

GAMIFYING READING INSTRUCTION THROUGH TEAMS GAMES TOURNAMENT: INTEGRATING QUIZZZ TO ENHANCE STUDENTS' READING COMPREHENSION

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ABSTRACT

This study aimed to improve students' reading comprehension through the implementation of the Team Games Tournament (TGT) cooperative learning strategy at SMP N 9 Batanghari. The research applied a collaborative Classroom Action Research design based on the Kemmis and McTaggart model, consisting of planning, action, observation, and reflection. The participants were 30 students of Class IX A in the 2024/2025 academic year, selected purposively because the class demonstrated the lowest reading comprehension performance among the Grade IX classes. The study was conducted in two cycles and six meetings. Cycle I implemented TGT using origami-based question cards, whereas Cycle II integrated Quizizz as the tournament medium. Data were collected through a pre-test, Post-Test I, Post-Test II, teacher and student observation sheets, field notes, and a student questionnaire. The findings showed a progressive increase in the students' mean scores from 70.47 in the pre-test to 78.87 in Post-Test I and 88.13 in Post-Test II. The Wilcoxon Signed-Rank Test indicated a significant difference at $p < 0.05$. The questionnaire had a Cronbach's Alpha coefficient of 0.989 and showed positive student perceptions. Observations and field notes also revealed greater participation, confidence, collaboration, and engagement. Therefore, TGT, strengthened by Quizizz in Cycle II, effectively improved students' reading comprehension and created a more interactive, collaborative, and motivating learning environment.

Keywords: reading comprehension, Team Games Tournament, cooperative learning, Quizizz, classroom action research

A. Introduction

Reading is an essential skill that significantly affects students' academic success. Effective reading involves not only word recognition but also comprehension, analysis, and the ability to connect textual information with prior knowledge. Reading comprehension is a complex cognitive process through which readers

extract, interpret, and construct meaning from written texts. Grabe and Stoller (2002) explain that this ability extends beyond understanding individual words because readers must establish meaningful relationships between the information presented in a text and their prior knowledge. In English as a Foreign Language learning, reading

comprehension is particularly important because it provides learners with access to linguistic input and supports the development of vocabulary, grammar, writing, and speaking abilities.

Reading is also an interactive process that requires readers to decode, interpret, evaluate, and critically analyze information. Castles et al. (2018) emphasize that readers actively construct meaning by combining textual information with prior knowledge and experiences. Strong comprehension skills involve identifying main ideas, recognizing supporting details, understanding references, interpreting vocabulary in context, making inferences, and drawing conclusions. These abilities are important for students because classroom learning increasingly requires them to engage with texts containing unfamiliar vocabulary, complex sentence structures, and abstract ideas. Without adequate comprehension, students may be able to pronounce words but remain unable to understand the information communicated by the text.

Based on preliminary observations conducted in Class IX A at SMP N 9 Batanghari, most students

encountered difficulties in understanding English reading texts. The English teacher reported that more than half of the students scored below the Minimum Mastery Criterion in formative assessments on reading materials. Students were also observed to be passive during the learning process and demonstrated a low level of interest in reading activities. They had difficulty answering questions based on texts, identifying main ideas, locating specific information, understanding references, interpreting unfamiliar vocabulary, and summarizing reading content. The initial data further showed that the reading performance of Class IX A was lower than that of the other Grade IX classes.

The preliminary classroom condition was predominantly teacher-centered. During reading lessons, students tended to listen passively to the teacher's explanations and showed limited participation in classroom discussions. Only a few students were willing to answer questions or express their opinions, whereas the majority remained silent or relied on classmates when completing reading tasks. According to the English teacher, limited

vocabulary mastery and lack of confidence were major factors contributing to students' difficulties. In addition, the instructional strategies commonly used in reading lessons had not fully encouraged students to participate in collaborative learning. These findings indicated the need for a more interactive and student-centered instructional strategy.

Cooperative learning offers an alternative approach because students work collaboratively in small groups to achieve shared learning objectives. This approach emphasizes teamwork, shared responsibility, positive interdependence, individual accountability, face-to-face interaction, social skills, and group processing. Slavin (1995) states that cooperative learning can improve academic achievement while developing collaboration and communication. Johnson and Johnson (2019) also explain that cooperative learning supports academic, social, and emotional development because students learn by exchanging ideas, explaining concepts, assisting peers, and taking responsibility for collective achievement.

One cooperative learning strategy considered appropriate for the identified classroom problems is Team Games Tournament. TGT combines class presentation, team study, academic games, tournaments, and team recognition. Students are organized into heterogeneous groups and work together to understand the learning material. During team activities, students discuss texts, answer questions, and assist group members who experience difficulty. They then participate in academic tournaments in which individual performance contributes to the team's achievement. The combination of collaboration and healthy competition is intended to make the learning process more active, enjoyable, and motivating.

The use of digital learning media can strengthen the implementation of TGT. Quizizz is a digital platform that enables teachers to create interactive online quizzes accessible through smartphones, tablets, or computers. It provides gamification features such as points, timers, rankings, immediate feedback, and automatic scoring. Citra and Rosy (2020) explain that Quizizz may be used for pre-tests, post-tests, formative assessments, practice,

remedial activities, and homework. Sari and Nurani (2021) also describe Quizizz as a practical gamification platform that can make learning and assessment more engaging. In the present study, Quizizz was integrated specifically into the tournament stage during Cycle II.

Previous studies included in the thesis indicate that TGT can enhance students' reading achievement, participation, motivation, and classroom engagement. Sari (2020) reported the effectiveness of Team Game Tournament in improving reading comprehension. Septiana (2023) also examined the use of Teams Games Tournament in teaching reading and reported improvement in students' comprehension of narrative texts. Nevertheless, many previous applications relied on conventional media such as printed worksheets and question cards. The integration of a digital tournament platform into TGT in junior high school reading instruction remained limited.

The novelty of this study lies in the staged integration of Quizizz into the Team Games Tournament strategy. Cycle I used a conventional tournament approach with origami-

based question cards to identify classroom difficulties and implementation limitations. Based on reflection, Quizizz was introduced in Cycle II to provide immediate feedback, display scores and rankings, reduce unnecessary movement during the tournament, and support more efficient classroom management. This gradual implementation made it possible to observe how the digital platform strengthened the cooperative and competitive elements of TGT.

Based on these considerations, the research question was: How does the implementation of the Team Games Tournament strategy within cooperative learning improve students' reading comprehension? The main objective was to determine how TGT could be used to improve the reading comprehension of students learning English as a foreign language, particularly their ability to understand texts, identify main ideas, locate specific information, interpret vocabulary, recognize references, and draw conclusions. The study also examined students' motivation, participation, engagement, collaboration, and perceptions of the learning process.

B. Research Method

This study applied a collaborative Classroom Action Research design to improve students' reading comprehension through the Team Games Tournament strategy. The researcher collaborated with an English teacher at SMP N 9 Batanghari. The model used referred to Kemmis and McTaggart (1988), which views Classroom Action Research as a continuous and dynamic spiral process consisting of planning, action, observation, and reflection. These components form a cycle that may be repeated when the expected instructional improvement has not been fully achieved.

The research was conducted at SMP Negeri 9 Batanghari during the 2024/2025 academic year. The participants were 30 students of Class IX A with diverse levels of reading ability. The class was selected based on preliminary classroom observation, analysis of students' English achievement records, daily test results, and informal discussions with the English teacher. Among the four Grade IX classes, Class IX A demonstrated the lowest overall reading comprehension performance. Therefore, purposive sampling was

used because the selected class met the criterion relevant to the research objective, namely weak reading comprehension performance and low participation during English lessons.

The research procedures consisted of a preliminary study, planning, implementation, observation, reflection, and data analysis. The preliminary study involved classroom observation, an interview with the English teacher, and examination of students' reading achievement. These activities identified the principal problems: low reading comprehension, limited vocabulary, difficulty recognizing main ideas and specific information, passive classroom participation, and low learning motivation. The findings were used as the basis for designing the instructional action.

The study was conducted in two cycles comprising six meetings. Cycle I consisted of four meetings. The first meeting was used to administer the pre-test and establish the students' initial reading comprehension ability. The second meeting focused on instruction related to recount texts, including social function, generic structure, language features, and reading comprehension indicators.

The third meeting implemented the TGT strategy through heterogeneous groups, collaborative text analysis, and a tournament using origami-based question cards. The fourth meeting was used to administer Post-Test I and evaluate the initial effect of the strategy.

The observation and reflection in Cycle I identified several positive developments and several limitations. Students became more active, enthusiastic, and willing to participate in group activities. However, some students continued to depend on higher-achieving teammates. The use of origami-based question cards also required students to move repeatedly between the question station and their groups, and some students forgot important information contained in the questions. The tournament took more time than expected. These findings became the basis for revising the action in Cycle II.

Cycle II consisted of two meetings. The fifth meeting implemented the revised TGT strategy integrated with Quizizz. The teacher reviewed recount texts, explained the revised tournament procedure, distributed the game code, and ensured that all students could access

the platform. Students discussed the assigned texts in heterogeneous groups and identified main ideas, specific information, references, unfamiliar vocabulary, and conclusions. They then answered reading comprehension questions through Quizizz while representing their teams. Scores and rankings were displayed automatically, and the teacher discussed the correct answers and provided feedback after the activity. The sixth meeting was used to administer Post-Test II and the student questionnaire.

Data were collected through reading comprehension tests, teacher observation sheets, student observation sheets, field notes, questionnaires, and documentation. The tests consisted of the pre-test, Post-Test I, and Post-Test II. The observation sheets assessed the implementation of teaching procedures and students' participation during group discussions and tournaments. Field notes recorded important events, student reactions, classroom atmosphere, technical difficulties, and other contextual information. The questionnaire consisted of 20 statements on a five-point Likert scale ranging from

Strongly Disagree to Strongly Agree and measured students' perceptions of TGT integrated with Quizizz.

The quantitative data were processed using Microsoft Excel and SPSS. Descriptive statistics were used to calculate the number of participants, minimum score, maximum score, total score, mean, and standard deviation. The Shapiro-Wilk normality test was applied because the sample consisted of 30 students. Since the pre-test and Post-Test I data were not normally distributed, the Wilcoxon Signed-Rank

Test was used to examine differences between the assessment results. The reliability of the questionnaire was examined through Cronbach's Alpha. Observation sheets were summarized descriptively, while field notes were analyzed thematically by reducing, coding, and categorizing the data into themes such as engagement, classroom interaction, learning difficulties, and the classroom atmosphere. Findings from the tests, observations, field notes, and questionnaire were then compared through triangulation.

Table 1. Summary of the Research Procedures

Stage	Objective	Main Activities	Expected Outcome
Preliminary study	Identify reading problems	Observation, teacher interview, achievement records	Initial problems identified
Planning	Prepare the action	Lesson plans, recount texts, TGT scenario, tests, observations, questionnaire	Instructional plan ready
Cycle I	Implement conventional TGT	Four meetings: pre-test, instruction, origami-card tournament, Post-Test I	Initial improvement and limitations identified
Cycle II	Revise the intervention	Two meetings: Quizizz-based tournament, Post-Test II, questionnaire	More efficient and engaging implementation
Observation and reflection	Evaluate process and outcomes	Teacher and student observations, field notes, tests, questionnaire, triangulation	Decision on research success

C. Results and Discussion

The preliminary study confirmed that the learning process was predominantly teacher-centered and that students' participation in reading lessons was limited. Most students

experienced difficulty identifying main ideas, locating specific information, understanding references, interpreting unfamiliar vocabulary, and comprehending recount texts as a whole. The teacher interview

supported these findings by indicating that limited vocabulary mastery, low confidence, and a lack of collaborative instructional activities contributed to students' difficulties. Therefore, the Team Games Tournament strategy was implemented to create a more interactive, cooperative, and competitive learning environment.

Student observation in Cycle I showed more active participation than in the preliminary study. Most students discussed the reading text, exchanged ideas, asked questions, and contributed to the comprehension tasks. The tournament increased enthusiasm and motivation and encouraged students to express their opinions with greater confidence. The cooperative learning environment also enabled students to assist one another. Nevertheless, a small number of students continued to rely on higher-achieving teammates, and several students found it difficult to remember questions displayed on the origami cards after returning to their groups.

Field notes from Cycle I described a more interactive classroom atmosphere but also identified limitations related to time and classroom movement. Organizing students into groups occasionally required more time than expected. The origami-card procedure required students to move repeatedly between the question station and their groups, and the waiting time during the tournament reduced efficiency. These findings indicated that the essential structure of TGT was beneficial but that the tournament medium required improvement.

1. Improvement in Students' Reading Comprehension

Students' reading comprehension achievement was measured through the pre-test, Post-Test I, and Post-Test II. The pre-test was administered before the intervention, Post-Test I was conducted at the end of Cycle I, and Post-Test II was administered at the end of Cycle II after the integration of Quizizz. The descriptive statistics demonstrate continuous improvement across all three assessments.

Table 2. Descriptive Statistics of Students' Reading Comprehension Scores

Test	N	Minimum	Maximum	Sum	Mean	SD
Pre-Test	30	62.00	78.00	2114.00	70.4667	4.83331
Post-Test I	30	71.00	90.00	2366.00	78.8667	5.70380
Post-Test II	30	79.00	100.00	2644.00	88.1333	5.96966

As shown in Table 2, the mean pre-test score was 70.47, with a minimum score of 62 and a maximum score of 78. This result indicated that students' reading comprehension remained below the Minimum Mastery Criterion established by the school. After the implementation of TGT in Cycle I, the mean score increased to 78.87. The increase of 8.40 points was accompanied by an improvement in the minimum score from 62 to 71 and in the maximum score from 78 to 90. This pattern indicates that the cooperative learning activities contributed positively to the development of students' reading comprehension.

Further improvement occurred in Cycle II after Quizizz was integrated into the tournament stage. The mean score reached 88.13, representing an increase of 9.26 points from Post-Test I and a total improvement of 17.66 points from the pre-test. The minimum score increased to 79 and the maximum score reached 100. Since the Minimum Mastery Criterion was 75, the minimum Post-Test II score indicates that all 30 students achieved the criterion at the end of Cycle II. The improvement was therefore observed

not only among high-achieving students but also among students who initially obtained lower scores.

The continuous upward trend in the minimum, maximum, and mean scores provides evidence that students with different levels of reading ability benefited from the intervention. The increase was consistent with classroom observations showing that students had more opportunities to analyze reading texts, discuss possible answers, explain difficult vocabulary, and receive support from teammates. Through these activities, students were not limited to receiving information from the teacher; they actively constructed understanding through peer interaction and repeated practice.

2. Normality and Wilcoxon Signed-Rank Test

The Shapiro-Wilk test showed that the pre-test ($p = 0.038$) and Post-Test I ($p = 0.031$) were not normally distributed, whereas Post-Test II ($p = 0.080$) was normally distributed. Because not all variables met the normality assumption, a non-parametric analysis was selected.

Table 3. Tests of Normality

Test	K-S Statistic	df	Sig.	S-W Statistic	df	Sig.	Result
Pre-Test	.162	30	.044	.926	30	.038	Non-normal
Post-Test I	.184	30	.011	.922	30	.031	Non-normal
Post-Test II	.127	30	.200	.938	30	.080	Normal

The Wilcoxon Signed-Rank Test was used to compare the pre-test with Post-Test I and Post-Test I with Post-Test II. In the first comparison, there were no negative ranks, 30 positive ranks, and no ties. The mean rank was 15.50 and the sum of ranks was 465.00. Thus, all 30 students showed higher scores in Post-Test I than in the pre-test. The second comparison produced the same rank pattern: no negative ranks, 30 positive ranks, and no ties, with a mean rank of 15.50 and a sum of ranks of 465.00. Therefore,

every student also improved from Post-Test I to Post-Test II.

The statistical analysis reported a significance value below 0.05. This result indicates a significant difference between the students' scores before and after the implementation of the Team Games Tournament strategy. The improvement was therefore not limited to a small group of students and was not reflected only in the mean score. The positive rank results show that every participant obtained a higher score in each subsequent assessment.

Table 4. Wilcoxon Signed-Rank Results

Comparison	Rank Category	N	Mean Rank	Sum of Ranks
Post-Test I - Pre-Test	Negative ranks	0	.00	.00
	Positive ranks	30	15.50	465.00
	Ties	0		
Post-Test II - Post-Test I	Negative ranks	0	.00	.00
	Positive ranks	30	15.50	465.00
	Ties	0		

3. Role of Quizizz in Supporting TGT

The improvement observed in Cycle II was supported by the use of Quizizz during the tournament activities. Reflection on Cycle I

showed that the conventional tournament had several practical limitations. Although students generally participated well, a few remained less active, the question-card procedure required repeated

movement, and the tournament sometimes took longer than expected. Some students also forgot question details after leaving the question station. These limitations reduced the effectiveness of group discussion and classroom time management.

Quizizz was introduced in Cycle II to replace the origami-based question cards. The teacher demonstrated how to access the platform, distributed the game code, and confirmed that all students had successfully joined the online session. Students first worked collaboratively in heterogeneous teams to discuss recount texts and answer comprehension questions. They then responded individually through Quizizz while representing their groups. The platform automatically displayed scores and rankings and provided immediate feedback on students' responses.

Student observation showed greater confidence, participation, and responsibility during Cycle II. Students exchanged ideas, discussed possible answers, assisted one another, and relied less on higher-achieving teammates. The immediate display of scores and rankings attracted their attention and encouraged them to participate actively. Students were

motivated to obtain good results for their teams while maintaining cooperation during the discussion stage. Thus, the competitive element of TGT was strengthened without eliminating positive interdependence and peer support.

The field notes described the classroom atmosphere as more conducive, interactive, and student-centered than in Cycle I. The use of Quizizz reduced the time needed for tournament activities and eliminated the need for students to memorize or rewrite questions. Although minor internet connectivity problems occurred, these difficulties were addressed promptly and did not significantly interrupt the learning process. The increase in the mean score from 78.87 in Post-Test I to 88.13 in Post-Test II further suggests that the revised implementation supported better learning outcomes.

4. Students' Participation, Engagement, and Perceptions

The improvement in reading comprehension was accompanied by changes in students' participation and engagement. At the beginning of the research, many students were passive, hesitant to answer questions, and dependent on classmates. During

the implementation of TGT, students gradually became more willing to share ideas, ask questions, explain answers, and contribute to group activities. The combination of team discussion and academic competition created more opportunities for interaction than the conventional teacher-centered approach.

Classroom observations and field notes recorded greater interest in the lesson, closer attention to the teacher's explanations, more active participation in discussions, and stronger cooperation among team members. Students were more willing to assist peers who had difficulty understanding reading texts. During tournaments, they appeared enthusiastic and eager to participate. The learning environment became livelier and more interactive, and students showed greater confidence when answering comprehension questions and expressing opinions.

The questionnaire was administered to all 30 students at the end of Cycle II. It consisted of 20 statements measured through a five-point Likert scale. Reliability analysis produced a Cronbach's Alpha coefficient of 0.989, indicating very high internal consistency. The

responses showed that most students perceived the TGT strategy integrated with Quizizz positively. They considered the learning activities more engaging and enjoyable than conventional instruction and reported that group work helped them understand reading texts more effectively.

Students also indicated that the immediate feedback, interactive interface, and real-time ranking system increased their motivation. They perceived the digital tournament as more organized and efficient than the conventional tournament in Cycle I. In relation to reading comprehension, students reported that the learning activities helped them identify main ideas, locate specific information, interpret unfamiliar vocabulary, recognize references, and draw conclusions. These perceptions were consistent with the score improvement and the qualitative classroom evidence.

Several factors explain the effectiveness of the strategy. First, group discussions enabled students to share ideas and clarify information that they did not understand. Second, the tournament encouraged students to review the material more seriously

because their performance contributed to the team's success. Third, students with stronger reading abilities could assist peers, while the structured activities encouraged individual responsibility. Fourth, friendly competition created a positive classroom atmosphere that increased students' interest and confidence. Finally, Quizizz strengthened the tournament by reducing procedural difficulties and increasing the immediacy of feedback.

Taken together, the quantitative and qualitative findings indicate that TGT improved students' reading comprehension while promoting active participation, collaboration, motivation, and confidence. The progression from the conventional tournament in Cycle I to the Quizizz-supported tournament in Cycle II shows that the effectiveness of cooperative learning may be strengthened when digital media are used purposefully to support, rather than replace, interaction among students.

D. Conclusion

This study aimed to enhance students' reading comprehension through the implementation of the

Team Games Tournament strategy. The findings demonstrate that TGT improved reading comprehension, as indicated by the progressive increase in the mean scores from 70.47 in the pre-test to 78.87 in Post-Test I and 88.13 in Post-Test II. The minimum score increased from 62 to 79, and all 30 students obtained higher scores in each subsequent assessment. The Wilcoxon Signed-Rank Test also indicated a significant difference at $p < 0.05$.

The improvement was not limited to quantitative achievement. Teacher and student observations, field notes, and questionnaire results showed greater participation, interest, collaboration, confidence, and engagement. Students became more willing to discuss reading texts, ask questions, share ideas, support teammates, and participate in academic competition. The reliability coefficient of the questionnaire was 0.989, and students generally expressed positive perceptions of the learning activities.

The integration of Quizizz in Cycle II optimized the TGT framework. Its immediate feedback, automatic scoring, and real-time ranking system increased students' enthusiasm and

made the tournament more efficient than the origami-card procedure used in Cycle I. Although minor connectivity problems occurred, they did not significantly disrupt the learning process. Therefore, TGT integrated with Quizizz represents a viable instructional strategy for improving reading comprehension while creating a more interactive, collaborative, and motivating English classroom.

English teachers may consider applying TGT with appropriate digital media, while future research may examine the strategy with different student groups, over a longer period, or in relation to other language skills.

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