



## The Use of Quizziz to Improve Students' Reading Skill

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Article Info	Abstract
<b>Article History</b> Received: 2023-03-27 Revised: 2023-05-22 Published: 2023-06-03  <b>Keywords:</b> <i>Improve; Quizziz; Reading Skill.</i>	This research aims to describe the improvement of the students' reading skill by using Quizziz. It was conducted on Classroom Action Research in two cycles. The participants were second-semester students in Bina Sarana Informatika University Pontianak which consisted 30 students. The steps of Classroom Action Research were planning, acting, observing, and reflecting. The data collection was done by the researcher which are observation checklist, interview, and individual test. The findings of this research showed that the students were motivated and actively participated in the online class. The atmosphere will be more fun and interesting. When the students learn in a fun way, their comprehension will be easier to get. This is an effective way to learn English and to improve students' reading skills.
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2023-03-27 Direvisi: 2023-05-22 Dipublikasi: 2023-06-03  <b>Kata kunci:</b> <i>Memperbaiki; Kuis; Kemampuan Membaca.</i>	Penelitian ini bertujuan untuk mendeskripsikan peningkatan keterampilan membaca siswa dengan menggunakan Quizziz. Penelitian ini dilaksanakan pada Penelitian Tindakan Kelas dalam dua siklus. Pesertanya adalah mahasiswa semester dua di Universitas Bina Sarana Informatika Pontianak yang berjumlah 30 mahasiswa. Langkah-langkah Penelitian Tindakan Kelas adalah merencanakan, bertindak, mengamati, dan merefeksi. Pengumpulan data dilakukan oleh peneliti berupa daftar periksa observasi, wawancara, dan tes individu. Temuan dari penelitian ini menunjukkan bahwa siswa termotivasi dan aktif berpartisipasi dalam kelas online. Suasana akan lebih menyenangkan dan menarik. Ketika siswa belajar dengan cara yang menyenangkan, pemahaman mereka akan lebih mudah didapat. Ini adalah cara yang efektif untuk belajar bahasa Inggris dan untuk meningkatkan keterampilan membaca siswa.

### I. INTRODUCTION

Learning by using the Internet is no longer considered something new nowadays. The term online learning is now growing popular among students in many countries. One of the most common ways to discuss online is by using a smartphone. Many students use smartphones to communicate and discuss certain knowledge or lesson. They can access knowledge from many sources in formal and informal education. Besides, they learn not only in school but also in many other places, such as private courses and study groups. Since the coronavirus expanded over the world, online learning environments are now prevalent at all educational levels. Some adjustments and necessary flexibility have been adapted to new situations so that we can keep abreast with all possible new trends. The teachers are starting to use technology through learning films, video conferencing, and instructional games in the classroom. In applying the technology, from face-to-face to online learning has also impacted English lessons. When learning English at the tertiary level, the students must

master four fundamental abilities, which are listening, speaking, writing, and reading. The teachers must have creativity and try to support the students in learning English, especially reading skills.

According to Pardon (2004), Reading is a process that is done by the readers to get a message, to be delivered by the authors with an intermediary media words or writing. Besides, reading is a process done and used for the reader to find out what uses the author of words or written language. Hermida (2009) explained that reading skill is one of the most crucial as it addresses students' language comprehension. Thus, emphasis must be placed on teaching students basic reading skills and ample practice should be given to students so that they can improve their reading skills, particularly in critical reading. Widowati & Kurniasih (2018) explained that reading is regarded as a difficult activity since it is dependent on the student's degree of thinking and language abilities, making it one of the most important skills to learn and teach, reading skill is also a challenging task as

educators need to diversity the use of teaching approach to avoid boredom (PradnyaDewi & Kristiani, 2021).

One of the applications that have been proven to be effective in teaching a foreign language is Quizizz application. Quizizz application is one of the educational applications that applies the concept of gamification. It has some interesting features such as avatars, music, a leaderboard, and a theme that make the students learn something like they are playing a game (Mac Namara & Murphy, 2017). Similarly, Sato (2019) also stated that Quizizz is a game-based application for creating quizzes that are designed in order to make students enjoy learning and be more engaged as it provides competitive multi-player games. Many other researchers also conducted studies about the implementation of quizizz for learning. Priyanti et al. (2019) reported that students who were taught using Mobile Assisted Language Learning (MALL) integrated with Quizizz got higher reading comprehension scores than those who were taught. Moreover, students can use their mobile devices to participate in interactive classroom activities which in return helps enhance their learning experience.

This is considered a great thing because learning does not always rely on books and paper as a medium of reference. Consequently, students and educators no longer feel burdened (Zuhriyah & Pratolo, 2020). In teaching reading skills, Pahamzah, Syafrizal, Juniardi & Sukaenah, (2020) reported that the use of Quizizz as a learning media for reading comprehension is very good as students feel the ease of learning, especially in understanding a text. They become interested in reading and understanding because of the interesting features where it stimulates students to get the best score. Meanwhile, Ratnasari, Hikmawati & Ghifari (2019) found that there is a significant effect in the use of Quizizz to help bridge the teaching of reading comprehension to students. In addition, Nanda (2018) reported that students' reading ability improved significantly after the usage of Quizizz in the classroom. The researchers expected this study can improve students' reading skills through Quizizz.

## II. METHOD

The method used in this research was classroom action research due to the goal of this research which was to find out the solution to improve students' reading skills. As stated by Sagor and Willian (2017, p.8) action research is

represented to examine the data on one's work to help improve one's performance.

The subjects of this research comprised thirty students in the third semester of Universitas Bina Sarana Informatika Pontianak. The research took place at Universitas Bina Sarana Informatika Pontianak during online learning. This classroom action research was conducted to investigate how the implementation of Quizizz can facilitate students to learn English, especially reading skills. Based on Arikunto (2010) class action research covers four phases in each cycle; planning, implementing and observing, and reflecting. These four phases were reflected in this research. The first stage of the cycle was planning where a pre-intervention test was given, lesson plans were designed, teaching schedules were determined, and teaching materials were prepared. The second stage included implementing Quizizz intervention and observing parts that were conducted simultaneously. The implementing phase was the online teaching and the learning process was based on the designed lesson plans. Quizizz was alternatively used during zoom session and after zoom session. During the implementing phase, observation was also conducted. Here, the observer focused on students' activity while using Quizizz, their persistence, and also the task completion. The last stage was the reflecting phase, where the research outcomes were evaluated, analyzed, and measured. In this phase, the researcher gave post-intervention, employed a questionnaire, and conducted an interview.

## III. RESULT AND DISCUSSION

The result of the observation and interview conducted in this research showed the use of Quizizz in improving students' reading skills. Quizizz treatments were carried out by the researcher throughout two cycles. Every cycle consisted of Quizizz interventions during zoom session and after zoom session.

### 1. Cycle 1

The first step in this research was planning. The researchers planned and prepared everything needed relating to the teaching properties, lesson plan for implementing the Quizizz, and also the tools of collecting data such as observation checklist, field note, and test. The second step was acting. The researchers conducted the teaching and learning by using Quizizz. The researchers began to teach vocabulary, explain the lesson, and show how Quizizz works. The researcher showed a

quizziz and the students understood what the researcher said. The third is the observing stage, the researcher is helped by a collaborator to observe the activity during teaching and learning in online class using the observation checklist, field note report, and interview. The data showed that the researcher had good preparation in the teaching-learning process. The online classroom atmosphere was still passive at the beginning of learning. When the researcher gave quizziz link, some students felt strained because they must answer the right questions quickly. In quizziz, it had a rank level to know the students' achievement. The students also mentioned that they were afraid of making mistakes to answer the questions. Moreover, they also stated that the quizziz activity was fun. They felt competitive to do the quizziz and it was the new way to learn English. In addition, the data was obtained from a measurement test that was conducted in the form of multiple choice which contained of 10 items. The students' average score in Cycle I was 69.20. The highest score got 90 and the lowest score was 30.

This research data were obtained through the analyses of test, observation, questionnaires, and interviews. Preintervention questionnaire was given to the students to find out students' attitudes toward online learning. The observation was conducted during the implementation of Quizizz in online learning to identify existing problems, difficulties, and students' involvement during the implementation of Quizizz. The reflection from the observation in each cycle was analyzed to design the lesson plans for the next cycle. At the end of the first cycle, students were given a post-intervention questionnaire to find out whether or not they liked the implementation quizziz to help them practice the reading skill during online learning sessions.

## **2. Cycle 2**

According to the result of the first cycle, the researcher decided to continue the learning process to the second cycle. The researcher conducted the planning stage by setting a new plan for doing the research by implementing the activities based on the reflection in the last cycle. The lesson plan, field note, observation checklist, and test were also planned by the researcher. The researcher conducted the acting stage by implementing quizziz in

learning reading skills. The researcher started to teach reading skills about Computer and explained how to play quizziz.

Furthermore, from the interview, the students stated that they experienced new learning. They also could remember new words and improve their speed reading. The students mentioned that quizziz was a fun way in helping them apply the skimming technique. Besides, the student's achievement in doing their measurement test in form of multiple choices consisting of 10 questions also showed an improvement. They were enjoying the test since they got much easier when the quizziz was implemented well. It was supported by the student's score in cycle 2 which was better than before. The student's highest score was 100 and the student's lowest score was 70. It affected the students' average score which became 83.50. Lastly, in the reflection stage, the researcher could propose that the students had improved their reading skills by using quizziz.

The use of quizziz application can help the teacher in the learning process. The students can get a new situation, get the motivation to develop their inspiration and support how to identify the main idea, identify supporting details, identify reference, and understand vocabulary. On the other hand, the students felt enjoy in learning English and felt more competitive among their friends.

The research was conducted in two cycles to improve students' reading skills. From the finding above the researcher could be said that the use of quizziz was an effective way in improving students' reading skills. The result showed an improvement in students. They were motivated and enthusiastic during the teaching and learning process. Based on the findings from cycle 1 and cycle 2, it can be concluded that the students are interested in learning English and gaining students' reading skills using Quizizz. This application is very useful for both lecturer and students, because it is easy to use and the features are very entertaining for students, such as fill-in-the-blank and checkbox features. In addition, Quizizz also improves students' reading skill naturally. This application made the students more cheerful and excited when participating in learning activities (Juniarta et al., 2020). There has been some evidence claiming that Quizizz Application can help both students and lecturer in teaching and learning reading

process because there are many features and characteristics of the Quizizz Application that cause students to read more often (Pradnyadewi & Kristiani, 2021). In the finding data, the lecturer also found that technology makes it easier for teachers to teach the material to students. The student more easily accepts learning material that contains visual pictures. Moreover, students in this digital era are more likely play games, watch video games, and listen to music video on internet. The creative and joyful learning activities during teaching is needed to directly remove students' boredom in learning reading.

Based on the suggestions given by the students, it can be said that Quizizz can be a good platform for educators to teach reading skills however proper improvement should be made in order to meet the needs of the students particularly in terms of the selection of material as well as the level of difficulty of the questions so that students can practice the reading skills that they have learned in class. All of the participants can be reported as consistently positive in the use of Quizizz as they have experienced the speed-reading contest and applied skimming and scanning techniques while answering the questions crafted in Quizizz.

**Table 1.** The students' Average Score

Cycle 1	Cycle 2
69.20	83.50

Based on the table above, it can be concluded that it was an improvement the students' score from cycle 1 to cycle 2. For the first cycle, the students' average score got 69.20, and 83.50 for the second cycle. The students showed enhancement and progress during the teaching-learning process. It can be seen that the use of quizziz is a tool for gaining and learning reading skills. Lastly, it has been proven that the students can improve their reading skills, for example in skimming technique.

#### IV. CONCLUSION AND SUGGESTION

##### A. Conclusion

The research finally came to several points of conclusion. Based on the implementation of quizziz for the second-semester students of Bina Sarana Informatika University, the students can improve their reading skills by

using quizziz in two cycles. In addition, the students were also more motivated and actively participated in the online class. The atmosphere will be more interesting and fun. When the students learn in fun way, their comprehension will be easier to get. Moreover, it is suggested that the lecturer can use quizziz as one of learning media options to do teaching reading. The lecturer also expected to be creative in teaching language skills particularly in reading due to follow 21<sup>st</sup> century learning in which digital literacy included as the required skill which should be mastered by the lecturer as well as students.

##### B. Suggestion

Discussion regarding this research is still very limited and requires a lot of input. Suggestions for future authors are to study more deeply and comprehensively about The Use of Quizizz to Improve Students' Reading Skill.

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