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by studied needs

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5 CHAPTER I

INTRODUCTION

In this chapter, the writer explains about the introduction those are
2 a) background of the research, b) Identification of the research, c) Limitation of the problem, d) formulation of the problem, e) the purpose of the problem, f) Significance of the research, g) definition of key term.

1 A. Background of the Research

Reading is receptive skills where the reader will get their language skills. It the capacity for read, analyze and comprehend the meaning from the text. Grabe (1991) reading is defined as a cognitive process that involves a lot of knowledge gained by the reader. Reading is one of the four crucial abilities that language learners must master in order to learn and teach the English language. It helps make language learning generally successful. Harmer (2007) also explain that reading is advantageous for language learning as well as for occupations, studies, and leisure. By reading, students' can increase their vocabulary, writing, and speaking abilities as well as learn new concepts, information, and experiences.

For students, reading is essential since reading proficiency is a prerequisite for academic achievement. The majority of the reading exercises in reading class emphasized comprehension reading.

Moreover, reading skill is very important in education field, such as when students' read English literature, students' are also improving ability to speak

English. For example, while reading, students' will discover a lot of new vocabulary that students' may not have known before. In addition, the brain will also be more acquainted with English usage in reading. Improving students' English literacy skills will also boost students' skills in other aspects, such as grammar, and speaking skills. For students to develop strong reading skills, they must be properly trained and exercised.

The teacher must know how to help the pupils understand the material simply when teaching reading comprehension. The teacher must adhere to the fundamentals of reading instruction in order to fulfill the objectives. The following are the guiding concepts for teaching reading, Harmer (1998: 70) states that reading is not a skill that can be practiced passively, ² students need to be involved in what they are reading, and they should be encouraged to respond to the text's content rather than merely its language. 4) An important aspect of reading is prediction, ² 5) Match the task to the topic, 6) Effective instructors make the most of reading material. In order for the pupils to understand the text, the teacher must help them understand its purpose as well as how sentences and words might be connected. A further discussion of the term "teaching reading" was provided by other specialists. Making students ²² able to understand the text when reading in a foreign language, such English, is ¹ one of the purposes of teaching reading, especially to students who are not native speakers. They will be able to read with the right comprehension, pace, and silent manner.

In addition, based on the observation during teaching practice in SMAN 1Kediri, the researcher discovered some issues of the students in there, especially from the first grade students in reading ability. The majority of students had trouble understanding texts since they didn't understand the meanings of the words, they were still confused with the instruction from the teacher to do assignment. They are also did not know how to find main idea, implicit and explicit information, especially in analyzing generic structure. Sometimes, the students were bored in English lesson, they were passive in the class and some of them were sleepy. They were not enthusiastic in learning English and some of them also had different background knowldege. When the teacher asked them a question, they would not answer spontaneously. It indicates that they did not fully comprehend the subject matter. It is similar with according to Williams, (2010) explanation the fact that three main fundamental issues that pupils have with reading comprehension. The language issue comes first. It can be compared to an ice hockey game. Ice hockey cannot be played by someone who cannot skate. As a result, someone with low English language skills will also have poor reading and, logically, poor reading comprehension. The second is that reading's fundamental skills haven't been atomized. The final issue is one with word recognition. It's crucial to be able to decode or recognize written language. Without the ability to decode or understand written words, it is very difficult to achieve the highest level of reading comprehension.

Considering that in this pandemic period, their study time at school is very short, therefore students need new and interesting things to keep learning to read. The pandemic has had a significant influence on several industries, including the education industry. Even when kids are at home, educators must make sure that learning activities are ongoing. As a remedy, educators must create innovative learning materials using online resources. Given that there are many applications that each teacher can choose from. Quizizz is a consideration in this research. According to Mei, Ju and Adam (2018), *Quizizz* is a fun multiplayer classroom game that enables all students to practice reading skills together using their mobile phones like a tablet, Ipad, or even a Smartphone. Quizizz is a digital platform that supports the students' mastery of reading. Quizizz can provide its own advantages both for students and for the teacher himself. Quizizz can carry out daily learning evaluations from home. Quizizz Application as a media to students' reading comprehension. Therefore, the Quizizz app is a way for students to learn information while also collaborating with peers and sharing with the teacher. so that students are inspired by the advantages of using Quizizz application media for friend collaboration.

Moreover, the benefit of quizizz for students during exams is that students cannot copy their friends, because the questions given to each other have been randomized. Questions can be made with a certain time provision that makes students do not have the opportunity to ask questions with people around or see their notebooks. After taking the quiz, students can find out the ranking they

get from all students who work on the problem. Not only that, students also know the correct questions and answers from the questions they have worked on. According to Ratnasari (2019), Due to the fact that they must only study from books, kids are not bored when utilizing Quizizz as a learning tool, according to various studies. Instead, student learning becomes imaginative and creative. The primary Quizizz elements that are important to this study include prompt feedback, review portions, repeated quizzes, and following new quizzes. Reading may be done anywhere, and anywhere can be used to practice reading abilities. And also it is similar with Both Basuki and Hidayat claim that (2019) that One fantastic educational tool that lets teachers monitor their pupils' reading skill progress is the Quizizz application.

⁵⁰ Based on the problems above, the researchers focused on conducting research "THE EFFECT OF QUIZZZ APPLICATIONS ON FIRST GRADE STUDENT'S READING COMPREHENSION AT SMAN 1 KEDIRI".

B. Identification of the Problem

The researcher discovered certain reading comprehension issues among the students in light of the aforementioned background. There are numerous issues that can be found. Due to a lack of vocabulary, many students may not fully get the meaning of the sentence.

They also had trouble deciphering texts. Then, reading a lengthy paragraph made them lazy. Meanwhile, reduced learning time at school due to this pandemic era, so they cannot maximize their learning to read English.

Other aspect from the instructor. Because the teacher does not employ the proper teaching strategies, the kids are too indolent to read. They do not know how to learn to understand the text easily. In pandemic era, all the activities must be done at home. Teachers should make a teaching-learning process from home. Students cannot come to school, and teachers cannot teach the students face-to-face in the classroom. The teachers must create the appropriate strategy a reading comprehension lesson.

C. Limitation of the Problem

Based on the explanation in the background of the study and identification of the problem, the researcher narrows the scope of the issue to one that is particularly targeted at the impact of Quizizz application on students' reading comprehension. The content served as descriptive text. Students' performance is measured by their ability to identify the text's theme, primary concept, explicit and implicit information, word references, and word meanings. She took the first grade students of SMAN 1 Kediri at X MIPA A class in Academic Year 2021/2022.

D. Formulation of the Problem

Research problem of the study formulate in the following question:

1. How is the students' reading comprehension before being taught using quizizz application at first grade student of SMAN 1 Kediri?
2. How is the students reading comprehension after using usingquizizz application at first grade student of SMAN 1 Kediri?

3. Is there any effect of quizizz application to the ³⁰ students reading comprehension at first grade student of SMAN 1 Kediri?

E. The Purpose of the Problem

This Research has three aims:

1. ¹ To know the result of students' reading comprehension before using quizizz application at 1st grade in SMAN 1 Kediri.
2. ¹ To know the result of students' reading comprehension after using quizizz application at 1st grade in SMAN 1 Kediri.
3. To find out whether there is any effect of quizizz application to ⁵⁵ students' reading comprehension at 1st grade in SMAN 1 Kediri or not.

F. Significance of the Research ¹⁸

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

1. Teachers

The effectiveness of employing Quizizz Application in students' online reading comprehension classes will allow the teacher to incorporate it into their ¹ teaching and learning process..

2. The Student

It is also beneficial for the students to find meaningful strategy to overcome their problems not only in improving reading comprehension but also in motivating them to learn English.

3. Researcher

The research's findings are useful for determining the degree of students' reading comprehension in senior high school as well as the effectiveness of the Quizizz application in teaching understanding.

G. Definition of Key Term

a. Reading Comprehension.

The process of reading comprehension requires the reader to select linguistic symbols, reconstruct them, and then combine them into the author's intended meaning. Recognizing and comprehending a major idea and any relevant details are part of comprehension. The primary goal of reading is comprehension. Flippo (2014) states that The process through which we read and extract knowledge and/or meaning from text is known as comprehension. It is also the outcome (product) of our reading of text.

b. Quizizz.

In this current era, Quizizz is a learning application or one of the learning medium that may be used for learning. Quizizz offers advantages for both conveying information and evaluating it, making for engaging and enjoyable learning. These benefits were backed up by a number of earlier studies the researchers had done. The first previous study submitted by Wibawa (2019) that his research aims to analyze the efficiency of Quizizz as a smartphone app for educational purposes. In addition, Quizizz can foster students' independence in

learning because it generates random questions that prevent students from copying their peers' responses, according to Chaiyo and Nokham (2017). With the help of the themes and avatars in this quiz, students can alter how they read it on Quizizz.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer explains about theoretical review of reading, reading comprehension, Micro and Macro at reading comprehension, reading technique, teaching reading, the principles for teaching reading, procedure at teaching reading, concept of quizz, procedure of quizz, advantages of quizz.

A. The Nature of Reading

Four are present basic ability to second language learning, one of which is reading, which plays the most important role among other language skills. From reading, readers can add insight into their knowledge and they can understand the writer's intention of the book, then the message that the writer wants to convey can be conveyed properly.

According to DeBruin-Parecki et al. (2015), reading helps students develop their independence in understanding complicated text structures while also raising their ability level in academic and professional areas. Based on the aforementioned statements, successful readers will be able to draw conclusions or messages from the literature they have already read..

According to Grellet (1998), stated that reading is process of guessing. Reading is not only understanding printed pages but also using background knowledge to relate the field or the topics of the text. The

reader will apply what they have learned when they read a book. of certain topics with the information that discussed in the text to find information.

Risdianto (2012: 94) claimed that another reason to read asks for reading slowly and with attention. The learner will read the part thoroughly once he has a general understanding of the material he wishes to learn. The student will review the material after carefully reading the chapter or section to see if he can provide answers to any follow-up questions. reading for enjoyment or for one's own information, such as learning the main subject of a book. to locate a particular subject in a book or paper. to educate oneself on material that is necessary for a class.

Based on Risdianto statements, reading have 3 (three) purpose. The first reading objective is for pupils to identify the key concepts in a text so that they can understand the content and the point of reading. The second is using reading as a sort of entertainment because it allows them to find the general knowledge they need. Finding a specific topic that will be utilized to determine the contents is the third reason to read.

Since reading is a complex process, Prefitti (2001), states that A person's score on a reading assessment reflects their level of reading proficiency. Numerous variables can affect one's reading ability. The degree of reading, particularly the level of reading comprehension, is one of these aspects. This topic will be covered later.

B. Reading Comprehension

Reading comprehension is theoretically a process by which the reader interacts with the text or a process by which the reader creates meaning by engagement with the text.

Richards (2002) claims that identification of the intended meaning of a written or spoken communication constitutes comprehension. Making understanding of words, sentences, and connected material is the process of comprehension. The emphasis on comprehension should be placed at the forefront of reading instruction, not after kids have mastered word recognition and decoding. According to Catherine Snow (2002), comprehension requires the following three components:

- a. The reader performing the understanding is.
- b. The text must be understood.
- c. The task of which comprehension is a component.

Reading is activity with a purpose. According to Rivers and Temperly in Mcdonough and Shaw, there are seven primary goals for reading:

1. To learn more about a topic because they are interested in it or for other reasons.
2. To receive directions on how to carry out certain activities for their daily lives or jobs.
3. To perform a game, act in a play, or solve a problem.
4. To read and comprehend business letters or to connect with pals.

5. To be aware of what is accessible or when something will happen.
6. To be aware of what's going (as reported in newspaper, magazines, reports)
7. For pleasure or thrills

It is also support by Klingner (2007: 8), Readers' responses to text are only one aspect of reading comprehension. As previously explained, reading comprehension is a multifaceted process. Following that, making understanding of words, phrases, and connected material is the process of comprehension, according to Walberg (2003: 6). Therefore, comprehension is a task that requires students to comprehend each sentence and learn how to make sense of related content.

Snow (2002, 11) in significantly various ways, reading comprehension is defined. Snow divides the element that interacts and involves oneself in reading comprehension into three parts. The reader, the text, and the activity make up these three elements. The reader components of Snow comprise the readers' talents, abilities, knowledge, and experiences. Snow describes the content in the same manner as any printed or electronic material, while for the activity; Snow also discusses the goal, methods, and outcomes of any attitude toward reading.

To sum up, reading comprehension is a mental process that involves a number of different parts that work together to infer the text's

meaning. The reader, the text, and the action make up the majority of those elements. Those elements ought to work nicely together. There will be reading issues if there is interference between them.

C. Micro and Macro at Reading Comprehension

Brown (2007:367) states lists micro and macro skills of reading as follows:

a. Micro skills

1. Recognize the distinctive English orthographic patterns and graphemes.
2. Retain in short-term memory linguistic chunks of various durations.
3. Write quickly and effectively to accomplish the task.
4. Recognize a core of words and analyze word order patterns to understand their meaning.
5. Recognize patterns, rules, and elliptical forms in addition to grammatical word classes (nouns, verbs, etc.), systems (such as tense, agreement, and pluralization), and patterns.
6. Be aware that many grammatical forms might convey the same concept.

b. Macro skills

1. Recognize coherent elements in written discourse and their function in indicating how clauses relate to one another.
2. Recognize written discourse's rhetorical forms and the importance of these forms for interpretation.

3. Recognize the ways in which written texts serve as a means of communication based on their format and intent.
4. Use prior knowledge to infer context that is not explicitly stated.
5. Use the events, concepts, and other information that has been described to infer relationships between occurrences, determine causes and consequences, and identify connections between key ideas, supporting ideas, ²⁹ new information, provided information, generalizations, and exemplifications.
6. Differentiate between suggested and actual meanings.
7. ⁹ Recognize references that are culturally distinctive and interpret them in light of the relevant cultural schemata.
8. Create and employ a variety of reading techniques, including scanning and skimming, spotting discourse markers, inferring word meanings from context, and using schemata to comprehend texts.

The writer draws the conclusion ² that reading is a process of interpreting and extracting meaning from printed or written text through an active activity to find main ideas, explicit and implicit information, and the meaning of the words based on the context. This conclusion is based on ² the micro skills and macro skills mentioned above.

D. Reading Technique

Brown (2001: 14) defines It was demonstrated in the classroom as a set of activities that were in line with a method and, consequently, with an

approach as well. To achieve the goals of the class, these activities may involve doing tasks or exercises. Teachers and students can benefit from the activities in a variety of educational subjects, including English. The teacher can also employ activities in the ¹³teaching and learning process to help students develop their four English-related skills: speaking, writing, and reading.

There are numerous reading strategies proposed by many experts. Grabe and Stoller (in Murcia, 2001) summarize the technique in the following reading:

1. Scanning.

Scanning is a technique in reading that help the reader search quickly for the specific information. Wiryacitra (in Murcia, 2001) stated if scanning make students instructed to come up with hints that would lead them to the right information.

2. Skimming.

The goal of skimming is to quickly scan a text to determine what is there and grasp the main points. Skimming teaches readers to read selectively by assisting in the selection of only those works that are worthwhile.

3. Extensive Reading.

Since extensive reading involves reading longer materials, it improves fluency because the reader typically has a general

understanding of the content without translating or necessarily comprehending the entire text.

4. Intensive Reading.

This strategy is used to extract specific information. This detailed reading expects the reader to understand everything in details. Reading a text readers' own style also help them to reduce time consuming while reading. In general, reading technique will improve the reader's ability to understand the key concepts and points in the book.

E. Teaching Reading & It's Principles for Teaching Reading

Based on Brown (2000: 7) giving directions, assisting someone in their ¹⁵ study of something, supplying them with knowledge, and causing them to know or understand are all examples of teaching. This indicates that teaching is an activity that aids in helping someone grasp things better, particularly when it comes to reading. Additionally, ²² Nuttal (1982: 21) asserts that one of the purposes of teaching reading, particularly for students who are not native speakers of the language, ⁴ is to prepare them to understand the text when they deal with the foreign language. This is particularly true for teaching foreign languages like English. They will be able to read with the right comprehension, pace, and silent manner.

In addition, Hibbard and Wagner (2003: 8), Decoding abilities, fluency, and comprehension are all important components of the complex process of teaching reading. Understanding the phrase, clause, word,

sentence, and context of a passage is known as decoding. It may be said that teaching reading is an activity that allows pupils to comprehend a text by understanding the context of a paragraph.

Harmer (2007: 201 - 202) claimed that The first reading concept is that teachers should push their students to read as much and as frequently as they can. The reading material needs to interest students. Second, rather of focusing solely on a text's structure, teachers encourage their pupils to respond to the text's substance and explore their thoughts about it. Third, reading involves a lot of prediction. Fourth, while employing intensive reading texts, the instructor must fit the task to the subject. Fifth, effective teachers make the most of reading material.

According to Richard and Schmidt (2002) illustrate how teaching principles are the theories and views that teachers have about successful methods of instruction and learning, which provide the foundation for some of their choices. According to Harmer (2001), there are five concepts that underpin reading instruction.

- a. ¹ Reading is not a passive skill.

Reading requires a lot of movement. To do this correctly, one must comprehend the meaning of the words, consider the picture they paint, comprehend the arguments, and determine whether anyone agrees with them. And if the student doesn't do so, he or she merely comprehends the text's surface ideas and would soon forget them.

- b. The reading material needs to interest students. Students who are not actively interested in what they are doing and are not engaged with the reading content are less likely to gain from it than those who are. They learn far more from what is in front of them when they are truly motivated by the subject or work.
- c. Encouragement should be given to students to comment on the reading text's topic as well as its language. It is crucial to analyze reading texts to determine how language is used, how many paragraphs are there, and how frequently relative clauses are used. They must be given the freedom to express their opinions, as doing so will encourage student interest in the subject and its language.

d. Prediction is a major factor in reading

When reading a work in his or her native tongue, one frequently has a fair notion of the subject before beginning to read. The book's cover provided him an indication as to what was within; images and headlines give readers a preview of what articles and reports would look like before they even read a word. A person's brain starts to anticipate what he will read when they are presented with certain cues, such as book covers, titles, and word-processed pages. Teachers should allow kids to think so that they can make predictions of their own. They will become better and more engaged readers as a result.

e. Match the task to the topic.

The famous "to be or not to be" soliloquy from Hamlet could be given to the class, and they would be asked to indicate how many times the infinitive was employed. They can be given a menu from a restaurant, and the teacher can ask them to name the ingredients in alphabetical order. Both jobs may have a purpose, but they appear a little foolish at first. It's possible that teachers are more interested in learning about Hamlet and the diet in general (Harmer 2001). After choosing the reading book that the class will read, the instructor must then select a reading assignment that will continue throughout the class as well as the appropriate questions, puzzles, and other activities. Asking dull and unsuitable questions, the most usual sections, can ruin the most intriguing literature.

¹f. Good teachers exploit reading texts to the full.

There are many sentences, words, thoughts, descriptions, etc. in every reading material. It makes no sense to just assign reading, have pupils finish it, and then have them go ²⁵on to anything else. Good teachers incorporate the reading material into engaging class activities, employing the subject for further discussion and activities and the language for study and later activation.

Based on the statements above, the more often students read, the easier they understand or look for the main ideas. Teachers can help students in this matter, a teacher must motivate all students to read often because by reading they will have broad scientific insights and can

explore their feelings about things that are they read. The teacher must also make sure to equate reading with assignments given to students so that they can complete the task without difficulty.

F. Procedure in Teaching Reading

Making students able to understand the text when reading in a foreign language, such English, is one of the purposes of teaching reading, especially to students who are not native speakers. They will be able to read with the right comprehension, pace, and silent manner.

According to Williams (1996: 37–39), there are three main stages to teaching reading:

a. **Pre-reading.**

The purpose of pre-reading exercises is to introduce and pique interest in the subject. Giving kids a cause to read as well as asking them some questions about their knowledge, beliefs, and opinions will encourage reading among them.

b. **While-reading.**

Beginning with a broad knowledge of the text, the while-reading phases move on to smaller units like paragraphs, sentences, and words.

c. **Post-reading.**

Questions that were asked after a book were traditionally the main and frequently the only type of post-reading exercise.

G. Concept of Quizizz

This digital era (online) learning can be more effective by using technology assistance. One of the technologies is Quizizz. Quizizz is a web-based learning platform that, according to Samet Bal (2018), has a major impact on how well foreign language learners learn. Quizizz, a technology-based learning platform, may thus assist students evaluate their understanding after reading and activate their baseline knowledge prior to reading, creating a pleasant learning environment.

Ju (2018) asserts, and Application With the help of their computer, smartphone, or iPad, all students can practice together using the interactive online evaluation application Quizizz.

²³ To give pupils more practice, professors can also issue homework using Quizizz. Each question should have two to four different answers and be multiple choice. ¹¹ friendly online formative assessment tools that assist teachers in evaluating students' language skills as well as their understanding of the curriculum (Baeta Bury, 2007). There some other similar researches talking about Quizizz application in reading comprehension. Some of them are research from Dea Kartika Sari (2019) and Siti Reski Nanda (2018). Those researches are talking about Quizizz application in reading comprehension but in their own focus on discussion.

H. Procedure of Quizizz

Here are steps for using Quizizz application:

1. Open the quizizz application that is already installed.

2. You can enter as a student.
3. Select the English lesson, then search for the material you want (eg descriptive text)
4. You can practice by reading material in the form of power points and then you can immediately practice working on the existing questions.

I. Advantages of Quizizz

According to Kapp (2012), there are a number of benefits and implications of utilizing Quizizz as a learning tool while teaching reading. It is one of the game apps that students may utilize to increase their motivation, critical thinking, and problem-solving skills. Additionally, Quizizz offers benefits to both teachers and students. By obtaining their statistics and examining the students' responses, teachers can use Quizizz to keep track of how well their pupils are learning (Mei, Yan Ju, & Adam, 2018). On the other hand, Quizizz, according to Chaiyo and Nokham (2017), can help students become more independent learners because it generates questions at random, preventing them from copying answers from their classmates. With the use of themes and avatars, students can alter how they read the Quizizz. Students frequently read to hone their reading abilities because the existing reading is not only enjoyable but also simple for them to understand.

Another benefit identified by Priyanti et al. (2019) is that Quizizz inspires students to learn narrative texts and enhances their reading skills

when learning foreign languages. According to Puspitayani, Putra, and Santosa (2020), there are two additional benefits of using Quizizz for online quizzes for teaching and studying reading: (1) Quizizz reduces students' tension while they are learning. It's because the Quizizz application plays music for the kids as they read and respond to the questions. The pupils have the ability to turn on and off the music. Students who find that listening to music helps them concentrate better can start the music. While this is going on, (2) Quizizz allows the student who cannot be bothered by music to turn it off.

It's because Quizizz lets students check their ranking after the test is over. Students at the top rank will be content as a result, which will encourage them to maintain their position. The kids in the lower rank will be encouraged to increase their reading ability in the meantime so that they might advance to the higher rank.

J. Review of Related Research

Before this research, there some other similar researches talking about Quizizz application in reading comprehension. Firstly the research from Sari (2019) student of Jember University entitled "The Implementation of Applying Integrated Learning by Using Quizizz to Improve Students Reading Achievement". She focusses on student's achievement in reading comprehension by applying integrating Quizizz into your education. The comparisons of the students' mean scores show a significantly higher mean score as a result of employing the exposition text

to aid the students in understanding the text. This indicates that the implementation of integrated learning with Quizizz's assistance significantly improved the students' reading comprehension performance.

Secondly, from Nanda (2018) student of Muhammadiyah University of Makasar contacted a study entitled “The ⁴⁰ Use of Quizizz Application in Improving Students Reading Comprehension Skill at SMKN 3 Takalar”. The usage of the Quizizz application to enhance students' independent level reading skills is the main focus of the study. Nanda used the findings to inform her usage ¹ of the narrative text to aid the students in comprehension. The result is after treatment using Quizizz Application, the mean score of students of SMKN 3 Takalar to increase.

From those researches, basically, the discussion is the same with research. It is talking about how to teach reading comprehension. Even so, those have difference in each research and this study also. The Quizizz program has been utilized in prior research to help pupils with their reading comprehension. In other hand, this research uses Quizizz Application in different condition. The writer takes the online class data with the various difficulties because of the Covid 19 pandemic. The researcher take place in SMAN 1 Kediri for the First Grade students in academic year 2021/2022. This study focuses on how using the Quizizz application during teaching affects students' reading comprehension.

K. Rationale of the Research

Reading also is complex activity, because of student have to match our perception with the writer's thought. Many of learners are being lazy in read a text even the text have long paragraph, so it will be the main problem of the learner itself. There are some problems that related with reading comprehension in the school. Some of them come from the student Firstly, students get difficulties understanding the text. They do not know how to find main idea, implicit and explicit information. And generic structure. Secondly, the students are lack of vocabulary. They do not want to find the meaning by themselves. They just want to ask the teacher in many times. Thirdly, students are getting bored in the class, because of English is very difficult to learn. So that they are not interested in the class.

A type of application called Quizizz can be used by teachers to teach reading comprehension and can aid students in improving their reading comprehension. In this Quizizz application students can learn English easily because the vocabulary is easy to understand. This application is equipped with interesting music and pictures so that students do not get bored easily.

In conclusion, the reseacher has assumption that teachers are able to applied this application well. Additionally, it may be a useful tool for instructing reading comprehension. because depending on their challenges, it can aid the pupils.

L. Hypothesis

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

1. The Nul Hypothesis (Ho)

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

2. The Alternative Hypothesis (Ha)

There is an effect of teaching reading using Quizizz to first grade students of SMAN 1 Kediri.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher is going to discuss 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

"A variable refers to a property or attribute of a person or an organization that can be measured or seen and that varies across the people or organization being researched," according to Creswell (2009: 50). The variable that will be observed by the researcher during the research must exist. According to the statement above, there are two variables in this study: an independent variable and a dependent variable.

1. Independent Variable (X)

Independent variables are those that contribute to, sway, or have an impact on results. These variables may also be referred to as treatment, altered, antecedent, or predictor factors. Thus, one variable is influenced by independent variables. Quizizz is used as the independent variable in this section.

2. Dependent variable (Y)

Dependent variables are those that are reliant on independent factors; they are the effects or consequences of the independent variables' influence. Criteria, result, and effect variables are other terms for dependent variables. As a result, independent variable affects dependent variable. The researcher draws the conclusion that reading comprehension among pupils serves as the dependent variable. From that explanation, the researcher concludes that students' reading comprehension as dependent variable.

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), in quantitative research, numerical data are collected by objective measurement and utilized to investigate or verify preconceived hypotheses. In other words, this study contains a hypothesis and analyzes how well students read descriptive texts as measured by tests.

2. Technique of the Research

The technique in this research is pre-experimental research. It also followed by Ary (2009: 26), The purpose of experimental research is to examine the results of the systematic modification of one or more variables in relation to other variables. In order to ascertain the impact of the independent variable, Quizizz, on the dependent variable,

teaching reading, the researcher employed that technique. Additionally, the researcher used just one class to conduct the study. The pre- and post-tests are given by the researcher to examine the effects of the Quizizz application on students' reading comprehension. The researcher also give treatment to the students by show the material descriptive text using Quizizz.

³⁷ C. Place and Time of the research

1. Place of the research

This research was carried out at SMAN 1 Kediri. It is located at Jalan Veteran No. 1, Kec. Mojoroto, Kediri, East Java.

The reason of researcher chose this school because the place is very strategic and the researcher found some problem especially from first grade student such as, the students struggle to comprehend the material because they lack vocabulary and have trouble distinguishing the text's primary idea, general information, and goal. Additionally, the teacher hasn't discovered the best way to teach reading comprehension. So, the researcher is interested to do research or give test and treatment in this school.

¹ 2. Time of the research

The time of this research started from January to June 2022, it took 6 month.

There are five activities in each month and have different specific activities. On January, there is designing the research. It was talking about making preparation of doing research. In process of designing the research, the researcher was sharing her ideas to continue the next step. It was including writing 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, which is February.

On February, there is arranging instrument. This step required to the researcher to make an important thing that used to do the research. In determining the instrument, it must be seen from type of the research and also the reason by completed theory from some experts. 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, the researcher did the treatment to collect data. It has finished in two weeks and the place of doing research in SMAN 1 Kediri. Afterwards, the researcher has to analyzed the data which finished in two months that is April and 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. In line with that, the researcher writes a suggestion about the weaknesses that comes from this research.

⁶ D. Population and Sample

1. Population

The population, according to Ary (2010: 148), is a sizable group about whom the sample's generalizations are made. Therefore, the majority of the sample is made up of the population.. In this case, the ³² population of this research are all of students in the first grade of SMAN I Kediri which is consist of seven classes. They are ⁵ X MIPA A, X MIPA B, X MIPA C, X MIPA D, X MIPA E, X MIPA F, X MIPA G, X MIPA H. There are 30-34 students in each class, so the total students are 400 students. This research was appropriate with the basic competence in senior high school especially in reading comprehension that students in first grade are able to identify.

2. Sample

⁴⁵ According to Ary (2010: 148), a sample is a subset of a population or a small group that is observed. It implies that the research sample is a reflection of the pupils who will be examined. The four probability sample types that are most frequently utilized in educational research, according to Ary (2010: 148), are simple random, stratified ⁴⁶ sampling, cluster sampling, and systematic sampling. So, there are four

types of probability sampling that used in research. In this section, the researcher used cluster sampling, because according to Ary (2010:154) from that type is very difficult 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 A which consists of 32 students, contain 20 girls and 12 boys. The reason is the impossibility to measure students' reading comprehension of all the second-grade students at SMAN 1 Kediri.

E. Research Instrument and Technique of Collecting Data

1. Instrument Development

The general phrase that the researcher used to measure the data is "instrument." Tests are instruments used by researchers. Ary (2010: 201) defines a test as a set of stimuli given to a person in order to elicit reactions from them, from which a score may be calculated. It implies that the test is one of the methods used to gauge students' aptitude, which is deduced from the result.

There are two reading tests that make up the research's instrument: a pre-test and a post-test. In order to determine the fundamental pupils' reading comprehension, the pre-test consists of 20 multiple-choice questions regarding descriptive texts that were completed before to the program. The posttest, which is also made up of 20 descriptive text multiple-choice questions, is also administered

following treatment to see whether or not students' reading comprehension has improved. Those tests can help the researcher to measure the students' reading comprehension. The scoring of those tests is measured from the level of question, so the score in each question are difference.

Tabel 3. 1 Score Table

No.	Statements	Score
1.	Correct answer	5
2.	Wrong answer	0

F. Procedure of Collecting Data

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

Before starting treatment, the class takes a pre-test. This test shows the reading comprehension levels of the elementary kids. In pretest-posttest designs, according to Ary (2010: 274), subjects may perform better on the posttest because they have retained the subject matter from the pretest, have grown accustomed to the test's format and testing environment, have devised a plan for succeeding 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 (tourism place). The process of doing pretest using google form. The students are required to did the test by themselves, because the researcher wants to know how far students' competence in reading comprehension

¹¹ 2. Treatment

After the pre-test was completed, the researcher treated the pupils utilizing. The researcher will give treatment twice. In these treatments, the researcher will give additional material, exercise and discussion in Quizizz Application. The students will be given tutorial in using Quizizz Application. After all of the students join in group class, treatment will begin.

² 3. Post-test

The post-test are given after the treatment. The result of this test show the effect of using Quizizz to asses reading descriptive text. According to Creswell (2012: 297), An additional trait or quality that is evaluated for experiment participants after a treatment is taken by the researcher.

This test consist of 20 multiple choice questions with descriptive text also and the students have to answer it. ¹Post-test are given in the last meeting by the reseacher, so the reseacher was ²⁴compare 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 post test. 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. Ary (2010: 175) further states that the t-test, also referred to as the correlated, non-independent, or paired t test, must be employed for dependent samples. Therefore, the t-test is crucial to measuring the research sample. The description of students' reading comprehension before being taught using Quizizz Applications.

2. The norm

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

3 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 ¹ result of this research, the researcher shows the description of variable data. The description of variable data is presented as follows:

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

Before the researcher did the research, she identified the students' reading comprehension first by giving them pretest. The test was given on Wednesday, 11th March 2022. This test is designed to assess how students can comprehend what they will be reading. ¹⁴ The subject of this research was first grade students in X MIPA A. Total students of that class were 32 students. The test's subject is descriptive text, and there are 20 multiple-choice questions on it. The students asked to do the test in 45 minutes.

By using formula, the researcher got the result of the students' score from doing pretest. The result of converting score are ¹⁴ 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

	53 Frequency	Percent	Valid Percent	Cumulative Percent
Valid 35	1	3.1	3.1	3.1
40	2	6.2	6.2	9.4
45	1	3.1	3.1	12.5
50	8	25.0	25.0	37.5
55	5	15.6	15.6	53.1
60	5	15.6	15.6	68.8
65	5	15.6	15.6	84.4
70	2	6.2	6.2	90.6
75	3	9.4	9.4	100.0
Total	32	100.0	100.0	

From the table above, 1 student (3,1%) got score 35, 2 students (6,2%) got score 40, 1 student (3,1%) got score 45, 8 students (25,0%) got score 50, 5 students (15,6%) got score 55, 5 students (15,6%) got score 60, 5 students (15,6%) got score 65, 2 students (6,2%) got score 70, 3 students (9,4%) got score 75. From that explanation, it can be concluded that students' reading comprehension was good enough.

2. Treatment

After giving the pre-test, the writer scheduled two meetings for treatments. In treatment the writer explains about the effect of Quizizz Application to the first grade students' reading comprehension. 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 11th, 2022 and the second treatment was done on April 18th, 2022. The steps of treatment as follow:

The first meeting, the reseacher give the students descriptive text under the title is "Kembang Island" and she asked the students to read the text. After that, she introduced about purpose, structure, and language features of descriptive text. Then, she explained about Quizizz Application and the roles to use that application. She 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 entitled "Fuji Mountain" 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 Application as like in pre-teaching. Next is 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 ¹ students' reading comprehension after being taught using Quizizz Applications.

The post test was given on Friday, 4th April 2022 after the treatment finished. Posttest ²⁷ consists of 20 questions also in multiple choice from. The test was about descriptive text also as like in pretest before. The test was given ¹ to know the increasing of students' reading comprehension. 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

		³⁴ Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3.1	3.1	3.1
	60	3	9.4	9.4	12.5
	65	5	15.6	15.6	28.1
	70	5	15.6	15.6	43.8
	75	6	18.8	18.8	62.5
	80	4	12.5	12.5	75.0
	85	6	18.8	18.8	93.8
	90	2	6.2	6.2	100.0
Total		32	100.0	100.0	

From the table above, 1 student (3,1%) ² got score 55, 3 students (9,4%) ² got score 60, 5 students (15,6%) got score 65, 5 students (15,6%)

got score 70, 6 students (18,8%) got score 75, 4 students (12,5%) got score 80, 6 students (18,8%) got score 85, 2 students (6,2%) got score 90. It means that there is an effect on students' reading comprehension which increases after students were taught using the Quizizz Application.

³⁶ B. 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

In this part is to answer the question about ¹⁶ whether there is an effect of Quizizz Application on students' reading comprehension of 1st grade student at SMAN 1 Kediri. 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.

³⁶ 2. The Result of Data Analysis

In this part, the researcher presented about the result of data analysis from students' 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.

26
Table 4.5 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	57.34	32	10.548	1.865
Posttest	74.06	32	9.541	1.687

From the paired sample statistics of table above, the mean score of pretest is 57,34 and the standard deviation 10,548. In other hand, the mean score of posttest is 74,06 and the standard deviation 9,541. The number of participant from each test (N) is 32.

b. Correlation

13
Table 4.6 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	32	.664	.000

In data output of Paired Sample Correlations above, the result present that correlation before and after being taught using Quizizz Application is 0,664 with the significance 0,000.

c. T-test

¹⁹
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	-16.719	8.290	1.465	-19.708	-13.730	-11.408	31	.000

In Paired Samples Test table, the mean presents the differences between pretest and posttest using SPSS by pretest mins posttest. It showed the t-test is -11,408 with the degree of freedom 31 is 1,696 and the significant is 5%. ²⁷ It means that t-test is higher than t-table (-11,408 > 1,696). ⁴¹ It can be concluded that t-test is higher than t-table, so H_a is accepted.

In conclusion, there is an effect of applying Quizizz Application ⁴⁹ in teaching reading comprehension at first grade students of SMAN 1 Kediri which H_a is accepted. ¹ It means that there is an effect of teaching reading comprehension at first grade students of SMAN 1 ¹² Kediri using Quizizz Application.

3. Interpretation of the Data Analysis

⁷ 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 Application by compare both of them. The table show that the score of students reading comprehension after being taught using quizizz application. It is proven from the total score which is exist on that indicator.

C. Testing of Hypothesis

Based on the hypothesis and the data which had been analyzed before, the researcher concluded that Quizizz Application have significant effect in students' reading comprehension at firstgrade of SMAN 1 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 pretest score is higher than posttest 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 ($-11,408 > t\text{-table}$ with the significance level 5%). It means that there was significance effect before and after using Quizizz Application in teaching reading comprehension. 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 effect of quizizz application to each aspects of reading skill and effect after using quizizz application on students'

reading comprehension of 1st grade student at SMAN 1 Kediri in academic year 2021/2022.

Related to hypothesis of this research, there was null hypothesis (Ho) and alternative hypothesis (Ha). The null hypothesis (Ho) means that there is no effect of teaching reading comprehension using Quizizz application, on the contrary the alternative hypothesis (Ha) means that there is an effect of teaching reading comprehension using Quizizz application. 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% ($-11,408 > 1,696$) with the degree of freedom (df) 31, so the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted.

The result of the data analysis shows that the use of Quizizz application in teaching reading comprehension encourages the students to be more active in teaching and learning reading comprehension at first grade student of SMAN 1 Kediri in academic year 2021/2022. Before the students were confused to comprehend English text but now they have a confidence to learn and practice using the Quizizz application. They have difficulty in finding the main idea, talking implicit and explicit information of the text, and supporting detail. Before students lack experience learning with various class model that teacher uses but, now they can try a new experience on learning which they can especially apply during this pandemic. It is supported by Sari (2019) student of Jember University entitled "The Implementation of Applying Integrated Learning by Using Quizizz to Improve Students Reading

Achievement". She focusses on student's achievement in reading comprehension by applying integrated learning by using Quizizz. From the result of using the exposition text to help the students in understanding the text, the result is the comparisons of the students mean score were significantly increased. It means that there was significant improvement of implementing integrated learning assisted by Quizizz on the students reading comprehension achievement.

During the covid 19 pandemic, quizizz application has indeed become one of the methods used. However, among the advantages of this method there are also weaknesses including students who do'nt have a sense of responsibility because they often to do not participate in online learning for various reasons such as poor signals, illness, lack of facilities to participate in online learning.

However, this research had limited that this research only focus on the descriptive text material on the eleventh grade students. Then due to their limitation the future researcher can conduct a research on the different material or in the same material but in the different students.

Finally, the result from the data can be conclude that this research supports the existing research. That the Quizizz application can be used for teaching reading in online classes and the grades of students are good.

5 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 have low reading skill 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 comprehension are increased after being taught by using Quizizz.

Then, the result of analyzing the data also shows that quizizz application made students interested in reading or there is an effect of using Quizizz on students' reading comprehension. The students also easier in understanding text. In other lines, the researcher 's concluded that using the Quizizz application has a great effect on students' reading comprehension at SMAN 1 Kediri first grade students in the academic year 2021–2022. As a results, the reader can use this research to do other research using the Quizizz application

B. Suggestion

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

1. Suggestion for the teacher

The teacher should explain first the activities of quizizz application before applied in the class. Then, the teacher must understand how to use the quizizz application and prepare it carefully so that learning goes well. Seen from the results of the study quizizz application is fun application and has many functions.

2. Suggestion for the students

Students must be more enthusiastic and have high motivation. Students must have a sense of respect for the teacher when online learning.

3. Suggestion for the Further ¹⁸ Research

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

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