Improving Reading Comprehension Through the Use of Quizizz Technique

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Abstract This research was conducted to describe the implementation of Quizizz and the students' reading comprehension improvement on teaching reading comprehension for the 9th grade students at SMPN 44 Surabaya. Classroom Action Research (CAR) was applied to the 39 students at class 9-A. The observation and tests were the instruments used. It was done in two cycles. In pre-research, there were only 14 students who passed the test, representing a success rate of 35.90%. While 22 students (56.41%) were able to pass the test, the remaining students failed (17 students) in cycle 1. the numbers of students who passed the test were improving from 22 students (cycle 1) to 34 students (cycle 2). It can be argued the numbers of students increased in the percentage of 86.18%. Students' reading comprehension has significantly improved as a result of the implementation of the Quizizz application to 9th grade students at SMPN 44 Surabaya in the academic year 2020/2021, and this finding supports the major hypothesis of the research that students' reading comprehension has significantly improved.

Keyword: *reading, reading comprehension, Quizizz*

Abstrak Penelitian ini dilakukan untuk mendeskripsikan pelaksanaan Quizizz dan peningkatan pemahaman membaca siswa dalam pengajaran pemahaman membaca siswa kelas 9 di SMPN 44 Surabaya. Penelitian Tindakan Kelas (PTK) diterapkan pada 39 siswa kelas 9-A. Observasi dan tes merupakan instrumen yang digunakan. Itu dilakukan dalam dua siklus. Pada pra-penelitian, hanya ada 14 siswa yang lulus tes, mewakili tingkat keberhasilan 35,90%. Sedangkan 22 siswa (56,41%) mampu lulus tes, sisanya gagal (17 siswa) pada siklus 1. Jumlah siswa yang lulus tes meningkat dari 22 siswa (siklus 1) menjadi 34 siswa (siklus 2) . Dapat dikatakan jumlah siswa meningkat dengan persentase sebesar 86,18%. Pemahaman membaca siswa telah meningkat secara signifikan sebagai akibat dari penerapan aplikasi Quizizz pada siswa kelas 9 SMPN 44 Surabaya tahun ajaran 2020/2021, dan temuan ini mendukung hipotesis utama penelitian bahwa pemahaman membaca siswa telah meningkat secara signifikan.

Kata kunci: membaca, pemahaman membaca, Quizizz

INTRODUCTION

Reading is an integral part of daily activities and is always performed by someone to obtain relevant or specific information. Reading is a word game in which a reader finds the information in a passage and writes about it in a new way, with a different perspective. When reading, you should pay attention to the text and focus on what you are reading in order to gain information. Next, you should go beyond the text to get the writer's intended meaning. The reading process means a cognitive system that is active on printed material as it attempts to comprehend the text, whereas writing requires the writer to use background and linguistic knowledge to create meaning (Chastain, 1988, p. 176; in Umaroh, 2015, p. 14). It is implied reading is a process where readers go through various mediums like words, images, and writing to extract a message from authors. You can understand this because reading is a process that's used by readers to discover messages that use the words or written language written by the author.

An emphasis on reading is central to all formal learning skills. As a result of their reading skills, the students' future will have an impact on everything else they do. The value of reading extends far beyond just acquiring information and knowledge. Skilled readers can greatly improve their English-language skills. Students who can read well will be exposed to a new world, have an expanded vocabulary, and will begin to write in a variety of styles. English language teaching is important in today's globalized world, where reading skills have reached new heights. As part of the English reading course, students learn to understand the meaning and answer questions. Although students in the education system are never encouraged to process the information from texts on their own, throughout the educational system, teachers are in the habit of having students analyze and interpret the texts. In teaching science, we do not adequately convey the importance of reading. It is not likely that teachers will have relevant training for this. Haque (2006, p. 133; in Ratnasari, Hikmawati, & Ghifari, 2019) truly points out teachers fail to distinguish the potentiality of reading, and they disregard and/or ignore it in the classroom. It is argued the responsibility of this failure goes to the attitude of the teacher and then of the students.

Thoughtful the information from the text can be completed by uniting the contextual knowledge of the readers and the content of the text where this process is acknowledged as a comprehension of reading. Comprehension is a goal of reading skill. Consequently, reading and comprehension should be done concurrently in understanding the deeper meaning of the text. Affording to Neufeld (2005), reading comprehension is the process of building up an understanding of a text that has two considerable factors comprised in comprehension which are the appropriate previous acquaintance used by the reader in understanding the text and the reader actively get elaborate in the text by focusing on the text being read. It is explained reading comprehension is process of the reader's thinking to attain the whole content or information from the passage text. Furthermore, there are several factors are included in comprehension such as knowing the meaning of words used by the author, identifying the author's purpose, constructing ideas, knowing the connection among words and ideas, and giving judgment and evaluating (Ratnasari, Hikmawati, & Ghifari, 2019, p. 1333).

By preliminary research towards the conditions of the 9ᵗʰ grade students of SMPN 44 Surabaya as the setting of this study, it showed most of the students had difficulties in comprehending the information from reading texts due to the fact that lack of students' vocabulary, the lack of students' opportunity to express their opinion when conducting the teaching-learning activity, and the students can't share the main idea from the reading text. The problems above-mentioned make the students unapproachable the standard of minimum completeness or KKM *(Kriteria Ketuntasan Minimal)* has been decided in education curriculum 2013 (KKM > 75 for English subject). Most of the students got the lower scores of KKM. So, if the problems continuously happen, the goals of education will never be achieved. Therefore, the English teacher is expected to find out the solution of the students' problems in understanding the content of text.

Based on the 2013 junior high school curriculum, it is anticipated that by the time they are in high school, the goal of reading comprehension will be for them to understand the text. In order to make the information accessible, the readers must understand the text. Most of the patterns discovered in Junior High are related to the difficulties the students have in interpreting and comprehending texts. The research by Pan and Wu (2013) also argues that the traditional methods of teaching reading comprehension are still heavily relied on in English as a Foreign Language (EFL) learning contexts. Centered lecturing is used in large lectures to encourage student reading. Using the reading course, with text explanation, vocabulary illustration, grammar instruction, and intensive drills on language forms, the teachers apply the reading course to their students. Students in EFL classrooms frequently find their lessons mundane and meaningless due to teachers who dominate the language learning, who also make passive learners, instead of helping students become more autonomous learners (Ratnasari, Hikmawati, & Ghifari, 2019). The integration of technology becomes a necessity in education to meet the requirements of 21ˢᵗ century learning by using an online learning platform.

A huge collection of information is just a fingertip away, now that so many students are immersed in technology (Egbert, 2009). Additionally, the pedagogy community believes that technology integration is important, as it promotes the school's overall success. Nonetheless, there are a significant number of teachers who refuse to adapt, and many students are unwilling to try. Access to the world's information is available from a number of devices in the modern information era. Prior to the 21st century, expensive technology was only accessible to a select few. As of the 21st century, technology has gotten much cheaper (Edwards, 2009; in Francis, 2017, p. 1). Students have grown up with technology being thrust upon them, and teachers must find new ways to teach students who have grown up immersed in it. Teachers who live in this new age will have to find creative ways to use these new forms of technology in both the motivational and instructional levels of their lessons.

By bringing the diverse learning approaches together, technology provides the framework for creating a sense of community while at the same time allowing students to connect and develop their own learning styles (Futurelab, 2009; in Francis, 2017, p. 2). Technology is often said to be advantageous in classroom implementation because it can motivate students in every discipline, including English subjects. Students who have found a need for support in learning activities may be best served by integrating technological tools that enable the students to access the information and follow along with a classroom instruction setting. So, the school needs to integrate innovative media and technology. Quizizz is an online learning platform that functions as a media.

Quiz is one of the classroom activities that cannot be abandoned which is a competition through a game where the students answer questions given by the teachers. In digital era, the advancement of ICT (Information and Communication Technology) has shifted the teaching-learning paradigm rapidly (Jamil, Tariq, & Shami, 2012, p. 4). Therefore, e-learning has emerged from

traditional learning Quizizz, as a e-learning media, is kind of e-learning web-apps commonly used in conducting online Quizizz in daily teaching-learning practices in the classroom. Quizizz is one of many awesome tools for class quiz games that is as a fun multiplayer game platform or application classroom activity for quiz-games which students become a controller of their pace on game classroom activity. Quizizz also has some features are very noticeable and provides students' answer pace to appear on each students' screen, so they can answer questions at their own pace and review their answer at the end. Research on online Quizizz as a teaching and assessment tool strictly conclude the combination of Quizizz with instructional activities/teaching strategies is favorable (Basuki & Hidayati, 2019, p. 1). It helps students appertain to quiz appreciation, learning effort, learning motivation, activities involvement and academic achievement.

Dealing with those problems, the researcher is going to propose Quizizz as an e-learning media to improve the students' skill in reading comprehension regarding Quizizz application becomes an alternative approach for teaching English especially in reading comprehension. This study is aimed to investigating the implementation of Quizizz application to bridge students in teaching reading comprehension. The significance of this research is practically having relation with improving the students' reading skill and students' achievements in teaching learning process using this application. This research has two determinations, namely:

1. To describe the implementation of Quizizz in teaching reading comprehension at the 9th grade students at SMPN 44 Surabaya.
2. To find out the students' improvement in reading comprehension skill by implementing Quizizz at the 9th grade students at SMPN 44 Surabaya.

METHOD

Subjects of the Research

This research was done at SMPN 44 Surabaya in Jl. Sidodadi, Sidotopo, Kec. Semampir, Kota Surabaya, East Java, Indonesia. The subjects under study were students in class 9-A in the 2020/2021 academic year, who are 9th graders. In order to perform this research, the researcher chose 9th grade as the subjects since she is the English teacher for that class. After being provided with materials and lesson plans, the subjects were taught reading skills. The English teacher's work with students and her role as an observer in this study. During the implementation of the actions plan, the researcher collaborated with another English teacher to control the process of CAR. This collaborative process between researcher and another English teacher was fundamental to this research.

Research Procedures

The research methodology utilized in this study, referred to as Classroom Action Research (CAR), is an approach to conducting research during the learning process and was designed to aid the teacher in figuring out what happened in the classroom, as well as direct them in future instructional improvement. This research was conducted to examine how well the students in SMPN 44 had mastered teaching reading comprehension for the 9th grade students, as well as how well Quizizz was being implemented. Action research is the use of investigation and evaluation to practical problem solving in social situations with the goal of improving the quality of action (Burns, 1993, p.30). According to Kemmis (1993, p.2), action research is a form of self-reflective inquiry in which participants carry out inquiries in order to help them better judge the validity and fairness of their practices, as well as their comprehension of those practices. As explained above, action research is the systematic study of educational problems and changes to combat them, as well as similar changes

in order to make education better. There were four stages involved in classroom action research. These were action planning, active action, direct observation, and mental deliberation. Each cycle would employ action research because it is a cycle process. If the first cycle results in failure, it will be attempted again. Also, if the cycles of improving reading comprehension are completed, this process will have stopped. Students' results in reading comprehension have improved. The cycle will be repeated until the goal is met. To demonstrate the methods used in classroom research, see these phases below:

Planning

This phase concentrates on discovering problems and implementing solutions in order to help solve these problems and foster improvements in teaching and learning methods. The strategy is planned to be implemented in order to test a certain course of action, collecting data on the results. In this phase, the researcher prepared the lesson plan guided by the teacher and synchronized to the English syllabus. In order to categorize the animal theme, the researcher put in animal, plantation, public places, and technology. Using YouTube videos and the internet, the researcher assembled the learning materials. When the pretest was done, it had the goal of finding out the students' level of reading comprehension. The test is given by a collaborative teacher and assisted by a willing student. In addition to this, the pretest contained 25 multiple-choice questions.

Action and Observation

The design is an extremely thoughtfully planned one that incorporates various meaningful interventions into the teaching environment that the researcher employs over a pre-determined period of time. The researcher's question and assumptions about the current situation and the plan new and alternative ways of doing things are critically informed by the interferences. This implies that the researcher carries out the implementation of the previously completed phase as well as the lesson plan, and the lessons learned from that plan will be used. This phase entails the researcher having an objective look at the effects of the action and detailing the various contextual elements. The researcher uses 'open-eyed' and 'open-minded' tools during the data collection phase to collect information about what is happening. The posttest was administered at the previous meeting to examine the students' scores following treatment delivery. The pretest and posttest were very similar, and the number of options was the same for both tests. In order to assist children in improving their reading comprehension, a new method is being utilized called implementation of Quizizz.

Reflection

Reflecting on, evaluating, and describing the results of the action is one of the ways to understand the issues they've tackled. When it comes to action research, results help determine what the researcher will be doing in the future cycles.

Data Collection Procedures

Data collection techniques used in this study are the initial and final tests. Before collecting the data, the researcher decides the implementation of Quizizz on this research. In obtaining the data, the researcher follows the procedure as follows (McCowan & McCowan, 1999): (1) Observation will be done during the implementation of Quizizz as the treatment phases.; (2) Initial test (pre-test) is done before treatment, pretest is done to know ability possessed by student before applying of play method.; (3) In the treatment phase, the researcher applies the application method of Quizizz application in English class.; (4) After treatment, the next action is posttest to know the effect of using

Quizizz application approach. To measure the students' achievement, the researcher prepares the test by using multiple choices questions (MCQ) test. In this research, the students are given tests of some texts which have 25 multiple-choice items to get data about the students' ability in understanding the reading comprehension texts.

For every correct answer was given 1 and otherwise the wrong one or no answer was 0 and the total of correct answers would be 25. Then, the results of the tests are measured on the term of validity. Validity indicates what the test precisely measures and how well the test measure. For a test valid, it is expected that the content and the condition are relevant, and that there will be irrelevant problems which are more difficult or the problem being tested. Validity suggests truthfulness and refers to the match between a construct or the way a researcher conceptualizes the idea in a conceptual definition and a measure. Correlation index biserial point (γpbi) can be result from calculate with r $_{table}$ on the significant level 5% appropriate with amount students. Moreover, the results of the tests will be examined focusing on the reliability. Reliability refers to the consistency of the measurements. The consistency measurements obtained from an instrument is referring to reliability. For the reliability test, the researcher used the formula. The KR-20 formula is commonly used to measure the reliability of achievement test with dichotomous choices. According to Fraenkel & Wallen, one should attempt to generate a KR-20 reliability coefficient of .70 and above to acquire reliable score.

Data Analysis

In this research, two techniques of analyzing data will be used by the researcher, namely: observation and test containing pre-test and post-test. Observation will be done during the implementation of Quizizz through teaching reading for the 9th grade students at SMPN 44 Surabaya in order to answer the first formulate problem. It will be done during the implementation of Quizizz through teaching reading for the 9th grade students at SMPN 44 Surabaya in order to answer the first research question. Meanwhile, analyzing of the test will be done as follow:

Distribution of the pre-test to the sample

In this part the researcher will give the students pre-test. Pre-test will be given through online classroom by using Zoom platform as a tool being used during online classroom at SMPN 44 Surabaya. The purpose of this session is to find out the students reading comprehension scores before applying Quizizz application.

Treatment by applying Quizizz application to the class

After giving the pre-test, the researcher will conduct the treatment to the students by using Quizizz application during online classroom through Zoom platform. The Quizizz application in the class as follows: (1) The researcher explains and shows about Quizizz application on how it works.; (2) The researcher will distribute the reading material which have been applied through Quizizz application.; (3) The researcher asks the students to read the reading material in correct composition or correct form.; (4) Each student reads the reading text.; (5) The researcher reads the true composition of the reading material to the students so they can correct their false in the reading material.; 6). The Students' answer the question by interacting of Quizizz application on their mobile phone.

Distributing post-test to the students

After do the treatment, the research will give the students post-test to know the students reading comprehension skill after applying Quizizz application. The data scores of answering the

questions will be collected by using inferential statistic to know the students' skill in reading comprehension.

Criteria of Success

Successful classroom action research can be said to have met the desired outcome if it can go beyond the desired outcome as the criterion that has been determined. This research was identified as a success when 75% of the students could move their pretest score to the posttest. It is possible that a number of these students will achieve an increase in their scores from the pretest to the posttest cycle, and they will meet the target score of minimal mastery level of criterion (KKM) 75, the number adapted from the SMPN 44 Surabaya agreement, is the KKM that must be met to consider reading subject. If the criterion of success is satisfied, it means the action research would come to a halt with the next cycle. On the other hand, if the success criteria have not been met, the next action in the cycle will occur.

RESULTS AND DISCUSSION

This research was carried out by implementing the Quizizz application in the Classroom Action Research (CAR) design to teach reading comprehension to ninth-grade students in class 9A at SMPN 44 Surabaya in the academic year 2020/2021. This research was carried out during the pre-research phase as well as the first and second research cycles, respectively. During the implementation of the Quizizz application, the researcher worked in collaboration with Mrs. Widyowati, an English teacher at the period. At SMPN 44 Surabaya, research was performed out to describe the implementation of the Quizizz application to improve students' reading comprehension, as well as the problems that the teacher and the students were experiencing.

In order to conduct this investigation, two instruments were used: observation and test. The process of teaching and learning reading comprehension by using the Quizizz application was observed, and the test was utilized to determine whether or not the students' reading comprehension had improved as a result of the implementation of the Quizizz application. As part of the observational process, the researcher, together with a collaborator from the English teacher, and the students were all participated in the process of teaching and learning reading comprehension in an online class that was supported by the Microsoft Teams platform. The research was conducted from May 7th, 2021 to May 28th, 2021 with ninth-grade students in class 9A at SMPN 44 Surabaya in the academic year 2020/2021.

An observational approach was used in this study. The observation was carried out in order to gain an understanding of the process of teaching reading comprehension through the Quizizz application, which was carried out in two cycles with three meetings in each of the cycles. Every meeting contained the same procedures; however, the materials were designated differently depending on the meetings. Prior to conducting the meetings, the researcher engaged in pre-activity, while-activity, and post-activity activities to gather information. In order to assess the students' progress in reading comprehension, tests were administered that included a pre-test, a post-test cycle 1, and a post-test cycle 2. The Quizizz application was used to administer the tests.

The stage of the action involved the researcher functioning in the role of teacher. A research assistant produced instruction and observation instruments to aid in the implementation of English language acquisition throughout this stage of the project. In addition, the researcher checked with the students to see if they had already learnt about narrative texts. Prior to instructing the students on the narrative reading text, the researcher inspired them. Following that, the researcher explained what a

narrative text is, how it is structured, and provided some samples of narrative texts to illustrate his point. After providing an explanation, the teacher requested the students to read the text and explore the generic structure of analytical exposition text in real time during an online class session with her. Before concluding the lesson, the teacher conducted a review of the material covered in order to ensure that the students comprehended the concepts being addressed in lesson. The session came to an end, and the teacher concluded the meeting by saying *"Alhamdulillahirobil Alamin"* with the students. All of the activities that occurred during the implementation of the Quizizz application in teaching reading comprehension were documented by the researcher during the course of the observation and were included in this research.

The researcher and the collaborator of English teacher held pre–test to measure the students' reading ability to the class 9A containing 39 students. The teacher conducted pre–test on May 7th, 2021. Following that, the cycle 1 was conducted three meetings. The first and second meetings were the implementation of the Quizizz application in teaching reading comprehension. The first meeting was held on May 10th, 2021. The second meeting was held on May 14th, 2021 and the third meeting was held on May 17th, 2021. The time allocation of every meeting was 2x40 minutes. The cycle 2 was conducted three meetings. The first and second meetings were the implementation of the Quizizz application in teaching reading comprehension. The first meeting was held on May 21st, 2021. The second meeting was held on May 24th, 2021 and the third meeting was held on May 28th, 2021. The time allocation of every meeting was 2x40 minutes. The procedures of the activity mostly similar to the cycle 1. The results of the tests were presented as the following table.

Table 1. The Tests' Results

No	Students' Code	Pre-test	Post-test Cycle 1	Post-test Cycle 2
1	S-9A-1	64	68	76
2	S-9A-2	80	80	88
3	S-9A-3	60	64	72
4	S-9A-4	60	68	72
5	S-9A-5	72	72	80
6	S-9A-6	76	80	84
7	S-9A-7	76	84	92
8	S-9A-8	76	76	84
9	S-9A-9	80	88	96
10	S-9A-10	56	68	76
11	S-9A-11	64	72	80
12	S-9A-12	56	60	72
13	S-9A-13	76	84	88
14	S-9A-14	56	64	72
15	S-9A-15	76	80	92
16	S-9A-16	68	72	80
17	S-9A-17	64	72	76
18	S-9A-18	64	72	72
19	S-9A-19	56	72	88
20	S-9A-20	60	68	84

21	S-9A-21	88	96	100
22	S-9A-22	68	72	76
23	S-9A-23	72	80	88
24	S-9A-24	68	72	80
25	S-9A-25	72	76	76
26	S-9A-26	80	88	96
27	S-9A-27	88	92	100
28	S-9A-28	84	88	100
29	S-9A-29	68	76	80
30	S-9A-30	64	80	96
31	S-9A-31	64	76	76
32	S-9A-32	76	76	88
33	S-9A-33	68	72	80
34	S-9A-34	64	72	76
35	S-9A-35	64	76	84
36	S-9A-36	76	80	88
37	S-9A-37	68	76	80
38	S-9A-38	64	76	88
39	S-9A-39	88	96	100
Mean		**69.85**	**76.51**	**84.00**
Highest Score		**88**	**96**	**100**
Lowest Score		**56**	**60**	**72**
Passed		**14**	**22**	**34**
Percentage		**35.90%**	**73.33%**	**87.18%**

The result showed in pre-test the mean score was 69.85, the highest score was 88 and the lowest score was 56. Meanwhile, referring to the criteria of success, the students who passed the test were only 14 students in the percentage of 35.90%. This condition was far from the criteria of success in reading comprehension if it was measured from the KKM (75) at SMPN 44 Surabaya which is $\geq$ 75% of category of success. Students' reading comprehension improved as a result of the post-test in cycle 1, according to the data reviewed, as could be seen in table 4.2. However, the criterion of success had not yet been met as a result. It was established that the mean score of the test was 76.51, the highest score was 96, and the lowest score was 60. While 22 students (73.33%) were able to pass the test, the remaining students failed (17 students). Based on the current data presented above, it can be indicated that the implementation of the Quizizz application for teaching the class 9A at SMPN 44 Surabaya on the first cycle attained the minimum standard success of the research, as evidenced by the fact that the percentage of students who achieved success was still at 73.33% after the first cycle ended. As the results shown in the data on the cycle 2, there was significant improvements on the students' reading comprehension by applying the Quizizz application. The mean was 82.00, the highest score was 100 and the lowest one was 72. The percentage of students' success was 87.18%. It means the numbers of students who passed the test were improving from 22 students (cycle 1) to 34 students (cycle 2). It can be argued the numbers of students increased in the percentage of 86.18%. Related to the results of the cycle 2, the researcher stopped to continue the next cycle because the research could be said success.

In cycle 1, an observation sheet was used to document the activities of the teacher and students that took place during the teaching and learning process. There were a number of indications of teacher and student assessment that were derived from the learning process that were examined. The first meeting went well in terms of the teaching materials and the objectives of the teacher plans. The teacher prepared the materials, elaborated the framework of the materials in a systematic manner, but the teacher was not reviewed in detail during the discussion at the end of the class. It was the second indicator that determined whether or not the information that was presented was appropriate for 9th grade students during first circumstance. The teacher did an excellent job of delivering the narrative text, sharing knowledge, and ensuring that the pupils had a thorough understanding of the materials. The last indicator was the use of engaging media in the first cycle's PowerPoint presentation, which was excellent, and the usage of the Quizizz application in the second cycle, which was also excellent. The students' attention to the content delivered in the first meeting was poor, and as a result, they were unable to comprehend the material well. The students were interested in the media that the teacher employed, but they were not paying attention to the course material as a result.

The quality of the teaching materials and the objectives of teacher plans discussed in the sessions during cycle 2 was excellent. The teacher prepared the materials, elaborated the structure of the materials in a systematic manner, and at the end of the class, the teacher reviewed the contents in great detail. It was the second signal that determined whether or not the subject that had been taught was appropriate for the ninth-grade students. The teacher did an excellent job of conveying the narrative text, sharing her knowledge with the students, and ensuring that they understood the materials. The final indicator was the intriguing media that was used, which was likewise extremely good. In addition, the use of Quizizz materials in the presentation was excellent. The pupils' attentiveness to the material presented was likewise excellent, indicating that they gained a comprehensive understanding of the material. The media that the teacher employed attracted the students' interest, and they were able to devote their whole attention to the subject matter.

Based on the observations and students' tests, it was determined that the teaching and learning of reading through the use of the Quizizz application was successful and that the students' performance improved. According to the description in each cycle, the students' achievement in reading comprehension by applying Quizizz made students enjoy the teaching learning process, and also because the material provided by the teacher was more creative, not monotone, fun, and imaginative, students enjoyed the teaching learning process. The findings of this study indicated that the implementation of the Quizizz application could boost students' achievement in the area of reading comprehension learning.

Specifically, the data analysis revealed that the introduction of the Quizizz application resulted in a statistically significant improvement in reading comprehension scores. It was demonstrated by the results of the students' scores from cycle 1 to cycle 2, which were compared. The implementation stage of cycle 1 combined learning from the action stage; however, the students were required to be more engaged and exploratory in their exploration of the content that would be learnt. The use of Quizizz media at the second meeting of cycle 1 provided the students with an unique learning experience that allowed them to enjoy learning English, notably reading comprehension, in a fun and engaging way. The use of Quizizz, on the other hand, did not produce the best outcomes during cycle 1. Following that, the researcher moved on to cycle 2, in which the goal was to raise the students' overall score by repeating the previous process. It was demonstrated in cycle 2 that the implementation of integrated learning from the action stage resulted in the learning focus being student-centered, and that students were able to explore the subject and discuss it. When the students completed the reading comprehension of narrative material during the last meeting of cycle 2, they

were given the highest possible scores using the Quizizz application, as evidenced by the results of the students' test.

Then, the researcher calculated and analyzed the results of pre-test and post-test related to the students' achievements in reading comprehension in case of hypotheses' testing. First, the normality test was used to know whether the data obtained was normally distributed or not. Test data of normality this research used the formula of T-Test: Two-Samples for Variances. The result showed $L_{count} > L_{table}$: 0.9767 > 0.1339 which means $L_{count} > L_{table}$ = Normality Distribution. Then, the researcher did a testing hypothesis which seen on the table below:

Table 2. t-Test: Two-Sample Assuming Equal Variances

	Pre-test	Post-test
Mean	69,84615385	84
Variance	83,2388664	78,31578947
Observations	39	39
Pooled Variance	80,77732794	
Hypothesized Mean Difference	0	
Df	76	
t Stat	-6,954197731	
P(T<=t) one-tail	5,35483E-10	
t Critical one-tail	1,665151353	
P(T<=t) two-tail	1,07097E-09	
t Critical two-tail	1,99167261	

The report revealed that the mean for the pre-test was 69.84 and that the mean for the Post-test was 84. The data in the above table t-Test: Two-Sample Assuming Equal Variances reveals that the resulting t-value is -6,954197731, which is significantly higher than the threshold of 0.05 significance for statistical significance. The researchers employed the p-value for the two-tailed variant of the t-test, which is P(T=t) two-tail, to calculate their findings. Because the p-value (1,07097E-09) is less than the conventional level of significance of 0.05, the hypothesis can be accepted by the researcher. This hypothesis is supported by the sample data, which indicates that the means are different. To be more specific, the mean of the Post-test is bigger than the mean of the Pre-test. This indicates that the implementation of the Quizizz application towards students' reading comprehension skill for the class 9A at SMPN 44 Surabaya resulted in a considerable rise in the students' reading comprehension scores. Students' reading comprehension has significantly improved as a result of the implementation of the Quizizz application to 9th grade students at SMPN 44 Surabaya in the academic year 2020/2021, and this finding supports the major hypothesis of the research that students' reading comprehension has significantly improved.

CONCLUSION

Following the completion of the research, which included the use of the Quizizz application in the classroom to teach reading comprehension, the researcher came to certain conclusions based on the findings and discussions. The implementation of teaching learning through the use of the Quizizz application was more successful in cycle 2 than it was in cycle 1. According to the findings of the observation, in cycle 2, almost all of the students performed well on the test, were enthusiastic, and actively participated in the teaching and learning process. Students' reading comprehension

improved significantly as a result of the Quizizz application, according to the result of the research. Quizizz is an application that allows teachers to build an engaging teaching learning process in the classroom. This allows students to be satisfied while also not becoming bored as a result of using the application. There were some substantial differences in the implementation of the Quizizz program that were implemented.

A pre-test score of 69.85 was obtained, with the highest score being 88 points and the lowest scoring 56 points. This was the mean score for the pre-test. Meanwhile, according to the criterion for success, there were only 14 students who passed the test, representing a success rate of 35.90 percent. Using the KKM (75) at SMPN 44 Surabaya as a measurement, this condition fell well short of the success criteria in reading comprehension, which is defined as $\geq 75\%$ of the category of success. According to the data analyzed, students' reading comprehension increased as a result of the post-test administered in cycle 1. As a result, the success requirement had not yet been reached as a result of the situation. It was determined that the mean score on the test was 76.51, that the highest score was 96, and that the lowest score was 60 on the test. Twenty-two students (73.33%) were able to pass the test, however the remaining students were unable to complete it (17 students). Following an analysis of the currently available information, it can be concluded that the implementation of the Quizizz application for teaching the class 9A at the SMPN 44 in Surabaya on the first cycle achieved the minimum standard success of the research, as demonstrated by the fact that the percentage of students who achieved success was still at 73.33 percent even after the first cycle ended. As seen by the data from Cycle 2, the implementation of the Quizizz application resulted in considerable gains in the students' reading comprehension, according to the findings. In this study, the mean was 82.00, with the greatest score being 100 and the lowest score being 72. In total, 87.18 percent of students were successful in learning. It indicates that the number of students who passed the test increased from 22 students in cycle 1 to 34 students in cycle 2. It might be argued that the number of students increased by 86.18 percent, which is a substantial increase. The researcher decided not to continue the research after the second cycle because the results of the second cycle indicated that the research had been deemed successful.

It was shown by the t-Test results report that the mean for the pre-test was 69.84 and that the mean for the post-test was 84 for the two tests. Because of this, the t-test for two-samples assuming equal variances reveals that the resultant t-value is -6,954197731, which is statistically significant when compared to the threshold of 0.05 significant difference. P(T=t) two-tail, which is the p-value for the two-tailed form of the t test, was used to calculate the results of the study by the team. A p-value of 1,07097E-09 is less than the level of significance commonly used in statistical analysis, which is 0.05, hence the hypothesis can be accepted by the investigator. The sample data, which demonstrates that the means are different, lends support to this argument. To be more exact, the mean of the post-test is greater than the mean of the pre-test. According to this data, the introduction of the Quizizz application to improve students' reading comprehension skills in class 9A at SMPN 44 Surabaya resulted in a significant improvement in the students' reading comprehension scores. Students' reading comprehension has significantly improved as a result of the implementation of the Quizizz application to 9th grade students at SMPN 44 Surabaya in the academic year 2020/2021, and this finding supports the major hypothesis of the research, which is that students' reading comprehension has improved significantly. Other researchers who are interested in using Quizizz to help students better comprehend their classes might refer to this research for further information. The outcomes of the study will be useful to others who are involved in the teaching of reading and learning processes, particularly when utilizing Quizizz. It can also serve as a new point of reference when discussing the media's impact on learning in general, and particularly when discussing the importance of education is necessary to read.

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