

THE EFFECT OF QUIZIZZ ON STUDENTS' READING COMPREHENSION OF GRADE X AT SMK SWASTA PAB 1 HELVETIA ACADEMIC YEAR 2023-2024

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ABSTRACT

This research aimed to find out whether the use of quizizz gave significant effect or not on students' reading comprehension. The research was designed as a quasi-experimental with quantitative approach. The population of this research was the tenth grade students of SMK SWASTA PAB 1 Helvetia. The sample was two parallel class namely X-Tbsm 1 which consisted of 30 students as the control class and X-Tbsm 2 which consisted of 30 students as the experimental class. Both classes were given pre-test and post-test. The experimental class was given treatment using Quizizz. Data analysis employed SPSS 29. Pre-test results for the experimental group were 62.67, whereas those for the control group were 60.00. While the experimental class's post-test score was 80.00 and the control class's was 70.33. Calculating the T-test revealed a significant difference. The analysis finding revealed that the sig (2-tailed) value was $0.01 < 0.05$, indicating that H_0 was rejected and H_a was approved. As a result, it was possible to draw the conclusion that Quizizz gave a significant effect on students' reading comprehension, particularly the descriptive text.

Keywords: Quizizz, Reading Comprehension, Descriptive Text

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Quizizz memberikan pengaruh yang signifikan atau tidak terhadap pemahaman membaca siswa. Penelitian ini dirancang sebagai penelitian eksperimen semu dengan pendekatan kuantitatif. Populasi penelitian ini adalah siswa kelas X SMK SWASTA PAB 1 Helvetia. Sampelnya adalah dua kelas paralel yaitu X-Tbsm 1 yang berjumlah 30 siswa sebagai kelas kontrol dan X-Tbsm 2 yang berjumlah 30 siswa sebagai kelas eksperimen. Kedua kelas diberikan pre-test dan post-test. Kelas eksperimen diberi perlakuan menggunakan Quizizz. Analisis data menggunakan SPSS 29. Hasil pre-test pada kelompok eksperimen sebesar 62,67 dan pada kelompok kontrol sebesar 60,00. Sedangkan nilai postes kelas eksperimen sebesar 80,00 dan kelas kontrol sebesar 70,33. Menghitung uji T menunjukkan perbedaan yang signifikan. Hasil analisis menunjukkan nilai sig (2-tailed) sebesar $0,01 < 0,05$ yang berarti H_0 ditolak dan H_a disetujui. Hasilnya, dapat disimpulkan bahwa Quizizz memberikan pengaruh yang signifikan terhadap pemahaman membaca siswa, khususnya teks deskriptif.

Kata kunci: Quizizz, Pemahaman Bacaan, Teks Deskriptif

Introduction

One of the keys in studying English language skills is reading. Sari & Abdulrahman, (2019) said that reading is one of the four skills that can develop with the proper use and implementation;

listening, speaking, reading, and writing are the four qualifications. It is difficult to improve the low-interest and unmotivated readers. Students struggle to read because they believe English is difficult to

understand. Most of them experience boredom and laziness.

Pradnyadewi & Kristiani (2021) defined that reading is a fantastic way for students to gain new ideas, information, and experiences to help them enhance their understanding of the English language. Reading is a skill that delivers new information or knowledge while also increasing comprehension of a material.

As believed by Puspita (2017) there are some problems regarding difficulties in comprehending reading, particularly for Indonesian students. When a teacher inquires of the class regarding information that is contextual but not explicitly written in the text, they had some trouble finding it. Another problem was that Indonesian students struggle to grasp the material because of lacking vocabulary and motivation.

While Fatimah et al., (2020) stated that due to their limited vocabulary, not being able to voice their ideas during teaching and learning activities, inability to summarize the main idea from the reading text, the students had trouble understanding the information from the reading texts.

The problems in this current research were figured out after observing students during the implementation of Magang 3 of students grade X at SMKS PAB 1 Helvetia, Medan. There were several difficulties that students frequently faced when reading or when they tried to understand what they had read. The problem also included the students' feeling sluggish, finding it difficult to understand what they have read, lacking motivation to read, pronunciation issues, lacking of vocabulary, and students' low self-esteem.

The evidence gathered from observation during Magang 3 concluded that most widely accepted reason why students struggle to read well is a lack of vocabulary. Many students attempt to read books on occasion, sometimes with the encouragement of friends or under the direction of teachers, but they soon lose the passion and interest they had when they began. They encounter new terms in every paragraph, sometimes even in every

sentence or phrase, which constantly makes it difficult for them to grasp the meaning. Therefore, a variety learning media was provided that can be used in reading comprehension in the subject of descriptive texts with various difficulties that students frequently face, particularly in reading comprehension skills.

From those above descriptions, It is obvious that many students at all levels of learning struggle with reading comprehension. Some factors that can influence students' reading comprehension problems include lack of enthusiasm for reading, inadequate language vocabulary, difficulty in understanding the structure of texts, and lack of effective reading skills. Those factors are mainly caused by the media used by teachers who do not attract student's interest in reading comprehension.

To overcome students' reading comprehension problems, the decision of learning through technology was taken into consideration. It is in line with the current situation that the development of Indonesian educational system is currently accelerating alongside advances in technology. It is hoped that by integrating a certain application in learning can help improve students' reading comprehension and help them understand reading materials better.

The Quizizz application is one of the media available considered as a fun cooperative learning exercise. Quizizz is described as a learning tool that can assist students in measuring their comprehension and learning growth by Sinta et al., (2019). A more student-centered learning environment where students interact more actively in class is produced via quizizz-based learning. According to Yan mei et al., (2019), Quizizz Application is one of the strategies that will be made available here. All students may practice using their computers and cellphones in a group environment with Quizizz, an interactive online testing program. Thus, this application as learning media was employed because it is a particular kind of learning model.

Ratnasari et al. (2019), that the primary Quizizz features that are important to this research are prompt feedback, review parts, repeated quizzes, and using the latest Quizizz. Anywhere may be a reading location, and any location can be utilized to develop reading comprehension. In addition, Quizizz also allows students to practice and test themselves on reading comprehension, which helps improve learning outcomes.

Based on the background elaborated above, It is interested in carrying out a research entitled “The Effect of Quizizz on Students’ Reading Comprehension of Grade X at SMKS PAB 1 Helvetia Academic Year 2023-2024” to prove the effectiveness of Quizizz application for reading comprehension.

RESEARCH METHOD

Quantitative research using experimental design with two groups to assess tenth grade student's reading comprehension using the Quizizz media application of SMKS PAB 1 Helvetia.

Sugiyono (2018) mentions that quantitative research methodology is founded on positive (concrete) Statistics and research data in the form of numbers that can be measured are used as a calculating test instrument. A randomized control class was used in this research. Pretest and posttest were designed for the groups. In this design, there were experimental group and a control group. The experimental group used Quizizz to study reading comprehension, while the control group was taught using conventional methods.

This research used cluster random sampling with lottery technique. This was attempted to obtain a representative sample of the population that can be used to draw conclusions about the research question or hypothesis.

The research test was divided into two categories: the pre-test was used to gather data on the prior reading, and the post-test was administered following the most recent treatment to gather information about the effects of the Quizizz application.

RESULT AND DISCUSSION

This research was done at SMK PAB 1 Helvetia in the academic year of 2023/2024. Two classes were chosen by the researcher as a sample for this study. Those were X Tbsm 1 and X Tbsm 2. There were 30 students in X Tbsm 1 as a control group, and 30 students in X Tbsm 2 as an experimental group. In total, there were 60 students as the research sample. 20 multiple-choice questions based on a descriptive text were included in the pre-test and post-test. The results of this test were used to calculate the students' grades. The following table provides the written test results scores for the pretest and posttest.

Table 1. Student's Score of Pretest and Posttest

No	Initial Cntrl class	Pretest	Posttest	Initial Experiment class	pretest	posttest
1	AF	50	65	AR	50	90
2	AA	50	60	AV	55	85
3	AL	50	60	DF	70	80
4	AD	60	70	DH	60	90
5	AK	60	70	FR	55	80
6	AY	70	80	FJ	55	80
7	BR	60	75	FZ	65	75
8	BW	55	60	FE	60	75
9	DF	70	80	MF	70	85
10	DV	70	80	MH	55	70
11	DA	70	80	MD	75	90
12	DB	65	75	MR	70	75
13	DS	60	75	MI	75	80
14	DZ	60	65	MK	70	85
15	MS	50	70	MQ	55	75
16	MY	65	70	ME	75	90
17	MZ	70	75	RF	50	70
18	MN	70	75	RG	60	80
19	PD	55	60	RMH	65	80
20	PW	60	70	RH	60	75
21	RF	50	65	RD	65	75
22	RM	50	70	RS	70	85
23	RFN	55	70	RN	85	90
24	RS	65	80	RM	50	70
25	RH	50	60	RY	55	70
26	SS	75	80	RZ	60	75
27	ST	50	65	RI	70	80
28	SP	65	75	SG	60	75
29	TY	55	60	SF	50	80

30	WY	60	70	SL	65	85
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The pre-test for the experimental and control classes in this study was held. This test's objective is to find out how well the students can read descriptive texts before receiving treatment. The students were given 20 multiple-choice questions to gauge their reading comprehension of descriptive texts.

It was crucial to examine the instrument after obtaining the pre-test data for the experimental and control classes. The Kolmogorof-Smirnof test from SPSS is being used in this research to process the data. The outcome is displayed in the following table.

Table 2. The Pre-Test Normality of the Experimental and Control Classes

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil Belajar Siswa	Pre Test Experiment	.150	30	.083	.939	30	.088
	Pre Test Control	.140	30	.137	.905	30	.011

a. Lilliefors Significance Correction

Based on the data, the Kolmogorov-Smirnov (K-S) test was performed to assess the normality of the data. The experimental groups' K-S scores were 0.150, with a two-tailed significance value of 0.083, which is greater than the significance level of 0.05.

Similarly, the K-S score for the control group was 0.140, with a two-tailed significance value of 0.137, also greater than the significance level of 0.05. The Independent Sample T-Test is then used to test the hypothesis at a significance level of 5% ($\alpha = 0.05$) using a t-test.

Table 3. Independent Sample Test

Result		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Equal variances Assumed		.726	.104	.466	58	.001	16.333	2.188	11.954	20.712
Equal variances				.466	55.389	.001	16.333	2.188	11.950	20.717

The table revealed that the experimental group's mean was 80.00 while the control group's mean was 70.33. It indicated that the experimental group out

performed the control group. As a result, H_a was accepted and H_0 was rejected according to the Independent Sample T-

test, which revealed that sig (2-tailed) was $0.01 < 0.05$.

It can be said that there was a significant difference between students who were taught using Quizizz and those who were taught using the conventional method in terms of their reading comprehension. In

CONCLUSION AND SUGGESTION

In accordance with the findings, there is a substantial difference between the experimental class, which used Quizizz to teach its members, and the control class, which used a more conventional teaching. It can be seen from the results that the experimental class average post-test score was 80.00 whereas the control class was 70.33. The independent sample T-test also revealed that sig (2-tailed) $0.001 < 0.05$. It means that H_0 was rejected and H_a was accepted.

Quizizz is also among the most entertaining strategies to enhance reading because the students appeared interested and enjoyed themselves. Since Quizizz was used, there was a good reaction, indicating its value in boosting students' motivation and reading comprehension skills.

It has been shown that quizizz might enhance students' reading comprehension, particularly in SMK PAB 1 Helvetia, and is anticipated to be effective and valuable in teaching and learning activities.

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