QUIZIZZ AS AN ALTERNATIVE GAME FOR TEACHING NARRATIVE TEXTS TO JUNIOR HIGH SCHOOL STUDENTS

Vira Zalika
English Education Study Program, PGRI University of Palembang, Indonesia
Virazalika98@gmail.com

Djunaidi
English Education Study Program, PGRI University of Palembang, Indonesia
djunaidi62@yahoo.com

Ferri Hidayad
English Education Study Program, PGRI University of Palembang, Indonesia
Ferri6591@gmail.com

Abstract: The aim of this study was to any significant difference in the tenth-grade students' reading comprehension achievement of MAN 2 Palembang between those who were taught by using Quizizz and those who were not. This study applied a Quasi-experimental design. The sample of this study was 62 students which were selected by using cluster random sampling. T-test was used to analyze the data. The students' scores in the post-test of the experimental group were significantly higher than the students' scores in the post-test of the control group. It is implied that there was a significant difference in students' reading comprehension achievement in learning narrative texts of those who were taught by using Quizizz as an alternative game and those who were not.

Keywords: Quizizz, alternative game, teaching, reading, narrative texts.

INTRODUCTION
English has become one of the international languages. Richards (2001) states that English is the language that is used for communication internationally for various purposes.

One of the four English language skills is reading as a passive or receptive skill. Reading is necessary to be acquired since it is needed by the students to understand the message from reading texts to get knowledge and information. According to Johnson (2008), Reading is an activity to create meaning by using texts in which there is no reading without the meaning being created. It means that the point of reading is to understand the content of a written text. People will find it difficult to know the meaning of something without reading. Therefore, one of the most important skills in English is reading which students are required to master.

Teaching reading is not an easy task to do because the students do not only read the words, sentences, paragraphs, and texts but also have to understand the meaning conveyed in the texts that the students have read. Most of the students think that reading is a difficult task and uninteresting skill as they are bored and lazy to read English texts. In this case, teachers are responsible to find ways to make the students interested in reading English texts and to make them understand the meaning of the written texts.

According to Priyanti, et al (2019) argue that since the young generation seems cannot live without utilizing technology, therefore, it is important to integrate technology into the learning process.

Quizizz is one of the alternative solutions to solve the problem of the students especially in reading English text. Mei, et al (2018) claim that Quizizz, an online assessment tool, has a fun activity...
that allows all students to practice together by using a personal computer, smartphone, or iPad. Thus, it motivates students to read English text. Furthermore, Rekola and Savo, (2018) explain that using digital materials in the classroom provides students with more varied, interesting, and motivating lessons. In addition, Priyanti, et al (2019) find that the use of the Quizizz is effective in teaching narrative texts because it can create fun and innovative learning activities in that way it motivates students to learn and increases student's reading skill.

Narrative texts are appropriate text to be learned by using Quizizz. According to Latifa and Manan (2018), a narrative text contains a message which is aimed to make the reader understand the meaning of a story.

Based on the writer's observation at MAN 2 Palembang, the writer found some difficulties faced by the students in reading. Many students had problems to find the meaning of texts, identified generic structure, and were not interested in reading the texts. Therefore, this study aimed to investigate whether or not there was any significant difference in learning narrative texts to the tenth-grade students of MAN 2 Palembang between those who were taught by using Quizizz and those who were not.

LITERATURE REVIEW

Quizizz is an educational game using mobile learning tool essential for accelerating students' interest and motivation to learn English, especially in reading. According to Zhao (2019), Quizizz allows students to compete with each other in that it motivates them to study.

There are six main features of Quizizz are as follows (Pitoyo, et al, 2019), namely student-paced, display flexibility, thousands of quizzes for the public, quiz editor, reports, and quiz customization that create an interesting environment for students to study the English language, especially to study reading comprehension.

METHODS

The Method of Research

This study was conducted by using a Quasi-experimental design which consists of the control group and experimental group (Fraenkel, Wallen, & Hyun, 2012). The design formula is as follows:

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>O₁</th>
<th>X</th>
<th>O₂</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>O₃</td>
<td>O₄</td>
<td></td>
</tr>
</tbody>
</table>

Where:

O₁ : Pre-test Given to the Experimental Group
X : Treatment by Mind Mirror Strategy
O₂ : Post-test Given to the Experimental Group
O₃ : Pre-test Given to the Control Group
O₄ : Post-test Given to the Control Group

The population of this research was 252 students of MAN 2 Palembang. The sample of this research was the tenth-grade students of Science 4 and the tenth-grade students of Science 2. There were a total of 62 students who were put into the experimental group and control group.

Data Collection

A reading test in the form of a multiple-choice item was used to collect the data on the students’ reading comprehension.

Data Analysis

The writer used two techniques in analyzing the data, namely paired sample t-test and independent sample t-test.

RESULTS

The students' average score in the experimental group in the post-test was 84.9 while the students' average score in the control group in the post-test was 71.1. The result of the homogeneity test showed that the significance level of the pretest in the experimental and control group was 0.216.
It means the test was homogenous since it was higher than 0.05. The result of the paired sample t-test was \((0.000) < 0.05\) with one-tailed testing. It shows that there was a significant difference between the students' scores in pretest and posttest from both groups (experimental group and control group).

The result of the independent sample t-test was 4.31. Since the value of \(t\)-obtained was higher than the value of \(t\)-table (4.31 > 1.670) at a significance level of 0.05, it means that there was a significant difference in reading comprehension achievement of the students who were taught narrative texts by using Quizizz and those who were not.

This finding is in line with the finding of Priyanti, et al (2019), Priyanti also found that Quizizz is effective in teaching narrative texts because it can create fun and innovative learning activities in that way it motivates students to learn and increases student's reading skill.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the results of the study, it can be concluded that teaching narrative texts by using Quizizz can trigger students' motivation in learning, thus the students' reading comprehension improves.

Suggestions

It is recommended that teachers implement the use of technology in teaching English. Teachers can utilize Quizizz as a technology media to teach reading, especially to teach narrative texts since it provides students with a fun learning activity that can increase students' motivation in learning.

REFERENCES


