Gamifying Reading: Using Quizizz to Boost EFL Students' Narrative Text Skills

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Introduction

Background of The Study

- Reading

Reading is a word game in which a reader finds the information in a passage and writes about it in a new way, with a different perspective. When reading, you should pay attention to the text and focus on what you are reading in order to gain information. Thus, reading is a good way to get new ideas, information, and experiences to help the students enrich their insight in English language.

- Quizizz

Quizizz Application is one of the many awesome learning media for class quiz game which allows the teacher see students' development in reading skill.

Introduction

Background of The Study

- Gamification

Gamification is the use of game design elements in non-game settings to engage participants and encourage desired behaviors. Technological developments allow the use of game elements in a non-game context by extending the methods that can be employed by educators in developing lesson plans.

Introduction

Data collection Gap

Previous Research	This Research
• The research conducted by (Pradnyadewi & Kristiani, 2021) Use of Quizizz in Improving Students' Reading Skill • The research conducted by (Firmansyah et al., 2022) This research about the effectiveness of using the Quizizz application to teach reading • The research conducted by (Dasela & Mustika, 2023) Use of Quizizz in improving students' reading skill	In this research, researchers conducted focus on the Gamifying Reading: Using Quizizz to Boost EFL Students' Narrative Text Skills

Introduction

Novelty

In this study, the researcher decided to conduct this study to measure the effectiveness of the Quizizz application using gamification techniques to improve students in reading comprehension. Based on the findings from previous studies that examined the use of Quizizz to improve students reading comprehension. Therefore, the purpose of this study to measure the Gamifying Reading: Using Quizizz to Boost EFL Students' Narrative Text Skills is an effective instrument to improve the reading comprehension ability of students participating in higher education.

Research Objective

1) To find out the effective of Quizizz application using gamification technique to improv reading comprehension.

Research Methodology

- **Design**

This research used quasi experimental quantitative research design

- **Setting**

This research will be conduct by MA Islamiyah Candi, Sidoarjo

- **Data and Source data**

Data and data sources from the results with a pre-test post-test control group design used. The design was chosen because it allows researchers to directly compare the improvement in reading ability of students who use the Quizizz application (experimental group) with students do not uses the Quizizz application (control group). And For collecting data in this research i use SPSS aplication.

Methods

Pre-test	Treatment	Post-test
A pre-test conducted on both groups to measure initial reading skills using multiple choice questions about narrative text. This test is conducted before students get treatment. The steps are as follows: 1. Test Instructions contains several practice questions that are in accordance with the material that has been taught previously using multiple choice questions. Test instructions were provided to improve students' cognitive and understanding(Maghfiroh & Rahma, 2024). The following is a pre-test design adopted from (Anam, n.d.).	The experimental class given treatment with the Quizizz application using gamification techniques, while the control class given learning th conventional methods.	For the last stage of this test is the Post-Test. In this case, the Post-Test was used to measure students' reading comprehension ability after being given the treatment. In this post-test, students will be asked to work on multiple choice questions with material about narrative texts.

Test Normality

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pretest A (countrol)	.194	24	.020	.905	24	.028
	Postetst A (countrol)	.217	24	.005	.908	24	.032
	Pretest B (experiment)	.329	24	<,001	.804	24	<,001
	Postest B (experiment)	.180	24	.043	.920	24	.059

a. Lilliefors Significance Correction

Statistic non Parametrik

Ranks

		N	Mean Rank	Sum of Ranks
Post-test Experoment - Pre- test Experiment	Negative Ranks	3[a]	10.33	31.00
	Positive Ranks	17[b]	10.53	179.00
	Ties	4[c]		
	Total	24		
Post-test Countrol - Pre-test Countrol	Negative Ranks	5[d]	8.00	40.00
	Positive Ranks	13[e]	10.08	131.00
	Ties	6[f]		
	Total	24		

a. Post-test Experoment < Pre- test Experiment

b. Post-test Experoment > Pre- test Experiment

c. Post-test Experoment = Pre- test Experiment

d. Post-test Countrol < Pre-test Countrol

e. Post-test Countrol > Pre-test Countrol

f. Post-test Countrol = Pre-test Countrol

Test Statistic

Test Statistics[a]

	Post-test Experoment - Pre- test Experiment	Post-test Countrol - Pre-test Countrol
Z	-2.807^b	-1.991^b
Asymp. Sig. (2-tailed)	.005	.047

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Conclusion

Based on the findings and statistical analysis in this study, it can be concluded that The Effect of Quizizz application Using Gamification Techniques to Improve Student in Reading Skill has a significant and ability of grade X students, especially in understanding narrative texts. The experimental group that received treatment using the Quizizz application showed a statistically significant increase in scores, based on the results of the Wilcoxon Signed Ranks Test (Z = -2,807, p = 0.005 < 0.05).

UMSIDA
DARI SINI PENCERAHAN BERSEMI