

Improving Reading Skills Using Quizizz for Indonesian Junior High School (7th Grade)

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruhnya terhadap keterampilan membaca dalam Bahasa Inggris, khususnya dalam memberikan pendapat melalui Quizizz. Penelitian ini dilakukan di Sekolah Menengah Pertama di Indonesia dengan total partisipan sebanyak 31 siswa. Data diperoleh dengan menggunakan metode deskriptif kualitatif. Data kualitatif diperoleh dari wawancara, tes awal, tes kemajuan, dan tes akhir. Untuk memecahkan masalah tersebut, penelitian ini melakukan Penelitian Tindakan Kelas (PTK) yang terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Hasilnya adalah proses tes awal memiliki rata-rata 46,29 dari 31 siswa. Sementara itu, proses tes kemajuan memiliki rata-rata 80,24. Berdasarkan pengujian, grafik 1 mengungkapkan bahwa perbedaan dari tes awal ke tes kemajuan adalah sekitar 11 poin, yang dirumuskan sebagai persentase perbedaan dari tes awal ke tes kemajuan sebesar 25%. Sementara itu, perbedaan dari tes kemajuan ke tes akhir sekitar 22 poin, yang dirumuskan sebagai persentase 38%. Kemudian, selisih dari pre-test ke post-test sekitar 34 poin, yang dirumuskan sebagai persentase selisih dari pre-test ke post-test sebesar 73%. Kesimpulannya adalah masih banyak siswa yang mengalami kesulitan dalam membaca teks bahasa Inggris. Namun, setelah menerapkan penggunaan platform Quizizz dalam pembelajaran di kelas, siswa menunjukkan peningkatan yang signifikan dalam keterampilan membaca mereka dan menjadi lebih percaya diri dalam menjawab pertanyaan yang diberikan menggunakan Quizizz. Platform ini juga ditemukan bermanfaat untuk keterampilan berpikir kritis dan mendapat umpan balik positif dari siswa. Meskipun beberapa siswa masih kesulitan membaca dengan saksama karena batas waktu otomatis yang ditetapkan oleh Quizizz untuk menjawab, mereka masih menikmati mengerjakan pertanyaan kuis dan membaca dengan saksama. Secara keseluruhan, penerapan platform Quizizz berhasil mengoptimalkan dan meningkatkan keterampilan membaca siswa. Hasil penelitian ini didukung oleh penelitian sebelumnya dan telah dikembangkan lebih lanjut dalam penelitian ini, yang menyatakan bahwa penggunaan Quizizz untuk pembelajaran keterampilan membaca mengoptimalkan dan meningkatkan kemampuan membaca bahasa Inggris dan motivasi belajar siswa.

Kata kunci: *Keterampilan Membaca, Quizizz, CAR*

Abstract

This study aims to determine the impact on reading skills in English, especially in giving opinions through Quizizz. This study was conducted at a Junior High School in Indonesia with a total of 31 students as participants. Data were obtained using qualitative descriptive methods. Qualitative data was obtained from interviews, pre-tests, progress tests, and post-tests. To solve the problem, this study carried out Classroom Action Research (CAR) which consists of planning, acting, observing, and reflecting. The results is the pre-test process had an average of 46.29 out of 31 students. Meanwhile, the progress test process had average of 80.24. Based on the tests, graphic 1 reveals that the difference from the pre-test to the progress test is approximately 11 points, which is formulated as a percentage difference from the pre-test to the progress test of 25%. Meanwhile, the difference from the progress test to the post-test is approximately 22 points, which is formulated as a percentage of 38%. Then, the difference from the pre-test to the post-test is approximately 34 points, which is formulated as a percentage difference from the pre-test to the post-test of 73%. The conclusion is many students' still experience difficulties in reading English

texts. However, after implementing the use of the Quizizz platform in classroom learning, students showed significant improvement in their reading skills and became more confident in answering the questions provided using Quizizz. This platform was also found to be beneficial for critical thinking skills and received positive feedback from students. Although some students still struggled to read carefully due to the automatic time limit set by Quizizz for answering, they still enjoyed working on the quiz questions and reading carefully. Overall, the implementation of the Quizizz platform was successful in optimizing and improving students' reading skills. The results of this research are supported by previous studies and have been developed further in this research, which states that the use of Quizizz for reading skills learning optimizes and enhances students' English reading abilities and learning motivation.

Keywords: *Reading Skills, Quizizz, CAR*

INTRODUCTION

Changes in the field of education driven by new trends in industry 4.0 need to be carefully handled by government, especially those responsible for education. Government must seriously consider how the educational services they provide can respond to the new challenges arising from rapid technological advancements in the era of Industry 4.0 and adapting to the new lifestyles in Society 5.0 within the education process (Sudibjo *et al*, 2019). The rapid technological advancements in the current era of the 4.0 revolution rely on internet technology for accessing learning. According to Lukita *et al* (2020), the industrial era 4.0 aims to modernize all forms of activities in society, especially in the field of education, where traditional writing tools and various conventional learning tools are gradually being left behind. Thus, the previous learning system will shift towards technology-based learning and will require educators to be able to keep up with these developments.

The development of educational technology is currently proceeding very rapidly as the emergence of various innovations in education and training that utilise technology has been pioneered and development, and some of them have been disseminated nationally (Noviasmy *et al*, 2023). Along with the rapid use of digitalisation in education, technology has made its presence felt across the globe, and this can be attributed to educators realising the inadequacy of traditional teaching methods to equip students with relevant skills for today's modern world of work, given today's digital world, where critical thinking, problem-solving and collaboration are among the sought-after competencies, students who adopt technology have an advantage over students who do not (Syafriadi, 2023). The digital revolutions is rapidly changing the world, especially the world of education.

Today's young generation, known as the Millennial Generation, is a generation born in the digital age, who are basically born in a world with technology in their pockets and surrounded by information and communication technology from an early age, being born in a world surrounded by information and communication technology, they have no problem adapting to any technological tool (Ccoa *et al*, 2023). In schools as we know, technology can provide convenience to educators and learners in conducting online learning, especially during the COVID 19 pandemic. Various platforms or applications are provided to facilitate the implementation of online learning, including making it easier for educators to evaluate students even though it is not done face-to-face, which means utilising various platforms (Pratama, 2023).

In general, reading is about understanding written text and this comprehension does not look simple as it is a complex activity involving perception and thinking that consists of two related processes: word recognition and comprehension, i.e, word recognition refers to the process of understanding how written symbols correspond to spoken language, while comprehension is the process of understanding words, sentences, and connected texts (Abdumutallibjonovna, 2023). In the process of learning foreign languages, especially English, reading becomes a very necessary skill, especially in universities, because students are required to read more independently and critically. As well as reading skills in foreign language learning, especially English, is a complex process that involves many variables, including the use of reading strategies and individual differences in readers (Rianto.A, 2021).

According to Rohaizat & Aziz (2021), students are assisted through reading in the development of their critical, imaginative, analytical, evaluative, judgement, and problem- solving skills, here reading skills are needed. In additional, reading skills can also include such as, recognising the writing of language especially English, inferring the meaning and use of unfamiliar or rarely encountered vocabulary, understanding the conceptual meaning and communicative value of sentences in the reading passage, recognising relationships within sentences and between different parts of the text, identifying indicators and main points or the gist of the reading from information in the discourse, distinguishing the main idea from supporting details or supporting sentences (Yarkulovna, 2023).

One application that is commonly used to improve language learning skills, especially English, is Quizizz. Quizizz is a game-based educational media or application that can be accesses and played by many people at all ages, to do questions with an interesting and fun display, can also be accessed using a PC or mobile phone as long as it is connected to the internet (Handoko *et al*, 2021). In additional, this application is flexible, which means that it can be used as a means of delivering material, it can also be used as a medium for learning assessment and fun learning media. Based on Fadiyah *et al* (2023) it was also said by previous researchers that the learning process using Quizizz media will be effective on interest and learning outcomes, it can also be used as a medium for evaluating stusent learning. With Quizizz, it is hoping that it will increase the enthusiasm for learning of students who think learning is boring. Quizizz also has adventages such as being interactive and offering competitive self-assessment, it is also easy to use especially in teaching English to improve vocabulary when reading (Huei *et al*, 2021).

One of the learning media that can improve reading skills is Quizizz. According to Pradnyadewi & Kristiani (2021), when using Quizizz for reading classes, students are taught to have to read and understand what is meant by the reading, especially since this application is more student-centered so that students are more actively involved in learning in class. In reading classes, the assessments commonly used sre summative and formative assessments, here Quizizz can help educators to carry out both assessments, such as giving small quizzes using Quizizz as a formative assessment, and also in summative assessments educators give assessments to students to recall the material (Damayanti *et al*, 2022). Moreover, if using Quizizz, students can use mobile devices so that it is not boring because it does not always depend on books and paper, therefore in reading classes students feel comfortable and easy to learn, especially in understanding a reading, in other words, students' become interested in reading and understanding reading because of interesting features, and that Quizizz can improve reading skills and improve student grades (Roshdan *et al*, 2021). That way it can be said that Quizizz is a good application for improving reading comprehension.

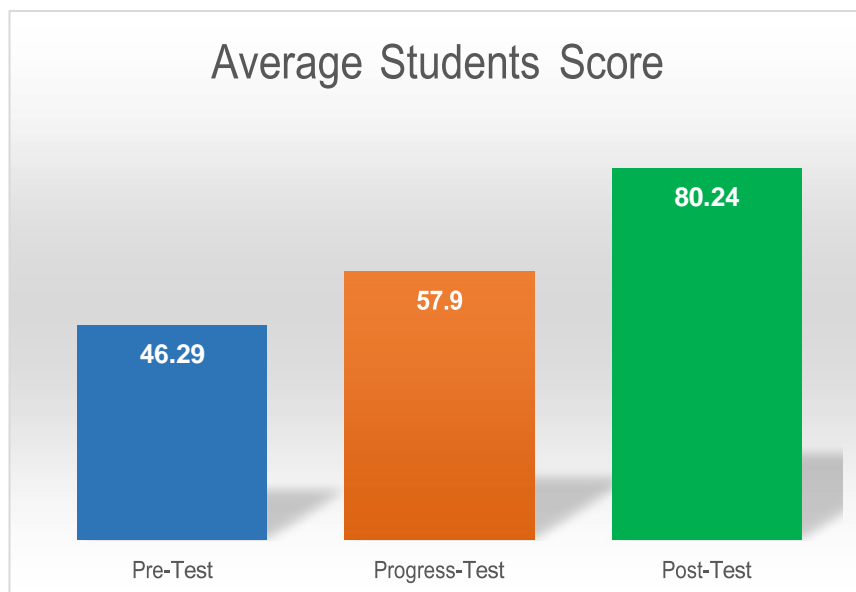
Based on the theory and explanation above, this study formulates the problem of how Quizizz can be used as a tool or medium to improve reading skills in 7th-grade junior high school students. This study also aims to implement Quizizz as a medium to optimize English reading skills through reading quizzes on Quizizz. As stated by Ramadhani & Ardi (2022), the Quizizz application can help students become more engaged with English learning material, this is evident from the fact that most students are very eager to use the Quizizz application and are highly enthusiastic about using it, especially for English lessons. Thus, it can be concluded that the Quizizz application can assist students in learning, particularly in English language learning. Based on the background provided, the research question that needs to be answered in this study is: Can Quizizz improve English reading skills scores among 7th-grade junior high school students?

METHOD

This study used Classroom Action Research (CAR) to find the improvement and enhancement the quality of learning through the study of problems that need to be solved (Latif *et al*, 2017). The study consisted of planning, action, observation, and reflection. The participants in this study were Indonesian seventh-grade students, consisting of 31 students, a mix of both female and male. To collect this data, preliminary tests (pre-test, progress-test, and post-test) were carried out. Then the data were further analyzed using qualitative descriptive methods. This method is very suitable for this research because of its ability to provide a comprehensive

description of the respondents' experiences, thus facilitating a better understanding of what is being explored (O'Brien *et al*, 2019).

RESULT AND DISCUSSION



Graphic 1. The bar diagram of the average score of pre-test, progress test, & post-test

The cycle 1 was held on August 7, 2023. This cycle began with taking direct action in the classroom. First, the research was conducted by introducing students to the topic to be discussed, known as the pre-test, with material chosen for the research. In this pre-test, the researcher asked students to provide one reading for the students, which was then read aloud. After that, students were asked to answer quiz questions. The results of the quiz were evaluated based on the rubric created by the researcher.

In the pre-test process, almost all students had difficulty reading vocabulary and understanding the given passage to answer the quiz questions. Based on the pre-test results, it was found that 22 students scored below 50 and 9 students scored below 60 out of a total of 31 students in the class. This means that the scores of most students are still below average.

Students' reading ability scores began to be optimal after the actions were implemented in class. This can be seen from the difference between the mean score of the pre-test and the progress test, an increase of approximately 25%. The average test score was 57.9, which is higher than the average pre-test score. There was an increase and stability in student scores, but this cycle needs to be continued, because the average students score is still far from 70. Due to this, it appears that students are more enthusiastic about using Quizizz as a tool for learning reading skills. Besides being easy to access, they are also more comfortable and motivated to read and answer questions on Quizizz. In addition to being easily accessible, the fun features attract students and foster a competitive spirit due to the time limits provided on Quizizz.

Based on the test results above, there was an increase in scores from the pre-test to the post-test. The score increase reached 73% and can be considered optimal compared to the pre-test scores. Furthermore, the implementation of the Quizizz platform has made students more interested in reading, especially English texts, and more confident in answering the quiz questions provided. They are very happy and enthusiastic about using Quizizz in learning, especially since Quizizz has interesting and challenging features that are not boring.

After implementing the actions, the results have been summarized in the graphic above. The graphic shows that the pre-test process had an average of 46.29 out of 31 students. Meanwhile, the progress test process had an average of 80.24. Based on the tests, graphic 1 reveals that the difference from the pre-test to the progress test is approximately 11 points, which is formulated as a percentage difference from the pre-test to the progress test of 25%. Meanwhile,

the difference from the progress test to the post-test is approximately 22 points, which is formulated as a percentage of 38%. Then, the difference from the pre-test to the post-test is approximately 34 points, which is formulated as a percentage difference from the pre-test to the post-test of 73%.

Based on the results of the pre-test, progress test, and post-test, it is evident that the reading skills of students have improved, and the scores of 31 students in each test are also optimal. This means that using Quizizz to enhance reading skills has significantly optimized students' scores in answering questions related to the given reading materials. The use of Quizizz has made students more confident, enthusiastic, and motivated. The immediate feedback feature on Quizizz, which shows scores as soon as they finish the quiz, makes students more competitive and careful in answering questions based on the texts they read. This is supported by findings from Dewi & Kristiani (2021), which show that after the implementation of Quizizz in the classroom, students' scores improved, and they became more independent in the learning process. They also became more creative and innovative. The study findings showed that Quizizz contributed a positive response as an assessment tool to improve students' reading skills. All students agreed that Quizizz was able to enhance and develop their reading skills because during the quiz, students were required to read and answer the questions. This is in line with findings from Priyanti, *et al.* (2019), which state that mobile learning using the Quizizz application positively impacts students' reading comprehension.

Besides students, it turns out that the Quizizz platform is also beneficial for teachers or educators. This is supported by Damayanti, *et al.* (2022), who stated that Quizizz helps teachers to assess students in the midst of learning process and it is also easier to conduct assessments because Quizizz provides automatic student evaluation. Most people use Quizizz as a teaching media tool in the classroom, both online and offline. Moreover, based on research conducted by Degirmenci (2021), teachers agree that Quizizz is highly effective in learning, providing a renewed enthusiasm for English language education.

Despite this, the use of Quizizz has sparked pros and cons from previous researchers. The cons align with findings by Junior (2020), who discovered that the platform's availability only in English could be a limitation for teachers who do not speak English. Additionally, the platform is available only online, necessitating an internet connection to create quizzes, and each quiz question accepts only one answer as correct. Consequently, difficulties often arise, such as students frequently experiencing internet connection issues. Moreover, since the platform automatically provides scores, some students may feel discouraged when their scores are below average, as these scores can be viewed by anyone with access to the Quizizz link used. Furthermore, findings by Asyifa, *et al.* (2024) revealed that a negative impact of this platform is that students can cheat during activities, and there are still barriers preventing teachers from using Quizizz optimally as an online learning tool in English classes. This also indicated a lack of enthusiasm among English students for Quizizz. Therefore, the implementation of Quizizz does not necessarily affect the increase in student motivation and achievement.

CONCLUSION

Many students' still experience difficulties in reading English texts. However, after implementing the use of the Quizizz platform in classroom learning, students showed significant improvement in their reading skills and became more confident in answering the questions provided using Quizizz. This platform was also found to be beneficial for critical thinking skills and received positive feedback from students. Although some students still struggled to read carefully due to the automatic time limit set by Quizizz for answering, they still enjoyed working on the quiz questions and reading carefully. Overall, the implementation of the Quizizz platform was successful in optimizing and improving students' reading skills. The results of this research are supported by previous studies and have been developed further in this research, which states that the use of Quizizz for reading skills learning optimizes and enhances students' English reading abilities and learning motivation.

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