THE EFFECTIVENESS OF QUIZIZZ APPLICATION TO IMPROVE ENGLISH READING COMPREHENSION

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Info Artikel	Abstrak
	The research on this thesis is motivated by the difficulty of students in reading comprehension of English text. There are still many students who have difficulty in understanding the contents of an English text that makes students not enthusiastic about learning so that student motivation is also influential, by using the Quizizz application researcher hope that students will increase in reading comprehension. The purpose of this study was to collect direct evidence about to determine the use of Quizizz application can improve students ' reading comprehension, Saturated sampling technique was used by the researcher. The study used a sample of 52 students: 25 students in the experimental class and 27 students in the control class. The method used in this study is a quantitative method and the design used in this study is a quasi-experimental study. The Data were analyzed using IBM SPSS version 29 and obtained using tests, observations, and documentation. The researcher used a pretest and posttest consisting of 20 multiple choice questions in the data collection, and the researcher also makes a checklist observation sheet .1) in analyzing the data, the researcher used a t-test results from the calculation showed that the significance level of 5% is (7,545 > 2,086). This means that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. The results of the test criteria showed that students ' vocabulary mastery using and without the Quizizz application was significantly different. This is indicated by a higher average score for the experimental class compared to the control class. Therefore, it can be concluded that Quizizz application help students Class X TKJ SMK AUTOMATSUDA in English reading comprehension.

Introduction

Language consists of a collection of words, clauses, and sentences that are spoken or written. According to English also has a complex grammatical structure that can be tweaked to build phrases or sentences. From the quotes of the above experts, it can be concluded that English is the language that almost every country in the world uses as an international language, and many people use it as a second language or a foreign language.

In (Pradnyadewi & Kristiani, 2021), Quizizz is one of the ICT applications intended to improve students' reading skills. According to Basuki and Hidayat (2019), this app is one of the amazing learning tools for quiz games in the classroom, allowing teachers to see the development of their students' reading ability. Students can improve their ability to take

responsibility for what they learn because Quizizz encourages them to learn. Students can talk, ask questions, get directions, share opinions, and convey information through the learning process through this app. Students are more courageous and open, especially before understanding the learning material. This application can help the learning process by inviting students to talk, ask questions, give directions, express opinions, and convey information. This is confirmed by Rahayu and Purnawarman (2019), who state that Quizizz is a learning tool that can help students check what they know and how far they have learned. By using Quizizz, the learning process becomes more student-centered, which makes 3 them more engaged and active in the classroom. Based on the theory above, it can be concluded that the Quizizz application is one of the learning media tools that can be used in the classroom during teaching and learning activities. This Quizizz application can make learning activities in the classroom more interactive and active. By using this Quizizz application, students will be more active and interactive when learning, and we, as teachers and students, can find out the ability of each student and whether there is an increase or not in the learning outcomes.

According to Sachran dkk (2022) Reading is a process carried out by readers to obtain messages that the author wants to convey through words or written language. Since reading is a continuous guessing process, what is carried over to the next stage is often more important than what is found in it,. Students should be trained to use their knowledge to understand new concepts, such as simple concepts or words, while reading. In (Mckee, 2012), Reading comprehension is defined as the ability to understand text, analyze information, and correctly interpret what the author is saying. "No one process defines reading comprehension by itself, but together they provide a reasonably accurate account of the processes required to read fluently". Veeravagu et al. (2010: 206) describe reading comprehension as "the thought process readers use to select facts, 6 information, or ideas from printed materials; determine the meaning the author wants to convey; determine how they relate to prior knowledge; and assess their appropriateness and value for meeting the learner's goals." One component of comprehension is word comprehension.

In (Khusniyah & Lustyantie, 2017), there are indicators of reading including :

Table 2. 1Reading Indicator

Component	Indicator	Account point
Literal comprehension	- Identify word Meaning	13
	- Meaning context	
Inferential comprehension	- Identify the main Idea	10
	- Indentify relation in the text	
Critical comprehension	- Analyzing process of text	7

This study aims to improve the ability Reading Comprehension by using quizizz application, which is limited to personal recount text. The theme of recount text is about personal experience or past events, both pleasant and unpleasant Following is the formulation of problem in this research Is using the "quizzz application" effective in improving students ' reading comprehension?

Research Method

The method to be used in this study was quantitative experimental. This study used a quasi-experimental design. according to Sugiyono (2010: 114) one type of experimental design derived from the original experimental design is quasi-experiments, also known as pseudo-experiments. Although this design has a control arm, it cannot control outside variables that affect the experiment. In this study used class X TKJ 1 for control class and class X TKJ 2 for experimental class. All data obtained from pretest and postest are processed using statistical techniques. Statistical techniques SPSS version 29. Sugiyono (2019: 126) explained that the population is a generalization area consisting of subjects or objects chosen by the researcher to study and then make conclusions. Sugiyono (2008) defined generalization researcher establishes a subject or object with certain characteristics and qualities to study and then make conclusions.

The population in this study used students of class X TKJ SMK AUTO MATSUDA which consists of 2 classes, namely X TKJ 1 and X TKJ 2 with a total of 52 students and the sample of class X TKJ SMK AUTO MATSUDA with a total 53 students. This study used saturated sampling technique . according to, Sugiyono (2016: 85), if each member of the population is taken as a sample used the saturated or total sample determination method. So, the population in this study used class X TKJ 1 and X TKJ 2 with a total 52 students. Students X TKJ 1 as control class with a total 27 students and X TKJ 2 as experimental class with a total 25 students.

Result and Discussion

The results of the experimental class showed a pretest score of 53,4 and post-test score 89. The pretest's lowest score is 30, and the pretest's highest score is 75. The lowest score of the posttest is 75, and the highest score of the posttest is 100 . After both pretest and posttest, the researcher got an average score of 35,6. students who the treatment received using quizizz application has higher post-test average than pretest average before using the quizizz application.

Table 4. 1 The Student's Scores of Experimental Class
(using Quizizz Application)

Students (S)	Pretest Score	Posttest Score	Gained Score
S-1	55	95	40
S-2	40	80	40
S-3	45	75	30
S-4	45	75	30
S-5	70	100	30
S-6	35	75	40
S-7	50	90	40
S-8	70	100	30
S-9	45	85	40
S-10	45	85	40
S-11	75	95	20
S-12	70	90	20
S-13	45	85	40
S-14	30	70	40

S-15	75	100	25
S-16	55	95	40
S-17	45	90	45
S-18	55	95	40
S-19	55	95	40
S-20	60	95	35
S-21	55	95	40
S-22	55	90	35
S-23	50	85	35
S-24	55	90	35
S-25	55	95	40
Total	1335	2225	890
Average	53,4	89	35,6

The results of the control class showed a pretest score of 45,55 and a post-test score of 72,77. The pretest's lowest score is 30, and the pretest's highest score is 55. The lowest score of the posttest is 55, and the highest score of the posttest is 85. After the second pretest and posttest, researcher got an average score of 27,22. This shows that the control class smaller advantages than the experimental class.

Table 4. 2 The Student's Scores of Control Class
(without Quizizz Application)\

Students (S)	Pretest Score	Posttest Score	Gained Score
S-1	40	65	25
S-2	50	70	20
S-3	50	55	5
S-4	40	70	30
S-5	45	70	25
S-6	40	75	35
S-7	55	85	30
S-8	50	75	25
S-9	50	75	25
S-10	55	70	15
S-11	55	75	20
S-12	40	75	35
S-13	45	85	40
S-14	30	75	45
S-15	50	70	20
S-16	40	75	35
S-17	45	75	30
S-18	40	75	35
S-19	40	75	35
S-20	45	85	40

S-21	50	70	20
S-22	55	70	15
S-23	55	75	20
S-24	50	70	20
S-25	35	75	40
S-26	40	55	15
S-27	40	75	35
Total	1230	1965	735
Average	45,55	72,77	27,22

Table 4. 3 Normality of Pretest in the Experimental Class
Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest Experimental Class	,115	25	,200*	,950	25	,257

The significant score is greater than 0,05 (0,257 > 0,05), as shown by the table above, because the significance of the Shapiro-Wilk normality test is 0,257. Thus, the data is distributed normally as H0 receive it.

a) Posttest of the Experimental Class

Table 4. 4 Normality of Posttest in the Experimental Class
Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Posttest Experimental Class	,122	25	,200*	,947	25	,214

The significant score is greater than 0,05 (0,214 > 0,05), as shown by the table above, because the significance of the Shapiro-Wilk normality test is 0,214. Thus, the data is distributed normally as H0 receive it.

b) Pretest of the Control Class

Table 4. 5 Normality of Pretest in the Control Class
Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.

Pretest Control Class	,138	27	,200*	,965	27	,465

The significant score is greater than 0,05 (0,465 > 0,05), as shown by the table above, because the significance of the Shapiro-Wilk normality test is 0,465. Thus, the data is distributed normally as H0 receive it.

a) Posttest of the Control Class

Table 4. 6 Normality of Posttest in the Control Class

Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Posttest Control Class	,174	27	,036	,930	27	,067

The significant score is greater than 0,05 (0,067 > 0,05), as shown by the table above, because the significance of the Shapiro-Wilk normality test is 0,067. Thus, the data is distributed normally as H0 receive it.

Quizizz application effective in improving English reading comprehension

Researcher conducted this study for English reading comprehension to students in Class X TKJ SMK AUTO MATSUDA through quizizz application. As an experimental class, with a total of 25 students and control class with a total 27 students. This study aims to determine how effective the quizizz application is in improving English reading comprehension to students.

In addition, Reading, according to Tarigan (1990:7) in Jaenal (2010), is a process carried out by readers to obtain messages that the author wants to convey through words or written language. "Reading is not an invariable skill; there are different types of reading abilities that correspond to the different purposes we have for reading," says David Nunan (1989:33). Consequently, reading comprehension skills are sential to achieving those goals.

Researcher can provide a brief description of the data collected from 25 students in experiment after analysis. The experimental class description has average pre-test of 53.4 before using quizizz application; after experimental class treated four times with the quizizz app, researchers got an average of 89 post-tests. So, the researcher got an average winning score of 35.6, which is good because the average score we have arrived at KKM. The lowest score in the pretest is 30, and the highest score is 75. Data indicates that the lowest point in the posttest is 70, and the highest score is 100. There is a conclusion that the lowest and highest scores on the post test is higher than on the pretest.

However, from the description score in the controlled class, the researcher obtained a pretest an average of 45.55 in this class, researcher only asked students to understand the reading of English texts and sources from the internet; after four treatments without quizizz application media, the results the researcher obtained a post- test average of 72.77. In addition, the researcher obtained an average victory a score of 27.22 indicating that the superiority of the experimental class is greater compared to controlled classes. In

pretest the lowest score is 40, and the highest is 73. The the data showed that the lower score on the post-test was 30 and the highest score was 85. Therefore, the lower and highest scores on the post-test were also higher than the pretest.

Before testing the hypothesis, the researcher performs a normality and homogeneity analysis of the data. The aim of the normality analysis is to find out whether the data in the study is distributed normally or not; the normality result can be seen by comparing a significant value with 0.05. On the other hand, homogeneity analysis aims to find out whether data or samples in both experimental classes are controlled homogeneously or heterogeneously.

In normality analysis, the results showed that pre-test and post-test data on controlled classes are distributed normally. According to the test criteria, significant experimental class scores (0.257) and (0.214) higher than 0.05 (0.257 and 0.214 > 0.05), and both data show a normal distribution. According to the test criteria, the results showed that the pretest and posttest scores were each significantly above 0.05 (0.465and 0.067 > 0.05) in the control class. This shows that all the data in the experiment and the control class is normally distributed. Calculation of homogeneity is the next result obtained by researcher. Homogeneity tests were conducted on both control and experimental class. Because researcher found the value of significance based on the average is 0.602 > 0.05 is considered homogeneous, based on the criteria can be conclude that H0 is accepted.

The final calculation is to test the hypothesis. The main calculations to answer the formulation of the problem of this study is whether the use of quizizz application is effective in improving reading comprehension in Class X students TKJ. The value of the N-Gain test shows that the average score for the experimental class (using the quizizz app) was 78.6998, or 79%. , included in effective category with a minimum n-Gain score of 54.55% and a maximum of 100.00%; the average grade for the control class (without quizizz app) was 49.2655 or 49.2%, included in less effective category with N-Gain value of at least 10.00% and a maximum of 72.73.

Thus, the Independent t-test for the N-gain score value is guided by the GIS value contained in the table of assumed variants of equations. Based On " Independent Sample test " output table, the known sig value is 0.01< 0.05, and the result, zero hypothesis (H0) is rejected. Thus, the alternative hypothesis (H1) is accepted. So it could be concluded that there is a significant difference in effectiveness (reality) between the use of Quizizz app and do not use Quizizz app to improve reading comprehension in class X TKJ SMK AUTO MATSUDA.

The results show that the quizizz application helps students of Class X TKJ SMK AUTO MATSUDA in learning to understand theof English reading texts, especially in Class X TKJ 2 as an experimental class, because the quizizz application is one of the Learning media that is considered fun because there are creative elements such as memes, games, and avatars in the learning process, making students interested and enthusiastic when learning, students also become very enthusiastic because when learning by using the Quizizz application students become not easily bored and not easily sleepy. During the treatment, students in the experimental class showed increased interest and enthusiasm to learn to understand the content of English reading texts. As a result, higher post-test scores compared to pretest scores indicate that the treatment can be considered effective in teaching students reading comprehension in English texts. Compared to Class X TKJ 1 as a control class that during its learning using only

conventional methods do not use any learning media, students in the control class are more likely to get bored easily because the method used as usual, although not all students feel bored ,there are only a few students who remain focused attention when learning takes place,so that the results of the posttest scores of some students in the control class there is also an increase compared to the results of the pretest scores.

Conclusion

The conclusion of this research is N-Gain test scores indicate that the average score for the experimental class (using quizizz) is 78.6998, or 79%, falling into the effective category with a minimum N-Gain score of 54.5% and a maximum of 100%; the mean score for the control class (without the quiz app) was 49.2655, or 49.2%, falling into the less effective category with a minimum N-Gain score of 10% and a maximum N-Gain score of 72.7%. Based on the "Independent Samples Test" output table, the known sig. value is 0.01< 0.05, and as a result, the zero hypothesis (H0) is rejected. Thus, the alternative hypotheses (H1) are accepted. So it can be concluded that there is a significant difference in effectiveness (reality) between using the quizizz application and not using the quizizz application to improve English reading comprehension in Class X TKJ students at SMK AUTO MATSUDA.

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