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CHAPTER I

INTRODUCTION

In this chapter the researcher illustrates the background of the research, identification of the research, limitation of the problem, formulation of the problem, purpose of the problem, significance of the research, and keywords.

A. Background of the Research

Reading is the first step in acquisition of knowledge. Reading is one of the receptive skills where the reader will get their language skills. It is the ability to read, process and understand the meaning from the text. Grabe (1991) defines reading as a cognitive process that involves a lot of knowledge gained by the readers. In relation to the English language learning and teaching, reading is one of the four essential skills that language learners need to acquire. It contributes to the success of language learning in general. Harmer (2007) supports this by saying that reading is beneficial not only for careers, study, and pleasure, but also for language acquisition. Reading can improve the vocabulary, the writing and the speaking skill, and find out the new ideas, facts and experiences.

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.

²⁵ In addition, there are many difficulties that students often experience in reading or in terms of reading ability, 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.³

Teaching reading English is important to be taught at all levels of education, procurement of resources for students, facilities and methods used by teachers is an absolute requirement of success in learning English in school. Along with technological advances, teachers are required to create or seek new innovations in teaching English in the classroom, for example, the use of media-based online media applications, or game applications.

⁴⁰ The trend of using online platforms for education has taken the world by storm, as many have come to realize the potential these platforms hold in providing better education for learners of all levels.²¹ Learning media is an intermediary that is functioned by the sender as a channel for sending messages to the recipient, so that it can invite the same attention, thoughts, feelings, and desires so that the learning process occurs (Sadiman, et al., 2010). Along with the development of Technology and Information, to follow the challenges of digital-based learning that encourages the creation of the use of innovative,²¹ effective, and efficient learning media, a digital-based learning media is needed to be used in an effort to improve student learning outcomes (Irwan, et al., 2019).

²¹ There are many media that can be applied by teachers, such as that is commonly used these days is Quizizz. Learning activities in the classroom can

be a tedious activity for students if the evaluation of learning is carried out with texts and also read by the teacher, teachers can use evaluation media by utilizing varied learning media to be more interesting for students. Quizizz is a famous e-learning platform that offers countless quizzes that teachers and learners can use in their daily lessons. The quizzes available on the website can be copied and shared anytime and anywhere, as long as there is an Internet connection.

Previous research on Quizizz conducted by Nanda (2018) and Sari (2019) explained that the Quizizz application was effective in teaching reading comprehension. This study uses the Quizizz under different conditions. The writer takes online class data using a lot of difficulties due to the Covid 19 pandemic. In previous studies, research took data in face-to-face or regular class.

It is similar with Purba (2019) explanation, Quizizz is a game-based educational application that brings multiplayer activities to the classroom and makes classroom learning more fun and interactive. Quizizz media have a time limit, students are taught to think accurately and quickly in working on the questions on the Quizizz media. Another advantage that exists in the Quizizz media is that the answers to the questions will be displayed with colors and pictures and visible on the teacher's computer (as an operator) and on the student's device it will change automatically according to the order in which the questions are presented.

According to Ratnasari et al., (2019) ¹⁶ Quizizz as learning media, students are not monotonous because they have to learn using books only, but student learning becomes innovative and creative. The main features of Quizizz which play a big role in this study are timely feedback, review sections, repeat tests and follow new quizzes. Reading can be done from anywhere and practicing reading skills can also be from anywhere. In addition, in this paper, Quizizz is categorized into one of the ICT (Information and Communication ⁴ Technology) tools which is used as learning media in teaching reading to improve students' reading skill. The purpose of this paper is to share the use of Quizizz in teaching reading and several advantages of using Quizizz to improve students' reading skill.

There are some researchers who have used Quizizz application in the research. Research finding really interest the researcher to use this reading strategy in this research. The first, Desak Made Ari Puspitayani (2020) from Ganesha University entitled "⁴⁶ Developing Online Formative Assessment Using Quizizz for Assessing Reading Competency of The Tenth Grade Students In Buleleng Regency". The findings of the study show that Quizizz ⁴ decreases students' stress during the learning. It is because Quizizz application provides the students with music while they are reading and answering the questions. The music is able to be turn on and turn off by the students. For the students who are used music to improve their focus in learning, they can turn on the music. Meanwhile the student who cannot be disturbed by music can turn it off. Quizizz motivates students in improving their reading ability. It is because

Quizizz allows students to see their rank after completing the quiz. Thus, students in the first rank will be happy and motivate them to keep in their position. Meanwhile, the students in the lower rank will be motivated to improve their reading skill in order to be able to move into the higher rank. This research uses Quizizz Application in different condition. The writer takes the online class (blended learning) with the various difficulties because of the Covid 19 pandemic. In the previous study, studies took the data in the face-to-face class. And in this research used descriptive text and put the picture, and audio in Quizizz based on the material.

Quizizz is great online tool which helps students check their knowledge and progress in learning. The differences between my research and other research are, the writer added pictures and audio, as well as easy lessons and practice questions so that students easily grasped the meaning of words and information in the text. And also the writer carried out this research under different conditions. Therefore, the researcher conducts a study on the title “THE EFFECTIVENESS OF USING QUIZZIZ TO TEACH READING FOR 1ST GRADE AT SMAN 3 KEDIRI”

B. Identification of the Problem

The problem in learning online, especially in teaching English is that before the pandemic, students usually did assignments from the teacher using paper (directly), but now they have turned to new online media to make it easier for teacher students to do assignments and test. Based on the background, in

generally the student get difficulties in learning of English at all aspects because they are still lack in reading. The lack of reading is caused some factors are involved in this problem:

1. Lack of interest in reading students.
2. Some students are lazy to learn to read.
3. Students think that English is complicated in its reading.

C. Limitation of the Problem

Reading ability in this study is limited in the student's ability for tenth grade English lessons. The indicators of students are to find the topic from the text, the main idea of the text, the explicit and implicit information of the text, then the meaning of the words. The problem to determine the effectiveness of students' reading ability. The writer using Quizizz as learning media to teach reading in SMAN 3 Kediri.

D. Formulation of the Problem

Research problem of the study formulate in the following question:

1. How is the students' reading ability before being taught using Quizizz application?
2. How is the students' reading ability after being taught using Quizizz application?

3. Is there any significant effect of quizizz application to the students' reading ability?

E. The Purpose of the Problem

This Research has three aims:

1. To find out the result of students' reading ability before being taught using quizizz.
2. To find out the result of students' reading ability after being taught using quizizz.
3. To find out whether there is any significant effect of quizizz application to the students' reading ability.

F. Significance of the Research

Hopefully, the result of this research will be very important for the English teachers, readers, writer and other writers.

1. Teachers

The teacher can apply Quizizz their teaching learning process after knowing the effectiveness of using Quizizz to students' reading online classes.

2. Readers

The readers can understand that Quizizz can effective to students' reading in this era.

3. Writer

The writer will know the importance of Quizizz to students' reading beside he also know the advantages and disadvantages use Quizizz to students' reading online classes.

G. Definition of Key Term

a. Reading Ability.

Reading ability is the potential or ability of a student to have the skills and capacity to decode or make meaning from a written material to succeed academically. Reading for pleasure or for personal reasons to find general information such as what a book is mostly about. To find a specific topic in a book or article. To learn subject matter that is required for a class.

b. Teaching Reading.

Teaching reading which may be further discussed here. One of the functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker, is to make them be able to understand the text when they deal with the foreign language. They will be capable to read in an appropriate speed, a silent way, and adequate understanding.

c. Quizizz Application

Quizizz is a one of learning applications and also one of educational applications that applies the concept of gamification. It has some interesting features that allow all students to practice together with their computer, Smartphone, and I pad.

35 CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer explains about theoretical review of reading, the principles for teaching reading, procedure at teaching reading, quizizz.

A. Theoretical Reading

According to Clark and Silberstain in Simanjuntak (1988: 15) reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is instaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated. It means that when a reader interacts with print, his prior knowledge combine with and the visual (written) information result in his comprehending the massages. Therefore, reading actually a conversation of sorts between a writer and a reader.

Reading is one of the language skills that have various definitions such as: reading is one of general language skills, and component of written communication (Tampubolon, 1987: 5). Reading is an active skill, and it constantly involves guessing, predicting, checking and asking oneself questions (Grellet, 1988: 7).

Nunan (2003) states that reading is a process of information from readers' background knowledge and text to find meaning. It can be seen as

interactive process between a reader and a text as in this process, the reader will interact dynamically with the text.

So it can be concluded that reading is a language skills or active skills and it continuously involves guessing, predicting, checking and asking questions. So as to obtain information from background knowledge and the reader's text to find meaning.

B. Reading Assessment

According to Ary (2010;201) test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. In this research, the tests are given in a text, and then answer the question. The writer gave test consist of 20 multiple choices. Each number in multiple choice in test has five options and student must choose correct answer. The scoring of the students' answers is based on the reading assessment.

Scoring System

Kind of Test	Number of Item	Score of each Item		Maximum Score
		Correct Answer	Incorrect Answer	
Multiple Choice	20	5	0	100

$$\text{Total Score} = \frac{\sum \text{Score Perolehan}}{\sum \text{Score Maksimal}} \times 100$$

C. The Principles for Teaching Reading

Harmer (2001) classifies five principles behind teaching reading as follows:

- a. Reading is not a passive skill.

Reading is an incredibly active occupation. To do so one must understand the meaning of the words, see the picture that the words represent, understand the arguments of the arguments. If someone does not do that then he only understands the surface of the text so it will quickly forget.

- b. Students need to be engaged with what they are reading.

Students who are not engaged with the reading text, are less likely to benefit from it. When they are really fired up by the topic or the task they get much more from what is in front of them.

- c. Student should be encouraged to respond to the content of a reading text, not just to the language. It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses.

- d. Prediction is a major factor in reading

When one reads texts in his/her own language, one frequently has a good idea of the content before he/she actually reads. Book covers give him/her a hint of what is in the book; photographs and headlines hint at what articles are about and reports look like reports before one reads a single word. The moment one gets this hint, the book cover, headline,

the word processed page, his/her brain starts predicting what he/she is going to read, expectations are set up and the active process of reading is ready to begin. Teachers should give students 'hits' so that they can predict what is coming too. It will make them better and more engaged readers.

e. Match the task to the topic.

Teachers could give students Hamlet's famous soliloquy 'to be or not to be' and ask them to say how many times the infinitive is used. Teachers could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be reasons for both tasks, but, on the face of it, they look a bit silly. Teachers will probably be more interested in what Hamlet means and what the menu foods actually are (Harmer 2001). Once a decision has been taken about what reading text the students are going to read, teachers need to choose going reading tasks- the right kind of questions, engaging and useful puzzles etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

f. Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions etc. It does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into

interesting class sequences, utilizing the topic for discussion and further tasks, using the language for study and later activation.

D. Procedure at Teaching Reading

⁵ The teacher cannot do those activities without any guidance. The teacher needs it to lead the students in gaining any knowledge. Also, to make the students learn, the teacher should make innovative ways, such as, unnatural orientation and unusual treatment to what is being learned. Other experts explained about the term of teaching reading which may be further discussed here. One of the functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker, is to make them be able to understand the text when they deal with the foreign language. They will be capable to read in an appropriate speed, a silent way, and adequate understanding.

E. Quizizz

⁷ Quizizz is a free tool. It works on any device: web browser, iOS, Android and Chrome apps. Students can access hundreds of ready-made learning quizzes or create your own. Join as a teacher, pick a quiz, and use the code for a virtual room to give to your students. Alternatively, teachers can create their own quiz on Quizizz, even importing questions from excel/CSV files with just a click of a button. If teachers ⁷ assign a Quizizz through Google

Classroom, all your data gets updated in your Classroom dashboard. You will get notifications when students complete assignments, and their responses and grades show. Teachers can choose to make their quiz public or private. Embed images with your questions. Check or uncheck the settings including music. You can even duplicate an existing quiz to save into My Quizizz. A created Quizizz can have randomized or non-randomized questions. Bal (2018) states that in his research, proved that Quizizz can improve student vocabulary.

²³ Quizizz is an educational application that applies the concept of gamification in that students show a position of attitude for quizzes as a tool for online teaching and assessment during class (Mac Namara and Murphy, 2017).

From the previous research above, the difference from my research and previous research was that I used Quizizz for high school English subjects. And in it I give pictures and audio ³⁷ so that students are more interested in learning English especially in Reading ability.

F. Teaching Reading using Quizizz Application

Technology performs a completely crucial position within side the sustainability of the procedure during the pandemic process, and the right learning media is an important factor to support education. According to Salsabila at al (2020) states that an online learning application that can be used as an opportunity in delivering studying materials to high school students, namely the quizizz application. This academic game presents so many advantages that may surely be felt in learning media, especially in reading comprehension within side the class due to the fact this media is interesting and may motivate brain work and time management.

The following are the steps for teaching reading using quizizz application: First, students understand the material in the form of power points in the quizizz application, secondly students formulate questions about the material that has been delivered, finally students can immediately start the quiz in the quizizz application after they have read the previous material.

G. Type of Reading

There are several types of reading:

a. Extensive reading

Risdianto (2012) claimed that extensive reading is considered as being reading rapidly. The readers read book after books. Its attention is paid

to the meaning of the text itself. The purpose of extensive reading is for pleasure and information.

b. Intensive reading

According to Risdianto (2012: 22) intensive reading is a mode of reading in which readers focus on a comprehensive understanding of a given text.

c. Reading aloud

Aloud reading is a basic form of classroom organization and discipline. In reading aloud, the students are confronted with reading enables the students to read completely silently without making sounds and moving their lips. According to Elizabeth (2004: 287-288), silent reading means reading something without producing sounds audible to others. In silent reading, the students can more easily work at their own material pace or speed.

Based on the statement above, each of them provides different involvement in the text, different ways of perception, and different time you spend thinking about what you have read. However, they all contribute to the improved understanding of reading comprehension.

H. Rationale of the Research

Reading is a language skills or active skills and it continuously involves guessing, predicting, checking and asking questions. So as to obtain information from background knowledge and the reader's text to find meaning.

There are some problems that related with reading ability in the school. Some of them come from the student Firstly, students get difficulties understanding the text. Secondly, students are getting bored in the class. Thirdly, the students are lack of vocabulary.

There are some facilities in Quizizz Application that can help students with their reading skills, such as:

- 1) Quizizz is free device that lets in teachers to quickly turn introductory and review activities into fun, multiplayer activities for students.
- 2) Quizizz not only has a few unique functions that maximizes free gamification equipment but it is also designed to be student-paced, rather than teacher-driven. The teacher dashboard provides first rate real-time updates of student progress, however, additionally lets inteachers to customize every learning activity.
- 3) Teachers can also add pictures, audio, and videos to make the questions more interesting.

The way students find the main idea, find difficult words, and conclude the content of the reading is by giving instructions such as adding pictures in practice questions and vocabulary that is easy/familiar to understand by students. In conclusion, the researcher has assumption that teachers are able to applied this application well.

I. Hypothesis

Based on the theories above, this research formulates the hypothesis as follow:

1. The Nul Hypothesis (Ho)

There is no significant effect of teaching reading using Quizizz to 1st grade students of SMAN 3 Kediri.

2. The Alternative Hypothesis (Ha)

There is significant effect of teaching reading using Quizizz to 1st grade students of SMAN 3 Kediri.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses the identification of the; a) identification of the research variable, b) technique and approach of the research, c) place and time of the research, instruments, d) population and sample, e) instrument of the research and technique of collecting data, f) technique of analysis the data.

A. Identification of Research Variable

Creswell (2009: 50) states that “A variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied”.Based on the statement above, there are two variables in this research, those are independent and dependent variable the explanation are:

1. Independent Variable (X)

Independent variables are variable that cause, influence, or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variables. In hence, independent variables are influence another variable. In this part, independent variable is using Quizizz Application.

¹² 2. **Dependent Variable (Y)**

Dependent variables are variable that depend on the independent variables they are outcomes or results of influence of the independent variables. Other names for dependent variables are criterion, outcome, and effect variables. So, dependent variable is influenced by independent variable. From that explanation, the dependent variable of this research is reading ability. The indicators of ⁵¹ students are to find the topic from the text, the ³⁴ main idea of the text, the explicit and implicit information of the text, then the meaning of the words.

⁶ B. **Technique and Approach of the Research**

1. Approach of the Research

The approach of this research is quantitative research. Based on Ary, Jacobs, and Sorenson (2010:2), ⁹ quantitative research uses objective measurement to gather numeric data that are used to answer question or test predetermined hypothesis. In this research the collected data are collected in numbers. They are in the form of students' reading score.

2. Technique of the Research

The technique in this research is experimental research. It also followed by Ary ⁴³ (2010:26), experimental research involves a study of the effect of the systematic manipulation of one variable (s) on another variable.

So, the researcher used that technique in order to know the effect of using Quizizz to teach English descriptive text. The researcher also give treatment to the students by show the material descriptive text using Quizizz independent variable in this time using Quizizz to dependent variable that is assessing reading ability. The researcher give the students pre-test and post-test to analyze.

C. Place and Time of the Research

1. Place of the research

This research was conducted by the research at SMAN 3 Kediri located in Jl. Mauni No. 88, SMAN 3 Kediri has three grade of class.

In this research, the researcher took the first year of SMAN 3 Kediri.

2. Time of the research

The time of this research started from January to June 2022.

Tabel 3.1 Time of the research

No	Activity	Month					
		January	February	March	April	May	June
1	Designing the Research						
2	Arranging instrument						
3	Collecting the data: a. Pretest b. Treatment c. Posttest						
4	Analyzing data						
5	Writing the conclusion of the Research						

The table above shows the schedule of doing the research. The researcher started it from January up to June. There are five activities in each month and have different specific activities. On January, there is designing the research.. It was including to write chapter I, II, and III. If all of them are accepted by the lecturer, the researcher could do the research by making instrument which is needed in the next month, that is February.

On February, there is arranging instrument. In this time, instrument of the research is test. There are two test, they are pretest and posttest which consist of 20 multiple choice questions in each test. Moreover, the researcher could ensure that the instrument is fix to used.

Then on March and April, the researcher did the treatment to collect data. It has finished in three weeks and the place of doing research in SMAN 3 Kediri.

Afterwards, the researcher has to analyzed the data which finished in two months that is May. This section needs more time because the researcher has to correct the test before and count in to SPSS version 16.

Lastly, the researcher must be able to write the conclusion of the researcher. It is explained about the resume from all of point in the research.

³⁵ D. Population and Sample

1. Population

According to Ary (2010: 148), population is a large group about ¹³ which the generalization of sample is made. It means that, population are the largest part of sample itself. In this case, ¹² the population of the study include the all the first grade students at SMAN 3 Kediri which is consist of eight classes. ¹² They are X MIPA 1, X MIPA 2, X MIPA 3, X MIPA 4, X MIPA 5, X MIPA 6, X MIPA 7, X MIPA 8. There are 30-35 students in each class, so the total students are 280 students.

2. Sample

Based on explanation from Ary (2010: 148), ³⁹ sample is the small group that is observed or a portion of a population. It means that sample is the representation of the students that will be analyzed in the research. In addition, Ary (2010: 148) also stated about the ¹¹ four types of probability sampling most frequently used in educational research are simple random, stratified sampling, cluster sampling, and systematic sampling. So, there are four types of probability sampling that used in ⁶ research. In this section, the researcher used cluster sampling, because according to Ary (2010:154) from that type is very difficult ¹¹ to list all the members of a target population and select the sample from among them. The researcher took one class, that is X MIPA 4 which consists of 30 students, contain 20 girls and 15 boys. The reason is the impossibility to

measure students' reading comprehension of all the first grade students at SMAN 3 Kediri.

E. Research Instrument and Technique of Collecting Data

1. Instrument Development

Instrument is the generic term that researcher used to measure the data. Researcher are using test as instruments. According to Ary (2010: 201), test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. It means that test is one of tools to measure the students' ability which is taken from the score.

The instrument of this research is Reading Test, there are two test of them, those are pre-test and post-test. The pre-test consists of 20 multiple choice questions about descriptive text that have done before the treatment in order to know the basic students' reading ability. Then, the posttest are also consists of 20 multiple choice questions of descriptive text which given after the treatment in order to know is there any progress from students' reading ability or not. Those tests can help the researcher to measure the students' reading ability. The scoring of those tests is measured from the level of question, so the score in each question are difference.

Table 3.2 Score Table

Kind of Test	Number of Item	Score of each Item		Maximum Score
		Correct Answer	Incorrect Answer	
Multiple Choice	20	5	0	100

For the ⁶ pre-test and post-test questions, the researcher chose descriptive text material, to find out what information was in the descriptive text, main idea, and meaning the words.

F. Procedure of Collecting Data

³¹ In this research, the researcher used a test for collecting the data. There are two kinds of test that used in this study, those are pre-test and post-test.

1. Pre-test

The researcher conducted Pre-test ⁹ on Thursday, 10th March 2022. Pre-test are given to the class before the treatment begin. This test show about the basic students' reading comprehension. According to Ary (2010: ¹¹ 274), in designs using a pretest, subjects may do better on the posttest because they have learned subject matter from a pretest, have become familiar with the format of the test and the testing environmental, have developed a strategy for doing well on the text, or are less anxious about the test the second time.

The pre-test consist of 20 multiple choice questions which talked about descriptive text.

2. Treatment

The researcher conducted treatment on April 7th, 2022 and the second treatment was done on April 14th, 2022. This treatment had given in twice. The researcher gave treatment to the students after finishing pre-test by using. This method are given two times in teaching reading, the completely times are pre teaching, and post teaching.

Firstly, in pre teaching, the researcher gave the students descriptive text and he asked the students to read the text. After that, he introduced about purpose, structure, and language features of descriptive text. Then, he explained about Quizizz and the roles to use that application. He also gave an example how to use that method before going to do.

Secondly, in post teaching, the researcher gave the students other descriptive text and ask the students to read a text. The students are asking to analyze the title, general information of the text. Then the researcher showed about definition, function, and language features of the text. They did steps in Quizizz as like in pre-teaching.

3. Post-test

The post-test are given after the treatment. The researcher conducted Post-test on Friday, 15th April 2022.

This test consist of 20 multiple choice questions with descriptive text also and the students have to answer it. Post-test are given in the last meeting

by the researcher, so the researcher was compare the score between pre-test and post-test.

G. Technique of Data Analysis

1. Kinds of Analysis

The data analysis method that used in this research is SPSS analyze the results of the students' scores of the reading posttest. Kinds of the software, it was used dependent sample T-test to know whether or not there was an effect or impact in using Quizizz Applications and the significance differences between pre-test and post-test. In addition, according to Ary (2010: 175), t-test for dependent samples must be used, it also known as the correlated or non-independent or paired t test. So, t-test is very important to measure the sample which used in the research. The description of students' reading ability before being taught using Quizizz.

2. The norm

The test will compare to t-table in order to conclude the significance of the study. In this case, the researcher used the rules:

1. If the $t\text{-test} > t\text{-table}$ in the degree of significant 5%, it means that the research is very significant. So, H_a is accepted and H_o is rejected.

2. If the $t\text{-test} \leq t\text{-table}$ in the degree of significant 5%, it means that the research is very significant. So, H_a is rejected and H_o is accepted.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher discusses about the research findings and the discussion. This chapter is divided into some topics, those are: a) description of variable data, b) data analysis, c) hypothesis, and d) discussion.

A. Description of Variable Data

To know the clear result of this research, the researcher shows the description of variable data. The description of variable data is presented as follows:

1. The description of students' reading comprehension before being taught using Quizizz.

Before the researcher did the research, he identified the students' reading ability first by giving them pretest. The test was given on Thursday, 10th March 2022. The purpose of his test is to measure how far students' reading ability. The subject of this research was first grade students in X MIPA 4. Total students of that class were 30 students. The test consists of 20 questions of multiple choice and the topic is about descriptive text.

By using formula, the researcher got the result of the students' score from doing pretest. The result of converting score are presented in the table below:

Table 4.1**The result of Pre-Test Score**

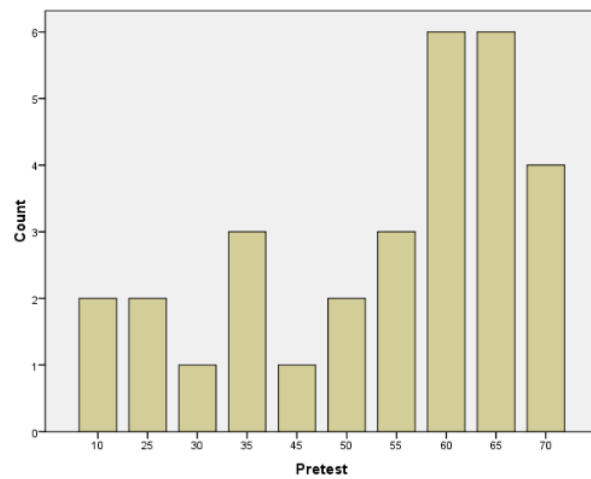
(Student's pre-test score are attached on appendix)

In addition, to make it detail the researcher also analyzed the frequency of students' score in order to facilitate the reader in understanding the result. It will be presented below:

Table 4.2**Frequency of Pretest**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 10	2	6.7	6.7	6.7
25	2	6.7	6.7	13.3
30	1	3.3	3.3	16.7
35	3	10.0	10.0	26.7
45	1	3.3	3.3	30.0
50	2	6.7	6.7	36.7
55	3	10.0	10.0	46.7
60	6	20.0	20.0	66.7
65	6	20.0	20.0	86.7
70	4	13.3	13.3	100.0
Total	30	100.0	100.0	

From the table above, 2 student (6,7%) got score 10, 2 students (6,7%) got score 25, 1 student (3,3%) got score 30, 3 students (10,0%) got score 35, 1 students (3,3%) got score 45, 2 students (6,7%) got score 50, 3 students (10,0%) got score 55, 6 students (20,0%) got score 60, 6 students (20,0%) got score 65, 4 students (13,3) got score 70. From that explanation, it can be concluded that students' reading ability was good enough.



2. Treatment

After giving the pre-test, the writer scheduled two meetings for treatments. The material that used in this treatment is descriptive text. After the writer gave pre-test to the student, the writer gave treatment to the student. It was done for two meetings. For the first meeting of the treatment was conducted on April 7th, 2022 and the second treatment was done on April 14th, 2022. The steps of treatment as follow:

First, the researcher gave the students descriptive text and he asked the students to read the text. After that, he introduced about purpose, structure, and language features of descriptive text. Then, he explained about quizizz and the roles to use that application. He also gave and example how to use that method before going to do.

Second, in post teaching, the researcher gave the students other descriptive text and ask the students to read a text. The students are asking to analyze the title, general information of the text. Then the researcher showed about definition, function, and language features of the text. They did steps in quizizz as like in pre teaching. Next in measuring the students understanding with the lesson, the researcher asked the students to do exercise.

Finally, giving greeting to close today's meeting.

3. The description of students' reading comprehension after being taught using Quizizz.

The post test was given on Friday, 15th April 2022 after the treatment finished. Posttest consists of 20 questions also in multiple choice form. The test was about descriptive text also as like in pretest before. The test was given to know the increasing of students' reading ability. The progress can be seen in this table:

Table 4.3

Converting Score of Posttest

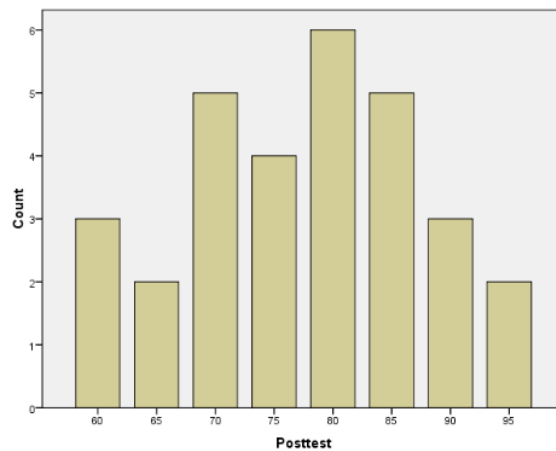
(Student's post-test score are attached on appendix)

Then, the score frequency as follows:

Table 4.4
Frequency of Posttest

	59 Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	3	10.0	10.0
	65	2	6.7	16.7
	70	5	16.7	33.3
	75	4	13.3	46.7
	80	6	20.0	66.7
	85	5	16.7	83.3
	90	3	10.0	93.3
	95	2	6.7	100.0
Total	30	100.0	100.0	

From the table above, 3 student (10,0%) got score 60, 2 students (6,7%) got score 65, 5 students (16,7%) got score 70, 4 students (13,3%) got score 75, 6 students (20,0%) got score 80, 5 students (16,7%) got score 85, 3 students (10,0%) got score 90, 2 students (6,7%) got score 95.



B. ⁶ Data Analysis

In this time, the researcher presented the procedure of data analyze and getting the result of pretest and posttest.

1. Procedure of Analyzing Data

The procedure of analyzing data comes from corrected in pretest and posttest. Then getting score based on each criterion that have been determined before. After that, the researcher enters the score into SPSS application version 16.

2. ² The Result of Data Analysis

In this part, the researcher presented about the result of data analysis from students' ¹³ pretest and posttest using SPSS version 16. From the analysis of SPSS, there are data output as follow: Paired Sample Statistics, Paired Sample Correlation, and Paired Sample Test.

a. Mean.

⁴⁵
Table 4.5
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	51.50	30	17.722	3.235
Posttest	77.50	30	10.064	1.838

From the ⁷⁰ paired sample statistics of table above, the mean score of pretest is 51,50 and the standard deviation 17,722. In other hand, the mean

score of posttest is 77,50 and the standard deviation 10,064. The number of participant from each test (N) is 30.

b. Correlation

Table 4.6
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	30	.626	.000

In data output of Paired Sample Correlations above, the result present that correlation before and after being taught using Quizizz Application is 0,626 with the significance 0,000.

a. T-test

Table 4.7
Paired Sample Test

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-26.000	13.859	2.530	-31.175	-20.825	-10.276	29	.000

In Paired Samples Test table, the mean presents the differences between pretest and posttest using SPSS by pretest minsposttest. It showed the t-test is -10,276 with the degree of freedom 29 is 1,699 and the significant is 5%. It means that t-test is higher than t-table (-10,276 > 1,699). It can be concluded that t-test is higher than t-table, so H_a is accepted.

3. Interpretation of the Data Analysis

Based on the analyzing data from SPSS version 16, the researcher got the data which concern on the students' reading comprehension before and after being taught using Quizizz by compare both of them. The table show that the score of students reading ability after being taught using quizizz.

C. Testing of Hypothesis

Based on the hypothesis and the data which had been analyzed before, the researcher concluded that Quizizz Applicationn effective in students' reading ability at first grade of SMAN 3 Kediri in academic year 2021/2022. It can be proven from the result pretest and posttest, the table of paired sample statistics shows that the posttest score is higher than pretest score. The total score of pretest was 1835, and the total score of posttest was 2355. From that explanation, the students score was increased.

According to the data on table 4.7, the result shows that t-score $-10.276 > t$ -table with the significance level 5%. It means that there was significance effect before and after using Quizizz Application in teaching reading ability. In conclusion, the Null hypothesis (H_0) was rejected and the Alternative hypothesis (H_a) was accepted.

D. Discussion

Based on the data above, the purpose of the research to find the answer of the questions research about the effectiveness of quizizz to each aspects of reading skill and after using quizizz on students' reading ability of the 1st grade students at SMAN 3 Kediri in academic year 2021/2022. The intended results are conclusions taken based on data collected and data analysis that has been done.

The researcher was analyzed the score of pretest and posttest's score by SPSS version 16. From that analyzed it showed that t-score higher than t-table in significant level 5% ($-10,276 > 1,699$) with the degree of freedom (df) 29, so the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

As Cadieux et al. (2017) emphasize that the use of the appropriate digital web-based tools, such as Kahoot, Quizizz, and Socrative can meet students' learning needs. The result of quiz using Quizizz gives clear description about students' score, rank, with the analysis of those questions they answer correctly and incorrectly. This result then can be used as a reflection both for teacher and students.

Quizizz is an educational application that applies the concept of gamification in that students show a position of attitude for quizzes as a tool for online teaching and assessment during class (Mac Namara and Murphy, 2017).

Quizizz Application is a teaching learning application which has many functions.

Zhao (2019) said that Quizizz is a game-like educational application. It has numerous features, consisting of memes, themes, avatars, and entertaining music, making it different from other educational applications. Some students also

believe that reading is one of difficult skill to be learn. Because in reading, they have a long text and understand a lot of work. But, with the Quizizz application, reading can be packaged in a short and fun way. It is in line with Sari (2019) stated that there was significant improvement of implementing integrated learning assisted by Quizizz on the students reading comprehension achievement. ⁸ Moreover, Morera, et.al (2012) adds that the use of online quiz will be more efficient in this digital era since the teachers do not need to print out the dozens of paper when conducting test or exam. Besides that, the time spent in conducting exam at once can take 90 minutes at once. By using Quizizz the time spent in accomplishing one quiz is only 30 minutes, since there was 3 minutes for each question. Nanda (2018) also found that the mean score of students to increase.

²⁴ Despite all that, Quizizz is very dependent on a good internet network. This is the main problem when online learning is done. Because there are some areas that have stable internet network. Disadvantages of online learning is network instability (Handayani,2020). And also, ²⁴ Time allocation become Quizizz's weakness because of every question has its own time duration so students who do not good at time management feel no comfortable (Rerung & Junita, 2020)

⁶ Based on the explanation above, Quizizz application proves that it is effective for teaching reading in offline and online classes and the grades of students are good. And also evaluation of learning type test or daily assessment ²⁴ can be done via Quizizz with maximize the use of the quiz feature on Quizizz supported by guidance from the teacher. Quizizz not only used as a learning game because Quizizz has many features that facilitate the teacher in the assessment.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discusses about: a) conclusion, and b) suggestion.

A. Conclusion

After analyzing the data for pre-test and post-test, the researcher got some findings from this researcher which have been explained in the previous chapter. First, students did not know how to find main idea, implicit and explicit information, then the meaning of the words before being taught using Quizizz. This can be seen from the average pre-test scores of the class received low pre-test scores. In line with that, the students' reading ability are increased after being taught by using Quizizz.

Then, the result of analyzing the data also shows that Quizizz made students interested in reading or there is a significant effect of using Quizizz on students' reading ability. The students also easier in understanding text. In other words, the researcher concludes that there is significant influence of using Quizizz application towards students' reading ability at the tenth grade students of SMAN 3 Kediri in the Academic Year 2021/2022. Therefore, this research can be used for the reader to conduct the other research by using Quizizz.

B. Suggestion

⁵⁸ Based on the research funding above, there are some suggestions that are given to the teacher, the students, and the further research.

1. Suggestion for the teacher

Seen from the results of the study quizizz application is fun application and has many functions. The teacher can use this application to take turns in doing tests ⁶⁴ so that students do not feel bored and teachers need to pay attention to which aspects of student difficulties and there is a need for more detailed explanations.

2. Suggestion for the students

Because in the quizizz application many facilities are available, researcher hope that students must be more enthusiastic and have high motivation again and take advantages of existing facilities so that students' reading abilities become more leverage in different conditions.

3. Suggestion for the Further Researcher

The writer ⁴⁸ realizes that this research is far from perfect. The writer hopes this research can be the reference to the next research. Because in my research used reading skills, so the further researcher can research more about the quizizz especially in another skill like listening/writing and researching other features in quizizz application.

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