The Correlation Between Student's Engagement and Reading Comprehension While Using Quizlet Gamification for Vocabulary Learning

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ABSTRACT

Objective: The rising popularity of gamification as an academic topic can be attributed to the growing affordability of Internet access through smartphones. One major challenge for gamification applications is maintaining student engagement and active participation. This research investigated whether students' engagement and reading comprehension significantly correlated with using Quizlet for vocabulary learning at a public senior high school in Gresik. **Method:** This research used a correlational research design. The subject of this study consisted of 30 students who used Quizlet for vocabulary learning. The research instruments were a questionnaire and a data sheet on students' reading scores collected from their teachers. The researcher used Descriptive and Pearson correlation through the SPSS Statistics 16.0 program to analyze the data. **Results:** This research revealed that students' engagement was moderate while using Quizlet for vocabulary learning. Then, the correlation coefficient was 0.429*, and the significance 2-tailed value was 0.018. From the sig-value, there was a significant correlation between the two variables, and the correlation value showed that the correlation was positive in the moderate category. Students' engagement and reading comprehension while using Quizlet for vocabulary learning had a significant correlation with a moderate correlation, and this indicated that an increase followed most students' engagement increase in their reading comprehension. **Novelty:** This study significantly contributes to understanding how students' engagement influences their reading comprehension when using Quizlet for vocabulary learning. It also establishes a positive and statistically significant correlation with a coefficient of 0.429underscores that higher engagement levels correspond to improved reading comprehension outcomes.

INTRODUCTION

In the ever-changing educational environment, the development of the internet and the emergence of new media make it easier for students to access learning sources and activities. The concept of using gamification to engage students in active learning has been discussed previously (Murillo-Zamorano et al., 2021). Moreover, gamification is also effective for delivering content language learning while enhancing students' engagement, motivation, satisfaction, and outcomes in the learning process (Inayati & Waloyo, 2022; Nadeem et al., 2023). Over the last several years, educators have increasingly included numerous games in their teaching curriculum. Learners may benefit from the experience of playing games while learning because they obtain target knowledge in a fun and interactive way (Xu et al., 2020). According to Galle (2020), gamification facilitates the learning of language by (1) giving visual and auditory exposure to the target language, (2) emphasizing specific language knowledge

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