

**THE EFFECTIVENESS OF QUIZIZZ AS ASSESSMENT MEDIA TO
HELP STUDENTS IMPROVE READING COMPREHENSION**

A FINAL PROJECT

Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree
In English Education



NIKITA AVRILLIANI

31801800027

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND COMMUNICATION
SULTAN AGUNG ISLAMIC UNIVERSITY**

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APPROVAL

A Final Project entitled

THE EFFECTIVENESS OF QUIZZZ AS ASSESSMENT MEDIATO HELP STUDENTS IMPROVE READING COMPREHENSION

Prepared and Presented by:

NIKITA AVRILLIANI

31801800027

This final project has been approved by the advisor to be examined

Semarang, 16 September 2022

Approved by



Nani Hidayati, S.Pd., M.Pd

NIK. 210809016

Advisor

VALIDATION

A Sarjana Pendidikan Final Project

THE EFFECTIVENESS OF QUIZZZ AS ASSESSMENT MEDIATO HELP STUDENTS IMPROVE READING COMPREHENSION

Prepared and Presented by:

NIKITA AVRILLIANI


31801800027

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Declared Acceptable

Board of Examiners

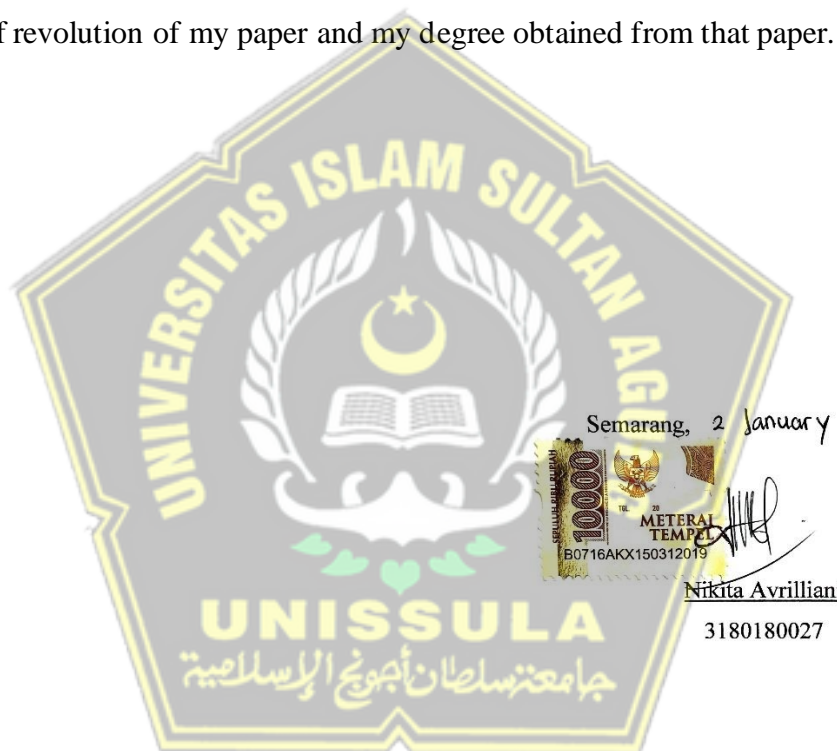
Advisor : Nani Hidayati, S.Pd., M.Pd
Examiner 1 : Choiril Anwar, S.Pd., M.pd
Examiner 2 : Dr. Kurniawan Yudi Nugroho, S.Pd., M.Pd

Semarang, 2 March 2023
Faculty of Languages and
Communication Science
UNISSULA
Dean


Trimannah, S.Sos, M.Si
NIK. 211109008

STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declared that the undergraduate final project I wrote does not contain the works or part of the works of other people, except those which cited in the quotations and references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.



Semarang, 2 January 2023



Nikita Avrilliani
3180180027

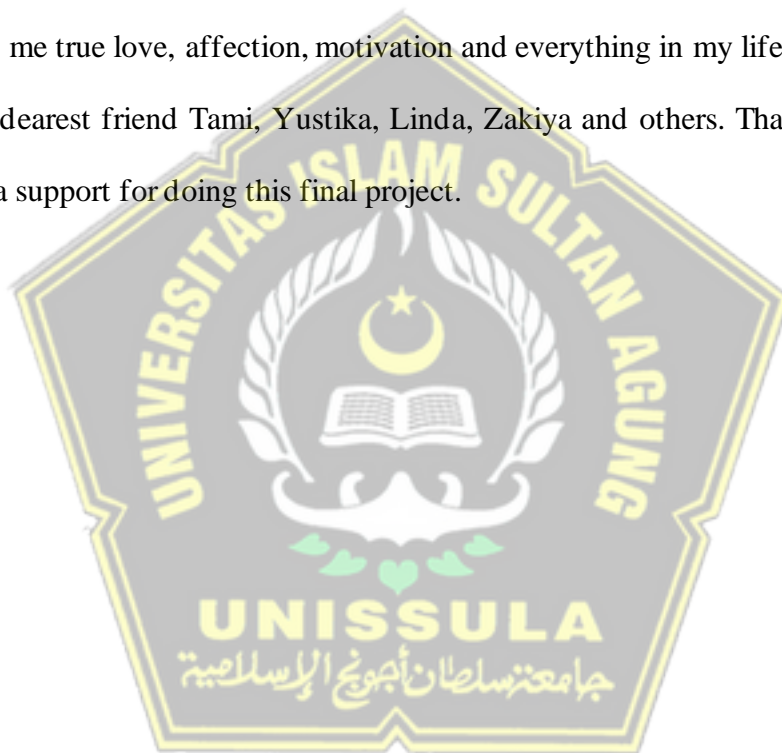
MOTTO

“Always involve Allah SWT in everything you do and enjoy the process”

“Selalu libatkan Allah SWT dalam segala hal dan nikmati prosesnya”

DEDICATION

- My beloved father Suhadi and my mother Sumiyasih who always support me, give me true love, affection, motivation and everything in my life.
- My dearest friend Tami, Yustika, Linda, Zakiya and others. Thanks for giving me a support for doing this final project.



ABSTRACT

Avrilliani, Nikita. 2022. *“The Effectiveness of Quizizz to Improve Students' Reading Comprehension in English Assessment”*. A final project. English Education Study Program, Faculty of Languages and Communication Science, Sultan Agung Islamic University, Advisor: Nani Hidayati, S.Pd., M.Pd.

The aim of this study was to find out whether or not Quizizz as assessment media is effective in improving the 10th graders' reading comprehension skill at SMA Islam Sultan Agung 1 Semarang in academic year 2022/ 2023. The type of this study was a quasi-experimental design and the method was a quantitative method. The population of this study was the 10th graders of SMA Islam Sultan Agung 1 Semarang and the sample consisted of 30 students of X6 as the experimental class and 30 students of x5 as the control class. The try out test for X3 class was done to know the reliability of the instrument. Pre-test and post-test were given to the experimental and control class. The data was analyzed by using SPSS 22 version. The result of the pre-test for the experimental was 73.07 and the control class was 72.53. while the result of post-test of the experimental class was 81.53 and the control class was 76.40. T-test calculation showed that there was significant difference. The result of the analysis shows that sig (2-tailed) was $0.001 < 0.05$ which means that H_0 was rejected and H_1 was accepted. As a result, it could be concluded that the use of Quizizz media was effective in improving students' reading comprehension skill.

Keywords: Quizizz, Reading, Assessment

INTISARI

Avrilliani, Nikita. 2022. *“The Effectiveness of Quizizz to Improve Students' Reading Comprehension in English Assessment”*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung Semarang. Dosen Pembimbing: Nani Hidayati, S.Pd., M.Pd.

Tujuan dari penelitian ini adalah untuk mengetahui efektif tidaknya Quizizz sebagai media penilaian dalam meningkatkan kemampuan membaca pemahaman siswa kelas 10 SMA Islam Sultan Agung 1 Semarang tahun pelajaran 2022/2023. Jenis penelitian ini adalah penelitian eksperimen semu dan metode yang digunakan adalah metode kuantitatif. Populasi penelitian ini adalah siswa kelas X SMA Islam Sultan Agung 1 Semarang dan sampel terdiri dari 30 siswa kelas X6 sebagai kelas eksperimen dan 30 siswa kelas X5 sebagai kelas kontrol. Uji coba kelas X3 dilakukan untuk mengetahui reliabilitas instrumen. Pre-test dan post-test diberikan kepada kelas eksperimen dan kontrol. Data dianalisis dengan menggunakan SPSS versi 22. Hasil pre-test untuk eksperimen adalah 73,07 dan kelas kontrol adalah 72,53. Sedangkan hasil post-test kelas eksperimen 81,53 dan kelas kontrol 76,40. Perhitungan uji-t menunjukkan adanya perbedaan yang signifikan. Hasil analisis menunjukkan bahwa sig (2-tailed) $0,001 < 0,05$ yang berarti H_0 ditolak dan H_1 diterima. Dengan demikian dapat disimpulkan bahwa penggunaan media Quizizz efektif dalam meningkatkan kemampuan membaca pemahaman siswa.

Kata kunci: Quizizz, Membaca, Penilaian

ACKNOWLEDGEMENTS

Assalamu'alaikum Warahmatullahi Wabarakatuh

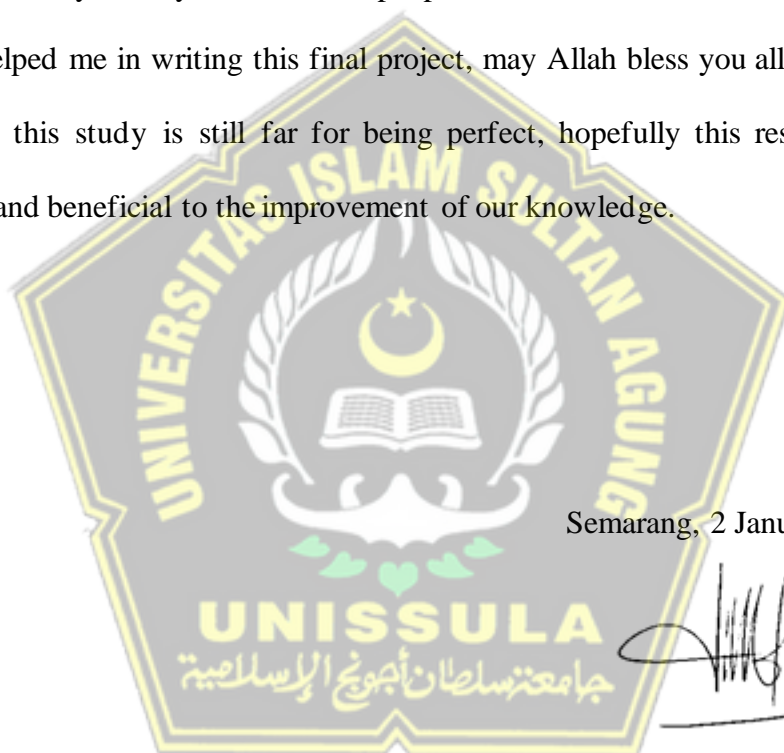
Alhamdulillahilahi rabbil'alamin. Praise and gratitude we pray to Allah SWT. the one who only asks Him for help. Gratitude to Allah SWT. for all his Help, Mercy, and Love so that this study could be done entitled "The Effectiveness of Quizizz to Improve Students' Reading Comprehension in English Assessment" is submitted as the final project in English Education study program of Language and Communication Science Faculty. Sholawat and salam to the Prophet Muhammad SAW who has always been the best source of inspiration and the role model for mankind.

In this opportunity I would like to express the deepest appreciation to the following people:

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4. Nani Hidayati, S.Pd., M.Pd as the advisor.
5. Dra. Hj. Siti Mubarakatut D, M.Si as the head master of SMA Islam Sultan Agung 1 Semarang.

6. Salimatin Mufidah, M.Pd as the English teacher of SMA Islam Sultan Agung 1 Semarang.
7. Students of X6, X5, and X3 of SMA Islam Sultan Agung 1 Semarang.
8. All the lecturers and staffs of Faculty of Languages and Communication Science.

Thank you very much for all people who cannot be mentioned one by one who helped me in writing this final project, may Allah bless you all. Finally, even though this study is still far for being perfect, hopefully this research will be useful and beneficial to the improvement of our knowledge.



Semarang, 2 January 2023

A handwritten signature in black ink, appearing to read 'Nikita Avrilliani', is written over a horizontal line.

Nikita Avrilliani

31801800027

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CHAPTER 1

INTRODUCTION

This chapter consists of Background of the Study, Reasons for Choosing the Topic, Statement of the Problem, Objective of the Study, Hypothesis of the Study, Limitation of the Study, Significant of the Study, Definition of the Key Terms, and Organization of the Study.

1.1 Background of the Study

English language has been taught since children in elementary as local content as well as junior high school to university as compulsory subject, not to mention that many sources either written or recorded are created with English, so it can be said that English is greatly important in Indonesia. In the case of Indonesia, according to Indonesia Education and Culture Ministry (2018) based on Program for International Student Assessment (PISA) shows that Indonesian students in reading English achieve an average score of 371. This show that Indonesian students has not shown significant improvement dan have lack of passion in reading. Thus, seen from the results above, the ability to read English must be improved. Furthermore, in preparing teaching English during process, educators must think harder to achieve learning target.

Subsequently, education process must follow the standards imposed by the Ministry of Education and Culture. In this case, the Ministry and Culture has implemented regulations regarding assessment standards at the high school level in the Minister of Education and Culture Regulation Number 22 of 2016 regarding the assessment of learning outcomes. The assessment of learning outcomes is a

process collecting information, includes: attitudes assessment, knowledge assessment, and skills assessment. Attitude assessment is made by educators in obtaining descriptive information about student behavior, knowledge assessment is an activity by educators to measure students' mastery of knowledge, and skills assessment is an activity carried out by educators to measure the ability of students to apply knowledge in carrying out certain tasks. Thus, the assessment must carried out systematically during the learning process and after learning so it can be valid, objective, fair, integrated, dan accountable.

Furthermore, the role of educators in teaching must pay attention to students' development of learning outcomes during the learning process until the end of learning, especially in reading. Dewi and Kristiani (2021) defined that reading is a good way to get new ideas, information, and experiences to help the students enrich their insight in English language. Reading is a skill that provides new information or knowledge and builds understanding of a text. Usually, students are recommended by friend or even by teachers to try reading through books, but they feel bored, lose their patience and interest so they give up on reading. In addition, when doing on reading questions, students tend to find it difficult to know the information, lack of vocabulary feel lazy, and causing misunderstanding. Therefore, the teacher must understand the appropriate assessment media to overcome the students' problems in assessing reading.

In this era, educators are required to be more creative in teaching-learning activities by utilizing available facilities and infrastructure. In this activity, assessment media plays an important role in the teaching learning process.

Magoran et al. (2013) stated that the use of appropriate assessment media is expected to be able to generate students learning outcomes and be able to attract and direct students' attention to concentrate on the material being taught. Therefore, during the assessment, it will be easier to remember the information that has been given. From the explanation, it shows that the right media assessment had an effect on student learning outcomes. Meanwhile, the reality in teaching learning process is still the same as before, so there are many students who are less enthusiastic and felt embarrassed to just answer the questions given by the teacher in the class. In addition, students are felt bored and less enthusiastic in doing assessment, even unattractive to them and mostly did not work well on it. Moreover, conventional assessment causes students to be lazy and not serious in doing their assessments.

Advances in science and technology are getting faster and then sophisticated media and applications appear. The use of technology is also expected to be able to see whether the application or tool can be used correctly, how adequate it is in acquiring knowledge, whether there is an interaction between the user and the tool, and whether it has a positive effect in using it. Quizizz is one of the media of today's technological advances. This media is supposed to be a solution to motivate students in English assessment. Quizizz is a web-based quiz game that is suitable for use in class to make it more joyful while doing the assessment. In addition, students can learn and play simultaneously by using Quizizz, so doing the test becomes more interesting and not monotonous. In this application students can download a summary to evaluate what they have done, so they can learn

more. One of the advantages of using Quizizz is that students cannot cheat because the questions are random for each student. Thus, the use of Quizizz for educational purpose especially in students' assessment is supposed to be an interesting evaluating platform, because it has game characteristic like music, avatars, memes, and themes, which are entertaining in the assessment process.

Based on the results of observations that I have been made from September, 20th until October, 20th, 2021 during the Internship III at SMA Islam Sultan Agung 1 Semarang, at the time of evaluation showed that teachers still used the conventional way of assessment and students looked less enthusiastic and less interactive. Ultimately, they feel bored, and less interested. Therefore, it is necessary to implement an interesting assessment media that can improve students' enthusiasm.

From the explanation above, I am interested in using Quizizz for my research at SMA Sultan Agung 1 Semarang with the title "*The Effectiveness of Quizizz as Assessment Media to Help Students' Improve Reading Comprehension*".

1.2 Reasons for Choosing the Topic

There are some reasons to choose the topic of Quizizz as an assessment media, as follows:

1. Based on the observation I have made students are still experiencing bored and less enthusiasm in doing assessment, so teachers need to find an interesting technique.
2. Reading is a language skill that must be mastered by senior high school.

3. Quizizz has not been widely used by teachers and also has not been studied for its effectiveness.

1.3 Research Questions

The problem question in this study is formulated as follows:

Is Quizizz as assessment media effective to improve reading comprehension in English assessment of 10th graders at SMA Islam Sultan Agung 1 Semarang?

1.4 Objective of the Study

The objective of this study is to find out whether or not Quizizz as assessment media is effective in improving the 10th graders' reading comprehension at SMA Islam Sultan Agung 1 Semarang.

1.5 Hypothesis of the Study

Hypothesis in research is very important to find the relationship to know the significance difference between variables. It also aims to provide research direction and build relationships between variables so it can help discuss findings and conclusions in research.

In this study, research hypothesis (H_i) is the hypothesis which states that there is a significant different between the independent (X) and dependent (Y) variables being studied, while the null hypothesis (H_o) is a hypothesis which states that there is no significant different between variable independent (X) and variable dependent (Y). The hypothesis in this study is formulated as follow:

H₁: There is a significant difference in the mean score of reading comprehension achievement between who are not taught by Quizizz media and those who are taught by using Quizizz media.

H₀: There is no significant difference in the mean reading comprehension achievement in the score on those who are taught by using Quizizz media.

1.6 Limitation of the Study

Limitation of the problem to be researched:

1. The subjects used in this study is 10th graders at SMA Sultan Agung 1 Semarang, especially X 6 and X 5.
2. This study focuses on the effectiveness of using Quizizz to improve students' reading comprehension skill in English assessment

1.7 Significance of the Study

The benefits of this study as follow:

1. Pedagogical

- a. For student

By using this application, students are expected to be more enthusiastic in doing this assessment.

- b. For teacher

Teachers can be more creative to explore methods of assessment and take advantage of today's technology, especially in teaching assessment.

c. For school

The results of the development of this learning evaluation tool are expected to be used as evaluation material in the provision of facilities for learning.

2. Practical

a. For student

Students are expected to be able to follow the learning process interestingly and effectively, especially in the part of join and individual constitution.

b. For teacher

Teachers are expected to be able to create and develop more interesting assessment media through Quizizz.

c. For next researcher

It can be used as information or reference and does not rule out the possibility for further research, as well as adding to the literature related to the use of Quizizz application.

1.8 Definition of the Key Terms

There are some meaning which must be defined to avoid confusion, as follows:

1. Quizizz

According to Zhao (2019), Quizizz is a game-based educational media that includes interactive activities in the classroom by providing fun exercises.

2. Reading Comprehension

McWorther (1986) in Ahmada (2020) argued that reading comprehension meant readers were understands all the information conveyed by the writer.

3. Assessment

Koc (2015) stated that assessment is a systematic process for documenting learning through the measurement of knowledge, ability or beliefs obtained through an instructional sequence, with the aim of improving all aspects of student learning.

1.9 Organization of the Study

In this study, there are three chapters and each chapter explains different topic.

Chapter I is an Introduction. This chapter consists of Background of the Study, Reasons for Choosing the Topic, Statement of the Problem, Objective of the Study, Hypothesis of the Study, Limitation of the Study, Significant of the Study, Definition of the Key Terms, and Organization of the Study.

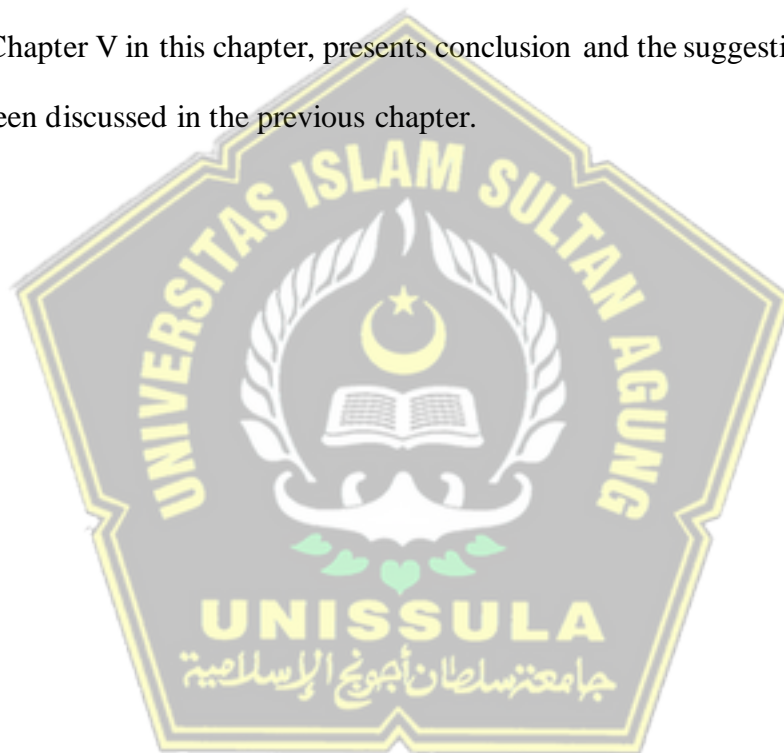
Chapter II is Reviews of Related Literature. This chapter contains Reading Skill, Reading Comprehension, Quizizz, Assessment, and Reviews of the Previous Study

Chapter III is the Research Method. This chapter contains of Design of the Study, Subject of the Study, Variable of the Study, Instrument of the Study, Validity of the Test, Reliability of the Test, Technique for Collecting Data, Data

Collecting Procedure, and Data Analysis. The reader will know the data used and the method used to analysis the data by seeing this chapter.

Chapter IV is Research Finding and Discussion. This chapter presents about finding which covers the Description of the School, the Description of the Subject, the Instrument Validity and Reliability, Pre-Test Data Analysis, the Treatment, Post-test Data Analysis, Discussion of Research Finding.

Chapter V in this chapter, presents conclusion and the suggestion of what have been discussed in the previous chapter.



CHAPTER II

REVIEWS OF RELATED LITERATURE

This chapter deals with review of related literature. It contains Reading Skill, Reading Comprehension, Quizizz, Assessment, and Reviews of the Previous Study

2.1 Reading Skill

This reading skill sub chapter presents definition of reading skill, and kinds of reading skill.

2.1.1 Definition of Reading Skill

Reading is an activity that is often used and cannot be separated in our lives, such as seeking information or knowledge through books, articles or others written in English. Reading is also defined by Grabe (2009) in Pahamzah et. al (2020) that reading is a process involve in an academic context when readers learn something from what they read as part of education. Almost all sources that teachers use for teaching materials are books. Therefore, by reading books students can gain better knowledge and information that aims to understand the material taught by the teacher.

Spratt et al. (2005) in Tiowati and Widodo (2019) stated reading as an activity in which readers respond to understand the text that is being read connected with their previous knowledge. Furthermore, after reading the text, the reader will definitely connect with his knowledge and add new knowledge. Thus, readers can conclude their own understanding of the text that has been read and add new knowledge.

Based on the explanation above, it can be concluded that reading is the process of the writer and the readers to get the information. This made the reader to get new knowledge and better concept so the reader will learn new thing from the information get from the text.

2.1.2 Kinds of Reading Skills

There are two kinds of reading skill can be seen as the following:

1. Intensive Reading

Intensive reading is reading that is only limited to short texts and is carried out with the aim of understanding the entire contents of the reading (Mughtar, 2019). The purpose of intensive reading in general is to read as accurately as possible, Mart (2015) argued that by emphasizing detailed study of vocabulary and grammar, intensive reading focuses on accuracy rather than fluency. Therefore, intensive reading is a bit more difficult because it focuses on word by word.

2. Extensive Reading

Bamford et al. (2004) in Rashid and Islam (2021) defined that extensive reading is a language teaching tool which learners are supposed to read a large number of texts for global comprehension. This kind of reading focuses on meaning rather than language. Its purpose is to encourage enjoyment in reading and is used to obtain a broad view of a language.

As a result, there are two kinds of reading skill; intensive reading and extensive reading. Intensive reading is understanding the entire contents and focuses on accuracy while the extensive reading is global

comprehension and focuses on meaning rather than language. Both of intensive reading and extensive reading are two significant kinds in reading.

2.2 Reading Comprehension

The reading comprehension sub chapter presents definition of reading comprehension and technique of reading comprehension.

2.2.1 Definition of Reading Comprehension

Reading comprehension is reading by understanding the meaning. Gilakjani and Sabouri (2016) concluded that reading comprehension is a process of creating meaning from texts. It is to understand the message and to know the meaning contained in the text. Therefore, it will make the students easier when faced with questions in the text.

Mc Worther (1986) in Ahmada (2020) argued that reading comprehension meant readers were required to comprehend word meaning, sentence meaning, paragraph meaning and text meaning. To make it easier for reader to know the meaning of a text, reader should be encouraged to look at the important parts such as the topic, main idea, and supporting details of each paragraph to understand the text. In this case, they will understand the content of the text. When given a question the reader can answer easily the questions. Thus, reading comprehension understands all the information conveyed by the writer.

Moreover, it can be concluded that reading comprehension not only makes meaning but also understanding what is written and the content in the text, so the readers can understand written material if they have reading comprehension.

2.2.2 Technique of Reading Comprehension

Rashid and Islam (2021) argued that there many types of reading technique such as:

1. Skimming

Harmer (2007) stated that skimming is used to get the main idea by looking at the text quickly to get a conclusion. Skimming is understanding the general meaning and understanding the writer' mean. Thus, the skimming technique is utilized by readers to have an overview of the contents of materials by scanning the text.

2. Scanning

Harmer (2007) defined scanning as the ability to find certain facts, details quickly and look for certain information. Skimming is also useful for searching such as: names, dates, statistics, or facts. Therefore, this technique is used to find certain information.

3. Predicting

Magiliano (1993) in Rashid and Islam (2021) found that this technique expects what happens again in the text. By looking at diagrams, headings, and text and knowledge can predict what will happen next.

4. Summarizing

This technique is to repeat the original text by adding your own words. The summary usually contains critical points, summarizes the remaining, and relatively short.

As a result, technique of reading comprehension include; skimming, scanning, predicting, and summarization. The above reading comprehension technique can make it easier for readers to get an understanding of the content when reading a text.

2.3 Assessment

This assessment sub chapter presents definition of assessment and types of assessment.

2.3.1 Definition of Assessment

Assessment is a systematic process for documenting learning through the measurement of knowledge, ability or beliefs obtained through an instructional sequence, with the aim of improving all aspects of student learning (Koc, 2015). It is also intended to find out and report on what students have learned and during class activities. Furthermore, in assessment teacher will obtain information that can be used to change teaching and learning in order to achieve the goal.

Gultom (2016) stated that assessment is part of evaluation, and must be carried out by teachers to assess and evaluate. Not only to find out the value, the assessment is also carried out to determine student achievement. As stated by Jimaa (2017) assessment is about reporting on student success and teaching them better through revealing to them more obviously the objectives of our curriculum and it is about measuring student learning and diagnosing certain misunderstanding to help students learn more effectively. This concerns the quality of teaching as well as the quality of learning. Therefore, if the teacher

knows the problems that exist in students, the teacher can find solutions to overcome them.

To find out how well students understand the material being taught, an assessment is needed. Because one of the functions of the assessment is to determine the ability of students, but it must be accompanied by the right way. As has been said by Pitoyo and Asib (2019) that to achieve learning objectives, teachers will be able to reflect the teaching process including the student learning process. Thus, the assessment must be planned, step-by-step, and a continuous process to know the student progress.

From the explanation above, it can be said that assessment is a process to find out the results of students who have learned in class so the teachers can provide specialized academic to support educational that can help improve aspects of learning. Therefore, the selection of the right assessment method can help to determine student understanding during the learning process in the classroom.

2.3.2 Types of Assessment

There are two types of assessment in education, namely formative and summative assessment. Both types of assessment are used to evaluate student learning progress but the way to get progress is different.

1. Formative Assessment is held during the learning process. Formative assessment is an assessment that has feedback during the teaching process (Nurdianti & Pratolo, 2020). Formative assessment contains several elements belonging involving continuous student learning and serving feedback on learning outcomes. Observation of language use,

inquiring, demonstration, participation in serious dialogue or discussion, games, student interview, etc., are some types of formative assessment in language learning (Simbolon et al., 2019).

Formative assessment includes multiple choice or short answer tests at the end of textbook chapters or learning modules in schools. After conducting the assessment, students should be given feedback, because it can be self-recovery, so students can recognize their progress and mistakes. In this formative assessment there is a way to serve information about teaching effectiveness that will help determine appropriate corrective action if needed (Sekyi, 2016). Accordingly, they can learn through the mistakes found in previous assessments.

There are some techniques in the formative assessment according to Brown (2019);

1. Task choice that in step with the target and had potential to express gaps
 2. Open-ended teacher-student talking
 3. Use of in deep-questions
 4. Wise use quizzing
 5. Quality feedback
 6. Involve students in assessment through peer and self-assessment.
2. Summative assessment occurs in middle or end of a learning program. This type of assessment is purposing or summarizing what the student

has understood and usually occurs after course or unit instruction (Nurdianti & Pratolo, 2020).

Summative assessments are usually planned to help make a final assessment of a student's achievement in a program and potential for further achievement; achievement certification and qualification awards; help to make decisions about admission to other learning programmes; supply information that will help others make selection decisions and supply formal proof of student competence (Awoniyi, 2016). It aims to recognize the best candidates to be awarded some type of credential and the results of this assessment are usually given in the form of scores or grades.

Another purpose of summative assessment is stated by Qu and Zhang (2013) that the aim of summative assessment is used to assess students at the end of learning, there are several assessments, such as the midterm exam, final project, and paper. Therefore, summative assessment is related with summarizing students' goal and becoming a report at the end of a study program.

To sum up, there are two types of assessments, namely formative assessment and summative assessment. Formative assessment is an assessment that has feedback during the teaching process for self-recovery and can learn from the assessment that have been done. While the summative assessment is an assessment that purposing what the

student has understood, occurs after course unit and becoming a report at the end of a study program.

2.4 Quizizz

This quizizz sub chapter presents definition of quizizz, implying quizizz in the classroom, and the advantages and disadvantages of quizizz.

2.4.1 Definition of Quizizz

Quizizz is a game-based educational media that includes interactive activities in the classroom by providing fun exercise (Zhao, 2019). The students can do the exercise from their handphone, laptop, or electronic devices. With this assessment it will becomes interesting and students are expected to be more enthusiastic in getting a good score. Furthermore, students can have interactive and interesting experience when answering question with this Quizizz because it's like playing a game in the form of a test.

Quizizz has game features, such as automatic environments, memes, avatars, and music, which brings joyful into the learning process (Junior, 2020). In this case, students will be more enthusiastic and joyful in working. After the student answering the quiz, this application automatically showing the memes to give whether their answer is correct or not. In addition, this will make students to compete with their friend by motivating them to study because they can see the students' rank on the leaderboard lively. On the other hand, teachers can observe the whole process and download the student progress report when the test is completed, so they can rate each of their performance. This will make students more challenging in working on the questions. Accordingly, the use of this

application can help to stimulate students' interest and improves involvement in the classroom.

Based on the explanation above it can be concluded that quizizz is an interesting platform and a great tool which helps students check their knowledge and progress in doing assessment. Therefore, students can do the assessments like as playing games because it has game features which are expected to attract student enthusiasm.

2.4.2 Implying Quizizz in the Classroom

Steps of implying Quizizz are:

1. The teacher must have an account to access it.
2. Every student will play Quizizz in class.
3. Student uses their handphone.
4. The students join the game with code that teacher shares.
5. The teacher starts the game by giving 10 questions
6. Then, the students answer the questions which have timing in answering multiple choice question.
7. Score will show after the students finished the question.

2.4.3 The Advantages and Disadvantages of Quizizz

There are advantages and disadvantages of quizizz, as follows:

1. Advantages of Quizizz

According to Junior (2020), the advantages of Quizizz are:

- a. Quizizz application is easily accessible using mobile devices in the classroom, without using a projector or computer because it can be accessed via mobile phones.
- b. Is a multi-platform system that can be used in a computer or via a mobile device (phone or tablet).
- c. Available operational system in both iOS or Android.
- d. Allow individual and collaborative work.
- e. No need to download the application because it can be used with click the joinmyquiz.com page and enter the code given by the teacher.
- f. Can be used to give assignment by providing a deadline for submission.
- g. Brings music, ratings, avatars and etc. when doing questions, so it makes the spirit to work on the questions.
- h. In short or long questions, this application gives the time to answer between 10 seconds to 15 minutes.
- i. Can be used publicly (shared with everyone) or private (who has access code).
- j. Can insert pictures or videos related to the questions

From the explanation above, it can be concluded that Quizizz is a great platform which easy access via computer or mobile devices. It is very helpful in learning. Also provides some interesting features when trying to increase motivation in order to be

successful in doing the exercise. Therefore, it can be a good app in motivate the students in doing the English assignment.

2. Disadvantages of Quizizz

Quizizz has some disadvantages, according to Miller (2016), there are a few disadvantages of Quizizz, as following:

- a. The teacher must use memes they have set when the teacher copies a question from some else's question which may not be appropriate for the class.
- b. When access is limited, it can be a problem.
- c. There is a limit to the types of questions that can be asked. It is perfect for facts and memories, but not conducive to more complicated questions.

It can be concluded that in quizizz there are advantages and disadvantages, but quizizz has more advantages than disadvantages.

2.5 Reviews of Previous Study

There are previous studies that related with this study. The previous studies used are from Sánchez et al. (2017), Pahamzah et al. (2020), and Fadhilawati (2021).

The first study was entitled "Using quizzes to assess and improve learning English as a foreign language" was done by (Sánchez et al. (2017). The purpose of this study was to examine the benefits obtained from students taking quizzes while learning English modal expressions and verbs. "English I" in the first year

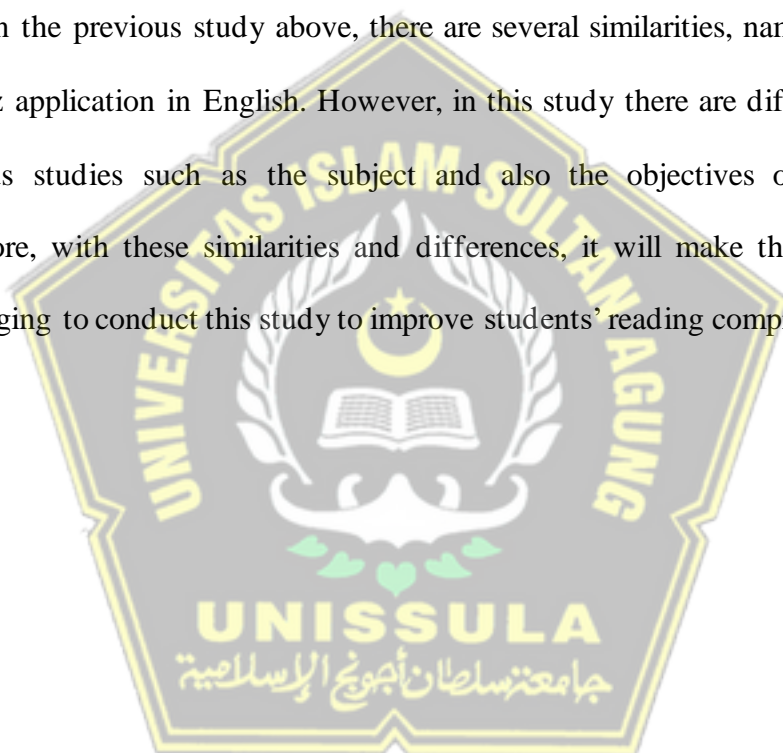
of the “English Studies” degree program at the Spanish University were chosen as participants. This study method was experimental while the instruments used were pre-test and post-test. The result of the research was that before students were given treatment by using a quiz, both classes get the same score. Meanwhile, students who were given quizzes were statistically showed significantly different and had higher average results compared to the control group.

The second study was entitled “Quizizz as a Students’ Reading Comprehension Learning Media: a Case Study at the Eleventh Grade of Dwi Putra Bangsa Vocational School in Cimanggu” by Pahamzah et al. (2020). Participants in this study are teacher and eleventh grade students of Computer and Network Engineering Department. The objective of this study is to find out the process of using quizizz in improving student’s reading comprehension. Data analysis technique was used in this study including the process of collecting data, reducing data, presenting data, and drawing conclusions. Descriptive qualitative was used as the research method. The results showed that the use of quizizz as a learning media made students enthusiastic in participating in learning activities, so that students could focus and maximize their cellphones as a fun learning media that could help students' reading comprehension skills in learning English.

The third study was entitled “Using Quizizz Application for Learning and Evaluating Grammar Material” by Fadhilawati (2021). This study aims to enhance the students’ grammar achievement in learning relative pronouns by applying quizizz application. The subjects of the study are 24 students of second semester who take Intermediate English Grammar Course in Balitar Islamic University. To

obtain data, the researcher used classroom action research method which covers 4 main steps: planning, acting, observing and evaluating. In this study, the researcher used test and questionnaire. The findings shows that the students' achievement in learning relative pronouns increase after they learned the materials and evaluated by applying quizizz application and present positive views to the use of quizizz for learning and evaluating relative pronouns.

In the previous study above, there are several similarities, namely using the Quizizz application in English. However, in this study there are differences from previous studies such as the subject and also the objectives of this study. Therefore, with these similarities and differences, it will make this study more challenging to conduct this study to improve students' reading comprehension.



CHAPTER III

METHOD OF STUDY

This chapter presents the research method. This chapter contains Design of the Study, Subject of the Study, Data of the Study, Instrument of the Study, Technique for Collecting Data, Data Collecting Procedure, Data Analysis, and Time Schedule.

3.1 Design of the Study

This study used the quantitative method. A quantitative approach is one in which the research originally uses postpositive claims to improve knowledge (i.e., reduction of specific variables and hypotheses and questions, cause and effect thinking, theory testing, and use of measurement and observation) using investigation strategies such as experiments and surveys and collecting data on a predetermined instrument that produces statistical data (Creswell, 2014). This study uses a quantitative method because the data generated is in the form of statistical figures so it will make this study obvious.

This study was used a quasi-experimental design. The design of the study is quasi experimental because this study wants to measure of Quizizz was applied to improve students in reading assessment. To measure the result of a quasi-experimental, it uses non random sampling. This includes pre-test, treatment, and post-test. There are two groups in this study; experimental group and control group which are both given pre-test and post-test. The experimental group was received treatment by using Quizizz and there is no treatment for the control group.

Table 3. 1. Quasi-Experimental Design schema

Non-randomized experiment and control group, pretest-posttest design

(Experimental)	O1	X	O2

(Control group)	O3	-	O4

(Creswell, 2014)

Where:

- O1 : Pre-test is given to the experimental group.
 O2 : Post-test is given to know the result of the study
 O3 : Pre-test is given to the control group
 O4 : Post-test is given to know the result of the study
 X : Quizizz treatment.
 - : There is no treatment.

3.2 Subject of the Study

The subject of this study is students of SMA Islam Sultan Agung 1 Semarang. Further, the subject of this study is explained into population and sample, as follows:

3.2.1 Population

The population consists of individuals, groups, or organizations which study results can be transferred and are the main group to be the research objective (Casteel & Bridier, 2021). The population in this study are 10th graders SMA

Islam Sultan Agung 1 Semarang. In this study, the total population are 3 classes of 10th graders.

3.2.2 Sample

The sample is the group of units from which the part of population (Casteel & Bridier, 2021). There were two classes in this study, the first class is as an experimental and the second is as a control class. In selecting a class as a sample, 2 classes were selected non-random; they are X 5 and X 6 class. The purposive sampling is chosen by considering 2 classes which has the same capability.

3.3 Variables of the Study

Research variables can be explained as everything that which be focus of the research object. In this study, there are two variables, namely the independent variable and the dependent variable. Rogers and Reversz (2020) stated that the independent variable is supposed to bring some variation or change in the dependent variable. The independent and the dependent variable in this study are described as follows:

- a. Independent Variable (X) is a variable that provides a stimulus or influence on a number of other variables. The independent variable in this study is the use of Quizizz media.
- b. Dependent Variable (Y) is the given stimulus or research variable that is measured to determine the magnitude of the influence of other variables. Dependent variable in this study is student reading comprehension.

3.4 Instrument of the Study

Instrument is an important aspect in experimental study, it is used to collect data. This study used the test as the instrument. Adom et al. (2020) concluded that a test is a method used to know a student's ability to complete a particular task or to show mastery of a skill or knowledge of content. This study test is divided into two types; namely the pre-test used to obtain information about the previous reading and the post-test is given after the last treatment to obtain data about the impact of the Quizizz application.

3.4.1 Pre-test

A pre-test is conducted to know the students' ability in reading comprehension. This test aims to find the differences between the experimental group and the control group before receiving the treatment. The form of the test given is in the form of multiple choice for both the experimental and control groups.

3.4.2 Post-test

A post-test is conducted to know the students' progress in reading comprehension. Post-test is given to the experimental and the control groups to collect information about the effectiveness of the Quizizz application as assessment media. It also aims to measure how deep students' understanding of the text after the Quizizz is applied.

3.5 Validity of the Test

Validity is defined as the extent to which a concept is measured accurately in a quantitative study (Heale & Twycross, 2015). The validity test has a purpose

to know whether the statements in the scale make measurements in accordance with the objectives of this study. With the validity instruments, valid analysis results are going to be found.

There are three types of validity. They are content validity, construct validity, and face validity. Taherdoost (2016) concluded that content validity is the extent that the measurement instrument items are relevant and represent the target construct. Construct validity refers to whether you can make conclusions about test scores related to the concept being studied (Heale & Twycross, 2015). Face validity is defined the extent that measurement instrument item linguistically and analytically looks like what is supposed to be measure (Taherdoost, 2016). In this study, validity is applied to check whether the test is valid or not. To gain the content validity, the test items were composed based on syllabus, the test was then consulted to the advisor and English teacher from the school using expert judgement. The rubrics judgement can be seen in appendix 2 and 3.

3.6 Reliability of the Test

Reliability defined as the extent to which a research instrument consistently has the same results when used in the same situation on repeated occasion (Heale & Twycross, 2015). Therefore, reliability is related to the consistency of a measure. In this study, the calculation of the reliability is carried out using SPSS 22.

3.7 Technique for Collecting Data

Scoring in this study used multiple choice. There are 30 questions and each correct answer gets one point and the wrong answer gets zero points. The total score is calculated using the formula (Azhar, 1993).

$$TS = \frac{sc}{ms} \times 100$$

Where:

TS = Total score

SC = Students' score

MS = Maximum score

Furthermore, the data created from the students will be converted into numeric data whose scale is from 0-100, as the following criteria:

Table 3. 2. The criteria of the students' competence

Score	Level
91-100	Excellent
81-90	Good
71-80	Average
61-70	Fair
51-60	Poor
Less than 50	Very poor

(Weigle, 2002)

3.8 Data Collecting Procedure

There are steps in doing experimental research, as follows:

1. Asking permission to the headmaster and English teacher of SMA Islam Sultan Agung 1 Semarang to carry out the study
2. Choosing the population of the study which is the 10th graders of SMA Islam Sultan Agung 1 Semarang

3. Taking two groups from the population as sample, experimental group and control group. In addition, one more class is taken for try-out test to check the validity and the reliability.

4. Conducting Try-out

Try-out was given before the new material being taught. Try-out is used to diagnose a student's strengths, difficulties, and weakness, it is to measure achievement, aptitude, and potential to identify readiness for the program.

5. Conducting Pre-test

The teacher gave a pre-test. This aims to know the differences between the experimental group and the control group in reading comprehension.

6. Conducting the treatment

The teacher gave treatment both of the experimental and control group. The experimental group was given quizz while the control group was given conventional method.

7. Conducting Post-test

In this step, the experimental and the control group was given a test to find the students' progress in reading comprehension and used to know whether the treatment successful or not.

8. Collecting the scores

Every question that is answered correctly get one point and incorrect answer got zero point since the types of the test is multiple choice.

9. Analyzing the data

The last is analysis data to know whether the use of Quizizz effective or not to improve reading comprehension.

3.9 Data Analysis

To getting the score, this study uses SPSS program to process the data. In this study, t-test technique was used to collect the data of two groups (the experimental and the control group).

Before t-test there is a normality and homogeneity test. A normality test is aims to test whether the investigated sample is normally distributed or not. If the result of significance level is sig (2-tailed) > 0.05, it indicates that the data are normally distributed. If the result of significance level or sig (2-tailed) < 0.05, it indicates that the data are not normally distributed.

The aim of homogeneity test is to find out the homogeneity of data. If the result of significance level more than 0.05 or if sig (2-tailed) > 0.05, it indicates that the data are homogenous but if the result of significance level less than 0.05 or if sig (2-tailed) < 0.05, it indicates that the data not homogeneous.

After the data normal and homogeneous, in this study conduct the t-test to identify whether the treatment effect significant or not. The hypothesis probability criteria are:

1. If $t\text{-value} < t\text{-table}$ and $\text{sig (2-tailed)} < 0.05$, it means H_1 is accepted, and H_0 is rejected.
2. If $t\text{-value} > t\text{-table}$ and $\text{sig (2-tailed)} > 0.05$, t means H_1 is rejected and H_0 is accepted.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents about finding which covers the Description of the School, the Description of the Subject, the Instrument Validity and Reliability, Pre-Test Data Analysis, the Treatment, Post-test Data Analysis, Discussion of Research Finding.

4.1. Description of the School

This study was conducted at SMA Islam Sultan Agung 1 Semarang in the academic year of 2022/2023. This school located at Jln. Mataram No. 657, Wonodri Semarang. the accreditation of the school is A. Furthermore, the school has good reputation; it can be proven from a lot of the achievement which the students have reached in academic and non-academic programs. The achievement trophies are displayed in the entrance room.

In this school, teaching and learning process are supported with some facilities such as language laboratory, library, liquid crystal display (LCD), speaker, white board, and comfortable classes which make teaching and learning process run well.

4.2. Description of the Subject

The subject of this study is 10th graders of SMA Islam Sultan Agung 1 Semarang. There are two classes as the subject of this study, they were X 6 as the experimental group and X 5 as the control group, each class consist of 30 students. The subject of this study is chosen by using non-random purposive

sampling based on the English teacher's consideration in SMA Islam Sultan Agung 1 Semarang which has mentioned in chapter 3.

4.3. The Instrument Validity and Reliability

The instrument of the test should be valid and reliable. Therefore, try out was conducted to check the validity and reliability in this study. The validity was tested by asking rubric judgement while the reliability was tested by conducting try out test.

In this study, the try out was held in class X 3 which consists of 34 students. The purpose of giving the try out test was to measure the validity and reliability of the instrument that was used. By giving try out, it can also find out the result of the reliability which are important to be found as consideration in deciding the number of the test questions in instrument. There were 35 numbers of multiple choice in this try out test. Thus, this sub chapter presents the try out, validity and reliability.

4.3.1. Validity

In this study, the content validity was known by using expert judgement who has been consulted to the advisor dan English teacher from the school to validate the content of the test based on material and syllabus which were being used by the teacher. The rubric of advisor's and teacher's content validation can be seen in appendix 2 and 3. the rubric showed, the validity of the instrument was valid and can be used for the pre-test and post-test.

4.3.2. Reliability

To know the instrument has the same results when used in the same situation on repeated occasion so reliability was used in this study. For measuring the reliability of the test, this study used the Cronbach's Alpha in SPSS 22.

Table 4. 1 The Reliability Statistic

Cronbach's Alpha	N of Items
.122	35

Variable said to be reliable if the Cronbach's Alpha value is > 0.60 and unreliable if the value shows < 0.60 it is unreliable. From the table it shows that Cronbach's Alpha was $0.122 > 0.60$. Because the result is more than 0.60 , so it can be calculated that this was reliable.

4.4. Pre-Test Data Analysis

This sub chapter presents pre-test standard normality, pre-test standard homogeneity and pre-test mean score.

4.4.1. Pre-Test Standard Normality

In this study, the pre-test of experimental and control class was conducted on September 28th, 2022. The purpose of this test is to know the students' reading comprehension in descriptive text before treatments were given. To measure their reading comprehension in descriptive text the students were given 35 multiple choices.

After getting the pre-test data of experimental and control class normality of the data the instrument was important to be analyzed. This study is using Kolmogorof-Smirnof test from SPSS to process the data. The result is shown as follows:

Table 4. 2 The Normality of Experimental and Control Class in Pre-test

		Pre-test experimental	Pre-test control
N		30	30
Normal Parameters ^{a,b}	Mean	73.07	72.53
	Std. Deviation	5.971	7.021
Most Extreme Differences	Absolute	.148	.156
	Positive	.148	.111
	Negative	-.122	-.156
Test Statistic		.148	.156
Asymp. Sig. (2-tailed)		.090 ^c	.061 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table above, K-S score of experimental groups was 0.148 with sig (2-tailed) $0.090 > 0.05$. K-S score of control group was 0.156 with sig (2-tailed) $0.061 > 0.05$. It means that the data was normal.

4.4.2. Pre-Test Standard Homogeneity

Table 4. 3 Result of the Homogeneity of Pre-test Experimental and Control Class

Levene Statistic	df1	df2	Sig.
.465	1	58	.498

From the Levene's statistic for equality of Variances above, it indicates that the significance score of the data were $0.498 > 0.05$. Because the data more than 0.05, thus, it can be stated that the data were homogenous or equal.

4.4.3. Pre-Test Mean Score

After getting the homogeneity test, here is the result of T-test by using independent T test:

Table 4. 4 Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil belajar	Experimental class (Pre-test)	30	73.07	5.971	1.090
	Control class (Pre-test)	30	72.53	7.021	1.282

Table 4. 5 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	.938	.337	.317	58	.752	.533	1.683	-2.835	3.902
	Equal variances not assumed			.317	56.542	.752	.533	1.683	-2.837	3.903

From the result of T-test above, it can be seen that the independent T-test table in the column sig. (2-tailed) indicates the number 0.752, in that table sig. (2-tailed) $0.752 > 0.05$. It means that H_0 accepted, so there was no significance difference between the mean score between experimental and control group in pre-test. Therefore, it was important for giving the treatment.

4.5. Treatment

For doing the treatment, this study was carried out in three meetings. The treatments for experimental class were conducted on September 28th, October 5th

and 12th 2022. In doing the treatments, in the experimental class was taught by using Quizizz to improve students' reading comprehension.

The first treatment meeting was done on 28th September 2022. The goal of this activity was enabled to identify the social function and generic structures of descriptive text. For opening the class, the teacher opened the class by greeting the students, introduced himself, and check the attendance one by one. After that, to build students' knowledge the teacher used questions-answer. After that, the teacher opened the material through Quizizz about "Borobudur" and discuss the material.

The second meeting was done on 5th October. The material topic was "Taj Mahal" and the objective of this study is recognizing language features of descriptive text. The teacher gives a chance to the students ask about the previous material which is difficult for them. After explaining the material, the teacher explained about language features in Taj Mahal text. Then, the teacher asked to the students to answer the exercise in Quizizz game.

In the second teaching and learning process, the situation and condition in class is controllable. With the use of Quizizz media the student looked more fun and active, they feel interested to follow the teacher instruction to play a game through Quizizz.

The third meeting was done on 12th October. The aim of the treatment was the students were able to comprehend the text. The teacher gives a chance to the students ask about the previous material that difficult for them. Then, the teacher

Hasil	Equal variances assumed	.564	.456	3.337	58	.001	5.133	1.538	2.054	8.213
	Equal variances not assumed			3.337	56.596	.002	5.133	1.538	2.053	8.214

From the table, it shows that the mean of the experimental group was 81.53 and the control group was 76.40. It means that the experimental group was higher than the control group. Therefore, the Independent Sample T-test showed that sig (2-tailed) was $0.001 < 0.05$, it means that H_1 was accepted and H_0 was rejected.

It can be concluded that there was a significant difference on students' reading comprehension after taught by using Quizizz and the students who were taught by conventional method. In other words, Quizizz was more effective to teach students in reading comprehension of descriptive text. Thus, the post-test data experimental group was better than control group.

4.7. Discussion of Research Finding

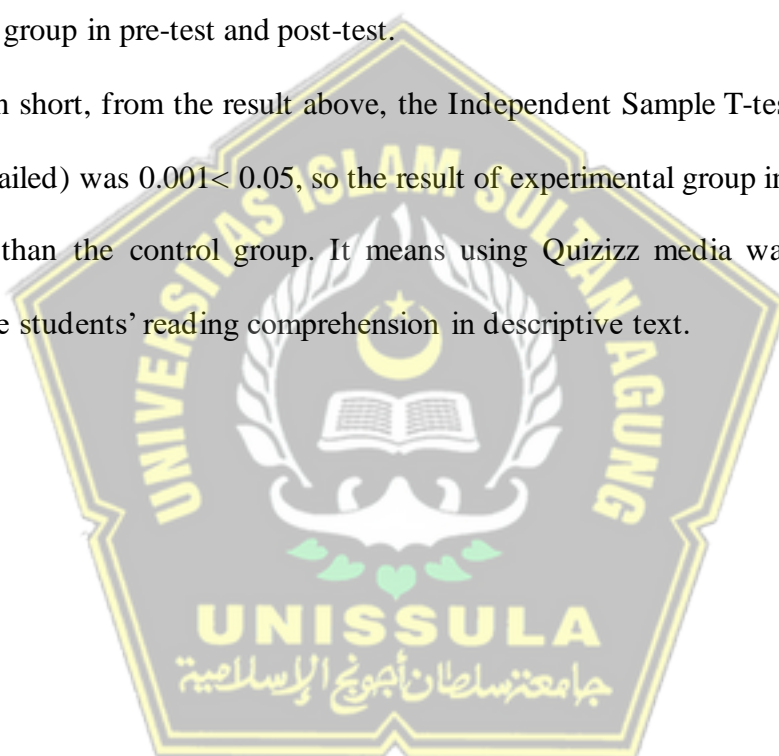
In this study, the aim of the study was to find out the affective of Quizizz to improve students' reading comprehension achievement of the 10th graders of SMA Islam Sultan Agung 1 Semarang in academic year 2022/2023.

For the first time, this study conducted the pre-test to know the first capability of the students. The result showed that the students were in equal

capability, the average score was 73.07 for the experimental group and 72.53 for the control group.

After that, the students getting the treatments for three times and conducted the post-test. The result showed that the average score of post-test was 81.53 for the experimental group and 76.40 for the control group. It showed that there was a significance difference in improvement of the score between experimental and control group in pre-test and post-test.

In short, from the result above, the Independent Sample T-test showed that sig (2-tailed) was $0.001 < 0.05$, so the result of experimental group in post-test was higher than the control group. It means using Quizizz media was effective to improve students' reading comprehension in descriptive text.



CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, presents conclusion and the suggestion of what have been discussed in the previous chapter.

5.1. Conclusion

Based on the result, there is significant difference in the result score between the experimental group which was taught by Quizizz and the control group which was taught by isventional method. It can be seen in the findings that showed the average score in the post-test of experimental group was 81.53 while the control group was 76.40 and the independent sample T-test showed that sig (2-tailed) $0.001 > 0.05$. It means that H_0 is accepted and H_1 is rejected.

In addition, Quizizz is one of interesting ways in assessing reading because the students looked interested and fun while doing the assessment. Thus, the use of Quizizz resulted the positive respond and thus this media is effective to improve students' enthusiasm and reading comprehension achievement.

5.2. Suggestion

This study is expected to be useful and a beneficial in teaching and learning activity and in this study showed that Quizizz could improve students' reading comprehension especially at SMA Islam Sultan Agung 1 Semarang.

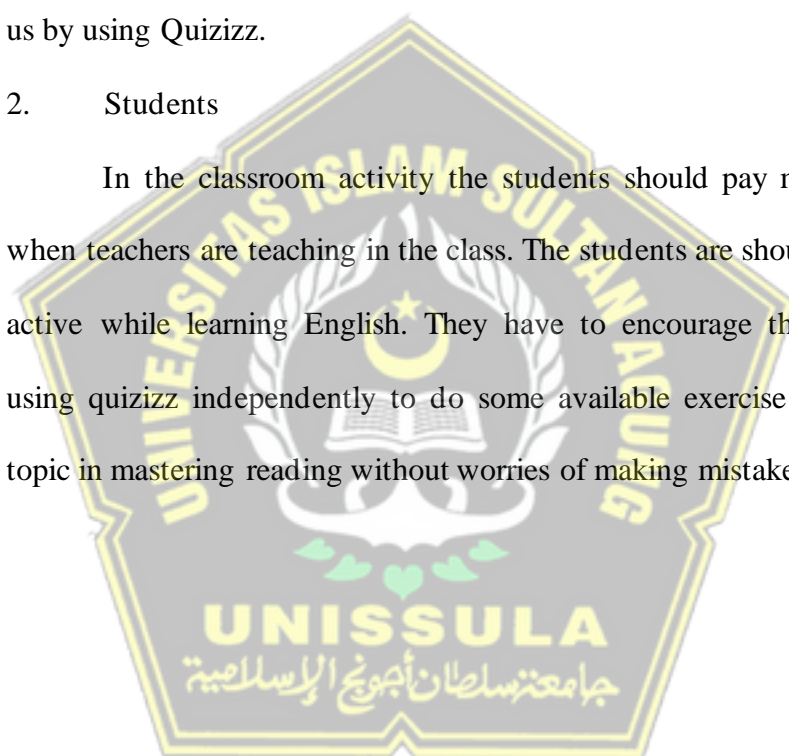
After carrying the study, there were following suggestions below:

1. English teachers

The English teacher have to consider the students' needs and interest for the teaching and learning. Teacher should create interesting way in teaching and learning process to improve students' reading comprehension. Thus, the teacher was suggested to use various way such us by using Quizizz.

2. Students

In the classroom activity the students should pay more attention when teachers are teaching in the class. The students are should to be more active while learning English. They have to encourage themselves like using quizizz independently to do some available exercise based on the topic in mastering reading without worries of making mistakes.



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