

ENHANCING STUDENT ENGAGEMENT AND READING IN NARRATIVE LITERACY WITH QUICK MAKER

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ABSTRACT

This Classroom Action Research (CAR) study investigates the impact of the Quick Maker method (Quizizz Cara Kertas Memakai Atribut Kemerdekaan dan Stiker) on student engagement and narrative text literacy. Conducted with 34 students from one class at a senior high school in Tanjungbalai, data were collected through questionnaires, interviews, and observations. The research followed Stringer's (2007) "spiral of action research" framework, incorporating two cycles of intervention. In the first cycle, the average student engagement score increased from 3.2 to 3.7 on a 5-point scale, with the percentage of students who felt highly engaged rising from 25% to 40%. After adjustments and improvements in the second cycle, the engagement score further increased to 4.1, with 60% of students reporting high engagement. Similarly, narrative text test scores improved from an average of 70 before the intervention, to 77 after the first cycle, and 85 following the second cycle. The method involved incorporating independence-themed attributes, such as hats to instill a sense of nationalism, while motivational stickers were awarded to the top 15 students in both cycles. This student-centered approach effectively increased student participation, fostered peer learning, and enhanced narrative text literacy. The results demonstrate that integrating interactive technology with motivational tools can significantly improve student engagement and performance in reading literacy.

Keywords: *Student Engagement, Literacy Learning, QUICK MAKER*

INTRODUCTION

Narrative text literacy plays an important role in English education in secondary schools because of its ability to develop students' reading skills, text comprehension, and imagination. It enables students to understand story structure, characters, and themes, which in turn enriches their ability to analyze and communicate effectively. However, student engagement, defined as the level of interest, motivation, and active participation a student exhibits in the learning process, is critical for the successful acquisition of literacy skills. Student engagement is often conceptualized as a multidimensional construct, comprising behavioral, emotional, and cognitive engagement. Behavioral engagement refers to participation in classroom activities, emotional engagement relates to students' feelings of interest and connection to the material, and cognitive engagement involves

the mental effort and strategies students apply to learning (Bundick et al., 2014).

Research indicates that higher levels of engagement are associated with improved academic outcomes and deeper learning (Erickson et al., 2020; Hodges, 2020; Raza et al., 2020). Yet, one of the main challenges in learning narrative text literacy is the lack of student engagement, which can hinder the learning process and reduce the effectiveness of instruction. Research shows that interactive and innovative approaches, such as the use of technology and game-based learning methods, can improve student engagement and learning outcomes (Balatoni, 2023; Coleman & Money, 2020; Zhao et al., 2022). In this context, the Quick Maker method offers a novel approach to address such challenges in an engaging and integrated way.

To overcome the problem of students' lack of engagement in narrative text literacy learning, the Quick Maker method offers an innovative solution by adapting the paper

mode Quizizz and adding motivational elements such as independence attributes and stickers. Quick Maker, which stands for *Quizizz Cara Kertas Memakai Atribut Kemerdekaan Berstiker*, is a student-centered learning approach that integrates gamification, nationalistic elements, and motivational rewards to foster cognitive, emotional, and behavioral engagement. The method emphasizes using nationalistic symbols, like independence-themed hats and motivational stickers, to create a more engaging learning environment. These elements are designed to increase both cognitive and emotional engagement by encouraging a sense of pride and active participation in the learning process (Raza et al., 2020).

One of the fundamental problems in narrative text literacy is the lack of student engagement, which often stems from a limited understanding of the importance of reading. Engagement in literacy is defined as the level of interest, motivation, and active participation students show in their learning process, and is closely linked to how well they understand what reading entails. Students who do not fully grasp the role of reading as an active, cognitive process—rather than merely decoding words—tend to exhibit lower levels of engagement (Taboada Barber et al., 2020). Reading is not just about decoding text but also about constructing meaning, analyzing ideas, and relating them to prior knowledge. When students fail to understand this deeper aspect of reading, their motivation to engage with texts diminishes, leading to superficial reading practices and poorer academic outcomes (Martinez-Lincoln et al., 2021).

The Quick Maker method follows several stages: introducing the narrative text, conducting interactive quizzes to assess comprehension, and awarding stickers based on participation and performance. Each stage is designed to enhance engagement through active learning and motivational rewards. The independence attributes, such as themed hats, serve not only as motivational tools but also as a way to instill a sense of nationalism and patriotism, which further enhances emotional engagement. By integrating these national symbols into the learning process, students experience a deeper connection to the subject matter, thereby strengthening both their

engagement and national identity (Balatoni, 2023; Vasiljević et al., 2021).

In terms of increasing students' understanding of reading, the Quick Maker method encourages students to engage beyond surface-level comprehension by making reading interactive and competitive. By fostering critical thinking and deeper engagement with the material, students improve their understanding of what reading truly entails. This method not only increases interactivity but also makes learning more enjoyable and relevant to students' lives. By combining gamification and nationalistic elements, Quick Maker serves as a catalyst for more effective and engaged learning, leading to better academic outcomes.

In the broader context of educational technology, integrating digital tools enhances learning by making it more interactive and engaging. Specifically, in the realm of narrative text literacy, technology plays a crucial role by offering a dynamic approach to understanding stories. For instance, the Quick Maker method, inspired by the paper mode Quizizz, employs visual aids and game elements to boost student engagement and interest (Gani et al., 2023; Putra, 2023). This method not only tackles the challenge of low student engagement but also fosters a more interactive and meaningful learning environment. By leveraging technology to enhance motivation and comprehension, it holds the potential to improve learning outcomes and deepen understanding of narrative texts (Mayorga et al., 2022). While the use of Quizizz has been proven effective in other contexts, it has not yet been implemented in my research setting.

The main objective of this study is to enhance student engagement in narrative text literacy learning through the Quick Maker method, which integrates technology with independence attributes and motivational stickers. The study explores how the method can improve student interest and participation in narrative text learning. The research hypothesizes that combining interactive technology and motivational elements will significantly boost student engagement and reading comprehension. The research question

addressed is: "How does the Quick Maker method impact student engagement in narrative text literacy?"

This study holds theoretical, practical, and policy significance. Theoretically, it enriches literacy theories by demonstrating how interactive methods and technology can enhance student engagement and comprehension in narrative texts. Practically, it offers actionable guidance for educators to implement engaging literacy strategies in classrooms. From a policy perspective, the findings could influence educational policies by showing the benefits of integrating innovative teaching methods and technology into literacy instruction. Overall, the study provides valuable insights for improving narrative text literacy and fostering active student involvement through the Quick Maker method.

METHODS

This study employed a Classroom Action Research (CAR) approach to evaluate the effectiveness of the Quick Maker method in enhancing student engagement in narrative text literacy learning. CAR is a reflective process involving iterative cycles of planning, acting, observing, and reflecting to drive practical improvements in educational settings (Kemmis, 1991). This approach addresses real-world classroom issues by implementing interventions, assessing their impact, and refining strategies based on observed outcomes.

The research was conducted at a high school in Tanjungbalai with 34 students. The study followed two cycles of action research, each consisting of planning, implementation, observation, and reflection phases. The mentor teacher played a crucial role in guiding the implementation and providing feedback. The study adopted Stringer's (2007) "spiral of action research" framework, which includes three stages: seeing, thinking, and acting. In the 'seeing' stage, the problem of low student engagement was identified, and baseline data were collected. In the 'thinking' stage, the Quick Maker method was developed as an intervention. During the 'acting' stage, the Quick Maker method was implemented, observed, and refined based on reflections for

subsequent cycles (Ma'rifah & Mawardi, 2022).

The Quick Maker method, an adaptation of Quizizz with added motivational elements such as independence hats and stickers, was implemented over two months. The method aimed to increase engagement by incorporating gamified learning elements and nationalistic symbols to foster a sense of pride and active participation in students. Independence attributes, such as themed hats, not only served as motivational tools but also instilled a sense of nationalism and patriotism among students, reinforcing emotional and cognitive engagement.

Data collection was conducted using three main methods:

1. Questionnaires: Baseline data were collected to measure students' engagement and motivation prior to the implementation of the Quick Maker method.
2. Interviews: In-depth insights from students and teachers were gathered regarding their experiences with the learning process.
3. Field Observations: Real-time monitoring of student interactions and the application of the Quick Maker method in the classroom.

The combination of these methods ensured a comprehensive understanding of how the Quick Maker method influenced engagement in narrative text literacy learning. Each method was chosen to capture different aspects of student engagement: self-reported motivation (questionnaires), qualitative insights (interviews), and observable behavior (field observations).

Data from questionnaires, interviews, and observations were analyzed using thematic analysis, revealing key themes around students' emotions, motivation, and performance. The findings highlighted the Quick Maker method's positive impact on student engagement and the use of independence-themed attributes and motivational stickers. To ensure validity and reliability, two strategies were employed: (1) Data Triangulation, which involved cross-checking data from multiple sources, and (2) Instrument Trialing, where research tools were tested for clarity and effectiveness before use (Mustafa, 2021).

This structured approach not only ensured that the study was methodologically sound, but also strengthened the validity of the findings through cross-verification of multiple data sources. While the study provides strong evidence of the Quick Maker method's effectiveness, future research could explore the longitudinal impact of the method and employ control groups for more comprehensive comparisons.

Quick Maker Implementation Steps

Preparation:

1. Creating or Opening a Quiz: Teachers begin by creating a new quiz or opening an existing one in Quizizz. The quiz should align with the material being tested.
2. Printing Q-Cards: Print clear Q-cards (Quizizz-cards), which serve as barcode papers for students to indicate their answers.
3. Downloading and Installing the Quizizz App: Install the Quizizz app on smartphones from the Play Store for scanning student answers. Ensure the same Quizizz account is used on both the laptop and smartphone for accurate data synchronization (Hasibuan, 2023; Khasanah et al., 2023).

Implementation:

1. Distribute the Q-Cards: Give Q-cards to students, who will use them to select answers corresponding to the options displayed on the screen.

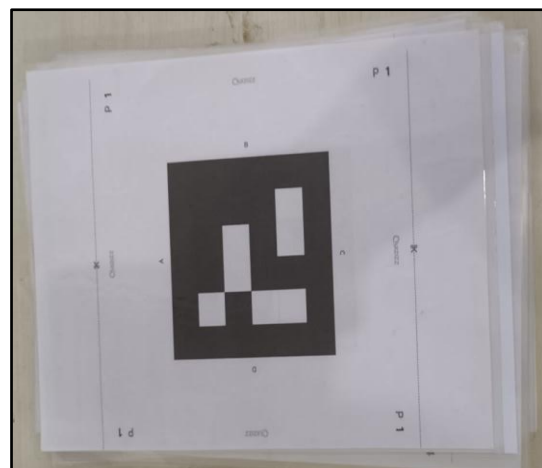


Figure 1. Students taking Q-cards for Quick Maker Activity

2. Independence Theme: To add excitement, have students wear independence-themed hats during the quiz.
3. Choosing Answers: Students place the Q-cards with the corresponding answer (A, B, C, or D) at the top for easy scanning.
4. Answer Scanning: Use a smartphone with the Quizizz app to scan the students' Q-cards. Ensure the quiz uses multiple-choice questions for this feature.
5. Scanning Student Answers: Carefully scan the Q-cards using the smartphone camera to capture all answers accurately.

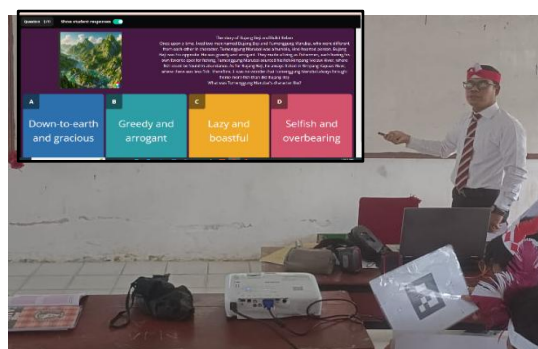


Figure 2. Narrative Text Literacy Question

Figure 2 shows an example of the narrative text literacy question used in the Quick Maker activity. These questions are designed to enhance students' reading comprehension and engagement with the material, making the learning experience both interactive and educational.

Evaluation and Feedback:

- 1. Getting Results: Student responses are automatically displayed on the teacher’s device and integrated into Quizizz’s results report.
- 2. Discussion and Learning: Discuss the answers with students to ensure understanding, especially for narrative text literacy questions.
- 3. Ending the Game: Display the final scores and end the game to provide a clear view of student performance.
- 4. Awarding: Give stickers to the highest-scoring students as motivation.

Reflection and Follow-up:

- 1. Reflection Session: Hold a session to review quiz results, discussing strengths and areas for improvement.
- 2. Follow-up Planning: Use the reflection outcomes to plan adjustments for future activities to maintain or increase engagement and motivation.

FINDINGS AND DISCUSSION

This study followed the Classroom Action Research (CAR) approach, consisting of two cycles, each reflecting the iterative stages of See, Think, and Act as proposed by Stringer's (2007) model. Each cycle was aimed at increasing student engagement and improving narrative text literacy through the application of the Quick Maker method, which combines interactive elements

Cycle 1: See, Think, Act

See Stage (Cycle 1):

During the See stage of Cycle 1, baseline data were collected through questionnaires, interviews, and field observations. The initial findings revealed low levels of student engagement and motivation in narrative text literacy. As shown in Table 1, 45% of students were categorized as having low engagement, and 40% reported low motivation. Students found narrative text learning to be monotonous and disengaging. Many struggled to connect with the material or participate actively in discussions, as reflected in their questionnaire responses and teacher observations.

Table 1. Descriptive Statistics of Student Engagement and Motivation Before Application of Quick Maker

No	Indicator	Mean	Median	Distribution Response
1	Student Engagement	3.2	3.1	45% low engagement, 30% moderate engagement, 25% high engagement
2	Student Motivation	3.1	3.0	40% low motivation, 35% moderate motivation, 25% high motivation

Think Stage (Cycle 1): After identifying the problem, the research team developed the Quick Maker method as an intervention to address the lack of engagement. The method was designed to incorporate interactive elements (Quizizz in paper mode) and motivational features such as independence-themed hats and motivational stickers. The intention was to enhance student engagement by making learning more dynamic and interactive, while also fostering a sense of national pride.

Act Stage (Cycle 1): The Quick Maker method was implemented in the classroom over several sessions. The initial observations during Cycle 1 showed an increase in student participation. Field observations revealed that students became more involved in classroom activities, especially when interactive quizzes and motivational elements were introduced. However, the overall impact on student engagement and comprehension of narrative texts was still moderate. Students exhibited improved attention, but many still struggled

with deeper text analysis, such as identifying narrative structure and themes.

Outcomes of Cycle 1:

- **Student Engagement:** The mean engagement increased from 3.2 to 3.7, and the proportion of students with high engagement rose from 25% to 40% (Table

2). However, 30% of students remained in the low-engagement category.

- **Narrative Literacy:** While students showed increased participation, many still found it challenging to comprehend narrative elements such as plot, character development, and themes. This indicated that further refinement of the method was needed to focus more on narrative comprehension.

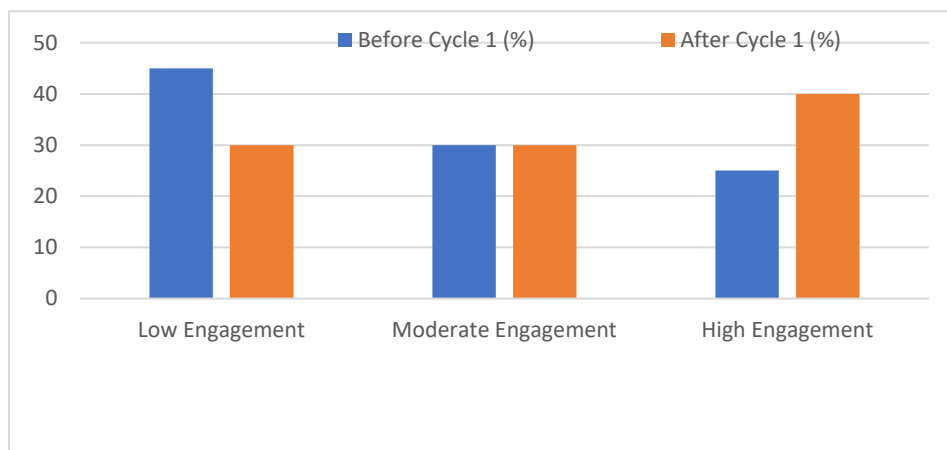


Figure 3. Distribution of Student Engagement Before and After Implementation

The graph above illustrates the changes in student engagement before and after the implementation of the Quick Maker method, with a notable reduction in students reporting low engagement and a corresponding increase in those with high engagement.

Cycle 2: See, Think, Act

See Stage (Cycle 2): After reviewing the results of Cycle 1, the research team identified the need to deepen the integration of the Quick Maker method with more focused activities aimed at improving narrative literacy comprehension. The data suggested that while engagement had improved, students needed additional support in understanding and analyzing narrative texts. During this stage, new strategies were introduced to help students engage more deeply with the text, such as using more complex narrative passages and incorporating multimedia elements (images, videos, and audio) into the quizzes.

Think Stage (Cycle 2):

In response to the challenges identified in Cycle 1, the Quick Maker method was refined to emphasize not only engagement but also critical thinking and deeper comprehension. Interactive quizzes were modified to include higher-order thinking questions that required students to analyze plot structure, identify themes, and infer character motivations. The motivational elements, such as independence-themed hats and stickers, were retained but linked to specific literacy outcomes (e.g., understanding of the plot or correct identification of themes).

Act Stage (Cycle 2):

During Cycle 2, the refined version of the Quick Maker method was implemented. The changes led to significant improvements in both student engagement and comprehension. Observations revealed that students were now more engaged in discussions about narrative structure, and many were able to articulate the

themes and moral lessons from the texts they analyzed.

Outcomes of Cycle 2:

- Student Engagement: The mean engagement score increased further to 4.1, and the percentage of highly engaged students rose to 60% (Table 2). Only 20% of students reported low engagement by the end of Cycle 2.
- and competition, further enhancing engagement and motivation.
- Narrative Literacy: Students showed marked improvement in narrative text comprehension. The average test score increased from 77 to 85 (Table 3), with a higher percentage of students able to identify key narrative elements such as plot, character development, and themes. The use of independence attributes and motivational stickers continued to foster a sense of pride

Table 2. Changes in Student Engagement Before and After the Application of the Quick Maker Method

No	Indicator	Before Implementation	After Cycle 1	After Cycle 2
1	Mean Engagement Score	3.2	3.7	4.1
2	Median Engagement Score	3.1	3.6	4.0
3	Low Engagement (%)	45%	30%	20%
4	Moderate Engagement (%)	30%	30%	20%
5	High Engagement (%)	25%	40%	60%

Table 3. Changes in Narrative Literacy Scores Before and After the Application of the Quick Maker Method

No	Indicator	Before Implementation	After Cycle 1	After Cycle 2
1	Average Literacy Score	70	77	85
2	High Literacy Performance	25%	35%	50%

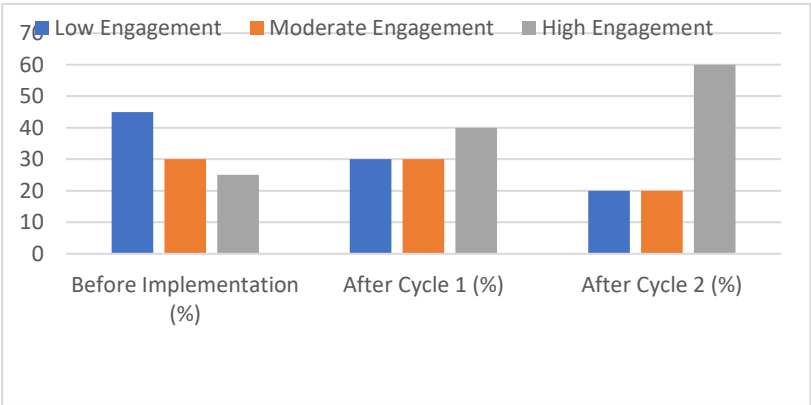


Figure 4. Distribution of Student Engagement Before, After Cycle 1, and After Cycle 2

Graph illustrating the changes in student engagement before, after Cycle 1, and after Cycle 2 of the Quick Maker method. There is a significant reduction in low engagement and a substantial increase in high engagement.

Discussion

The results from both cycles clearly demonstrate the effectiveness of the Quick Maker method in increasing student engagement and improving narrative text literacy. In Cycle 1, the primary focus was on addressing the lack of engagement through interactive and motivational elements. The

average student engagement score increased from 3.2 to 3.7, with the proportion of students reporting high engagement rising from 25% to 40%. While this represents a significant improvement, it became clear that deeper comprehension of narrative texts required additional intervention, as many students still faced challenges in understanding narrative elements such as plot and character development.

Cycle 2 expanded on these findings by refining the method to include more complex literacy tasks and integrating multimedia elements (such as images, videos, and audio) into the quizzes. This resulted in further improvements in both engagement and academic performance. The average engagement score increased to 4.1, with 60% of students reporting high engagement by the end of the second cycle, and only 20% of students remaining in the low-engagement category. Moreover, the average narrative text test score improved from 70 before the intervention, to 77 after Cycle 1, and 85 following Cycle 2, indicating that students not only became more engaged but also demonstrated a better understanding of narrative elements.

The use of the see, think, and act stages within each cycle allowed for continuous refinement of the Quick Maker method, demonstrating the value of Classroom Action Research (CAR) in addressing real-world classroom challenges. By evaluating the results of each cycle and making iterative

adjustments, the intervention became more effective in enhancing both engagement and academic outcomes.

The introduction of independence-themed attributes, such as hats symbolizing nationalism, and motivational stickers awarded to the top 15 students, not only increased student motivation but also enhanced their emotional connection to the learning material. These elements helped foster a more positive and supportive learning environment, where students felt motivated to participate and succeed.

The findings of this study align with previous research, which suggests that interactive technology and gamification can significantly improve student motivation and engagement (Govindarajan, 2021; Shah, 2022). The combination of Quizizz in paper mode, multimedia elements, and tangible rewards such as motivational stickers proved to be effective in creating a more engaging and interactive learning experience. The use of gamification and rewards in educational contexts fosters both intrinsic and extrinsic motivation, which in turn enhances learning outcomes.

Impact of Quick Maker Method on Student Engagement

To provide a clearer visualization of the changes in student engagement after the implementation of the Quick Maker method, the following bar chart represents the distribution of engagement levels before and after each cycle:

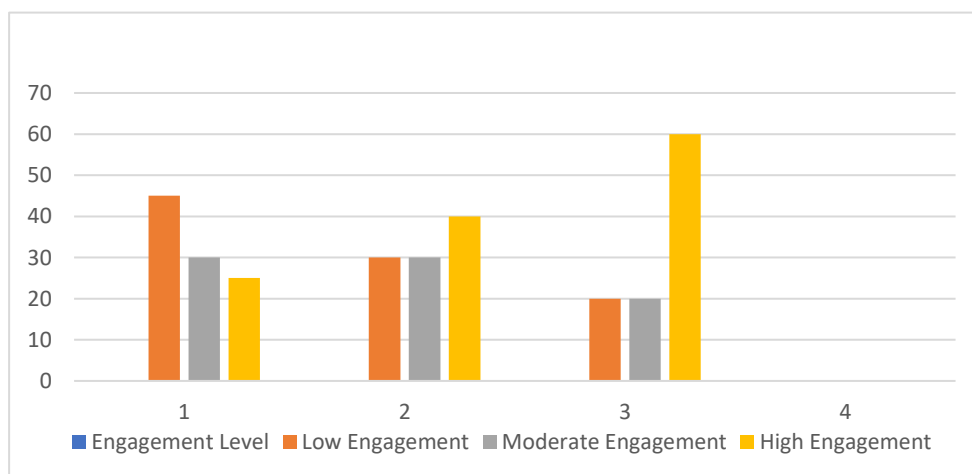


Figure 5. Distribution Of Student Engagement Before and After Implementation

As shown in Figure 5, the proportion of students with low engagement dropped from

45% to 30% after Cycle 1, and further decreased to 20% after Cycle 2. At the same

time, the proportion of students with high engagement increased from 25% to 40% in Cycle 1 and further rose to 60% by the end of Cycle 2. This shift underscores the effectiveness of the Quick Maker method in enhancing student engagement.

Analysis of the initial questionnaire data indicated that student engagement and motivation were at suboptimal levels before the intervention. With a mean engagement score of 3.2 and a large proportion of students reporting low engagement and motivation, it was clear that the traditional method used for teaching narrative literacy was insufficient. The Quick Maker method addressed these shortcomings by offering a more engaging, interactive, and dynamic approach to learning.

The two cycles of intervention resulted in significant improvements in both student engagement and narrative text comprehension. This study highlights the value of Classroom Action Research (CAR) in iteratively refining teaching methods to better meet students' needs. By integrating interactive technology and motivational tools, the Quick Maker method succeeded in creating a more engaging learning environment that fostered both peer learning and individual achievement.

The findings from this study demonstrate that combining interactive technology and motivational elements such as gamification can significantly enhance student engagement and performance in reading literacy, offering an effective approach for improving learning outcomes in narrative text literacy (Govindarajan, 2021; Munawir & Hasbi, 2021).

Data Description

In interviews with students, most revealed that they felt more interested and motivated after the application of the Quick Maker method. One student, Afif, said, *"Metode Quick Maker bikin belajar jadi lebih asyik dan seru. Ada banyak jenis pertanyaannya. Ada gambar, video, dan suara yang bikin kita pengen ikut terus. Soalnya juga menantang, jawabannya harus kita mikir cari jawabannya, nggak ada terlihat langsung di teksnya. Harus dipahami isi teksnya. Harus literasilah. Topi kemerdekaan juga bikin kita merasa lebih bangga dan semangat."* Another student, Balqis, added, *"Dulu, literasi teks naratif*

rasanya membosankan, tapi sekarang kita jadi lebih aktif dan excited. Saya tertantang untuk terus menjawab. Stiker motivasi juga bikin kita lebih semangat untuk menjawab pertanyaan dan berusaha lebih keras untuk dapat 15 besar."

These findings show that the use of the Quick Maker method succeeds in creating a more enjoyable and motivating learning experience for students. Additionally, data from questionnaires indicated a notable increase in student engagement after the intervention, with steady improvements after each cycle.

In the teacher interviews, the results also showed a positive view of the Quick Maker method. English teacher, Mrs. Desiruth, explained, *"Metode Quick Maker terbukti sangat efektif dalam meningkatkan keterlibatan siswa. Sebelum penerapan metode ini, saya melihat banyak siswa yang kurang aktif dalam kelas. Namun, setelah metode ini diterapkan, terlihat jelas peningkatan dalam partisipasi dan semangat belajar mereka. Mereka sangat senang dan pengen Quick Maker terus setiap belajar Bahasa Inggris."* Mrs. Desi also added, *"Atribut kemerdekaan seperti topi kemerdekaan dan stiker motivasi memberikan dampak positif yang signifikan. Siswa saya lihat tampak lebih termotivasi dan terhubung secara emosional dengan materi pembelajaran. Ini sangat membantu mereka untuk lebih fokus dan bersemangat dalam mengikuti kegiatan literasi teks naratif. Mereka jadi semangat menganalisa soal-soal teks dalam kuis ini."*

The findings from teacher interviews indicate that the Quick Maker method not only increases student engagement but also positively impacts the overall learning environment. Furthermore, improvements in narrative literacy performance were evident, with students showing a marked improvement in their comprehension of narrative elements such as plot, character development, and themes after each cycle of the intervention.

Field observations also showed significant changes in student interactions and the application of the Quick Maker method in the classroom context. During the research period, observations indicated that students became more active and engaged in learning activities. They seemed more eager to participate in

quizzes and games that are part of the Quick Maker method. Students' interaction with tools and attributes such as the independence hats and motivational stickers was also positive, with many students wearing the hats and proudly displaying their stickers. These observations indicate that the Quick Maker method succeeds in creating a more dynamic and motivating learning environment, as well as increasing the interaction between students

and the subject matter. The method not only makes learning more interesting but also encourages students to participate more actively in class (Phungphai & Boonmoh, 2021; Suyitno & Fadhilawati, 2024).

Figure 6 captures the dynamic and interactive nature of the Quick Maker activity, with students actively participating and displaying their answers using the Q-cards.



Figure 6. The Activity of Quick Maker

Analysis of Student Engagement and Motivation

Data analysis showed a significant increase in student engagement during the research period.

The following table presents quantitative data regarding the changes in student engagement before and after the implementation of the Quick Maker method:

Table 4. Changes in Student Engagement Before and After the Application of the Quick Maker Method				
No	Indicator	Before Implementation	After Cycle 1	After Cycle 2
1.	Mean Engagement Score	3.2	3.7	4.1
2.	Median Engagement Score	3.1	3.6	4.0
3.	Response Distribution			
4.	- Low Engagement (%)	45%	30%	20%
5.	- Moderate Engagement (%)	30%	30%	20%
6.	- High Engagement (%)	25%	40%	60%

The quantitative data from the questionnaire showed that the average student engagement score increased from 3.2 to 3.7 after Cycle 1, and further increased to 4.1 after Cycle 2 on a 5-point scale. The median engagement score also increased from 3.1 to 4.0, indicating that most students now feel more engaged in learning activities. The distribution of responses showed that the proportion of students reporting low engagement

decreased from 45% to 20%, while the proportion of students with high engagement increased from 25% to 40% after Cycle 1, and 60% after Cycle 2, with moderate engagement declining from 30% to 20%.

To further support these findings, the following line graph shows the trend in student engagement scores over the study period.

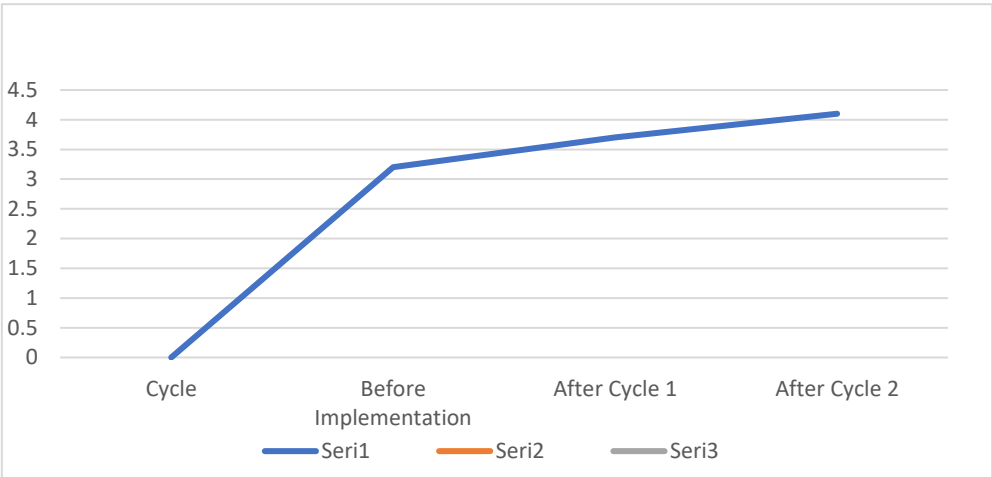


Figure 7. Trend in Student Engagement Scores Over Time

The line graph shows a consistent increase in student engagement following the implementation of the Quick Maker method, highlighting its effectiveness in enhancing and sustaining student involvement across two cycles.

Qualitative results from interviews and observations also support these quantitative findings. Students reported that they felt more excited and motivated to join the lesson after the Quick Maker method was implemented. Classroom observations showed an increase in active participation in discussions and interactive activities. For example, Andi mentioned, *"Dulu aku sering bosan di kelas, tapi sekarang pelajarannya jadi lebih seru, jadi pengen ikut terus."* Similarly, Lisa expressed, *"Aku jadi lebih semangat ikut diskusi dan kegiatan, soalnya belajar jadi lebih menarik."* These findings confirm that the Quick Maker method is effective in increasing student engagement by

creating a more dynamic and motivating learning environment.

The findings align with theoretical perspectives on the role of interactive learning environments in enhancing student engagement. Vygotsky's Social Constructivism (1978) emphasizes the importance of social interaction and collaborative learning, which are fostered through the use of the Quick Maker method. Similarly, empirical studies demonstrate the positive impact of gamified learning tools on student motivation and engagement, reinforcing the significance of the results observed in this study (Shah, 2022; Shibina & Vijayalakshmi, 2022).

Evaluation of the impact of independence attributes and motivational stickers on student motivation showed positive and significant results. The following table presents data regarding the effect of these elements on student motivation:

Table 5. Impact of Motivational Elements on Student Motivation

No	Element	Description	Effect on Motivation
1.	Independence Hat	Independence-themed hats are used during learning	Increased sense of nationalism and enthusiasm for learning

2.	Motivational Stickers	Stickers were given to the 15 students with the highest scores as an award	Increase motivation and healthy competition among students
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Quantitative and qualitative data showed that the use of independence hats and motivational stickers significantly boosted student motivation. After the Quick Maker method was implemented, 70% of students felt more connected to the learning theme and more enthusiastic in class. Additionally, 80% of students reported feeling motivated by the stickers awarded for high achievement, which encouraged healthy competition and greater effort in lessons. These findings highlight the positive impact of these motivational elements

on creating a supportive and engaging learning environment.

Effectiveness of the Quick Maker Method

The data showed that the implementation of the Quick Maker method had a positive impact on students' academic performance in narrative text literacy. The following table presents the results of relevant tests and assignments before and after the implementation of the method:

Table 6. Academic Performance Before and After Implementation of the Quick Maker Method

No	Academic Performance Indicators	Before Implementation	After Cycle 1	After Cycle 2
1.	Average Narrative Text Test Score	70	77	85
2.	Percentage of Students with Grade A	15%	25%	40%
3.	Percentage of Students with Grade B	35%	35%	30%
4.	Percentage of Students with Grade C	50%	40%	30%

The test results showed an increase in the average student score from 70 before the implementation of the Quick Maker method, to 77 after Cycle 1, and 85 after Cycle 2. The percentage of students who got grade A increased from 15% to 25% after Cycle 1, and 40% after Cycle 2, while the percentage of students who got grade C decreased from 50% to 30%. This data shows that the Quick Maker method not only increased students' engagement but also contributed to substantial

improvements in their academic performance, particularly in narrative text literacy.

The use of independence attributes, particularly independence hats, had a positive impact on students' sense of nationalism and engagement. Observations and interviews showed that the independence hats increased students' sense of pride and motivation in learning activities. The following table presents data on changes in students' perceptions of nationalism and engagement after the implementation of independence attributes:

Table 7. Impact of Independence Hats on Students' Nationalism and Engagement

No	Aspect	Before Implementation	After Cycle 1	After Cycle 2
1.	Sense of Nationalism (Scale 1-5)	3.0	3.8	4.2
2.	Engagement in Discussion (1-5)	2.8	3.6	4.0

The quantitative data shows that students' sense of nationalism increased from 3.0 to 4.2 on a 5-point scale after the implementation of the independence hats. Students' engagement in class discussions also increased from 2.8 to 4.0, showing a significant increase in active participation. Students reported that the independence hat made them feel more connected to the learning theme and strengthened their enthusiasm to participate in

class activities. These findings indicate that the independence attribute is effective in strengthening the sense of national pride and increasing student engagement in the learning process.

Findings from Thematic Analysis

The thematic analysis of the qualitative data revealed several main themes related to the

implementation of the Quick Maker method. Key findings include an increased sense of student engagement and satisfaction. The data showed that students felt more connected to the learning material due to the interactive approach and the use of independence attributes. Many students revealed that they felt more motivated and excited about the lesson after the implementation of this method. A recurring theme in the interviews was the feeling of pride and satisfaction from receiving rewards such as independence hats and

motivational stickers (Phungphai & Boonmoh, 2021). These positive emotions were reflected in students' more active and participatory expressions during class, as well as their increased sense of pride in academic achievement. As depicted in Figure 8, the awarding of motivational stickers to students who performed well in the Quick Maker activity served as an effective strategy to encourage healthy competition and increase engagement.



Figure 8. Awarding motivational stickers to students

Additional insights from the qualitative data provided a deeper understanding of the student experience and the effectiveness of the Quick Maker method. Students revealed that motivational elements, such as stickers and independence attributes, created a more fun and stimulating classroom atmosphere. Many students reported that the method helped them feel more confident and engaged in the learning process. Some students also identified that the Quick Maker method made learning more relevant and applicable, improving their understanding of the narrative text material. These insights confirm that the Quick Maker method is not only effective in increasing engagement and motivation but also improving the overall learning experience by creating a more enjoyable and supportive learning environment (Munawir & Hasbi, 2021; Pradnyadewi & Kristiani, 2021).

The findings from quantitative and qualitative data analyses supported the hypothesis that the Quick Maker method

improved student engagement, motivation, and academic performance. Qualitative analysis, including interviews and observations, revealed that students felt more motivated and excited, with independence hats and motivational stickers enhancing their sense of nationalism and pride. This created a dynamic, supportive learning environment. Thus, the results of this study confirm that the Quick Maker method, through more engaging interactions and motivational elements, is effective in achieving improved student engagement and overall performance (Munawir & Hasbi, 2021).

The findings of this study are in line with the results of previous studies which show that interactive technology can increase students' engagement and motivation in narrative text literacy learning. For example, a study stated that the use of interactive technologies such as educational games and web-based applications increased students' engagement in language learning (Govindarajan, 2021). This study reinforces those findings by adding evidence

that the Quick Maker method, which integrates technology and motivational elements, significantly improves students' engagement scores and academic grades.

However, this research also offers a new perspective that sets it apart from previous studies. While many studies focus on technology without additional attributes, this study highlights how independence attributes such as independence hats and motivational stickers play an important role in increasing student motivation. For example, the study did not include the influence of motivational elements on student engagement, which is the main focus of this study. As such, this study extends existing knowledge by combining interactive technology with additional motivational elements, providing new insights into how the combination can positively influence student learning outcomes (Azizah et al., 2023; Putra, 2023).

CONCLUSION

This study demonstrated that the Quick Maker method, incorporating independence attributes and motivational stickers, significantly improved students' engagement, motivation, and academic performance in narrative text literacy learning. Quantitative data revealed increases in mean engagement scores, from 3.2 to 4.1, and improvements in academic scores, from an average of 70 to 85 across the two cycles. Qualitative data supported these findings, showing that students expressed greater motivation, active participation, and emotional connection to the learning material through the use of the method's interactive and motivational elements.

The positive social and emotional effects of the method enhanced students' social interactions and emotional well-being, as the integration of independence-themed attributes (such as hats) fostered a sense of pride and nationalism. Additionally, the alignment of the method with curriculum objectives effectively supported learning outcomes. These findings

underline the importance of using innovative and motivating learning methods and suggest that the Quick Maker method can be successfully adapted to various educational contexts and subjects.

Practical Implications

The Quick Maker method has significant practical implications for teaching and learning narrative text literacy. It enhances student engagement and motivation, which are key to successful learning outcomes. By integrating interactive technology and motivational elements (such as independence-themed hats and stickers), the method creates a more dynamic and enjoyable learning environment, fostering active participation in literacy learning.

To effectively implement the method, it is recommended to: (1) use technology to enrich learning without distractions, (2) adapt motivational elements to suit local contexts and student cultures for greater relevance, and (3) conduct regular evaluations to maintain the method's effectiveness.

However, the study has limitations, including a small sample size and a short duration, which may limit the generalizability of the findings. Future research should expand the sample, extend the study duration, and control external variables to improve the validity of the results.

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APPENDICES

Appendix A: Student Engagement and Motivation Questionnaire

Section	Question	Scale
Section A: Student Engagement	1. How engaged do you feel during lessons?	1 = Not Engaged, 5 = Highly Engaged
	2. How often do you actively participate in class activities?	1 = Rarely, 5 = Always
Section B: Student Motivation	1. How motivated are you to complete assignments?	1 = Not Motivated, 5 = Highly Motivated
	2. How much do you enjoy learning narrative texts?	1 = Not Enjoyable, 5 = Very Enjoyable

Appendix B: Interview Questions for Students and Teachers

Audience	Question
Student	1. How did you feel about the Quick Maker method? Did it change your interest in the subject?
	2. What aspects of the Quick Maker method did you find most engaging and why?
Teacher	1. How did the Quick Maker method impact student engagement and motivation in your class?
	2. What did you observe about the use of independence hats and motivational stickers in your students' learning experiences?