moment correlation to evaluate item validity and Cronbach's Alpha to establish reliability in the data analysis. The results indicated that all 30 items demonstrated validity because their correlation coefficients exceeded the r-table threshold of 0.308. The test achieved outstanding reliability through its Cronbach's Alpha coefficient of 0.931, which indicates strong internal consistency. The instrument demonstrates both accuracy and dependability in measuring participants' reading comprehension abilities.

Data Analysis

The study used a quantitative approach with a pre-experimental design that tested one group before and after the intervention. The researcher used 38 tenth-grade participants to evaluate how Quizizz affected their ability to understand procedure text. The researcher started by examining the pretest and posttest scores through descriptive analysis to determine participant score changes (Mishra et al., 2019). The analyzed data included the mean score, together with the highest and lowest scores and standard deviation values. The assessment revealed participant performance levels before and after the treatment intervention. The standard deviation reduction between pretest and posttest results showed that participants who faced reading comprehension difficulties at first achieved substantial progress, which resulted in better uniformity among their classmates. The researcher conducted Shapiro-Wilk and Kolmogorov-Smirnov normality tests to verify that the data distribution met requirements for parametric testing. The correct interpretation of results from inferential analysis depends on this step (Sugiyono, 2017). The researcher conducted a paired sample t-test to establish whether participants' reading comprehension showed statistically significant improvement after normality verification. The researcher conducted all statistical tests through SPSS Version 30.0 to achieve both precise and reliable results. The study method enabled the investigator to establish both statistical significance and practical learning outcome improvements caused by Quizizz.

RESEARCH FINDINGS AND DISCUSSION
Research Findings
      The researchers used a pretest to evaluate participants' knowledge of procedure text before starting the intervention. The test evaluated participants' ability to recognize the structure of the text, the logical sequence of steps, and the use of relevant linguistic elements. Students took a posttest after the material was delivered through Lesson Mode on the Quizizz platform, and understanding was tested with Paper Mode. The questions in the posttest used the same items as the pretest but were arranged randomly. The aim was to compare students' understanding more objectively without being influenced by the order of questions they had memorized.
      The pretest and posttest findings were subsequently evaluated using descriptive statistics to explain the performance distribution. Table 1 displays the descriptive statistics for the pretest and posttest scores.

Table 1
Descriptive statistics of pretest and posttest

Statistics	Pretest Score	Posttest Score
Mean	70.87	79.13
Median	70.00	77.00
Std. Deviation	15.43	11.88
Minimum Score	37	57
Maximum Score	100	100
Range	63	43
Mean Difference = 8.26		

      The table indicates a significant enhancement in participants' scores. The mean score rose from 70.87 in the pretest to 79.13 in the posttest, resulting in a mean difference of 8.26. The posttest scores exhibited a reduced range (43 against 63) and a lower standard deviation, suggesting an increase in the consistency of student performance. The median score increased from 70.00 to 77.00, indicating an upward shift in the overall group's comprehension level. Classroom observations recorded a higher number of participants actively responding during Lesson Mode and Paper Mode activities compared to the initial sessions.

Result of Inferential Analysis Statistic
Test of Normality
      Before conducting the paired samples t-test, a normality test was carried out to determine whether the pretest and posttest scores met the assumption of normal distribution required for parametric statistical analysis. The Kolmogorov-Smirnov and Shapiro-Wilk tests were used to assess the distribution of the data, as shown in Table 2.

Table 2
Tests of normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest_Scores	0.121	38	0.175	0.975	38	0.551
Posttest_Scores	0.115	38	.200*	0.968	38	0.330

      As seen in the results, the significance value for the pretest scores in the Kolmogorov-Smirnov test was 0.175, and in the Shapiro-Wilk test was 0.551. Both values are above the standard threshold of 0.05, indicating that the distribution of the pretest scores did not significantly deviate from normality. Similarly, the posttest scores had a significance value of

0.200 in the Kolmogorov-Smirnov test and 0.330 in the Shapiro-Wilk test, exceeding the 0.05 level.

These findings confirm that both the pretest and posttest data were normally distributed. Therefore, the assumption of normality was satisfied, and using a paired samples t-test for further analysis was deemed appropriate.

Test of Paired Samples Correlations

Before comparing the pretest and posttest scores using a *t*-test, a paired samples correlation test was conducted to examine the relationship between the two sets of scores. The result is presented in Table 3.

Table 3
Paired samples correlations

		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	Pretest & Posttest Scores	38	0.850	0.000	0.000

The analysis shows a correlation coefficient of 0.850 with a two-tailed significance value of 0.000. This indicates a strong positive correlation between participants' pretest and posttest scores.

Test of Paired Samples

Subsequently, a paired samples *t*-test was conducted to examine whether the observed improvement in participants' reading comprehension scores was statistically significant. The results are shown in Table 4.

Table 4
Paired Samples Test

		Paired Differences							df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pretest - Posttest	-8.26316	8.22220	1.33382	-10.96573	-5.56059	-6.195	37	0.000	0.000

The test revealed a mean difference of 8.26 points, with a *t*-value of 6.195 and a two-tailed significance value (*p*) of 0.000. Since the p-value is below the 0.05 threshold, the result is considered statistically significant, indicating that the improvement in participants' scores was unlikely to occur due to random variation.

Additionally, the 95% confidence interval for the mean difference ranged from 5.56 to 10.97, which does not include zero.

Test of Effect Sizes

The intervention's impact on participants' reading comprehension was assessed by calculating the effect size. The results for Cohen's d and Hedges' g correction are presented in Table 5.

Table 5
Paired samples effect sizes

			Standardizer[a]	Point Estimate	95% Confidence Interval	
					Lower	Upper
Pair 1	Pretest - Posttest	Cohen's d	8.22220	-1.005	-1.392	-0.609
		Hedges' g correction	8.39369	-0.984	-1.363	-0.597

The calculated Cohen's d value reached -1.005, which indicates a large effect size because it surpasses the standard threshold of 0.8. The negative value in the result indicates the order of subtraction between posttest and pretest values, but anlimid does not impact the size of the effect. The Hedges' g correction method generated a result of -0.984, which indicates a large effect size and reduces potential bias from small sample sizes to enhance the study's results. The significant effect sizes demonstrate that participants achieved major reading comprehension gains that exceed typical random fluctuations and standard classroom learning.

Discussion

The results of this study suggest that incorporating Quizizz into the learning process, particularly by using Lesson Mode to deliver material and Paper Mode to assess understanding, positively impacts EFL students' ability to comprehend procedure texts. These findings align with the research objectives of proving that gamified digital tools can effectively impact the learning and evaluation processes, particularly in genre-based reading contexts. The statistically significant improvement in learning outcomes and large effect sizes further support the pedagogical value of using interactive technology in reading instruction

Additionally, these results align with formative assessment principles, where learning and assessment are integrated in a continuous cycle rather than treated as separate processes (Carney et al., 2022). Lesson Mode provides step-by-step guidance to students as they construct meaning, while Paper Mode serves as a low-stakes evaluation tool that delivers immediate feedback. Together, they represent a model of student-centered learning that enhances engagement and reduces anxiety.

Descriptive and inferential analyses show significant improvement in students' post-test results. In addition to higher average scores, the distribution of scores also became more even, as seen from the decrease in variation in scores between students. The results show that the Quizizz-based intervention proved effective for students who have different learning needs. The Lesson Mode format, with its interactive and step-by-step presentation style, probably helped students stay focused and interested in the text material, which led to better comprehension of procedure texts' structural elements and sequential organization, and linguistic features. The Paper Mode assessment environment duplicates traditional exam conditions but delivers them in a less formal environment. The testing environment under these conditions helps students feel less anxious while taking tests, which leads to increased confidence in their responses.

The theoretical framework underlying Lesson Mode functions as a scaffolding system that provides structured and gradual instructional support to learners. The system starts by providing students with structured guidance at the beginning of learning, before it reduces support levels as students develop their independence (Ketut et al., 2022). Digital scaffolding plays a crucial role in procedure text reading comprehension because students need to understand both the correct sequence and specific language elements found in the text. The assessment feature in Paper Mode provides students with a non-intimidating way to monitor

their progress, while teachers can use this data to determine which subjects require extra support.

The study by Tias and Hudri (2024) supports these results because reading comprehension requires students to actively build meaning through structured activities beyond word recognition. The combined learning cycle of Lesson Mode and Paper Mode provides students with multiple chances to interact with content while practicing directly and getting feedback, which are essential components for successful language learning. The constructivist approach views Lesson Mode as a scaffolding tool that helps students learn through step-by-step guided activities. The instant feedback system in both modes functions as a formative assessment, which helps students detect their mistakes and make quick corrections.

The combination of scaffolding and feedback creates a distinctive approach through their balanced application. The Lesson Mode provides students with step-by-step guidance through complicated texts, yet Paper Mode serves as a protected environment for evaluation. The process of learning and assessment merges into a single continuous flow, which replaces the previous fragmented and stressful approach.

The study confirms previous results while extending their range of application beyond earlier studies. The study by Ramadhani and Ardi (2022) demonstrated Quizizz's effectiveness for reading skill improvement, yet it did not analyze particular text types or learning assessment methods. Similar findings were also found in the study by Husnah et al. (2023) demonstrated that Quizizz helps students learn reading techniques, including skimming and scanning, but this study concentrated on procedure text comprehension, which demands thorough sequence and structural understanding. The study makes its most significant contribution through its implementation of Lesson Mode and Paper Mode as a complete learning process.

This study introduces a new finding because previous studies employed Quizizz exclusively for supplementary practice or final assessment purposes. The study demonstrates how Quizizz operates as a complete instructional system through its Lesson Mode and Paper Mode combination, which delivers content while performing ongoing assessment of student learning.

The interactive features and gamification elements of Quizizz lead to increased student engagement throughout the learning process. The interactive features and gamification elements of Quizizz transform reading from a typical dull subject into an exciting learning experience that motivates students. Educational psychology is studied by Zhoc et al. (2020) demonstrates that students achieve better information retention when they actively participate in learning activities both mentally and emotionally. The study results show that this teaching method enhances student understanding while producing uniform academic results, which support students at different learning levels.

Teacher observations during the study also indicated that students were less anxious during Paper Mode sessions and more actively engaged during Lesson Mode. Several students were seen volunteering answers, participating in discussions, and showing visible excitement when using the platform, reflecting increased intrinsic motivation.

The research findings show positive effects, but researchers must consider multiple study restrictions. The research involved only one class of EFL students from SMA Negeri 2 Tambang, which restricted the study to a limited number of participants and educational environments. The research results from this study apply only to procedure text because the investigation did not include other text types. The study duration was brief, which prevents researchers from determining how Quizizz affects students in the long run. The research results apply only to the Indonesian EFL secondary school environment because they were obtained from this specific context. Researchers should exercise caution when applying these results to different educational systems and student populations.

The results of this study have several practical implications, especially in the context of technology use in the classroom. As Rahman (2023) stated, digital tools like Quizizz should be used not only for practice questions but also as part of the core learning process. Researchers find Quizizz's flexibility particularly notable. This platform can be used for various types of texts and, most importantly, it can be tailored to different student ability levels. This is very helpful since students' abilities in real classrooms are rarely uniform. Another distinguishing aspect of Quizizz is its immediate feedback functionality. In expansive classes, educators frequently encounter challenges in assessing which students have comprehended the topic and which continue to struggle. Quizizz enables students to promptly identify their misunderstandings without awaiting personalized clarification from the instructor. This accelerates the rectification and understanding process.

As a practical recommendation, teachers can structure a two-hour lesson (90 minutes) as follows: First 45 minutes (Lesson Mode), the teacher introduces procedure text features and guides students through step-by-step examples using interactive questions and live discussions. Second 45 minutes (Paper Mode), students complete formative assessment using Q-Cards, followed by instant feedback and a class-wide reflection on errors and misconceptions. This model balances learning and evaluation, showing students that assessment is part of learning rather than an isolated, stressful event.

The findings of this study provide valuable insights into learning EFL. In line with Munuyandi et al. (2021) opinion, platforms such as Quizizz are helpful not only for review sessions but also for integrating directly into the core learning process. This is particularly relevant when applied to texts such as procedures requiring sequential and gradual understanding. The complete understanding of these texts requires multiple readings to identify their distinctive features. Students require proper guidance to understand the correct structure of the text. The assessment and learning platform Quizizz enables teachers to deliver instant feedback because it eliminates the need for assignment grading delays. The system allows teachers to create personalized learning plans that adapt to each student's unique needs. The students who learn together in the same classroom demonstrate different levels of proficiency, which makes this approach essential.

The study demonstrates that using Lesson Mode and Paper Mode together in Quizizz produces significant educational benefits that enhance student reading comprehension abilities. The two-mode strategy supports student-centered learning methods. The method provides an operational solution for EFL classrooms that maintain traditional passive teaching methods despite their widespread use. The research results create possibilities for additional studies that investigate how Quizizz digital platforms should be used to develop curricula that support different student needs and multiple text formats.

CONCLUSION

The research showed that EFL students who used Quizizz in Lesson Mode and Paper Mode during one learning cycle achieved better reading comprehension of procedure text. The pre-experimental results showed students achieved significant score improvements during post-testing, which received strong statistical evidence through their large effect sizes and their high pretest-posttest correlation values. The results demonstrate that Quizizz functions as an educational tool that offers both assessment capabilities and teaching benefits for educational instruction.

The combination of Lesson Mode for interactive content delivery with Paper Mode for formative assessment proved to be an effective teaching method. The combined teaching method allowed students to grasp the procedure text structure and language elements while keeping them engaged and minimizing individual performance gaps in the class. The model

provides EFL teachers with an operational method to help students better understand sequential text organization and become more confident in their reading abilities.

The research presents an original perspective to gamification research because it shows how Quizizz combines educational and assessment functions into a single learning design framework, which previous research has not fully investigated. The study contributes to EFL gamified learning theory by showing how Lesson Mode functions as digital support for students while Paper Mode provides assessment feedback through the same platform. The two modes operate as a unified system that delivers guidance and practice, and feedback in a connected manner.

The research findings show promising results, although researchers need to consider specific study constraints. The research involved one EFL class at SMA Negeri 2 Tambang, which studied procedure texts during a brief intervention period. The research findings remain specific to the Indonesian EFL secondary school environment because the study used a single class with procedure texts during a brief intervention period. Future research needs to study gamified instruction effects on reading comprehension through studies that include various student groups and different digital platforms and text types, while extending the observation period.

The research provides specific recommendations that teachers can apply in their classrooms. The full potential of Quizizz emerges when teachers use it as an integral part of their core learning activities instead of limiting it to quiz administration. Teachers should create lesson plans that start with Lesson Mode to help students understand complex text through guided explanations and interactive quizzes before moving to Paper Mode for low-stakes formative assessment with instant feedback. The assessment process becomes a supportive learning experience when teachers use this method, which helps students view mistakes as learning opportunities while decreasing their test-related stress. The dual-mode approach developed for procedure text can be applied to different text types, which would help students develop multiple reading competencies. The tool enables teachers to use it for both teaching and evaluation purposes, which leads to student engagement and decreases their assessment-related stress in EFL classrooms.

ACKNOWLEDGEMENT

REFERENCES

Annisa, N., & Susanti, A. (2024). Effect of Quizizz application on the students' reading comprehension. *Wiralodra English Journal, 8*(1), 1–12. https://doi.org/10.31943/wej.v8i1.244

Arik, S., & Yilmaz, M. (2020). The effect of constructivist learning approach and active learning on environmental education: A meta-analysis study. *International Electronic*

Journal of Environmental Education, 10(1), 44–84. https://files.eric.ed.gov/fulltext/EJ1239355.pdf

Berutul, E. S., & Siregar, D. Y. (2024). The implementation of Quizizz application as a learning media in teaching English in senior high school. *Didaktika: Jurnal Kependidikan, 13*(3), 3213–3224. https://doi.org/10.58230/27454312.969

Carney, E. A., Zhang, X., Charsha, A., Taylor, J. N., & Hoshaw, J. P. (2022). Formative assessment helps students learn over time: Why aren't we paying more attention to it? *Intersection: A Journal at the Intersection of Assessment and Learning, 4*(1). https://doi.org/10.61669/001c.38391

Dewi, N. A. P. (2025). The implementation of Quizizz application as formative assessment for English young learners. *International Journal of Digital Learning on Languages and Arts, 2*(1), 23–29. https://doi.org/10.23887/ijodlla.v2i1.97151

Fadhilawati, D., Fauzi, A., Mansur, M., & Rachmawati, D. (2024). Fostering students' English grammar learning outcomes and handling classroom technological inclusivity by integrating Quizizz paper mode. *Lingual: Journal of Language & Culture, 17*(1), 1–13. https://doi.org/10.24843/LJLC.2024.v17.i01.p01

Gay, L. R., Mills, G. E., & Airasian, P. (2011). *Educational research: Competencies for analysis and applications* (10th ed.). Pearson Education.

Hadiningsih, S., Tambunan, R. W., Yusuf, M., Rini, N., & Pandiya. (2024). Applying genre-based approach to enhance vocational students' achievement in writing procedure text. *Journal of Language Teaching and Research, 15*(3), 994–1000. https://doi.org/10.17507/jltr.1503.33

Humairah, E., & Safutri, L. W. (2023). Utilization of technological developments as learning media in elementary school. *Proceedings of the International Conference on Teaching and Learning*, 1, 37–46. https://conference.ut.ac.id/index.php/ictl/article/view/1651

Husnah, L., Heriyawati, D., & Elfiyanto, S. (2023). Quizizz Paper Mode is new: Students' perception of using e-tool of language assessment in EFL class. *Journal of Culture, English Language Teaching, Literature and Linguistics, 10*(2), 121–137. https://doi.org/10.22219/celtic.v10i2

Kartini, A., & Sriyanto. (2023). The effect of the Quizizz game on increasing motivation and social studies learning outcomes. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme, 5*(3), 246–262. https://doi.org/10.37680/scaffolding.v5i3.3442

Ketut, L., Widhiasih, S., Ayu, P., Dharmayanti, P., Gde, I., Agus Pramerta, P., Agung, A., & Arsana, P. (2022). Scaffolding for teaching literacy: A literature review. *International Journal of Applied Science and Sustainable Development, 4*(1), 7–13. https://e-journal.unmas.ac.id/index.php/IJASSD/article/view/3761

Li, W., & Liu, L. (2023). An examination of influential factors on gamification in higher education: A content analysis. *International Journal of Technology in Teaching and Learning, 19*, 1–33. https://doi.org/10.37120/ijttl.2023.19.1.01

Lustyantie, N., & Aprilia, F. (2020). Reading interest and achievement motivation: A study in an EFL context. *TESOL International Journal, 15*(4), 147–166. https://eric.ed.gov/?id=EJ1329504

Margono, S. (2010). *Metodologi penelitian pendidikan: Komponen MKDK* (8th ed.). Rineka Cipta.

Menon, M. A., Thurasamy, R., Ting, H., & Cheah, J.-H. (2025). Purposive sampling: A review and guideline for quantitative research. *Journal of Applied Structural Equation Modeling, 9*(1), 1–23. https://doi.org/10.47263/JASEM.9(1)01

Mishra, P., Pandey, C. M., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. *Annals of Cardiac Anaesthesia, 22*(1), 67–72. https://doi.org/10.4103/aca.ACA_157_18

Munawir, A., & Hasbi, N. P. (2021). The effect of using Quizizz to EFL students' engagement and learning outcome. *English Review: Journal of English Education, 10*(1), 297–308. https://doi.org/10.25134/erjee.v10i1.5412

Munuyandi, T. A., Husain, S., Jabar, M. A. A., & Jusoh, Z. (2021). Effectiveness of Quizizz in interactive teaching and learning Malay grammar. *Asian Journal of University Education, 17*(3), 109–118. https://doi.org/10.24191/ajue.v17i3.14516

Pham, A. T. (2023). The impact of gamified learning using Quizizz on ESL learners' grammar achievement. *Contemporary Educational Technology, 15*(2). https://doi.org/10.30935/cedtech/12923

Prasetya, A., Dwiniasih, & Bahar, N. P. (2024). Implementing SQ3R to improve reading comprehension among high school students in Indonesia. *Academic Journal Perspective: Education, Language, and Literature, 12*(2), 110–117. https://doi.org/10.33603/perspective.v12i2

Purwasari, R. M., & Purnamaningsih, I. R. (2022). Implementation of technology-based learning media: Student attitudes and experiences. *Professional Journal of English Education, 5*(4), 842–849. https://doi.org/10.22460/project.v5i4.p842-849

Putra, R. W. P. (2023). Improving students' vocabulary through Paper-Mode Quizizz: A classroom action research in Indonesian EFL setting. *English Learning Innovation, 4*(1), 22–31. https://doi.org/10.22219/englie.v4i1.24832

Rabani, S., Khairat, A., Guilin, X., & Jiao, D. (2023). The role of technology in Indonesian education at present. *Journal of Computer Science Advancements, 1*(2), 85–91. https://doi.org/10.55849/jsca.v1i1.403

Rahman, N. D. (2023). The use of Quizizz as a game-based learning tool in improving the mastery of grammar: Low-proficient L2 learners' perceptions. *International Journal of Modern Education, 5*(17), 70–80. https://doi.org/10.35631/ijmoe.517007

Ramadhani, K. P., & Ardi, H. (2022). Penggunaan aplikasi Quizizz sebagai media pembelajaran dan asesmen pada materi bahasa Inggris. *Abdi Humaniora, 3*(1). https://doi.org/10.24036/abdi-humaniora.v3i1.119559

Robith, M. D., & Agustina, D. (2024). The effectiveness of Quizizz Paper Mode in English language teaching. *Proceedings of UNNES-TEFLIN National Conference*, 6, 169–178. https://proceeding.unnes.ac.id/utnc/article/view/4003/3429

Sugiyono. (2017). *Metodologi penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Suharman. (2018). Tes sebagai alat ukur akademik. *At-Ta'dib: Jurnal Ilmiah Pendidikan Agama Islam, 10*(1), 93–115. https://ejournal.staindirundeng.ac.id/index.php/tadib/article/view/138

Suryadarma, D., & Jones, G. W. (2013). *Education in Indonesia*. Institute of Southeast Asian Studies. https://doi.org/10.2307/3023860

Tias, B. O. S., & Hudri, M. (2024). Increase students' reading comprehension through retelling technique using Storybird. *Proceedings of KOPI X LATTE Conference, 3*(2), 327–336. https://doi.org/10.32528/issh.v3i2.609

Wahyuni, W., Mariatun, I. L., & Sholeh, Y. (2023). Development of Quizizz game-based interactive learning media to improve learning outcomes. *Edunesia: Jurnal Ilmiah Pendidikan, 5*(1), 143–155. https://doi.org/10.51276/edu.v5i1.545

Zhoc, K. C. H., King, R. B., Chung, T. S. H., & Chen, J. (2020). Emotionally intelligent students are more engaged and successful: Examining the role of emotional intelligence in higher education. *European Journal of Psychology of Education, 35*(4), 839–863. https://doi.org/10.1007/s10212-019-00458-0