IMPLEMENTATION OF VIDEO QUIZ (EDUCAPLAY) THROUGH *DISCOVERY LEARNING* TO IMPROVE NARRATIVE TEXT OUTCOMES

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ABSTRACT

Low student learning outcomes in English, particularly in narrative text at junior high school level, remain a persistent challenge. This study aims to examine the application of video quiz (Educaplay) in the *discovery learning* model to improve student learning outcomes in narrative text material. This study used a classroom action research design implemented in two cycles on class VIII C students at Khadijah Junior High School. Data were collected using tests, observations and questionnaires. The findings reveal that the pre-cycle results showed that the average student score was 74.55 with a completeness of 60.61%, cycle I 79.70 and 72.73%. In cycle II, the average student score increased to 85.76 with a learning completeness of 84.85%. In addition, the standard deviation also decreased from 21.08 (pre-cycle) and 15.10 (cycle 1) to 12.00 (cycle II), indicating that student learning outcomes were more average than before. In conclusion, the integration of the *discovery learning* model with video quiz (Educaplay) effectively improved student's learning outcomes in narrative text.

Keywords: discovery learning, educaplay, learning outcomes.

INTRODUCTION

In today's world of education, especially in the English language learning process, challenges are faced in delivering learning materials. This is especially true for students belonging to Generation Z. The learning delivered is certainly delivered using different methods according to the characteristics of the students(School, 2023). Students belonging to generation Z prefer and are interested in learning that integrates the use of more interactive digital technology. They prefer to use an audio-visual learning style by combining sound with visual images (Manjillatul Urba et al., 2024). In addition, the use of learning methods with the teacher as the center of learning. This approach positions students as objects in learning and teachers position themselves as omniscient as the only source of learning(Abdullah, 2017). However, this learning approach makes students less enthusiastic and motivated to learn new material from their teachers. In addition, it can also result in high student dependence on teachers, so students are less accustomed to seeking information independently from other sources and also students tend to be less active in actively participating in the learning process (Cherish Academy, 2020). This phenomenon also occurs when learning English, one of which is narrative material. This results in a decline in student engagement and learning outcomes. Therefore, learning innovations are needed to address emerging learning challenges.

Various studies have examined the use of digital media in language learning, including Quiz, Kahoot, Google Classroom, Edmodo, Zoom, and Gmeet, as well as social media like Instagram, TikTok, and YouTube. According to (Ahmad & Arkiang, 2021) studied the use of digital media in high school English learning, including Google Classroom, YouTube, Moodle, Zoom, WhatsApp, Edmodo, video blogs, and Instagram.

These platforms have been shown to improve student engagement, learning outcomes, and creativity. The analysis of the use of digital media in high school English learning emphasizes the importance of integrating digital media platforms into the learning environment. Further research by (Dabamona & Andarifa, 2022)found that YouTube can be used as a tool for independent English learning in informal situations. This media can support learning to be more independent, enjoyable, engaging, and effective. Further research by (Laksmi et al., 2021) explored the use of animated video-based learning media, one of which is the animated video Pow Toon. In addition to integrating the use of digital medicine in learning, researchers also highlight the use of *discovery learning* models in learning. Research conducted by (Agustini et al., 2023) that the development of interactive media based on *discovery learning* in learning can improve student learning outcomes. Another research by (Eriza et al., 2023) state the application of the discovery learning model can improve good grades and students can be active in the learning process. This is similar to the findings by (Silalahi, 2024) the application of the *discovery learning* method can significantly improve students' reading comprehension skills. These findings indicate that the use of the *discovery learning* model can influence student learning outcomes, supported by the use of interactive digital media. However, these studies tend to focus on the use of digital media or the *discovery learning* model alone. Very few studies directly integrate the use of digital quizzes (Educaplay) with the *discovery learning* model in the context of narrative text instruction at the junior high school level.

This study aims to examine the application of video quiz media in *discovery learning* model to improve students' learning outcomes in narrative text material in class VIII of Khadijah Junior High School. Specifically, this study attempts to the following research question: can the application of video quiz media in *discovery learning* improve students' learning outcomes in understanding narrative text? In addition, this research is expected to provide empirical evidence regarding the effectiveness of combining the use of interactive digital media (Educaplay) with the *discovery learning* model.

This study uses the constructivism theory developed by Jerome Bruner. According to him, learning is a process in which students construct their own knowledge through independent exploration and discovery of concepts(Tohari & Rahman, 2024). In this regard, in English language learning, especially in narrative text material, the discovery learning model is very relevant. This is because learning using the discovery learning model emphasizes providing opportunities for students to be able to dig deeper into the structure of narrative text, understand the content of the story and are able to develop their understanding gradually with challenging but also directed steps. This learning model emphasizes students being actively involved in the learning process and the teacher as a facilitator. This study also uses the theory of learning using multimedia. This multimedia learning theory was popularized by Richard R. Mayer which is used as a mental representation of images and words and is known as the *Cognitive Theory of Multimedia*. Learning by combining visual and auditory abilities is believed to have better output than using only one of them. The actualization of the use of multimedia-based learning is the use of quiz media (Educaplay) in English language learning, especially for narrative text material. This video quiz (Educaplay) presents a learning video interspersed with interactive quizzes, allowing students to acquire information in a more engaging and interactive manner while simultaneously encouraging active participation in the English learning process.

Educaplay is an online learning platform that offers quizzes with a variety of engaging activities, such as quizzes, crosswords, froggy jumps, matching pairs, fill-in-the-blanks, alphabet games, memory games, map quizzes, matching, unscramble letters, and video quizzes. The video quiz feature allows teachers to upload videos and then add multiple-choice or fill-in-the-blank questions to specific sections. This way, students not only watch the video but also actively participate in answering questions as it plays. Furthermore, narrative texts contain common events, a person's life experiences, and sometimes tell of events that are reconstructed and repeated according to the truth of the facts that occurred(Linda & Wignell, 2013). Another definition by (Pardosi et al, 2019) as cited by (Riryn Fatmawaty, Fita Faridah, 2025) a narrative is a recounting of a real or imaginary event, or a series of related events. Narrative text has five generic structures namely: orientation, evaluation, complication, resolution and re-orientation. In order to, narrative text was chosen for this study because it plays a crucial role in the English language curriculum at the junior high school level. Meanwhile, *discovery learning* is a method that encourages students to arrive at a conclusion based upon their own activities and observations(Balim, 2009). In this learning model using constructivism theory, where students discover concepts and principles through exploration, observation, and problem-solving. In this context, the teacher acts as a facilitator, providing learning experiences, prompting questions, and encouraging situations that encourage students to actively seek answers. There are several stages in the *discovery learning* model, namely stimulation/problem presentation, problem statement, data collecting, data processing, verification and generalization(Wati & Efendi, 2022). The combination of the *discovery learning* method and the use of video quizzes (Educaplay) is expected to create a more effective, efficient, communicative, and enjoyable learning innovation. Furthermore, the researcher will combine these two theories into two conceptual frameworks by linking the use of the *discovery learning* model and the quiz (Educaplay) to improved learning outcomes and student interest in English narrative texts.

Based on the background description, pre-observations, and literature review outlined above, it can be concluded that narrative text learning requires a more innovative approach to improve learning outcomes. Several studies have discussed *discovery learning* approaches and the use of media in learning. However, no one has yet combined *discovery learning* with interactive video quizzes (Educaplay) in narrative texts. Research specifically investigating the integration of *discovery learning* with interactive video quizzes (Educaplay) in teaching narrative texts to junior high school students is still limited. This research is expected to improve students' understanding of narrative texts. Therefore, this study provides new information on the suggested integrative strategy and theoretically combines constructivism and multimedia learning, two approaches that are crucial in contemporary learning theory. So that, this research not only supports classroom learning but also enriches scientific research on English language learning innovations.

METHOD

This research is a classroom action research study aimed at finding solutions to the problem of poor learning outcomes and student interest in narrative text. The subjects of this study are students of grade VIII-C of Khadijah Junior High School and total students in class VIII C are thirty three, who are directly involved in the learning process. This classroom action research uses qualitative and quantitative approaches

(mixed methods). According to (Hendrayadi et al., 2023) mixed methods research is a combination of quantitative and qualitative research methods used simultaneously in a study to obtain more comprehensive, valid, reliable, and objective data. This classroom action research design uses the Kemmis and MC Taggart models, which include plan, act & observe, and reflect.

The data sources obtained in this study included students of class VIII C as the main participants, supervising teachers as collaborators of the action, and supporting documents such as test results, observation sheets, and questionnaires. The test was used to measure students' learning outcomes in understanding narrative texts. The test consisted of 15 questions, 10 of which were multiple-choice and 5 were essays, covering text structure, language features, and moral values. To ensure content validity, the researchers developed the test in accordance with the learning objectives and curriculum, and through a review process by English teachers. The test's reliability was tested through consistent test structure and scoring criteria across cycles. Observation sheets were used to record and document student learning activities, while questionnaires were used to support data on student responses and interest in the discovery learning model and video quizzes (Educaplay). Meanwhile, the data collection technique employed several methods, such as tests, observations, and questionnaires. Quantitative data in the form of scores were analyzed using descriptive statistical analysis. Qualitative data, such as observations and questionnaires, were analyzed using descriptive qualitative analysis. To enhance the validity of the research findings, the researcher used triangulation of data sources and applied learning techniques. This classroom action research was conducted in three stages: pre-cycle, cycle I, and cycle II.

1. Pre-cycle. The pre-cycle stage was conducted to determine students' initial abilities in understanding narrative text before implementing the discovery learning model using video. At this stage, narrative material was taught using conventional methods without interactive media. At this stage, students were given a pre-test using Google Forms. The results of this pre-cycle test were used as a reference and to identify students' difficulties in understanding the structure and linguistic elements of narrative text.

2. Cycle I. After implementing the pre-cycle using the conventional pre-test method, cycle II continued, implementing the discovery learning model integrated with video quizzes (Educaplay). In this cycle, students watched narrative text videos embedded with video quiz questions on the Educaplay platform and engaged in group discussions to discuss the text's content and structure. At the end of Cycle I, students were given a post-test to measure learning outcomes. Reflection revealed increased student engagement and learning outcomes. However, challenges persisted, including limited learning time, lack of understanding, and some students' unfamiliarity with using Educaplay.

3. Cycle II. Cycle II was implemented as a follow-up to the reflections on Cycle I. Improvements included more effective time management, clearer instructions for using Educaplay, and increased teacher support during group discussions. In this cycle, students were retested to determine improvements in learning outcomes. This cycle demonstrated greater improvement and completion of learning outcomes compared to the previous cycle.

FINDINGS AND DISCUSSION

This classroom action research was conducted in class VIII C of Khadijah Junior High School, Surabaya. The researcher served as the leader, implementer, and teacher in the classroom where the classroom action research was conducted. The research was conducted in two cycles, each consisting of two meetings.

1. Pre-cycle Research

This pre-cycle research was conducted in one meeting to measure students' initial understanding of narrative text. The test was a multiple-choice test with ten multiple-choice items and five essay items distributed via Google Form. Table 1 shows the learning outcomes data from this pre-cycle. The following is a summary of the results:

Table 1.
Statistics of Pre-Cycle Test Scores

No	Statistics	Score
1.	Subject	33
2.	Ideal Score	100
3.	Maximum Score	100
4.	Minimum Score	30
5.	Score Range	70
6.	Average Score	74,55
7.	Standard Deviation	21.08

Source: Research data, 2025

The table above shows that the average score for determining students' initial abilities in narrative text material before the implementation of the *discovery learning* model using video quizzes (Educaplay) was 74.55 out of a maximum ideal score of 100. This relatively low average score is due to students still being familiar with narrative text material that they have not previously learned. When student test or diagnostic test scores are grouped into several categories, the frequency distribution of values is as presented in Table 2:

Table 2
Frequency Distribution of Pre-Cycle Test Score

No	Score	Category	Frequency	Percentage (%)
1.	≤ 44	Very Poor	4	12,09%
2.	45–59	Poor	1	3,23%
3.	60–74	Sufficient	8	25,81%
4.	75–85	Good	9	29,03%
5.	86–100	Very Good	11	35,48%
	Total		33	100%

Source: Research data, 2025

Based on table 2, it shows that there are four students who fall into the "very poor" category, and one student in the "poor" category. This condition shows that most students still have difficulty in understanding narrative texts, both in terms of structure and linguistic elements. In addition, as many as eight students are included in the "sufficient" category, nine students in the "good" category and eleven students in the "very good" category. These results show that although most students still do not understand the narrative text material, there are several students who are quite good at understanding the material even though they have not used an innovative learning approach. This distribution illustrates the gap in learning achievement between students, which can be seen in the fairly high standard deviation at this pre-cycle stage. Meanwhile, the percentage of student learning completion in this pre-cycle can be seen in table 3.

Table 3
Learning Completion Percentage in Pre-Cyle

Percentage Score	Category	Frequency	Percentage
0%-74%	Incomplete	13	39,39%
75%-100	Complete	20	60,61%
Total		33	100%

Source: Research data, 2025

The table above shows that only 60.61% of students achieved the minimum completion standard, while 39.39% fell below the completion criteria. This indicates that students' mastery of narrative text material in this pre-cycle was relatively low.

This pre-cycle test was used to determine students' initial understanding of narrative text material before implementing the video quiz-based *discovery learning* model (Educaplay). The test consisted of 10 multiple-choice questions, administered through Google Formal. The pre-cycle results yielded an average student score of 74.55%, with a maximum score of 100 and a minimum score of 30. The standard deviation for the pre-cycle was 21.08, indicating significant variation in student abilities. In this cycle, the learning completion rate showed that 60.61% of students completed the course, while 39.39% of students did not.

Several factors contributed to the poor pre-cycle test results, including: narrative material was new and had not been previously studied. Students had not been introduced to it in previous grades. Secondly, students were not yet accustomed to analyzing the structure and linguistic elements of narrative texts. Furthermore, most students are unable to analyze texts in depth. This is evident when students answer questions that only cover a basic level of knowledge and struggle with questions that require an understanding of narrative structure and linguistic elements. Another factor influencing the results in the pre-cycle stage is the limited learning media used. Before the video quiz treatment, learning in this narrative text material still used conventional methods such as Google Forms, resulting in less student motivation.

This finding is in line with previous research by (Herwandi, 2024)which states that teaching methods that are still conventional, children tend to be less interested in learning English. According to the *cognitive theory of multimedia learning*, the integrated combination of audio and visuals can process information more quickly and

effectively (Prihatmoko, 2023). The minimal use of interactive media in English language learning in the classroom at this early stage can stimulate students to be active in the learning process. Finally, there was a lack of motivation due to the conventional approach to English language learning and the lack of interactive media. Furthermore, Mayer's multimedia learning theory explains that the lack of use of audiovisual media in learning results in suboptimal learning outcomes. Rendahnya keterlibatan siswa pada tahap pra siklus menunjukkan bahwa pendekatan pembelajaran yang berpusat pada guru belum mendorong siswa untuk aktif dalam membangun pengetahuannya sendiri, sebagaimana dalam teori kontruktivisme Bruner (Mandar & Sihono, 2025).

2. Cycle 1 Research

This cycle is carried out after the pre-cycle process is completed. In this cycle, English learning with narrative text material uses the *discovery learning* model with video quizzes (Educaplay). The following are the results of cycle 1:
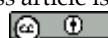
Table 4
Statistics of Cycle 1 Test Scores

No	Statistics	Score
1.	Subject	33
2.	Ideal Score	100
3.	Maximum Score	100
4.	Minimum Score	50
5.	Score Range	50
6.	Average Score	79,70
7.	Standard Deviation	15,10

Source: Research data, 2025

The statistical data above shows that the maximum student score is 100 and the minimum score is 50, with a score range of 50. In this cycle, the average student score increased from 74.55 in the pre-cycle to 79.70 in cycle 1. The standard deviation also decreased in this cycle to 15.10, indicating a more even distribution of student scores compared to the previous pre-cycle (21.02). The distribution of student score categories in cycle 1 is as follows:

Table 5
Frequency Distribution of Cycle 1 Test Score

No	Score	Category	Frequency	Percentage (%)
1.	≤ 44	Very Poor	0	0%
2.	45–59	Poor	3	9,09%
3.	60–74	Sufficient	6	18,18%
4.	75–85	Good	14	42,42%
5.	86–100	Very Good	10	30,30%

Total		33	100%

Table 5 shows that no students were in the "very poor" category. This indicates positive development compared to the pre-cycle. However, in this first cycle, there were still three students in the "poor" category and six students in the adequate category. Meanwhile, the majority of students were in the good and very good categories. These findings indicate that although there has been an increase in understanding, some students still need more intensive attention to achieve the expected learning standards. Meanwhile, the level of student learning completion is as follows:

Table 6
Learning Completion Percentage in Cycle I

Percentage Score	Category	Frequency	Percentage (%)
0%-74%	Incomplete	9	27,27%
75%-100	Complete	24	72,73%
Total		33	100%

In Cycle I, there was an increase in the average learning completion score, with 27.27% of students not yet achieving the minimum completion score. Meanwhile, 72.725 students achieved completion. The results of the first cycle showed an increase in average student scores, although some students had not yet achieved mastery. This improvement indicates that the implementation of the discovery learning model, integrated with video quizzes (Educaplay), is beginning to yield positive results. During the learning process, students became enthusiastic, engaged in the learning process and engaged in the video quizzes (Educaplay). This activity indirectly encouraged students to follow the storyline presented in the video in the narrative text material.

In the first cycle, several obstacles were still apparent, such as some students remaining confused about how to operate Educaplay, requiring time to adapt. Furthermore, time management during the learning process also presented a challenge in implementing the discovery learning model, such as the insufficient time allocated for the "verification" stage, which prevented comprehensive conclusions from being drawn. This finding is in line with(Ahmad & Arkiang, 2021) confirms that digital media has the potential to increase student engagement and learning outcomes in English learning. However, its effectiveness is influenced by the teacher's role and strategies in the learning process. Other research by (Balim, 2009)that discovery learning requires time or a gradual process so that students can move from initially passive learning to more active learning in the classroom. Reflecting on these obstacles enabled the teacher to act as a facilitator, enabling students to discover the right concepts. When compared to previous findings, the results of this cycle are similar to those of (Agustini et al., 2023)which showed that the use of interactive media based on discovery learning can increase student engagement, although teachers are still adjusting strategies at this stage. Therefore, it can be said that this first cycle serves as a basis for evaluation in subsequent cycles.

3. *Cycle II Research*

The implementation of Cycle II aims to address the shortcomings of Cycle II and is expected to improve student learning outcomes. At this stage, the *discovery learning* model was reapplied, employing different strategies and activities, as well as improved time management and strengthening student interaction during group discussions. The following are the results of the learning evaluation in Cycle II:

Table 7
Statistics of cycle II test scores

No	Statistics	Score
1.	Subject	33
2.	Ideal Score	100
3.	Maximum Score	100
4.	Minimum Score	60
5.	Score Range	40
6.	Average Score	85,76
7.	Standard Deviation	12,00

Source: Research data, 2025

Based on the learning outcomes in Cycle II, the maximum score was 100 and the minimum score was 60. In this cycle, the average student score increased to 85.76, up from 79.70 in Cycle I. The standard deviation also decreased to 12.00. This indicates that the variation in scores among students in the class is decreasing and tends to be more even. Meanwhile the distribution of student score categories in Cycle II is as follows:

Table 8
Frequency Distribution of Cycle II Test Score

No	Score	Category	Frequency	Percentage (%)
1.	≤ 44	Very Poor	0	0%
2.	45–59	Poor	0	0%
3.	60–74	Sufficient	5	15,15%
4.	75–85	Good	9	27,27%
5.	86–100	Very Good	19	57,58%
	Total		33	100%

Source: Research data, 2025

The results in table 8 show that no students fell into the poor or very poor categories. This indicates an improvement over the previous cycle. Five students were in the fair category, nine in the good category, and 19 in the very good category. These data indicate that more than half of the students have mastered the material very well, even exceeding the minimum standards. Meanwhile the level of student learning completion is as follows:

Table 9
Learning Completion Percentage in Cycle II

Percentage Score	Category	Frequency	Percentage (%)
0%-74%	Incomplete	5	15,15%
75%-100	Complete	28	84,85%
Total		33	100%

Source: Research data, 2025

The results of cycle II showed a significant increase in student learning outcomes compared to the pre-cycle and cycle I. The number of students who achieved the mastery score increased by 84.85% with an average score of 85.76 with a standard deviation decreasing to 12.00. This shows that achievement is increasingly evenly distributed across classes. The findings indicate that there is an improvement in cycle II indicating that the application of the *di* model with video quiz media (Educaplay) shows good results. In the second cycle, learning strategies were improved, including more proportional time management and enhanced group discussions. These improvements significantly resulted in higher average scores, thus increasing student learning achievement. Furthermore, student engagement in the video quizzes was significant, with some initially passive students becoming more involved in discussions. This active participation demonstrated that the use of interactive media, specifically video quizzes (Educaplay), combined with the discovery learning model, created a more enjoyable and less monotonous learning environment.

Student learning outcomes in Cycle II demonstrates that the actions/treatments implemented in class were effective. The average student score in learning narrative text significantly increased from 79.70 in Cycle I to 85.76 in Cycle II. Student learning achievement also increased, from 72.73% in Cycle I to 84.86% in Cycle II. The standard deviation decreased to 12.00, indicating that differences in student abilities were decreasing, indicating more equitable learning outcomes. 15.15% of students were classified as adequate, 27.27% as good, and 57.58% as very good. The decrease in the standard deviation indicates that the variation in ability between students is decreasing, resulting in more equitable learning outcomes. In other words, the implementation of the discovery learning model with video quizzes (Educaplay) not only impacts students who are already performing well but also helps students with lower abilities improve their grades. This is crucial because the goal of learning is not only to increase the average class grade but also to reduce the achievement gap between students, thus making learning more inclusive.

This improvement in the second cycle demonstrated the transfer of learning. Students were not only able to answer basic questions about narrative texts but also identified the structure of narrative texts, identified conflicts, and understood the moral values presented in the stories. This demonstrates that students are not simply memorizing but also constructing their knowledge, as exemplified by constructivist learning theory. These findings support Bruner's constructivist perspective. This theory emphasizes that students actively discover and construct their own knowledge through exploration and interaction during learning. Learning integration through discovery learning with interactive video quizzes (Educaplay) makes students more interested in learning and has an impact on improving learning outcomes. In line with previous

research by (Agustini et al., 2023) the implementation of learning using the discovery learning model and interactive digital media can improve student learning outcomes. Other research by (Silalahi, 2024) discovery learning can improve students' reading comprehension skills. Other research (Angga Prasongko, Ninik Farikha, Pritantina Yuni Lestari, 2025) interesting learning can increasing student motivation and participation in vocabulary learning. Therefore, learning by integrating the discovery learning model and video quizzes (Educaplay) not only confirms the effectiveness of the learning model but also expands on the findings of previous research by demonstrating its impact on improving learning outcomes and equitable learning in the classroom.

Based on the research results and discussion above, it shows that the learning approach using the *discovery learning* model with video quiz media (Educaplay) can increase the learning outcomes of class VIII C students of Khadijah Junior High School. This can be seen with student learning outcomes from pre-cycle to cycle II which can be seen from the average student score and in the percentage of completion. These findings are not limited to improved student learning outcomes. They also demonstrate qualitative developments in students, such as increased participation, enthusiasm, and deeper understanding.

CONCLUSION

The results of classroom action research conducted over two cycles in class VIII C of Khadijah Junior High School, Surabaya, concluded that implementing the *discovery learning* model using video quizzes (Educaplay) significantly improved student learning outcomes in narrative text material. This learning approach, which combines a constructivist approach and multimedia theory, this is primarily because this approach provides students with opportunities to experiment independently and engage in enjoyable interactions through interactive video-based quizzes.

The practical implications of this research suggest that English teachers must be able to adapt to students' needs and be technologically literate. Learning using digital media can create an engaging atmosphere, making students more active in learning English. Furthermore, learning becomes student-centered, rather than teacher-centered. The implementation of quizzes (Educaplay) can foster student motivation, foster active discussions, and train students to think critically. For schools, this research confirms the importance of using digital media to address the challenges of 21st-century learning. The results of this study are also relevant to the direction of Indonesian education policy, namely the implementation of the Merdeka curriculum, which emphasizes collaborative, active, differentiated, and contextual learning. This research also provides opportunities for future researchers to examine the discovery learning model using other digital media. Thus, the results of this study not only contribute to learning practice but also enrich the research literature on English language learning innovation in junior high schools.

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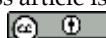
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