

ABSTRACT

Mariyam, Siti. (2025). The Use of Quizwhizzer to Improve Students' Reading Comprehension in Recount Texts: a Pre-Experimental Study at A Junior High School in Sumedang

This study aimed to investigate the effectiveness of QuizWhizzer as a digital learning media in improving students' reading comprehension of recount texts. A quantitative approach with a one-group pre-test–post-test (pre-experimental) design was employed. The participants were 32 eighth-grade students of SMP Negeri 1 Jatinangor in the 2024/2025 academic year. The instrument was a reading comprehension test consisting of 25 multiple-choice items. The intervention was implemented across five meetings (one pre-test, three treatment sessions, and one session combining the final treatment with the post-test). Data were analysed using descriptive statistics, the paired-samples t-test, and N-Gain analysis.

The results indicated a substantial improvement in students' reading comprehension, with the mean score increasing from 47.25 (pre-test) to 88.50 (post-test). The paired-samples t-test yielded a significant difference between the students' reading comprehension before and after learning by using the QuizWhizzer. (2-tailed) = 0.001 (< 0.05), indicating a statistically significant difference between pre-test and post-test scores. The mean N-Gain was 0.7942 (79.4%), classified as high according to Hake's criteria. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, confirming that the use of QuizWhizzer significantly improved students' reading comprehension. These findings suggest that QuizWhizzer was an effective and engaging media for enhancing students' reading comprehension, motivation, and participation in EFL classrooms.

Keywords: *QuizWhizzer; reading comprehension; gamified learning; pre-experimental design; N-Gain*