THE EFFECT OF QUIZIZZ APPLICATION ON THE STUDENTS' READING COMPREHENSION

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ABSTRACT

This study aims to ascertain whether using the Quizizz application affects students' reading comprehension abilities in seventh-grade junior high school. The researchers used a pre-experiment design with a single group design to conduct this quantitative study. Seventh graders at one of Surabaya's public junior high schools served as the study's sample. Pre-test and post-test were utilized in this study to gather data. This study examined a paired sample t-test to collect the information. The t-test indicates that the student's scores after receiving the treatment are higher than the students' scores before, as evidenced by the average score's increase from 64.41 to 81.12. The Alternative hypothesis is accepted as there is a substantial impact of utilizing Quizizz on students' reading comprehension abilities, according to the findings of the paired sample t-test, which revealed that the Sig (2-tailed) score is $0.000 < 0.05$. It has implied that Quizizz could improve students' reading comprehension since the teacher provides valuable knowledge for students. They are motivated to read English text using Quizizz. It is recommended for future research to explore the application of Quizizz for other skills.

INTRODUCTION

Reading is required to improve human resources quality to participate in the era of global competition. According to Pradnyadewi & Kristiani (2021), reading is the most effective way to get new information about many different aspects of ideas. In schools, reading comprehension is a skill that can help students increase their intelligence, creativity, selectivity, and innovation in processing information in today's era. Students can recognize the main idea of the text, as well as specific information contained within it, identify information, cite sources, understand the meaning of terms, and comprehend the details of the material (Nuttal, 2005). Therefore, students can expand their knowledge and develop a more holistic understanding of the world through reading. It is consistent with the goals of the Merdeka Curriculum, which promote practical comprehension and reflection for societal engagement.

Indonesian secondary school students face reading comprehension challenges due to limited vocabulary, lack of learning support, and low reading enthusiasm (Nanda & Azmy, 2020). The instructor could only utilize textbooks as learning materials and media when teaching English. It dulls learning activities and

demotivates students (Jayanti, 2016). However, motivation plays an important role in the development of students' reading comprehension and active participation in learning activities (Rumainah, 2018). Given that these students belong to the digital era, it is imperative that literacy instruction incorporate technology and innovative media (Zhou & Yadav, 2017).

One creative method that can increase student interest and motivation in this digital era is using Quizizz as an educational application that offers a comprehensive learning and assessment approach, effectively overcoming the barriers caused by limited vocabulary, limited learning tools, and declining interest in reading. Quizizz as a teaching tool can address the issue because it is a popular, accessible, interactive media platform incorporating gamification in learning. It includes avatars, music, leaderboards, and themes, giving students the impression that they are playing a game (Namara & Murphy, 2017). With the features offered by Quizizz, students can better understand quizzes, get more motivated to learn, put more effort into them, and achieve higher academic achievement. Using Quizizz in learning activities increases students' motivation and enjoyment while improving their reading comprehension (Pahamzah, Syafrizal, and Sukaenah, 2020). Quizizz's interactivity replaces traditional paper-and-pencil assessments, thereby increasing student engagement.

Using the online platform Quizizz promotes innovative and inventive teaching, which ICT supports. Action research conducted by Fatimah (2022) demonstrated that Quizizz improved ninth-grade students' reading comprehension skills. Similarly, Chandra Yuniarto (2021) discovered that using Quizizz as a learning tool increased eighth-grade students' reading interest and learning outcomes. This study seeks to fill a gap in the literature by examining the impact of Quizizz on the reading comprehension skills of seventh-grade students, focusing on descriptive texts. The study employs a pre-experimental methodology to assess the significant impact of Quizizz on students' reading comprehension skills. Then, this study's research question is "Does Quizizz significantly impact students' reading comprehension?"

LITERATURE REVIEW

Reading comprehension is one of the abilities that should be given priority since it allows students to learn more about an idea on their own (Retno Widowati & Kurniasih (2018). Reading comprehension is one of the abilities that should be given priority since it allows students to learn more about an idea. Reading helps children learn new words, develop critical thinking skills, contribute ideas, and broaden their knowledge. The process of understanding the material that a reader uses to learn from reading activities is known as reading comprehension. Pourhosein Gilakjani & Sabouri (2016) describe reading comprehension as the process of extracting meaning from the text. Students can comprehend the meaning of written language, connect it to prior knowledge, and generate visual representations of the information they have read through a more complicated cognitive process (Mohseni Takaloo & Ahmadi, 2017). Therefore, understanding a text requires the reader to identify the text's main idea, locate specific material within the text, make references, and recognize, cite, and comprehend the meaning of words or intricate details (Nuttal, 2005).

According to Harmer (2007), reading can be divided into two categories: extensive and intensive. Extensive reading is commonly undertaken with the primary objectives of deriving pleasure, acquiring knowledge, and comprehending many subjects comprehensively. The objective of lengthy reading is to achieve a thorough understanding of the material being read, cultivate a strong interest in reading, encourage the development of regular reading practices, and enhance both vocabulary acquisition and comprehension of textual structures. The selection of books, novels, journals, or newspapers for reading should be based on the subject matter and the individual student's interests. Nevertheless, the primary focus of this study pertains to intensive reading, wherein students utilize reading strategies to enhance their comprehension of the text. It is typically a classroom exercise where the students concentrate on understanding a text (Brown, 2014).

The instructor would carefully choose a text that students are eager to explore in-depth, thorough analysis. Intensive reading activities encompass three distinct stages: pre-reading, during reading, and post-reading (Insuasty Cárdenas, 2020). A pre-reading activity refers to an instructional practice before pupils engage with a given material. The objective is to enhance students' level of involvement. These tasks can be conducted by utilizing visual aids such as pictures or illustrations to comprehensively understand the text's structure and substance.

During reading activities, students have actively engaged in the process by carefully examining many aspects, including sentence structure, vocabulary usage, and specific words. Students can underline or highlight significant information or employ sticky notes to indicate crucial areas. The primary objective is to facilitate a comprehensive comprehension of the subject matter. Students actively engage with the course material by actively participating in the learning process, including posing questions, establishing connections, and seeking clarity for complex aspects. Students could engage in the act of re-reading certain sections in order to comprehend the author's intention. Finally, in the context of post-reading activities, students can synthesize their reflections and construct a cohesive summary. This activity is beneficial for students to enhance their learning experience and facilitate future reference.

Assessing students' reading comprehension abilities is crucial to monitor their progress. Brown & Abeywickrama (2019) define assessment as the measurement process carried out by teachers to evaluate language proficiency during and after learning. It can be formal, involving structured exercises like tests and assignments, or informal, comprising unplanned comments and impromptu feedback. One research indicator of reading comprehension success is the student's ability to comprehend the information presented in the text. Brown & Abeywickrama (2019) outline criteria commonly used for assessing reading comprehension, including main idea, expressions in context, inferences, grammatical features, detail, unstated details, supporting ideas, and vocabulary in context.

Quizizz is a gamified educational tool that can encourage students. Fadhilawati (2021) stated that an educational game-based program called Quizizz might design interactive lessons for students in the classroom and make learning enjoyable for them. Furthermore, Zuhriyah & Pratolo (2020) claim that Quizizz could make exercising for the students exciting and fun, especially while they are answering questions. Students can practice questions on the material they have

learned using an electronic device, either a cell phone or laptop, using Quizizz. Students only need to concentrate on their devices because the questions and answer choices only show there while keeping track of the time. Due to the randomization of the question-and-answer choices in Quizizz, no student has the chance to cheat. Working on quizzes using Quizizz allows students to see the leaderboard, so it can help learners compete and inspire them to learn. Teachers can also monitor the procedure and download a report after the test to assess each student's performance (Zhao, 2019). In the Quizizz application, some features allow students to see answer choices on their screen, see how long it takes to answer questions, and see the results of what they are doing (Suryaman, Akbar, Salsabila, 2020). In short, the features presented in Quizizz can help students increase student motivation and student effort in learning and improve student academic achievement (Basuki & Hidayati, 2019).

Descriptive writing provides detailed information on a particular subject, setting, or object. Descriptive writing describes something's characteristics and gives specifics like its size. Its design, distinctive elements, applications, and so forth. According to Pratama (2012), descriptive text enables us to categorize a virtually endless range of experiences, observations, and interactions into a system that organizes them for quick, easy access and objective or subjective understanding. In line with Thomas (2005), a descriptive text describes the senses— how something feels, looks, and tastes. Although the descriptive text also discusses other types of perception, it typically deals with everyday experience. According to Kurnia & Kareviati (2021), the goal of a descriptive text is to totally and adequately describe a specific person, location, or thing so that readers may picture it in their minds.

RESEARCH METHOD

This study used a quantitative methodology to investigate the research topic. The researcher experimented to measure the impact of changing variables on other variables while controlling for external factors. The dependent variable was the measured behavior reading comprehension skills, while the independent variable was the manipulated Quizizz. The study employed a pre-experimental design to evaluate the effectiveness of Quizizz in enhancing students' reading comprehension skills. Pre-experimental designs lack control mechanisms to address the impact of independent variables on experimental outcomes (Kumar Bhayyalal Dubey & Kothari, n.d.). The specific pre-experimental design used in this study was the One-Group Pretest-Posttest Design.

This research was conducted at one of the public junior high schools in Surabaya. The study starts from 10th April – 12th May 2023, consisting of four meetings. The researcher chose the school because the teacher did not utilize technology as an interactive teaching medium. The population of this study is 170 seventh-grade students. Since the researcher applies purposive random sampling, the total sample is 34 seventh-grade students.

The instrument of this study is a pre-test and post-test and uses multiple choices questions to asses reading in a descriptive text. The validity test of the instrument uses content validity, and the result is valid. Then, the reliability of the test was estimated using Cronbach's Alpha. The results of the reliability test for the study's instruments are as follows:

Table 1. Reliability Statistics

Cronbach's Alpha	N of items
.829	30

Based on the calculation using SPSS 25 above, it shows that the reliability of the test is 0.892. Cronbach's Alpha (α) > 0.60 indicates that the test is reliable. To collect data, the researchers carried out several stages. The researcher conducted a pre-test in the first meeting to measure students' reading comprehension skills. This was followed by learning to identify social functions, generic structures, and language features of descriptive text about a person using Quizizz. In the second meeting, students learn to determine the main idea and supporting ideas of descriptive text about people using the Quizizz application. In the third meeting, students learn to find detailed, explicit, and implied information from a descriptive text using Quizizz application. In the last meeting, students learned to determine the meaning of vocabulary, phrases, or idioms from a descriptive text about people using the Quizizz application. Then, researchers gave a post-test to measure students' reading comprehension after being given treatment using Quizizz.

After collecting the data, the researcher analyzed the data using a paired sample t-test. Before the data is analyzed, it would be checked its normality. This study applied Shapiro-Wilk because the number of samples is less than 50. The normality result shows that the Pre-test's Sig value is 0.068, and the Post-Test's Sig value is 0.205, as shown in Table 3. It was assumed that both were more than 0.05, so the data is regularly distributed. Next, the parametric paired sample t-test could be conducted to pattern whether the alternative hypothesis is accepted if the Sig. (2-tailed) value is equal to or less than 0.05. It demonstrated a significant difference between the pre-test and post-test mean scores, indicating the successful treatment.

Table 3. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.145	34	.066	.941	34	.068
PostTest	.130	34	.158	.957	34	.205

FINDING AND DISCUSSION
Findings

The results showed that Quizizz has a significant effect on seventh-grade students' reading comprehension when they are reading descriptions of people. The results mean score for the pre-test and post-test may be shown in table 4 below:

Table 4. Mean Score of Prettest and Posttest

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	64.41	34	11.827	2.028
	PostTest	81.12	34	7.031	1.206

From the table 4 has shown that the mean score of students' reading comprehension performance in pre-test was 64.41 and post-test was 81.12, so there was an improvement of mean score after being treated with the Quizizz application

as a learning aid during learning. After that, a paired sample t-test was employed to ascertain whether there was a statistically significant difference between the students' reading comprehension pre-test and post-test following the use of the Quizizz Application for teaching reading descriptive text about people. The table below shows the findings from the t-test analysis:

Table 5. Paired Sample T-test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest - PostTest	-16.706	8.354	1.433	-19.621	-13.791	-11.660	33	.000

Based on table 5, related to the t test (Paired Sample T-test), shows the Sig (2-tailed) value is 0.000 <0.05. It shows that there was a significant difference in students' reading comprehension after treatment using Quizizz Application. It could be stated that after using Quizizz, students' reading comprehension had improved.

Furthermore, table 6 has shown students' reading comprehension when students have learned before and after using Quizizz.

Table 6. Indicator on students' reading comprehension

Indicator	Percentage of Correct Answer	
	Pre-test	Post-test
Main Idea/topic	66.5%	91%
Vocabulary, expression, idiom/phrases	57.2%	78.8%
Inferences (implied detail)	42.5%	75%
Grammatical features	55.3%	86%
Detail information (scanning for a specifically stated detail)	45.7%	63.4%
Excluding facts not written (unstated details)	42%	57.6%
Supporting ideas	53%	62%

In table 6 above, we can see that in the first indicator, **Main idea/topic,** result of the pre-test the percentage of students answering correctly is 66.5% of the total number of students. Meanwhile, during the post-test, the percentage of correct answers is 91%, which means there was an increase from the pre-test results. Second, in the **Vocabulary, expression, idioms/phrases indicator**, the percentage of students answering correctly more than is 57.2% of the total number of students.

Then, during the post-test the percentage of students answering correctly is 78.8% which means the result of post-test had increased.

Third, for the **Inferences (implied detail)**, the percentage of correct answers is 42.5% of the total number of students. Meanwhile, the post-test results showed an increase from the previous pre-test where the percentage of correct answers is 75% of the total number of students. The fourth, **Grammatical features**, the percentage of students who answered correctly is 55.3% of the total number of students. Whereas in the post-test results showed an increase from the previous pre-test with the percentage of students who answered correctly is 86%.

The fifth, **Detail information (scanning for a specifically stated detail),** the percentage of students that successfully is 45.7% of the overall student population in the pre-test. Meanwhile in the post-test results revealed that 63.4% of students correctly answered to the questions. The sixth, **Excluding facts not written (unstated information)**, revealed that 42% of the total number of pupils had valid responses in the pre-test. However, the percentage of correct answers in the post-test is 57.6%. The seventh, **Supporting ideas**, the percentage of students who answered correctly in the pre-test is 41%. Then, in the post-test results the percentage of correct answer is 53% of the total number of students.

Table 6 demonstrates that during the post-test, all measures of pupils' reading proficiency improved. Additionally, we can see that the indicator that students perceive to be the most challenging is the unstated detail indicator, where the pre-test percentage of students who correctly answered the question was 42%, and the post-test percentage was 57.6%. However, the main idea/topic had the lowest percentage of incorrect answers in the pre-test (66.5%), and 91% of all students had given right answers in the post-test.

This research seeks to ascertain whether students' reading comprehension is significantly impacted by utilizing the Quizizz application. The primary idea/topic, vocabulary, expression/idiom/phrase in context, conclusion, grammatical features, stated details, unstated details, and supporting concepts were used by researchers to gauge students' reading comprehension in this study. Each reading comprehension indicator examined in the pre-and post-test findings increased. Additionally, the use of Quizizz had a considerable impact on the seventh-grade students' reading comprehension abilities, which improved from Good to Excellent.

Additionally, the pre-test mean score for students is 64.41, and the post-test mean score is 81.12. The results of the paired sample t-test demonstrate an improvement in the students' reading comprehension following the use of the Quizizz application. The score is $0.000 < 0.05$, as seen from the Sig value (2-tailed). After treatment using Quizizz, there is a noticeable improvement in the children's reading comprehension. Using the Quizizz application to teach students to read descriptive texts is very beneficial because it may enable them to achieve higher scores. The previous study conducted by Siti (2018) shows that using the Quizizz program increased senior high school students' reading comprehension skills. It also supports the results of Zuhriyah & Pratolo (2020) proves that the use of Quizizz in the classroom makes students increase their reading skills.

In accordance with the previous statement, using Quizizz as a learning aid in the classroom significantly affects students' reading comprehension. Following what was mentioned earlier, there was an increase in student scores after being given treatment using Quizizz. All indicators used to measure students' reading

comprehension skills in this test are also proven to have increased after treatment. The use of Quizizz has a good impact on students' reading comprehension skills. So, the conclusion is that Quizizz significantly affects students' reading comprehension.

Discussion

This research demonstrates that Quizizz can enhance students' reading comprehension. Since the teacher has incorporated technology into teaching and learning, students are motivated to read (Lee & Choi, 2017). Teachers can create learning materials and assessments with today's technology (Susanti & Nuria Putri, 2022). Teachers need to incorporate learning materials, media, and assessment into the learning process because it can increase student engagement. It also encourages students to discover the topic of the texts and prevents them from becoming bored since students can easily comprehend the material (Spector et al., 2014). Moreover, using technology as a learning medium, such as Quizizz, makes English lessons engaging and distinct from the conventional learning method. Having many features can attract students' attention to read the text. Thus, using technology in the teaching and learning process provides instructors with a solid foundation for creating engaging classrooms that match the characteristics of their students.

Reading comprehension is crucial in the modern world. With so many online resources available, instructors can assist students in enhancing their reading skills by utilizing entertaining and interactive platforms (Balakrishnan & Gan, 2015). Not only do these platforms make learning more engaging, but they also align with how students prefer to use technology for education. In conclusion, the collaboration between technology, teaching tools, and how teachers teach can potentially transform education, particularly when technology is expanding rapidly. By using instructional tools such as videos and online activities, instructors can make learning more engaging and improve student comprehension. This blend of instruction and technology can help students develop a love for learning, an in-depth understanding of concepts, and a talent for reading (Hamid, 2011).

The use of Quizizz as an interactive and engaging learning aid has demonstrated its efficacy in boosting various reading comprehension indicators among students. Zuhriyah & Pratolo (2020) have indicated that Quizizz can improve reading comprehension. This can be observed when students answer the following questions while reading a text. As previously stated, indicators of reading comprehension include main idea, vocabulary, inferences, grammatical features, detailed information, exclusion of unwritten facts, and supporting ideas (Susanti & Trisusana, 2018). All these indicators are included in the test as a tool for researchers to assess the extent of their reading comprehension abilities. Students can discern a text's main idea or topic containing a person's description, demonstrating that their reading comprehension skills have improved. Regarding vocabulary, the phrases/idiom in context indicator demonstrates the student's ability to improve because they can discern a text-based word's meaning, synonyms, and antonyms. Moreover, the inferences indicator in this study increased, indicating that students could extract specific information from various multimodal written description texts. Then, the grammatical features indicator increased because students can now predict the meaning of vocabulary, phrases, and text idioms from an oral/written description text presented in the context of use. With increasing

results for the detail information indicator, it can be concluded that students can scan a text for an explicitly stated detail. Then, the unstated detail indicates that students can predict the meaning of vocabulary, phrases, or text idioms from an oral/written description text presented in context. The final indicator, supporting ideas, demonstrates that students can identify the supporting ideas of various written person description texts.

In line with the findings of Zuhriyah & Pratolo's (2020) study, which indicates that using Quizizz in the classroom improves students' literacy skills. This is also supported by the action research method conducted by Fatimah (2022). Her research indicates that using Quizizz improves ninth-grade students' comprehension of narrative texts. In addition, Chandra Yuniarto's case study reveals that using Quizizz as a learning medium positively influences eighth-grade students' interest in learning, resulting in improved learning outcomes, particularly in reading. This study used Quizizz as a teaching tool to increase students' reading comprehension and learning motivation because it replaced the traditional paper-and-pencil quiz method. Thus, Quizizz can be utilized to increase motivation in order to improve learning outcomes effectively. Quizizz engages students and transforms the learning process into a game, allowing students to practice and enhance their learning materials. According to Zhao (2019), Quizizz is a well-known interactive educational application that engages teaching and learning more. It is also a fun and enjoyable method to reinforce learning material (Fadhilawati, 2021).

Furthermore, using technology in English teaching and learning could promote student autonomy (Susanti et al., 2023). This study has shown that when students use Quizizz to acquire reading, they attempt to manage their time efficiently. They must allocate time to read text, locate the topic, or provide specific information. All these tasks improve their time management. Quizizz could provide immediate feedback to enable students to adjust their learning strategies promptly (Lander, 2016). Thus, students can assess their comprehension and take proactive measures to comprehend the text by exploring related resources, such as textbooks, articles, and online citations. It is used to comprehend better the topics addressed in the quizzes. Next, Quizizz is typically used individually, but it can also be incorporated into group activities. It facilitates students how they can solve exams collaboratively, discuss answers, and exchange insights. Therefore, technology is essential for students to become independent learners via peer interaction (Osborne et al., 2018).

Quizizz can enhance students' reading comprehension, but they can also encourage memorization and rote learning. Specific queries may be repeated on subsequent attempts as a result. This can promote memorization of these questions and answers rather than broadening knowledge. Frequently, Quizizz questions emphasize recall, requiring little critical thinking or application of knowledge. When a student used Quizizz, time constraints could encourage him to memorize concepts rather than take the time to fully comprehend them before answering. Therefore, students may need help comprehending thoroughly and may instead rely on memorization. To counteract this emphasis on memorization, educators can incorporate open-ended questions encouraging students to elucidate concepts in their own words, fostering comprehension rather than memorization (Djiwandono, 2019).

CONCLUSION AND SUGGESTION

This study aims to ascertain whether seventh-grade students at one of Surabaya's public junior high schools could comprehend descriptions of persons with better comprehension after using Quizizz during the academic year 2022–2023. The t-test indicates that the student's scores after receiving the treatment are higher than those of the students, as evidenced by the average score's increase from 64.41 to 81.12 based on the research findings and discussion in the preceding chapter. Additionally, every reading comprehension indicator looked at during the pre-test and post-test showed improvement. Then, the Paired Sample T-test findings showed 0.000<0.05, showing that pupils' reading comprehension significantly increased after the researcher delivered the treatment. These findings support the hypothesis that using Quizizz as a teaching tool in the classroom significantly affects students' reading comprehension. Therefore, it is suggested that the following researchers may explore the utilization of Quizizz for other skills.

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