

THE EFFECTIVENESS OF QUIZZZ GAME APPLICATION IN TEACHING READING COMPREHENSION ACHIEVEMENT AT THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF NURUL HUDA UNIVERSITY

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ABSTRACT

This research was conducted to determine whether there was a significant difference between students who were taught using the Quizizz Game application and students who were not taught using the Quizizz Game application in teaching reading comprehension achievement to students in the fourth semester offered by the English Education Study Program at Nurul Huda University. The research used quantitative research with experimental methods and quasi-experimental designs. The 2020/2021 academic year population were students in the 4th semester of English Education Study Program at Nurul Huda University. A purposive sample was drawn and consisted of an experimental group of 16 students and control group of 21 students. In collecting the data, the writer used multiple-choice tests as a quantitative data tool to capture students' reading comprehension achievement and analysed with independent t-tests using SPSS 25. The results of this study showed that Experimental and Control Group gave the value of $t_{obtained}$ was 13.344 and the value of sig. (2 tailed) was 0.00, it meant that the value of $t_{obtained}$ was higher than t_{table} (9.551 > 2.021) with $df (n-2) = (37-2) = 35$, and the value of sig. (2 tailed) was less than the value of significance level ($\alpha = 0.05$), mean, null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, the writers conclude that the application of the Quizizz game has implications for teaching reading comprehension achievement to fourth semester students of Education Study Program at Nurul Huda University.

Keywords: *Effectiveness, Quizizz Application, Reading Comprehension*

INTRODUCTION

In Indonesia, English is learned as foreign language. Fitri (2018) said that as a foreign language, English plays an important role in various aspects of life such as education, economy, international relations, technology, etc. This is why Indonesian government chose English as the first foreign language that are required to be learned either at school or in college. Therefore, English is taught at school from elementary up to university. Some aspects that need to be considered when teaching English, namely reading skills, speaking skills, writing skills, and listening skills. All these skills need to be mastered, especially for reading skills (Dikriansyah, 2018).

According with the 2013 Curriculum which has been implemented in most schools in Indonesia (Priyanti et al., 2019), reading comprehension is the process of understanding and constructing meaning from text. Veeravagu et al., (2010) stated that reading comprehension is defined as a thinking process of choosing facts, information, or ideas, finding the author's meaning, and assessing suitability to meet the learner's own goals.

However, Hasibuan (2018) stated that students still have problems to get the information from the text and there were some reason why students unable in reading comprehension achievement because some reasons as lack of vocabulary, lack of catch the main idea, difficult to pronounce, and uninterested to read and they were still difficult to get reading comprehension before. Those problems can happen because the students do not pay attention much to the class, lack of vocabulary mastery and not trained.

In this paper, the research defines the terms reading and reading comprehension, explains the types of reading, states the reading process model, states the theory of reading comprehension, reviews effective strategies for reading comprehension, and finally mentions the findings of students' reading strategies and their reading comprehension abilities.

Based on the writer's interview and observation with the lecturer of English Education Study Program of Nurul Huda University, the writer found some problems in the students' reading comprehension achievement especially in the fourth semester students. *First*, most of the students are so interested with their tools of Information and Communication Technology (ICT) such as: smartphone and laptop, so they are not able to focus on the course. *Second*, many students have less motivation in reading comprehension achievement, so they are passive in reading comprehension achievement. *Third*, many students have uninterested in reading comprehension achievement. *Finally*, minimal competences for reading course is B, but many students have scores which below the minimal competences criteria on their previous reading course, literal reading course. However, it is not effective to promote language acquisition. Based on the problems above, the writer interests to use Quizizz Game Application to help the students in reading comprehension achievement.

Quizizz is an online tool for creating interactive online assessments used in fun multiplayer classroom learning that allows all students to practice together with their computers, smartphones and laptops. In Addition, students have the motivation to learn and collaborate with friends. Another finding about the Quizizz media application by researcher, focuses on students' reading ability by inputting the reading questions in Quizizz. Quizizz provides the opportunity to complete quizzes with "true" or "false" fun music and pictures taken from popular media. As a teacher, once the quiz is over you can have access to data and analyze reports, as well as find out reading ability and see student performance easily (Nanda, 2018).

According to Zhao, (2019) Quizizz is an educational application that is similar to a game that have several features, such as memes, themes, avatars, and entertaining music. In keeping with Basuki & Hidayati, (2019) stated Quizizz is a fun game to do quick assessments in the classroom. So it can be concluded that Quizizz is a tool for creating interactive quiz games that are used as an assessment instrument in the classroom.

Based on the explanation above, the writer believed that using Quizizz Game Application give significant effect toward students' reading comprehension achievement. It is relate to the research conducted by Priyanti and Santosa entitled "*Effect of Quizizz Towards the Eleventh-Grade English Students' Reading Comprehension in Mobile Learning Context*", based on the result of the data analysis the writer conclude that there is a significant influence on the reading comprehension achievement between students taught using Quizizz Game application.

From the explanation above, the writers try to used Quizizz Game Application as an alternative media in teaching reading comprehension for the fourth semester students of English Education Study Program of Nurul Huda University because this game facilitate and motivate the students for being active and understanding the content of text. In addition, the students do not only find information, engage their own interest and knowledge of the reading but also they construct their performance, positive views and attitudes regarding Quizizz Game Application.

Based on the background above, the researcher would like to carry out the study entitled "*The Effectiveness of Quizizz Game Application in Teaching Reading Comprehension Achievement at the Fourth Semester Students of English Education Study Program of Nurul*

Huda University". Based on the explanation above, this study is aimed to answer the following problems: "Is there any significant difference between the students who are taught by using Quizizz Game Application in reading comprehension achievement and the students who are not taught by using Quizizz Game Application in reading comprehension achievement at the fourth semester students of English Education Study Program of Nurul Huda University?"

The hypothesis of this research is formulated into two hypotheses, namely Null Hypothesis (Ho) and Alternative Hypothesis (Ha). Null Hypothesis (Ho): There is no any significant difference between the students who are taught by using Quizizz Game application in reading comprehension achievement and the students who are not taught by using Quizizz game application in reading comprehension achievement at the fourth semester students of English Education Study Program of Nurul Huda University. Alternative Hypothesis (Ha): There is any significant difference between the students who are taught by using Quizizz Game application in reading comprehension achievement and the students who are not taught by using Quizizz game application in reading comprehension achievement at the fourth semester students of English Education Study Program of Nurul Huda University.

METHOD

This research was conducted by using quantitative research, and the method is experimental method. According to Creswell (2012) an experimental research is a testing the independent variable to determine whether its influences the dependent variable. He also stated that there are many research design offered in an experimental research, they are true experimental design, quasi experimental design, and factorial design. In this research, the writer used quasi experimental design in order to investigate whether Quizizz Game Application could improve the students' reading comprehension achievement at the fourth semester students' of English Education Study Program of Nurul Huda University.

According to Creswell (2012) a quasi – experimental design include assignment, but not random assignment of participants to groups. There are two groups is used as the sample in this design, they are the experimental group and control group. In experimental group, pretest is conducted to measure the students' achievement of reading comprehension before the treatment, and posttest is conducted to know the progress of the students' achievement of reading comprehension after the treatment. Whereas in control group, the writer gives pretest and posttest without giving a treatment. The quasi-experimental design based on Creswell (2012) can be represented as follow:

Table 1
Quasi Experimental Design

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

Respondents of the Research: Population and Sample

Population is a group of individuals that have the same characteristics (Creswell, 2012). Moreover, the population of this study is the fourth semester students of English Education Study Program of Nurul Huda University. The population draw in the Table 2.

Table 2

The Population of the Research

No	Class	Students
1.	The 4 th of PBI B	21
2.	The 4 th of PBI C	16
Total		37

Source : (Nurul Huda University in academic year 2022/2023)

Sample is a set of data collected and or selected from a population by a defined procedure. As argued by Brown et al. (2007) that a sample is a small subgroup chosen from the larger population. Meanwhile, the researcher can conclude that sampling is the process of taking sample.

In this study, the writer used purposive sampling to take the sample. Iiyasu & Etikan (2021) stated that the purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant processes. In addition, Iiyasu & Etikan said that the idea behind purposive sampling is to concentrate on people with particular characteristics who better be able to assist with the relevant research. Moreover, the sample of this study is the fourth semester students of English Education Study Program of Nurul Huda University. The sample draw in the Table 3.

**Table 3
The Sample of the Research**

No	Class	Students
1	The 4 th of PBI B	21
2	The 4 th of PBI C	16
Total		37

Source : (Nurul Huda University in academic year 2022/2023)

The purposive used in this study because they are taught by the same lecturer in critical reading course, same level of the fourth semester, have more interesting in Information Communication and Technology (ICT) and also they have the same problem in reading comprehension achievement, that is the difficulty in reading comprehension achievement and making summarize.

Research Variables

Variable is a characteristic, number, or quantity that increases or decreases over time, or takes different values in different situations. Sari, D.K. (2019) states that variable is the object of research or what is attention main research. There are two kinds of variables. They are dependent variable and independent variable. Creswell (2012) stated that dependent variable is

an attribute or characteristic that is dependent on or influenced by independent variable.

The writer can conclude that dependent variable is the output or effect. It shows the effect of manipulating or introducing the independent variables. While (Creswell) (2012) said that independent variable is the input variable. It refers to abstract processes that are not directly observable but that link the independent and dependent variables.

Moreover, in this study consists of two variables. They are dependent variable and independent variable. The title of this study is *“The Effectiveness of Quizizz Game Application in Teaching Reading Comprehension Achievement at the Fourth Semester Students’ of English Education Study Program of Nurul Huda University”*. Therefore, in this study teaching reading comprehension achievement as the dependent variable and Quizizz Game as the independent variable.

Instruments

Validity of the Test

Validity is the most complex criterion of an effective test and arguably the most important principle as stated by Brown (2004). Based on Cohen et al. (2007) validity is an important key to effective research. According to what is determined by the American Psychological Association there are 3 types of validity, namely content validity, construct validity and criterion-related validity. In this research, the writer used one type of validity, that is content validity. Content validity is the extend to which a test measures a representative sample of the subject matter content. Content validity is concern with what goes into the test. Thus, the degree of content validity in a classroom test relates to how well the test measure the subject matter content study and the behaviors which the test tasks require. In this research the test are matched to the contents of the curriculum of fourth semester student.

A test can be called valid, if the test measure the object to be measured and suitable with the criteria. It means that the writer try to develop the test based on materials or topics given the fourth semester students of English Education Study Program of Nurul Huda University. The content validity reflect the material has been taught. To know the instrument have content validity the writer sets a test specification item (Luebke & Lorié, 2013). Tests specification as follow on the Table 4.

Table 4

Test Specification of Reading Comprehension Test Item

Objective	Material	Type of Question	Test of items Total of items Types of		test	Answer keys	
To Measure the students' reading comprehension achievement	1. The Best Seat 2. Three Branches	a. Main Idea	4, 5, 6, 9, 11, 14, 21, 22, 16	25	Multiple choice	1.	16
	3. The Carnivorous Plant Exhibit	a. Synonym / Antonym	1, 8, 12, 23			2.	A
						3.	17
						4.	C
						5.	18
							A

	4. Grocery Store or Farmers' Market?	c. Inferences	3, 10, 13, 15, 18, 25			C	19
	5. Wash Up!	d. Preferences	2, 7, 17, 19, 20, 24			6. .	A
						7. .	20
						8. .	B
						9. .	21
						10. .	D
						11. .	22
						12. .	C
						13. .	23
						14. .	D
						15. .	24
						16. .	C
						17. .	25
						18. .	A
						19. .	
						20. .	
						21. .	
						22. .	
						23. .	
						24. .	
						25. .	

Reliability of the Test

According to Cohen et al. (2007) reliability is a synonym for consistency and reliability over time, over instrument and over groups of respondents. In this research, the reliability of the test material is evaluated through the internal consistency of reliability. People who used such measuring instruments must identify and used techniques that can help them determine to what extent their measuring instruments are consistent and reliable. Besides having high validity, a good test must have high reliability, scores need to be consistent in this study, the internal consistency of reliability is estimated through Cronbach's Alpha of the test using SPSS 25 application.

Table 5

Criteria of Correlation Coefficient Interpretation

Interval of Coefficient	Grade of Correlation
0.00 – 0.199	The correlation Very low
0.20 – 0.399	The correlation Low
0.40 – 0.599	The correlation Medium
0.60 – 0.799	The correlation High
0.80 – 1.000	The correlation Very high

(Sugiyono, 2008:257)

In this study, the writer used Cronbatch's Alpha to find out the reliability of the test using SPSS 25 application.

Table 6
Reliability Statistic

Cronbatch's Alpha	N of Items
,727	25

Fraenkel and Norman (2017) explain that the reliability should be at least 0.70 and preferably higher. Based on the calculating of try out result, reliability index was 0.727. So the calculating of try out was high grade of correlation. Its mean that the reading comprehension instrument test was reliable and consistent.

Readability of the Text

Richards & Schmidt (2010) stated that readability means how easily written material can be read and understood. Text readability is measure of how well and how easily a text conveys its intended meaning to reader of the text. Readability test is done to know appropriate level of reading texts for students' class level in comprehending the reading text. It depends on several factors including the average length of sentences, the number of new words contained, and the grammatical complexity of the language used in passage.

Readability testis measured using The Flesch Kincaid online readability test which is accessed from <https://readabilityformulas.com/> The formula was developed in the 1940s by Rudolf Flesch. The Flesch Kincaid Grade Level is a widely used readability formula which assesses the approximate reading grade level of a text. It was developed by the US Navy who worked with the Flesch Reading Ease. Previously, the Flesch Reading Ease score had to be converted via a table to translate to the reading grade level. The amended version was developed in the 1970s to make it easier to used (Zalmout et al., 2016).

In this study, there were five texts that the writer used in reading comprehension test. They are taken from TOEFL book entitled "The Complete TOEFL Handbook". The result analysis of readability test which used Flesch Kincaid online. Readability test done to know appropriate level of reading texts for students' class level in comprehending the reading texts. The result analysis of readability test which used in Table 5.

Table 7
Result of Readability Test for Research Treatment

No	Text Title	Flesh Reading Level	Flesh Reading ease score	Test category
1	The Best Seat	7,1	80,8	Easy to read
2	Three Branches	8,9	60,5	Standard / Average to read
3	The Carnivorous Plant Exhibit	9,2	61	Standard / Average to read
4	Grocery Store or Farmers' Market?	8,5	61,7	Standard / Average to read
5	Wash Up!	12,1	45,4	Difficult to read

Source : <https://readabilityformulas.com/>

Data Analysis Techniques

Technique for Collecting the Data

In this research the writer was collected the data by using a written test. According to Brown (2004) a test is a method of measuring a person's ability, knowledge, or performance in a given domain. The instruments asked the students to answer the multiple choice test from reading comprehension text. There are 25 items of multiple choice test and it should take about 40 minutes.

There are two kinds of test is used in this research, they are pretest and posttest. The pretest is given at the first time to measure the students' reading comprehension achievement before taught by using Quizizz Game Application. Whereas the posttest is given after finishing the treatment to know the progress of the students' achievement in Reading comprehension after given the treatment. The treatment that has given to both of the class are different, the experimental group is taught by using Quizizz Game Application and the control group is not taught by using Quizizz Game Application, and the treatment is given as much as six times. Before the test is given to the sample students, the test must be tried out its validity and reliability. And then, the test was given to the students.

a. Pre-test

Pre-test takes control group and experimental group at the first meeting of the study before giving treatment by reading comprehension test. The writer give reading comprehension test to the students which about expository essay as the subject.

b. Treatment

Quizizz Game used in teaching reading comprehension achievement on critical reading course at the experimental group, and in the control group used the Quizizz game by the local lecturer. Moreover, the treatment given sixth times from the second meeting after pre-test until the

seventh meeting in the experimental group.

c. Post-test

Post-test take from both control group and experimental group. But, in the point post-test of experimental group take after treatment and the post-test of control group without treatment.

Criteria of Score

The criteria of score is used to interpret whether the students are considered excellent, very good, good, sufficient, poor and very poor. It could be seen below:

Table 8

Table Scoring Criteria

Percentage Range	Level of Achievement
86-100	Excellent
71-85	Good
56-70	Enough
41-55	Poor
< 40	Very Poor

(Arikunto, 2013:139)

RESULTS

The Result of Pre-test and Post-test Score in the Experimental Group

The writer gave the students pre-test for experimental group before conducted the treatment, to know the students' achievement before the students were taught by using Quizizz Game Application. After the writer gave 6 times for the treatment to the students in teaching reading comprehension achievement by using Quizizz Game Application on critical reading course, the writer gave the students post-test which was intended to know how far the students' progress in their achievement of reading comprehension. In the pretest and posttest the sample of the student were 16 students. The calculation of the data, the writer used SPSS 25. Moreover, the data of the frequency of the students' score for pretest in experimental group can be seen on the table 9.

Table 9

Frequency of the Pretest Score in the Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	6.3	6.3	6.3
	35	2	12.5	12.5	18.8

	40	4	25.0	25.0	43.8
	45	3	18.8	18.8	62.5
	50	2	12.5	12.5	75.0
	55	3	18.8	18.8	93.8
	60	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

Moreover, the distribution score could be seen in chart 1 of the pretest in experimental group.

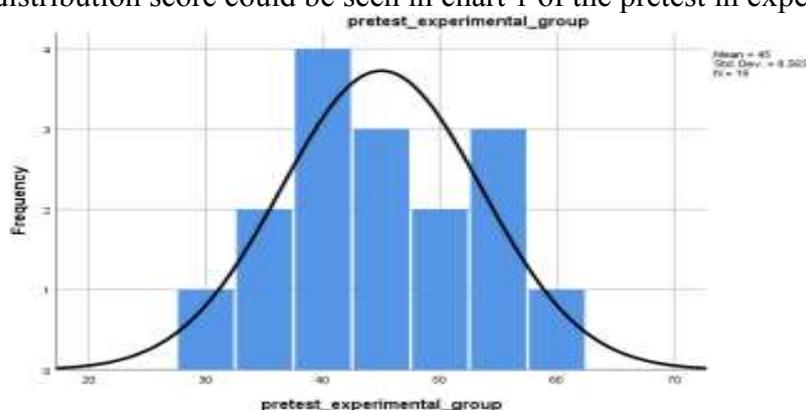


Chart 1. Pretest Score of Experimental Group

Based on the chart 1, the average score of the pretest score in experimental group was 45 with standard deviation 8.563. After that, the writer interpreted the pretest score in experimental group into the distribution table 10

Table 10
The Distribution Score of Pretest in Experimental Group

Score	Classification	Pretest	
		Frequency	Percentage (%)
80 - 100	Very good	0	0%
66 - 79	Good	0	0%
56 - 65	Average	1	6.25%
46 - 55	Poor	5	31.25%
0 - 45	Very Poor	10	62.5%
Total		16	100%

Based on the distribution table above, it was obtained that there was no student (0%) who got very good classification, (0%) who got good classification, 1 students (6.25%) who got average classification, 5 students (31.25%) who got poor classification, and 10 students (62.5%) who got very poor classification.

Furthermore, the data of the frequency of the students' score for posttest in experimental group can be seen on the table 11.

Table 11
Frequency of the Posttest Score in the Experimental Group

		Freque ncy	Perce nt	Valid Percent	Cumulativ e Percent
Va lid	7 0	1	6.3	6.3	6.3
	7 5	2	12.5	12.5	18.8
	8 0	6	37.5	37.5	56.3
	8 5	4	25.0	25.0	81.3
	9 0	2	12.5	12.5	93.8
	9 5	1	6.3	6.3	100.0
	T o t a l	16	100.0	100.0	

Moreover, the distribution score could be seen in chart 2 of the posttest in experimental group.

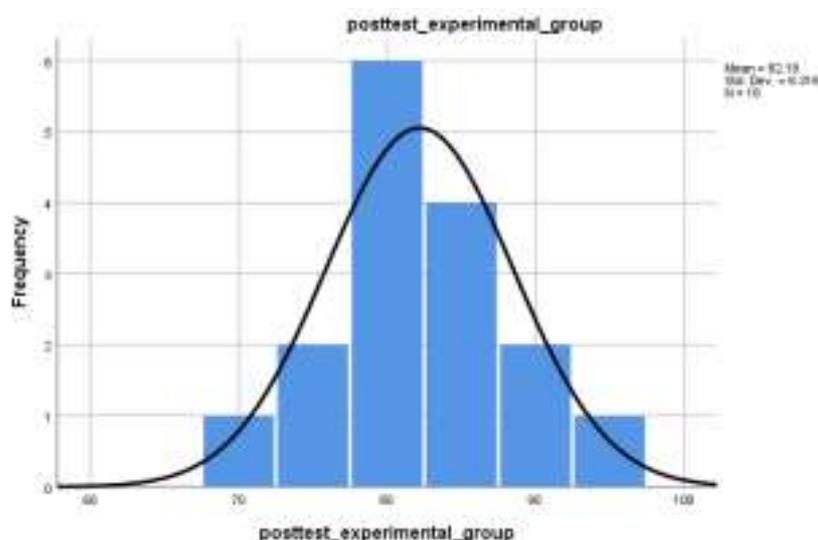


Chart 2. Posttest Score of Experimental Group

Based on the chart 2, the average score of the posttest score in experimental group was 82.19, with standard deviation 6.316. Then, the writer interpreted the posttest score in experimental group into the distribution table 12 as follow:

Table 12
The Distribution Score of Posttest in Experimental Group

Score	Classification	Pretest	
		Frequency	Percentage (%)
80 - 100	Very good	13	81.25%
66 - 79	Good	3	18.75%
56 - 65	Average	0	0%
46 - 55	Poor	0	0%
0 - 45	Very Poor	0	0%
Total		16	100%

Based on the distribution table above, it can be seen that there were 13 students (81.52%) got very good classification, 3 students (18.75%) got good classification, and no students (0%) who got average, poor, and very poor classification.

In addition, the following table is the descriptive statistics of pretest and posttest in the experimental group that used to get information about number of sample, range, minimum score, maximum score, sum, mean, standard deviation (SD), variance, skewness, and kurtosis. It could be seen in table 13 as follow:

Table 13
The Descriptive Statistics of Pretest and Posttest in the Experimental Group

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Score Pretest	16	31	30	60	59.50	2.746	10.985	120.667
Score Posttest	16	30	70	95	70.94	2.151	8.606	74.063
Valid N (listwise)	16							

From the table 12 above, it was obtained that range of pretest score in experimental group was 31, the lowest score was 45, the highest score was 76, variance was 120.667, and mean statistic was 59.50, mean Std. Error was 2.746 with Std. Deviation statistic was 10.985. Moreover, range of posttest score in experimental group was 30, the lowest score was 55, the highest score was 85, variance was 74.063, and mean statistic was 70.94, mean Std. Error was 2.151 with Std. Deviation statistic was 74.063.

The Result of Pretest and Posttest Score in The Control Group

Before the writer conducted this study in the control group, the writer gave a pretest to the students to know the students' reading comprehension achievement. Then, the writer gave treatment without using Quizizz Game Application, after that the writer gave a posttest to know how far students' reading comprehension achievement. In the pretest and posttest of control group, sample of the students were 21 students. The data of the frequency of the students' score for pretest in control group can be seen on the table 14.

Table 14
Frequency of the Pretest Score in the Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	1	4.8	4.8	4.8
	20	2	9.5	9.5	14.3
	25	1	4.8	4.8	19.0
	30	1	4.8	4.8	23.8

	35	3	14.3	14.3	38.1
	40	3	14.3	14.3	52.4
	45	3	14.3	14.3	66.7
	50	2	9.5	9.5	76.2
	55	3	14.3	14.3	90.5
	60	2	9.5	9.5	100.0
	Total	21	100.0	100.0	

Moreover, the distribution score could be seen in chart 3 of the pretest in control group.

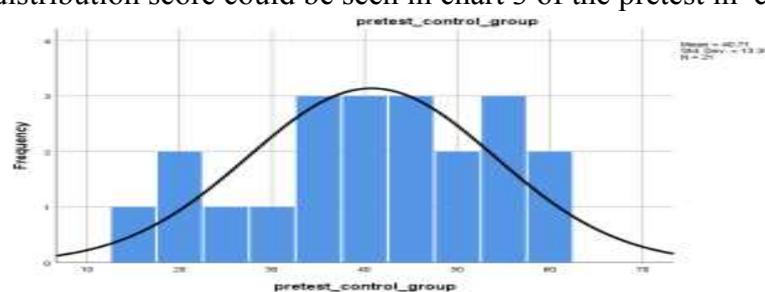


Chart 3 Pretest Score of Control Group

Based on the chart 3, it was found that the average score of the pretest score in control group was 40.71, with standard deviation 13.35. Then, the writer interpreted the pretest score in experimental group into the distribution table 15 as follow:

Table 15
The Distribution Score of Pretest in Control Group

Score	Classification	Pretest	
		Frequency	Percentage (%)
80 - 100	Very good	0	0%
66 - 79	Good	0	0%
56 - 65	Average	2	9,52%
46 - 55	Poor	5	23,81%
0 - 45	Very Poor	14	66,67%
Total		21	100%

Based on the distribution table above, it was obtained that there was no student (0%) who got very good and good, 2 students (9,52%) average classification, 5 student (23,81%) who got poor classification, and 14 students (66,67%) got very poor classification.

Furthermore, the data of the frequency of the students' score for posttest in control group can be seen on the table 16.

Table 16
Frequency of the Posttest Score in the Control Group

		Freque ncy	Perc ent	Valid Percent	Cumulati ve Percent
Valid	30	1	4.8	4.8	4.8
	40	1	4.8	4.8	9.5
	45	2	9.5	9.5	19.0
	50	6	28.6	28.6	47.6
	55	4	19.0	19.0	66.7
	60	2	9.5	9.5	76.2
	65	2	9.5	9.5	85.7
	70	3	14.3	14.3	100.0
	Total	21	100.0	100.0	

Moreover, the distribution score could be seen in chart 4 of the posttest in control group.

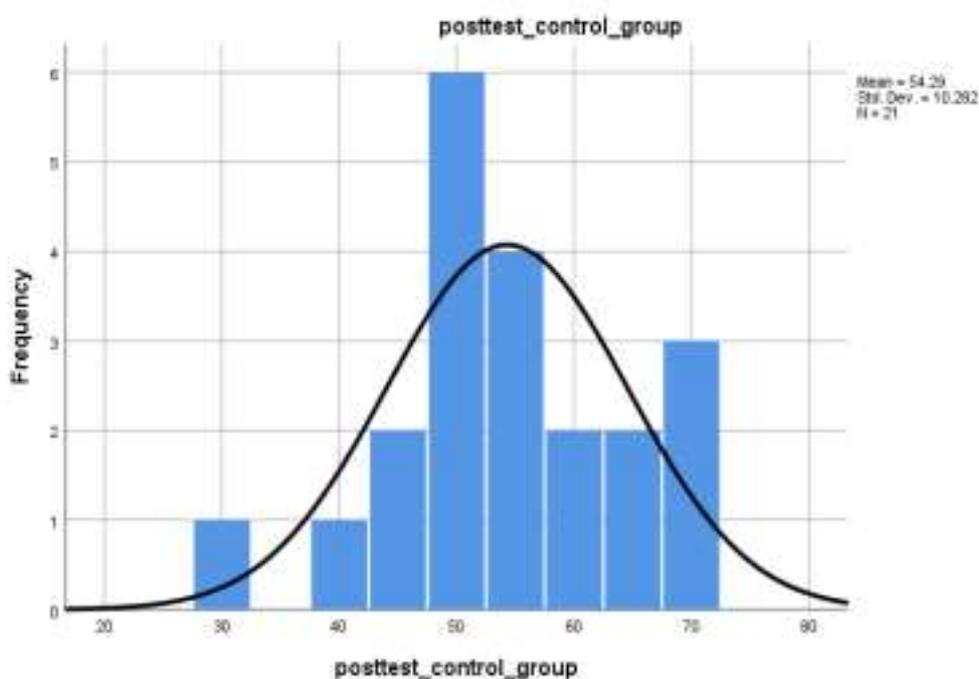


Chart 4. Posttest Score in Control Group

Based on the chart 4, it can be seen that the average score of the posttest score in control group was 54.29, with standard deviation 10.282. Then, the writer interpreted the posttest score in control group into the distribution table 17 as follow:

Table 17

The Distribution Score of Posttest in Control Group

Score	Classification	Pretest	
		Frequency	Percentage (%)
80 - 100	Very good	0	0%
66 - 79	Good	3	14,28%
56 - 65	Average	4	19,05%
46 - 55	Poor	10	47,62%
0 - 45	Very Poor	4	19,05%
Total		21	100%

Based on the distribution table above, it was found that there was no student got very good classification, 3 student (14,28%) got good classification, 4 students (19,05%) got average classification, 10 students (47,62%) got poor classification, and 4 students (19,05%) got very poor classification.

In addition, the following table is the descriptive statistics of pretest and posttest in the control group that used to get information about number of sample, range, minimum score, maximum score, sum, mean, standard deviation (SD), variance, skewness, and kurtosis. It could be seen in table 18 as follow:

Table 18

The Descriptive Statistics of Pretest and Posttest in the Control Group

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Score	21	45	15	60	40.71	2.913	13.350	178.214
Score	21	40	30	70	54.29	2.244	10.282	105.714

Valid N (listwise)	21							
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From the table 17 above, it was obtained that range of pretest score in control group was 45, the lowest score was 40, the highest score was 60, variance was 178.214, and mean statistic was 40.71, mean Std. Error was 2.913 with Std. Deviation statistic was 13.350. Moreover, range of posttest score in control group was 40, the lowest score was 30, the highest score was 70, variance was 105.740, and mean statistic was 54.29, mean Std. Error was 2.244 with Std. Deviation statistic was 10.282.

DISCUSSION

Test of Normality and Homogeneity

Before analyzing the data, the test of normality and homogeneity data should be measured. In determining of the data, Kolmogorov-Smirnov was used. The result of the normality test of the posttest score in the experimental and control group were described as in the following table 19.

Table 19
Test of Normality

result of the test	class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Using Quizizz Application	.198	16	.094	.950	16	.494
	Not using Quizizz Application	.148	21	.200 [*]	.945	21	.274

*. This is a lower bound of the true significance.

Based on the calculation of statistics above, the result of normality test showed the significant value of reading comprehension achievement using Quizizz Game Application was higher than 0.05 level, which has 0.494. It meant that the distribution of the data in reading comprehension achievement Using Quizizz Game Application was normal. Meanwhile, reading comprehension achievement without Quizizz Game Application has a significant value 0.274, which was also higher than 0.05. It means that the distribution of the data reading comprehension achievement without Quizizz Game Application was also normal.

In addition, to know whether the samples were homogenous or not, the writer used the test of homogeneity of variances. The writer calculated by using SPSS 25 and the result could be seen in table 20.

Table 20
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
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2.699	1	35	.109
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According to the table above, the calculation of Levene Statistic by using SPSS 25, it was found that the value of sig. was 0.109 it was higher than value of sig. (0.05). So, it meant that the sample taken from experimental and control group were homogeneous.

The Independent t-test

The Independent t-test is the most commonly used method to evaluate the differences in mean between the two groups, namely experimental and control group. To find out whether or not there were any significant differences in reading comprehension achievement, the writer compared the result of the posttest in control group and experimental group used Independent Sample t

test. The result of the SPSS 25 calculation was described as follows:

Table 21
Independent t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of student test	Equal variances assumed	2.699	.109	9.551	35	.000	27.902	2.921	21.971	33.833
	Equal variances not assumed			10.170	36.7	.000	27.902	2.744	22.324	33.479

Based on the table above, the value of $t_{\text{obtained}} = 9.551$ is higher than $t_{\text{table}} = 2.021$. The value of sig. (2-tailed) = 0.000 less than the value of significance level (0.05). Finally, the writer concluded that the alternative hypothesis (H_a) if this study was accepted and the null hypothesis (H_o) of this study was rejected.

Interpretation

Based on the findings above, it could be interpreted there was any significant difference between the experimental group which is taught by using Quizizz Game Application and the control group which is not taught by using Quizizz Game Application in reading comprehension

achievement. It could be seen from average score in posttest of experimental group was 82.19 and average score in posttest of control group was 54.29, the t_{obtained} was 9.551 and the critical value in the t_{table} was 2.021. Furthermore, the result of t_{obtained} was higher than t_{table} ($9.551 > 2.021$) and the value of sig. (2 tailed) = 0.000 less than the value of significance level (0.05). So, the null hypothesis (H_0) was rejected and the alternative hypothesis was accepted. It meant that Quizizz Game Application is suitable to use in teaching reading comprehension achievement of the fourth semester student of English Education Study Program of Nurul Huda University.

CONCLUSIONS

The main purpose of this research is to find out whether or not any significant difference between students who are taught by using Quizizz Game Application and the students who are not taught by using Quizizz Game Application in reading comprehension achievement at the fourth semester student of English Education Study Program of Nurul Huda University in academic year 2020/2021. Based on the findings, the writer concluded that there was significant difference between students who are taught by using Quizizz Game Application and the students who are not taught by using Quizizz game application in reading comprehension achievement at the fourth semester student of English Education Study Program of Nurul Huda University. It could be seen based on the result of the statistical analysis that the independent t-test of the posttest score in the Experimental and Control Group gave the value of t_{obtained} was 13.344 and the value of sig. (2 tailed) was 0.00, it meant that the value of t_{obtained} was higher than t_{table} ($9.551 > 2.021$) with $df (n-2) = (37-2) = 35$, and the value of sig. (2 tailed) was less than the value of significance level ($\alpha = 0.05$), So, the null hypothesis is rejected and the alternative hypothesis is accepted. From the data, it was also found that Quizizz Game Application is one of the effective media in teaching reading comprehension achievement because Quizizz Game Application could help the students to gain new words and develop their reading comprehension achievement.

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