THE EFFECT OF QUIZIZZ WEBSITE ON STUDENTS' READING COMPREHENSION FOR EIGHTH-GRADE STUDENTS OF MTS NURUL ULUM SUKARAYA

A Thesis

Submitted to the English Education Department Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo in Partial Fulfillment of the Requirement for S.Pd. Degree in English Education

Composed by :

MELA ANJANI

20 0202 0027

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
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FACULTY OF TARBIYAH AND TEACHER TRAINING
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2025**

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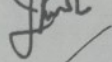
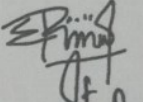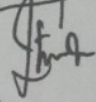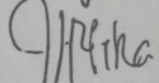Palopo, 23rd February 2025

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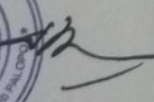
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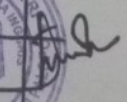
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for Eight-grade Students of MTs Nurul Ulum Sukaraya

Yang ditulis oleh:

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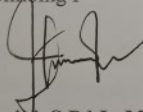
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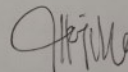
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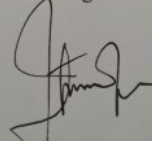
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All praise and gratitude the author offers to the presence of Allah SWT because the grace and guidance the compilation of this thesis entitled *"**The Effect of Quizizz Website on Students' Reading Comprehension for Eight-grade Students of MTs Nurul Ulum Sukaraya**"* can be completed to fulfill o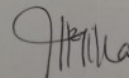ne of the requirements in completing education in the English Language Education Study Program Education and Teacher Training Faculty State Islamic Institute of Palopo

The researcher has gone through a long journey to complete the writing of this thesis and many obstacles were faced in its preparation. However, thanks to God's help, the researcher was able to complete the writing of this thesis. Therefore, with great humility, on this occasion the researcher would like to express her gratitude to:

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12. Thanks are also expressed to other researchers who are members of BIG Admirable 2020, Nur Andriani, Hasriani, Dina, Ismi, Safira and others who cannot be mentioned one by one, who have provided support, enthusiasm, and connections to the researcher in completing this thesis.

The researcher hopes that this thesis can be useful for readers, English lecturers, and students. Since the researcher realizes that this thesis is not perfect, the researcher will consider the reader's recommendations to make it better. The researcher hopes that everyone can take benefit from this thesis. The researcher also prays that Allah SWT may continue to bless everyone.

Palopo, November 24, 2024

MELA ANJANI

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

Appendix 1 : Surat Izin Meneliti

Appendix 2 : Surat Keterangan Selesai Meneliti

Appendix 3 : Lembar Pengesahan

Appendix 4 : Lembar Validasi

Appendix 5 : Lesson Plan

Appendix 6 : Students Pre-test

Appendix 7 : Students Post-test

Appendix 8 : Documentation

ABSTRACT

Mela Anjani, 2024. *"The Effect of Quizizz Website on Students' Reading Comprehension for Eighth-Grade Students of MTs Nurul Ulum Sukaraya"*. Thesis of the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Husnaini and St. Hartina.

This study aims to investigate the effects of using the Quizizz website on students' reading comprehension. This study deployed a mixed-method approach combining quantitative data collection, using a one-group pre-test and post-test pre-experimental design and qualitative data collection, using interviews. The study utilized a total sampling technique to collect participants of this research, resulting in 19 students participating in the study. Reading tests and interviews were used as instruments for data collection. The results showed that the students' average score in the post-test was higher than in the pre-test (59.26 > 33.79). Additionally, the t-test value (t_0) was 10.006 with a degree of freedom (df) of 18, while the t-table value (t_t) was 2.101 at a 0.05 significance level for df = 18. This indicates that the t-test value was higher than the t-table value. Moreover, the p-value was 0.00, which was lower than the alpha level (α) of 0.05 ($p < \alpha$, 0.00 < 0.05). Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This study suggested that the Quizizz website had significant effects on improvement of the students' reading comprehension including their understanding of the English texts and their ability to answer questions related to the reading materials effectively. Additionally, the students demonstrated a positive interest in reading the English texts in the Quizizz website. It was observable that the students' ability to comprehend English texts and their focus on their English learning was improved. Therefore, using the Quizizz website is effective in enhancing reading comprehension of eighth-grade students at MTs Nurul Ulum Sukaraya.

Keywords: Reading Comprehension, Quizizz Website, Narrative Text.

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ABSTRAK

Mela Anjani, 2024. *"Pengaruh Situs Web Quizizz terhadap Pemahaman Membaca Siswa Kelas VIII MTs Nurul Ulum Sukaraya"*. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Husnaini and St. Hartina.

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan website quizizz terhadap pemahaman membaca siswa. Penelitian ini menggunakan metode campuran kuantitatif dan kualitatif dengan desain pra-eksperimen satu kelompok pre-test dan post-test. Peneliti menggunakan total sampling yang terdiri dari 19 siswa. Peneliti menggunakan tes membaca dan wawancara sebagai instrumen dalam penelitian ini. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa pada post-test lebih tinggi dibandingkan dengan nilai rata-rata yang diperoleh siswa pada pre-test (59,26>33,79). Selain itu, nilai t_0 (ttest) adalah 10,006 dengan nilai df (derajat kebebasan) 18, sedangkan nilai tt (ttabel) adalah 2,101 untuk tingkat signifikansi 0,05 pada df = 18. Hal ini menunjukkan bahwa nilai t-test lebih tinggi dibandingkan dengan nilai t-tabel. Peneliti juga menemukan nilai (p) sebesar 0,00 dan alpha (α) sebesar 0,05, sehingga p<α (0,00<0,05). Oleh karena itu hipotesis H_0 ditolak dan H_1 diterima. Hasil penelitian menunjukkan, (1) website quizizz dapat meningkatkan pemahaman membaca siswa dan memudahkan siswa dalam memahami isi teks bacaan sehingga siswa mampu menjawab setiap pertanyaan yang berkaitan dengan teks bacaan. (2) siswa memiliki ketertarikan yang baik terhadap penggunaan Quizizz dalam pengajaran membaca. Kemampuan siswa dalam memahami teks bacaan dan tingkat fokus siswa selama pembelajaran juga meningkat. Disimpulkan bahwa penggunaan media situs web Quizizz dalam pengajaran membaca efektif dalam meningkatkan pemahaman membaca siswa kelas delapan di Mts Nurul Ulum Sukaraya.

Kata kunci: Pemahaman Membaca, website quizizz, Teks Naratif.

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ملخص الرسالة

ميلا أنجاني، 2024. "تأثير موقع Quizizz على فهم القراءة لدى طلاب الصف الثامن في مدرسة نور العلوم المتوسطة الشرعية سوكارايا". رسالة جامعية، برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية بالوبو. بإشراف حسنيني وست هارتينا.

يهدف هذا البحث إلى معرفة تأثير استخدام موقع Quizizz على فهم القراءة لدى طلاب مدرسة نور العلوم المتوسطة الشرعية في سوكارايا. استخدمت الباحثة المنهج المختلط (الكمي والنوعي) بتصميم تجربة شبه ميدانية لمجموعة واحدة مع اختبار قبلي وبعدي. اعتمدت الباحثة على العينة الكاملة التي تضم 19 طالبًا. استُخدم اختبار القراءة والمقابلة كأداتين لجمع البيانات. أظهرت نتائج البحث أن متوسط درجات الطلاب في الاختبار البعدي أعلى من متوسط درجاتهم في الاختبار القبلي (59.26 .33.79>). بالإضافة إلى ذلك، بلغت قيمة t المحسوبة 10.006 (t-test) بدرجة حرية (df) قدرها 18، بينما كانت قيمة t الجدولية 2.101 (t-table) عند مستوى دلالة 0.05. وهذا يشير إلى أن قيمة t المحسوبة أعلى من قيمة t الجدولية. كما وجدت الباحثة أن قيمة (p) بلغت 0.00، وهي أقل من قيمة ألفا (α) التي تبلغ 0.05، مما يعني رفض الفرضية الصفرية (H0) وقبول الفرضية البديلة (H1) أظهرت النتائج: 1) أن موقع Quizizz يساعد في تحسين فهم الطلاب للنصوص القرائية ويُسهل عليهم استيعاب محتوى النصوص، مما يمكنهم من الإجابة على الأسئلة المتعلقة بالنصوص. 2). أن الطلاب أبدوا اهتمامًا إيجابيًا باستخدام Quizizz في تعليم القراءة، حيث زادت قدرتهم على فهم النصوص وارتفعت مستويات تركيزهم أثناء عملية التعلم. خلص البحث إلى أن استخدام موقع Quizizz كوسيلة تعليمية في تدريس القراءة كان فعالًا في تحسين فهم القراءة لدى طلاب الصف الثامن في مدرسة نور العلوم المتوسطة الشرعية في سوكارايا.

الكلمات المفتاحية: فهم القراءة، موقع Quizizz، النصوص السردية

CHAPTER I

INTRODUCTION

A. Background

Reading is a part of daily activities, which is always done by students to get a message or to check clearly some information, which is conveyed by the author with an intermediary medium of words or writing. Reading comprehension is an activity that involves a high level of concentration or focus in order to collect information to answer questions about certain themes or situations. Reading serves more than just as a kind of leisure, but also serves as a means of language acquisition through the complex interaction between text and reader.[1] Moreover, reading is a linguistic process that is also connected to thinking, speaking, writing, and all other forms of communication to construct meaning by combining information from text with the reader's prior knowledge.[2]

According to Gillet and Temple, Reading is giving meaning to written language. In other words an activity of acquiring, and creating ideas, information, from everything that is read.[3] In this case, Students must be able to find information in the reading text by reading the text carefully. In the learning process, students will be more easily bored because they have to read the text repeatedly,

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[1] Syam, A. T, *"Promoting the Development of Learners'Traditional Literacies Through Digital   Storytelling". LLT Journal: A Journal on Language and Language Teaching*, 25(1), 263-276, 2020.

[2] David Nunan, *"Designing Task for the Communicative Classroom"*, (Cambridge : Cambridge University Press, 1989), 12.

[3] Gillet., & Temple, *"level of reading ability". Asian journal*, 134-137, 1990

so in this case the teacher is required to use more varied learning media to create a more interactive and fun learning experience. In addition, by providing different types of media in learning, teacher can cater to all learning styles of students so as to ensure that each individual has the opportunity to learn to read in the way that works best for them.

Many benefits that students will get by reading in addition to increasing knowledge, reading will also improve the ability to understands words and improve thinking skills, increase creativity and also get new ideas. Based on this, it can be seen that reading comprehension is one of the important skills mastered by students and this also applies to educators. If students' reading comprehension is used as a tool to study various scientific fields and to help students develop their academic abilities in school, then reading comprehension for teachers is important in updating the teaching methods that are most relevant to the times so that they can help students face changes and challenges in the future. In addition, the above explanation is also in accordance with the statement in the Qur'an surah Al-Alaq/96:1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ   (١) (خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ   )٢ (اقْرَأْ وَرَبُّكَ الْأَكْرَمُ)٣ (الَّذِي عَلَّمَ بِالْقَلَمِ   )٤ (عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ   )٥(

Translation:

> *"Read, by (calling) the name of your God who created. He has created man from a lump of blood. Read it, and your Lord is the Most Glorious. Who teaches (man) with a pen. He teaches man what he does not know."*

Given the importance of reading skills for students and the need for teachers to update their teaching media to keep up with the times, the usage of e-learning-based learning media may be the greatest answer that teachers can implement while teaching reading in the classroom for example, such as using google forms, Kahoot, Quizizz, Quizlet, Wordwall, and others. In addition to providing unlimited access to diverse learning resources, the use of this media also allows for the fulfillment of appropriate learning styles for students, thereby increasing their motivation and involvement in the learning process. E-learning-based media are also often equipped with interesting features such as audio readings, interactive quizzes, and discussion forums that allow students to practice reading while getting live feedback. Additionally, the use of this media allows teachers to monitor student progress in real-time and provide additional support as per individual needs.

Based on the explanation, it is undeniable that the main problem of students who do not like to read is because they think reading is boring. So students need fun activities that can make them focus which can certainly help them to improve their skills, especially in reading English, for example such as the use of e-learning-based media as explained earlier.[4] Actually, at a higher rank, reading is not just understanding written symbols, but also understanding, accepting, rejecting, comparing, and believing in the opinions in the reading.[5] Although it seems easy,

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[4] Anwar, L., Furwana, D., & Iksan, M., *"Developing reading worksheet for tenth grade students of SMA Negeri 4 Palopo". FOSTER: Journal of English Language Teaching*, *1*(1), 1-8, 2020.

[5] Sartika, F. D., Afifah, N., & Anggraini, Y. *"The Correlation Between Student' Reading Habit and Their Reading Comprehension". Jurnal Basis*, *7*(1), 207-216, 2020.

but the fact is that not everyone who can read can also understand what they read. This is a common problem that is often encountered, especially in the scope of education.

Such as the problems that researcher found in eighth-grade students at Mts Nurul Ulum Sukaraya Bone-Bone Subdistrict, North Luwu. Based on interview with teachers and several students at the school, the researcher found that students lost interest in reading because they often felt bored with their learning. Based on the observations made by the researcher, it was also found that most teachers have not used e-learning-based media, such as the use of applications in making teaching materials and exercises to teach reading in the classroom so that students are not familiar with e-learning media-based learning. In this case, the teacher dominates in learning so that students are less motivated in reading. Therefore, media is required to assist students rediscover interest in learning to read and get familiar with the latest learning media and the use of technology in learning, which of course is in accordance with the changing times.

Based on the explanation above, the researcher provided several efforts to improve students interest in reading and try to solve the problems above. One of the media that can be used to solve this problem is the Quizziz website. Quizizz is an online assessment tool as a fun multiplayer classroom activity that allows all students to practice together with their computer, Smartphone and I Pad. Teachers can produce resources and exercises for English questions on this platform, or they can look for ones made by other teachers to use as a guide. This website has a lot

of unique elements that can help create a pleasant learning environment, which will naturally motivate students to concentrate on their studies.[6]

Using Quizizz website to learn English especially for reading, according to research conducted by Nurul and Nurul shows that there is a good effect in improving students reading skills. Students also actively participate because this application helps them in understanding the content of the text and basic comprehension in reading strategies. With various interesting features and shaped like a game on the Quizizz website can be a method in increasing students' interest and also practicing their English skills at once.[7] Moreover it will provide a new atmosphere in the classroom so that learning is not monotonous. In addition, the use of media or applications in the learning process will add new insights and experiences for students about the world of online-based learning, besides that it will make students feel comfortable and relaxed by learning while playing.[8]

Therefore, the purpose of this research is to improve students' reading comprehension by using the quizizz website. This research conducted by providing several exercises through the quizizz website after giving material. In this manner, the problems obtained during observation about the lack of reading ability of students can be overcome. This research can also help teachers in providing

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[6] Ota, M. K., Banda, Y. M., Sama, G., & Kara, Y. M. D. K., *"Student's perception towards using Quizizz as an online evaluation medium of English learning". Journal of Research in Instructional*, *3*(2), 147-156, 2023.

[7] Nurul, I.A., & Nurul, I.A., "*Quizizz in Reading Achievement*", in *iTELL* (Indonesia Technology Enhanced Language Learning), 2020.

[8] Pepen, P., & Irma, P., "*Foreign Language Learning Gamification Using Quizizz: A Systematic Review Based on Students' Perception*", Eralingua Jurnal Pendidikan Bahasa Asing dan Sastra 7(2):233-249, August 2023.

solutions to the lack of media innovation in English teaching strategies at MTS Nurul Ulum Sukaraya. Referring to the previous explanation above, then researcher conducted pre-experimental research with the tittle *"The effect of Quizizz Website on Students' Reading Comprehension for Eighth-grade Students of MTS Nurul Ulum Sukaraya"*.

B. Research Questions

Based on the background of the problem described above, the researcher formulate the research question as follow:

1. Does the use of Quizizz website significantly improve the students reading comprehension of Eighth-grade students of MTS Nurul Ulum Sukaraya?

2. What are the students perception toward the use of Quizizz website in their reading comprehension?

C. The Objective of the Research

Based on the research questions above, the researcher states the objective of this study are:

1. To find out whether the use of Quzizz website significantly improve the students reading comprehension of Eighth-grade students of MTS Nurul Ulum Sukaraya.

2. To find out the students' perception toward the use of Quizizz website for students reading comprehension.

D. The significance of the Research

There are significance of the research:

1. Theoretically

The results of this study are expected to provide useful information for research development in the future. The results also are expected to help students to overcome the difficulties they face in reading strategies. Additionally, the study may increase our understanding of reading instruction techniques and motivate the development of related studies.

2. Practically

    a. For English Teacher

This research is expected to overcome the lack English learning media. Moreover, this research can be one of the methods that helps teacher in improving students reading comprehension.

    b. For Students

This research is expected to help students improve their reading comprehension by using Quizizz website.

    c. For the Next Researchers

This research is expected to be a resource for future researchers who wish to examine similar research.

E. Scope of the Research

The scope of this research is about implementing the use of Quizizz website to improve students reading comprehension of Eight-grade students at MTS Nurul Ulum Sukaraya. Researcher use the features on the *quizizz.com* by providing exercises in the form of online based quiz. This research focused on students ability to find main ideas and detailed information in narrative texts.

F. Definition of Term

There were key terms of this research:

1. Reading Comprehension

Reading is a skill to decode written words accurately and quickly. Reading comprehension on the other hand, is a process of interacting with written language in order to simultaneously extract and construct meaning. Refers to the ability to understands the meaning of the text.

2. Narative Text

Narative text is a type of text that tells a story or describes a sequence of events. The story can be fictional or nonfictional, and it can have an introduction, conflict, and resolution.

3. Quizizz Website

Quizizz is an application or platform that presents several kinds of features for learning media. This platform allows students to learn while playing so as to create collaborative and fun learning.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

In this study, the researcher collected several opinions of relevant previous researchers which is related to the need the use of Quizizz as a medium to help the learning process (web-based learning), especially in improving students' reading comprehension.

According to Rifdah H. P, and Mahmud MY, (2023), in their research "*The effectiveness of Using the Quizizz Game Application to Increase English Vocabulary*". It is said that students still find English challenging, learning must be completed by copying, taking notes, and remembering language. With all of this in mind, researchers are motivated to examine the effectiveness of teaching English to children in a way that they find enjoyable and engaging specifically, through Quizizz games. The results of this study said that student learning outcomes through game applications are very good, in addition, students' learning interest has also increased quite well.[9] The similarity with the previous research is the use of Quizizz as a factor that affects student learning outcomes. The difference with previous research is this study used a mexed method by making observations and interviews with tutors, while this study used quantitative approach. In addition,

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[9] Rifdah H. P, and Mahmud MY, *"The effectiveness of Using the Quizizz Game Application to Increase English Vocabulary"*, *Shibghoh Journal,* vol. 1, 2023. https://ejournal.unida.gontor.ac.id/index.php/shibghoh/article/view/9515

previous research focused on improving students' vocabulary while this research focused on students' reading comprehension.

The next research by Bakhtiar with the title, *"Analysing Students' Perception of Web-Based Learning with Quizziz Application in Reading Comprehension at SMP Negeri 3 Sungguminasa"*. The researcher concluded that students who use quizizz in learning feel happy and not easily bored. Because of its various features, which indirectly enable students to pay greater attention to the lessons being taught, students also find it easier to understand the topics being studied.[10] The similarity of this study is that both focus on the use of quizizz media. while the difference is that the previous study focused on students' views while this study focuses on improving students' reading comprehension.

Further research was conducted by B. Samet and Arttirmak with the title *"Using Quizizz.com to Enhance Pre-Intermediate Students' Vocabulary Knowledge"*. In this study, the researcher aimed to assess the effectiveness of using quizzes to teach vocabulary compared to common classroom teaching methods. The results of this investigation revealed a difference in scores between the control and experimental groups. Although the difference was not statistically significant, the control group outperformed the experimental group.[11] The researcher

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[10] Bakhtiar, K. B., Iskandar, I., & Sunra, L., "*Analysing Students' Perception of Web-Based Learning with Quizziz Application in Reading Comprehension at SMP Negeri 3 Sungguminasa.*" *International Journal of Contemporary Studies in Education (IJ-CSE)*, *3*(2), 107-114, 2024.

[11] Arttırmak, O. D., KB, Ö., & Samet, B. A. L., "*Using Quizizz. com to enhance pre-intermediate students' vocabulary knowledge.*" *International Journal of Language Academy*, *6*(3), 295-303, 2018.

concluded that mobile phone-assisted language learning may be useful in vocabulary learning and teaching, but it does not appear to be very effective in the short term. The similarity of this study is that they both use the quizizz website as a factor that affects student learning outcomes. While the difference is that the previous research focused on student vocabulary, whereas this one focuses on student reading comprehension. Furthermore, the previous research applied a quasi-experimental approach with one group control and one experimental group, but this study used mixed method with pre-experiment design one group pre-test and post-test.

Furthermore, the research conducted by T.D.D. Nainggolan and Kadek S.D., entitled "*The effectiveness of Quizizz on Tenth-Grade EFL Students Achievement in English Learning Process".* It focused to find out the effectiveness of the use of *Quizizz* application in the English learning process for tenth-grade students by doing treatment using the Quizizz application during the learning process in class. In this study said that Learning media that use digital technology in combining information and communication technology is a suitable media for use as a means for teachers and students to facilitate the learning process which can certainly create a different atmosphere in the classroom. In the process of collecting data after six treatments at once including post tests, it was found that student scores improved. Where during the application process found significant differences

before and after the treatment was carried out.[12] The similarity with previous study is used quizizz as a learning media. The difference with previous study is Nainggolan and Kadek focused to improve students achievements in English learning process while this study focused to improve students reading comprehension.

The last researchers by Wahyuni and Styaningsih, entitled *"The Effectiveness of Quizizz as Web-Based Learning Media in Teaching Reading Comprehension".* The result of this study said that Quizizz is an effective media for teaching recount text. Based on the result, there is a significant difference between students who were taught with Quizizz and students who were taught with google forms.[13] It is also suggested that teachers can apply Quizizz as a learning media so that students are interested. The similarity with previous study is focused to improve students reading comprehension by using Quizizz. The difference with previous research is Wahyuni used quasi-experimental while this study used mixed method with pre-experimental design. Their research also used recount text while this research use narrative text.

Based on the research study, researcher have the same application function but different from previous studies. Therefore, researcher are interested in conducting further research with the title *"The Effect of Quizizz Website on Students Reading*

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[12] T.D.D. Nainggolan & Kadek, S.D., *"The effectiveness of Quizizz on Tenth-Grade EFL Students Achievement in English Learning Process", Language and Education Journal Undiksha,* vol. 5(2), 2022.

[13] Wahyuni, S., & Styaningsih, D., "*The Effectiveness of Quizizz as Web-Based Learning Media in Teaching Reading Comprehension", Indonesian Journal of Multidisciplinary Educational Research*, *1*(2), 179-188, 2023.

Comprehension for Eighth-grade Students of MTS Nurul Ulum Sukaraya". This research was conducted to find out whether the use of Quizizz website have effect in students reading comprehension.

B. Literature Review

1.   Reading Comprehension

a.   Definition of Reading

Reading is one of the four skills in English (speaking, listening, writing and reading). Which means the process of finding the intention to be conveyed in a reading text through written media. In addition, someone who reads is often referred to as a "reader". Reading can help students understand more deeply about learning, which can help them think more critically and see things more broadly. As stated by Husnaini, reading isn't solely the activity of reading some sentences however conjointly understands the meaning.[14] It is mean not just a kind of word-for-word process, but rather words that are processed serially in order to identify the meaning of the words.

Reading is a fundamental ability that is essential for academic achievement. It involves having the capacity to read, comprehend, and evaluate written texts,

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[14] Husnaini, "*ELTIC (English Language Teaching and English Linguistics) Teaching Reading Comprehension Through Story Mapping Technique at Senior High School in North Luwu". Journal of English Language Teaching and English Linguistics*, *6*(2).

helping pupils in making meaningful connections with challenging content.[15] Students who read will inadvertently accumulate words in their heads that will help them develop the ability to deduce the meaning of the words they have read.[16] Reading is important because it will open up students opportunities to get a lot of knowledge that is useful for life and helps students become more human beings good.

b. Purposes of Reading

In the process of reading, students will be concerned with the subject content of what they read and the language in which it is expressed. When students read, it is for a purpose. Clearly, students can have different purposes in their reading; these will include:[17]

1) To get information. When the readers read the text, they aim to search for specific information or general knowledge of the text. They should not read the whole text and they can do scanning or skimming.

2) To learn new information. Readers usually want to get new information so that they will look for reading texts that match the desired topic. In a sense, the topic of reading to be read is not a topic that is not wanted by the reader (random text).

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[15] Usman, N., Hendrik, H., & Madehang, M., *"Difficulties in understanding the TOEFL reading test of english language education study program at university"*. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *12*(1), 755-773, 2024.

[16] Adapted from an article by Khalilova, K.K. and various other sources.

[17] Jordan RR. Academic reading. In: *English for Academic Purposes*. Cambridge Language Teaching Library. Cambridge University Press; 1997:143-148.

3) Reading to integrate information. In order to identify what information to integrate and how to integrate it for the reader's aim, reading to integrate information involves a critical review of the material being read.

c. Reading Comprehension

Comprehension is the knowledge or understanding that is result a process. Thinking process that depend not only a comprehension skill but also on the student experience, prior knowledge and working memory. Reading comprehension is technique for improving students succes in extracting useful knowledge from text.[18] Comprehension in reading means understanding what is being read. In order to understand the messages of the author, readers should have the ability to read with comprehension.[19] From the definition above, the researcher can conclude that reading comprehension is very important to students because the reader can understands what they read through an intelectual process that influenced by several abilities to think and speak.

d. Level of Reading Comprehension

Each student has different reading comprehension abilities. This is due to a variety of factors that influence their skills, including habits, social environments, learning methods, and others. Based on this, teachers must modify the level of students' abilities before selecting the form and manner of learning that will be used

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[18] Rusdiansyah, *"Note-taking as a Technique in Teaching Reading Comprehension"*. IDEAS: *Journal on English Language Teaching and Learning, Linguistics and Literature*, 7(2).

[19] Mogea, Tini. *"Improving Students's Reading Comprehension Through Group Discussion Technique"*. JUPENSI (*Jurnal Pendidikan dan Sastra Inggris*) Vol 3, No. 1, 2827-8860, 2023.

in the classroom, to make sure the learning techniques provided are effective. In general, students' reading comprehension levels can be divided into three, literal comprehension, inferential understanding and creative understanding, as follows:[20]

1) Literal comprehension

Literal comprehension is the ability to understand the explicit meaning of the text. This level focuses on facts, details, and information that are clearly mentioned in the material. Questions at this level often begin with "who," "what," "where," and "when." At this level, children can recognize the main idea, vocabulary, and details of information in a reading text, as well as summarize the material presented.

2) Inferential understanding

Inferential comprehension is drawing logical conclusions based on hints offered by the author, requiring the reader to read between the lines. Questions at this level frequently start with "why" or "how". At this level, students are required to understand the events in the reading text, such as cause-and-effect relationships, as well as the implied meaning that the author wishes to express.[21] At this level, students must have a deep understanding and the ability to think critically.

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[20] Al-Rimawi, S., & Al Masri, A., "The level of reading comprehension skills of students with learning disabilities in Jordan." *Journal of Educational and Social Research*, *12*(1),2022

[21] Furwana, D., & Syam, A. T., *"The Use of Three-Level Guide Strategy in Teaching English Narrative Text: A Classroom-Based Research."* Research and Innovation in Language Learning, 4(2), 142-159, 2021.

3) Creative understanding

Creative comprehension entails combining information from various parts of the text to form a new understanding or perspective. The reader must use imagination and analytical abilities to reassemble concepts into a logical structure.At this level, students have a good understanding because they can reassemble what they've read in a new way. In the sense that students can not only understand what the author desires to convey, but also feel what happens in the story.

e. Teaching Reading Comprehension

The roles of the teacher in this approach are facilitator, manager of her class room, advisor, and communicator, while the student's role is communicator. The teacher is the most important single element in any teaching situation. The way a teacher presents material will have an impact on the knowledge that students take away from it. A teacher must attempt to develop an appropriate method and strategy for teaching reading comprehension in order to preserve the ideas. As stated by Husnaini (2018) the teacher functions is as a resource manager, engaging with individuals or groups to highlight, explaining, and motivate students to recognize, discuss, and formulate their own learning strategies. Therefore, In order to get students to be interested in reading, teacher must find the right approach.

To create favorable situations and conditions for the teaching and learning process, teachers must be creative.[22] To improve the reading ability of their students, teachers must apply interesting and effective methods. Since strategy and technique in reading instruction are crucial in assisting students in comprehending the reading material's content.[23] A teacher must be familiar with teaching methods, particularly how to use them, in order to make class more interesting and students' understanding of reading texts better.

As used in this study, researchers utilized the Quizizz website with a form of multiple choice questions in assessing student understanding. Multiple-choice is one type of assessment that can be used in assessing and stimulating students' reading comprehension of reading texts. It consists of one or more multiple-choice questions and a text that can be any kind. Statements, questions with answers, or partial statements with a list of phrases or words can all be used as these choices. Usually, there are three or four options available, and only the correct option is chosen.[24] Developing a good multiple-choice question needs a careful consideration. For learners who are not very proficient in the language, a question with four options is actually the most effective; one of the options should sound

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[22] Said, Y. R., & Tabitah, P. N., *"The Effectivenes of Speed Reading Technique in Narrative Text to Improve Students' Reading Ability". IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 11(1), 936-947, 2023.

[23] Mogea, Tini. *"Improving Students's Reading Comprehension Through Group Discussion Technique".* JUPENSI (*Jurnal Pendidikan dan Sastra Inggris)* Vol 3, No. 1, 2827-8860, 2023.

[24] Madani, H. *"Assessment of Reading Comprehension". Revista Romaneasca pentru Educatie Multidimensionala*, *8*(1), 125-147, 2016.

like the correct response. There are two types of multiple choice questions used in this study, as follows:[25]

1) Main Idea

Main idea questions is a questions that ask students to identify the general gist or main idea, central point or message of a passage or paragraph. You can help students understand what they're reading by assigning identifying the key idea of text. By answering main idea questions, it can indirectly help students practice their reading comprehension related to the content they read.

2) Detail Information

Detail information refer to smaller bits of information than comprehension questions. The answers address precise, tiny details in the paragraph or sentence, such as a number, a date, or a name. These questions focus on the specific features of the topic and measure understanding by asking specific details rather of general concepts or interpretations. Responses to literal questions may give light about who, what, where, and when. Students will not successfully respond to or analyze a question until they have objectively determined the facts, which provide the context for understanding the bigger picture.

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[25] Gallaudet University. (n.d.). "*Types of Reading Comprehension Questions and Tests*". Retrieved from https://gallaudet.edu/english/english-center/reading-esl/types-of-reading-comprehension-questions-and-tests/

2. E-learning Media

a. Definition of E-learning Media

Learning media refers to all forms of tools or materials used to facilitate the learning process for students, whether in the form of physical objects, technology, or a combination of both. E-learning media is a learning system that utilizes information technology to deliver educational content. E-learning media encompasses various formats and platforms, which can include videos, texts, PDFs, quizzes, and interactive simulations. Most educators currently use a variety of e-learning tools, such as Google Classroom, Zoom, Education, Seesaw, Photo math, Socrative, Kahoot, Quizlet, etc.

E-learning media can be described as a learning procedure whose creation is through interactions with the digital delivery of content, services based on the network and support from tutors.[26] Based on this, it can be concluded that E-learning media refers to all learning media that make use of technology, including websites, apps, platforms, and electronic physical items. To put it another way, this learning resource is an example of a contemporary form of innovation in teaching techniques.

b. Kinds of E-learning Media

E-learning, derived from the term "elektronik," encompasses all learning activities conducted online or offline information by individual or groups using a

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[26] Alenezi, A. "*The role of e-learning materials in enhancing teaching and learning behaviors*". International Journal of Information and Education Technology, *10*(1), 48-56, 2020.

computer or other electronic device. The types of teaching using E-learning media that are currently often encountered can be grouped into several types depending on the media and its intended use, as follows:

1. Synchronous E-learning

    Synchronous e-learning is a type of learning that occurs simultaneously in real time. Despite the fact that they are in various locations, all participants engage in teaching and learning activities simultaneously.[27] This type of learning allows students and teachers to communicate and respond directly. Examples that are often encountered are such as virtual classrooms, webinars and others that usually use Google Meet, Zoom or Youtube.

2. Asynchronous E-learning

    Asynchronous e-learning allows students to study whenever and wherever they want, according to their own schedule. This form of learning allows students greater flexibility and time to respond to the exercises and materials provided. This way of learning is the most commonly employed by teachers since it is simpler to implement. For example, teachers can present exercises and materials in the form of educational films, YouTube, or podcasts, to which students can answer via email.[28]

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[27] Amiti, F., *"Synchronous and asynchronous E-learning." European Journal of Open Education and E-Learning Studies*, *5*(2), 2020.

[28] Hartina, S., Ermawati, E., & Syahrir, S., *"Flipped Learning: Asynchronous and Synchronous Models in Online Class to Improve the Learning Outcomes." IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *10*(1), 670-681, 2022.

3. Game Based Learning Media

gaming-based learning is a style of learning that uses digital media in the form of platforms or gaming applications to generate learning ideas or learning that is adapted to resemble an educational game. The examples of media that are often used include applications such as Crossword puzzle, WoW, Quizizz and others. This form of learning material is one of the most popular ways for students to study since it is enjoyable and varied enough to grab students' attention and focus on learning.[29]

4. Online Assessment Tools

In addition to online learning, currently there are many e-learning media that can be used as online student assessments. Online assessment is one of the forms of technological development in the field of assignment or exercise systems and includes electronic media that can be used in providing exercises to see student learning progress, for example, such as google classroom. Current technological advances allow the development of questions and surveys with both objective and open-ended responses.[30] These are particularly useful in online education as they enable testing and the provision of feedback. However, this still cannot assess more complex learning activities such as group work and project work so teachers still

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[29] Shi, Y. R., & Shih, J. L., *"Game factors and game-based learning design model." International Journal of Computer Games Technology*, *2015*(1), 549684, 2015.

[30] Naidu, S., *"E-learning: A guidebook of principles, procedures and practices."* Commonwealth Educational Media Centre for Asia (CEMCA), 2006.

have a large role in assessing the development and progress of student learning outcomes.

5.   Web-based Learning

A learning website is an online platform that is intended to facilitate education and improve students' learning experiences.[31] These websites can serve a variety of functions, including giving access to educational resources, interactive learning experiences, and facilitating contact between instructors and students. Teachers and students require a good internet connection for this type of e-learning because users do not need to download software to use it; instead, they only need to access the relevant website. Examples include Google Translate, the Quizizz website, and others. This is one alternative for teachers who want to use e-learning-based teaching approaches but are limited by storage. As a result of the large number of website-based e-learning media, teachers will be able to access the media platform at any time and from any location without concern of running out of storage space while downloading learning media for use in the classroom.

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[31] Naidu, S., "*E-learning: A guidebook of principles, procedures and practices*." Commonwealth Educational Media Centre for Asia (CEMCA), 2006.

c. Advantages and Disandvantages of E-learning Media

In the use of a medium in learning, it is certainly inseparable from the advantages and disadvantages of the media being used. Here is an explanation of the advantages of e-learning media in education:[32]

1) Convenience and accessibility: With the help of e-learning, students may access course materials at any time and from any location, which makes learning more convenient for people with busy schedules or potential mobility problems.

2) Flexible Learning Schedule: By allowing students to learn at their own speed, they can manage their time between school and obligations to their families or jobs. This flexibility can lead to improved learning outcomes as students can study when they are most alert and focused.

3) Self-Paced Learning: E-learning accommodates different learning styles by allowing students to repeat or skip lessons based on their understanding of the material. This personalized approach helps cater to individual needs

4) Environmental Benefits: E-learning helps to maintain a sustainable environment by reducing the use of paper and the requirement for physical resources.

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[32] Akhter, S., Javed, M. K., Shah, S. Q., & Javaid, A. *"Highlighting the advantages and disadvantages of E-learning". Psychology and Education*, *58*(5), 1607-1614, 2021.

5) Updated content: The basic advantage of E-learning learning is that it makes sure that the students are in synchronization with modern learners. It offers access to exclusive, prolific, and updated content and accessibility is open, secure, and uninterrupted. E-Learning lets the learners be updated with the current trends.

In addition to the advantages, the use of E-learning media in learning also has disadvantages as follows: [33]

1) Health Concerns Related to Screen Time. Increased screen time associated with e-learning can lead to health issues such as eye strain or poor posture if not managed properly.

2) Students become less interested in reading textbooks in-depth as a result. Students become less interested in reading textbooks in-depth as a result.

3) Lack of Face-to-Face Interaction. The absence of in-person connection can lead to feelings of isolation among students, reducing motivation and engagement.

4) Technical Issues. E-learning requires consistent internet access; yet, connectivity issues can disrupt the learning process and present hurdles for both students and instructors.

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[33] Akhter, S., Javed, M. K., Shah, S. Q., & Javaid, A. *"Highlighting the advantages and disadvantages of E-learning". Psychology and Education*, *58*(5), 1607-1614, 2021.

3. Quizizz Website

a. Quizizz Website

Quizizz is a learning platform that offers a lot of features to make classroom fun, engaging, and interactive. In this website, teachers can make quizzes according to the desired material. In addition to making their own, teachers can also use quizzes or materials that are already inside. In the process of application, teachers can choose to interact directly with students or not. In direct interaction, teachers can directly assess the results obtained by each student that appear automatically on the teacher's computer / mobile phone when Quzizz is used. In addition, in the form of indirect interaction, quizizz allows teachers to provide self-assessment to students at home to help students understand the material taught better.

Quizizz is an alternative to Kahoot! and constitutes a great online tool which helps students check their knowledge and progress in learning. Quizizz also has an excellent and clear instruction that suitable to the way students learn English so that it easy to use (T.D. D. Nainggolan & Kadek, S.D., 2022). Moreover, this website provides many types of fun game elements such as quests, challenges, levels, and rewards, which have the potential to increase motivation and participation in the learning process. Quizizz has a function as media in the learning process in the form of classroom activity in a fun way that allows students to do quiz together with their devices based on gamification. In this case, students can follow trends and form fun and beneficial habits.

b. Advantages and Disadvantages of Quizizz Website

On the Quizizz website there are many benefits that of course will facilitate teachers in the learning process. Based on Nurfadillah (2021), there are several advantages of Quizizz, which are as follows;

1) The Quizizz website makes it easy for teachers to create practice questions in a short time. This is because teachers can see or use practice questions that have been made by other teachers.

2) When students answer the quiz correctly then students can immediately see the points they achieved. Students can also see answers that are not right so that they can be self-corrected by students.

3) After answering all the questions, the teacher can immediately find out the ranking of students based on the number of questions answered by students.

4) In doing quizzes, each student gets different quiz questions, because they have been randomized automatically, thus minimizing cheating.[34]

5) There are many choices of the latest features that can be the choice of teachers in providing exercises to students so that the learning process is even more varied.

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[34] Nurfadhillah et all. *"Pengembangan media pembelajaran interaktif berbasis android melalui aplikasi quiziz pada pelajaran matematika vi SDN Karang Tengah 06", Pensa*, *3*(2), 280-296.

<u>S Nurfadhillah</u>, A Rachmadani, CS Salsabila… - Pensa, 2021 - ejournal.stitpn.ac.id

In addition to advantages, of course, it is undeniable that there will always be disadvantages of teaching media. The following disadvantages of Quizizz are as follows:

1) Because technology-based, of course, the most common shortcomings are problems that often occur due to the availability of networks or internet that are not always adequate.

2) Each question has a time limit that can be set by the teacher so that students must answer before the time runs out because if it is late, the questions will automatically change and will reduce student points.[35]

In addition, the existence of this application is not very commonly used by teachers and students today so it is one of the shortcomings of using this learning media. The unfamiliarity of students can cause some students to find it quite difficult to answer exercises through this application.[36] In this case, the role of the researcher is very important in explaining how to use this application and helping students solve problems that may be faced in the application process.

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[35] Nurfadhillah et all. *"Pengembangan media pembelajaran interaktif berbasis android melalui aplikasi quiziz pada pelajaran matematika vi SDN Karang Tengah 06", Pensa*, *3*(2), 280-296.

S Nurfadhillah, A Rachmadani, CS Salsabila… - Pensa, 2021 - ejournal.stitpn.ac.id

[36] Ota, M. K., Banda, Y. M., Sama, G., & Kara, Y. M. D. K. *"Student's perception towards using Quizizz as an online evaluation medium of English learning"*. *Journal of Research in Instructional*, *3*(2), 147-156.

MK Ota, YM Banda, G Sama, YMDK Kara Journal of Research in Instructional, 2023•jurnal.unipa.ac.id

c. Privacy Policy of Quizizz Website

1) Quizizz will save the account information that you provide when setting up an account. The information may be as follows: an email address, a parent's or guardian's email address, first name, last name, and organisation names.

2) When you are using this service, Quizizz also stores log information. This data may contain information about how and when you use the service, as well as your browser type, language preference, time zone, destination website, login & logged out times or internet protocol IP address.

3) If you are a registered user of Quizizz, Quizizz may periodically send messages through email if provided or push notifications for mobile app users in order to inform them about new features, receive feedback and be kept up to date with what's happening on our products.

d. Quizziz Features for Teaching Reading

Sign in to account that has been registered in quizizz then open the questions that has been created previously in the my library section or create a new one by choosing what type of exercise will be given to the students.
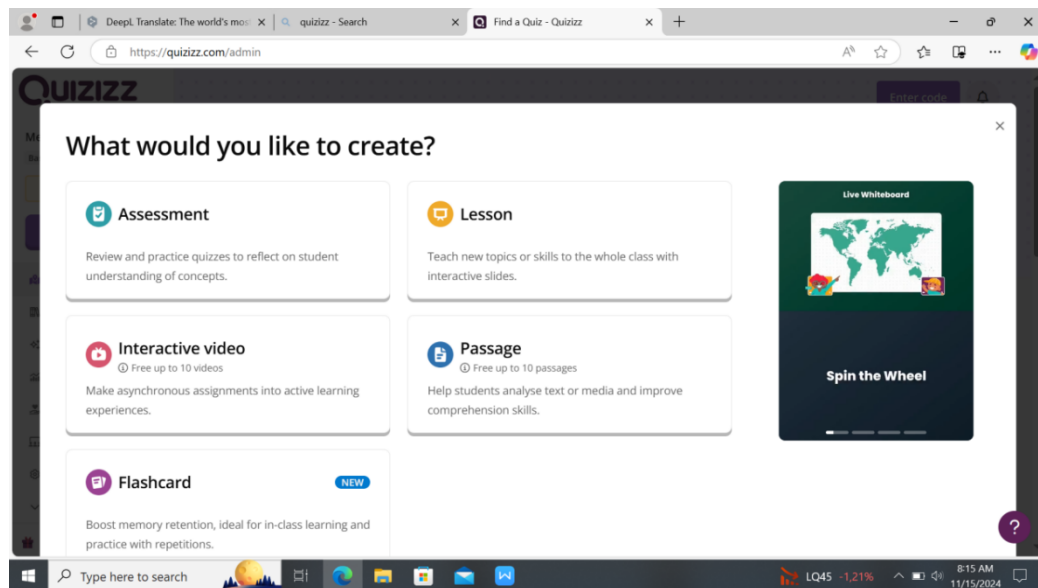
Figure 2.1: The display of quizizz menu

As shown in the picture above, there are several feature options that will appear so that the users can adjust to the type of teaching needs. Users only need to click on the desired section and follow the instructions to use the features.
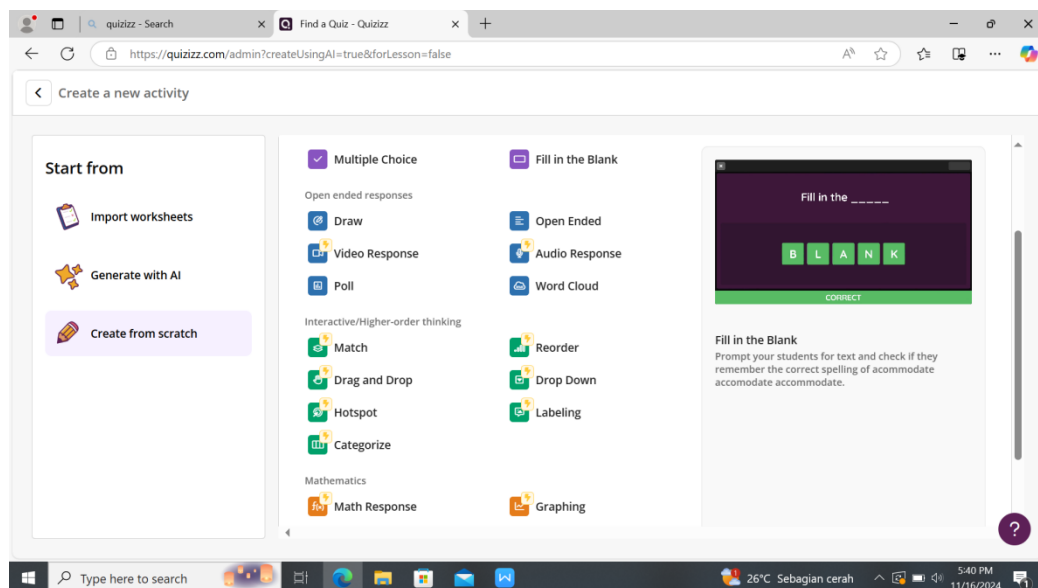
Figure 2.2 : The type of questions choice

There are several choices of questions forms that can be used including multiple choice, open-ended questions, and math as can be seen in the picture above. In addition, there are more features which will make it easier for users to organize learning activities. Users only need to select the desired section and follow the instructions, the features can be seen in the picture below.
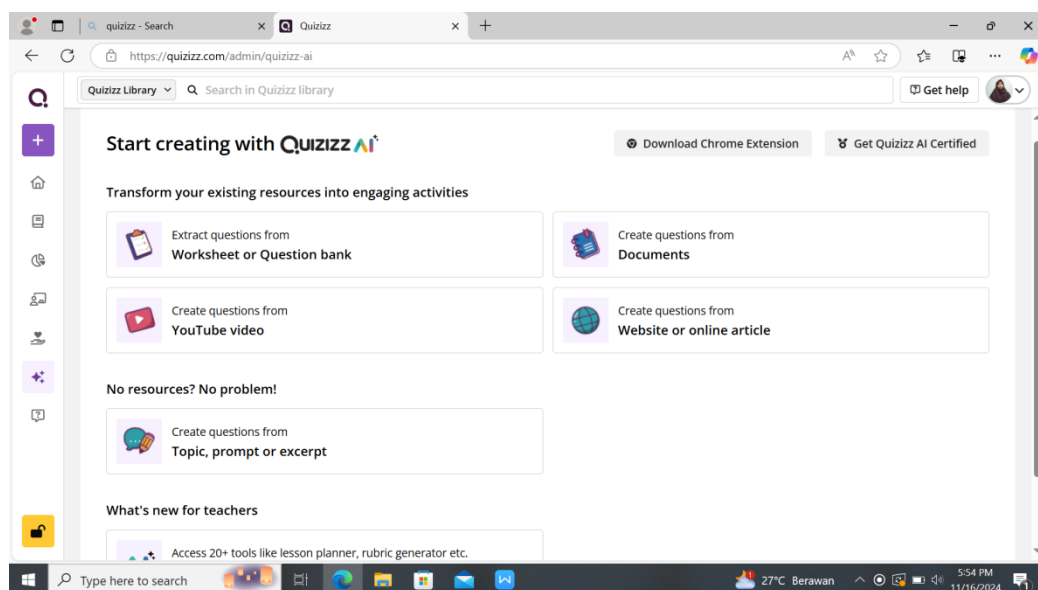
Figure 2.3 : The type of questions choice

To see the latest features, users can select what's new for teachers section. After that the latest features that can be used will appear as in the picture below. Also there are more features that support reading teaching that can be used, including questions and assessment feature such as story based problem and reading passage questions.
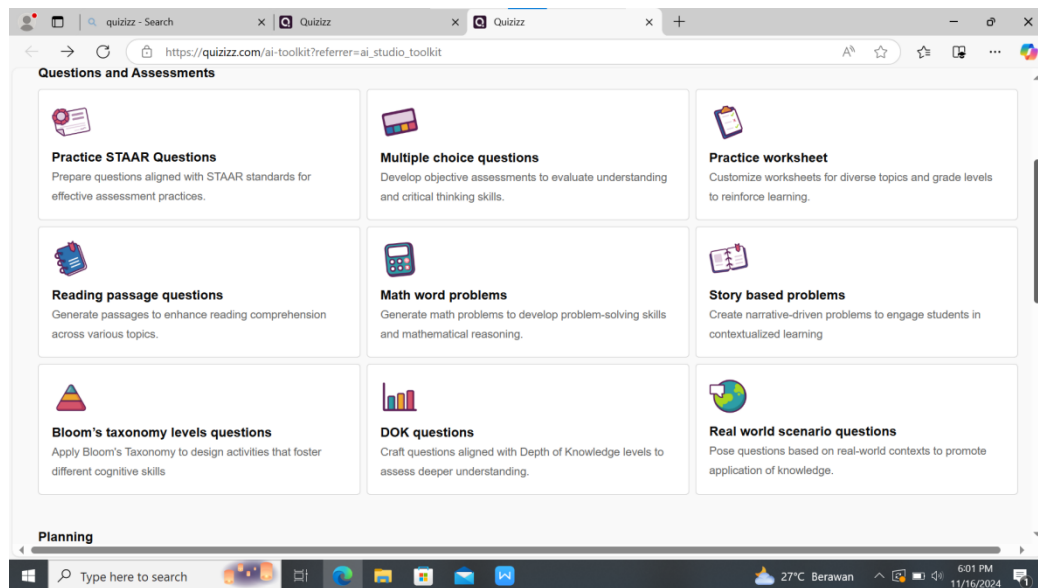
Figure 2.4 : The latest features for quizizz users

There are also planning and accommodation features that can be used to create a more diverse and interesting learning atmosphere. Each feature in quizizz is always accompanied by an explanation that makes it easier for users to understand the form and use of these features as an example that can be seen in the picture below.
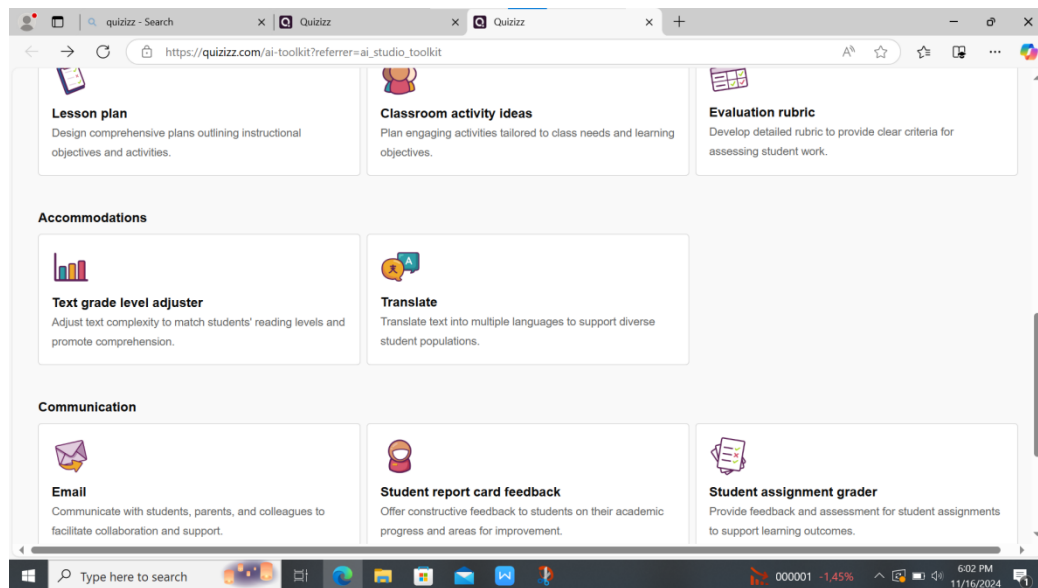
Figure 2.5 : The planning and accommodations features

Users can compose their own questions by creating or uploading existing exercises in documents or re-editing from existing exercises in quizizz. When finished, users can immediately share the exercise with students in the form of live quiz or make it an assignment as shown in the example below.
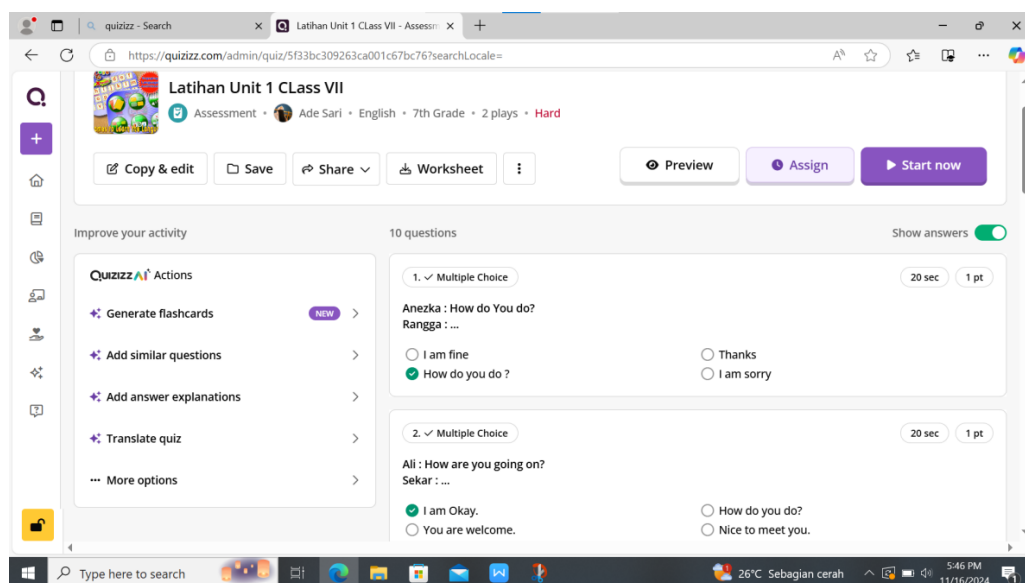
Figure 2.6 : The display when users create question in quizizz.
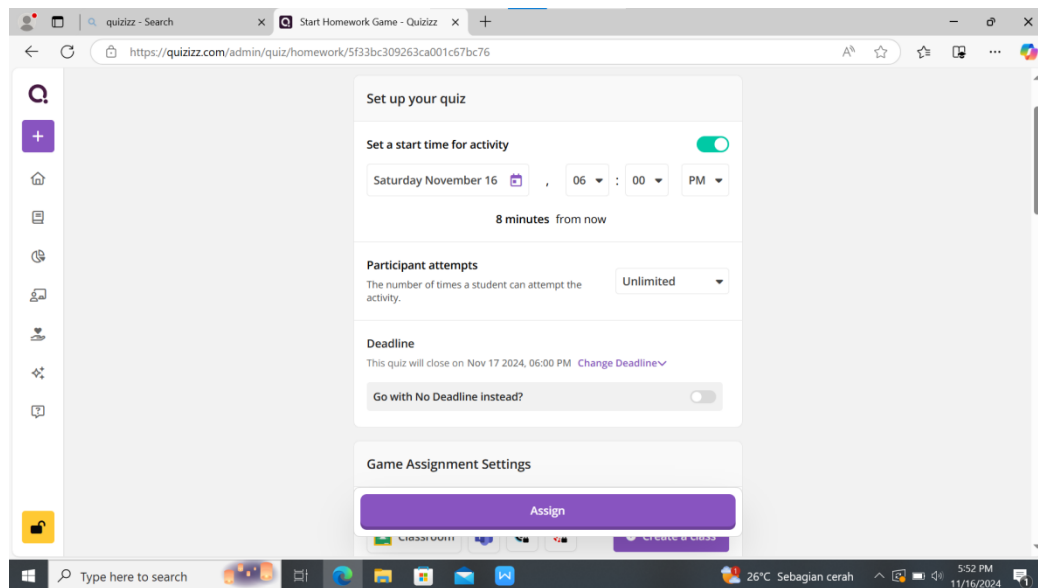
Figure 2.7 : The display when users create question in quizizz.

For each form of assignment given, there are features that students can use to make the process of answering questions interesting, such as theme feature that can be selected by students and the music features as a backsound when working on questions (can be seen in the picture below). In addition, students can also save the results they get as a reflection of learning.
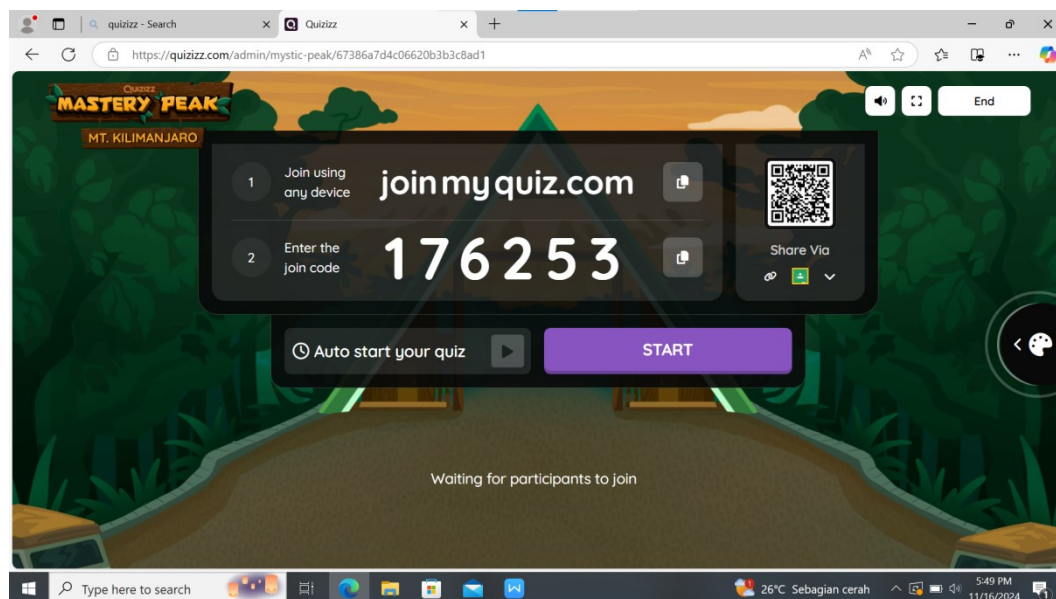
Figure 2.8 : The screen display when the quiz is about to start

e.   The influence of Quizizz in Teaching Reading Comprehension

Quizizz is an interactive learning platform that enables students to interact directly with the most recent learning materials. The use of quizizz as a media for learning reading generates an interactive learning environment that helps students overcome boredom when dealing with reading text. The numerous features in quizizz allow students to experience the feeling of playing games while completing the tasks provided, which helps boost student focus and enthusiasm. Raising students' enthusiasm for studying will definitely facilitate students understanding of material and in the end enhance their learning results in terms of reading comprehension or other skills. This is accordance with the theory of learning media by Gagne (1960), stating that learning media is a component in the student's environment that can stimulate students to learn. In many cases, reading

comprehension materials are mostly received by students in the form of interactive multimedia because reading activity are more liabel to boredom.

According to this, using media like the quizizz website help students improve their reading comprehension. As one of the online media based learning, quizizz can be utilized as a blended learning strategy to help teachers increase students interest and learning result, particularly in terms of reading comprehension. According to the researcher, some of the following quizizz features can be used by teachers to improve students' reading comprehension, including.

1) A variety of questions

Some types of questions that can be used in learning reading are multiple choice, fill-in the blank and true-false questions. In addition, there are essay question that allow students to practice their understanding of reading passage by providing answers according to what they think.

2) Story-based problems

This feature is newly developed feature in quizizz. This feature allows teachers to combine narrative elements with interactive evaluations that can indirectly train students' critical reading skill, because they have to understand the details of the information to be able to answer the questions correctly.

3) Reading passage questions

This new type of exercise allows the teacher to insert the reading text in the quiz and then follow up with questions related to the reading text.

4) Text grade level adjuster

This feature allows teacher to customize the difficulty level of text and questions according to students' abilities. In addition, this feature can be used by teacher to measure student progress more accurately so it creates an effective learning experience for all students.

C. Conceptual Framework

This research used mixed method with pre-experimental design with one group pre-test and post-test. In this treatment, several times students will be directed to use mobile phones. Then, researchers will take one class as a sample that will be given treatment using Quizizz. After that, students will be given treatment several times using mobile phones in the form of links to see the effects obtained at the end of the treatment.

Chart 2.1 Conceptual Framework
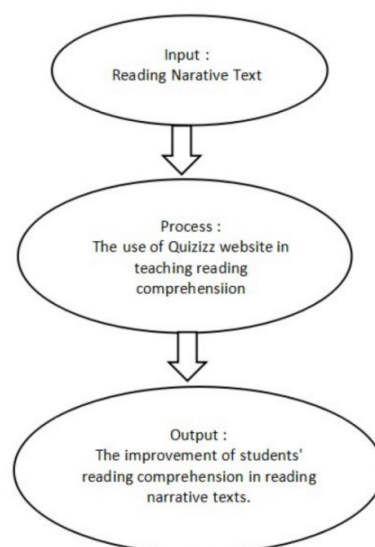
D. Hypothesis

This research was conducted to determine changes in the improvement of the reading comprehension of students who have basic abilities after the application of the Quizizz website in the English learning process. The hypothesis was formulated as follows:

H_0 : The use of Quizizz website does not significantly improve students' reading comprehension of eighth-grade students of Mts Nurul Ulum Sukaraya.

H_1 : The use of Quizizz website significantly improve students' reading comprehension of eighth-grade students of Mts Nurul Ulum Sukaraya.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used mixed method by applied quantitative and qualitative design. In this study, researcher wanted to measure the use of the Quizizz website in improving students' reading comprehension. The researcher used two instruments to collect data, reading tests were used to analyze numerical data from the score obtained by students in the pre-test and post-test to make conclusions and answer hypotheses in research. While interviews was used to collect information in the form of direct descriptive information about students' experiences and perceptions on the media they have used.

Design of the research[37] :

Table 3.1 Research Design One Group Pre-test and Post-test

Research Design
O_1 X O_2

Where :

O_1 **:** Pre-test

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[37] Sri, S.R., *"The implementation of Speechway Application to Increase Students' Speaking Skill at the Second Semester in English Department of State Islamic Institute of Palopo",* (IAIN Palopo, 2021).

X   **:** Treatment

O₂   **:** Post-test

B. Location and Time of Research

This research was conducted in MTs Nurul Ulum Sukaraya, Kec. Bone-Bone, Kab. Luwu Utara, South Sulawesi, Indonesia.

Table 3.2 Time and Location of the Research

Activity	Time
Pre-test	July 25th 2024
Treatment	July 27th 2024 - August 19th 2024
Post-test	August 24th 2024

C. Research Variables

The variable in this study was the object of research determined by the researcher. There are two variables in this study, namely independent variable and dependent variable:

1. Independent Variable

The independent variable is a factor that the researcher control and also causes changes that occur in the dependent variable. The independent variable in this research is Quizizz website.

2. Dependent Variable

The dependent variable is the variable being tested. The dependent variable in this research is students reading comprehension.

D. Population and Sample

1. Population

The population is the term typically used to refer to the number of people in a single area. The population of this study are students at MTS Nurul Ulum Sukaraya consisting of eight grade with a total number of students are 19 students.

2. Sample

The sample are the group selected from the population for observation in a study. This study applied total sampling technique. The total sample is a sampling technique where the number of samples is the same as the population and the reason for taking total sampling because the population is less than 100. The entire population was used as the overall research sample. The sample taken by researcher for this study consist of eighth grade students and the total are 19 students.

E. The Instrument of the Research

1. Reading Test

The research instrument of this research is a reading test that had been given in the pre-test and post-test. The number of questions provided by the researcher was 15 questions related to students' reading comprehension of the narrative text given. The pre-test was used to find out students' basic knowledge of reading

comprehension and the post-test was used to find out if there is an improvement that occurs after students had been treated with the Quizizz website.

Tabel 3.3 Topic of Questions in Pre-test

No	Topic of Questions	Total Number	Number in Questions
1.	Main Idea	9	1, 4, 6, 7, 11, 12, 13, 14, 15
2.	Detail Information	6	2, 3, 5, 8, 9, 10

Tabel 3.4 Topic of Questions in Post-test

No	Topic of Questions	Total Number	Number in Questions
1.	Main Idea	9	2, 5, 6, 9, 10, 11, 12, 13, 15
2.	Detail Information	6	1, 3, 4, 7, 8, 14

2. Interview

By the end of meeting, an interview was conducted to find out the students' responses to the use of the Quizizz website. In this study, the researcher used a type of structured interview, namely an interview with questions that had previously been determined by the researcher before being given to the resource person. This interview involved ten students as representatives. The researcher gave each

student three questions. When the interview was conducted, the researcher recorded the interview process of each student by using a mobile phone.

F. The procedure of Collecting Data

1. Pre-test

   Pre-test was given before students were given treatment to find out their prior knowledge. As well as to make it easier for researcher to compare whether there are a differences in student learning outcomes before and after treatment. In the pre-test, the researcher provided printed papers containing a reading test consisting of fifteen multiple-choice questions with a duration of thirty minutes.

2. Treatment

   Treatment classes was conducted after the pre-test had been given. Treatment class consists of 4 meetings. An overview of applying Quizizz in the classroom is as follows :

   a. Opening Class

      1) The researcher started the lesson by greeting and praying together.

      2) The researcher checked students attendances.

      3) After that, the researcher gave a warm up to the students.

b. Running Class

1) Pre-activity :

   a) Before the treatment class began the researcher had created WhatsApp group class that would be used throughout the research.

   b) Researcher shared narrative text with students via messages into whatsApp groups.

   c) Students are directed to open the group and read the text of the story that has been shared on their mobile phone.

   d) Researcher asked students about the content in the narrative text.

   e) The researcher explained about the structure, language features and easy ways to find information from within the text of the narrative text.

   f) After the researcher delivered the material, the researcher shared a link containing exercises for students based on the text of the story that had been studied before.

2) Main Activity :

   a) Before starting the treatment, the researcher had previously created a question and entered it into the Quizizz website.

   b) The researcher explained how to access the questions and how to complete the practice questions in Quizizz.

   c) The researcher then shared the link to the question into a class group.

d) After that. the researcher directs students to open the link that has been shared and answer the questions in it.

e) Researcher help students who have difficulty in accessing the links provided.

f) After all students successfully accessed the link, the researcher started an exercise room so that students could start the exercise simultaneously.

g) While the students work through the exercises, the researcher supervised each student and helps students who have difficulties during the process.

3) Post Activity :

a) After giving the exercises, the researcher asked students to look back at their answers and observe which parts of the problem they thought were still difficult to solve.

b) The students answer was assessed directly from the quizizz website.

c) After all the students finished doing the exercises, the researcher asked the students about the results they obtained.

d) After that, researcher evaluated their answers and together discussed the answers that were not quite right.

c. Closing Class

1) Researcher review what has been learned and invite students to conclude what has been learned.

2) The researcher closed the meeting by providing motivation, greetings and thanking the students.

Topic for Each Meeting :

1) First meeting : "The Crow and The Jug & The ant and the dove"

https://quizizz.com/admin/quiz/66a397b3dceac5fdab06d4c7?searchLocale=

2) Second meeting : "Fox and A Cat & True Friends"

https://quizizz.com/admin/quiz/66a398962da1ff78ae9b47aa?searchLocale=

3) Third meeting : "The Boy Who Cried Wolf & The Legend of Rawa Pening"

https://quizizz.com/admin/quiz/66a39910c515e464e9f01b70?searchLocale=

4) Fourth meeting : "Two Wise Goats & Pinocchio"

https://quizizz.com/admin/quiz/66a39986be8b93b0aeb541f7?searchLocale=

3. Post-test

Post-test is a final test given to students after treatment is carried out to find out how far students have achieved after participating in the learning activities given. In the post-test, the researcher provides a reading test in the form of a quizizz link that must be accessed by students with a total of fifteen multiple choice questions with a duration of 30 minutes to complete.

4. Interview

An interview session was conducted at the end of the study with the aim of finding out the students' responses to the learning that had been carried out. The type of interview used was a structured interview with three closed questions. The researcher asked three questions to ten students as representatives of the sample who were used as sources. The results of each student's answers were used by the

researcher in answering the questions in the study and helped the researcher in making conclusions at the end of the study. The following are the questions used in the interview:

1) Do you think the quizizz website is interesting to use in learning reading? Why?

2) Does quizizz make it easier for you to understand the content of the reading text? Why?

3) Do you have any suggestions for learning models for teaching reading?

G. The technique of Data Analysis

1. The analysis of Reading Test

      a. Scoring The Students Answer[38]

$$Score = \frac{Total\ correct\ answer}{Total\ number\ of\ test} \times 100$$

b. Calculating the Percentage of the Students' Score

The percentage used the following formula to compute the frequency of the rate percentage:

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[38] Lesage, E., Valcke, M., & Sabbe, E., *"Scoring methods for multiple choice assessment in higher education–Is it still a matter of number right scoring or negative marking?"*. *Studies in Educational Evaluation*, 39(3), 188-193, 2013.

$$p = \frac{F}{N} x100$$

Where :

P = percentage

F = Frequency

N = the number of samples (total respondents)

c. Classifying the Score of the Students' Answer

The score of the students was classified into four levels, as follows[39].

Table 3.5 The Score Classification of Student Answer

Category	Range	Assesment Criteria
Excellent	86-100	The students' got 13 until 15 correct answer
Good	71-85	The students' got 10 until 12 correct answer
Average	56-70	The students' got 6 until 9 correct answer
Poor	<55	The students' got 1 until 5 correct answer

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[39] *"Guide to Scoring Rubrics". UC Davis School of Education,* California, 2014.

2. The analysis of Interview

In this research, the data was analyzed by using an interactive model based on Miles and Huberman. Miles and Huberman mentioned those model include data collection, data reduction, data display, and conclusion drawing/verification.[40]

Chart 3.1 The analysis of Interview
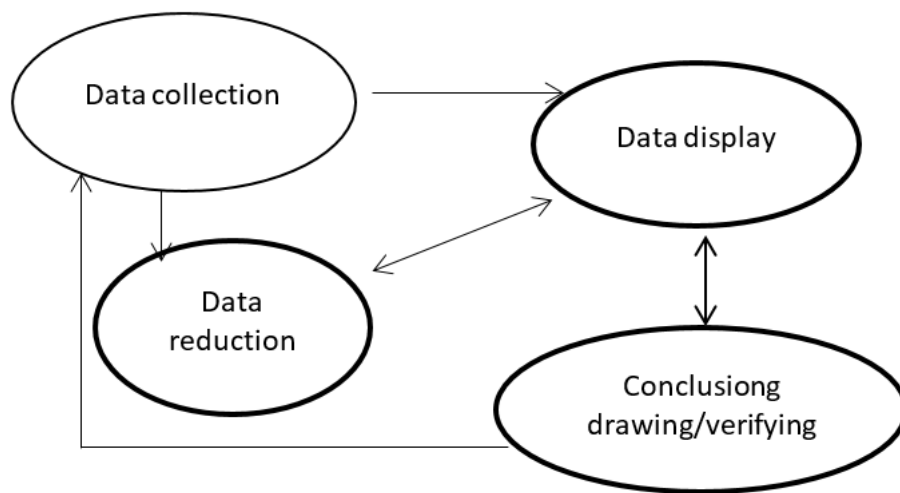
a. Data Collection

The first stage in the analysis model above is the collection of data from interviews, observations, and other required documents which are then recorded by researchers in field notes.

b. Data Reduction

Data reduction is a form of anlysis that sharpens, classifies, directs, discards unnecessary data, and organizes data in such a way that final conclusions can be

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[40] Miles M.B & Huberman A. M, "*Analisis Data Kualitatif*", (London, 1984).

drawn and verified. [41] Furthermore, researcher will simplify and compile systematically and describe important things about the findings and their meaning which can be in the form of a summary so that it is easier for researcher to make conclusions.

c. Data Display

After data reduction, the next step in analyzing data is data display. Data display is part of data analysis, which is the stage where the data obtained is arranged systematically to make it easier to understand. This stage helps researchers better organize the data and determine the relationship patterns of each data.

d. Conclusion: drawing/verifying

Verification is the next stage of data analysis, which involves checking the data and making conclusions. The findings provide answer to the study question that was defined at the outset and can evolve in response to field conditions. Similar to the data reduction process, a preliminary conclusion can be drawn once enough information has been gathered, and a final conclusion can be drawn once all the data has been gathered.

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[41] Miles M.B & Huberman A. M, "*Analisis Data Kualitatif*", (London, 1984).

3. Using Statistical Analysis

In the process of data collection, the researcher used SPSS version 25 to find out the mean and standart deviation of students, the paired sample statistic, and paired sample correlation of pre-test and post-test, as well as the pairs sample test.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes two sections, he first is findings and the second is disussions.

A. Findings

The research findings include a description of the results of the student's pre-test and post-test. The pre-test was conducted before treatment, and the post-test was given after treatment to determine students reading comprehension after being treatment. The findings are explained as follows:

1. The analysis of students score in pre-test

The following is a tabulation of student scores obtained by the researcher in the test given to students during the pre-test, which is as follows:

Table 4.1 The Students Score in Pre-test

No	Students	The Aspect of Reading Assesment		Total	Score	Classification
		Main Idea	Detail Information			
1.	S1	1	1	2	14	Poor
2.	S2	3	3	6	40	Poor
3.	S3	2	5	7	47	Poor
4.	S4	4	3	7	47	Poor
5.	S5	0	3	3	20	Poor
6.	S6	2	3	5	34	Poor

7.	S7	2	5	7	47	Poor
8.	S8	0	3	3	20	Poor
9.	S9	3	5	8	54	Poor
10.	S10	3	0	3	20	Poor
11.	S11	1	4	5	34	Poor
12.	S12	0	5	5	34	Poor
13.	S13	2	2	4	27	Poor
14.	S14	3	2	5	34	Poor
15.	S15	1	4	5	34	Poor
16.	S16	3	2	5	34	Poor
17.	S17	2	3	5	34	Poor
18.	S18	1	4	5	34	Poor
19.	S19	3	2	5	34	Poor
Score		36	59	95	642	
Mean Score	33.79					

The table 4.1 explains the student scores in the pre-test with a total of 19 students, with 2 students scoring 54, 3 students scoring 47, 1 student got a score of 40, 9 students got a score of 34, 1 student got a score of 27, 3 students got a score of 20, and 1 student got a score of 14. The overall score of all students is 642 and the mean score is 33.79. Based on the table above, it was found that all students' scores were in the "poor" category and only one student almost got average category, which means all the student's scores was lower than the score of <55. With this, the researcher concludes that students have a low level of reading comprehension to the material given and need teaching to make it better.

Chart 4.1 The Percentage of Students Score in each type of Questions
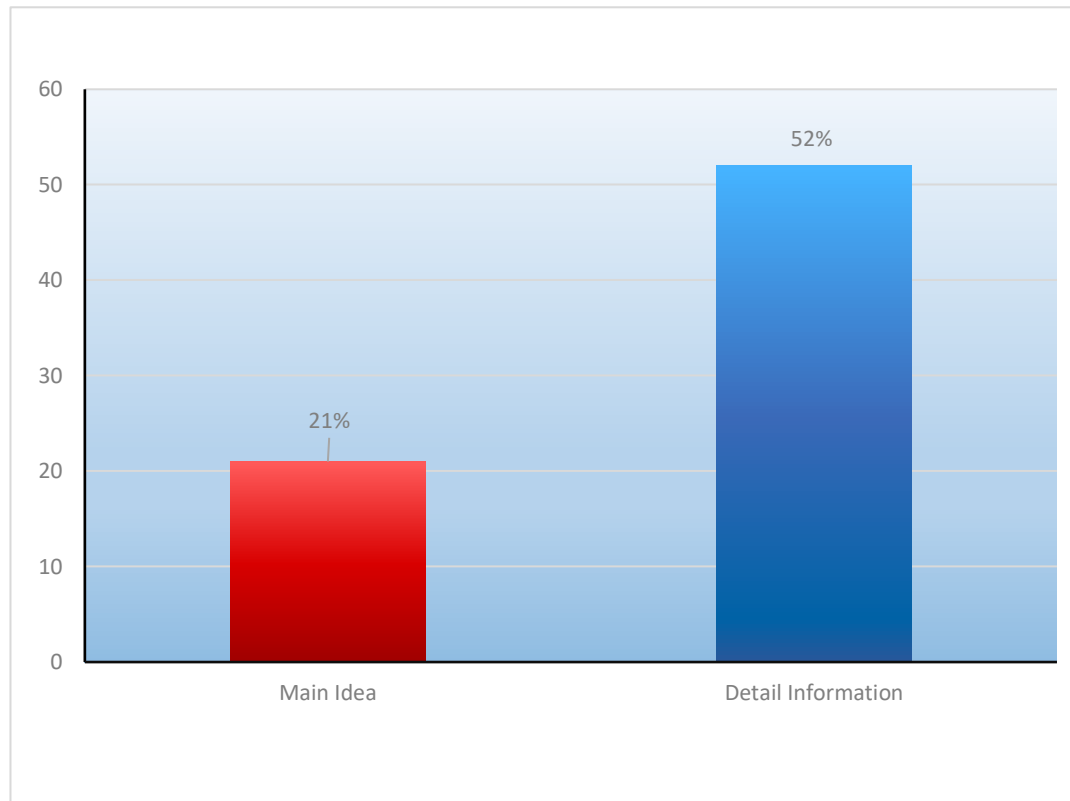
The diagram 4.1 is a description of the number of students who answered correctly on each type of comprehension question given during the pre-test. Where each diagram has a color that symbolizes a different type of question, in the blue diagram (detail informations) students managed to answer correctly by 52% and for the red diagram (main idea) the percentage of students' correct scores is 21%. this shows that the highest percentage of the number of correct answers of students at the time of the pre-test is located in the type of detail informations and the lowest is in the type of main idea questions. After summarizing, the researcher then tabulated the data into percent. Student scores are classified into four levels as follows:

Table 4.2 Percentage and frequency of the Students Score in Pre-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	86-100	0	0%
2.	Good	71-85	0	0%
3.	Average	56-70	0	0%
4.	Poor	<55	19	100%
Total			19	100%

Table 4.2 describes the percentage and frequency of scores obtained by students in the pre-test: where students who scored Excellent, Good, and Average were 0%, while students who scored "Poor" were 100%.

2. The analysis of students score in post-test

After analyzing the students' score in pre-test, researcher then analyzed the students post-test, which was shown on the table below:

Table 4.3 The Students Score in Post-test

No	Students	The Aspect of Reading Assesment		Total	Score	Classification
		Main Idea	**Detail Information**			
1.	S1	2	2	4	27	Poor
2.	S2	1	2	3	20	Poor
3.	S3	2	2	4	27	Poor
4.	S4	9	5	14	94	Excellent
5.	S5	7	6	13	87	Excellent
6.	S6	8	4	12	80	Excellent
7.	S7	2	3	5	34	Poor
8.	S8	5	2	7	47	Poor
9.	S9	4	4	8	54	Poor
10.	S10	3	5	8	54	Poor
11.	S11	7	5	12	80	Excellent
12.	S12	7	4	11	74	Good
13.	S13	8	3	11	74	Good
14.	S14	7	3	10	67	Average
15.	S15	6	4	10	67	Average
16.	S16	4	5	9	60	Average
17.	S17	4	5	9	60	Average
18.	S18	3	6	9	60	Average
19.	S19	8	1	9	60	Average
Score		97	71	168	1.126	
Mean Score		59.26				

The table 4.3 shows that there is an increase in student scores from the previous score, where there is one student with a score of 20, two students with a score of 27, one student with a score of 34, one student with a score of 47, and then two students with a score of 54 who are categorized as "Poor". Then four students with a score of 60, and two students with a score of 67 who are categorized as "Average". Furthermore, in the "Good" category, there are two students with a score of 74 and two students with a score of 80. In addition, there were two students who received an "Excellent" score of 87 and 95.

Chart 4.2 The Percentage of Students Score in each type of Questions
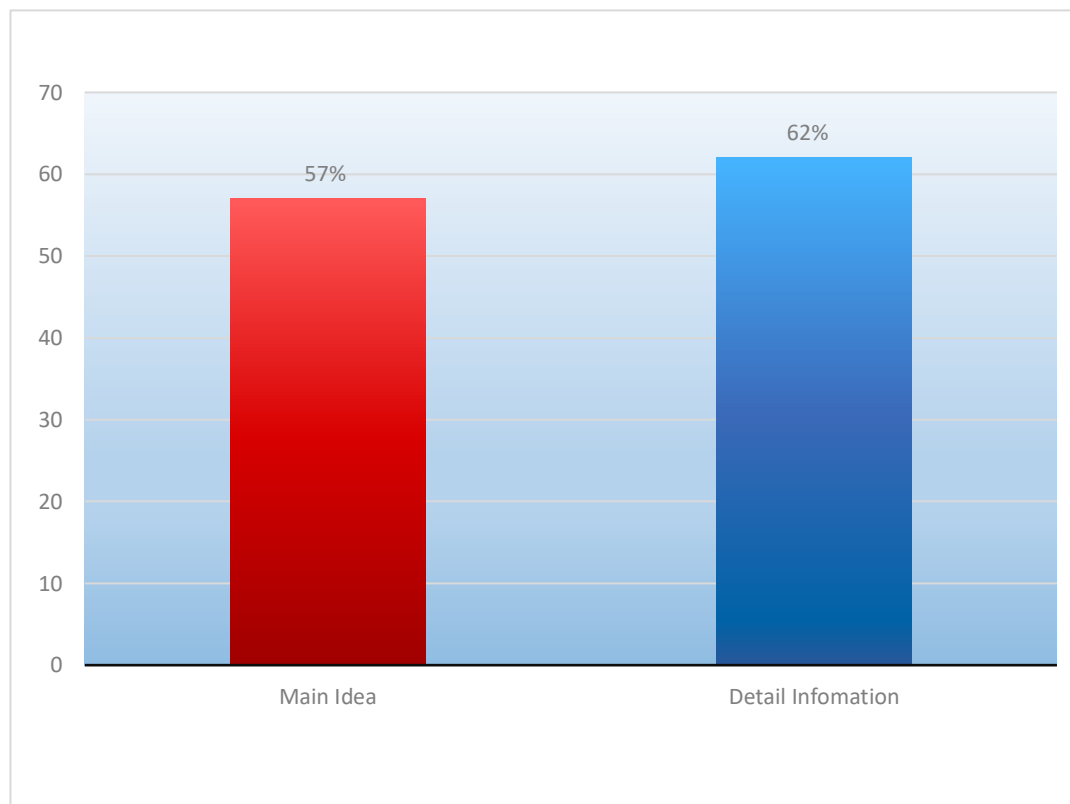
In the diagram 4.2, the percentage of students who often answer correctly on the blue diagram (detail informations) is 62% while for the read question diagram

(main idea) is 57%. thus it can be concluded that students tend to often answer correctly on the type of main idea questions and answer less correctly on the type of detail infomations. After being given an assessment, the researcher then analyzed the data into a percentage form with four classifications as follows:

Table 4.4 Percentage and frequency of the Students Score in Post-test

No	Classification	Score	Frequency	Percentage
5.	Excellent	86-100	2	10%
6.	Good	71-85	4	21%
7.	Average	56-70	6	32%
8.	Poor	<55	7	37%
Total			19	100%

The data in table 4.4 shows the percentage and frequency of scores obtained by students in the post-test given. Where table 4.4 shows that students who are categorized as "Excellent" are 10%. the score of students categorized as "Good" is 21%. then for the "Average" category by 32%. after that, for the score of students in the "Poor" category, there was only 37%.

3. The descriptive statistic of the Pre-test and Post-test

The descriptive statistic are presented in the following table:

Table 4.5 Descriptive Statistic Students Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	19	14	54	33.79	10.486
Post-test	19	20	94	59.26	20.896
Valid N (listwise)	19				

From table 4.5, it is found that the lowest score of students (minimum) in the pre-test is 14 and the highest score of students (maximum) is 54. The mean value in the pre-test is 33.79 with a standard deviation value of 10.486. Meanwhile, in the post-test, the student's lowest score (minimum) is 20 and the student's highest score (maximum) is 94. The mean value in the post-test was 59.26 with a standard deviation of 20.896. So it can be concluded that the use of Quizizz in learning can improve students' reading comprehension.

4. The paired sample statistic

The researcher used a test and calculated the data using SPSS version 25. The explanation is as follows:

Table 4.6 The Paired Sample Statistic of Students Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test	33.79	19	10.486	2.406
	Post_test	59.26	19	20.896	4.794

Table 4.6 shows the difference in students' mean scores between pre-test and post-test. The mean score obtained by students in the post-test (59.26) is better than the mean score obtained by students at the time of the pre-test (33.79). The standard deviation in the pre-test was 10.486 and the post-test was 20.896, which shows that there is a difference in the learning outcomes obtained by students before and after being given treatment.

5. The correlation between Pre-test and Post-test

The correlation between the pre-test and post-test is presented in the following table:

Table 4.7 The Paired Sample Correlation of Students Pre-test and Post-test

Paired Samples Correlation

	N	Correlation	Sig.
Pair 1 Pre_test & Post_test	19	.966	.000

Table 4.7 shows that the correlation value between pre-test and post-test is 0.966 with a significant value of 0.00. Since the significant value is 0.00<0.05 probability value, This means that the correlation between the pre-test and the post-test is significant at the significant level of 5 percent (0.05), indicating that there is a difference before and after the treatment.

6. The calculation of t-test Pre-test and Post-test

The experimental groups's were shown in table 4.8 before and after the treatment, respectively.

Table 4.8 The Paired Samples Test of Students Pre-test and Post-test

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre_test - Post_test	-25.474	11.097	2.546	-30.822	-20.125	-10.006	18	.000

Based on the results of the analysis in the table 4.8, the researcher concluded that there was a significant difference between cycle 1 and cycle 2. The results of the data analysis showed that the T-test score = -10.006 with degrees of freedom (df) = 18. Based on the value of T-Table =2.101 which is a significance standard of 0.05 with 18 degrees of freedom. showed that the t-test value was greater than the t-table value (-10.006>2.101).

This means that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Therefore, it can be concluded that there is a significant difference in students' reading comprehension before and after using Quizizz. With this, the researcher concludes that the use of the Quizizz website in learning was effective in improving students reading comprehension.

7. The result of the interview

Based on the results of the interviews that have been conducted by the researcher, the following was the description of the results of the questions that have been given:

a. *"Do you think the Quizizz website is interesting to use in learning to reading? Why?"*

S1: Yes, it is interesting, because the practice questions given are not boring.

S2: It is interesting because it makes it easier for me to do the practice questions without the need to write much.

S3: It was interesting because the form of the exercise was like a game so I didn't realize that I had completed the training given.

S4: I think it's interesting, because the questions given sharpen our brains to recall the content of the text in a fun way.

S5: I think it's very interesting, because when doing exercises in it, there are many interesting features.

Based on the results of the interview above, the researcher concluded that the use of the quizizz website has a good impact on improving students' reading comprehension. Students' interest in learning increases when they are given exercises that use mobile phones and in the form of games such as quizizz because of the many interesting features in it.

b. *"Does quizizz make it easier for you to understand the content of the reading text? Why?"*

S1: Yes, because practicing using this website is very fun so I can understand the text more easily.

S2: I can understand the reading text more easily by doing exercises on this website.

S3: I easily understood the text given because it answered questions that were like a game.

S4: I think yes, because it is in the form of a question, so it is easier for me to understand the content of the text that I have read.

S5: Yes, because in addition to interesting character pictures, using quizizz makes it easier for me to read because the writing is clear and the form of practice is interesting.

Based on the interview above, the researcher concluded that the use of the quizizz website makes easier for students to answer the questions given and understand the content of the reading texts they read. So it can be understood that quizizz is able to improve students' reading skills.

c. *"Do you have any suggestions for learning models for teaching reading?"*

S1: My suggestions in teaching reading is that teachers should use media such as mobile phone.

S2: My suggestions for teaching reading is to combine offline online media such as the exercises given earlier so that they are varied.

S3: My suggestions for teaching reading should not be too much writing. It's better if it's like using online exercises.

S4: My suggestions is to use practice questions a lot, because with questions I can remember important parts in the text.

S5: Nothing, because I like all the existing learning models.

Based on the results of the interview above, the researcher concluded that in teaching reading, teachers are better of using a varied and non-monotonous learning model. Teachers are better at using media in their learning, such as combining online and offline media. For instance, by using a quizizz website that can train students by stimulating fun reading activities and boost students reading focus so that it can facilitate students in increasing their reading comprehension.

B. Discussion

The research used Quizizz website to improve student's reading comprehension. This research used mixed method with pre-experimental design

using one group pre-test and post-test. There are two variables in this study, namely the independent variable (Quizizz website) and the dependent variable (reading comprehension). Researcher are interested in using this media to see whether this media is enough to help students understand reading text better. This media is chosen based on consideration of the situation and conditions of the object being studied.

This research was conducted at MTs Nurul Ulum Sukaraya, specifically in eight-grade. The researcher took samples using total sampling, which was used as an experimental class where pre-test, treatment, and post-test given. The collected data is used to establish if students' reading comprehension skills increased while using the Quizizz website, as shown by their pre-test and post-test scores. As well as the responses provided by students throughout the use of Quizizz website media for learning.

Based on the data calculation carried out by the researcher after carrying out the research using spss version 25, it was found that the 2-tailed significance was obtained at 0.000 which is smaller than the standard significance level, namely 0.005 (0.000<0.005). The results of this calculation state that the researcher's (H_1) was accepted and (H_0) was rejected. With this, it can be concluded that there is a significant difference in improving students' reading comprehension.

In the process of conducting this research, the researcher realized the reason why students got low scores in the first test (pre-test). This is because students do not really like learning English, especially for materials related to reading. Apart

from being difficult for them to understand, their monotonous or invaried learning habits also make them not enthusiastic in doing the exercises given. So that in the application of this media in learning to read, it becomes a new thing in the learning process for students. By using this media, students are not only more focused on answering but also become more interested in the learning provided. This finding is also in line with the results of research conducted by Rukiye which states that by using quizizz students become more actively participating and more motivated in learning. Quizizz also not only helps students better understand the material provided but also makes it easier for teachers to provide exercises and deliver learning materials.[42]

The Quizizz website makes it easier for students to improve their reading comprehension because with exercises in the form of games they are more interested in doing. By utilizing quizizz in learning to read, students are more focused on reading the reading texts given because they are challenged to answer the exercises in quizizz. In the process of doing so, students are trained to be independent because the questions that arise will be randomized so as to minimize cheating. In addition, students will also be trained to recall the content of the readings they have read. After completing the exercise, students can review what they did not understand based on the results they obtained.

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[42] Degirmenci, R., "The use of Quizizz in language learning and teaching from the teachers' and students' perspectives: A literature review". *Language Education and Technology*, *1*(1), 1-11, 2021.

Improving students' focus on learning is closely related to the learning outcomes that students will get. This is certainly related to what media and how students learn. Student enthusiasm in learning itself is the most crucial factor that needs to be enhanced in order to increase focus. Using a variety of learning material such as quizizz, will undoubtedly create an unfamiliar atmosphere that can attract students' attention and boost their focus on learning. In addition, the latest features that focus on improving students' reading comprehension that can be used for free such as story based problems, reading passage questions and text grade level adjuster are certainly very useful for teacher in improving student focus and creating a fun learning atmosphere. teacher can easily see the level of students' ability to understand reading from the scores they get. Thus teacher can determine the level of questions to be given to students based on the abilities possessed by students. Therefore, students can get the maximum learning. This is consistent with Pahamzah's findings, which say that maximal learning achieved by students with excitement and high focus can improve students' reading comprehension thus improving student learning outcomes.[43]

Quizizz website has a positive impact on teachers and students in classroom learning. Researcher found that this media is interesting to use in learning because it can provide a fun learning atmosphere and make it easier for students to understand learning, especially in terms of students' reading comprehension. This

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[43] Pahamzah, J., & Juniardi, Y., "*Quizizz as a Students'Reading Comprehension Learning Media: a Case Study at the Eleventh Grade of Dwi Putra Bangsa Vocational School in Cimanggu*". *International Journal of English Language and Linguistics Research*, *8*(5), 27-33, 2020.

is in accordance with the students' statements during the interview which stated that while using quizizz as a learning media, they could do the exercises given without any boredom because they felt they were playing a game. In addition, students felt that while using quizizz media they could focus more than before.

During the implementation, students also gave positive responses and showed good interest in the use of this media. According to Raja (2021), students who have a positive attitude towards the use of online media in learning perform better in understanding reading texts than the students who have a negative view of the use of online media. With this, the researcher can conclude that the use of quizizz website media in learning is effective in improving the reading comprehension of eighth grade students at Mts Nurul Ulum Sukaraya.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the research results, researchers found that:

Using the Quizizz website to teach reading can help students improve their reading comprehension and raise their enthusiasm in reading. This conclusion is based on the study's findings, which reveal that the mean score in the post-test was greater than the mean score achieved by students during the pre-test. In addition, based on the results of data analysis after being given treatment, it was found that the t-test score was higher than the t-table. In addition, the researcher found that $p<\alpha$ (0.00<0.05), This shows that there is a significant difference in learning outcomes before and after students utilized Quizizz. Therefore, it can be concluded that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

The conclusion of the interview results conducted after the students were given treatment shows that the quizizz website is an interesting website to use in the learning process. In addition, students' reading comprehension improved after using the quizizz website. This is because students feel that utilizing Quizizz in studying is exciting and enjoyable, making it easier for them to absorb the content of the reading text. Suggestions from the students for learning reading is should often use fun learning media and not just be stuck on long stories written on paper sheets so that students do not get bored during learning.

B. Suggestion

1. For the teachers

   English teacher should use varied learning strategies such as combining online learning models and offline media. The quizizz website can be an alternative that can be easily used by teachers because it can provide a new learning atmosphere for students with the various features in it. Using this media can help students increase their interest in learning, including their English language skills, but the teacher must be familiar with this media both in how it is used and the features in it so that the learning outcomes that are expected can be achieved.

2. For the students

   Researcher suggest students to use the quizizz website to improve their reading comprehension. Because on this website they can find many quizzes that are related to the learning they received at school. By using this website students can reflect on their own results so they can see where they need to reflect. Apart from that, it is hoped that this media can help students improve their English language skills, especially for students' reading comprehension.

3. For the next researchers

   The researcher suggest to researcher who have similar research to improve the interaction model that will be used on their research. Apart from that, future researcher can increase the number of students sampled with different topics.

Moreover, it is hoped that this research will provide additional information that can be used by future researchers in preparing their research. It is hoped that if more people know and use quizizz in future learning, it will be easier to improve students reading skills and their English language skills. In addition, researcher hope that the use of various type of interesting media such as Quizizz website and similar media can further increase students' interest in learning English at school.

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APPENDICES

Appendix 1 : Surat Izin Meneliti

PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMPTSP)
Jalan Simpurusiang Kantor Gabungan Dinas No.27 Telp/Fax 0473-21536 Kode Pos 92961 Masamba

SURAT KETERANGAN PENELITIAN
Nomor : 02237/00824/SKP/DPMPTSP/VII/2024

Membaca : Permohonan Surat Keterangan Penelitian an. Mela Anjani beserta lampirannya.
Menimbang : Hasil Verifikasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/289/VII/Bakesbangpol/2024, Tanggal 19 Juli 2024
Mengingat : 1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementrian Negara;
2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Pemerintah Nomor 12 Tahun 2017 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;
4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
6. Peraturan Bupati Luwu Utara Nomor 27 Tahun 2022 tentang Pendelegasian Wewenang Penyelenggaraan Pelayanan Perizinan Berusaha Berbasis Risiko dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

MEMUTUSKAN

Menetapkan : Memberikan Surat Keterangan Penelitian Kepada :
Nama : Mela Anjani
Nomor Telepon : 85215875297
Alamat : Dsn. Sadar, Desa Sadar Kecamatan Bone-Bone, Kab. Luwu Utara Provinsi Sulawesi Selatan
Sekolah / Instansi : Institut Agama Islam Negeri Palopo
Judul Penelitian : The Effect Of Quizizz Website On Students Reading Comprehension For Eight-Grade Students Of MTS Nurul Ulum Sukaraya
Lokasi Penelitian : Sukaraya, Desa Sukaraya Kecamatan Bone-Bone, Kab. Luwu Utara Provinsi Sulawesi Selatan

Dengan ketentuan sebagai berikut
1. Surat Keterangan Penelitian ini mulai berlaku pada tanggal 22 Juli s/d 23 Agustus 2024.
2. Mematuhi semua peraturan Perundang-Undangan yang berlaku.
3. Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya jika bertentangan dengan tujuan dan/atau ketentuan berlaku.

Diterbitkan di : Masamba
Pada Tanggal : 25 Juli 2024

An BUPATI LUWU UTARA
Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu

IR. ALAUDDIN SUKRI, M.SI
NIP : 196512311997031060

Retribusi : Rp. 0,00
No. Seri : 02237

DPMPTSP
www.dpmptsp.luwuutara.go.id

Appendix 2 : Surat Keterangan Selesai Meneliti

معْهَدُ التَّرْبِيَةَ الإِسْلامِيَةً نَوْرُ الْعُلُوْمِ

YAYASAN PENDIDIKAN ISLAM NURUL ULUM
MADRASAH TSANAWIYAH (MTs.) SATU ATAP
NURUL ULUM SUKARAYA
Desa Sukaraya Kec. Bone-Bone Kab. Kab. Luwu Utara Kode Pos 92966

SURAT KETERANGAN PENELITIAN
Nomor : MTS.21.11.24/YPINU/060/VIII/2024

Yang bertandang tangan di bawah ini, Kepala MTs. SA Nurul Ulum Sukaraya, Kecamatan Bone-Bone, Kabupaten Luwu Utara, Provinsi Sulawesi Selatan menerangkan bahwa

Nama	: MELA ANJANI
Nim	: 20 0202 0027
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Alamat	: Desa sadar kec. Bone-Bone kab. Luwu Utara

Benar telah melaksanakan penelitian di MTs. SA. Nurul Ulum Sukaraya dengan judul penelitian:

"The Effect of Quizizz Website on Students' Reading Comprehension for Eight Grade Students of MTs. SA. Nurul Ulum Sukaraya"

Terhitung mulai tanggal 25 Juli s/d 26 Agustus 2024

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Sukaraya, 26 Agustus 2024
Kepala Madrasah
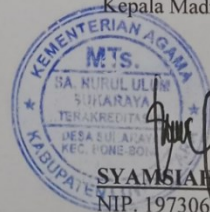
SYAMSIAH, S.Pd.I. M.M.Pd.
NIP. 19730610 200604 2 010

Appendix 3: Lembar pengesahan proposal skripsi

PENGESAHAN PROPOSAL SKRIPSI

'Proposal penelitian skripsi berjudul *The effect of Quizizz Website on Students' Reading Comprehension for Eighth-grade Students of MTS Nurul Ulum Sukaraya* oleh Mela Anjani NIM 2002020027 telah diseminarkan pada hari Rabu 12 Juni 2024 dan telah diperbaiki sesuai catatan dan permintaan penguji, dinyatakan diterima untuk proses selanjutnya

Pembimbing I

Husnaini, S.Pd.I., M.Pd
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Pembimbing II

St. Hartina, S.Pd., M.Pd
NIP 19910909 201903 2 021

Mengetahui:

A.N. Dekan Fakultas Tarbiyah Dan Ilmu Keguruan
Wakil Dekan I Bidang Akademik Dan Kelembagaan

Nursaeni, S.Ag., M.Pd.
NIP 19690615 200604 2 004

Appendix 4 : Lembar validasi instrument

Lembar Validasi Instrumen Narrative Text

Judul Skripsi   : The effect of Quizizz Website on Students' Reading Comprehension for Eighth-grade Students of MTS Nurul Ulum Sukaraya

Nama Mahasiswa   : Mela Anjani

Nim   : 20 20202 0027

Prodi   : Pendidikan Bahasa Inggris

A. Petunjuk Pengisian Validasi

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang di kembangkan dalam penelitian ini.

2. Pengisian lembar ini di lakukan dengan memberi tanda ($\checkmark$) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut:

   1 = Tidak sesuai

   2 = Kurang sesuai

   3 = Sesuai

   4 = Sangat sesuai

3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DI NILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas				✓
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda				✓
3.	Kalimat instrument menggunakan bahasa yang baik dan benar				✓

Komentar dan Saran

Hilangkan jawaban pilihan yang benar.
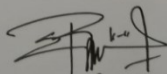
B. Kesimpulan

Berdasarkan penelitian diatas, lembar instrument dinyatakan:

a. Layak digunakan tanpa revisi

b. Layak digunakan dengan revisi

c. Tidak layak digunakan

Palopo, 2 Juni 2024

Validator,

Ermawati, S.Pd.I., M.Hum.

NIP. 199111172020122019

Lembar Validasi Instrumen Narrative Text

Judul Skripsi : **The effect of Quizizz Website on Students' Reading Comprehension for Eighth-grade Students of MTS Nurul Ulum Sukaraya**

Nama Mahasiswa : **Mela Anjani**

Nim : **20 20202 0027**

Prodi : **Pendidikan Bahasa Inggris**

A. Petunjuk Pengisian Validasi

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang di kembangkan dalam penelitian ini.

2. Pengisian lembar ini di lakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut:

   1 = Tidak sesuai

   2 = Kurang sesuai

   3 = Sesuai

   4 = Sangat sesuai

3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DI NILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas			√	
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda				√
3.	Kalimat instrument menggunakan bahasa yang baik dan benar				√

Komentar dan Saran

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
……………………………

B. Kesimpulan

Berdasarkan penelitian diatas, lembar instrument dinyatakan:

    ⓐ **Layak digunakan tanpa revisi**

    b. **Layak digunakan dengan revisi**

    c. **Tidak layak digunakan**

Palopo, 2 Juni 2024

Validator,

Siti Romlah, S.Pd

LESSON PLAN (1ˢᵗ Meeting)

School	: **MTS Nurul Ulum Sukaraya Kab. Luwu Utara**
Subject	: **English**
Class	: **8ᵗʰ Grade Students**
Main Purpose	: **Enhancing Students Reading Comprehension**
Time	: **2 x 30 Minutes**
Meeting	: **1ˢᵗ Meeting**
Learning Objective	:

> a. **Students use the Quizizz website in learning**
>
> b. **Find out the new vocabulary**
>
> c. **Connecting the question and answers in the text**

Subject material	: **Narative text (The Crow and The Jug & The ant and the dove)**

A. Indicators

Participate actively in reading learning activities.

Identifying the structure and characteristics of the narrative text.

B. The purpose of learning

Students are able to understands the structure of narrative text and identifying yhe meaning of the text.

C. Learning materials

1. Narrative text

    Narrative text is type of text that tells a story of one character or more who face certain situation.

2. Quizizz website

    The Quizizz website is the site that students will use when they answer exercises related to the text provided.

D. Learning method

1. reading comprehension

E. Learning steps

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm-up	1. greeting and do self introduction. 2. Asking about students condition then praying. 3. Ice breaker	3 minutes
	Lead-in	1. Present some clues for students about the activity. 2. Ask students to guess the lesson. 3. Giving appreciation to students.	2 minutes
	presentation	1. Describing the learning activity. 2. Mention the topic and explain the part of narrative text. 3. Serving the example of narrative text.	15 minutes
practice	Controlled practice/skill practice	1. Distribute reading texts to students via messages in whatsApp groups. 2. Explain how to access and answer questions through the Quizizz website. 3. Each student reads the text of the story and answers the question by accessing the link shared at the end of the lesson.	25 minutes
producing	Practice result/ close activity	1. Researcher and students check the answers together and	15 minutes

		evaluate the parts they still have difficulty working on.	
		2. Researcher invite students to conclude what has been learned today.	
		3. Researcher provide motivation and close the class with praying.	

F. Material and media

1. Marker
2. Whiteboard
3. Dictionary
4. Reading text

LESSON PLAN (2ⁿᵈ Meeting)

School : MTS Nurul Ulum Sukaraya Kab. Luwu Utara

Subject : English

Class : 8ᵗʰ Grade Students

Main Purpose : Enhancing Students Reading Comprehension

Time : 2 x 30 Minutes

Meeting : 2ⁿᵈ Meeting

Learning Objective :

> a. **Students use the Quizizz website in learning**
>
> b. **Find out the new vocabulary**
>
> c. **Connecting the question and answers in the text**

Subject material : **Narative text (Fox and A Cat & Bear and Two Friends)**

F. Indicators

Participate actively in reading learning activities.

Identifying the structure and characteristics of the narrative text.

G. The purpose of learning

Students are able to understands the structure of narrative text and identifying yhe meaning of the text.

H. Learning materials

1. Narrative text

   Narrative text is type of text that tells a story of one character or more who face certain situation.

2. Quizizz website

   The Quizizz website is the site that students will use when they answer exercises related to the text provided.

I. Learning method

1. reading comprehension

J. Learning steps

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm-up	1. Greeting and Check Student Attendance 2. Asking about students condition and then praying. 3. Ice breaker.	3 minutes
	Lead-in	1. Present some clues for students about the activity. 2. Ask students to guess the lesson. 3. Giving appreciation to students.	2 minutes
	presentation	1. Describing the learning activity. 2. Mention the topic and explain the part of narrative text. 3. Serving the example of narrative text.	15 minutes
practice	Controlled practice/skill practice	1. Distribute reading texts to students via messages in whatsApp groups. 2. Explain how to access and answer questions through the Quizizz website. 3. Each student reads the text of the story and answers the question by accessing the link shared at the end of the lesson.	25 minutes
producing	Practice result/ close	1. Researcher and students check the	15 minutes

activity	answers together and evaluate the parts they still have difficulty working on.	
	2. Researcher invite students to conclude what has been learned today.	
	3. Researcher provide motivation and close the class with praying.	

G. Material and media

1. Marker
2. Whiteboard
3. Dictionary
4. Reading text

LESSON PLAN (3ʳᵈ Meeting)

School	: MTS Nurul Ulum Sukaraya Kab. Luwu Utara
Subject	: English
Class	: 8ᵗʰ Grade Students
Main Purpose	: Enhancing Students Reading Comprehension
Time	: 2 x 30 Minutes
Meeting	: 3ʳᵈ Meeting
Learning Objective	:

       a. **Students use the Quizizz website in learning**

       b. **Find out the new vocabulary**

       c. **Connecting the question and answers in the text**

Subject material   : Narative text(The Boy Who Cried Wolf & The Legend of Rawa Pening)

K. Indicators

Participate actively in reading learning activities.

Identifying the structure and characteristics of the narrative text.

L. The purpose of learning

Students are able to understands the structure of narrative text and identifying yhe meaning of the text.

M. Learning materials

1. Narrative text

    Narrative text is type of text that tells a story of one character or more who face certain situation.

2. Quizizz website

    The Quizizz website is the site that students will use when they answer exercises related to the text provided.

N. Learning method

1. reading comprehension

O. Learning steps

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm-up	1. Greeting and Check Student Attendance 2. Asking about students condition and then praying. 3. Ice breaker	3 minutes
	Lead-in	1. Present some clues for students about the activity. 2. Ask students to guess the lesson. 3. Giving appreciation to students.	2 minutes
	presentation	1. Describing the learning activity. 2. Mention the topic and explain the part of narrative text. 3. Serving the example of narrative text.	15 minutes
practice	Controlled practice/skill practice	1. Distribute reading texts to students via messages in whatsApp groups. 2. Explain how to access and answer questions through the Quizizz website. 3. Each student reads the text of the story and answers the question by accessing the link shared at the end of the lesson.	25 minutes
producing	Practice result/ close	1. Researcher and students check the	15 minutes

		activity	answers together and evaluate the parts they still have difficulty working on.	
			2. Researcher invite students to conclude what has been learned today.	
			3. Researcher provide motivation and close the class with praying.	

H. Material and media

1. Marker
2. Whiteboard
3. Dictionary
4. Reading text

LESSON PLAN (4ᵗʰ Meeting)

School   : MTS Nurul Ulum Sukaraya Kab. Luwu Utara

Subject   : English

Class   : 8ᵗʰ Grade Students

Main Purpose   : Enhancing Students Reading Comprehension

Time   : 2 x 30 Minutes

Meeting   : 4ᵗʰ Meeting

Learning Objective   :

    a. **Students use the Quizizz website in learning**

    b. **Find out the new vocabulary**

    c. **Connecting the question and answers in the text**

Subject material   : Narative text(Two Wise Goats & Pinocchio)

P. Indicators

1. Participate actively in reading learning activities.

2. Identifying the structure and characteristics of the narrative text.

Q. The purpose of learning

Students are able to understands the structure of narrative text and identifying yhe meaning of the text.

R. Learning materials

1. Narrative text

    Narrative text is type of text that tells a story of one character or more who face certain situation.

2. Quizizz website

    The Quizizz website is the site that students will use when they answer exercises related to the text provided.

S. Learning method

1. reading comprehension

T. Learning steps

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm-up	1. Greeting and Check Student Attendance 2. Asking about students condition and then praying. 3. Ice breaker	3 minutes
	Lead-in	1. Present some clues for students about the activity. 2. Ask students to guess the lesson. 3. Giving appreciation to students.	2 minutes
	presentation	1. Describing the learning activity. 2. Mention the topic and explain the part of narrative text. 3. Serving the example of narrative text.	15 minutes
practice	Controlled practice/skill practice	1. Distribute reading texts to students via messages in whatsApp groups. 2. Explain how to access and answer questions through the Quizizz website. 3. Each student reads the text of the story and answers the question by accessing the link shared at the end of the lesson.	25 minutes
producing	Practice result/ close	1. Researcher and students check the	15 minutes

	activity	answers together and evaluate the parts they still have difficulty working on.	
		2. Researcher invite students to conclude what has been learned today.	
		3. Researcher provide motivation and close the class with praying.	

I. Material and media

1. Marker
2. Whiteboard
3. Dictionary
4. Reading text

Appendix 6 : Students pre-test

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the kking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Answer the questions below based on the story of "The Rats and The Elephants"

1. What type of text is the text above? It is …

   A. a narrative text

   B. a description text

   C. a recount text

   D. an anecdote text

2. What destroyed the homes of all rats?

   A. a group of mice did

   B. elephant-hunter did

   C. a group of elephant did

   D. elephant's herd

3. What helped the elephant's herd free?

   A. the hunters did

   B. the trapped elephants did

   C. a group of king did

   D. entire group of rats did

4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?

   A. Identification

   B. Orientation

   C. Complication

   D. Resolution

5. Who ultimately saved the lives of the rats in this story?

   A. the rats themselves.

   B. rat king.

   C. leader of the elephant herd.

   D. other animals that are in the forest.

6. What message can be taken from the story?

   A. Good creatures are hard to find

   B. power is important

   C. No creature is perfect

   D. Mutual respect is the key to living a peaceful and happy life.

7. Why did the elephant's herd dance with joy?

   A. Because the elephant herd gets a comfortable new home.

   B. Because the elephant herd managed to defeat the opponent.

   C. Because the elephant herd is free from traps.

   D. Because herds of elephants successfully fight poachers.

The legend of Rara Jongrang

Once, there was a beautiful Javanese princess whose name was Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land and was the daughter of Prabu Baka.

One day, a handsome young man with super natural power named Bandung Bondowoso defeated and killed Prabu Baka. On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love with her and wanted to marry her.

Meanwhile, Princess Rara jonggrang did not want to marry Bandung. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang. Bandung Bondowoso agreed with the condition. Helped by the spirit of the demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I thought. I would lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought that it had already been dawn. Bandung Bondowoso got frustrated because he failed completing one, the thousandth temple. The Princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have been cheated. Now, the thousandth temple is you!"

At once, the Princess turned into a statue. knowing this, Bandung Bondowoso regretted and he went away into a farm land. From then, people called the temple, Prambanan Temple, and the Princess statue, Rara Jonggrang statue.

Answer the question below based on the second narrative text "The Legend of Roro Jongrang"

8. Who is the main character in Rara Jonggrang's story?

    A. Bandung Bondowoso.

    B. Roro Jonggrang.

    C. King Baka.

    D. Genies

9. What did Roro Jonggrang ask from Bandung Bondowoso as a condition for marrying her?

    A. Build a thousand wells.

    B. Build a thousand temples overnight.

    C. Provide diamond gems.

    D. Defeat Prambanan enemies

10. Who helped Bandung Bondowoso in building a thousand temples?

    A. Human soldiers.

    B. Scarecrow.

    C. Jin-jin helpers.

    D. Prambanan troops

11. What did Roro Jonggrang's servants do to make genies believe that dawn had come?

    A. making a noisy sound of grinding rice.

    B. Singing traditional Javanese songs.

    C. Sprinkle flowers around the temple.

    D. Light torches along the way.

12. Why was Bandung Bondowoso angry after realizing that he had been deceived by Roro Jonggrang?

    A. Because he lost his supernatural powers.

    B. Because she fell in love with Roro Jonggrang.

    C. Because he felt ashamed in front of his soldiers.

    D. Because he was unable to build the last temple.

13. Why doesn't Rara Jonggrang want to marry Bandung Bondowoso?

    A. Because she loves another prince

    B. Because Bandung Bondowoso was the king who killed her father.

    C. Because she doesn't believe in true love.

    D. Because she wants to be her own queen.

14. What part of the text above is the culmination of complications in the story?

    A. Roro Jongrang is a very beautiful daughter of the king.

    B. King Prabu Baka was killed by Bandung Bondowoso.

C. Bandung Bondowoso knew that Roro Jongrang deceived him so he cursed him to be the last statue.

D. Roro Jongrang asked Bandung Bondowoso to build a thousand temples as a condition for marriage.

15. What message can be taken from the legend of Rara Jonggrang?

A. The importance of keeping promises because it can have a bad impact on yourself.

B. Power does not guarantee a better life.

C. Killing is not a good thing to get things.

D. The importance of patience in action.

Appendix 7 : Students post-test

The first story

The Two Wise Goats

Once upon a time, in a lush green valley, there were two wise goats named Chintu and Pintu. They lived on opposite sides of the valley but would often meet at the only bridge that connected their pastures. One day, as they both reached the middle of the bridge from opposite ends at the same time, they realized that it was too narrow for both of them to cross side by side.

Chintu, being the older one, said to Pintu, "Let me go first since I am older and wiser." But Pintu replied, "Age doesn't determine wisdom. Let's think of a way to cross together without any issues."

After a moment of thought, Chintu had an idea. He lay down on the bridge and said to Pintu, "Now you can carefully walk over me to the other side." Pintu was hesitant at first but then agreed. As Pintu crossed over Chintu's back, they both safely reached the other side of the bridge.

From that day on, whenever they met at the bridge, they would take turns lying down so that each could cross without any trouble. Their friendship grew stronger as they helped each other whenever needed.

Answer the questions below based on the story above.

1. What were the names of the two wise goats?

    A. Chiku and Pinky

    B. Chintu and Pintu

    C. Charlie and Penny

    D. Chip and Pip

2. Why did Chintu suggest he should go first on the bridge?

    A. Because he was younger and wiser.

    B. Because he was faster.

    C. Because he was older and wiser

    D. Because he was stronger

3. How did Chintu propose they cross the narrow bridge together?

    A. By swimming across the river

B. By flying over with wings

C. By taking turns walking over each other

D. By finding another longer route

4. What happened when Pintu walked over Chintu's back on the bridge?

A. They fell into the river

B. They got stuck in the middle

C. They safely reached the other side

D. They started arguing

5. How did their friendship change after crossing the bridge together?

A. They stopped talking to each other

B. They became rivals

C. They helped each other more

D. They never met again

The second story

The Boy Who Cried Wolf

A farmer asked his son to take their herd of sheep grazing every day. While the boy watched over the sheep, he got bored and decided to have some fun. So, he shouted, "Wolf! Wolf!".

Upon hearing this the villagers ran to help him chase the Wolf away. As they reached him, they realized that there was no Wolf and he was just kidding. The villagers were furious and they yelled at the boy for creating chaos and panic. The next day the boy shouted "Wolf!" again and once again the villagers came to help him and saw that there was no wolf. This made them very angry again.

On the same day, the boy saw an actual Wolf that was terrorizing the sheep. The boy cried "Wolf! Wolf! please help me" and no villagers showed up as they believed that the boy was joking again

6. What did the boy pretend was happening when he cried out for help?

A. A wolf was attacking the sheep

B. The sheep were running away

C. The sheep were playing

D. The sheep were sleeping

7. How did the boy feel when he realized there was a real wolf this time?

    A. Happy

    B. Sad

    C. Scared

    D. Excited

8. How many times did the boy cry out about a wolf before a real wolf appeared?

    A. Once

    B. Twice

    C. Three times

    D. Four times

9. Why didn't the villagers come to help when the boy cried out about a real wolf?

    A. They were too far away

    B. They didn't believe him anymore

    C. They were busy with their own work

    D. They thought it was another trick

10. In "The Boy Who Cried Wolf," what happened when a real wolf finally appeared?

    A. The villagers came and helped

    B. The boy fought off the wolf himself

    C. Nobody believed him and his sheep were eaten

    D. The villagers scolded him but saved his sheep

The third story

The Lion and The Mouse

Once upon a time, there was a Lion who was sleeping in the forest with his head resting on his paws, when he was awakened by a tiny Mouse running across his body. The lion then grabbed the frightened mouse with his huge paws and opened his mouth to swallow him directly. "Please, King," begged the Mouse,

"Spare me this time and of course I will never forget your kindness. Someday I may be able to repay you." The Lion thought that it was such an amusing idea that he let the poor creature go.

Sometimes later the Lion was caught in a net laid by some hunters. Despite his great strength, the Lion could not break free. Soon the forest echoed with angry loud roars. The Little Mouse heard the Lion and ran to see what was wrong. Then, she gnawed through the ropes of the net, freeing the Lion from captivity.

As soon as he succeeded to make the Lion free "There!" said the Mouse proudly, " You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion." Realizing that even a small creature like a Mouse could be of great help, the Lion acknowledged the Mouse's kindness and learned that a kindness is never wasted.

11. Why was the mouse scared of the lion?

    A. She thought the lion would eat her.

    B. She wanted to play with the lion.

    C. She was lost in the woods.

    D. She was looking for food.

12. What do lions do when mouse asks for help to be released?

    A. Lions eat mouse directly.

    B. The lion laughed.

    C. The lion became furious.

    D. The lion released the mouse as he requested.

13. How did the mouse help the lion when he was caught in a net?

    A. Brought him some food.

    B. Sang a song to cheer him up.

    C. Chewed through the net to set him free.

    D. Ran away and left him there.

14. Who becomes friends in the second story?

    A. Lions and rabbits

    B. Lions and foxes

    C. Mouse and badgers

    D. The little mouse and Lions.

15. What lesson can be learned from "The Lion and The Mouse" story?

    A. Always be afraid of bigger animals.

    B. Kindness is never wasted.

    C. Never trust a lion.

    D. Stay away from forests.

Appendix 8 : How to access quizizz website

Open the Quizziz website by typing Quizziz website.com.
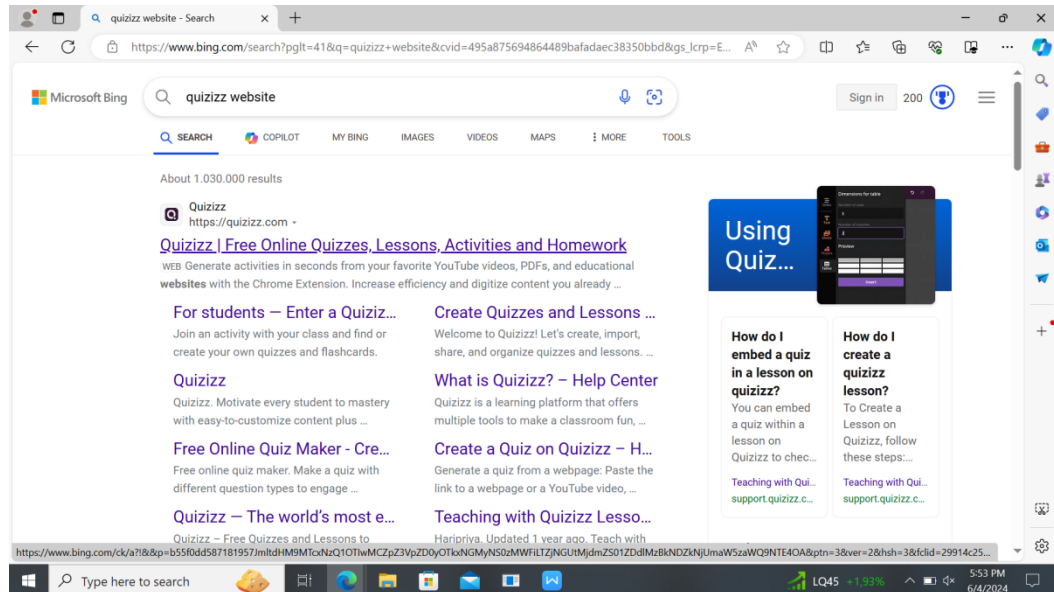
Click on the first section that appears. To use this website, usually the first thing that will be asked when entering it is to enter the email address of the user and the user will also be asked to agree to the policy of this application. If you have been confirmed as a user, a display will appear as below:
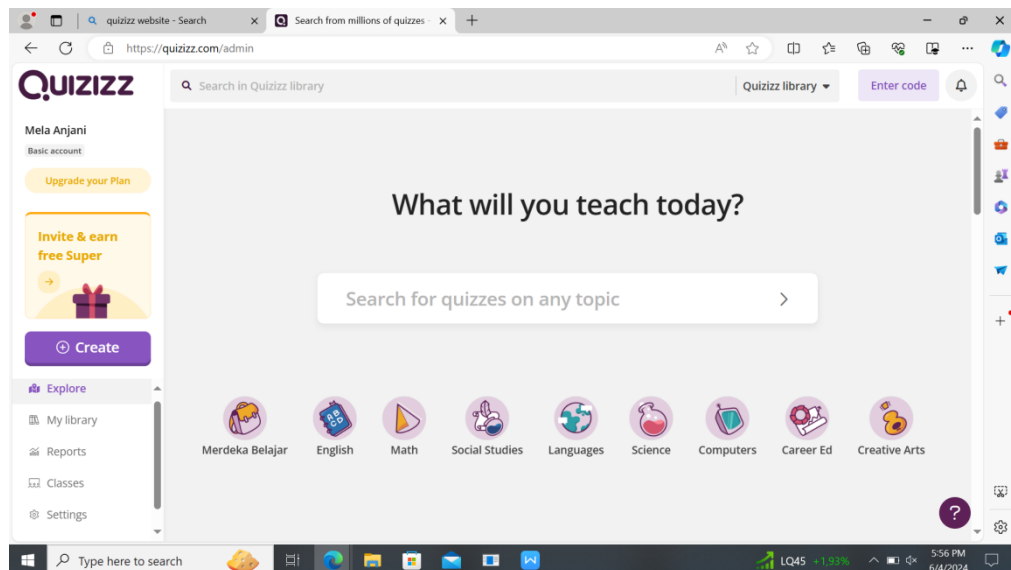
Furthermore, users can use this website by creating or searching for the desired exercise by pressing the option on the left side of the screen.
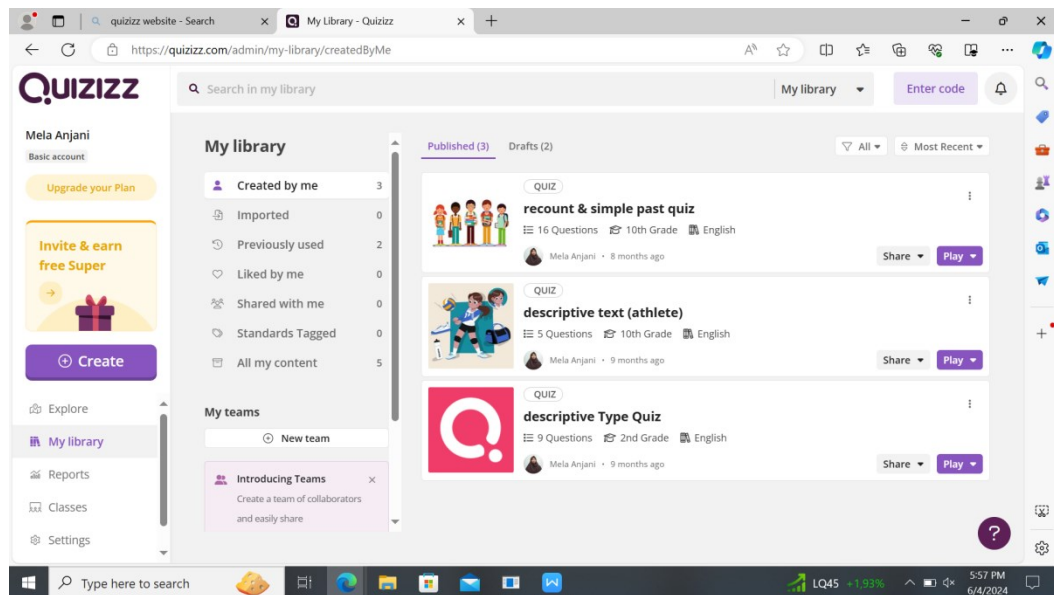
If the user has already created an exercise, it will automatically be saved in the my library section as shown in the example image above.
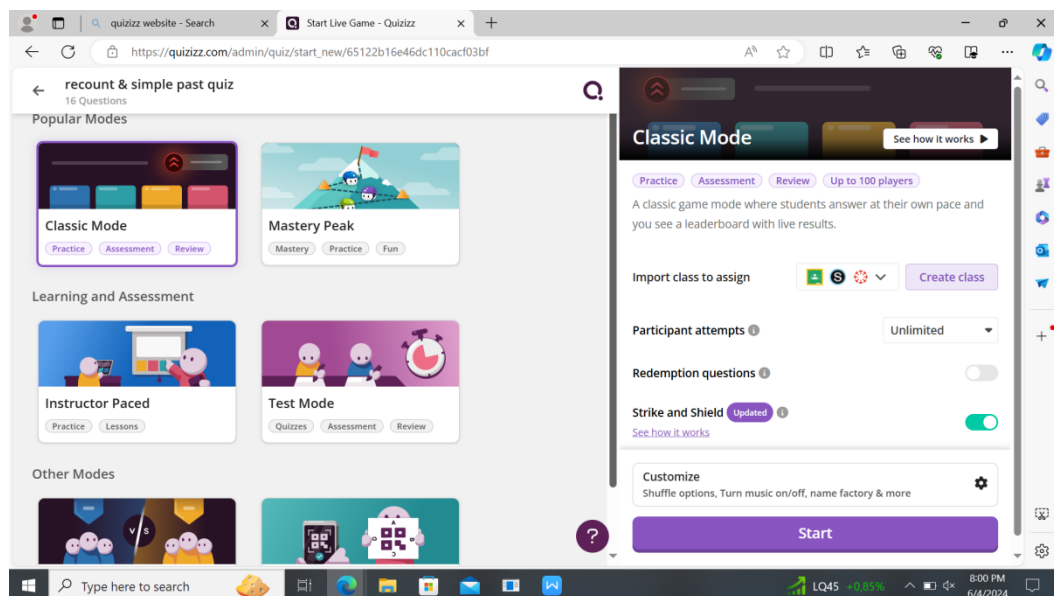
If the user wants to start the exercise, they can press the play button in the corner of each question created. After that, the user will be taken to the selection page as shown above. Users can see how each feature option will work, by tapping on one of the options and then pressing the "see how it works" section in the top right corner.
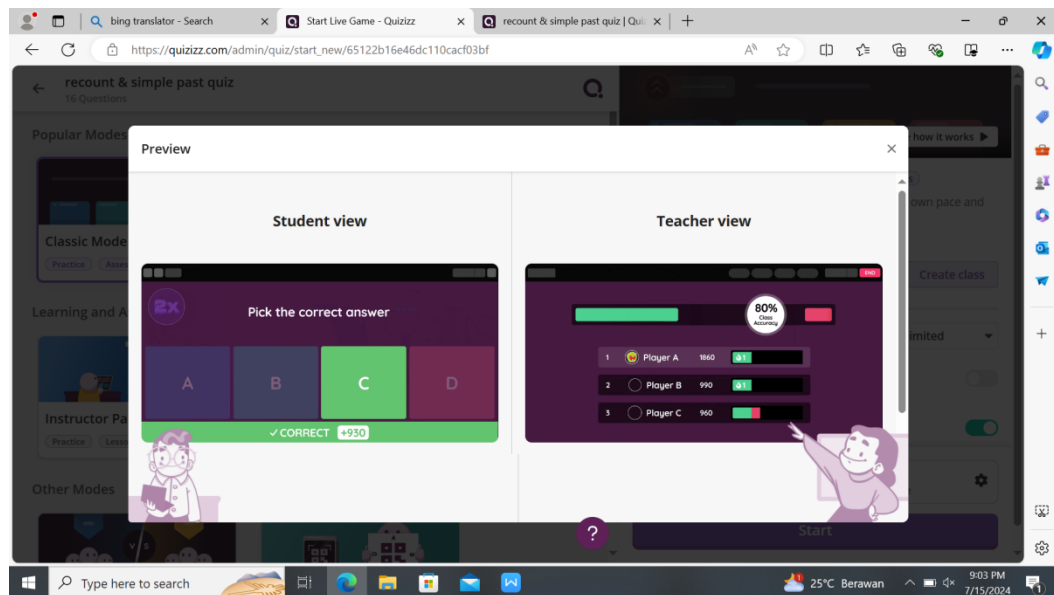
After that, a video will appear showing how to play using the selected feature. The display will appear in two versions, namely the display that will appear on the student's screen and the display that will appear on the teacher's screen (the person who controls the game/exercise) as shown above. If the user has determined the type of exercise they want to use, they can be immediately shared through the existing options.

Appendix 9 : Students score in pre-test

Nama : Ma'rifatul Hidayah

kls : VIII (8)

(65)

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Answer the questions below based on the story of "The Rats and The Elephants"

1. What type of text is the text above? It is ...

   A. a narrative text

   B. a description text

   C. a recount text

   D. an anecdote text

2. What destroyed the homes of all rats?

   A. a group of mice did

   B. elephant-hunter did

   C. a group of elephant did

   D. elephant's herd

3. What helped the elephant's herd free?

~~A. the hunters did~~

~~B. the trapped elephants did~~

C. a group of king did

D. entire group of rats did

4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?

~~A. Identification~~

B. Orientation

C. Complication

D. Resolution

5. Who ultimately saved the lives of the rats in this story?

A. the rats themselves.

B. rat king.

~~C. leader of the elephant herd.~~

D. other animals that are in the forest.

6. What message can be taken from the story?

A. Good creatures are hard to find

B. power is important

C. No creature is perfect

~~D. Mutual respect is the key to living a peaceful and happy life.~~

7. Why did the elephant's herd dance with joy?

   A. Because the elephant herd gets a comfortable new home.

   B. Because the elephant herd managed to defeat the opponent.

   C. Because the elephant herd is free from traps.

   D. Because herds of elephants successfully fight poachers.

The legend of Rara Jongrang

Once, there was a beautiful Javanese princess whose name was Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land and was the daughter of Prabu Baka.

One day, a handsome young man with super natural power named Bandung Bondowoso defeated and killed Prabu Baka. On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love with her and wanted to marry her.

Meanwhile, Princess Rara jonggrang did not want to marry Bandung. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang. Bandung Bondowoso agreed with the condition. Helped by the spirit of the demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I thought. I would lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought that it had already been dawn. Bandung Bondowoso got frustrated because he failed completing one, the thousandth temple. The Princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have been cheated. Now, the thousandth temple is you!"

At once, the Princess turned into a statue. knowing this, Bandung Bondowoso regretted and he went away into a farm land. From then, people called the temple, Prambanan Temple, and the Princess statue, Rara Jonggrang statue.

Answer the question below based on the second narrative text "The Legend of Roro Jongrang"

8. Who is the main character in Rara Jonggrang's story?

   A. Bandung Bondowoso.

   B. Roro Jonggrang.

   C. King Baka

   D. Genies

9. What did Roro Jonggrang ask from Bandung Bondowoso as a condition for marrying her?

   A. Build a thousand wells.

   B. Build a thousand temples overnight.

   C. Provide diamond gems.

   D. Defeat Prambanan enemies

10. Who helped Bandung Bondowoso in building a thousand temples?

   A. Human soldiers.

   B. Scarecrow.

   C. Jin-jin helpers.

   D. Prambanan troops

11. What did Roro Jonggrang's servants do to make genies believe that dawn had come?

   A. making a noisy sound of grinding rice.

   B. Singing traditional Javanese songs.

   C. Sprinkle flowers around the temple.

   D. Light torches along the way.

12. Why was Bandung Bondowoso angry after realizing that he had been deceived by Roro Jonggrang?

A. Because he lost his supernatural powers.

B. Because she fell in love with Roro Jonggrang.

C. Because he felt ashamed in front of his soldiers.

D. Because he was unable to build the last temple. ✗

13. Why doesn't Rara Jonggrang want to marry Bandung Bondowoso?

A. Because she loves another prince

B. Because Bandung Bondowoso was the king who killed her father. ✗

C. Because she doesn't believe in true love.

D. Because she wants to be her own queen.

14. What part of the text above is the culmination of complications in the story?

A. Roro Jongrang is a very beautiful daughter of the king. ✗

B. King Prabu Baka was killed by Bandung Bondowoso.

C. Bandung Bondowoso knew that Roro Jongrang deceived him so he cursed him to be the last statue.

D. Roro Jongrang asked Bandung Bondowoso to build a thousand temples as a condition for marriage.

15. What message can be taken from the legend of Rara Jonggrang?

A. The importance of keeping promises because it can have a bad impact on yourself.

B. Power does not guarantee a better life.

C. Killing is not a good thing to get things. ✗

D. The importance of patience in action.

Appendix 10: Students score in post-test

Appendix 11 : Documentation

1. Students Pre-test

Researcher gave a pre-test to students before starting the treatment.

2. Treatment

The researcher gave treatment to students in four meetings.

4. **Students Post-test**

The researcher gave a post-test to students after the treatment.

5. Interview

The researcher conducted interviews with several students.

BIOGRAPHY

Mela Anjani, was born on February 23rd, 2003 in Sadar Village, Bone-Bone Subdistrict, North Luwu Regency. She is the second of three children. Her father's name is Suliyanto and her mother's name is Ismawati. The author completed her education at Madrasah Ibtidaiyah No. 12 DDI Sadar, graduating in 2014. Then continued her education at Mts SA Nurul Ulum Sukaraya and graduated in 2017. After graduating from junior high school, she continued her education at SMAN 4 North Luwu and graduated in 2020. After completing high school, she continued her education at IAIN Palopo in Department of English Education.

Contact Person: melaanjani62@gmail.com