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 Monday, May 15 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		✓
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 who achieved KKM. 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. In the learning process the researcher will use PPT media in Quizizz to explain material about Descriptive Text and take test scores on Quizizz.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 Friday, May 19th 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 gives apperception and motivation and gave brainstroming. 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.
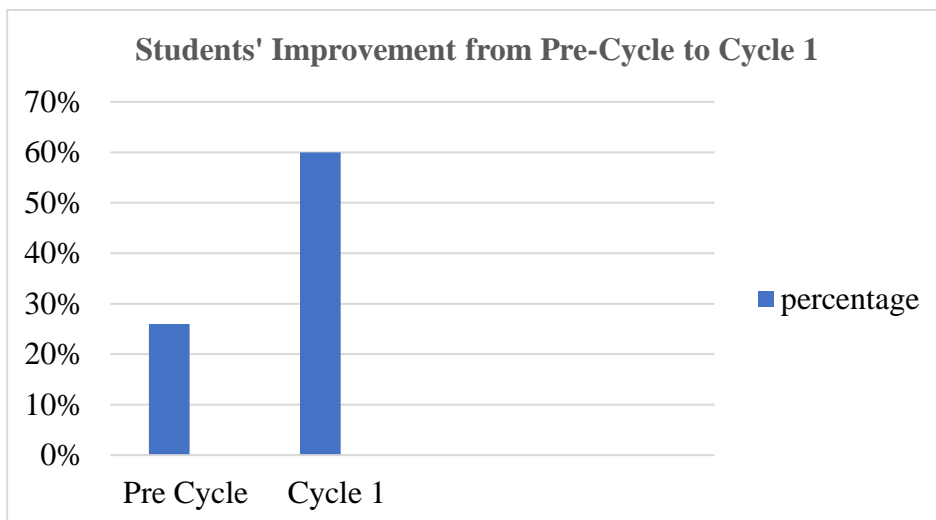

Figure 4.1 Diagram of Students' Improvement from Pre-Cycle to Cycle 1

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, 26th 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 Friday, May 26th 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.

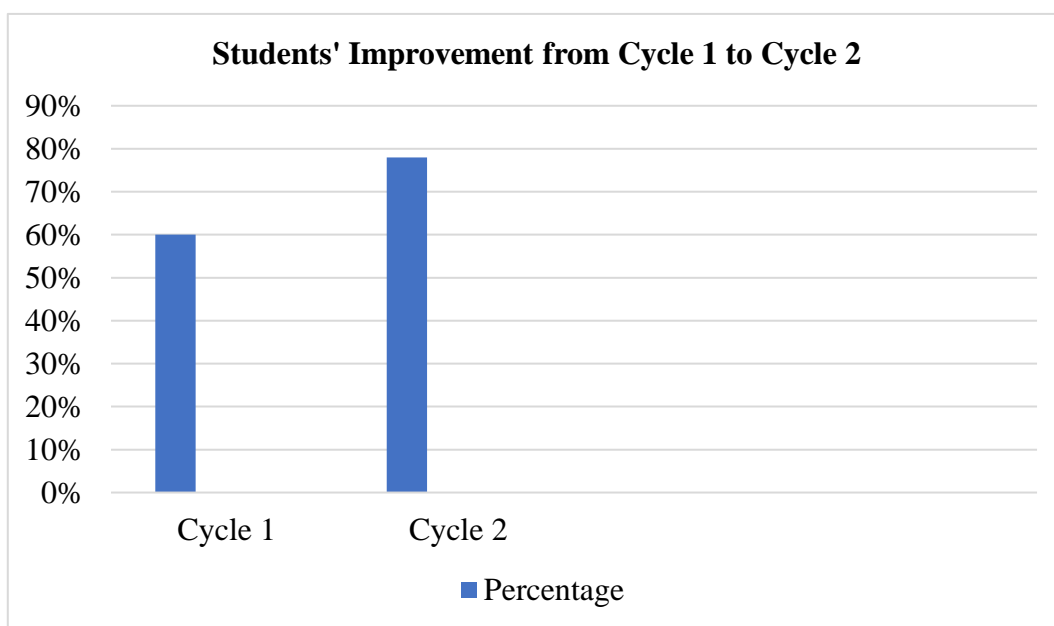**Students' Improvement from Cycle 1 to Cycle 2**

■ Percentage

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 :
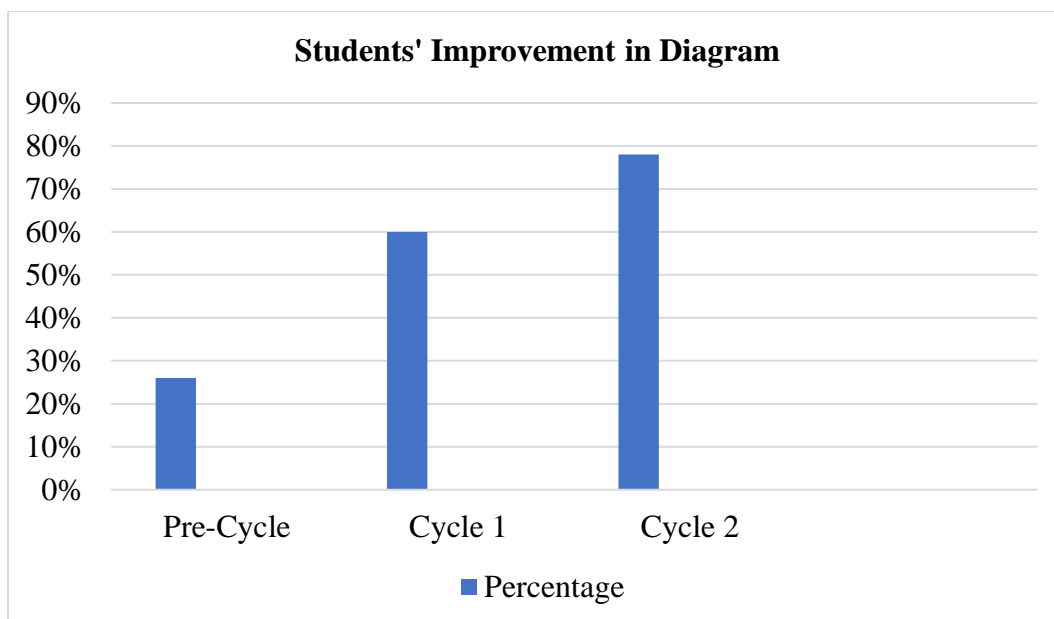
Students' Improvement in Diagram

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.

There were problems during teaching learning some students were usually quiet or passive during teaching activity because still confused and afraid of being wrong when reading (Dardjowdjojo,2013) The students still had difficulty understanding the contents of the reading and were afraid to read for fear of being wrong, some students

did not focus during the teaching activity. The problems were noticed by the collaborator while observing. These statements support the previous study conducted in 2018 by Siti Reski Nanda with the research title "The Use Of Quizizz Application In Improving Students' Reading Comprehension Skill At SMKN 3 Takalar" stated that students have difficulties in understanding descriptive text such as subject, verb, and adverb, and felt bored when learning English with monotonous learning methods.

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.