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THE EFFECT OF QUIZIZZ APPLICATION ON JUNIOR HIGH SCHOOL STUDENTS' READING SKILLS

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Abstract – Technology is evolving in ways that have a positive impact on people's lives, one of which is education. To ensure that pupils are not bored, educators must foster a creative and inventive learning environment. This study aims to improve students' reading skills at SMP Muhammadiyah 6 Krian by using the Quizizz application. The sample taken by the researchers was 7B class totaling 30 students. This research was conducted using the pre-experimental method. The pre-experimental method used is the one group pretest-posttest design. Researchers used descriptive text to collect data and used the IBM Statistics Version 26 application to calculate research results. The results of this study indicate that the Quizizz application affect student learning outcomes because the scores between the pre-test and post-test increased. The implications are drawn from the research findings that are significant differences in students' reading skills between before and after using Quizizz application, this research implies that the use of Quizizz application is needed in teaching reading. Considering the conclusions drawn above, it implies that the use of Quizizz application is able to improve students' reading skills that can be seen from the progress of students in working on the questions after being given treatment using the Quizizz application.

Keywords – Reading Skill, Quizizz Application, Junior High School Students'.

Abstrak – Teknologi berkembang dengan cara yang memberikan dampak positif bagi kehidupan masyarakat, salah satunya adalah pendidikan. Untuk memastikan bahwa siswa tidak bosan, pendidik harus menumbuhkan lingkungan belajar yang kreatif dan inventif. Penelitian ini bertujuan untuk meningkatkan kemampuan membaca siswa di SMP Muhammadiyah 6 Krian dengan menggunakan aplikasi Quizizz. Sampel yang diambil peneliti adalah kelas 7B yang berjumlah 30 siswa. Penelitian ini dilakukan dengan menggunakan metode pra eksperimen. Metode pra eksperimen yang digunakan adalah desain satu grup pre-test dan post-test. Peneliti menggunakan teks deskriptif untuk mengumpulkan data dan menggunakan aplikasi IBM Statistik Versi 26 untuk menghitung hasil penelitian. Hasil penelitian ini menunjukkan bahwa aplikasi Quizizz mempengaruhi hasil belajar siswa karena skor antara pre-test dan post-test meningkat. Implikasi yang ditarik dari temuan penelitian adalah adanya perbedaan yang signifikan dalam keterampilan membaca siswa antara sebelum dan sesudah menggunakan aplikasi Quizizz, penelitian ini menyiratkan bahwa penggunaan aplikasi Quizizz diperlukan dalam pengajaran membaca. Berdasarkan kesimpulan yang telah ditarik di atas, dapat diartikan bahwa penggunaan aplikasi Quizizz mampu meningkatkan kemampuan membaca siswa yang dapat dilihat dari kemajuan siswa dalam mengerjakan soal setelah diberikan perlakuan menggunakan aplikasi Quizizz.

Kata Kunci – Kemapuan Membaca, Aplikasi Quizizz, Siswa Menengah Pertama.

I. INTRODUCTION

English is the most extensive and most important language in the world [1]. There are four abilities involved in learning English: speaking, reading, and writing. Each skill has its own difficulties; especially reading. In reading activities, not all students can understand the purpose of the English text. Reading is a process in which the reader's prior knowledge and the information from the text interact to create meaning [2]. In another sense, reading is an activity to see and understand the contents of the text by voice or in the heart [3]. Students' reading ability is heavily influenced by their mastery of vocabulary skills and reading habits, which allow them to understand reading more easily [4]. The goals of reading are to find and acquire knowledge, consume content, and comprehend what is being read [5]. In many situations, reading is considered as a channel of communication in an increasingly wider world [6].

Teaching is the process of imparting knowledge between teacher and student. Some people think that learning is a mere thing collect or memorize the facts presented in the form information or subject matter [7]. There are three categories of teaching concepts according to the International Encyclopedia in Isola Rajagopalan's journal [8]: Teaching as success indicates that learning is taking place because teaching requires learning and can be understood as an activity that, of course, affects learning. Teaching as a deliberate activity, however, indicates that while teaching may not logically imply learning, it can be anticipated that it will and teaching as normative behavior shows an act done with intent to bring about another study which shows family activities: training and instructing are prime members and indoctrination.

Technology is growing with the times that have a positive impact in life, one of which is for education [9]. We can access more and faster information that is obtained from several sources. Education is a deliberate and planned effort to establish a learning environment and learning process so that students actively develop their potential to have the qualities they needed in themselves and society, such as religious spiritual strength, self-control, personality, intelligence, and noble character [10]. Educators have an obligation to create a creative and innovative learning atmosphere so that students do not feel bored. This can be done by utilizing the available learning media. The presentation of information and content is made clearer in learning media, which improves learning processes and results [11]. One of the learning media that is easy to use is Quizizz. Quizizz is a website tool for making fun, interactive tests to use in the classroom [12]. The reason for choosing the Quizizz application is that it can make it easier for teachers to make questions, easy student ranking, automatic correction, review of questions, and can randomize the order of each student's questions. There are several question models such as multiple-choice, checkbox, open ended, and poll so that teachers can choose according to their needs.

In this study, researchers used descriptive text to collect data. Descriptive text is a type of text that aims to provide information. The contents of the descriptive are objects, animals, people, and others [13]. In this research, the researchers used descriptive text about place to make questions. There are two generic structures in descriptive text, namely identification and description. Identification contains the introduction of a person, animal, object, or place. Description contains a description of something like animals, objects, places or people by explaining the characteristics, shape, color, or anything related to what the author describe. The purpose of descriptive text is to describe people, thing or place specifically and to describe certain people, thing or place. There are four language features in descriptive text. The first, specific participants: has a certain object, not general and unique (only one). The second, using adjectives to clarify nouns, for example: a beautiful flower. The third, using simple present because it tells about the facts of the object being described. The last is action verbs: verbs that indicate an activity

(for example: run, sleepwalking, cry, laugh, jumping, and others).

There are several previous studies on the Quizizz application in English learning. The first previous research is about improving student's reading skills through Quizizz of senior high school student's tenth grade [14]. This study used a pre-experimental method and also used descriptive text. The researchers choose one class consists 22 students to collect data from of all class randomly. As a result of this study, the Quizizz application can contribute more to teaching and learning how to read texts. The second previous research is about the effect of the Quizizz application on English reading comprehension of senior high school students' eleventh grade [15]. This study used quantitative research quasi – experimental method. The participant of this research is XI IPS 2 consisting of 37 students. The results of this study reveal that there is a significant effect of use Mobile-Assisted Language Learning (MALL) integrated with Quizizz for eleventh graders' reading comprehension. The third previous study is about using Quizizz to improve students' reading skills [16]. The researchers used qualitative research study literature method. There are several steps taken by researchers. Data gathered from primary and secondary sources is the first action conducted. In primary sources, researchers gather information by reading research articles about Quizizz's use in language instruction and literacy development. Data gathered from books and articles in secondary sources were used to support this study. The results of this study is the Quizizz application can assist teachers and students in the process of teaching and learning to read since it has a number of features and qualities that encourage students to read more frequently, and if students read frequently, it can train their reading skills.

Based on these three studies, all researchers used the Quizizz application to improve students' reading skills. In the previous study, the first used the Quizizz application in a descriptive text and also used pre-experimental method with senior high school student participants. The descriptive text used in this study is to describe about people. This research is focused on improving reading skills in descriptive text by using the Quizizz because this application is an interesting medium in teaching English reading skills. The second previous research focused on examining the major impact of integrating Quizizz with mobile-assisted language learning (MALL) on students' reading comprehension in the eleventh grade of high school. The third previous research focused on studying research papers related to the use of Quizizz in languages teach and learn to read, then collect data from articles and books. After that classify data related to the use of Quizizz in teaching and learning reading.

In this study, researchers focused on using the Quizizz application to improve students' reading skills in junior high schools. Based on the pre-observation that have been done by researchers, SMP Muhammadiyah 6 Krian has not used the Quizizz application in learning. The researchers used a descriptive text in this study because the teacher's lesson plan at SMP Muhammadiyah 6 Krian contained a descriptive text when the research was to be carried out. When the researchers made pre-observations, the students were less enthusiastic in learning English, especially in reading skills. Students prefer playing gadgets rather than textbooks. Therefore researchers want to take advantage of their gadgets to improve their reading skills using Quizizz. So this research was conducted to answer the question "Is there a significant effect of using Quizizz application on improving reading skills in seventh grade students of SMP Muhammadiyah 6 Krian?".

II. METHODS

The researchers employed a quantitative approach to assess the data in this study. Quantitative research approaches collect data in numerical form and used mathematical techniques, particularly statistics, to analyze it in order to explain a problem or phenomena [17].

This research applied a pre-experimental method. Pre-experimental method is divided into three types that are one-shot case study, one-group pretest-posttest design, and static-group comparison [18]. Researchers used a group pretest-posttest design and carried out at SMP Muhammadiyah 6 Krian. This design involved one group that is pre-test (O1), expose to treatment (X) and post-test (O2) [19]. The reason researchers used a pre-experimental design was because in this study it used a one-group design and this design was not yet complete experiment seriously because there are still external variables which also influenced the formation of the dependent variable. So an experiment result which is the dependent variable is not solely influenced by independent variables.

To retrieve data, researchers used several procedures. For the pre-test, students are given questions using paper about descriptive text in the form of multiple choices and essay to find out how much students understand about descriptive text. In the treatment, the researchers explained the Quizizz application to students, after that the researchers taught descriptive text material, then the researchers explained how to use the Quizizz application. After the treatment, the researchers administered a post-test in the form of the same questions as the pre-test to gauge how well the students had understood the content and to ascertain their interests following the use of the Quizizz application. The last, data processing and analyzing research data. The following is a chart of data collection procedure:
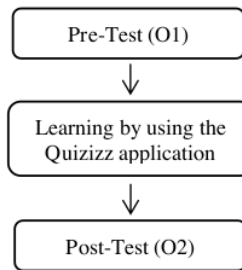
The display of the Quizizz application can be seen in the image below:
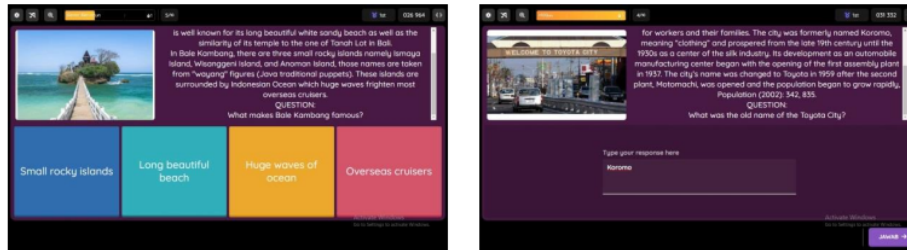
The population of this research at the seven grade of SMP Muhammadiyah 6 Krian which consists of 3 classes and 84 students. The three classes consist of 7 M-ICO with 10 students, 7A with 44 students, and 7B with 30 students. Researchers took 7B class which consisted of 30 students. The reason for taking this class was because the teacher recommended it during the pre-observation, because the students in that class were more engaged in learning English than those in other classes.

Researchers used the IBM Statistics Version 26 application to calculate research results. Descriptive statistics are used to obtain the sum and mean score [20]. The researchers conducted a normality test before conducting statistical tests. The normality test is used to determine whether or not a distribution data is associated

with the selection of statistical tests. To find out the data normally distributed or not, in this study using nonparametric One-Sample Kolmogorov-Smirnov statistical analysis. The Kolmogorov-Smirnov one-sample test is a goodness-of-fit test [21]. This test determines whether the scores in the sample can be reasonable to be considered as coming from a population with that particular distributive. According to Ghozali in Mitha and Ivo's journal [22]: If the Kolmogorov-Smirnov tests results show $p > 0.05$ then the data normally distributed, if $p < 0.05$, then data is not normally distributed.

III. RESULTS AND DISCUSSION

RESULTS

After revising the research instrument, the researchers obtained permission to the SMP Muhammadiyah 6 Krian to conduct research. The researchers conducted three meetings, which were held on one day a week. In the pre-test and post-test questions there were fifteen questions consisting of ten multiple choice questions and five essay questions about descriptive text. Students are given time to work on questions for 60 minutes. The result of the one group pre-test and post-test can be seen in the table 1:

Table 1. *The Results of pre-test and post-test scores*

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test	30	40	85	2080	69,33	12,576
Post-Test	30	60	100	2655	88,50	9,662

Based on the table above, the two variables examined in this study are the results of the pre-test and post-test. Pre-test score are collected before using Quizizz. Meanwhile, post-test score are collected after using Quizizz. Pre-test score were obtained from 30 respondents. The mean score is 69.33, the sum score is 2080, and the pre-test score from the respondents range from 40 to 85. Next, post-test score were also obtained from 30 respondents. The mean score is 88.50, the sum score is 2655, and the post-test score from the respondents range from 60 to 100.

The researchers conducted a normality test before conducting statistical tests. This is done to determine whether we will use parametric statistics or non-parametric statistics. The researchers conducted a normality test using the one sample Kolmogorov-Smirnov method, because this method can be used for large or small sample sizes [23]. The results of the normality test can be seen in table 2:

Table 2. *One-Sample Kolmogorov- Smirnov Test*

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	10,82243795
Most Extreme Differences	Absolute	,120
	Positive	,088
	Negative	-,120
Test Statistic		,120
Asymp. Sig. (2-tailed)		,200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

As in the previous explanation, if the significance value is > 0.05, the data used is normally distributed. However, if the significance value is < 0.05, the data used is not normally distributed. The table above shows that the significance value is 0.200, which means that the number is > 0.05 indicates that the data in this study are normally distributed. Once it is known that the data is normally distributed, the statistical test used is a parametric test with the type of paired sample test [24].

Researchers used paired sample test because the object under study is the same object. This is done to measure whether there is a difference in the average value before and after being given treatment. The results of the paired sample test can be seen in the table 3:

Table 3. *Paired Sample Test*

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test Post-Test	-19,167	11,302	2,063	-23,387	-14,947	-9,289	29	,000

Paired Differences

Basis for decision making to accept or reject Ho in this test is if the significant value > 0.05 then Ho is accepted or Ha is rejected (insignificant performance difference). Meanwhile, if the significant value < 0.05 then Ho is rejected or Ha is accepted (significant performance difference) [25].

Based on the table above, the results of the t-test in the form of a paired sample test show that the significance value of 0.000 means that the number < 0.05, then Ho is rejected. This shows that the results student learning before and after using the Quizizz application is not the same. Thus it can be said that there is a significant difference between student learning outcomes before and after using the Quizizz application.

DISCUSSION

This section contains an explanation of the findings above. This was taken based on data collection that had been carried out by researchers, namely the use of the Quizizz application to improve students' reading skills in descriptive texts. By comparing the results of the pre-test and post-test, there was a positive impact from the Quizizz application applied by the researchers. At the time of the pre-test, most of the students still had difficulty answering the questions, because most of them were still confused by generic structure, language features, vocabulary, and others. After being given a pre-test, at the next meeting students are given treatment. In this session the researchers taught material about descriptive text using the Quizizz application, and then students were given practice questions using the application. Students work on practice questions on the Quizizz application using their respective smartphones. After treatment, at the next meeting students are given post-test questions with the same weight as the pre-test. The results of student scores between the pre-test and post-test increased. This shows that the treatment that the researchers did was successful.

This study support the results of John Pahamzah et al research entitled "Quizizz as a Students' Reading Comprehension Learning Media" [26]. The finding in the journal said that the use of Quizizz as a learning media in schools really help teachers in improving student learning interest and also improve learning outcomes, so Quizizz is considered very effective to be used as a learning media. This can be proven by researchers when conducting

research at SMP Muhammadiyah 6 Krian, that the use of Quizizz learning media can increase student interest and learning outcomes. Because at the time this research was conducted, all students were very enthusiastic about participating in learning and happily working on practice questions on the Quizizz application. John Pahamzah and friends' research also said that using Quizizz is easy and the teacher will not experience difficulties, but the teacher must be prepared to facilitate it students who do not have smartphones and can be replaced by computers at school. Researchers agree that the use of the Quizizz application is easy for anyone to use, including teachers. Because the features in the Quizizz application have several options in making questions such as questions in the form of multiple choices, essays, and others. Teachers can add views that can help students understand questions such as illustrations in the form of pictures, graphs, tables. When researchers conducted research at SMP Muhammadiyah 6 Krian, all students in the class brought smartphones so that researchers or this school did not need to provide facilities in the form of computers to students in the class.

This study also supports the results of Siti Reski Nanda's research entitled "The Use of Quizizz Application in Improving Students' Reading Comprehention Skill at SMKN 3 Takalar" [27]. The research that she did was aimed at improving students' abilities in independent level reading based on two texts, narrative and descriptive text. This refers to the text of the comparison of the results between the pre-test and post-test of the pre-experimental class. In this study, giving treatment to students was successful because there were many changes to students in terms of reading and they got some new vocabulary. Same as Siti Reski Nanda's research, the research that has been conducted at SMP Muhammadiyah 6 Krian can also make changes to students in terms of reading because students have been given the right treatment. The findings in this study said that there is an increase between students' pre-test and post-test scores, which means that there is a significant difference in students' pre-test and post-test scores. The results of the research conducted at SMP Muhammadiyah 6 Krian also showed an increase in students' pre-test and post-test scores.

The third previous study is Desak Made et al research entitled "Developing Online Formative Assessment Using Quizizz for Assessing Reading Competency of The Tenth Grade Students in Buleleng Regency" [28]. The results of this study are that online quizzes that are used can be recommended as a normative assessment to be applied in the classroom because they can be useful for teachers in the learning process and can make it easier for teachers to correct student learning outcomes. The researchers agree with what is said in the journal because the Quizizz application can directly assess student learning outcomes so that time efficiency can be achieved. The research explains that during research, students said that using the Quizizz application felt fun so students did not feel bored during English lessons and these students asked to play it again. This was also experienced by researchers when conducting research at SMP Muhammadiyah 6 Krian that students felt happy and wanted to use the application again.

The method of using the Quizizz application carried out by researchers is in accordance with the journal belonging to Salsabila et al [29]. The first, go to the website www.quizizz.com. Second, if you don't have an account, click sign up. Third, fill in the account registration requirements. Fourth, enter the Quizizz application, click login. Fifth, fill in the email and password used when registering for a Quizizz account. The last, Quizizz application is ready to use. In the Quizizz application, we can enter as teachers or students. The following is a procedure for teachers to make questions on the Quizizz application. The first is to enter the website www.quizizz.com, click login, click teacher's writing, enter your identity, click "create quiz", enter the name of the quiz for example: Descriptive Text Quiz, click save, click "create a new quiz", write a question in the "write

question here" column, enter answer options (for multiple choice), put a check mark on the correct answer choice, set the duration of working on the question, if the question is finished click "finish quiz", after the "quiz details" menu appears, the rules for which class the quiz is intended for are then click "save details", after that the Homework and Play Live menus appear, select the "Play Live" menu if you want to use it now, then a code appears to work on the quiz. There are also procedures for using the Quizizz application for students. Fist, go to website join.quizizz.com. Second, enter the game code obtained from the teacher in the column provided, click "join". Third, enter the student's name in the column. The names of students who have joined are visible on the teacher's laptop screen. Quiz can be started after all students join in the quiz and then the teacher only need to click start.

Based on the results of testing the hypothesis regarding the use of the Quizizz application in improving students' reading skills which can be seen in table 3 and a comparison of the results of several previous studies, it is known that there is an increase in students' reading skills which is affected by the Quizizz application at SMP Muhammadiyah 6 Krian. Therefore, the initial assumption stated that there is an increase in student learning outcomes before and after using the Quizizz application in SMP Muhammadiyah 6 Krian is proven.

IV. CONCLUSION

From this research, we can conclude that using the Quizizz application as a learning media help improve students' reading comprehension at SMP Muhammadiyah 6 Krian. This can be seen from the results of statistical test calculations, showing that the significance value of 0.000 means that the number <0.05, then Ho is rejected. This demonstrates that the learning outcomes for students before and after using the Quizizz application are different. So it can be said that there are significant differences in student learning outcomes before and after using the Quizizz application.

The sample size used in this study was small, the researchers suggest for further research to use a larger sample so that the findings can be generalized more broadly. Researchers recommend the use of Quizizz application for teachers at SMP Muhammadiyah 6 Krian especially learning English, because it is easy to use for teachers and students. Suggestion for the school is to provide Wi-Fi access to students, because not all students have internet access. However, the use of smartphones for students remains limited, such as the prohibition on using smartphones during lessons without the teacher's permission.

V. ACKNOWLEDGEMENT

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