Paskarani Dara, Using Quizizz in Improving Students' Reading Comprehension Skill at The Eight Grade of SMP Negeri 40 Surabaya.docx

# CHAPTER I

## INTRODUCTION

This chapter presents about: (1) Background of the Study; (2) Statement of the Problem; (3) Objective of the Problem; (4) Significance of the Problem; (5) Keyterms.

### 1.1    Background of the Study

In learning English, there are four basic skills which have to be known and mastered by students, they are speaking, listening, writing and reading skill. Among four key term, reading skill is one of the important basic skills which students have to master in order to understand all of the informations they have read or learned (Amin, 2019). The ability to read is needed, especially in education, because by reading students can understand and easily understand the material provided.

In junior high schools, reading is one skill that is essential to the learning process. Reading comprehension is the basis for understanding many fields of study. Likewise in English, to understand it requires good reading skills, one cannot understand what other people mean in their writing. The skill of reading comprehension is an interactive process that involves the reader, the reading and the context. This skill involves the ability to derive meaning from written text as stated by Silliman and (Wilkinson, 2007) Reading comprehension is generally defined as the ability to derive meaning from written text. Through the process of reading comprehension, the reader gains an understanding of the text he is reading in relation to information.

Even though they have known reading texts since elementary school, a large number of students at SMPN schools have difficulty understanding the material presented in the text. The fact that can be seen so far is the low ability of students to

read because there are still many students who are lazy to read or have low interest in reading students (Hahnel, Goldhammer, Naumann, & Kröhne, 2016). This can be proven from previous research conducted by (Widjaja, 2019), with the title "Challenges of Reading Comprehension among Middle School Students in Indonesia". With reading comprehension. When tasked with identifying specific information or main ideas from a text, these students are often forced to read the entire text, resulting in confusion and difficulty finding relevant information. As a result, answering questions based on the text becomes a challenge for them.

Based on observations made by researcher on May 17 2023, SMPN 40 Surabaya students experience difficulties in reading comprehension such as understanding texts with English words. In accordance with the proposed curriculum, namely the 2013 curriculum, researcher tried to use Quizizz such as explained using the picture media on Quizizz and doing questions on Quizizz based on games to easer the difficulties experienced by students at SMPN 40 Surabaya. They had difficulty understanding reading texts and finding the main idea of the text. They wer confused to identify information from text. It was difficult for them to answer questions from the text. Their reading scores tend to be low and below the Minimum Criteria (KKM). This was caused by several factors such as: less conducive study space, monotonous learning methods, working on problems using paper which makes students tend to feel bored and lazy when reading. In addition, teachers still used traditional teaching methods, namely from books and let students read on their own. In addition, the students' limited understanding of English subjects was also a factor in this case.

(Chen W, 2017) state that technology is increasingly integrated as part of teaching in order to increase student engagement and motivation. With learning English using technology students will have an interest in reading. It cannot be denied that

today's teenagers spend more time learning to use mobile phones and no longer use books because according to them learning to use books makes them bored quickly.

Media is one of the ways or tools used to facilitate the teaching and learning process. The use of media in the learning process at school is associated with the level of psychological development and the level of students' ability to participate in the learning process and is adapted to the interests and talents of students which can arouse student learning motivation. Learning media is projected to assist teachers in presenting lessons more clearly and interestingly for students to follow (Reiser, 1996:68). (Gunning, 2000) suggests creating an engaging learning environment can have a major impact on student development. Therefore, researchers try to overcome the problems students are currently facing by applying "Quizizz" as a media to improving students' reading comprehension skill.

Learning media is defined as hardware or software used to support the learning process so that learning objectives can be achieved (Puspitarini & Hanif, 2019). Teachers should use media in the learning process because it can facilitate and involve students in increasing learning by stimulating student motivation, because using media can help students not get bored in learning English. This is due to the fact that learning media contains many characteristics that may involve students in the learning process. As a result, teachers must be imaginative and original in teaching reading. One method to develop students' writing skills and overcome students' reading problems is to use appropriate learning media to learn to read. Teachers can create learning materials using technology that exists in today's world.

One of the technological means as a learning media to improve students' reading comprehension skills is Quizizz. According to Basuki and Hidayat (2019), the

Quizizz application is one of the many interesting learning media for classroom quiz games that allows teachers to see students' progress in reading skills. Quizizz encourages learning in order to increase students' feeling of ownership in what they are learning. This media learning process could motivate students to be more confident, especially before fully understanding their course the subject. It can also encourage them to be more active in speaking up, offering directions, asking questions, and sharing knowledge. This is confirmed by Rahayu and Purnawarman (2019) who explain that Quizizz is a learning tool that can help students check their knowledge and progress in learning. The learning process using Quizizz leads to student centeredness, so that students are more involved and active in learning in class.

The researcher focused on their research on improving students' reading skills with interactive media using Quizizz. A tool that can make it easier for students to learn English like students are playing. This tool is designed and presented in a visual form such as games or games because it is to improve student learning outcomes. Then the researcher would conducted a study entitled "Using Quizizz in Improving Students' Reading Comprehension Skill".

Using Quizizz was chosen because class VIII D students tend to be active and interested in using media in class so that the use of Quizizz media is appropriate and is expected to created a new atmosphere and way of learning for the class. There were many benefits that could be taken by using Quizizz media in the form of illustrated and sound PPT which could increase students' understanding of learning in understanding the material before reading to understood the questions. In conducting research, the researcher collected data first through students scores in the previous class, then after getting the data, we could observe and start for the next test by means and methods used descriptive text by describing a person. In this research, the researcher aims to find out

whether the used of Quizizz  could improve students' understanding of reading skills at SMPN 40 Surabaya.

## 1.2    Statement of the Problem

Based on the background of the problems that have been stated above, the problem in this research as follows; Can the use of Quizizz improve the reading comprehension skills of class VIII students of SMP Negeri 40 Surabaya?

## 1.3    Objective of the Research

The aim of this research can be determined from the problem's focus is to find out whether students' reading comprehension can be improved by using the Quizizz at class VIII students of SMP Negeri 40 Surabaya.

## 1.4    Significance of the Research

The aim of this study will be expected to make a meaningful contribution to teachers, students, researchers, and institutions.

a.   Teacher

The results of this study will be expected to help teachers in modifying how they instruct reading to students. Teachers can use the Quizizz application to improve their students' reading skills and make it easier for them to comprehend the text. It is hoped that by using this Quizizz application for learning to read, students will be able to comprehend reading well and be aware of the web application's benefits.

b.   Student

It is also hoped that students will explore more engaging reading activities. Then, students can enhance their reading abilities through the use of web applications. Therefore, it can facilitate the improvement of their reading skills.

c. Researcher

It is anticipated that the study's findings will give the researcher knowledge and experience about the teaching and learning process, specifically regarding the use of the quizizz application to teach reading. Additionally, it can be used as a new reference for media in the teaching and learning process, particularly in reading instruction.

## 1.5 Key Terms

The determination of these key terms is to prevent misunderstanding for the reader. To clarify there are several key terms such as reading comprehension and Quizizz as a medium in an effort to improve students' reading comprehension.

1. Reading comprehension

Reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader already knows. The basic skills needed in efficient reading comprehension are knowing the meaning of words, the ability to understand the meaning of words from the context of the discourse, the ability to draw conclusions from reading about its contents, the ability to identify the main points of the reading.

2. Quizizz

Quizizz is a wab toll game that is used for learning activities. The features in Quizizz are able to provide a learning experience for students. Quizizz media has creative, innovative, adventurous, and fun elements, which can then foster positive motivation to learn from each student.

**CHAPTER II**

**REVIEW OF LITERATURE**

In this chapter, the researcher discusses about : (1) The concept of Teaching; (2) The concept of Reading Skill; (3) Reading Comprehension; (4) Descriptive Text; (5) Quizizz Application; (6) Scoring Rubric of Multiple Choice Scoring; (7) Previous Studies.

## 2.1 Theorotical Framework

### 2.1.1 The Concept of Teaching

1. Definition of Teaching

   Teaching is a scientical process majors in it's content, the way of communication and the feedback (Rajagopalan, 2019). By teaching teacher transfer their knowledges through communicating with students in order that students can get new informations about something they have learned. In order to deliverit well to the students, teacher needs to try to develop tehir ways of communicate till students can receive all of the informations nicely and also orderly. Students also have to give feedback after receive all of the knowledges from teacher with ask question when they don't understand some part of the materials. They can also answer teacher's question a a feedback wether they understand the materials or not. Effective teaching necessitates the expertise of a skilled and experienced teacher.

2. The Categories of Teaching.

   According to Ismail, H. (2017), The nation of teaching is devided into three categories by the International Encyclopedia of Teaching and Teacher Education:

   a. The term "teaching success" refers to the fact that learning is a component of teaching. Teaching entails learning and is defined as an action that has a direct impact on lerning.

   b. Teaching as a deliberate action implies that, while it may not logically imply learning, it can be expected to result in learning.

c. Teaching as a normative behaviour refers to actions made with the goal assisting others in learning.

3. Teaching Reading in Junior High Scholl

The debate on teaching English reading in junior high school is the main topic of this section. The teacher must know the process' goals and what they should do while teaching English reading in a junior high scholl. The teacher should also be able to name the students who are the process' intended audience. According to the instructors' tactics in teaching reading in junior high school, teachers employe various methods to ensure that students learne both how to read in English and how to comprehed the reading material (Pandiangan et al., 2021). Teachers carry out the preparation, activities, and evaluaion steps in teaching learning process.

With reading aloud techniques, teachers can help students improve their thoughts and knowledge of texts and how to read affectively in English. Technically, teachers intgrate multiple tactics. The goal was to make it simple for teachers to aid students in mastering reading- related courses. To assist pupils in learning to read, various tactics should be used. According to the material, teachers must focus on basic competence and indicators of competence achievement.

### 2.1.2 The Concept of Reading Skill

1. Definition of Reading

Reading skill is an individual's position on a task in reading (Perfetti, 2001: 128). Furthermore, Bonjovic (2010: 1) defines reading skills as a cognitive ability in which a person is able to communicate with written text. In other words, reading skills are the ability of readers in reading activities

such as being able to determine main ideas, interpret meaning, activate prior knowledge or experience from readers and be able to summarize based on the text read.

2. Theory of Reading Skill

   Reading skill is an individual's position on a task in reading (Perfetti, 2001: 128). Furthermore, Bonjovic (2010: 1) defines reading skills as a cognitive ability in which a person is able to communicate with written text. In other words, reading skills are the ability of readers in reading activities such as being able to determine main ideas, interpret meaning, activate prior knowledge or experience from readers and be able to summarize based on the text reading.

   The ability to read comes from other professionals. The table below shows the reading abilities that (Mukulecky, 1990) also suggests.

| No. | Skilss | Purposes |
|-----|--------|----------|
| 1. | Computerized decoding | Students are able to quickly identify worrds. |
| 2. | Both a preview and a prediction | Students can infer the text of the book by taking a cursoy peek at the text. |
| 3. | Purpose identification | Students are able to anticipate the format and setting of the material |
| 4. | Defining Objectives | Students can understand the purpose of reading the book |
| 5. | Scanning | Students can quickly scan a text to determine the exact information it contains. |

| 6. | Identifying topics | Once they have read and understood the content, students are able to determine what it is about. |
|---|---|---|
| 7. | Sentences related to the issue | A topic sentence can be located by students in a 19 t. |
| 8. | Drawing conclusions from the evidence | Students are able to extrapolate the text's primary themes and provide evidence back up their deductions. |
| 9. | Determining the meaning of words from context | Students can infer a unknown word's meaning from its context. |
| 10. | Skimming | Students can quikly process atext at many levels to obtain a broad understanding of it |
| 11. | Paraphrasing | To better grasp the content, students can parapharse it in their own words. |
| 12. | Summarizing | By keeping and restating the essential idea while excluding supporting elements, students can make the writting shorter. |
| 13. | Forming an opinion | Students are able to comabine the knowledge from several book sections and generate fresh or additional thoughts. |
| 14. | Critical Reading | Students are able to determine whether the material is accurate in light of the reader's prior knowledge and to differentiate between facts and opinions. |
| 15. | Read more quickly | Students can read quickly enough for the bran to assimilatethe information. |

Table 2.1 Reading Skills and The Purposes

3. [20] Types of Reading

According to Patel and Praveen (2008), there are several types of reading such as intensive reading, extensive reading, aloud reading, and silent reading.

   A. Intensive reading is a type of reading that focuses on vocabulary that is usually found in poetry, novels, [5] or other sources. For example, students focus on linguistic or semantic details of reading and focus on structural details such as grammar.

B. Extensive Reading is a type of reading that involves students to develop text reading skills in general. For example: like journals, newspapers and magazines as much as possible, especially for fun.

C. Reading aloud is reading loudly and clearly. Example: Reading poetry, dialogues, and other types of text.

D. Silent reading activities are activities to train students to read silently so that students can focus their attention or mind on understanding the text. For example, students read the text silently.

### 2.1.3 Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension the ability to understand, interpret, and derive meaning from written text. It involves the active process of constructing meaning by interacting with the words and ideas presented in a passage or document. Reading comprehension encompasses various skills, including understanding the main idea, identifying supporting details, making inferences, drawing conclusions, recognizing the author's tone and purpose, and evaluating the overall message of a text. (Stoller et.al., 2002:17). Reading comprehension refers to the ability to understand and interpret written text. It involves various cognitive processes, including understanding vocabulary, making inferences, recognizing main ideas, identifying supporting details, and drawing conclusions. Reading comprehension goes beyond merely decoding the words on a page and involves actively engaging with the text to extract meaning, analyze information, and construct a coherent understanding of the material.

2. Reading Comprehension Related to Curriculum in Junior High School

Reading comprehension is the ability to understand, and reflect on what we read (Duke, N.K, 2002). Reading comprehension skills have an increases students' reading comprehension scores significantly. Reading comprehension is one of them while learning how to comprehend descriptive text.

| Basic Competenscies | Indicator |
|---|---|
| 3.7 Analyzing the social function, text structure, and linguistic elements of simple descriptive text about people, places, tours, and famous historical buildings, according to the context of their use. | Analyze students are able to identify generic structure and language features from descriptive text. |

Table 2.2 Competences of Lesson Plan

### 2.1.4 Descriptive Text

1. Definition of Descriptive Text

According to (Wilbur, 1996), descriptive text is a genre of writing that aims to provide a detailed and vivid description of a person, place, object, or event.

According to (Gerot, 1994), a descriptive text is social function describe a confident person, place, or thing. It means that a text that defines a person, place, or something is explicity descriptive.

Descriptive text refers to writing that aims to provide a detailed description or description of a person, place, object, event or concept. The purpose of descriptive text is to present information by describing something in descriptive text. By using descriptive language, such as adjectives, adverbs, descriptive text tries to convey about the subject to be discussed or to be described.

2. Generic Structure

The following is a generic framework for descriptive text:

a   Identification

This section introduces the description's subject.

b   Description

This section delves into the specific characteristic of the subject. It could be used to describe parts, atributes, characteristics, size, physical apperance, aptitude, daily routine, and so on.

3.  Descriptive Text Grammatical Features

a   Focus on small number of people. This indicates that single object can only be described in a descriptive text.

b   It is to employ attribution and identification techniques. To define the postion, use an adjective, noun, or phrase before a noun. A way of determining details about an object that will be described, such as its history or what it is, is known as an identifying process.

a.  Clasifiers and epithets are widely used in nominal groups.

b.  The present tense is in the simple form.

4.  The example of Descriptive Text

### My Best Friend, Hanni

**Identification:** Let me introduce you to my best friend. Her name is Hanni. She is my classmate in Junior High School. She is thirteen years old.

**Description:** Hanni is so pretty. She has an oval face, rounded eyes, pointed nose and beautiful black long hair. Her skin color is fair. Also, she has a slim body and is quite tall. She is 155 centimeters tall. Hanni really loves to sing and dance. She joins the dance club as her extracurricular activity at school. She is smart and friendly. She often helps me to do my homework and always respects the elders. Everyone loves her.

### 2.1.5 Quizizz

1. Definition of Quizizz

   Djamarah (2002: 140) states that the purpose of learning media is related to several things, namely auditive media, visual media, and audio-visual media. Quizizz is included in audio-visual media because it uses elements of images and sounds.

   Quizizz is an online assessment tool that allows teachers and students to create and use it. It is very clear that the teacher can make the desired quiz questions according to the material to be used. In making quiz questions, Quizizz makes it very easy for teachers, where questions that are input into Quizizz can be saved and edited. And the teacher doesn't need to use a print out to present the quiz questions.

2. Purposes of Quizizz media

   Quizizz is an excellent medium that allows you to create online quizzes, similar to Kahoot. Students can actually see the questions on the gadget, and it's much less competitive than Kahoot. Timer settings can be changed, and each student works at his own pace. This prevents students from feeling bored while working on the questions and avoids feeling stressed when they look at the scoreboard. You can set Quiz as homework or have students work on it in class. The program records data, and you can easily export the results to an Excel file. You just need to use your (Google) email address to sign in. This reduces the anxiety students experience when they find out they are the last. It's also quite simple to design your own quiz from public quizzes created by other people. This saves a lot of time on assessments. (Medvedovska, et.al., 2016).

3. The Implementing of Quiziz

Quizizz is a web tool that creates interactive quiz games in quiz activities. Students can easily and happily learn and easily understand the material. Here are some steps on how to run the Quizizz Application:

1. Students can search https://Quizizz/ via Google or Chrome.

2. Students have searched for Quizizz on Google search. Students are expected to choose 'Join Quiz'.

3. After students select 'Join Quiz'. On the top menu there are 3 choices, then students will choose the option 'Enter Code'. Students will choose 'Enter Code', so that students can enter the code that will be given by the researcher, and can join the quiz room.

4. After students select 'Enter Code', students will enter a new page, where students will start entering the code that will be given by the researcher.

5. When students after get the code from the researcher, students will enter a new page. On this page, students are asked to write their full name. After students have written their full name. Students can select the 'Start' button.

6. After pressing the 'Start' button, students will enter a new page, where students will wait for other friends to enter the quiz room and wait for the researcher to start the quiz.

7. After the researcher has started the quiz, students will start working on the time allotted by the researcher.

8. Lastly, the value and the number of questions that are wrong and correct will appear at the end of the quiz, and Quizizz will display the 3 children with the highest scores.

## 2.2 Scoring Rubric of Multiple Choice

| Number of Question | Scores | Criteria |
|---|---|---|
| 1 – 20 | 1 | The answer is correct |
|  | 0 | The answer is wrong |
| **Maximum score** | **20** |  |

Table 2.3 Scoring of Multiple Choice

In this study, reading comprehension skills were tested using multiple choice questions via Quizizz. One question has several possible answers, including a correct answer and several wrong answers. It consists of 20 multiple choice questions in cycle 1 with a time of 40 minutes and in cycle 2 with a time of 30 minutes. And the score for 1 number is 1 point.

## 2.3 Previous Study

Some related studies become the references for this research. The first related study by N.W.I Priyanti in 2019 conducted research entitled *Effect of Quizizz Towards the Eleventh-Grade English Students' Reading Comprehension in Mobile Learning Context* (Case study at SMA Negeri 4 Singaraja in 2018/2019). The test results showed that the influence of Quizziz dominated the aspect of literal recognition. It can be concluded that mobile learning using the Quizizz application has an effect on increasing students' reading comprehension skills.

The second similar research also conducted in 2022 by Yulia Udin Safitri, entitled *The Effect of Quizizz Application in Reading Comprehension Toward the Second Grade Students at Smp Negeri 1 Tellu Siattinge* (Case study for grade eight at SMP Negeri 1 Tellu Siattinge). the test results showed that the researcher concluded that there was an increase in students' reading comprehension skills through the Quizizz application.

Considering the two previous related studies, it proved that quizizz, which had been implemented in English learning classes, had an impact as a web-based educational tool. Researchers of this study tended to know the effectiveness of quizizz in students' reading comprehension. The difference between this study and previous research lied in the place, time and learning environment.

# CHAPTER III

# RESEARCH METHOD

This chapter presents about: (1) ResearchDesign; (2) Reasearch Setting; (3) Subject of Research; (4) Research Procedures; (5) Data Collecting Techniques; (6) Instrument of te Data; (7) Data Analysis; (8) Success Indicator.

## 3.1 Research Design

This research is Classroom Action Research or PTK (Classroom Action Research). Classroom action research can be defined as an action research (action research) conducted by teachers who are also researchers in their class or together with other people (collaboration) by designing, implementing and reflecting on collaborative and participatory actions that aim to improve or improve the quality (quality) of the learning process in the class through a certain action (treatment) in a cycle.

This classroom action research was carried out collaboratively between researchers and subject teachers in class VIII-D at SMP Negeri 40 Surabaya. This research was conducted in the classroom and aimed to describe Quizizz to improve students' reading comprehension. In (Wiriatmadja, 2006), Kemmis and McTaggart
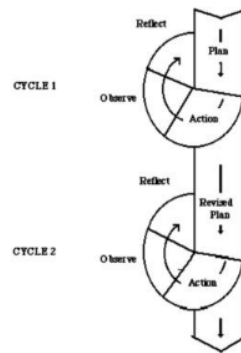


break down the model or technique of classroom action research into four steps : (1) planning, (2) acting, (3) observing), and (4) reflecting. A cycle is the term for the relationships that exist between them. The researcher used Classroom Action Research as follows

Figure 3.1 Figure of Research Design (Kemmis and McTaggart, 1998)

**3.2 Research Setting**

**3.2.1 Time**

The data gathering period was from Mei 17th to Mei 31th, 2023. This was the second semester in the academic year of 2022/2023. The cycle I had been implemented on May 24th, 2023. While cycle II, was on May 31th , 2023. Each cycle consisted of 1 meeting, with duration for each meeting was 2x45 minutes.

### 3.2.1 Place

The data were collected from SMP Negeri 40 Surabaya. it was located on Jl. Bangkingan VIII no. 8 Bangkingan, Kec. Lakarsantri Surabaya, East Java. There are 885 pupils and 42 teachers at the school. There are 27 classrooms, 1 teacher's room, 1 library room, 1 laboratory and 1 islamic prayer room in SMP Negeri 40 Surabaya.

### 3.3 Subject of the Research

The research subject conducted in class VIII-D SMP Negeri 40 Surabaya in 2022/2023 academic year. There were 29 pupils consisted in this class, including 15 boys and 14 girls students. The average ages of the students in VIII-D were 13 years old.

### 3.4 Research Procedures

With the word cycle, CAR is carried out in stages that are well-known (cycle). In CAR, a cycle consist of four stages : planning (planning), implementing (acting), observation (observing), and reflection (reflecting). In terms of the following is an explenation for each stage :

### 3.4.1 First Cycle

The first cycle was done from May 24th 2023 with the allocation time was 2x45 minutes for meeting. The suject of this research was the students of VIII-D SMP Negeri 40 surabaya. In this cycle, the researcher applied the Quizizz media in order to improve students' reading comprehension skill.

1. Planning

Based on the observation result, student's reading score showed there were 6 students or 26% at VIII-D class who passed the lowest standard of value (KKM). Therefore, the researcher an the collaborator (the English teacher) discussed to use a new media. The teacher agreed to use Quizizz as teaching and learning media in English reading comprehension skill. The researcher and collaborator prepared to arrange lesson plan based on the standart of compretence, capture the contextual meanings related to social function, text structure, and language features in descriptive text by giving and asking information related to describe person.

The researcher prepared the material and instrument that was used for teaching learning process. They were observation checklist for teacher and students and test. In this reserach, the researcher would apply Quizizz in reading class.

2. Acting

The researcher took action based on lesson plans, teaching materials, the instruments to support teaching and learning activity which had been arranged before. First, the researcher greeted students and introduced herself. Furthermore, the teacher explained the meaning of descriptive text, objectives, text structure and language features in descriptive text through PPT media on Quizizz media displayed via LCD and projectors in front of the class. Next, the researcher gave the students a exaple of decriptive text about describe "friends and family". Researchers asked students to read the text. The students read the text carefully. After they had finished reading, the researcher is asked to prepare a note book to write new words or difficult words. The students started asking some difficult words to the researcher.

They started asking researchers some difficult words and answering some questions. Then the researcher asked students to prepare their handphones, and opened Quizizz through Google. After entering the Quizizz page, the researcher gave a code to access into the quiz room, After all the students had entered the quiz room, teacher started the test, and the students were able to work on the questions. The researcher gave 20 questions in the form of multiple choice with 40 minutes to work on. Students who had completed the test could see their scores, and at the end of the quiz, Quizizz would display the 3 students with the highest scores. In closing the activity, the researcher asked students' difficulties during the teaching and learning process, then the teacher closed the lesson.

3. Observing

When the researcher and students were involved in teaching- learning activity in the classroom, the collaborator (the English teacher) observed in the classroom activity and filled observation checklist that already provided by the researcher. In this stage, the researcher analyzed the result of the observation checklist and the students test by using the scoring at the precentage ultimated students success.

4. Reflection

Based on the observation checklist, the collaborator and the researcher analyzed whether the targeted objectives was successful or not. From analyzing the first cycle and the observation checklist result, the researcher found some weaknesses. Many students were lazy to read, still didn't understand the contents of the reading text and didn't actively pay attention to the teacher and following the class. The result of test did not show

significant improvement, the precentage of students who had improved was just 60%. The precentage was still far from the success indicator, 75%. From this reason, the researcher and the collaborator decided to do the next cycle. For the nex cycle, the researcher and the collaborator would evaluate and revised the lesson plan for the next cycle and made the atmosphere in the class become brightly and did more interaction to engage the students to pay attention in teaching and learning activity.

### 3.4.2 Second Cycle

The second cycle was done on May 31th 2023 with allocation of time was 2x45 minutes for meeting. The subject of this research was the students of VIII-D SMP Negeri 40 Surabaya. In this cycle, the researcher still applied the Quizizz in order to improve students' reading comprehension skill.

1.  Planning

From the result of the first cycle, students' improvement was on 60% which was still unsatidfied, the researcher revised the activities in the lesson plan of the first cycle. Then the researcher made a new lesson plan and prepared the teaching material which contained different text from the first cycle. Besides preparing the instruments were test and observation checklist, in this cycle the researcher applied the same strategy that was use Quizizz media in reading class.

2.  Acting

In this stage, the researcher prepared plan of action where the lesson plan designed it was implemented. The researcher prepared new text, and motivated students before learning activity. The researcher did the action based on the lesson plan which was arranged. First, researcher greeted the

students and introduced heself to them. Before starting the class, the researcher gave some motivation to the students. Next, researcher gave different text from the first cycle to the students through PPT media on Quizizz which is displayed using an LCD and Projector Screen that was displayed in front of the class. Before reading the text, the researcher required the students to identify the picture and read the title. In addition, the researcher instructed the class to read the passage. The students carefully read the material.. Then the researcher asked students to prepared their handphones, and opened Quizizz through Google. Before starting the test, the researcher repeated the explaination about how to use Quizizz to students. Then the researcher asked students to prepared their handphones, and opened Quizizz through Google, after entered the Quizizz page, the researcher gave a code to access them into the quiz room. After all the students had entered the quiz room, teacher started the test, and the students were able to work on the questions. The researcher gave 20 questions in the form of multiple choice with 40 minutes to work on. Students who had completed the test could saw their scores, and at the end of the quiz, Quizizz would display the 3 students with the highest scores. In closing the activity, the researcher asked students' difficulties during the teaching and learning process, then the researcher closed the lesson.

3. Observing

The collaborator (the English teacher) observed the situation during teaching learning process in the class using Quizizz media. While the researcher taught the lesson, the collaborator saw the whole teaching and

learning activity in class including the application of Quizizz while filling the observation checklist.

4. Reflection

In this step, the researcher and the collaborator analyzed the result of observation checklist and students' test score. The students had showed the progress in learning process. In this cycle, students were more comfortable to interact wih the teacher and become more active than the first cycle. For the test score, 78% of students had improved their knowledge and reading akill which means the lowest standard of value 75 was passed by most of the students. According to the result of second cycle the stdents showed the significant improvement. It means that Quizizz media in teaching reading comprehension skill succeded. Therefore, the researcher stopped this research.

## 3.5 Data Collecting Techniques

Data collecting technique used in this research were observation and test.

### 3.5.1 Observation

"Observation is an activity that concerns object research through the senses," (Arikunto, 2006). It was used to gain information about how the teaching and learning activity going, wether it was done in accordance with the lesson plan or not. During the teaching and learning process, observations were also conducted on the implementation of lesson plans and the implementation of learning. The observations' findings would be recorded on the lesson plan implementation observation checklist.

### 3.5.2 Test

" A test is a succession of question or exercises or other devices to measure skill knowledge, intelligence, ability or uptitude of an individual or group." According to (Arikunto, 2006). The test was used to see the improvement of students' reading comprehension skill. If the students' score after using the Quizizz was increasing, then it can be concluded that students had improved their reading skill in English. Therefore the researcher needed to test students to measure their improvement.

## 3.6 Instruments of the Data

In this research, the instruments of the study were observation checklist and test.

### 3.6.1 Observation Checklist

The researcher assisted by the eacher in watching what happended in the classroom during the lesson from start to finish. Furthermore, the researcher watched what occured in the classroom and evaluated the impact of her instruction on students' reading comprehension skill.

Table 3.1 Observation Checklist for Teacher

| No | Items | Yes | No | Notes |
|----|-------|-----|----|-------|
|    |       |     |    |       |

| | | | | |
|---|---|---|---|---|
| 1. | Teacher arranged and prepares the class | | | |
| 2. | The teacher checked the students | | | |
| 3. | The teacher gave lesson material reference | | | |
| 4. | The teacher introduces descriptive text | | | |
| 5. | The teacher stated aim of descriptive text | | | |
| 6. | Teacher checked students understanding | | | |
| 7. | Teacher gave students the reading text | | | |
| 8. | Teacher shared the link to open Quizizz | | | |
| 9. | Teacher gave students time to answers quentions through Quizizz media | | | |
| 10. | Teacher gave the students time to ask question about today's lesson | | | |

Table 3.2 Checklist for Students

| No | Items | Yes | No | Notes |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 1. | Students answered the teacher greeting | | | |
| 2. | Students pay attention as the teacher give explaination about descriptive text | | | |
| 3. | Students paid attention to the lesson reference | | | |
| 4. | Students listened about explaination of descriptive text | | | |
| 5. | Students understood the aim of descriptive text | | | |
| 6. | Students answered the teacher check as understand | | | |
| 7. | Students read the descriptive text carefully | | | |
| 8. | Students opened the Quizizz media through google | | | |
| 9. | Students did their task carefully and quietly | | | |
| 10. | Students asked about today's lesson | | | |

### 3.6.2 Test

The researcher in this classroom action research, administered test after teaching activity so that measure how far students' reading comprehension skill improved. The test which researcher used was multiple choice, consistedof 20

items, and the duration was 40 minutes. Student achievement test scores would automatically be seen at the end of the test on Quizizz.

**3.7 Data Anlysis**

Data analysis presented the data gethered from each activity. These activites converged data acquired from the observation and tests. The aim of the activities was to know whether the students would have a good changing in their learning or even became worse after getting the activity of learning and teaching. The data could be sorted by both teacher and student behavior, responses, and the activities of students in using Quizizz.

1. Technique of Data Analysis from the Observation

   The collaborator (the English teacher) used the observation checklist to see the researcher action and student participation during the class. The collaborator used two observation checklists, which were checklist for teacher and checklist for students. Checklist for teacher used to record all the events during the implementation process of using Quizizz media in English reading comprehension skill class, nothing the difficulties and problems encountered during the teaching process. Checklist for students used to record all the responses during the implementation of the new media, Quizizz media. If there are many activities had not done by the researcher and students, the cycle needed to continue to the next cycle in order to see the improvement.

2. Technique of Data Analysis from the Test

   In the process of data analysis, the researcher choose one of the object test, multiple choice to test students' improvement in each cycle.

The researcher employed a formula in this study to determine the percentage of students' scores and to assess how much students' reading comprehension skills had improved. The formula is :

$$P = \frac{F}{N} \text{ X } 100\%$$

P = the class percentage

F = total percentage students who has improved

N = number of students

## 3.8 Success Indicator

The success indicator in this research was if ≥ 75 % of students in the class achieved a score of the lowest standard of value at school (KKM) 75 or higher, they are regarded to have scessfully understood the course. On the other hand, if students who received a score above the lowest standard of value, 75 was less than 75% of the students in the class, it indicated that this research is not successful.

# CHAPTER IV

## FINDING AND DISCUSSION

In this chapter, the reseracher described (1) the data presentation; and (2) discussion.

### 4.1 Research Finding

### 4.1.1 Pre Cycle

As an initial step in the research, the researcher has done a pre-cycle by giving a diagnostic test that was intended to determine the initial condition of students' reading comprehension skills. The initial conditions of Class VIII D in SMP Negeri 40 Surabaya are used as a reference to determine what actions will be carried out during the cycle. This diagnostic test activity was carried out on Wednesday, May 17 2023 at 09.30 WIB. In the diagnostic test activity, the researcher asked students to work on Descriptive Text questions about a person.

Based on the results of the researchers' observations, it can be concluded as a whole that most students are still lack comprehension in reading. This happened because students still cannot understand what they had read so they were bored with reading, and did not understand the structure and language features in descriptive text. According to the results of the diagnostic test, it is known that the reading skills of class VIII D students of SMP Negeri 40 Surabaya are still relatively low because they had not yet reached the school's average score (average 75). The research results from the pre-cycle activities of

students' reading skills before being subjected to action are presented in the following table.

| No | Name of Students' | KKM | Result | Annotation | |
|---|---|---|---|---|---|
| | | | | Success | Failed |
| 1. | Ahmad Nur Aliansyah | 75 | 50 | | ✓ |
| 2. | Azura Karpovita | 75 | 80 | ✓ | |
| 3. | Calista Putri Maheswari | 75 | 85 | ✓ | |
| 4. | Cinta Ramadhani | 75 | 70 | | ✓ |
| 5. | Danu Tirta Arbiansyah | 75 | 60 | | ✓ |
| 6. | Elbrian Ruizhi Alvaro | 75 | 60 | | ✓ |

| | | 75 | 70 | | ✓ |
|---|---|---|---|---|---|
| 7. | Intan Dwi Cahyaningtiyas | 75 | 70 | | ✓ |
| 8. | Kayla Putri | 75 | 80 | ✓ | |
| 9. | Keyza Kirana Bunga Citra | 75 | 70 | | ✓ |
| 10. | Mahammad Abotte | 75 | 60 | | ✓ |
| 11. | Marza Septiansyah Ramadhani | 75 | 65 | | ✓ |
| 12. | Nailah Sukma Yulian | 75 | 80 | ✓ | |
| 13. | Nasywa Arya Tsaniyah Putri | 75 | 75 | ✓ | |
| 14. | Nathania Jovita Dahayu | 75 | 70 | | ✓ |
| 15. | Nevil Aulia Prigata | 75 | 70 | ✓ | |
| 16. | Nizhar Ahmadinejad | 75 | 50 | | ✓ |
| 17. | Rama Aditya Putra | 75 | 50 | | ✓ |
| 18. | Reksa Aditya Pratama | 75 | 70 | | ✓ |
| 19. | Rezafa Febriani Rizanto | 75 | 60 | | ✓ |
| 20. | Ruby Lasita Sha'in | 75 | 70 | | ✓ |
| 21. | Vinca Nur Afni Effendi | 75 | 60 | | ✓ |
| 22. | Vira Cantika Tri Lestari | 75 | 55 | | ✓ |
| 23. | Zana Najla Aurelia Nareswari | 75 | 70 | | ✓ |

Table 4.1 The Score of Students in teh Diagnostic Test

Based on table 4.1.1 the students who passed the lowest standart of value are 6 students. It was 26% of the students in the class had been improved. The calculating can be seen below :

$$P = \frac{6}{23} \text{ X } 100\% = 26\%$$

In the results in cycle 1, the researcher wanted to made improvements to students' reading comprehension skills by did cycle 2.

### 4.2 Finding

In this data, the researcher describe all the data during the teaching and learning activity and strategy of students' reading comprehension skill using Quizizz media.

### 4.2.1 First Cycle

1. Planning

   Based on the diagnostic test result, students' reading score was far from the minimum standard of value (KKM). Only 26% or 6 students from 23 who can the passing grade. Therefore, the researcher and collaborator (the English teacher) discussed to improve reading comprehension by using a new media. Both of them agreed to use Quizizz media as teaching and learning media in English reading comprehenion skill. The researcher and the collaborator chose topic "Descriptive Text" in the first cycle because it is, the material which teacher need to be taught at the time, based on the school's curriculum. The researcher and the collaborator (the English teacher) prepare to arrange lesson plan based on the standart of competence, capturing the contextual meanings related to social function, text structure, and language features some oral and written descriptive texts by giving and asking information related to a person. Those plans were presented in the lesson plans which were made for each meeting. For classroom observation, the researcher prepared the material and instrument that was for observing teaching and larning process. They were observation checklist for teacher and students and test. The observation checklist are for the collaborator to observed the activity of teaching and learning. The test was conducted to determine students learning achievement and individual score after using Quizizz media. In this research, the researcher would apply Quizizz media in reading class.

2. Acting

   It was conducted on Wednesday, May 24th 2023 with allocation of time is 2x45 minutes. The researcher greeted students' and they answered the researcher greeting. Before starting the lesson, the researcher command the

head of the class to lead the pray. Next, the researcher began to check the students' attandance. Before starting the lesson, the researcher gave brainstorming. The researcher explained that they would learn about descriptive text. Furthermore, the researcher explained the meaning of descriptive text, objectives, text structure and language features in descriptive text through PPT media on Quizizz media displayed via LCD and projectors in front of the class. The researcher gave each one of the students an example of descriptive text like describe people (Friends or Family). Researcher asked students to prepare note book to write new word or difficult word. Before reading the text students had to see the title and identify the text. After that, the researcher asked students to find the main idea and important information from the text. After the researcher explained about descriptive text.

Researcher introduced and give some brief instruction about Quizizz website. Then the researcher asked students to prepare their handphones, and opened Quizizz through Google. After entered the Quizizz page, the researcher gave a code to students to access them into the quiz room, After all the students had entered the quiz room, researcher started the test, and the students were able to work on the questions. The test consisted of twenty items multiple choice test with duration 40 minutes. As the time was almost over, the researcher asked students to pay attention to how many marks are obtained in the final results on Quizizz. Before close the class, the researcher gave her final based on today's activity by giving motivation to students. the researcher also made reflection of the learning activity by asked students abot their feelings after using a new media for learning English, by Quizizz.

3. Observation

When the researcher and students were involved in eaching and learning activity in the classroom, the collaborator observed the classroom activity using observation checklist. Both the collaborator and the researcher found some cases that were analyzes in observation sheet.

   a   The researcher asked students to read descriptive texts, but some of the students didn't want to read because they were embarrassed and afraid of being wrong

   b   The students' problem was they didn't ask any question to researcher and they didn't understand the important of the text. Therefore, the students could not understand the text they have read.

4. Reflecting

According to the result of observation on observing checklist for researcher and students, there were some undone activities. Both the researcher and the collaborator found weakness in the first cycle. Students didn't want to read text because they were embarrassed and afraid of being wrong. Besides that, the students besides that, the students got difficulty to find the main idea and important information in the text. The result of the test in the first cycle didn't shows considerable improvement. The students who improved their score were 14 people. the percentage of success indicator was just 60% students who passed the lowest standard of value, which is still far from 75%. For the next cycle, the researcher and the collaborator revised the lesson plan. First, the researcher gave the students the text and make the classroom condition more comfortable for students to communicate with teacher. Second, the researcher would explained to the students the main idea of the text they have read. Third, the researcher explains again about

how to use Quizizz in the right way so students would do it correctly. Fourth, the researcher was going to make the atmosphere in the classroom brighter than the first cycle so all of students would engage more in the learning activity.

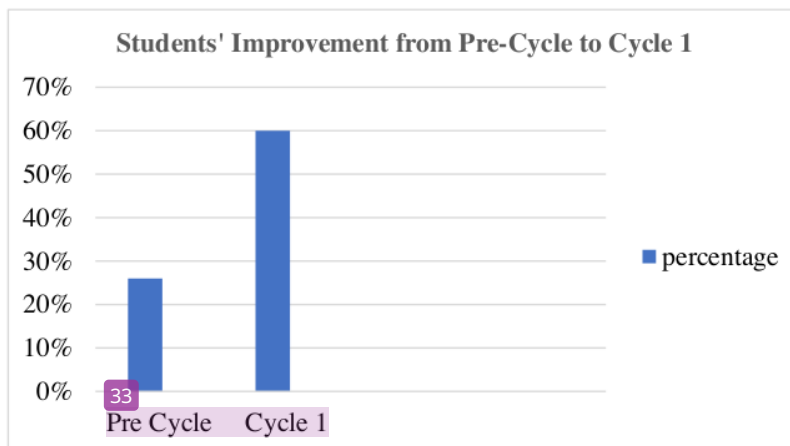**Students' Improvement from Pre-Cycle to Cycle 1**

Figure 4.1 Diagram of Students' Improvement from Pre-Cycle to Cycle 1

Based on figure 4.1, 60% of the students in the class had been improved their reading comprehensiom skill. The amount of students who had improved were 14. The calculating can be seen below :

$$P = \frac{14}{23} \text{ X } 100\% = 60\%$$

In the first cycle, the improvement was categorized to success, but it was still lower than 75%, so the researcher prepare to do the cycle 2.

**4.2.2 Second Cycle**

Because the results in cycle 1 had not yet reached the indicator of success, the researchers conducted cycle 2 on May, 31th 2023. The allocation time was 2x45 minutes. At this cycle, the researcher build use the same strategy as the first cycle to the students VIII-D SMP Negeri 40 Surabaya.

1. Planning

   Based on the result of the first cycle, The researcher and collaborator (English teacher) revised the lesson plan. The researcher chose topic "Descriptive Text" but with the different text from the first cycle. The researcher also designed the activities and the materials which would be implemented in the class in the class in one meeting. Those plans were presented in the lesson plan which were made for one meeting. For classroom observation during the activity, the researcher prepared observation checklist and test. The observation checklist for both teacher and students were still the same with the observation checklist from the first cycle. The test was conduct to know students learning achievement and individual score after using Quizizz media in the secong cycle.

2. Acting

   It was conducted on Wednesday, May 31th 2023 with allocation of time is 2x45 minutes. The teacher greeted students' and they answered the teacher's greeting. Before starting the lesson, the researcher command the head of the

class to lead the pray. Next, the teacher began to check the students' attandance. Before starting the lesson, the teacher gave brainstorming. The topic was the same with the first cycle, namely "Descriptive Text" but with the different text. The teacher gave students the same topic delivery of material via PPT on Quizizz media which is displayed on the LCD and Projector Screen. The teacher gave the students an example of descriptive text. In order to further improve students' understanding of Descriptive Text about persons, the researcher provides examples of pictures accompanied by descriptive text. The researcher gives an example about Barack Obama. After that, students read together the text that given by teacher. Furthermore, students were being asked to write new word or difficult words in the text. Teacher explained how to find main idea in a descriptive text and asked students whether they found some difficulties in read it or not. The students read the physical and character information that identifies the main idea and important information that identifies the main idea and important information from the text. After students completed their reading reading, the teacher asked students whether there are still some unfamiliar words or not based on the text.

Lastly, the teacher taught students carefully how to use Quizizz media. Then the teacher asked students to prepared their handphones, and opened Quizizz through Google. After entered the Quizizz page, the teacher gave a code to students to access them into the quiz room, After all the students had entered the quiz room, teacher started the test, and the students were able to work on the questions. The test consisted of twenty items multiple choice test with duration 30 minutes. As the time was almost over, the teacher asked students to pay attention to how many marks are obtained in the final results on

Quizizz. Before close the class, the teacher gave her final based on today's activity by giving motivation to students. the teacher also made reflection of the learning activity by asked students abot their feelings after using a new media for learning English, by Quizizz.

3. Observation

When the researcher and students were involved in teaching and learning activity in the classroom, the collaborator (Mr. Roedjito) observed the classrrom activity using observation checklist. The researcher and the collaborator found some cases that were analyzes in observation sheet.

    a   The researcher gave some motivations to make the classroom's atmosphere more comfortable for the students.

    b   The researcher commanded to ask then write difficult words on their own notebook, and students obey it.

    c   The researcher asked had the courage and confidence to read students to want to read descriptive text.

    d   The students could use Quizizz media properly

    e   The researcher finally found that all students participated to the teaching and learning activity.

4. Reflecting

According to the result of the second cycle, the researcher and the collaborator found that teaching and learning activity using Quizizz media was done proprely. If was also improving students' reading skill. From the observation, students showed the progress and understood the materials that have been given. In this cycle, students also showed considerable improvement. Proved by the increase of the precentage of student who improved and passed

the lowest standard of value (KKM) from 60% to 78%. The ratio of the first cycle's precentage and second cycle's is 18%. It means that Quizizz media in teaching reading comprehension skill succeeded. Therefore, the researcher stopped the researcher and don't need another cycle in the future.
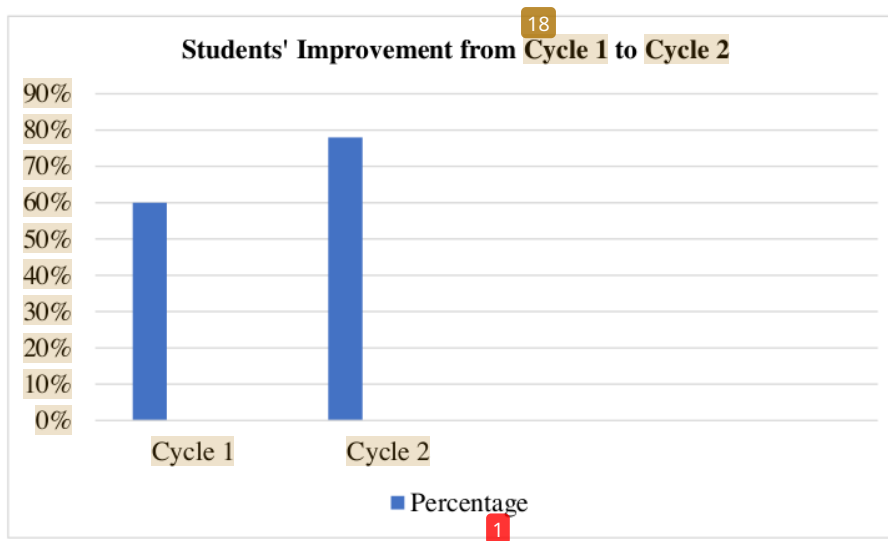
**Students' Improvement from Cycle 1 to Cycle 2**

Figure 4.2 Diagram of Students' Improvement from Cycle 1 to Cycle 2

Based on the diagram 4.2 it was 78% of the students had been improved. The students who had improved their score were 18 students. The calculation can be seen below :

$$P = \frac{18}{23} \text{ X } 100\% = \ 78\%$$

After seeing the result of the second cycle, the researcher knew that Quizizz media was successfully improveming students' reading comprehension skill in VIII-D SMP Negeri 40 Surabaya. The

improvement was very high so it didn't need to continue to the next cycle.

## 4.3 Discussion

In the first cycle, there were some obstacles' both researcher and the collaborator found. There are, students didn't want to read text because they were embarrased and afraid of being wrong. Beside that, the students got difficulty to find the main idea and important information in the text. From the observation checklist, there were some undone activities, among others are the students didn't understand the materials and didn't pay attention to researcer explanation about descriptive text. After revising and doing the second cycle, finaly students show considerable improvement according to the result of their test score. The result of the second cycle, the researcher knew that Quizizz media was successfully improving students' reading comprehension skill. Based on the cycles, the researcher arraned into diagram bellow :
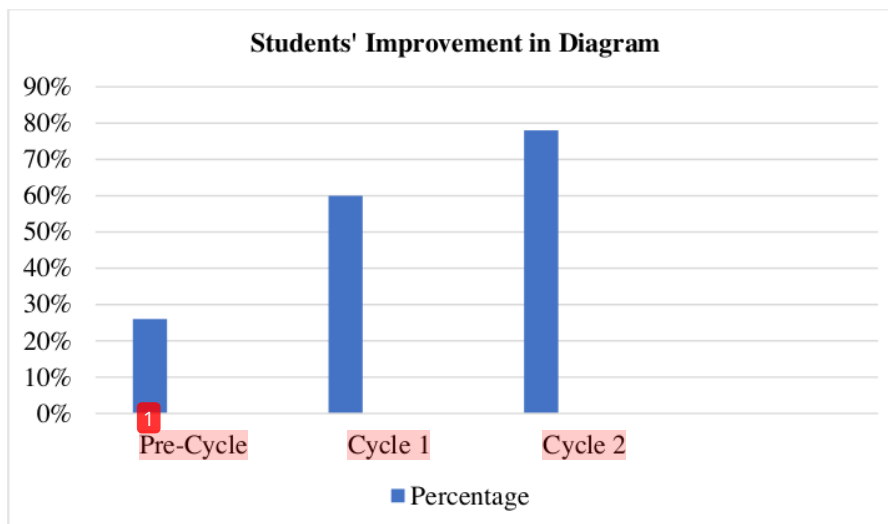
Figure 4.3 Diagram of Student's Improvement

In the first cycle, the percentage of students' improvement was just 60%, it means that it was just 14 students who passed the lowest standard of value (KKM). The problem in the first cycle was students didn't want to read text because they were embarrased and afraid of being wrong. The students' didn't any question to researcher and they didn't get the important information of the text. Therefore, the students could not understand the text they have read. Furthermore, some students didn't understand how to find the main idea and important information in the text correctly. While did their test, students are also can't focus on their own test and started to ask thei classmates which made the atmosphere become noisy. It can bother students who did tehir test quietly. When the researcher wared them. The students didn't want to listen the researcher.

In the cycle 2, the students' score had been increase 18% from 60% therefore the percentage of the students was 78%. The students' improvement was also reflected from observation checklist from the collaborator (the English teacher). Based on observation checklist, the shole conditions happened during the teaching and learning

activity was better than the cycle I. The researcher taught systematiclly. Students have the courage to want to read the descriptive text given by the researcher and begin to understand how to analyze descriptive text and students can confidently doing the test without ask students were more actively participating in teaching learning process, they listened to researcher explanation attentively and also gave good responses in asking some difficult words and answering some questions. Students became more focus than the first cycle while receiving the materials.

Before starting the lesson, the researcher gave some motivations to the students to make the classroom's atmosphere more comfortable for the students felt more enjoy and comfortable in taking the lesson. When the researcher commanded the students to ask then write difficult words on their own notebook, and students obey it attentively. The students were more active because were easy to comprehend the material by using Quizizz media which is new for them, so they were enthusiastic in joining the learning process. Students also gained some new vocabulary happily through reading text given by the tresearcher. After some time, the students can use Quizizz media properly. All of the students also quite and stay focus on their test which make the atmosphere of the class become peaceful. Finally the researcher found that all students participated to the teaching and learning activity.

In conclusion, the researcher findings of th classroom action research was satisfiying. 78% or 18 from 23 students in VIII-D SMP Negeri 40 Surabaya showed considerable improvement in their reading comprehenion skill score. Quizizz media helped the students to learn an make them understand the content of the text in learning English especially reading comprehension skill.

# CHAPTER V

## CONCLUSION AND SUGESTION

This chapter consist of : (1) Conclusion; and (2) Suggestion.

### 5.1 Conclusion

Based on the explanation ststed on the previous chapter, the conclusion of this research is the researcher found that students improved their reading comprehension skill. The researcher implemented Quizizz media a new media in teaching in learning ectivity. First, the teacher asked students to prepared their handphones, and opened Quizizz through Google. After entered the Quizizz page, the teacher gave a code to students to access them into the quiz room, After all the students had entered the quiz room, teacher started the test, and the students were able to work on the questions. The teacher gave 20 questions in the form of multiple choice with 40 minutes to work on. Students who had completed the test can see their scores, and at the end of the quiz,

Quizizz will display the 3 students with the highest scores. All of those activities helped students to more understand and engage to the lesson. It is supported by the data in fisrt cycle which showed the improvement was only 60% or 14 students from 23 students got ≥ 75. It didn't reach the success indicator. In the second cycle, the data showed that the improved reach 78% or 18 students from 23 students got ≥ 75. The researcher and the collaborator (the English teacher) cocludes that Quizizz media is succesfully can improve the students' reading comprehension skill in class VIII-D SMP Negeri 40 Surabaya.

## 5.2 Suggestion

The study showed that the use of Quizizz media can improve the students' reading comprehension skill. Based on the conclusion above, some suggestions are pointed out as follows:

a   The students can be more participated in every lesson that taught by teacher. They also need to increase their confident to communicate with the teacher.

b   The English teachers are suggested to use Quizizz media to make the teaching learning activity more interesting and active particularly in reading descriptive text because this new media is designed to explore the students' background knowledge in reading comprehension skill from the text they read.

c   The order researcher can develop the use of a new media, Quizizz media in teaching and learning activity on their subjects.

# Paskarani Dara, Using Quizizz in Improving Students' Reading Comprehension Skill at The Eight Grade of SMP Negeri 40 Surabaya.docx

| 22 | core.ac.uk
Internet | 35 words — < 1% |
| 23 | repository.unbari.ac.id
Internet | 34 words — < 1% |
| 24 | ejournal.undiksha.ac.id
Internet | 32 words — < 1% |
| 25 | docplayer.net
Internet | 30 words — < 1% |
| 26 | repository.radenfatah.ac.id
Internet | 27 words — < 1% |
| 27 | repository.uinsaizu.ac.id
Internet | 27 words — < 1% |
| 28 | repository.uinsu.ac.id
Internet | 27 words — < 1% |
| 29 | repositori.uin-alauddin.ac.id
Internet | 25 words — < 1% |
| 30 | hdl.handle.net
Internet | 20 words — < 1% |
| 31 | bajangjournal.com
Internet | 19 words — < 1% |
| 32 | Zena T. Lloyd, Daesang Kim, J.T. Cox, Gina M. Doepker, Steven E. Downey. "Using the annotating strategy to improve students' academic achievement in social studies", Journal of Research in Innovative Teaching & Learning, 2022
Crossref | 18 words — < 1% |

**33** Dwi Arni Siti Margiyanti. "The Use of a Write-Pair-Square Strategy to Improve The Students' Active Participation in Writing Descriptive Text", Register Journal, 2014
Crossref

17 words — < 1%

**34** eprints.unmas.ac.id
Internet

17 words — < 1%

**35** etheses.uinmataram.ac.id
Internet

16 words — < 1%

**36** jurnal.unsur.ac.id
Internet

16 words — < 1%

**37** repo.undiksha.ac.id
Internet

16 words — < 1%

**38** www.neliti.com
Internet

16 words — < 1%

**39** Bogy Restu Ilahi, Yarmani Yarmani, Septian Raibowo, Tono Sugihartono, Fina Hiasa. "Implementation of the Numbered Head Together (NHT) Type of Cooperative Model Assisted by Trello Application in Sport Health Education Courses Penjas FKIP UNIB", Kinestetik : Jurnal Ilmiah Pendidikan Jasmani, 2023
Crossref

14 words — < 1%

**40** Marwan, Iis. "Learning Single Stance Pencak Silat through Computer Based Training (CBT)", Asian Social Science, 2014.
Crossref

14 words — < 1%

**41** tutoriage.x10.mx
Internet

13 words — < 1%

**42** en.wikipedia.org

Internet

12 words — < 1%

43  jurnal.ustjogja.ac.id
Internet

12 words — < 1%

44  Retno Dwigustini, Jenika Widiya. "Think Pair Share Technique to Promote Students' Reading Comprehension", Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara, 2020
Crossref

11 words — < 1%

45  ejournal.unib.ac.id
Internet

11 words — < 1%

46  repository.unej.ac.id
Internet

11 words — < 1%

47  Annisa Amilia Nur Hidayah, Avrisya Diah Ayunasti, Zukhrufa Zahra Wina Azkia, Rini Estiyowati Ikaningrum. "Content Analysis of English Textbook: Suitability between Skill Focus and Language Features", Jurnal VARIDIKA, 2021
Crossref

10 words — < 1%

48  Yiğit Yüksel, Yalçın Çebi. "Chapter 21 TR-SUM: An Automatic Text Summarization Tool for Turkish", Springer Science and Business Media LLC, 2023
Crossref

10 words — < 1%

49  journal.walisongo.ac.id
Internet

10 words — < 1%

50  pusdikra-publishing.com
Internet

10 words — < 1%

51  repository.iainpare.ac.id
Internet

10 words — < 1%

| 52 | e-campus.iainbukittinggi.ac.id<br>Internet | 9 words — < 1% |

| 53 | journal.unismuh.ac.id<br>Internet | 9 words — < 1% |

| 54 | ojs.unm.ac.id<br>Internet | 9 words — < 1% |

| 55 | Marcy S Ferdinandus, Fatimatuz Zahra Rahayaan. "EXTENDING STUDENTS' MASTERY OF VOCABULARY LEARNED THROUGH PICTIONARY GAME", PEDAGOGIKA: Jurnal Pedagogika dan Dinamika Pendidikan, 2020<br>Crossref | 8 words — < 1% |

| 56 | Smith, Amy L.. "SQ3R, Cornell Notes, ApSum: The Impact of Three Content Literacy Strategies on Student Learning and the Perceptions of These Strategies Held by Fifth-Grade Teachers and Students.", Northern Arizona University, 2018<br>ProQuest | 8 words — < 1% |

| 57 | etheses.iainkediri.ac.id<br>Internet | 8 words — < 1% |

| 58 | jurnal.stkippgritrenggalek.ac.id<br>Internet | 8 words — < 1% |

| 59 | repository.iainbengkulu.ac.id<br>Internet | 8 words — < 1% |

| 60 | repository.metrouniv.ac.id<br>Internet | 8 words — < 1% |

61 repository.uinmataram.ac.id
Internet
8 words — < 1%

62 skills.fullcoll.edu
Internet
8 words — < 1%

63 www.scilit.net
Internet
8 words — < 1%

64 Thomas Mason Lim, Melor Md Yunus. "Teachers' Perception towards the Use of Quizizz in the Teaching and Learning of English: A Systematic Review", Sustainability, 2021
Crossref
7 words — < 1%

65 jurnal.untan.ac.id
Internet
7 words — < 1%

66 Diah Ayu Manik Pradnyadewi, Putu Enik Kristiani. "Use of Quizizz In Improving Students' Reading Skill", The Art of Teaching English as a Foreign Language, 2021
Crossref
6 words — < 1%

67 Hanoi National University of Education
Publications
6 words — < 1%

68 Welly Ardiansyah, Murwani Ujihanti. "Social constructivist learning theory and reciprocal teaching to teach reading comprehension", International Journal of Learning and Teaching, 2018
Crossref
6 words — < 1%

69 e-journal.metrouniv.ac.id
Internet
6 words — < 1%

70 eprints.umm.ac.id
Internet
6 words — < 1%