# THE USE OF QUIZIZZ TO IMPROVE STUDENTS' READING SKILL AT SMP NEGERI 13 LANGSA

**SKRIPSI**

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**Submitted As Fulfillment of the Requirements For**
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang ditulis dengan judul **"THE USE OF QUIZIZZ TO IMPROVE STUDENTS' READING SKILL AT SMP NEGERI 13 LANGSA"** untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya sendiri. Apabila di kemudian hari terbukti bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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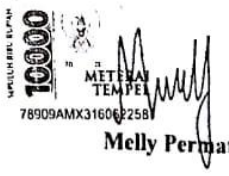


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## ABSTRACT

**Melly Permata Sari** NIM 1042021013 The Use of Quizizz to Improve Students' Reading Skill at SMP Negeri 13 Langsa. English Department, Tarbiyah and Teachers Training Faculty, State Institute For Islamic Studies (IAIN) Langsa.

**Supervisor** (1). Mrs. Nina Afrida, M.Pd (2). Mrs. Shafrida Wati, MA

This study aims to investigate the effectiveness of using Quizizz as a digital learning medium in enhancing students' reading comprehension skills, particularly in understanding descriptive texts. The research was conducted at SMP Negeri 13 Langsa, involving 47 ninth-grade students as the sample, divided into two groups: an experimental class (24 students) that received treatment using Quizizz, and a control class (23 students) that was taught using student worksheets. This study employed a quantitative approach with a quasi-experimental design. Data collection techniques included pre-tests and post-tests in the form of multiple-choice questions to measure students' reading ability, as well as structured and closed-ended interviews to explore students' perceptions of using Quizizz. The data were analyzed statistically using the Shapiro-Wilk normality test, Levene's Test for homogeneity, and t-tests (Paired Sample t-Test and Independent Sample t-Test) with the assistance of SPSS version 25. The results showed that the average pre-test score in the experimental class was 48.88, which increased to 64.42 in the post-test, with an average gain of 15.54. In the control class, the average pre-test score was 46.67 and increased to 53.67 in the post-test, with a smaller average gain of 7.00. The t-test results indicated a significance value of 0.000 ($p < 0.05$), which means there was a statistically significant difference between the two groups. In addition, the interview results revealed that students had positive perceptions of using Quizizz, describing it as interactive, enjoyable, and motivating, which encouraged them to be more active in reading activities. Based on these findings, it can be concluded that the use of Quizizz is effective in improving students' reading comprehension and in creating a more engaging and student centered learning environment. Therefore, it is recommended that English teachers integrate Quizizz into reading instruction as an innovative and effective teaching strategy.



**Keywords:** *Quizizz, Reading Comprehension, Descriptive Text, Digital Learning, Quasi-Experimental Design, Student Perception, English Education*

# CHAPTER I

# INTRODUCTION

## A. Background of Study

As a universal language, English is crucial to research, education, and worldwide communication. One of the most important things that students need to learn when learning English as a foreign language (EFL) is how to read.[1] Reading is more than just identifying words and sentences; it's also a process of deciphering meaning, evaluating data, and drawing conclusions about the text's overall content. As a result, students who want to access knowledge in a variety of fields the majority of which are in English need to be proficient readers.[2]

However, the reality shows that students' reading skills in Indonesia are still relatively low. Based on the 2018 Program for International Student Assessment (PISA) data released by the OECD, Indonesia ranks 74th out of 79 countries in terms of reading ability. The average reading score of Indonesian students was 371, far below the OECD average of 487. This finding indicates that most Indonesian students have not been able to optimally understand both explicit and implicit information in the text. At the education unit level, especially in Junior High School (SMP), difficulties in reading English texts are still a common problem faced by

[1] William Grabe and Fredricka L Stoller, *Teaching and Researching Reading.* (New York: Routledge, 2019): 37.

[2] Jack C Richards and Richard W Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics.* (London: Routledge, 2013): 483.

students, ranging from understanding the main idea, interpreting vocabulary in context, to drawing conclusions from reading.[3]

One of the abilities that should be given priority is reading comprehension since it allows kids to learn more on their own.[4] The most effective technique to learn fresh information about different facets of concepts is to read. Reading is one of the receptive skills that students should develop since it can enhance their vocabulary and general English language proficiency. Reading can therefore assist students broaden their horizons in English by providing them with fresh perspectives, knowledge, and experiences.[5] However, because reading is an active process that calls for a great deal of ability and practice, it can be difficult for pupils.[6]

Furthermore, the intricacy of reading can present difficulties and challenges for both teachers and pupils. Teachers frequently struggle to decide which teaching strategies or resources will best help their pupils who struggle with reading. This means that in order to prevent kids from becoming easily disinterested in reading, teachers need to be well-versed in how to use the appropriate strategies, tactics, or educational materials. The term "learning media" refers to any hardware or software item that supports the learning process in order

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[3] OECD PISA, "PISA 2018 Result (Volume I): What Student Know and Can Do" (Paris: OECD Publishing, 2019): 12.

[4] Fithri Ana Nuur Afiifah and Esti Swatika Sari, "Peningkatan Keterampilan Membaca Pemahaman Melalui Metode SQ3R Pada Siswa Kelas IV SD 2 Petir," *Educatif Journal of Education Research* 5, no. 1 (2023): 137–44.

[5] Hamza Al-Jarrah and Nur Salina Binti Ismail, "Reading Comprehension Difficulties among EFL Learners in Higher Learning Institutions," *International Journal of English Linguistics* 8, no. 7 (2018): 32–41.

[6] Yen-Chi Fan, "The Effect of Comprehension Strategy Instruction on EFL Learners' Reading Comprehension," *Asian Social Science* 6, no. 8 (2010): 19–29.

to meet learning objectives.[7] It is crucial for teachers to incorporate learning media into their lessons because it can engage students in the process by boosting their motivation, make the material easier for them to understand because it clarifies it, and prevent disinterest.[8] This is due to the fact that learning media contains a lot of qualities that can engage pupils in the process of learning. Thus, when teaching reading, educators need to be imaginative and inventive.[9] With today's technology, educators may create educational materials. Technology benefits education through facilitating collaborative learning, evaluative learning, creative learning, and active learning in the classroom. The growth of information and communication technology (ICT), which provides numerous advantages for students to improve their language proficiency, particularly in reading, also supports this. Students are also drawn to using ICT tools to learn to read because they are preferred by them due to the numerous advantages they provide.[10]

As information technology has advanced, a number of digital tools and platforms have been created to assist educators in fostering a more engaging and productive learning environment. Quizizz, an online interactive game-based quiz platform (gamification), is one of the media that is currently being used

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[7] Yanuari Dwi Puspitarini and Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School.," *Anatolian Journal of Education* 4, no. 2 (2019): 53–60.

[8] Abbas Pourhosein Gilakjani, "A Study on the Impact of Using Multimedia to Improve the Quality of English Language Teaching.," *Journal of Language Teaching & Research* 3, no. 6 (2012): 1208–1215.

[9] Melor Md Yunus et al., "Pros and Cons of Using IICT in Teaching ESL Reading and Writing.," *International Education Studies* 6, no. 7 (2013): 119–30.

[10] Mark Warschauer and Deborah Healey, "Computers and Language Learning: An Overview," *Language Teaching* 31, no. 2 (1998): 57–71.

extensively in education.[11] Teachers can use Quizizz to design game-based practice questions that help boost students' interest and engagement in the learning process.

All students can practice together using their PCs, smartphones, and iPads with Quizizz, an online evaluation tool that doubles as an entertaining multiplayer classroom activity. Researchers use this application media because it is a form of learning model that allows students to use the Quizizz application to collaborate with their peers and share information with the teacher. in order to inspire pupils with the advantages of working with friends through the Quizizz application media.[12]

Although there has been much research on the use of digital media, particularly game-based media like Quizizz, in English language learning, the majority of studies have focused more on improving learning motivation or learning outcomes in general. Prior research has tended to place Quizizz as a tool to create an enjoyable learning environment and boost student participation, without going into great detail about its impact on specific language skills, like reading, which is actually one of the fundamental competencies that are crucial in the junior high school English curriculum. These skills include understanding main ideas, drawing conclusions, interpreting implied meanings, and

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[11] Siti Reski Nanda, Nurdevi Bte Abdul, and Herlina Daddi, "The Use of Quizizz Application in Improving Students' Reading Comprehension Skill at SMKN 3 Takalar: An Experimental Research," *Journal of Computer Interaction in Education* 1, no. 2 (2018): 173–82.

[12] Ahmad Munawir and Nurul Pratiwi Hasbi, "The Effect of Using Quizizz to EFL Student' Engagement and Learning Outcome," *English Review: Journal of English Education* 10, no. 1 (2021): 297–308.

comprehending vocabulary in context—all of which call for appropriate and structured learning strategies.[13]

Furthermore, there are currently relatively few studies that explicitly examine how utilizing Quizizz might help junior high school students improve their reading abilities, particularly when it comes to level-appropriate English literature like narrative, exposition, recount, and descriptive texts. Since students' reading skills are more developed at the high school or college level, the majority of the studies were carried out there. Because junior high school pupils differ greatly in their motivation, cognitive development, and digital media usage, this leads to a theoretical gap. As a result, a more thorough and targeted investigation is required to determine how Quizizz might be used strategically to enhance students' comprehension of English reading materials.

In addition to the theoretical gap, there is also a contextual gap. Many previous studies were conducted in big cities that have adequate facilities and access to technology, while the use of digital media in regional schools, such as in SMPN 13 Langsa, is still limited and not yet optimally integrated in learning. The learning environment, students' backgrounds, and teachers' readiness to utilize technology are certainly different between schools in big cities and schools in the regions. Based on preliminary research at SMPN 13 Langsa, the student are less enthusiastic in learning English, especially in reading. They also face several challenges in comprehending reading due to lade vocabulary and can not identify

[13] Vina Anggraini and Vera Yuli Erviana, "The Use of Quizizz Application to Improve Motivation and Learning Outcomes in Science Subjects of 6th-Grade Students," *International Journal of Learning Reformation in Elementary Education* 2, no. 03 (2023): 159–69.

meaning incorrectly. These affect their skills in reading. Therefore, it is very important to conduct research based on the local context in order to provide a real picture of the implementation of Quizizz in learning English reading at SMPN 13 Langsa. This research is expected to fill the gap and contribute to the development of technology-based learning strategies that are not only interesting, but also effective in improving students' reading skills.

## B. Research Question

Based on the background described above, the researcher provides the formulation of research problems as follows:

1. Does the use of Quizizz improve students' reading comprehension skills at the ninth grade of SMPN 13 Langsa?
2. How do students perceive the use of Quizizz in reading learning at the ninth grade of SMPN 13 Langsa?

## C. Purpose of Study

Based on question mentioned in the problem formulation, the objectives and applied are as follows:

1. To identify whether the use of Quizizz can improve students' reading comprehension skills at the ninth grade of SMPN 13 Langsa
2. To find out students' perceptions towards the use of Quizizz in learning reading.

## D. Hypothesis

Based on the research introduced, a suitable hypothesis can be formulated to test the effectiveness of using Quizizz to improve reading skills as follows:

Ha - Quizizz improve students' reading comprehension skills at the ninth grade of SMPN 13 Langsa

Ho – Quizizz does not improve student' reading comprehension skills at the ninth grade of SMPN 13 Langsa

## E. Significances of Study

This research is expected to provide both theoretical and practical benefits in the field of English language teaching and learning, particularly in reading comprehension and the integration of digital tools such as Quizizz.

1. Theoretical Significance

   This research is expected to contribute to the development of literature on the use of interactive digital platforms in English language learning, particularly in improving students' reading skills. The findings can enrich existing knowledge regarding the effectiveness of gamified learning tools in improving comprehension and engagement in reading activities, especially among junior high school students.

2. Practical Significance

   a. For English Teachers: This research provides insights into how Quizizz can be effectively used as an alternative teaching strategy to make reading lessons more interactive, fun and effective. Teachers can use

this tool to increase students' motivation, engagement and comprehension during reading tasks.

b. For Students: The findings can help students realize that learning English - especially reading - can be fun and engaging when supported by digital platforms. Quizzes can motivate students to actively participate and improve their reading comprehension in a less stressful and more game-like environment.

c. For Future Researchers: This study can be a reference for future research that aims to explore other language skills (e.g., listening, writing, speaking) by using similar digital tools or to conduct comparative studies in different educational environments.

## F. Scope of Study

The scope of this research is focused on the use of interactive digital learning media Quizizz in improving the reading skills of grade IX students at SMP Negeri 13 Langsa in the 2025/2026 academic year. The main focus of this research is to observe the extent to which the use of Quizizz as an evaluation and practice tool can help students understand and improve their reading skill, especially in the aspects of literal and inferential understanding. This research does not discuss other language skills such as speaking, listening, or writing, and does not discuss the use of other digital platforms outside Quizizz.

# CHAPTER IV
# FINDING AND DISCUSSION

## A. Research Finding

1. Data descriptive

In this study, data on student learning outcomes were obtained from pre-tests and post-tests administered to the experimental class and the control class. These tests were designed to assess students' reading comprehension skills, particularly in understanding descriptive texts. During the study, the experimental class was taught using the Quizizz application, while the control class was taught using worksheet without digital tools.

This section presents data to observe changes in students' reading performance before and after the intervention. The aim is to determine whether the use of Quizizz contributes to measurable improvements in reading skills among ninth-grade students at SMPN 13 Langsa during the 2024/2025 academic year.

a. Pre-Test and Post-Test Scores of the Experimental Class

In this study, the researcher designated class IX-1 of SMPN 13 Langsa as the experimental class. This class consisted of 24 students who participated in English language learning using descriptive text materials. During the learning process, the researcher applied the digital learning media “Quizizz” as a tool to improve students' understanding of the reading material.

Before the intervention was implemented, students took a pre-test to measure their initial ability to understand reading texts. Subsequently, over

four sessions, instruction was conducted using the Quizizz platform. At the end of the intervention, students took a post-test to assess the improvement in learning outcomes following the use of Quizizz. The following are the pre-test and post-test scores obtained by students in the experimental class.

**Table 4.1** ***The Result of Experiment Class Students Score***

| NO | NAMA | Pre-Test | Post-Test | Gained Score |
|---|---|---|---|---|
| 1 | AMK | 50 | 66 | 16 |
| 2 | AC | 46 | 62 | 16 |
| 3 | FH | 48 | 64 | 16 |
| 4 | H | 52 | 68 | 16 |
| 5 | IF | 54 | 70 | 16 |
| 6 | MAA | 49 | 64 | 15 |
| 7 | MRS | 53 | 69 | 16 |
| 8 | MR | 45 | 61 | 16 |
| 9 | MZA | 47 | 63 | 16 |
| 10 | MSA | 51 | 66 | 15 |
| 11 | MZM | 50 | 65 | 15 |
| 12 | MZ | 46 | 61 | 15 |
| 13 | NA | 48 | 63 | 15 |
| 14 | RA | 52 | 67 | 15 |
| 15 | RS | 49 | 64 | 15 |
| 16 | RSA | 47 | 62 | 15 |
| 17 | ZH | 51 | 66 | 15 |
| 18 | MM | 53 | 68 | 15 |
| 19 | RAF | 44 | 60 | 16 |
| 20 | DA | 45 | 61 | 16 |
| 21 | K | 46 | 61 | 15 |
| 22 | MRI | 50 | 65 | 15 |
| 23 | NK | 49 | 64 | 15 |
| 24 | MF | 48 | 63 | 15 |
| **Total** | | **1173** | **1546** | **373** |
| **Mean** | | **48.88** | **64.42** | **15.54** |
| **Minimum Score** | | **44** | **60** | |
| **Maximum Score** | | **54** | **70** | |

Table 4.1 The table above presents the Pre-Test, Post-Test, and Gained Score data of 24 students in the experimental class. The Pre-Test scores were obtained before the treatment (the use of Quizizz in reading instruction), while the Post-Test scores were collected after the treatment was given. The Gained Score represents the difference between the Post-Test and Pre-Test scores, indicating each student's improvement.

From the table, it can be seen that all students experienced an increase in their scores after the treatment. The mean Pre-Test score was 48.88, while the mean Post-Test score increased to 64.42, with an mean gain of 15.54 points. The minimum and maximum scores on the Pre-Test were 44 and 54, respectively, while on the Post-Test they were 60 and 70. The Gained Scores ranged from 15 to 16 points, showing that the improvement in students' reading performance was consistent and evenly distributed.

These findings indicate that the use of Quizizz as a learning media had a positive impact on students' reading comprehension of descriptive texts. This data also serves as the basis for further statistical analysis, such as normality test, homogeneity test, and paired t-test, to determine the significance of the improvement.

b. Pre-Test and Post-Test Scores of the Control Class

The researcher selected Class IX-2 of SMPN 13 Langsa as the controlled class in this study. Similar to the experimental group, this class was given the same pre-test at the beginning of the learning process to assess the students'

initial reading comprehension ability, specifically in understanding descriptive texts.

However, there was a difference in treatment between the experimental and controlled classes. While the experimental class received a special treatment using Quizizz as a learning platform to enhance reading comprehension, the controlled class was taught using worksheet without the use of any digital tools or applications. After the learning sessions were completed, the students in the controlled class took the same post-test as the experimental class to measure their reading skill improvement. The results of both the pre-test and post-test in the controlled class are shown in Table 4.2 and are used for comparison with the experimental class results.

**Table 4. 2** ***The Result of Control Class Students Score***

| No | Nama | Pre-Test | Post-Test | Gained Score |
|---|---|---|---|---|
| 1 | AM | 49 | 55 | 6 |
| 2 | AP | 47 | 54 | 7 |
| 3 | HS | 45 | 53 | 8 |
| 4 | IK | 50 | 56 | 6 |
| 5 | MK | 48 | 55 | 7 |
| 6 | MF | 46 | 53 | 7 |
| 7 | MJ | 52 | 58 | 6 |
| 8 | MKI | 44 | 51 | 7 |
| 9 | MR | 49 | 55 | 6 |
| 10 | RS | 45 | 52 | 7 |
| 11 | RR | 46 | 53 | 7 |
| 12 | SM | 48 | 55 | 7 |
| 13 | YD | 50 | 56 | 6 |
| 14 | ZU | 47 | 54 | 7 |
| 15 | BA | 49 | 55 | 6 |
| 16 | MAI | 45 | 52 | 7 |
| 17 | MAR | 48 | 54 | 6 |
| 18 | DF | 44 | 51 | 7 |
| 19 | MRI | 46 | 52 | 6 |

| | | | | |
|---|---|---|---|---|
| 20 | DYS | 47 | 54 | 7 |
| 21 | MAF | 45 | 52 | 7 |
| 22 | SR | 50 | 56 | 6 |
| 23 | DS | 48 | 54 | 6 |
| **Total** | | **1120** | **1288** | **168** |
| **Mean** | | **46.67** | **53.67** | **7.00** |
| **Minimum Score** | | **44** | **51** | |
| **Maximum Score** | | **52** | **58** | |

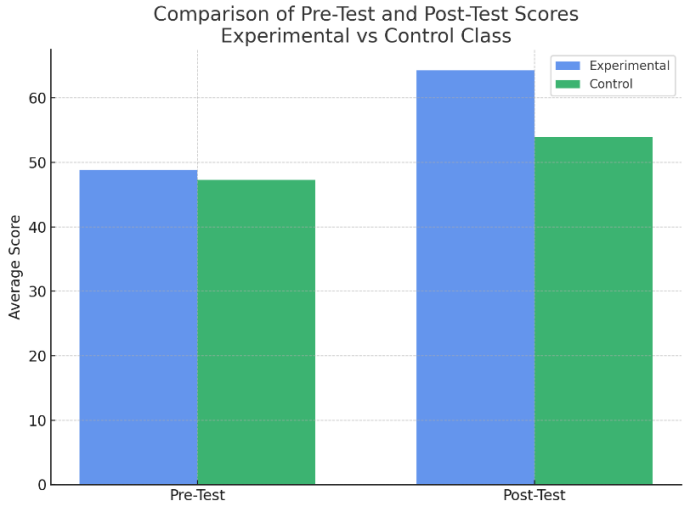
The data from the control class, which did not receive treatment using Quizizz, show a moderate improvement in students' reading ability. Based on the results of the pre-test and post-test, the mean pre-test score of the students was 46.67, while the mean post-test score increased to 53.67. Consequently, the average gained score was 7.00. The total score of all students in the pre-test was 1120, and it increased to 1288 in the post-test, resulting in a total gained score of 168.

The lowest score obtained in the pre-test was 44, while the highest was 52. In the post-test, the lowest score increased to 51, and the highest reached 58. Although all students received the same teaching materials without the integration of digital media like Quizizz, many still showed consistent improvement. For example, students such as AP, HS, MKI, RS, and MAF achieved a gained score of 7 or 8 points, indicating that even without interactive tools, some students were still able to enhance their performance.

However, the improvement observed in this class remained relatively limited, with the range of gained scores only between 6 to 8 points, and no student showing a significant jump. These results suggest that while conventional teaching can lead to some progress, the impact is generally smaller and less

dynamic compared to methods that incorporate interactive platforms. This also implies that student improvement might rely more on personal effort and classroom engagement rather than innovative learning strategies.

**Figure 4.1** ***The Difference between Students' Score of Experimental Class and***




***Controlled Class***

The bar chart above shows a comparison of the mean Pre-Test and Post-Test scores between the experimental class and the control class. It can be seen that before the treatment (Pre-Test), both classes had relatively similar mean scores, with the experimental class at around 48.7 and the control class at around 47.3. However, after the treatment was given to the experimental class, there was a significant increase in the Post-Test score, reaching an mean of approximately 64.3. Meanwhile, the control class also experienced an improvement, but it was not as substantial, with an mean Post-Test score of about 54.0.

The greater improvement in the experimental class indicates that the treatment or teaching method applied in that class was more effective in

enhancing students' learning outcomes compared to the control class, which did not receive the treatment. Therefore, this result supports the idea that the use of specific teaching methods or strategies can positively impact students' academic achievement.

2. The Analisys Data

Before proceeding to the hypothesis testing using the t-test, the researcher first conducted a series of preliminary analyses on the collected data. These analyses included normality and homogeneity tests as prerequisites for parametric statistical analysis. The normality test aimed to determine whether the data were normally distributed, while the homogeneity test was used to assess whether the variances of the two groups were equal or homogeneous. All analyses were carried out using the IBM SPSS Statistics 25 software. The results of these tests are presented as follows.

a. The Homogenity Test

**Table 4. 3** ***Test of Homogeneity of Variances Pre Test Class Control and Experiment***

**Test of Homogeneity of Variances**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Score | Based on Mean | 1.649 | 1 | 45 | .206 |
| | Based on Median | 1.577 | 1 | 45 | .216 |
| | Based on Median and with adjusted df | 1.577 | 1 | 42.489 | .216 |
| | Based on trimmed mean | 1.671 | 1 | 45 | .203 |

Based on the results of the homogeneity of variance test using Levene's Test, the significance value obtained under the "Based on Mean" category was 0.206. Since the significance value is greater than 0.05 (Sig. > 0.05), it can be

concluded that there is no significant difference in variance between the experimental and control groups. Therefore, the pre-test data from both groups have homogeneous variance and meet the assumption of homogeneity. As a result, the data is appropriate for further analysis using parametric statistical tests such as the Independent Sample t-Test.

b. The Normality Test

Before conducting the hypothesis testing using parametric statistics, it is essential to determine whether the data is normally distributed. The normality test aims to assess whether the distribution of students' pre-test and post-test scores in both the experimental and control classes follow a normal distribution. This assumption is important because many parametric tests, including the independent samples t-test, require normally distributed data.

In this study, the normality of the data was tested using the Shapiro-Wilk test through IBM SPSS Statistics 25. The Shapiro-Wilk test is commonly used when the sample size is relatively small (less than 50). The criterion for determining normality is based on the significance value (Sig.) or p-value. If the p-value is greater than 0.05, the data is considered normally distributed. Conversely, if the p-value is less than or equal to 0.05, the data is not normally distributed.

The results of the normality test for both the pre-test and post-test scores in the experimental and control groups are presented in the following table and will be interpreted accordingly.

**Table 4. 4** ***The Normality Test of Pre-Test Experimental Class***

**Tests of Normality**

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pre Test | .098 | 24 | .200* | .970 | 24 | .659 |
| Post Test | .125 | 24 | .200* | .957 | 24 | .373 |

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

The normality test was conducted using the Kolmogorov-Smirnov and Shapiro-Wilk methods to determine whether the data were normally distributed. Based on the results of the Kolmogorov-Smirnov test, the significance values for the pre-test and post-test were 0.200. Meanwhile, the Shapiro-Wilk test showed significance values of 0.659 for the pre-test and 0.373 for the post-test. Since all significance values are greater than 0.05, it can be concluded that the pre-test and post-test data are normally distributed. Therefore, the assumption of normality has been met, and the researcher can proceed with further analysis using parametric statistical tests such as the paired sample t-test.

**Table 4. 5** ***The Normality Test of Post-Test Controlled Class***

Tests of Normality

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pre Test | .118 | 23 | .200* | .957 | 23 | .405 |
| Post Test | .128 | 23 | .200* | .956 | 23 | .386 |

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

The normality test in the control class was conducted using the Kolmogorov-Smirnov and Shapiro-Wilk methods to determine whether the pre-test and post-test data were normally distributed. Based on the Kolmogorov-Smirnov test, the significance values for both the pre-test and post-test were 0.200. Meanwhile, the Shapiro-Wilk test showed significance values of 0.405 for the pre-test and 0.386 for the post-test. Since all significance values are greater than 0.05, it can be concluded that the pre-test and post-test data in the control class are normally distributed. Therefore, the assumption of normality has been met, and the data are suitable for analysis using parametric statistical tests such as the t-test.

c. The hypothesis test

This section presents the results of the hypothesis testing conducted to determine whether there is a significant difference in students' reading scores before and after using Quizizz as a learning tool. The test was carried out using the paired sample t-test for the experimental class and the independent sample t-test to compare the experimental and control classes. The significance value (Sig. 2-tailed) is compared to the standard alpha level of 0.05. If the significance value is less than 0.05, it indicates that there is a statistically significant difference in students' reading achievement.

**Table 4. 6** ***The Result of T-Test Calculation Experimental Class***

**Paired Samples Test**

| Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|

| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower | Upper | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| Pair 1 | Pre Test - Post Test | -15.417 | .504 | .103 | -15.629 | -15.204 | -149.969 | 23 | .000 |

Based on the results of the paired sample t-test, the mean difference between the pre-test and post-test scores was -15.417, with a standard deviation of 0.504 and a standard error of 0.103. The 95% confidence interval of the difference ranged from -15.629 to -15.204. The t-value obtained was -149.969 with 23 degrees of freedom (df), and the significance value (Sig. 2-tailed) was 0.000. Since the significance value is less than 0.05, it can be concluded that there is a statistically significant difference between students' scores before and after using Quizizz. This indicates that the use of Quizizz had a positive and significant impact on students' reading performance in the experimental class.

**Table 4. 7** ***The Result of T-Test Calculation Control Class***

**Paired Samples Test**

| | | Paired Differences | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower | Upper | t | df | Sig. (2-tailed) |
| Pair 1 | Pre Test - Post Test | -6.609 | .583 | .122 | -6.861 | -6.357 | -54.361 | 22 | .000 |

Based on the results of the paired sample t-test, the mean difference between the pre-test and post-test scores is -6.609, with a standard deviation of 0.583 and a standard error of 0.122. The 95% confidence interval for the difference ranges

from -6.861 to -6.357, and the t-value is -54.361 with 22 degrees of freedom (df). The significance value (Sig. 2-tailed) is 0.000, which is less than the alpha level of 0.05. This indicates that there is a statistically significant difference between the pre-test and post-test scores. Therefore, it can be concluded that the use of Quizizz had a significant effect on improving students' reading achievement in the experimental class.

**Table 4.8** ***The Result of Independent Sample T-Test of Pre-Test Scores Between Experimental and Control Class***

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Score | Equal variances assumed | 1.649 | .206 | 2.145 | 45 | .037 | 1.571 | .732 | .096 | 3.046 |
| | Equal variances not assumed | | | 2.156 | 43.075 | .037 | 1.571 | .728 | .102 | 3.039 |

Based on the results of the Independent Sample t-Test on the pre-test scores between the experimental class and the control class, the Levene's Test for Equality of Variances shows a significance value of 0.206, which is greater than

0.05. This indicates that the variances of both groups are homogeneous, so the analysis refers to the row labelled *Equal variances assumed*. The t-test results show a t-value of 2.145 with degrees of freedom (df) of 45, and a significance value (Sig. 2-tailed) of 0.037, which is less than 0.05. Therefore, it can be concluded that there is a statistically significant difference between the pre-test scores of the experimental and control classes. The mean difference between the two groups is 1.571 points, with a 95% confidence interval ranging from 0.096 to 3.046. Although the difference is relatively small, this result indicates that the initial reading ability of students in both classes was not entirely equal, and this should be taken into consideration when interpreting the final outcomes of the treatment. However, the difference remains within an acceptable range and can be addressed through appropriate instructional interventions.

**Table 4.9** ***The Result of Independent Sample T-Test of Post-Test Scores Between Experimental and Control Class***

**Independent Samples 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 |
| Score | Equal variances assumed | 4.809 | .034 | 15.188 | 45 | .000 | 10.379 | .683 | 9.002 | 11.755 |
| | Equal variances not assumed | | | 15.326 | 39.426 | .000 | 10.379 | .677 | 9.009 | 11.748 |

Based on the results of the Independent Sample t-Test on the post-test scores between the experimental and control classes, the significance value of Levene's Test for Equality of Variances was 0.034, which is less than 0.05. This result indicates that the variances between the two groups are not equal (heterogeneous),

so the interpretation should refer to the row labeled *Equal variances not assumed*. The t-test yielded a t-value of 15.326 with degrees of freedom (df) = 39.426, and the significance value (Sig. 2-tailed) was 0.000, which is less than the threshold of 0.05. This means that there is a statistically significant difference between the post-test scores of the experimental and control classes. The mean difference between the two groups was 10.379 points, with a 95% confidence interval ranging from 9.009 to 11.748. These findings indicate that students who were taught using Quizizz performed significantly better in reading comprehension compared to those who received conventional instruction. The significant difference in post-test scores confirms the positive effect of using Quizizz as a digital learning tool on students' reading achievement.

Based on the data analysis obtained from the post-test results of the experimental and control classes, the researcher conducted hypothesis testing using the Independent Sample t-Test technique with the help of SPSS version 25. The purpose of this test was to determine whether there was a significant difference between the reading comprehension outcomes of students who used Quizizz and those who were taught using conventional methods.

Before conducting the t-test, a homogeneity test was first performed to determine whether the variance of the data in both classes was homogeneous. The result of the homogeneity test using Levene's Test showed a significance value of 0.034. Since this value is less than 0.05 (Sig. < 0.05), it can be concluded that the post-test data between the experimental and control classes did not have homogeneous variance. Therefore, the interpretation of the t-test was based on the

row labeled Equal variances not assumed.

The result of the Independent Sample t-Test showed that the t-count value was 15.326, with degrees of freedom (df) of 39.426. Meanwhile, the significance value (Sig. 2-tailed) obtained was 0.000. Since this value is less than 0.05, it can be concluded that there is a statistically significant difference between the post-test scores of students in the experimental class and those in the control class. The average difference between the two classes was 10.379 points, with a 95% confidence interval ranging from 9.009 to 11.748. This indicates that students who learned using Quizizz achieved significantly higher results than those who did not use the platform.

Furthermore, to strengthen this result, a comparison between the t-count and the t-table was carried out. With degrees of freedom (df) approaching 45 and a significance level of 5% ($\alpha = 0.05$), the t-table value was 2.014. Since the t-count of 15.326 is greater than the t-table value of 2.014, this also confirms that the null hypothesis ($H_0$) is rejected and the alternative hypothesis (Ha) is accepted. In other words, there is a significant effect of using Quizizz media on improving the reading comprehension ability of ninth-grade students at SMPN 13 Langsa.

- In the pre-test data, t-count = 2.145 > t-table = 2.014 → significant
- In the post-test data, t-count = 15.326 > t-table = 2.014 → highly significant

Thus, the results of this inferential analysis prove that the use of digital learning media such as Quizizz not only provides variation in the learning process but also significantly enhances student learning outcomes, particularly in the skill

of understanding English reading texts.

3. The Interview Data

To support the quantitative data in this study, the researcher conducted interviews with students in the experimental class to explore their perceptions of using Quizizz in learning English reading. The purpose of these interviews was to gain insights into the extent to which students experienced the benefits, ease, and comfort of using Quizizz as a learning medium.

SD = Strongly Disagree,

D = Disagree,

N = Neutral,

A = Agree,

SA = Strongly Agree

The interviews were conducted with 24 students from the experimental class after they had completed the learning sessions and the post-test. The interviews were carried out directly in the classroom to ensure that students could respond based on their actual learning experience.

**Table 4. 10** ***The following table presents the recap of students' perceptions of the use of Quizizz:***

| No | Statement | SD | D | N | A | SA |
|---|---|---|---|---|---|---|
| 1 | Quizizz makes learning more enjoyable | 0 | 0 | 2 | 12 | 10 |
| 2 | I feel more motivated when learning with Quizizz | 0 | 1 | 2 | 13 | 8 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | Quizizz helps me understand reading texts more easily | 0 | 0 | 3 | 14 | 7 |
| 4 | I feel more confident answering questions through Quizizz | 1 | 1 | 5 | 11 | 6 |
| 5 | I feel more active during learning with Quizizz | 0 | 1 | 2 | 15 | 6 |
| 6 | I am more focused when reading texts using Quizizz | 0 | 0 | 4 | 14 | 6 |
| 7 | I enjoy the competitive quiz features in Quizizz | 0 | 0 | 2 | 13 | 9 |
| 8 | The time provided to answer questions in Quizizz is sufficient | 2 | 2 | 3 | 11 | 6 |
| 9 | I want to use Quizizz again in future reading lessons | 0 | 0 | 1 | 10 | 13 |
| 10 | Quizizz helps me learn in a fun and relaxed way | 0 | 0 | 2 | 13 | 9 |

Based on the interview results, the majority of students gave positive responses regarding the use of Quizizz in reading lessons. In the first statement, 22 out of 24 students (91.7%) agreed or strongly agreed that Quizizz made learning more enjoyable.

In the second statement, 21 students (87.5%) felt more motivated when using Quizizz. Similarly, in the third statement, 87.5% of the students also agreed that Quizizz helped them understand reading texts more easily. In the fourth statement, some students expressed uncertainty regarding their self-confidence, with 5 students choosing neutral and 2 choosing disagree or strongly disagree. However, 17 students still agreed with the statement. The eighth statement,

regarding the time provided to answer the questions, showed more varied responses. Four students disagreed, and only six strongly agreed. This indicates that while most students felt the time was sufficient, a few thought it could be improved.

Overall, the data shows that students responded positively to the use of Quizizz, particularly in terms of motivation, comprehension, and interest in participating in the learning process.

The results of the interviews suggest that using Quizizz as a learning medium has a positive impact on students' attitudes and perceptions in learning English reading. Quizizz can enhance the learning atmosphere to be more enjoyable, engaging, and interactive, while also increasing students' motivation and focus. These findings support the quantitative results that showed improvement in students' reading performance after using Quizizz. Theoretically, this aligns with the technology-based learning approach, which emphasizes the importance of digital media in fostering active participation and enhancing learning motivation.

To provide a clearer picture, the distribution of student responses to each interview statement is presented in the figure below.

**Figure 4.2** ***Diagram of students' perceptions toward the use of Quizizz*****"**

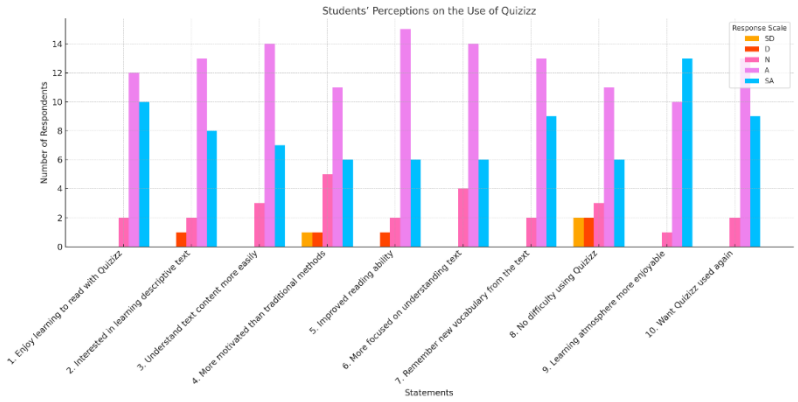



Figure 4.1 presents a bar chart illustrating the distribution of student responses to the ten interview items regarding the use of Quizizz in English reading instruction. The Likert scale used includes five response options: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA).

From the chart, it can be observed that most students gave positive responses, as indicated by the dominance of "Agree" and "Strongly Agree" choices across almost all statements. For instance, in the first statement about enjoying reading lessons with Quizizz, 22 students selected either "Agree" or "Strongly Agree." Likewise, in the tenth statement regarding their desire to use Quizizz again in future reading lessons, 23 out of 24 students agreed.

Meanwhile, the "Strongly Disagree" and "Disagree" responses appeared very infrequently, indicating that only a small number of students had negative perceptions. The "Neutral" response appeared in several items, suggesting that some students were still undecided or did not hold a strong opinion about certain statements.

Overall, the diagram reinforces the previous findings that Quizizz is well received by students as an enjoyable, motivating, and effective learning tool to

support their understanding of English reading texts.

## B. Discussion

The results of this study demonstrate that the integration of Quizizz as a digital learning tool has a significant positive effect on the reading comprehension skills of ninth-grade students at SMPN 13 Langsa. This finding is supported by the results of the pre-test and post-test in both the experimental and control classes. The average score of the experimental class increased from 48.88 to 64.42, while the control class only showed an increase from 46.67 to 53.67. The difference in gained scores indicates that students who learned using Quizizz experienced greater improvements compared to those who received conventional instruction.

Statistical analysis using a paired sample t-test confirmed that the improvement in the experimental class was significant, with a p-value of 0.000, indicating that Quizizz was effective in enhancing students' reading performance. Although the control class also experienced improvement, the gained score was smaller, and the difference was less substantial. This shows that conventional teaching methods, while still beneficial, may not be as engaging or effective in stimulating student interest and reading comprehension.

These results align with Susanti et al. and Lin and Lin, who found that game-based platforms such as Quizizz promote greater student motivation and performance in reading by creating a fun, interactive, and competitive learning environment[92]. The instant feedback and gamified features in Quizizz (such as points, rankings, and time challenges) help maintain students' focus and

[92] Yu-Chung Lin, "The Influence of Nanodiamond on the Oxygenation States and Micro Rheological Properties of Human Red Blood Cells <italic>in Vitro</Italic>," *Journal of Biomedical Optics* 17, no. 10 (2012): 101512, https://doi.org/10.1117/1.jbo.17.10.101512.

participation, which is particularly important for junior high school learners.

In conclusion, the findings clearly indicate that the use of Quizizz has a significant and positive impact on students' reading comprehension, particularly when compared to traditional teaching methods. Quizizz not only improves students' performance but also enhances their motivation and engagement in the learning process.

Moreover, based on the questionnaire responses, students expressed overwhelmingly positive perceptions toward the use of Quizizz in learning reading. They reported feeling more motivated, engaged, and confident when using Quizizz, which suggests that the application does not only improve academic outcomes but also positively affects students' attitudes and learning experiences. Features such as interactive quizzes, colorful interface, and time-based challenges contributed to a more dynamic and enjoyable classroom atmosphere.

The results also support the Merdeka Curriculum's emphasis on digital integration, where technology-based learning is encouraged to foster student autonomy, engagement, and literacy development. Quizizz, as a gamified learning platform, aligns well with these goals by combining formative assessment with student cantered instruction.

In addition, the consistent improvement among students in the experimental class indicates that Quizizz can support various aspects of reading comprehension, such as identifying main ideas, detailed information, vocabulary in context, and making inferences all of which were reflected in the question indicators of the

tests. This supports Grabe and Stoller's view that comprehension is strengthened through interactive and meaningful practice.

However, it is important to note that although Quizizz was effective, it is not a stand-alone solution. The role of the teacher in selecting appropriate texts, guiding students during the learning process, and analyzing Quizizz results remains crucial. The success of digital tools depends largely on how well they are implemented and integrated into a comprehensive teaching strategy.

In conclusion, the findings of this research confirm that the use of Quizizz has a significant and positive impact on students' reading comprehension skills. This supports the initial hypothesis (Ha) that Quizizz improves reading comprehension. The study contributes to existing literature by providing evidence from a regional school context where digital media use is still developing, thus offering practical implications for teachers, especially in areas with similar conditions. It is recommended that English teachers incorporate Quizizz or similar digital platforms to enhance reading instruction and to motivate students to learn more actively and independently.

# CHAPTER V
# CONCLUSION AND SUGGESTIONS

## A. Conclusion

Based on the results of the research conducted at SMP Negeri 13 Langsa, it can be concluded that the use of Quizizz as a digital learning platform has a significant and positive impact on improving students' reading comprehension skills, particularly in understanding descriptive texts. The results of the pre-test and post-test in both the experimental and control classes showed an increase in students' scores; however, the improvement in the experimental class which used Quizizz was significantly higher than that of the control class.

The mean score in the experimental class increased from 48.88 to 64.42, with a gained score of 15.54. Meanwhile, the control class improved from 46.67 to 53.67, with a gained score of 7.00. This indicates that the use of Quizizz as a learning medium is more effective than using worksheets in improving students' reading skills. The results of the paired sample t-test and independent sample t-test statistically confirmed that the increase in the experimental class was significant ($p < 0.05$).

Furthermore, the research findings revealed that the use of Quizizz effectively helps students in various aspects of reading comprehension, including identifying detailed information, understanding the main idea, interpreting vocabulary in context, and summarizing implicit information. These aspects were directly measured through carefully designed pre-test and post-test questions aligned with reading comprehension indicators.

In addition to quantitative improvements, students' perceptions gathered through questionnaires showed that most of them responded positively to the use of Quizizz. They found the application enjoyable, motivating, and easy to use. Students also reported feeling more confident, focused, and enthusiastic when learning reading through the platform. This confirms that Quizizz is not only beneficial academically, but also supports the creation of a positive learning atmosphere and fosters greater student engagement.

The results of this study also support the goals of the Merdeka Curriculum, which emphasizes the importance of integrating technology into the learning process to create more independent, active, and meaningful learning experiences. Quizizz, with its game-based and interactive design, aligns well with the direction of 21st-century education that values digital literacy and student-centered learning.

In conclusion, the research hypothesis (Ha) is accepted Quizizz does improve students' reading comprehension skills at the ninth grade of SMPN 13 Langsa. This research not only contributes to the academic understanding of digital learning media but also provides practical implications for teachers, schools, and future researchers in optimizing the use of interactive technology in English language teaching, especially in regional school contexts.

## B. Suggestions

Based on the results of the hypothesis testing, which showed that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected, it can be concluded that the use of Quizizz has a significant effect on

improving students' reading comprehension skills. Therefore, the researcher provides the following suggestions:

1. For English Teacher

   Teachers are encouraged to use Quizizz as a digital learning tool to enhance reading comprehension, especially in teaching descriptive texts. Its interactive nature helps engage students, increase motivation, and reinforce understanding. Teachers should also receive adequate training in integrating such technology-based tools in line with the Merdeka Curriculum, which emphasizes creativity, independent learning, and digital literacy.

2. For Student

   Students should actively participate in digital-based learning and use Quizizz not only during classroom activities but also as a tool for independent practice. The platform provides immediate feedback and a fun learning environment that encourages self-paced learning and supports comprehension skills development.

3. For School Educational dan Institutions

   Schools should support the integration of digital platforms by providing necessary infrastructure such as internet access, digital devices, and teacher training programs. Institutional support is essential to ensure the effective implementation of digital tools like Quizizz, especially in rural or under-resourced areas.

4. For Future Researchers

   Since this study focused only on reading comprehension, future

researchers are encouraged to examine the impact of Quizizz on other language skills such as speaking, listening, and writing. Moreover, further research can explore long-term implementation, student learning styles, or compare Quizizz with other gamified learning platforms to broaden the understanding of its effectiveness.