

IMPROVING STUDENTS READING SKILL THROUGH QUIZIZZ APPLICATION OF THE TENTH GRADE STUDENTS OF SMA NEGERI 1 PANGKEP

Magfiratul Jannah Rasyid¹, Andi Tenri Ampa², Andi Asri Jumiaty³

^{1,2,3}Universitas Muhammadiyah hmakassar ,Indonesia.

ARTICLE INFO	ABSTRACT
<p><i>Article history:</i> Received: 20- 10 -2021 Revised: 11- 11- 2021 Accepted: 20-11- 2021 Published: 16-12-2021</p> <p><i>Keywords:</i> Quizizz Application Literal Comprehension Interpretative Comprehension</p>	<p>The Research aimed at investigating the use of Quizizz Application in Improving students' reading skill. A Pre Experimental design was employed only one classess of the tenth graders at one school in Kab.Pangkep selected with total sampling as sampel. The data were obtained through a pre-test and a post-test. The Reading Comprehension was convering identify Literal Comprehension (The Main Ideas) and Interpretative Comprehension (Understanding Vocabulary).The computation shows that the used Quizizz Application was improving the students' reading comprehension skill, students' reading comprehension skill using the Quizizz Application indicate better learning results than before the Quizizz Application was applied. The result of pre-test and post-test, the result of t-test value of level significant (p) = 0,05 with degree of freedom in Literal (Main Idea) (df) = 21; in Interpretative (understanding Vocabulary) (df) = 21. Indicated t-table value is 1.720 and t-table Literal (Main Idea) is 6.868; in Interpretative (Understanding Vocabulary) 4500. After the calculating the value t-test analysis, the is it compared with t-table value. As the result, the researcher notices that the value of t-test is higher than the t-table. It means that null hypothesis (H0) is rejected and alternative hypothesis (H1) is accepted. Because there is difference substantial mean score of the test that have provided by researcher using Quizizz Application in Reading Class.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
<p>How to cite: Magfiratul Jannah Rasyid, Andi TenriAmpa, & Andi AsriJumiaty. (2021). Improving Students Reading Skill Through Quizizz Application of the Tenth Grade Students of SMA Negeri 1 Pangkep. English Language Teaching Methodology, Vol 1(3), December 2021. doi: https://doi.org/10.22219/jpbi.vxiy.xxyy</p> <p><i>Corresponding Author:</i> Magfiratul Jannah Rasyid English Education Department UniversitasMuhammadiyah Makassar 259 Sultan AlauddinRoad, Makassar City, Rappocini90221, Indonesia. Email: magfiratul@bg.unismuhmakassar.ac.id</p>	

INTRODUCTION

The progress of education in Indonesia, along with technological advances, is developing rapidly. English is one lesson that is no less important. There are many things

that are considered in line with basic skills in learning English, including reading, writing, speaking, and listening. All of these skills have one and the same bond, especially in reading skills. Reading is an activity carried out by people every day, with the aim of knowing what information is happening right now. Reading is where someone needs a very high focus or concentration to understand the reading they are reading, with a high concentration the reader will get information about what the writer is conveying to the reader. (Rahayu, 2014)

State that, Reading is a method carried out by the reader to get a response. Which will be transmitted from the author through intermediary words or writing media. In addition, reading is a process carried out and used by readers to find out messages that use the term author or written language. Reading is often required to find answer to certain questions or problems that someone reads. To quench one's thirst for information, reading a book is required, and most books. But in reading a lot of difficulties someone makes the message conveyed by the writer does not reach the reader (Pardon, 2004).

Since English is not their primary language, Indonesian students can find it difficult to understand English reading texts. For instance, when the teacher asks them about some data that is not strictly stated in the text but is still in context, the first students find some difficulties. The second is that there is a shortage of vocabulary for Indonesian students and that makes it hard for them to understand the text. The third challenge confronting students is discovering the text's key concepts. Students must learn these aspects so that they can understand the text and respond well to the questions raised. (Aryanti Puspita, 2017)

Based on observations from Magang 1,2,3 and P2K, most difficulties and problems occur in students when reading books. Sometimes students face books but don't read at all. They can only mention the word symbol without having an idea from a book. Researchers themselves experience when reading a book without knowing something that appears to feel tired so that students who feel bored will have trouble understanding the reading text. Students who do not understand the content of the text they read will find it difficult to answer questions. For example, what are the main ideas they read. Not only that, students will find it difficult to understand new vocabulary words that they see in reading.

As the explanation above, the data from observation magang 1,2,3 and P2k indicates that the students also face the same problems. In order to understand the text in English well, most of them are not qualified. In the passage, many learners can interpret the term well, but cannot answer the questions. They can say words, but they cannot use words to get the meaning out. They find reading materials challenging to understand. The author also found that only the students were asked to read by the teacher, and then they had to answer the question first without describing the text. Therefore, those students who did not understand what they were reading did not answer all the questions correctly. In this situation, the students have to think critically, and the instructor must choose the best approach or strategy for teaching it.

What a teacher needs to consider as a significant primary position is how the reading course can be organized with strategies and techniques to help students understand the idea from the author's mind in the text. Many professionals familiar with reading comprehension

have addressed many approaches and methods. One of the techniques to be offered here is Quizizz Application. As a fun multiplayer class activity, Quizizz is an online evaluation platform that allows all students to practice with their computer, smartphones and I Pad together. The researchers used this application media because this application media is a form of learning model (Ju, 2018).

In overcome students' problems in reading, we can see the current situation and see the development of technology, there are many schools that allow students to bring mobile phones to school, but the use of mobile phones also accepts many pros and cons because not all students use it properly, or in a sense that they carry a cellphone but don't use it properly.

Therefore, via the Quizizz Application, how students can acquire any data and how students can collaborate with their friends and share with their instructor. Students are also encouraged to work with friends on the benefits of using the Quizizz Application for the media.

Regarding to Adam, (2018) in Implementing Quizizz Application as Game Based Learning in the Arabic Classroom The Arabic classroom by applying Quizizz as a game based learning in the Arabic classroom of Sultan Idris Education University Malaysia. They found that all the students were very involved and more focused on the subject of study. Furthermore, the findings of the questioners show that during the Arabic class, the students displayed the role of lawyer as an online teaching and assessment tool.

Quizizz Application is now integrated with Google Classroom. So, if students use the learning management system, they can easily push out their quizzes to their students, and their school emails will already be authenticated. The following are some of the features of Google Classroom integration: Google Classroom Integrated Reports Quizizz is definitely fun. But when someone answers to several questions at various times, you lose a little bit of excitement. You should search all the questions all at once when a game of Quizizz is over and you lose the isolation. (Medvedovska, et al. (2016).

Based on the explanation above, the researcher is interested in carrying out a study entitled "Improving students reading skill through Quizizz application of the tenth grade students of SMA Negeri 1 Pangkep."

RESEARCH METHOD

The study used quantitative data with pre-experimental research to know the students reading achievement ability through the use of Quizizz Application at the tenth grade students of SMA Negeri 1 Pangkep.

The instrument of this research was reading test in multiple choice form. For collecting data in this research used SPSS application.

RESULT AND DISCUSSION

A. Result

1. The improvement of in finding Literal comprehension (main idea) and Interpretative comprehension (Understanding vocabulary)

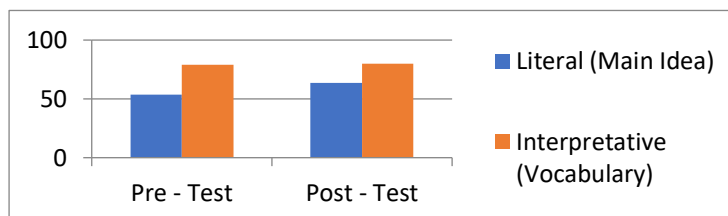
In order to answer the research question in the previous chapter, the researcher administrated two kinds of test such as pre-test that given before the treatment and post-test that given after the students got the treatment before. The result of the students' improvement in reading by using descriptive text multiple choice text was presented in the table below :

Table 1. The mean score of literal and interpretative comprehension

Criteria	Pre - test	Post - test
Literal Comptehension (Main idea)	53,63	79,09
Interpretative Comprehension (Understanding vocabulary)	63,63	80,00

The table shows the students' improvement in finding literal (Main idea) in reading as the result of calculating the students pre-test and post-test in terms of content and organization by using descriptive text. The students' reading score about main idea in pre-test (53,63) lower than the post-test (79,09). It mean score of the students' pre-test.

Figure 4.1 mean score of literal and interpretative comprehension.



In explanation the table also scan be shown in chart of the students' improvement in finding understanding vocabulary in reading as the result of calculating the students' pre-test and post test in terms of main idea and understanding vocabulary by using descriptive test withe the Quizizz application. The students' reading score about understanding vocabulary in pre-test (63,63) is lower than the post-test (80,00). It means that the mean score of the students' post-test is higher than the mean score of the students' pre-test.

Table 2. Students' improvement in literal and interpretative comprehension

Criteria	Mean Pre - test	Mean Post - test	Improving
Literal Comptehension (Main idea)	53,63	79,09	47,47%
Interpretative Comprehension (Understanding vocabulary)	63,63	80,00	25,72%

Based on the table 2 shows that in literal comprehension (Main idea) the mean score of the pre-test was 53,63 and the post-test was 79,09. The improvement of pre-test and post-test was 47,47 %. In interpretative comprehension (understanding vocabulary) the mean score of pre-test was 63,63, and post-test was 80,00. The improvement of pre-test and post-test was 25,72%. Based on the result, it concluded that the using Quizizz application was able to offer greater contribution in teaching and learning reading text.

This part presented the result of the students' reading comprehension, such as main idea and understanding vocabulary. The student' score of pre-test and post test was classified into some criteria and percentage as followed:

Table 3.the frequency of the students' improvement to find out main idea and undstanding vocabulary of pre-test and post-test.

No	Classifications	Score	Test			
			Pre-test	Percentage%	Post-test	Percentage%
1	Excellent	96 - 100	-	-	4	11,8 %
2	Very Good	86 - 95	-	-	14	63,6
3	Good	76 - 85	-	-	7	31,8
4	Fairly Good	66 - 75	-	-	-	-
5	Fair	56 - 65	5	14,7	-	-
6	Poor	35 - 55	8	17,6	-	-
7	Very Poor	0 - 35	3	88%	-	-

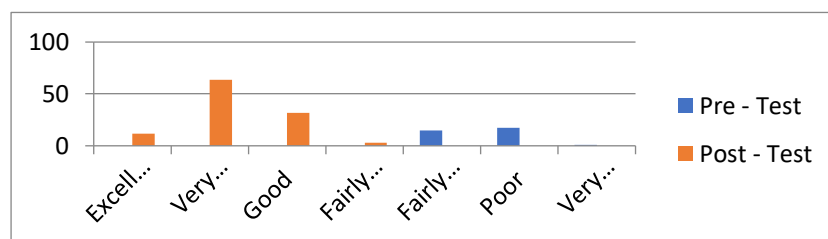


Figure 1. The frequency of the students' improvement to find out main idea and undstanding vocabulary of pre-test and post-test.

Based on the table above, it showed the students' improvement was pre-test, there was not students' who got excellent, very good, good and fearly good, so did very good and good classifications. Then, there are 3(88%). While, the students who got fair there are 5(14,7).

Based on the table above, it shows that students' improvement in post-test, there was 4(11,8%) students got excellent, 14(63,6) students got very good. Then there are 7(31,8) got good.

- The significance of the students improvement in terms of out Literal comprehension (Main idea) and Interpretative comprehension (Understanding vocabulary)

The hypothesis testing in the next step to get conclusion of analysis this research. The researcher committed test in one class was taught by using Quizizz Application. So to know the level of significance of the pre-test and post-test, the researcher used t-test analysis on the level of significance (p) + 0,05 with the degree of freedom (dl) = N-1 where the N- number of subject (22 students) then the value of table is 1.720 the t-test statistic, analysis of independent sample was applied. The researcher uses program SPSS 24 to analysis the T-test.

As for the hypothesis in this research were H_0 states that there is no significance difference students' reading comprehension before and after treatment reading material by using quizizz application in descriptive text of the tenth grade students' of SMA Negeri 1 Pangkep in the academic years 2020/2021, while the alternative Hypothesis (H_1) states that there is significant difference students' reading comprehension before and after treatment reading material by using Quizizz Application on descriptive text of the Tenth grade students of SMA Negeri 1 Pangkep in the academic years 2020/2021. Hypothesis test can be done after the normality and correlation test were done.

Table 4. T-Test calculation/value

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 preliter al - postliteral	25.45455	17.38288	3.70604	33.16168	-17.74741	6.868	21	.000
Pair 2 preinter pre - postintertpre	16.36364	17.05606	3.63636	23.92587	-8.80140	4.500	21	.000

The result of t-test for reading comprehension focus on literal and interpretative levels as follows:

Table 5. T-test Value of Students' Reading comprehension

Variable	T-test	T-table	Comprehension	Classification
Literal Comprehension	6.868	1.720	$t\text{-test} > t\text{-table}$	Significantly different
Interpretative Comprehension	4.500	1.720	$t\text{-test} > t\text{-table}$	Significantly different

Table 5, showed that t -test value for reading comprehension focused on literal with the t -test value was $68,68 > 1.720$ and interpretative with t -test $4.500 > 1.720$. it indicate that the result of t -test value in all of variable and idicator was lower than t -table value. It means that there were as a significant different between the result of pre-test and post-test in reading comprehension.

Based on the result, it concluded that there was improvement of the students' reading comprehension deal with literal and interpretative comprehension by using Quizizz Application.

B. Discussion

In this part, the results of data collected and review were presented to demonstrate the reading comprehension of students in the teaching and learning process by using the Quizizz Application. In the previous section, the description of data obtained from reading the text as an interpretation showed that the understanding of reading was enhanced for the students. The mean score and percentage of the pre-test and post-test outcomes of the students approved it. On the basis of the above result, the students' use of Quiz had a higher mean score in understanding.

Literal comprehension represents the ability of the students to understand the content of the text (Hidayah N., 2019). This level is the simplest level. It means that what the reader needs to do is to reproduce the fact as they are related by the writer. At this level, Questions are factual and detailed. The skills needed for this level are nothing factual data, sequence, chronology, and enumeration.

The objectives of this study were to enhance their understanding of literal and interpretative reading based on one text, descriptive text, using Quizizz application. Referring to the pre-experimental class comparison text between pre-test and pos-test. There was an increase in the score of students where pre-test and post-test were used. The student rating between pre-test and post-test had a distinct significance, it can be inferred.

For the pre-test and the post-test consisted of four reading descriptive text. Five literal comprehension and five interpretative comprehension. The students had many difficulties in answering the pre-test questions at the time of the pre-test, because more students emphasize the vocabulary they don't know the meaning At the time of the care, the students knew more about the vocabulary in the text for the text descriptve and were very easy to read particularly

for the vocabulary they knew before in the descriptive text and in giving treatment that is in the form of using Quizizz application in the material of reading text (descriptive text) (descriptive text). Students have multiple reading changes and try to work out the phrases they didn't know beforehand. Additionally, when giving students pre-tests. This ensures that the percentage of reading ability is included in the descriptive text category and answers questions correctly for post-test students and shows the words they do not recognize in the descriptive text.

Through the result of pre-test and post-test, the result of t-test value of level significant (p) = 0.05 with degree of freedom in Literal (main idea) (df) = 21; in interpretative (conclusion) (df) = 21. Indicated t-table value is 1.720 and t-table Literal (main idea) is 6.868; in interpretative (understanding vocabulary) 4.500.

After the measuring the value t-test analysis, then is it compared with t-table value. As the result, the researcher notices that the value of t-test is higher than the t-table. It means that null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted because there is difference substantial mean score of the test that have given by researcher using Quizizz application in reading class.

From the discussion above, it can be concluded that using Quizizz application is one of teaching media that can improve students' reading comprehension at the Tenth grade of SMA Negeri 1 Pangkep.

CONCLUSION

Based on discussion proposed in previous chapter, the following conclusion was it can be concluded that the use of Quizizz Application can improve students' reading skills, especially in reading descriptive text at the tenth grade of SMA Negeri 1 Pangkep. It was proven by the students' mean score improvement from pre-test to post-test. It means that there was a big difference. Therefore H_0 was rejected and H_1 was accepted.

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