JOURNAL OF EDUCATION AND APPLIED TEACHING (JEAT)
Volume 2 Nomor 3, 2026, 1819-1826
E-ISSN: 3090-0360

An Analysis of the Implementation of the Wayground Application to Enhance Students' Reading and Listening Skills at SDN 9 Lubai

Distriyanti [1], Masagus Firdaus [2], Aswadi Jaya[3], Tahrun[4]
[1]*SDN 9 Lubai , Muara Enim*
[2,3,4]*Universitat PGRI Palembang*
**Corresponding author: distriyanti0@gmail.com*

Abstrak

Penelitian ini mengkaji bagaimana siswa di SDN 9 Lubai menggunakan aplikasi Wayground (sebelumnya Quizizz) untuk meningkatkan kemampuan membaca dan mendengarkan mereka. Penelitian ini menyelidiki bagaimana pemahaman dan minat siswa dalam belajar bahasa Inggris dapat ditingkatkan melalui pembelajaran berbasis permainan digital. Siswa kelas enam berpartisipasi dalam dua siklus penelitian tindakan kelas kualitatif. Pengamatan, wawancara, dan tes pemahaman membaca dan mendengarkan digunakan untuk mengumpulkan data, yang kemudian dievaluasi secara deskriptif untuk mengukur kemajuan belajar dan keterlibatan siswa. Skor rata-rata membaca meningkat dari 68,5 pada Siklus I menjadi 82,7 pada Siklus II, dan skor rata-rata mendengarkan meningkat dari 65,2 menjadi 80,1. Fitur gamifikasi dan interaktif Wayground meningkatkan keterlibatan, kepercayaan diri, dan motivasi siswa. Studi ini menyoroti efek gabungan Wayground, versi yang ditingkatkan dari Quizizz, terhadap pemahaman membaca dan mendengarkan dalam pengajaran bahasa Inggris di tingkat dasar. Ini merupakan salah satu penilaian awal terhadap Wayground. Wayground dapat digunakan oleh pendidik untuk menciptakan lingkungan belajar online yang menyenangkan, merangsang, dan produktif. Dengan menyediakan bukti empiris tentang efektivitas Wayground dalam meningkatkan kemampuan bahasa Inggris terkait literasi, studi ini berkontribusi pada perkembangan bidang teknologi pendidikan.

***Kata kunci**: Aplikasi Wayground; Pemahaman Membaca; Pemahaman Mendengar; Pembelajaran Berbasis Teknologi; Pembelajaran Bahasa Inggris sebagai Bahasa Asing; Pendidikan Dasar*

Abstract

This study examines how students at SDN 9 Lubai use the Wayground App (formerly Quizizz) to improve their reading and listening comprehension. It investigates how students' comprehension and interest in learning English might be enhanced through digital game-based learning. Sixth-grade students participated in two cycles of qualitative classroom action research. Observations, interviews, and tests of reading and listening comprehension were used to collect data, which were then descriptively evaluated to gauge learning progress and engagement. The average reading score increased from 68.5 in Cycle I to 82.7 in Cycle II, and the average listening score increased from 65.2 to 80.1, Wayground's gamified and interactive features increased student engagement, self-assurance, and drive. This study highlights the combined effects of Wayground, an improved Quizizz, on reading and listening comprehension in primary English instruction. It is one of the first assessments of Wayground. Wayground can be used by educators to create an enjoyable, stimulating, and productive online learning environment. By providing empirical proof of Wayground's efficacy in enhancing literacy-related English abilities, the study advances the field of educational technology.

Keywords: Wayground App; Reading Comprehension; Listening Comprehension; Technology-Enhanced Learning; EFL Learning; Primary Education.

History:
Received : 2 March 2026
Revised : 2 March 2026
Accepted : 4 March 2026
Published : 9 March 2026

Publisher: Horizon Edukasi Prima Indonesia

1. Introduction

In the 21st century, learning English focuses on developing communication skills that combine reading and listening comprehension (Parhadjanovna, 2023). These receptive skills are essential for grasping meaning, interpreting information, and responding appropriately in communication (Song et al., 2024). Research indicates that technology-enhanced learning can boost motivation and performance in English classes, especially with the use of interactive media and digital tools (Hadianti & Rohmah, 2021). Although there is an increasing amount of research on digital learning tools, there is limited investigation into the simultaneous enhancement of reading and listening skills at the elementary school level.

Most current studies tend to focus on either a single language skill or general learning motivation, leaving a gap in understanding how technology influences the development of both skills in young learners (Plass et al., 2023). *Wayground*, formerly known as Quizizz, is an innovative platform for game-based learning that combines quizzes, multimedia, and real-time feedback to promote interactive engagement. Its recent updates offer expanded learning features that enable students to practice reading comprehension and listening skills at the same time. However, there is a lack of empirical studies examining the use of *Wayground* in improving both skills within classroom settings (Foxworthy & McCarter, 2025).

This study is one of the first to evaluate the use of the *Wayground App* for enhancing both reading and listening skills in primary education. Unlike earlier studies that primarily focused on Quizizz for vocabulary or grammar practice, this research highlights *Wayground* 's application for dual-skill development and investigates its effectiveness in comprehension-based learning. By incorporating *Wayground* into English lessons, teachers can create an engaging and enjoyable atmosphere that fosters student participation and understanding (AlAli & Wardat, 2024). The gamified approach allows learners to receive instant feedback, encouraging active learning and motivation. This research adds to educational innovation by providing empirical evidence of *Wayground* 's influence on literacy skills and offering a practical framework for teachers to effectively integrate technology into language learning.

Does using the *Wayground App* enhance students' reading and listening skills at SDN 9 Lubai?

The implementation of the *Wayground App* significantly improves students' reading and listening comprehension through an interactive, game-based learning approach.

2. METHOD

This study utilized a qualitative classroom action research (CAR) approach, which consisted of two cycles. Each cycle comprised four stages: planning, acting, observing, and reflecting. This method was selected to systematically enhance students' reading and listening abilities through the ongoing use and assessment of the *Wayground* App. The participants in this study were sixth-grade students from SDN 9 Lubai during the 2024/2025 academic year. The class included 20 students with varying levels of English proficiency. The English teacher also took part as a collaborator to assist in the observation and reflection phases. The research took place at SDN 9 Lubai, a public elementary school situated in Lubai District, South Sumatra, Indonesia. The school was chosen due to its limited experience in incorporating digital learning tools into English instruction.

Data were gathered using several tools:

1. Observation sheets to document students' participation, engagement, and the classroom environment during the implementation.

2. Interview guides to collect insights from students and teachers regarding their experiences with the *Wayground App* in English learning.

3. Reading and listening assessments to evaluate students' comprehension improvements before and after each cycle.

4. Documentation, including photographs, lesson plans, and records of student activities, as supplementary data.

In Cycle I, the researcher introduced the *Wayground App* and created English activities centered on reading comprehension and brief listening tasks. Students engaged with interactive quizzes on the platform and received immediate feedback. After analyzing the results and challenges, Cycle II adjusted the instructional design to include more complex texts and listening materials to further enhance comprehension (Rojabi, 2021). The data collected were analyzed using descriptive qualitative methods. Observation and interview data were organized into themes such as engagement, motivation, and improvement in comprehension. Additionally, test scores were compared across cycles to assess quantitative progress. Reflection sessions between the researcher and the teacher were conducted to evaluate the effectiveness of each cycle and to plan for future enhancements (Paludo & Montresor, 2024).

3. RESULT AND DISCUSSION

Both reading and listening scores improved, according to the results. Reading received a score of 68.5 and listening 65.2 in Cycle I. Scores increased to 82.7 and 80.1 in Cycle II. *Wayground* 's game-based strategy raised engagement and motivation.
The following table illustrates the development of Reading and Listening scores based on the research findings:

Table 1. *The development of Reading and Listening scores*

Cycle	Reading Score	Listening Score	Description
Cycle I	68.5	65.2	At the initial implementation of *Wayground*, students began to adapt to the game-based learning strategy.
Cycle II	82.7	80.1	After continuous implementation, students' engagement and motivation increased significantly.
Improvement	+14.2	+14.9	There was an improvement in both skills due to the use of *Wayground.*

The implementation of the *Wayground* App with a game-based learning strategy effectively improved students' reading and listening skills, as evidenced by the increase in scores, engagement, and learning motivation.

Discussion

The results of this study indicate a clear improvement in students' reading and listening skills after implementing the Wayground game-based learning strategy. In Cycle I, the students' scores for reading and listening were 68.5 and 65.2, respectively. However, after continuous exposure to the game-based approach in Cycle II, these scores increased significantly to 82.7 for reading and 80.1 for listening. This increase in scores reflects the positive influence of the Wayground App on students' engagement, motivation, and overall learning experience. The use of gamified elements within the Wayground platform likely contributed to these improvements by making the learning process more interactive and enjoyable, which in turn boosted students' focus and participation.

Game-based learning has been shown to enhance learning outcomes, particularly in skills such as listening and reading comprehension. According to Anastasiadis et al. (2018), digital game-based learning (DGBL) can foster deeper engagement in educational contexts, helping students to actively participate in learning processes. Similarly, studies by Echeverría et al. (2020) and Mazabel (2021) emphasize how games enhance listening skills by offering a dynamic environment that mimics real-life interactions, which is particularly useful for language learning.

One critical aspect of Wayground's effectiveness is its ability to increase student motivation. Digital games are often designed to be immersive, offering immediate feedback and a sense of accomplishment, which can significantly improve learners' intrinsic motivation. Research by Yousef (2021) highlights the role of game-based learning in fostering motivation, particularly in educational settings where traditional methods may fail to capture students' interest. The significant improvement in scores from Cycle I to Cycle II in this study supports this notion, as students likely felt more motivated and engaged with their learning through the game-based approach.

Furthermore, the continuous implementation of the Wayground strategy allowed students to familiarize themselves with the platform, which contributed to better learning outcomes in the second cycle. According to Plass et al. (2023), repeated exposure to game-based learning tools helps learners build confidence and mastery in their skills over time, as they grow more comfortable with the structure and challenges presented in the games. The gradual progression in students' reading and listening scores in this study reflects this process of skill development.

This study confirms that the use of Wayground's game-based learning strategy effectively improved students' reading and listening scores. As the data shows, the integration of game mechanics into educational activities not only enhanced students' academic performance but also increased their engagement and motivation. The findings align with the growing body of research that supports the role of digital game-based learning in fostering positive academic outcomes (Anastasiadis et al., 2018; Mazabel, 2021; Yousef, 2021). Future research could explore the long-term effects of game-based learning and its impact on other aspects of language proficiency.

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4. CONCLUSION

The results of this study clearly indicate that using the *Wayground* App significantly enhanced students' reading and listening abilities at SDN 9 Lubai. The quantitative data showed notable improvement, with the average reading score increasing from 68.5 in Cycle I to 82.7 in Cycle II, and the listening score rising from 65.2 to 80.1. Qualitatively, students exhibited greater motivation, enthusiasm, and involvement during English classes. The gamified elements of *Wayground* such as interactive quizzes, immediate feedback, and multimedia integrationfostered a lively learning environment that encouraged active participation and improved understanding. These results affirm that digital game-based learning can be an effective teaching method for enhancing English skills at the elementary school level. The practical implications of this research suggest that it can assist teachers in incorporating educational technology into language teaching. By utilizing *Wayground*, educators can turn conventional lessons into interactive and enjoyable experiences that enhance both reading and listening comprehension. Additionally, the platform's flexibility allows it to be used in various learning environments and subjects, thereby promoting broader educational innovation and digital literacy among young learners. For future research, it is advisable to broaden the study with a larger sample size and across different educational levels to confirm the generalizability of the findings. Further studies could also investigate the long-term impact of *Wayground* on other English skills, such as speaking and writing, or compare its effectiveness with other gamified platforms. Ongoing exploration of digital learning tools will aid in developing more engaging, equitable, and effective strategies for English language education in contemporary classrooms.

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