

A COMPARATIVE STUDY BETWEEN STUDENTS' ABILITY IN READING COMPREHENSION BEFORE AND AFTER USING QUIZIZZ AT ENGLISH STUDY PROGRAM OF ISLAMIC UNIVERSITY OF INDRAGIRI

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ABSTRACT

In making observation, the researcher found that many students had problems in learning methods in class and also problems in reading comprehension because of them felt that they did not know what the text was about. In reading ability the students find it difficult to understand the text given during the learning process in the class. In this research, the researcher used the Quizizz application with different features than usual but it is more effective in evaluating students learning in teaching reading in a text. The population of this study was all second semester students, totaling 20 students in English Study Program at Islamic University of Indragiri. To get the research data, the researcher gave a test as an instrument. The result of this study indicate that the average score in before using quizizz was 46 while in after using quizizz was 38. The result of analysis, it showed that the value T-observed 1.23 was lower than T-table was 2.03 and 2.72 in significant 5% and 1%. Based on the result, it was provided that the null hypothesis (H0) was accepted and the alternative hypothesis (Ha) was rejected. Therefore, there was no a significant effect of using quizizz on students' ability in reading comprehension at English Study Program Islamic University of Indragiri.

Keywords: *Reading comprehension, Quizizz application*

INTRODUCTION

Everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central role in students social and emotion development. It can support them in learning all subject matters. Language is a system of communication which consists of a set of sounds and written symbols which are used by the people of particular country or region for talking or

writing. English is one of international languages. This language is used all over that world. As a result, Indonesia government has decided that English is foreign language in Indonesia.

In learning English, there are four skills. They are listening, speaking, reading, and writing. The four skills mentioned are divided into receptive and productive skills. Speaking and writing are productive skills, while listening and reading are receptive skills. Beside the four language skills above, reading is of great importance to students whose mother tongue is not English, because they almost do not have opportunity to hear or to speak that language. Comprehending English is a difficult thing for students if they do not have basic knowledge, especially in comprehending reading text.

According to Yulia (2022: 26-27) Reading skills is essential whether in the target of source language. Reading comprehension is a part of reading subject which is emphasized in reading comprehension of the content. In other words, reading comprehension is meant as the act of grasping the reading content with the mind. Through reading, people can improve their own knowledge which ensures the continuing personal growths and adapts the change in the world.

Reading comprehension was the primary purpose. There were two substantial factors. First was comprehension which the appropriate previous knowledge used the reader for understanding the text, and second was reader actively got to involve the text by focusing to the text. In addition, other some factors were included in comprehension such as understanding the meaning of words by the author. Then in identifying the purpose of the author, constructing the ideas, understanding to connect between words and ideas, and also give judgment and evaluating the meaning of the text (Yulia, 2022: 27).

Unfortunately, based on the observation that the researcher conducted, the researcher found that there are some problems in reading comprehension at English study program Islamic University of Indragiri. The first problem is about the learning method. Previously, the lecturer used conventional method in teaching Basic Learning course, then the lecturer has made the improvement

using the Quizizz Application. Therefore, the researcher want to investigate whether there is a significant difference between before and after using Quizizz. The second problem is the most students are not interested in English subject, because they don't understand the contents of the reading. The problems like this are found among students who are less interested in reading. Therefore it will be very good, if we can find the method which can increase the students' interest to learn reading.

Furthermore, one way to improve students' motivation in learning, especially in reading comprehension that is to use the digital game. The use of digital games in education has shown that there are benefits to language learning practices (Al-Jarrah et al., 2019: 22). In this case, the researcher uses of Quizizz as media in this research. Quizizz is a Web 2.0 tool, which is quite popular in the field of assessment (Orhan Göksün & Gürsoy, 2019: 14). This digital game is an interactive quiz game for use in classroom learning, especially in online learning. Quizizz has a positive effect toward students' reading understanding (Amalia, 2020: 3). Quizizz gives the opportunity to complete the quiz with music and silly "correct" or "incorrect" images drawn from popular media. The students can use their pre-loaded images or upload your own. As the teacher, once the quiz is over, we have to access data and analyze reports and easy to know the reading skill of students. Teacher can see the overall class performance on a particular quiz, or the individual student breakdown as well. (Medvedovska, et.al., 2016: 18). Moreover, it is helpful activity to answer the challenges of changing to a more digital era.

Therefore, the researcher decided to find out a comparison between before and after using quizizz in reading comprehension of a text. Based on the description above, the researcher will conduct a research entitled "A Comparative Study between Students' Ability in Reading Comprehension Before and After using Quizizz at English Study Program of Islamic University of Indragiri".

LITERATURE REVIEW

Reading Comprehension

Definition of Reading Comprehension

According to Klingner (2017:2), reading comprehension is “the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency”. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarizes reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing and assessing. Teachers mention the skills that students want to use then, they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skills successfully. To comprehend a text, a reader has to construct the meaning of a written text. Lems, et al. (2010: 170) state that reading comprehension is the ability to construct meaning from a given written text.

Additionally, Samuels (2017) in Lems, et al. (2010:148) put it even more simply: “In order to comprehend a text, one must identify the words on the page and one must construct their meaning”. Furthermore, there are also some elements entailed in reading comprehension. Snow (2012; 11) explains these three elements are the reader. The first element is the reader who is doing the comprehending. A reader, when he tries to comprehend a text, brings all his capacities, abilities, knowledge and experiences to the act of reading. The text that is to comprehend is also has a large effect on reading comprehension. The second one is the activity in which comprehension is a part. This includes the purposes, processes and consequences associated with the act of reading. These three elements are interrelated in the reading process.

Based on the explanations, it can be concluded that reading comprehension as the aim of reading is not only a process of identifying the word but also a process of constructing and understanding a meaning from a written text to get

information related to the text and also to give students pleasure. Moreover, reading comprehension can be seen as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is to understand all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

Types of Reading

The types of reading behavior identified by two authorities on reading. Lunzer and Gardner (2009:179) and Harri-Augstein and Thomas (2004) as cited in Davies (2005:356) that can be used by both the classroom teacher and the teacher or researcher as follows:

- ✓ Listen read as a route to either receptive or reflective reading for the purposes of pleasure and learning text structure and the relation between print and speech.
- ✓ Practice read involving slow, hesitant text processing aimed at the understanding of content but also requiring conscious attention to lower-level orthographic or lexical or syntactic features of text, for the dual purposes of understanding in depth and learning about the language system.
- ✓ Search or skim read of the text for the purposes of "getting the gist" and or as a route to critical evaluation of texts.
- ✓ Search or scan read to locate specific items of information for the purposes of organizing study reading.
- ✓ Reflecting reading involving indepth reading, pausing, regression and reflection on what is read for purposes of learning and appreciation.
- ✓ Receptive reading involving a smooth, typically unconscious reading of understanding, familiar or narrative text, for pleasure and 'unconscious' language learning.

Elements of Reading

According to Nelly (2018: 23), reading comprehension involves several elements which are listed below:

Identifying the Main Idea

This main idea can be said to be the main idea or core of the text you are reading. The way to find out the main idea in a text is that you can start by reading the title or looking at the pictures in the text or you can also read the sentences that are located at the beginning of the first paragraph which generally represent the whole idea of the reading.

Understanding Vocabulary

Understanding of vocabulary will certainly make it easier to understand the intent of the text as a whole. An effective way to understand vocabulary is by reading phrases or vocabulary near words you don't understand. For example, when you have difficulty deciphering the word rainbow in the sentence '**after the rain, there was a rainbow**', you can guess by understanding the meaning of the phrase **after the rain**.

Identifying Details

To understand the reading as a whole, when you have looked for some difficult words and then understand them, the next step is to understand the various detailed information contained in the text. Look for only important information, for example, such as the characters in the reading, the location of the event, and the sequence of events. This will make it easier for you to understand the contents of the whole story in the reading.

Identifying Reference

The reference here is a reference where you as a reader are required to know who owns the pronouns or pronouns contained in the reading. An example of this reference is found in the sentence '**Yunus is a student of Junior High School and he never come late**'. The hanti word '**he**' in the sentence is used to replace '**Yunus**'. So **he** has a reference to **Yunus**.

Making Inference

Making inference is intended to make presumptions on various things related to the text you are reading. For example, it is related to what events will happen next, what if one of the events is changed, or what is the purpose of the author in making the text.

Quizizz Application

Definition of Quizizz Application

One of the applications that are proven to be effective in teaching a foreign language is Quizizz application. Quizizz application is a part of gamification which belongs to MALL strategy in which this application operated through mobile phone (Icin, 2018). (Mei, Ju, & Adam, 2018 : 16) stated that Quizizz is a kind of digital game that provides a multiplayer classroom activity that allows all your students to practice together by computer, I Pad, tablet and Smartphone and create a fun learning activity for the students. They also stated that Quizizz can effectively enhance the attention, interest, creativity, and community relationships of students. That is why Quizizz is one of the most frequently used applications used by the teacher.

There have been several studies conducted to investigate the use of Quizizz platform in teaching and learning process. A research conducted by Mei, Ju, & Adam (2018) evaluates about the implementation of Quizizz application in Arabic class. The result shows that by using Quizizz in teaching and learning process, it make the students become more interested in learning because an interesting class condition which makes the students focus to the lesson.

The Implementing of Quizizz Application

The implementing of Quizizz application, According to Chandler, (2015: 41) are:

First, Quizizz is free tool that allows teachers to quickly turn introductory and review activities into fun, multiplayer activities for students. It works on any device with a browser, and allows you to create your own activities or to use those already made by other educators. No usernames or passwords are required.

Second, Quizizz To ‘play,’ students simply go to the Quizizz site and enter the game code provided by their teacher. Once the quiz ends, teachers are provided a detailed report of student responses that can be downloaded and saved.

Third, Quizizz has some unique features that most free gamification tools don't. For example, Quizizz is designed to be student-paced, rather than teacher-driven. The teacher dashboard provides excellent real-time updates of student progress, but also allows teachers to customize each learning activity.

Finally, there are options that allow you to jumble the question order, decide if you want to use timers and leader boards, and even provide a list of correct questions and answers at the end of the quiz. Quizizz injects quiz-taking with a bit of badly needed fun. Equally important, it provides teachers with excellent feedback on how their students are doing.

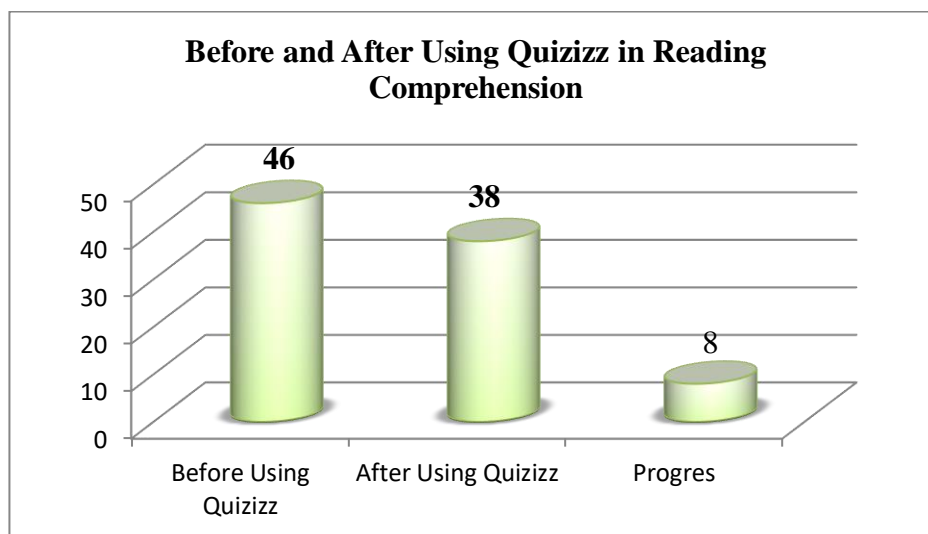
RESEARCH METHOD

Comparative study research was used as the design of this research. The sample of the study were 20 students at English Study Program Islamic University of Indragiri. In collecting data, the researcher uses test as the instrument. There are 20 questions, before using quizizz there are 10 questions in the multiple choice form and 10 questions in the essay form. Total the questions was 20, made up based on the indicators.

FINDING AND DISCUSSION

Finding

The researcher applied comparative research and got scores before and after using quizizz. The researcher analyzed the progress of the students' results by using quizizz as the students' skills in reading comprehension.



Shows that the average value of the before using quizizz is 46 and the average value of the after using quizizz is 38. It can be seen that the increase in the before using quizizz is 8. This means that the increase in the before using quizizz is higher than the after using quizizz. The improvement or progress described in teaching reading using quizizz has a negative impact on students' reading skill.

The hypothesis is aimed to revealing whether there is significant effect of reading skill between the students before and after using quizizz. In this research, the researcher used manual to analyze the data. From the calculation of data analysis it can be seen the value of T- observed (t_0) is 1.23. Meanwhile, the T-table (t_t) at a significant level of 5% is 2.03, and 1% is 2.72. Readable $1.23 < 2.03$ and 2.72 . meaning that T-observed (t_0) is lower than T-table (t_t). Thus, the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. Therefore, there was no a significant effect of using quizizz at English Study Program Islamic University of Indragiri.

DISCUSSION

Based on the finding above, it can be explained that having modern methods such as using the quizizz pplcation does not necessarily improve the ability on students' reading comprehension. So, it goes back to the students' own way of learning. The finding of this research showed that the average score in before using quizizz was 46 while in after using quizizz was 38. The result of

analysis, it showed that the value T-observed 1.23 was lower than T-table was 2.03 and 2.72 in significant 5% and 1%. Based on the result, it was provided that the null hypothesis (H₀) was accepted and the alternative hypothesis (H_a) was rejected. Therefore, there was no a significant effect of using quizizz on students' ability in reading comprehension at English Study Program Islamic University of Indragiri.

CONCLUSION

This research was aimed to investigating the students' ability in reading comprehension before and after using quizizz at English Study Program of Islamic University of Indragiri. To answer this phenomenon or the problem the researcher used test as research instrument. There were 20 students at the second semester grade of English Study Program as sample for this research. After conducting a research and getting the data, the researcher concludes that there is no a significant difference between students' ability in reading comprehension before and after using quizizz. There were several problems in learning reading comprehension, such as the students problem in reading is the feeling that they do not know what the text is about and Most of students are not interested in English subject.

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