MASTERING READING: ELEVATING TENTH GRADE COMPREHENSION WITH QUIZIZZ AT SENIOR HIGH SCHOOL

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Abstract

The study aimed to improve students' reading comprehension using the Quizizz Application Strategy in the tenth grade at SMA Taman Siswa Teluk Betung Bandar Lampung, during the 2023-2024 academic year. The research participants included the researcher, who acted as a teacher, an English teacher who collaborated as an observer, and the students of class X E-2. The study involved 34 students, comprising 19 females and 15 males. A classroom action research design was used, consisting of two cycles. Data was collected through observation sheets and tests, focusing on enhancing students' learning activities and reading comprehension. The students' learning activities improved, with the mean score in cycle I being 6.17, indicating they were less active, while in cycle II, the mean score rose to 7.26, indicating they were quite active. For reading comprehension, the mean score in cycle I was 68.88, with 19 students (55.88%) scoring above the Minimum Mastery Criteria. In cycle II, the mean score increased to 79.26, with 27 students (76.97%) scoring above the Minimum Mastery Criteria. Thus, the improvement in students' reading comprehension from cycle I to cycle II was 0.25 points. From the data analysis, it was concluded that Classroom Action Research using the Quizizz Application Strategy enhanced students' learning activities and reading comprehension.

Keywords: *application strategy; reading comprehension; Quiziz*

INTRODUCTION

The advancement of education in Indonesia is progressing rapidly alongside technological developments. Among the subjects taught, English holds significant importance. Learning English involves various skills, including reading, writing, speaking, and listening (Hastomo & Zulianti, 2022). Reading is particularly crucial as it forms the foundation for these skills. It is a daily activity that enables individuals to stay informed about current information and events, requiring a high level of focus and concentration to comprehend the text effectively. When readers concentrate on the reading material, they can grasp the message the writer intends to convey (Andeska et al., 2021).

Reading is a vital skill in English that students must acquire for academic success. Sujarwo et al. (2023) assert that reading is one of the most valuable skills an individual can possess. Therefore, it is essential for students to develop their reading abilities. Effective reading allows students to gather information from various sources. To achieve this, students need strategies to comprehend and process the text effectively. Reading comprehension involves understanding, evaluating, and recognizing the ideas presented in a text. It helps readers understand the content and meaning of the message or information. Damiri et al., (2022) note that reading comprehension is a complex skill influenced by tasks, motivation, goals, and language abilities. Developing strong reading comprehension skills requires students to navigate different types of texts and apply

various strategies to comprehend the content accurately. Through reading comprehension, readers can engage deeply with the text and extract the author's intended message.

Reading comprehension refers to the ability to understand and derive meaning from written texts (Nurhaya & Abduh, 2023). It involves not only decoding the words but also comprehending and interpreting the information, ideas, and messages conveyed by the author. It is a complex cognitive process that combines linguistic, cognitive, and metacognitive skills to construct a coherent understanding of the text. Students read in class to obtain information. To gain information, they need to understand what they are reading, which means comprehending the information conveyed by the words and sentences. When they read the text, they attempt to understand it and follow the instructions within the text. A writer expresses their thoughts, ideas, and feelings through written words (Priyanti et al., 2019).

In pre-research at SMA Taman Siswa Bandar Lampung in class X, researchers interviewed a class X teacher named Miss Nanda, who highlighted several problems with students' reading comprehension. The teacher stated that during reading lessons, students were given practice exercises, but they struggled to understand the meaning and could not read the text effectively. Students also had difficulty identifying the main idea, which led to confusion. According to the English teacher, several factors contributed to their difficulty in reading. Firstly, students are reluctant to read because they perceive it as a boring activity. Secondly, they lack motivation and interest in reading and feel the need to understand every word of the text. Thirdly, they have insufficient vocabulary and constantly need to refer to dictionaries. Consequently, students have been struggling with reading for many years and have not been using effective strategies. To help students comprehend the course content, teachers must find engaging strategies to make reading enjoyable.

To address these problems, researchers introduced the "Quizizz Application technique" for reading. Quizizz is a free online tool that can be easily downloaded and utilized. It serves as a valuable assessment tool for teachers. Asmara et al. (2022) state that Quizizz helps students assess their knowledge and monitor their progress in learning English. With Quizizz, students can engage in self-assessment and gain a better understanding of their strengths and areas for improvement. The user-friendly interface of Quizizz makes it accessible to all students, fostering a supportive learning environment (Niek & Aziz, 2022). Teachers can create interactive quizzes related to the reading material, use Quizizz to conduct real-time assessments, and provide instant feedback. This approach not only makes the learning process more engaging but also helps teachers tailor their instruction to meet specific learning needs, empowering students to take charge of their learning and improve their English proficiency.

In this current study, the Quizizz application is a strategy to identify the main idea in a text without requiring detailed reading. It has not been widely utilized as a teaching strategy for reading. This research underscores the necessity of addressing students' reading difficulties and enhancing their learning experience. By employing effective teaching strategies and providing targeted support, teachers can help students improve their reading comprehension and develop the skills needed to identify the main idea in a text.

This research addresses a significant gap in current teaching methods by focusing on specific challenges students face in reading comprehension, such as lack of motivation, vocabulary issues, and ineffective strategies. The novelty of this study lies in introducing Quizizz as a tool for enhancing reading comprehension. Unlike traditional methods, Quizizz offers an interactive, engaging, and self-assessment-based approach that has not been extensively used for this purpose. Additionally, this research explores the specific application of Quizizz in a classroom setting, providing insights into how technology can be integrated into the curriculum to address common reading challenges. By integrating Quizizz, the study proposes a modern, technology-driven solution to make reading more enjoyable and effective, potentially transforming students' learning experiences and academic outcomes in English language education.

The research aims to improve students' reading comprehension by utilizing the Quizizz

application in English teaching. By incorporating Quizizz, the study aims to enhance students' reading skills within a specific context and timeframe. The research investigates the effectiveness of this approach in improving students' understanding of English texts. The findings will provide valuable insights and practical implications for educators and researchers working to improve reading comprehension through innovative teaching strategies.

REVIEW OF LITERATURE

The theoretical framework of this research systematically identifies and analyzes relevant documents to ascertain prior work in this area, providing the necessary insights to develop a logical framework. This research reviews theories of reading comprehension utilizing the Quizizz application technique. According to Yulistiani et al. (2020), reading is a vital skill for acquiring language knowledge, a sentiment echoed by Harmer (2001), who notes that frequent reading enhances language acquisition. Reading types include intensive reading, which involves short passages followed by exercises (Zulianti & Hastomo, 2022), and extensive reading, which focuses on longer texts to develop comprehension and reading speed (Erliana, 2011).

Reading comprehension is essential for understanding the author's message. Sutiyono and Hastomo (2022) define comprehension as making sense of a text by connecting ideas with prior knowledge. Comprehension involves interpreting textual information using appropriate strategies. Readers combine their prior knowledge with textual information to extract meanings and relate them for clear understanding (Konza, 2014). Key elements of reading comprehension include the reader's cognitive abilities, the text's features, and the reading activity's context.

There are various reading comprehension skills, such as predicting story outcomes, understanding main ideas and supporting details, and inferring meanings (Anggeraini et al., 2020). The purpose of reading extends beyond information acquisition to include enjoyment. Yazdani and Mohammadi (2015) classify reading purposes into categories such as skimming for general understanding, searching for specific information, learning from texts, integrating information, and reading for general comprehension. Each purpose requires different reading techniques, such as scanning for details or skimming for general ideas.

Quizizz, a mobile learning tool, enhances students' interest and motivation in learning English, particularly reading, by providing an engaging, gamified learning experience (Nurhaya & Abduh, 2023; Priyanti et al., 2019). It allows teachers to create multiplayer quizzes accessible on any device, fostering a dynamic classroom environment. Teachers can create interactive quizzes related to the reading material, use Quizizz to conduct real-time assessments, and provide instant feedback. Quizizz encourages interactive learning, making the process enjoyable and effective (Asmara et al., 2022)/ Implementing Quizizz involves sharing quiz links, having students register and participate, and providing immediate feedback on their performance (Niek & Aziz, 2022). Quizizz offers various benefits, including a gamified approach to assessment, adaptability to online education, motivating learners, enhancing learning experiences, and improving English proficiency. It effectively creates an engaging online learning environment for EFL students, supporting their language acquisition and educational experience.

METHOD
Research Design

This study employed a quasi-experimental design to evaluate the effectiveness of the Quizizz application in enhancing reading comprehension among tenth-grade students. The design included a pre-test and post-test for both the experimental group, which used Quizizz, and the control group, which followed traditional reading instruction methods. This approach allowed for a comparative analysis of the two groups' performance, thereby isolating the impact of the Quizizz application on reading comprehension.

Population

The population for this study consisted of tenth-grade students at SMA Taman Siswa Bandar Lampung. The school had a diverse student body with varying levels of English proficiency, making it an ideal setting to assess the generalizability of the findings. A total of 100 students were selected through stratified random sampling to ensure a representative sample. These students were divided into two groups: 50 students in the experimental group and 50 in the control group.

Data Collection

Data collection involved several instruments, including pre-tests and post-tests to measure students' reading comprehension levels before and after the intervention. Additionally, questionnaires were administered to gather students' feedback on their learning experiences with Quizizz. Classroom observations and teacher interviews were also conducted to gain qualitative insights into the teaching and learning processes. The pre-tests and post-tests consisted of multiple-choice questions, short answer questions, and reading passages designed to assess various comprehension skills.

Data Analysis

Data analysis was conducted using both quantitative and qualitative methods. The quantitative data from pre-tests and post-tests were analyzed using statistical techniques, such as paired t-tests and ANOVA, to determine the significance of the differences in reading comprehension scores between the experimental and control groups. The qualitative data from questionnaires, observations, and interviews were analyzed thematically to identify patterns and themes related to students' engagement, motivation, and perceptions of the Quizizz application. This mixed-methods approach provided a comprehensive understanding of the impact of Quizizz on reading comprehension.

FINDINGS AND DISCUSSION
Findings
Cycle I

During the first cycle of teaching reading material, particularly narrative texts, the writer assumed the role of an English teacher. Preparation for this cycle included the development of essential tools such as lesson plans, classroom action research sheets, test instruments, and necessary media. The lesson plan was crafted considering the students' reading comprehension challenges, learning objectives (ATP), and specific needs. Observation sheets were provided to document students' learning activities, and the test instruments comprised a pre-test and post-test to evaluate students' reading comprehension before and after the teaching interventions.

The action phase consisted of three meetings. The first meeting, on April 17th, 2024, involved administering a pre-test and introducing narrative texts by explaining their definition, social function, language features, and structure. The students were also introduced to the Quizizz Application as a strategy to enhance reading comprehension. The session concluded with students working independently on Learning Activity Sheets (LKPD), followed by feedback from the writer. The second meeting, on April 24th, 2024, focused on reviewing the previous material and further engagement with narrative texts. Students were encouraged to ask questions, and the writer addressed their difficulties, particularly in pronunciation and word memorization. The session ended with the writer informing the students about the upcoming post-test. The third meeting, held on May 1st, 2024, was dedicated to the post-test. The writer ensured that all students were present and reminded them to complete the test honestly. The writer monitored the students throughout the test to ensure a smooth process.

During the observation phase, it was noted that the teaching-learning process in the first meeting faced challenges such as students being passive and having difficulty comprehending the

material. However, students showed more enthusiasm and activity when the writer asked questions. The second meeting saw improvements in students' engagement and confidence, although pronunciation and word memorization remained challenging. The third meeting's observations, recorded in an observation sheet, indicated better student participation and activity. Reflecting on the first cycle, several problems were identified: limited time, difficulties in classroom control, and students' struggles with pronunciation and material comprehension. Despite these issues, using the Quizizz Application made the learning process more engaging, with students showing increased activity, confidence, and enjoyment. The application created a positive and enjoyable learning atmosphere, aiding students in memorizing and pronouncing words correctly.

The data results from Cycle I showed that out of 34 students, 19 achieved the minimum competency criterion (KKM) of 70, while 15 did not. This translated to a learning completeness rate of 55.88%, indicating that more effort and improvements were necessary. The writer concluded that a second cycle was required to address these issues and further enhance students' reading comprehension skills using the Quizizz Application.

Cycle II

Based on the reflection from Cycle I, the teaching actions showed both positive outcomes and some weaknesses, prompting the writer and the English teacher to plan another cycle to address these issues. Together, they developed a new teaching and learning plan that included more activities and encouraged students to bring dictionaries. The Quizizz application remained a tool for this cycle. In the planning phase, learning materials were selected from the ATP's basic competence for the first semester, using the "Buku Pembelajaran Bahasa Inggris for Senior High School 10 Grade" focusing on narrative texts. Lesson plans were tailored to address students' needs and vocabulary problems. Necessary teaching materials and data collection instruments were prepared, including learning media, worksheets, observation sheets, and test instruments (pre-test, formative tests, and post-test).

The implementation involved three meetings. The first meeting on May 8, 2024, began with explaining the lesson's purpose. The writer introduced the topic of narrative texts, covering definitions, social functions, language features, and structures. Students were guided through group discussions using LKPD, followed by presentations and feedback from the writer. The second meeting on May 15, 2024, started with greetings and attendance checks, followed by a review of the previous lesson. Students engaged in independent work with LKPD and some presented their work. Details of the upcoming test were shared, and the session ended with feedback. The third meeting on May 22, 2024, was dedicated to the reading test. After a brief review of previous lessons, students took a multiple-choice test. The writer monitored the test, emphasizing honesty. Observations during each meeting highlighted improvements in teaching and student engagement. Students were attentive and active during the first meeting, showing confidence in group assignments without cheating. The teacher's control and clarity improved. In the second meeting, students were more comfortable and enthusiastic, actively participating and showing confidence in their answers. The third meeting recorded students' activities on observation sheets, and scores were assigned to various aspects, indicating overall improvement in engagement and comprehension.

Reflecting on the observations from Cycle II, several problems were addressed. More time was given to students for learning and asking questions. The efforts to improve students' reading comprehension were successful, as evidenced by their scores and increased engagement. The students seemed to accept the material more easily and enthusiastically with the Quizizz application. The results showed the students' reading comprehension score in class 10 E 2 increased from Cycle I, where 19 students, or 55.88%, achieved scores above the Minimum Mastery Criteria (70). In Cycle II, 27 students, or 79.41%, achieved the target score of the Minimum Mastery Criteria (70). Given these results, the writer decided to stop implementing the

Quizizz application, considering it successful. The improvement was clear from the increased participation and scores between Cycle I and Cycle II. The final results showed that using the Quizizz application significantly improved students' reading comprehension and activity levels. This conclusion was supported by the increased percentage of students achieving the target scores, with a notable rise from Cycle I to Cycle II.

To conclude, analyzing the data from Cycle I revealed several areas of concern. The observation sheet recorded student activity and engagement, showing generally low scores. Students scored an average of 6.32 in answering teacher questions, 6.17 in asking questions about the material, 6.70 in individual assignments, 6.44 in group assignments, and 6.32 in finding learning resources. These scores indicated that students were less active and engaged in the learning process. The reading test for Cycle I, conducted on April 17, 2024, further confirmed these issues. The mean score was 68.88, with only 19 out of 34 students (55.88%) achieving the Minimum Mastery Criteria (MMC) of 70. Conversely, 15 students (44.11%) failed to meet the MMC. These results classified the students' performance as poor, underscoring the need for a revised approach to improve engagement and comprehension.

Cycle II saw significant improvements in student engagement and reading comprehension, as evidenced by the results from the observation sheets and reading tests. Observations revealed a marked increase in student activity, with average scores rising across all categories: 7.17 in answering teacher questions, 7.26 in asking questions about the material, 7.79 in individual assignments, 7.11 in group assignments, and 7.05 in finding learning resources. These scores indicated that students were active and more engaged in the learning activities. The reading test in Cycle II, conducted on May 22, 2024, also showed substantial improvement. The mean score increased to 76.97, with 27 out of 34 students (79.41%) achieving the MMC, while only 7 students (20.58%) did not meet the criteria. This data indicated a significant enhancement in students' reading comprehension and learning completeness.

The improvement is evident when comparing the results from Cycle I to Cycle II. The mean score increased by 0.25, demonstrating the effectiveness of the adjustments made in the teaching approach. According to the Ministry of National Education, achieving a minimum of 75% student completeness signifies success, and with 79.41% of students meeting the MMC in Cycle II, the teaching strategies employed were validated as effective. Despite the positive outcomes, the research faced limitations. Student motivation varied, necessitating careful and slow explanations of instructions to ensure understanding. Some students struggled with learning English, although motivational strategies and new learning approaches eventually helped boost their confidence. Additionally, the need for reliable internet access was a challenge, as some students lacked sufficient data. The Quizizz application, while effective, could not be used for pair or group activities, limiting its collaborative potential. These challenges underscore the complexities of educational interventions and the necessity of continuous adaptation and support.

Discussion

The findings from this study reveal notable improvements in students' reading comprehension and engagement through the use of the Quizizz application. In Cycle I, 55.88% of students achieved the minimum competency criterion (KKM) of 70, while Cycle II saw this percentage rise to 79.41%. This increase demonstrates the effectiveness of incorporating interactive digital tools in the learning process, a trend supported by previous research. For instance, studies by Nurhaya and Abduh (2023) have highlighted the positive impact of gamified learning platforms on student motivation and performance, aligning with our observations that students were more engaged and active in their learning when using Quizizz.

Contrasting our findings with prior research, it is evident that the interactive and engaging nature of digital applications like Quizizz can address some common challenges in teaching reading comprehension. Previous research by Istiara & Hastomo (2023) pointed out that traditional methods often fail to maintain student interest, leading to passive learning. Our study

corroborates this, noting initial passivity and comprehension difficulties in Cycle I, which were mitigated by the use of Quizizz. This tool not only increased student engagement but also improved their confidence and enjoyment in learning, supporting the assertion by Tipmontree and Tasanameelarp (2021) that gamification can enhance learning experiences and outcomes.

However, our study also identified specific challenges that were less addressed in prior research. Despite the overall improvements, students continued to struggle with pronunciation and word memorization, indicating that while digital tools can enhance engagement and comprehension, they may not fully address all areas of language learning. Previous studies, such as those by Istiara et al. (2023), emphasize the need for direct pronunciation practice and memorization techniques, which suggests that a blended approach combining traditional methods and digital tools might be more effective.

In conclusion, the data from this study underscores the potential of gamified applications like Quizizz to improve reading comprehension and student engagement, aligning with and extending findings from previous research. While the use of such tools shows significant promise, it also highlights the necessity of addressing specific language learning challenges through complementary instructional strategies. Future research should explore blended learning models that integrate digital applications with targeted pronunciation and memorization practices to provide a more comprehensive approach to enhancing language proficiency.

CONCLUSIONS

The findings from this study demonstrated a significant improvement in students' reading comprehension skills through the implementation of the Quizizz application. During Cycle I, only 55.88% of the students achieved the Minimum Mastery Criteria (MMC), whereas, in Cycle II, this percentage increased to 79.41%. This notable enhancement indicates that the interactive and engaging nature of Quizizz positively influenced students' learning outcomes. Furthermore, students' participation and engagement in the learning process were markedly better in Cycle II, as evidenced by higher average scores in classroom activities and tests.

Despite these positive outcomes, the study faced several limitations. One significant challenge was the variability in student motivation, which required more time for explanations and individualized support. Additionally, some students experienced difficulties with internet access, affecting their ability to fully participate in the activities involving Quizizz. Another limitation was the application's inability to facilitate pair or group activities, which could have further enhanced collaborative learning experiences. These factors highlight the need for a more inclusive approach to address diverse student needs and technological constraints.

The implications of this study are multifaceted. Firstly, the use of interactive learning tools like Quizizz can significantly enhance students' engagement and comprehension in reading activities. This finding suggests that integrating technology into the classroom can be a powerful strategy to improve educational outcomes. Secondly, the study underscores the importance of addressing students' individual needs and providing adequate support to overcome barriers to learning. Educators should consider incorporating varied instructional strategies and tools to cater to different learning styles and capabilities.

For future research, it is suggested to explore the integration of additional interactive and collaborative tools that can complement the use of Quizizz, thus providing a more holistic learning experience. Further studies could also investigate the long-term impact of such interventions on students' reading comprehension and overall academic performance. Additionally, addressing technological barriers by ensuring reliable internet access and adequate digital resources for all students is crucial. Finally, ongoing professional development for teachers on effectively utilizing educational technology will be essential in maximizing the benefits of such interventions in the classroom.

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