

THE USE OF QUIZZZ APPLICATION IN IMPROVING STUDENTS'  
READING COMPREHENSION SKILL AT SMKN 3 TAKALAR:  
An Experimental Research

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Article Info	Abstract
<p><b>Received:</b> September 10, 2018 <b>Accepted:</b> November 11, 2018 <b>Online:</b> December 28, 2018</p> <p><b>Keywords:</b> Quizzes application, reading And Learning, reading comprehension</p>	<p>The researcher aimed at investigating the use of Quizizz Application in improving students' reading comprehension skill. A Pre-Experimental design was employed only one classes of the tenth grades at one school and selected with total sampling as sample. The data were obtained through a pre-test, a post-test. The reading comprehension assessment was covering identifying main idea, identifying supporting details, identifying reference, understanding vocabulary, and making inference.</p> <p>The computation showed that the used Quizizz Application was improving the students' reading comprehension skills, students' reading comprehension skill using the Quizizz Application show better learning outcomes than before the Quizizz Application was applied. The results of inferensial statistical analysis using the t test formula, it is known that the value of t calculations obtained are 6.25 with frequency db = 25-1 = 24, at the 50% significance level obtained t-table = 2.064. So, t-count &gt; t table or null hypothesis (HO) is rejected and the alternative hypothesis (H1) is accepted. The use of Quizizz Application was very enjoyable in the learning process and it could help that designing the learning purpose appropriately considers language level may ease teacher to use the Quizizz Application in improving students' reading comprehension skill.</p>

## INTRODUCTION

Now days, the progress of education in Indonesian is growing rapidly along with technological advances. One lesson that is not less important is English language. In the process of teaching English, there are several aspects that need to be considered, namely reading skill, speaking skill, writing skill, and listening skill. All these skills have important links between each other, especially for the reading skill. Reading an activity in which a person obtains information in a passage and pours in writing, in terms of perspective reading is an activity that requires high concentration or focus in reading to obtain information. Reading is a part of daily activities, which is always done by someone. He or she usually reads to find something that he or she wants to know, need other opinion, which wants to check clearly some information (Rahayu, 2014).

According to Pardon (2004), Reading is a process that is done by the readers to get a message, to be delivered from authors with an intermediary media words or writing. Besides, reading is a process done and used for the reader to find out messages that use the author of words or written language. Reading is also needed to know the answers to a particular question or issue for which someone reads. To satisfy one's thirst for knowledge, reading books is necessary, and most of the books.

In addition, there are many difficulties that students often experience in reading or in terms of reading comprehension, often the students feel lazy, it is difficult to know the information on the reading, lack of motivation in reading, difficulty to pronunciation, lack of vocabulary and lack of confidence in students. The most acknowledged cause of failure of the students in effective reading is the lack of vocabulary. Many students inspired by friends or guided by teachers sometimes try to read a book but soon they lose the eagerness and interest with which they start reading the text. In every paragraph, or even in every sentence, or every phrase they come across some new words, which create a constant barrier for them to understand the meaning. Sometimes, they do not understand the long sentences, and they miss the links between parts of a text. As a result, they lose their patience and their interest, and they give up reading. Sometimes they may inspire to dictionary too many times proves boring, and at last, their enthusiasm for reading the text dies down.

In this study, provide an overview of classroom management strategies and classroom management facilities programs for (new) teachers in primary education to help them develop ways to effectively manage their classroom and to identify interventions that have the potential to prevent classroom management difficulties. One way for classroom management to run well, by utilizing the internet facilities provided by the school, a teacher conducting an online search of posted web quest would find many activates from all subject and topic. Whereas according the analysis of the data obtained through quasi-experiment reveals that there is significant difference between students' reading comprehension achievement taught by using M-Web Quest compared to those who are taught conventionally (Hadriana, 2014).

Some researchers have found about the Quizizz Applications in improving students' reading ability. Quizizz is an online assessment tool as a fun multiplayer classroom activity that allows all students to practice together with their computer, Smartphone and I Pad. The researchers uses this application media because this application media is kind of learning model (Ju, 2018).

Therefore, how the students can get some information by the Quizizz Application and students can collaboration with their friends and sharing with the teacher. So that Students' have a motivation about the benefit of using Quizizz Application media to collaboration with friends. Therefore, the researchers used Pre-Experimental Research as a method in their research and the data collected through Reading test by using formula mean score. The researcher implemented in two stages such as One-shot case study design

and One-group pretest-posttest design that the validity of test his took e.g. reading is a competence standard to get some information and problem in the content of text. The Internet has a wide variety of reading resources for students so that students can find interesting, complete, and easy and reading fun.

According to Adam, (2018) about Implementing Quizizz as Game Based Learning in the Arabic Classroom The Arabic classroom by implementing Quizizz as a game based learning in the Arabic classroom of Sultan Idris Education University Malaysia. The researchers tested 85 students for 3 sections during the Arabic course titled "Arabic skill". Moreover, created 20 questions relevant to the topics which are used for learning Arabic class once the students feel very tired, sleeping and bored for their Arabic class. In addition, a set of questioners was distributed to the students regarding Quizizz during the Arabic class. According to testing the implementation of Quizizz by researcher during the Arabic skill classroom, found that all the students were very active on the topic of research and more concentrated on the topic. In addition, the results of the questioners show that the students displayed the position of attorney as an online teaching and assessment tool during the Arabic class.

Quizizz also has an integration with Google Classroom. So if students are using that learning management system can easily push out your quizzes to your students, and they will already be authenticated with their school emails. Some of the features of Google Classroom integration include the following: Google Classroom Integrated Reports Quizizz is definitely fun. But when everyone is answering different questions at different times, you lose a bit of the excitement. When a Quizizz game is over, you can review all the questions all at once, and you lose that isolation. (Medvedovska, et al., (2016).

## **LITERATURE REVIEW**

### **Reading**

Harmer (2008:8) writes that reading is useful for language acquisition. If the students more or less understand what they read, the more they read, the better they will get it. Reading comprehension is a complex, multiple task ability. These processes were divided into two equally difficult main types, lower-level and higher-level processes (Stroller, et.al., 2002). The lower level abilities include word recognition, graph phonic and others, while the higher level abilities included syntactic, semantic and other processes. To be able to comprehend what is read, a person needs to be familiar with text structure and topic, aware of reading strategies, how to use these strategies in the processing of material and word recognition (Pang, 2008).

### **Kinds of Reading**

As reference to the conception of reading comprehension highlighted in preceding discussion, there are four types of reading according to Petel & Jain, (2008: 117-123) : (1) reading aloud, (2) silent reading, (3) intensive reading, (4) extensive reading.

### **Level of Reading Ability**

According to Gillet and Temple (1990:134 - 137) level of reading ability:

a. The Independent Level

This level of difficulty the student can read text easily, without help. Comprehension of what is read is generally excellent, and silent reading at this level is rapid because almost all the words are recognized and understood at sight. The student has to stop rarely and analyze a new word. Oral reading is generally fluent, and occasional divergences from the written text rarely interfere with comprehension.

b. The Instructional Level

This level the material isn't really easy but is still comfortable. In here, the student is challenged and will benefit most from instruction. Comprehension is good, but help is needed to understand some concepts. The silent reading rate is rapid, although usually slower than at the independent level. Some word analysis is necessary but the majority of the words are recognized at sight. Oral reading is fairly smooth and accurate, and oral divergences from the written text usually make sense in the context and do not cause a loss of meaning.

c. The Frustration Level

This level the material is too difficult in vocabulary or concepts to be read successfully. Comprehension is poor, with major ideas forgotten or misunderstood. Both oral and silent reading is usually slow and labored, with frequent stops to analyze unknown words. Oral reading divergences are frequent and often cause the reader to lose the sense of what was read. Because of this difficulty, it is frustrating for students to attempt read such material for sustained periods, and their efforts often fail. This level is to be avoided in instruction.

d. The Listening Level

The listening level provides an estimate of the student's present potential for reading improvement. Most reader who has not yet reached their full potential as readers, who are still developing their reading skills, can listen to and understand text read aloud to them that they could not yet read for themselves. The listening level is usually higher than the instructional reading level. The listening level gives us an indication of how much their reading may be expected to advance now.

### **Quizizz application**

1. Definition Quizizz Application

Quizizz is an online assessment tool as a fun multiplayer classroom activity that allows all students to practice together with their computer, Smartphone and I Pad. The main purpose of this research is evaluating the interesting of students for Arabic class by implement of Quizizz (Ju, 2018).

2. Purpose of Quizizz Application

Quizizz is a wonderful tool similar to Kahoot in that you can make online quizzes. It is much less competitive than Kahoot and students can actually see the question on the device. All students work at their own pace and timers can be turned off. It is a wonderful way to implement BYOD and it takes the stress away from students seeing a leaderboard (unless you want them to see it). (Medvedovska, et.al. 2016).

### 3. The Implementing of Quizizz Application

The implementing of Quizizz application, According to **Chandler, (2015) are:**

First, Quizizz is free tool that allows teachers to quickly turn introductory and review activities into fun, multiplayer activities for students. It works on any device with a browser, and allows you to create your own activities or to use those already made by other educators. No usernames or passwords are required.

Second, Quizizz To 'play,' students simply go to the Quizizz site and enter the game code provided by their teacher. Once the quiz ends, teachers are provided a detailed report of student responses that can be downloaded and saved.

Third, Quizizz has some unique features that most free gasification tools do not. For example, Quizizz is designed to be student-paced, rather than teacher-driven. The teacher dashboard provides excellent real-time updates of student progress, but also allows teachers to customize each learning activity.

Finally, there are options that allow you to jumble the question order, decide if you want to use timers and leaderboards, and even provide a list of correct questions and answers at the end of the quiz. Quizizz injects quiz taking with a bit of badly needed fun. Equally important, it provides teachers with excellent feedback on how their students are doing.

## METHODS

This research study used quantitative approach. The design of this study is experimental design because the researcher wants to measure the use of Quizizz Application in improving reading comprehension skill at SMKN 3 Takalar at academic year 2018-2019.

### Instrument

There was one kind of instrument used in this research, namely test. The test consisted of pretest and post-test. The pre-test was administered before the treatment to get data on the students' prior knowledge, while post-test was given after the last treatment to get data on the impact of Quizizz application. (Ary, 2010).

### Data Analysis

1. Distribution of the pre-test to the sample
2. Treatment by applying quiziz application to the class.
3. Distributing post-test to the sample
4. Assessment Method

5. The data collected by using inferential statistic. Percentage score is also used to know the students skill in reading comprehension.
  - a. Researcher analyze the data in several ways, namely:
    1. Researcher collect test results.
    2. The researcher gives scores for the students according to the criteria
    3. Researcher organize into tables.
    4. Researcher determine the average score by the formula:
      - a) Average of mean score)

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

Where:

$\bar{x}$ = The mean or arithmetic average, of the scores

$\Sigma x$  = the sum of all the scores

$N$  = Total number of subject

- b) Persentase (%) Avarage

$$P = \frac{f}{N} \times 100\%$$

Where:

$P$  = Percentage score

$f$  = Frequency of percentage

$N$  = Total number of subject.

(Gay, L.R. 2006)

## RESULT AND DISCUSSION

The finding of the result deals the improvement students' score on the pre-test and post-test in experimental.

TABLE 1. VARIABLE OF PRE-TEST AND POST-TEST

<i>V a r i a b l e</i>	<i>P r e t e s t</i>	<i>P o s t t e s t</i>	<i>I m p r o v e m e n t</i>
<i>I n d e p e n d e n t l e v e l</i>	5 6 . 0 8	7 2 . 0 6	1 6 . 5 2
<i>F r u s t r a t i o n l e v e l</i>			

The data in table 1 indicates that the mean score of the variable independent level reading ability and frustration level reading ability in students pretest is 56.08 while the mean score of the students post-test is 72.06 From that result, it can be seen the mean score of the post-test is higher than pre-test mean score that improvement is 16.52. It means that the students could improve their reading ability after treatment.

TABLE 2. THE PRE-TEST SCORE FOR THE PRE-EXPERIMENTAL GROUP STUDENTS' SCORE

No.	Classifications	Range of Score	Frequency	Percentage
1	Excellent to very good	84 - 100	0	0%
2	Good to average	68 - 83	6118	24%44%32'
3	Fair to poor	51 - 67		
4	Very poor	33 - 50		

Based on the data, it can be concluded that student learning outcomes for reading ability at the pretest stage using the test instrument are categorized as excellent to very good, which is 0.00%, good to average, 24%, very poor 32% and fair to the poor is at a percentage of 44%. Looking at the results of the present percentage. It can be said that the level of students' reading comprehension skills before applying the Quizizz application method is relatively low.

TABLE 3. THE POST-TEST SCORE FOR THE PRE-EXPERIMENTAL GROUP STUDENTS' SCORE

No	Classifications	Range of Score	Frequency	Percentage
1	Excellent to very good	84-100	5	20%
2	Good to average	68 - 83	119-	44%36%
3	Fair to poor	51 - 67		
4	Very poor	33 - 50		

The table above, shows that student learning outcomes for reading ability in the post-test stage using the test instrument are categorized as good to average, which is 44%, fair to poor 36%, very poor 20%, and excellent to very good is in the percentage of 0.00%. Looking at the results of the present percentage. It can be said that the level of students' skills in reading the beginning after being applied to the Quizizz Application method is relatively high. The result of pre-test and post-test calculation is presented in the following mean score table.

## 2. Standard deviation and mean score the Experimental

To know the mean score of the students pre-test and post-test the researcher used t-test the following formula:

TABLE 4. THE T-TEST OF THE STUDENTS' ACHIEVEMENT

Variable t-test value		t-table	
$X_1$	$X_2$		
		4 . 6 4 0 2	. 0 6 4

Table above indicates the score of two variable pre-test and post text that result. Mean score for the t-test value is 4.640. In addition, while the mean score of t-table is 2.064. From that result, it can be seen the mean score of the t-test value is higher than t-table mean score that improvement.

## CONCLUSION

The use of Quizizz application in improving students' reading comprehension skill of TKJ (at SMKN 3 Takalar, improve students' independent level reading ability and frustration level reading ability especially in reading component namely identify main idea, identifying supporting details, identifying reference, understanding vocabulary, and making inference.

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