

Enhancing elementary students' reading skills through Quizizz paper mode in English class

Baiq Indira Jesika Putri^{1*}, Valentina Dyah Arum Sari²

*English Language Education, Faculty of Teacher Training and Education
University of Mercu Buana Yogyakarta, Indonesia*

*Corresponding email: baiqindira84@gmail.com

Abstract

The Independent Learning Curriculum emphasized mastering foundational competencies, including English as a foreign language, to support students' academic development. In this curriculum, each phase of learning has specific learning objectives. Fifth-grade elementary school students, which is categorized as Phase C, need to achieve specific learning objectives in reading skills. However, preliminary studies revealed that many students struggle to meet these objectives, as indicated by their below-average performance and difficulties in mastering reading techniques. To address this issue, this paper aimed to reveal the improvement of students' reading skills through the implementation of Quizizz Paper-Mode and to find out the benefits of Quizizz Paper-Mode in enhancing elementary school students' reading skills. A mixed-method approach was employed to integrate qualitative and quantitative data, which were collected through tests, interviews, and questionnaires. The results of the study revealed the following: (1) Quizizz Paper-Mode improved students' reading abilities by 26.36%; (2) 80.4% of students responded positively to the implementation of Quizizz Paper-Mode, categorized as high; and (3) Quizizz Paper-Mode provided benefits to students' reading skills, with 71.5% categorized as medium. This study highlights the instructional value of Quizizz Paper-Mode as an effective alternative to enhance reading competencies in elementary education, especially in settings where digital infrastructure is limited.

Keywords:
*Quizizz
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1. Introduction

In the current era of education, the Independent Learning Curriculum was presented as an effort by the Indonesian government to provide more space for the optimal development of individual students' potential. This curriculum emphasized the importance of a flexible and student-centred learning approach following the learning needs and development of students' abilities. A curriculum is essential to prepare a

learning program that is in accordance with the expected targets (Nation & MaCalister, 2010, as cited in Sunarni & Karyono, 2023). The Independent Learning Curriculum is here to face the industry's challenges to produce graduates with new literacy skills, namely data literacy, technology literacy, and human literacy centred on noble character (Suryaman, 2020). By integrating these key literacies, the Independent Learning Curriculum strives to create well-rounded individuals ready to thrive in the Society 5.0 era, where technology and societal issues are closely intertwined (Marisa, 2021).

In the context of basic education, developing reading skills is one aspect that is highly emphasized, especially when facing final exams. For fifth-grade students who belong to Phase C in the Independent Learning Curriculum, reading skills are essential in preparing students to achieve the targeted learning objectives. These skills also help students face digital literacy demands that continue to evolve and build innovative reading habits (Apsari et al., 2023). Good reading skills not only support students' understanding of learning materials but also become an essential provision for achieving optimal academic performance. This is in line with the opinion of Apoko and Marcellinda (2023), where good reading skills enable students to obtain the information, knowledge, and skills they need in everyday life; therefore, reading is expressed in a very complex activity because authentic reading comprehension can imply deep understanding, the ability to conclude, analyze, apply, and evaluate.

One of the basic literacy skills is reading comprehension. Reading comprehension is a skill that includes the ability to understand, interpret, and analyze written texts (Fatmawan et al., 2023). Among the various strategies for improving reading comprehension, especially in the context of rapid comprehension of texts, skimming and scanning are quite prominent techniques. Skimming and scanning are reading techniques that involve rapid eye movements and the use of keywords to explore texts, each with slightly different purposes quickly. Skimming is a fast-reading technique that aims to obtain general ideas or the essence of a text (Fauzi & Raya, 2018). This technique involves quickly scanning the text and focusing on headings, subheadings, introductory sentences, and closing paragraphs. Scanning is another speed-reading technique. However, unlike skimming, this technique is used to find specific information in a text (HT & Evitarini, 2022). This technique involves moving the eyes quickly down the page to find specific words or phrases. Skimming gives the reader an overview of the information in a passage, while scanning helps the reader find specific details. Both of these skills are important because they help students capture key information and details effectively in a short amount of time, especially when faced with long readings on exams or final assignments.

Skimming and scanning skills can be developed through various teaching methods. However, current learning practices are often less effective in facilitating the achievement of these skills, especially in elementary school students who have unique learning characteristics. Many people assume that learning at a young age will make students easier to master the material. This includes English learning for young learners (EYL). Students referred to as EYL are elementary school students aged 6-12 years. They are divided into two groups: the Young Group, aged 6-8 years and the Old Group, aged 9-12 years (Aslamiah, 2022). Each young learner is unique, with different characters and learning styles. Brown (2008) defines learning style as how individuals view and process information in learning conditions. He said that learning style is one aspect of learning

and refers to the choice of learning conditions. Early childhood students tend to have a high curiosity, are energetic, and are more responsive to interactive learning experiences. In addition, interesting and enjoyable classroom learning can help maintain students' interest and motivation to learn (Fauziah & Hadi, 2023). Educators need to design more innovative learning strategies to accommodate these characteristics, especially in teaching reading skills.

Reading is also an important skill in teaching English as a foreign language. Difficulties in learning English as a second language make reading and understanding content in English a challenge for most Indonesian students. This is also due to low reading habits and the influence of technology that changes their lifestyle (Gedik & Akyol, 2022). This is supported by the Ministry of Education and Culture statement, which revealed that the results of the 2022 PISA (Program for International Student Assessment) study in Indonesia were lower than in 2018 and 2000. This made Indonesia's literacy score in 2022 the lowest record since the beginning of PISA. The quality of reading skills has a strong influence on English language skills. The better students' reading skills, the more open they are to the new world. In other words, students' success or failure in reading skills will impact their future lives (Akyol et al., 2024). However, the fact is that most students, especially in Indonesia, still have difficulty mastering English as a foreign language. This is mainly because books and teachers are the only sources that support students' English learning (Pahamzah et al., 2020).

Learning and teaching media are essential in modern education, which crucially enhance content delivery and encourage student engagement and understanding (Napratilora et al., 2020). The use of non-digital and digital learning media is one approach that can facilitate the learning process. Non-digital media is closely related to lectures accompanied by explanations, assignments and exercises (Yuniarti et al., 2023). The tools, such as textbooks, printed materials, and whiteboards, have long been used in essential learning but have limitations in providing interactivity and direct feedback to students. In contrast, digital media is a component in the form of computers, the Internet, gadgets, personal digital assistants (PDA) and other digital equipment that offers various advantages such as the ability to provide instant feedback, allow for material adjustments, and support more interactive and student-centred learning activities (Kurniasih, 2019). The integration of technology into the educational environment has revolutionized traditional teaching methodologies, offering innovative ways to enhance the learning experience (Weigand, 2010). However, in some conditions, especially in schools with limited access to technology, direct use of digital media may be less than optimal. Therefore, innovation that combines the benefits of digital media with non-digital media is needed to overcome this challenge.

One of the interesting innovations is the use of Quizizz in paper mode. Quizizz is known as a digital platform that allows teachers to create interactive quizzes that support active student engagement (Azizah et al., 2023). It contains features such as multiple-choice questions, direct assessments, and gamification (Quizizz, n.d.). Quizizz is an educational game application that is narrative and flexible. In addition to being used to deliver material, Quizizz can also be used as an interesting and fun learning evaluation medium (Salsabila et al., 2020). Sinta et al. (2019) stated that Quizizz is an online assessment tool to help students check their knowledge and progress in learning English. Quizizz is a fun and engaging educational application, which applies concepts learned

while playing, which is the attraction of Quizizz itself (Zhao, 2019). This is supported by Zuhriyah and Pratolo (2020), who stated that Quizizz is a fun and engaging application. Usually, Quizizz is used online, but in this study, the feature used is Quizizz Paper-Mode to take advantage of the benefits of digital interactivity in printed form. This mode allows the use of traditional paper-based assessments while utilizing Quizizz's digital features, such as direct feedback and data analysis, thus supporting a diverse educational environment (Degirmenci, 2021). Quizizz Paper-Mode is expected to support students' learning process in elementary schools because not all students have access to mobile devices or were able to bring them to school, so it still provides a fun and challenging learning experience. In English classes, which emphasize language skills, including reading and comprehension, innovative approaches such as the Quizizz Paper-Mode are essential to keep students engaged and improve proficiency.

In elementary education, a common phenomenon is that students have difficulty understanding reading texts, especially when faced with long and complex texts. They have difficulty understanding the meaning of the text, cannot focus on what they are reading during reading activities, and still have difficulty understanding the purpose of the text (Aritonang et al., 2018). Another problem is that not every detail of information in the reading is needed to answer the reading questions, but students usually read the reading word by word. Many students find it challenging to quickly find the main information (skimming) or specific information (scanning) in a text. This can be caused by various factors, including the limitations of the teaching methods, lack of familiarity with certain types of reading skills, and low motivation to learn. Based on research from several researchers such as Marliasari (2017), Atul et al. (2022), Arifitriyanti et al. (2021), etc., the approach to reading learning still tends to be conventional, with methods that are less varied and sometimes boring for students. This results in students tending to be passive in following reading lessons and having limited skills in finding important information efficiently.

In addition, different access to digital media in several elementary schools is also a significant challenge in improving students' reading skills. Although many studies showed that digital media can help increase student engagement, such as research conducted by Afifa and Astuti (2024) and Gopinathan et al. (2022) etc., the reality is that not all schools have adequate facilities to implement technology in daily learning. On the other hand, in developing reading skills, an approach that focuses on interactive activities, such as quizzes or games, can help increase students' interest in reading. Students who feel challenged and enjoy learning are more likely to develop their reading skills better. Therefore, alternative use of media such as Quizizz Paper-Mode can be the right solution to overcome this problem. In several related studies, the use of Quizizz has been proven effective in increasing student engagement and motivation and helping them achieve better learning outcomes. However, research on using Quizizz Paper-Mode is still limited, especially in developing reading skills in elementary schools. Therefore, this study aimed to find out the implementation, improvement and benefit of using Quizizz Paper-Mode in improving elementary school students' reading skills in English classes.

Several studies have analyzed the effectiveness and benefits of using Quizizz in learning environments. Cahyati and Maisaroh (2023) conducted the case study research to explore the use of the paper mode Quizizz game in learning mathematics in elementary schools. The results of this study indicated that the use of the paper-based Quizizz game

in learning mathematics in elementary schools had a positive effect on students' interest and understanding of mathematical concepts. Furthermore, research conducted by Pramugita et al. (2023) determined the effect of using interactive learning media YouTube and Quizizz on the learning interest of grade IV students of Lemahireng 05 Elementary School in learning Pancasila Education on the subject of Indonesian Cultural Diversity. The results obtained in this study were an increase in students' learning interest in applying the Quizizz Paper-Mode learning media. Another study was conducted by Pamungkas and Raharjo (2024) to determine the effect of the Quizizz Paper Mode media on formative assessment and learning motivation of grade VI students in the Independent Learning Curriculum of Elementary Schools. The results of the study showed that learning using the Quizizz Paper-Mode media had an influence on the formative assessment of students and the learning motivation of grade VI students in the Independent Learning Curriculum of elementary schools. From these studies, it can be seen that Quizizz provides positive results or impacts on students, both in terms of increasing motivation, interest, and student learning outcomes.

However, there were still research gaps related to the use of Quizizz Paper-Mode, especially in the context of reading learning at the elementary school level. Most studies are still focused on the use of Quizizz in digital format without considering its adaptation for schools with different access to technology. Thus, the purpose of this study was to reveal the improvement of students reading skills by using Quizizz Paper-Mode implementation and to find out the benefits of Quizizz Paper-Mode in improving elementary school students' reading skills.

2. Methods

This research was conducted through a mixed methods approach that includes quantitative and qualitative analysis that focuses on results, is problem-oriented, and pluralistic (Creswell & Creswell, 2017). Mixed-method is a research design or methodology that combines the collection, analysis, and integration of quantitative and qualitative data in one or more studies to deepen understanding of the research problem. This study employed an explanatory sequential mixed-methods, in which the qualitative data were collected and analyzed first, followed by quantitative data to help explain or elaborate on the quantitative findings (Subedi, 2016). According to Creswell and Creswell (2005), qualitative data is usually open-ended information without predetermined answer categories, such as structure-free observations. In contrast, quantitative data is generally closed information with predetermined responses, such as in instruments with a scale from strongly disagree to strongly agree. For the quantitative aspect, a Likert scale questionnaire was distributed to 13 fifth-grade students to assess their attitudes and experiences toward the Quizizz Paper-Mode to improve reading skills. Likert Scale is a measurement method used to obtain quantitative data on respondents' attitudes, opinions, or perceptions (Budiaji, 2013). These responses were ranked from strongly disagree with 1 point, disagree with 2 points, neutral with 3 points, agree with 4 points and strongly agree as the highest score with 5 points, allowing for a structured numerical evaluation of students' perspectives. The Quantitative data, in the form of tests, were distributed to 13 students. Pre-test were given before implementing Quizizz Paper-Mode to assess students' initial abilities and readiness before implementing the learning intervention, and post-test after implementing Quizizz Paper-Mode to measure

improvements in students' reading abilities. Quantitative data from the questionnaires was calculated using the percentage questionnaire score qualification from Sugiyono (2009) with the formula:

$$\text{Percentage of Positive Perception} = \frac{P}{R \times N \times S} \times 100\%$$

P : Number of positive perception
R : The highest range
N : Total participants
S : Total of statement

Table 1. *Range Percentage Qualification*

Percent %	Qualification
75% - 100%	High
50% - 75%	Medium
25% - 50%	Low
0% - 25%	Very Low

Qualitative analysis involved interviews with five students, which provided open-ended data on students' initial attitudes. These interviews also explored reading challenges students faced before using Quizizz Paper-Mode. Interview responses were coded to uncover recurring themes, which offer a deeper understanding of the implementation of the Quizizz Paper-Mode and its benefits to students beyond quantitative measures.

Moreover, quantitative and qualitative findings were integrated to create a comprehensive view of the Quizizz Paper-Mode in improving reading skills. Quantitative reading scores were interpreted alongside qualitative insights from student interviews, which offered a more nuanced understanding of the intervention. By analyzing the data separately but integrating the results, this study leverages the strengths of each approach, providing a holistic perspective on how Quizizz Paper-Mode supports the development of reading skills in young learners.

3. Findings and discussion

This section presents the findings and discussion of the implementation and impact of Quizizz Paper-Mode as a technology-based learning tool to improve reading skills among fifth-grade elementary school students. These findings provide insight into the practical application of adapted digital tools in paper-based format to support reading instruction in young learners classrooms.

3.1. The Improvement of Elementary School Students' Reading Skills Using Quizizz Paper-Mode Implementation

In this study, researchers explore the use of Quizizz Paper-Mode as a tool to improve reading skills among elementary school students, specifically targeting skills such as skimming and scanning, which are very important for reading comprehension and efficient information retrieval using tests. The tests conducted were divided into two, namely pre-test and post-test. The test contained 20 questions, and the pre-test questions differed from the post-test questions but in a similar form. This step aimed to check the

extent of students' understanding of skimming and scanning reading techniques. Researchers also want to see the extent to which these students' abilities develop before and after the implementation of learning using Quizizz Paper-Mode. The improvement of students' abilities after using Quizizz Paper-Mode will be described in the chart below:

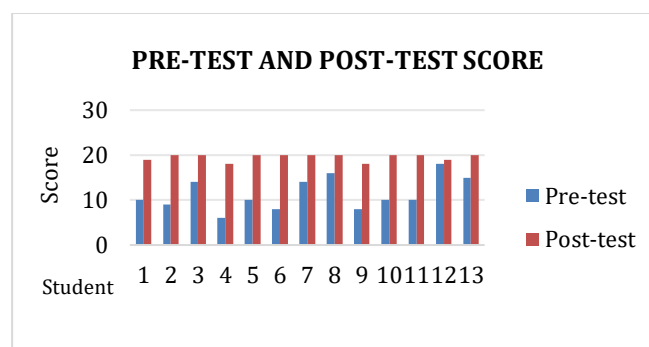


Figure 1. Pre-test and Post-test score

First, students took a pre-test consisting of 20 questions to measure their understanding of skimming and scanning reading techniques. The pre-test results showed a significant difference in students' understanding. The lowest score obtained was six correct answers, indicating some students had difficulty doing reading tasks. Meanwhile, the highest score achieved was 18 correct answers. Of the 13 students who took the pre-test, eight of them were only able to answer less than 11 questions correctly, indicating that most students had not mastered the skimming and scanning reading techniques adequately.

After learning using Quizizz Paper-Mode and teaching reading using skimming and scanning techniques, students took a post-test, which consisted of 20 questions with similar but different questions from the pre-test. The results of this post-test showed an improvement in the number of correct answers achieved by each student compared to the pre-test. This increase indicates that Quizizz Paper-Mode is effective in helping students understand skimming and scanning reading techniques better. Every student experienced an increase in scores, which showed that the interactive learning methods and gamification offered by Quizizz could improve students' reading skills in a fun and efficient way. This is in line with Pramugita et al. (2023), Cahyati and Maisaroh (2023) research resulted that applying the Quizizz Paper-Mode had positive effects on increase students' interest and understanding in learning. The pie chart presented complements this data analysis by depicting the distribution of students' grade categories before and after using Quizizz Paper-Mode:

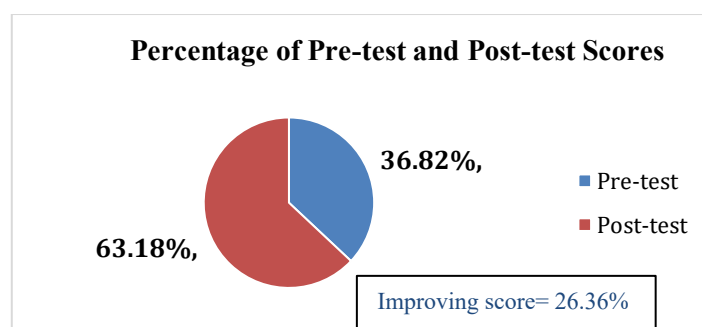


Figure 2. Percentage Pre-test and Post-test

The chart above showed the percentage of students in each grade category, ranging from low to high. In the pre-test, most students were in the low and middle-grade categories with a percentage point of 36.82%, while in the post-test, there was a shift to the higher-grade category with a percentage point of 63.18%. This chart provided a clear visualization of how Quizizz Paper-Mode improved students' reading ability by 26.36%, with a decrease in the percentage of students in the low-grade category and an increase in the percentage in the higher-grade category after applied the method. In conclusion, the data from the pre-test, post-test, and pie chart showed that the application of Quizizz Paper-Mode improved students' reading ability, especially in mastering skimming and scanning reading techniques.

3.2. The Implementation of The Quizizz Paper-Mode in Improving Elementary School Students' Reading Skills

The implementation of Quizizz Paper-Mode in one of the State Elementary Schools focused on improving students' reading comprehension, which was carried out through exercises targeting skimming and scanning skills. This approach involves several steps to ensure students' reading skills can develop optimally. The first step is to teach reading techniques, namely skimming and scanning, and provide vocabulary and further understanding of health problems. Therefore, the researchers designed a quiz tailored to the student's abilities, where they selected and designed short readings about health problems accompanied by questions that tested skimming and scanning skills. For example, skimming questions will ask students to find the main idea or gist of a paragraph in a short time, thus training them to identify key information quickly. On the other hand, scanning questions directs students to look for specific details in the text, such as names, times, or specific facts related to the text, which strengthens their ability to find more specific and detailed information.

This Quizizz Paper-Mode is designed using a gamification approach, where each correct answer will be rewarded with points. These turned reading activities that are usually considered boring into fun and motivating challenges for students. With points, students feel more challenged to answer correctly, which increases their competitive spirit and involvement in learning. This is as stated by Basuki and Hidayati (2019), that Quizizz allows students to interact with learning materials and fellow students through competition and collaboration. In addition to increasing learning motivation, this activity also allows students to feel proud of their achievements, which ultimately strengthens their involvement in the learning process. After students answered the quiz, the researchers reviewed the answers together in class.

The researchers provided direct feedback on student answers, pointed out possible errors, and provided a more precise explanation of the correct answer. This direct feedback cycle is very important in the learning process because it helps students understand their mistakes directly, so they can improve their understanding of the material. This is in line with what Sinta et al. (2019) said, that Quizizz is a great online assessment tool that can help students check their knowledge and progress in learning English. The last step in implementing Quizizz Paper-Mode is tracking student progress. The researcher recorded the quiz scores of each student and compared the scores to see if there was an improvement in their reading ability, especially in skimming and scanning skills. To see how the implementation of Quizizz Paper-Mode at one of the state

elementary schools can improve students' reading skills, researchers prepared several questions in the form of questionnaires.

The questionnaire was given with 12 questions related to implementation. This is also to ensure that the implementation is following students' needs. The data presented the students' responses to various aspects of using Quizizz, including providing an understanding of the material, teaching skimming and scanning reading techniques, and the process of using Quizizz Paper-Mode. The following is a table of questions and the percentage of results:

Table 2. *Implementation of the Quizizz Paper-Mode in improving students' reading skills at Elementary school*

NO	QUESTIONNAIRE ITEM	SD	D	N	A	SA
1.	The teacher taught the material about various health problems clearly before using Quizizz Paper-Mode	-	-	-	40.7%	59.3%
2.	The teacher provided a list of relevant vocabulary related to health problems	-	-	-	40.7%	59.3%
3.	The teacher demonstrated various types of health problems in an easy-to-understand way	-	-	-	33,3%	66,7%
4.	The teacher provided reading texts that were relevant to the health problem material	-	-	-	48.3%	51.7%
5.	The teacher taught the skimming technique (fast reading) to find important information in the health problem text	-	-	10.5%	28.1%	61.4%
6.	The teacher taught the scanning technique (scanning information) to find specific details in the health problem text	-	-	5.4%	58.2%	36.4%
7.	The teacher taught the steps for using Quizizz Paper-Mode clearly	-	-	-	56.1%	43.9%
8.	I followed the teacher's directions in implementing reading learning using Quizizz Paper-Mode	-	-	11.3%	60.4%	28.3%
9.	I answered questions using paper containing barcodes according to the teacher's instructions	-	-	5.3%	42.1%	52.6%
10.	I worked on Quizizz Paper-Mode individually	-	-	15.8%	14%	70.2%
11.	I competed to answer questions as quickly as possible using Quizizz Paper-Mode	2.3%	4.5%	27.3%	54.5%	11.4%
12.	I showed my barcode paper to the teacher so that it could be scanned using my cellphone	-	-	10.1%	13.6%	76.3%

Table 2 showed that the average student responded positively to the 12 statements, with 80.4% categorized as high. Overall, these results indicate that the implementation of Quizizz Paper-Mode has received support from students as an effective reading learning method, with the integration of reading techniques and gamification that makes learning more engaging and interactive. This is supported by Salsabila et al. (2020) and Zhao (2019) statements that Quizizz is a fun, interesting, and engaging educational application. This is also confirmed by students' statements when the researchers conducted an interview.

Excerpt 1 : “*Aku ngerti cara jawab pertanyaan-pertanyaan kayak gini sekarang.* (I understand now how to answer the questions like this.)”

Excerpt 2 : “*Cara jawab pertanyaan pakai Quizizz Paper-Mode mudah dan seru.*

(It is easy and fun to answer the questions by using Quizizz Paper-Mode.)”

Excerpt 3 : “*Aku bisa jawab pertanyaannya dengan lebih cepat sekarang.*
 (Now I can answer the questions faster.)”

Excerpt 4 : “*Seru.*
 (It was fun.)”

3.3. The Benefit of the Quizizz Paper-Mode in Improving Students' Reading Skills at Elementary School

The improvement can also be seen from the researcher's questionnaire after the students took the post-test. The researcher gave several questions to check the extent to which Quizizz Paper-Mode can improve students' reading ability, especially using skimming and scanning techniques. The questionnaire was given with 25 questions related to perceived benefits. The following is a table of questions and the percentage of results:

Table 3. Benefit of the Quizizz Paper-Mode in improving students' reading skills at Elementary school

NO	QUESTIONNAIRE ITEM	SD	D	N	A	SA
1.	I understood the health problem material after being taught by the teacher	-	-	10.9%	43.6%	45.5%
2.	I understood each stage of using Quizizz Paper-Mode in reading learning that had been explained by the teacher before the quiz started.	-	-	-	72.7%	27.3%
3.	I understood the teacher's instructions on how to use barcode cards as a medium to answer each question.	-	-	-	40.7%	59.3%
4.	I felt motivated to compete with my friends in answering questions quickly	2.3%	4.8%	42.9%	38.1%	11.9%
5.	The reading texts given helped me learn more about health problems.	-	-	5.4%	50%	44.6%
6.	Quizizz Paper-Mode helps me understand reading texts better	-	-	-	56.1%	43.9%
7.	Individual learning through Quizizz Paper-Mode helped me understand the material better.	-	-	17%	45.3%	37.7%
8.	With individual learning I can learn at my own pace when using Quizizz Paper-Mode.	-	-	37.5%	41.7%	20.8%
9.	The scoreboard in Quizizz Paper-Mode helps me see my progress and encourages me to continue improving my learning outcomes.	-	-	5.1%	27.1%	67.8%
10.	I can immediately see the results and scores of my answers after taking Quizizz Paper-Mode.	-	3.5%	-	35.1%	61.4%
11.	The vocabulary given by the teacher helps me understand the health problem material better.	-	-	17%	45.3%	37.7%
12.	Demonstrations of various health problems help me understand the material in depth.	-	-	16.4%	29.1%	54.5%
13.	Quizizz Paper-Mode can increase my motivation in learning to read	-	4.2%	12.5%	83.3%	-
14.	I feel more confident when reading after using Quizizz Paper-Mode	-	8.9%	27%	53%	11.1%
15.	Learning to read using Quizizz Paper-Mode improves my reading skills	-	-	5.4%	50%	44.6%

NO	QUESTIONNAIRE ITEM	SD	D	N	A	SA
16.	Quizizz Paper-Mode provides an interesting way to learn to read for me	-	3.8%	11.3%	37.7%	47.2%
17.	Quizizz Paper-Mode as a learning medium helps me learn to read effectively	-	-	29.4%	31.4%	39.2%
18.	Digital media such as Quizizz Paper-Mode makes learning more interesting for me	-	-	17%	45.3%	37.7%
19.	Quizizz Paper-Mode helps me practice skimming techniques while reading	-	-	5.5%	66.7%	27.8%
20.	Quizizz Paper-Mode helps me practice scanning techniques while reading	-	-	11.1%	51.9%	37%
21.	The skimming and scanning techniques taught by Quizizz Paper-Mode improve my understanding of the text	-	3.8%	-	77%	19.2%
22.	I showed improvement in reading skills after using Quizizz Paper-Mode	-	-	17%	54%	29%
23.	Quizizz Paper-Mode provides a fun learning experience for me	-	-	11%	36%	53%
24.	The barcode feature on the Quizizz Paper-Mode application makes it easy for me to answer question	-	-	11%	43.6%	45.4%
25.	I feel the barcode scanning system by teachers makes the grading process easier	-	-	5.2%	34.5%	60.3%

Based on Table 3 containing the questionnaire results, the percentage data for each question showed the level of students' understanding and perception of the use of Quizizz Paper-Mode in reading. The questionnaire measures the perception related to the benefits of Quizizz Paper-Mode on students' reading skills, especially in the use of skimming and scanning techniques. The questionnaire results showed that Quizizz Paper-Mode positively impacts students' reading learning, especially in terms of understanding, motivation, and skill development, with 71.5% categorized as medium. This is in line with Pamungkas and Raharjo (2024) research resulted that Quizizz Paper-Mode influence students learning and motivation.

Regarding understanding the material, most students agreed or strongly agreed that they understood each stage of using Quizizz Paper-Mode better, with the level of agreement reaching 100% for several items. For example, students agreed and strongly agreed that they understood the material about health problems after learning using Quizizz Paper-Mode. It is shown that this media can help students understand reading material better. This was also reinforced by the results of interviews with students regarding statements about the results of reading comprehension using Quizizz Paper-Mode, especially on the use of skimming and scanning techniques. Several quotes from this interview showed that students felt more comfortable and were able to understand the reading better. The results of the interview session were described as follows:

Excerpt 1 : *Aku lebih suka belajar bacanya pakai Quizizz (papermode) dari pada pakai kertas.*
 (I prefer to learn reading skills by using Quizizz (papermode) rather than using paper.)

Excerpt 2 : *“Sekarang bisa cepet jawab soal teks karna cukup cari kata kunci aja.*

(Now I can quickly answer text questions because I only need to search for keywords.)”

- Excerpt 3 : *“Nggk perlu baca semuanya. Cara yang diajarin lebih gampang. Aku juga jadi lebih percaya diri kalau jawab soal-soal kayak gitu.*
(No need to read everything. The method taught is easier. I also become more confident when answering questions like that.)”

Data showed that just 50% of students feel more motivated to compete and answer questions quickly. This result showed that the competitive element offered by Quizizz made the learning experience more interesting for just a few students while motivating them to learn actively. This was quite the opposite of what Lim and Yunus, (2021) said. Quizizz provides motivational incentives such as class rankings, points, and leaderboards that motivate students to participate and learn. This was also reinforced by the results of interviews with students regarding statements about motivation to learn to read using Quizizz Paper-Mode. The results of the interview session were described as follows:

- Excerpt 1 : *“Pakai Quizizz Paper-Mode lumayan seru. Jadi semangat jawab soal-soalnya.*
(Using Quizizz Paper-Mode is quite fun. Thus it makes me excited to answer the questions)”
- Excerpt 4 : *“Pakai kertas doang ngebosenin.*
(Learning [the paper-based lesson materials] is boring)”
- Excerpt 5 : *“Lumayan seru bisa balap-balapan jawab sama yang lain.*
(It's quite fun to be able to race to answer questions with others)”

Based on the interview results, the students said Quizizz Paper-Mode effectively improved reading skills, especially for skimming and scanning techniques. Students felt that their reading skills have improved after learning with Quizizz. This could be seen from the high percentage of agreement on items related to mastery of reading techniques. This was also reinforced by the results of interviews with students regarding statements about improving reading skills using Quizizz Paper-Mode. The results of the interview session were described as follows:

- Excerpt 3 : *“Jawab soalnya jadi lebih gampang.*
(Answering the questions of reading skills has become easier)”
- Excerpt 4 : *“Seneng banget bisa dapat nilai 100 nggk kayak sebelumnya.*
(I am really happy to be able to get a score of 100, unlike before)”
- Excerpt 5 : *“Aku sekarang bisa jawab soalnya dengan lebih cepat.*
(I can now answer the questions faster)”

Finally, regarding digital media utilization, most students agreed that Quizizz as a digital media made learning more interactive and engaging. Furthermore, it could

improve their learning skills. Overall, this data confirmed that the use of Quizizz Paper-Mode in learning provides an effective, enjoyable learning experience and supports the development of students' reading skills. This was also reinforced by the results of interviews with students regarding statements about the benefits of Quizizz Paper-Mode. The results of the interview session were described as follows:

- Excerpt 1 : “*Seru banget. Jawab pertanyaannya cuman bolak balik kertas aja.*
(It had so much fun! To answer the question is just by flipping the paper)”
- Excerpt 2 : “*Pertama kali belajar pakai ini. Dan aku suka karena seru.* (First time for me having the learning experiences by using this. Also, I like it because it was fun.)”
- Excerpt 4 : “*Seru belajar pakai Quizizz Paper-Mode.*
(It was fun to learn by using Quizizz Paper-Mode.)”

4. Conclusion

Through a series of observations and analyses, this study can be concluded that Quizizz Paper-Mode improved fifth-grade elementary school students' reading skills, especially in mastering skimming and scanning techniques. First, the use of Quizizz Paper-Mode improved students' reading abilities, with an average increase of 26.36%. Second, 80.4% of students responded positively to the implementation of Quizizz Paper-Mode. Lastly, Quizizz Paper-Mode provided measurable benefits to students' reading skills, with 71.5% categorized as achieving medium-level. These findings showed that Quizizz Paper-Mode is a practical and accessible tool for improving reading skills in young learners, combining high levels of student engagement with meaningful progress in reading abilities.

Beyond the observed benefits, this study contributes to the broader discourse on technology-assisted learning and its role in modern education. The use of paper-based gamification offers an alternative for schools with limited access to digital infrastructure, ensuring that students in various learning environments can benefit from interactive and engaging reading techniques. This aligns with the growing trend of blended learning approaches, where both digital and non-digital strategies are integrated to optimize students' learning experiences. Despite these promising findings, this study has several limitations. First, the research was conducted within a specific educational context (fifth-grade elementary students), which may limit the generalizability of the results to other grade levels or educational settings. Second, the study primarily focused on short-term learning outcomes, whereas the long-term retention and impact of using Quizizz Paper-Mode remain unexplored. Additionally, while the study successfully demonstrated an increase in student motivation and engagement, further research is needed to investigate how this method influences critical thinking skills, deeper comprehension, and overall literacy development. Future research could explore the effectiveness across different subjects and various student demographics including students with diverse learning needs which could provide a more comprehensive understanding of its applicability.

Furthermore, comparative studies between paper-based and digital gamification tools could offer valuable insights into which approach yields better learning outcomes in different contexts.

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