

**THE EFFECT OF USING QUIZIZZ APPLICATION ON THE
STUDENTS' READING INTEREST
AND THEIR READING ABILITY
AT THE GRADE EIGHT OF SMP AL ISLAM 1 SURAKARTA
2023/2024**

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



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DEDICATION

This thesis is dedicated to:

1. My beloved parents, who have prayed for me and supported me.
2. My brother, who always helps me when I need help.
3. All my friends, who have given me encouragement and motivation.
4. My Almamater UIN Raden Mas Said Surakarta.
5. All students of class VIII SMP Al – Islam 1 Surakarta

MOTTO

"Allah is sufficient to be our helper and Allah is the best protector."

(Q.S Ali Imran: 173)

"Dream big, but don't try to reach that dream, but try to surpass it."

- Anies Baswedan -

“Achieve your own perfection so that you will not fall into sadness by seeing the
perfection of others”

- Maulana Jalaludin Rumi -

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled
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real masterpiece. The things out of my masterpiece in this thesis are signed
by citation and referred to in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the
academic sanction in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from perfect. The researcher hopes that this thesis will be useful for researchers in particular and readers in general.

Sukoharjo, December 15, 2023

The Researcher



Ihwan Zidni Akhsani

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LIST OF CONTENTS

ADIVISOR’S SHEET	Error! Bookmark not defined.
RATIFICATION	Error! Bookmark not defined.
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	Error! Bookmark not defined.
ACKNOWLEDGMENT	vii
LIST OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF PICTURE	xiii
LIST OF APPENDICES	xiv
ABSTRACT	xv
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Identification of the Problems	8
C. Limitation of the Problems	9
D. Formulation of the Problems	10
E. Objective of the Study	10
F. Benefits of the Study	11
1) Benefits for students	11
2) Benefits for teachers	11
3) Benefits for researchers.....	11
G. Definition of Key Terms	12

CHAPTER II LITERATURE REVIEW	14
A. Theoretical Review	14
1. Concepts of Reading Ability.....	14
2. Micro and Macro Skills in Reading	16
3. Concept of Reading Interest.....	18
4. English Learning Media.....	19
5. Learning Application	20
B. Previous Related Studies.....	32
C. Rationale	36
D. Hypothesis.....	40
CHAPTER III RESEARCH METHODOLOGY	42
A. Research Design	42
B. Population, Sampling and Sample	43
C. Techniques of Collecting the Data.....	44
D. Research Instrument.....	47
E. Data Validation.....	50
F. Reliability Test.....	52
G. Techniques of Analyzing the Data.....	53
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS.....	57
A. Research Findings	57
1. Data on pretest and posttest results from the experimental class and control Group	59
2. Descriptive statistical results.....	61
3. Data on Pre-requisites Test	70

4. Hypotesis Testing	74
5. Data on Students' Reading Interest	75
B. Discussion.....	78
CHAPTER V COUNCLUSIONS AND SUGGESTIONS.....	85
A. Conclusion.....	85
B. Suggestions.....	85
BIBLIOGRAPHY	87
APPENDICES	91

LIST OF TABLES

Table 3. 1 Population	43
Table 3. 2 Research Question Indicators.....	45
Table 3. 3 Reading Ability Questionnaire Blueprint	48
Table 3. 4 Reading Interest Questionnaire Blueprint.....	50
Table 3. 5 Instrument Validity Test Results.....	51
Table 3. 6 Reliability Test Calculation Results Using Cronbach's Alpha	53
Table 4. 1 Statistical Calculation Results For Pre-test and Post-test Experimental Group and Control Group	59
Table 4. 2 Statistical Descriptive Data of Experimental Group Pre-Test	62
Table 4. 3 Frequency Distribution Data of Experimental Group Pre-Test	62
Table 4. 4 Statistical Descriptive Data of Experimental Group Post-Test.....	64
Table 4. 5 Frequency Distribution Data of Experimental Group Post-Test.....	65
Table 4. 6 Statistical Descriptive Data of Control Group Pre-Test.....	66
Table 4. 7 Frequency Distribution Data of Control Group Pre-Test.....	66
Table 4. 8 Statistical Descriptive Data of Control Group Post-Test	68
Table 4. 9 Frequency Distribution Data of Control Group Post-Test	68
Table 4. 10 Control Group Homogeneity Test Processing Results	70
Table 4. 11 Homogeneity Data Transformation Control group.....	71
Table 4. 12 Experimental Group Homogeneity Test Processing Results	72
Table 4. 13 Homogeneity Data Transformation Experimental Group.....	73
Table 4. 14 Results of normality test data calculations.....	73
Table 4. 15 T-test calculation results on Reading Ability.....	74
Table 4. 17 Percentage Of Interest In Reading In The Experimental Group	76
Table 4. 18 Percentage Of Interest In Reading In The Control Group	77
Table 4. 19 T-test calculation results on Reading Interest	78

LIST OF PICTURE

Picture 2. 1 Quizizz Aplication Operation	25
Picture 2. 2 Quizizz Aplication Operation	26
Picture 2. 3 Quizizz Aplication Operation	26
Picture 2. 4 Quizizz Aplication Operation	27
Picture 2. 5 Kahoot Aplication Operation.....	29
Picture 2. 6 Kahoot Aplication Operation.....	30
Picture 2. 7 Kahoot Aplication Operation.....	31
Picture 2. 8 Kahoot Aplication Operation.....	31
Picture 4. 1 Histogram of Experimental Pre-Test	63
Picture 4. 2 Histogram of Experimental Group Post-Test	65
Picture 4. 3 Histogram of Control Group Pre-Test	67
Picture 4. 4 Histogram of Control Group Post-Test.....	69

LIST OF APPENDICES

Appendix 1 Research Test Instrument Questions	91
Appendix 2 Reading Interest Questionnaire For Experimental Group	104
Appendix 3 Reading Interest Questionnaire For Control Group	107
Appendix 4 Results Of Student Answers Reading Interest And Reading Ability	110
Appendix 5 Lessons Plan	114
Appendix 6 Documentation	119

ABSTRACT

Ihwan Zidni Akhsani. (2023). The research "The Effect Of Using Quizizz Application on the Students' Reading Interest and Their Reading Ability at the Grade Eight of SMP Al Islam 1 Surakarta" discusses how to overcome students' lack of interest in reading, as well as the decline in students' reading ability in schools that implement an independent curriculum, this is a factor that needs to be considered in learning because it will affect the quality of student learning.

Reading is an important factor in obtaining various information or knowledge, therefore it is important to improve the quality of students' reading. The aim of researching class VIII students of SMP Al-Islam 1 Surakarta is to attract students' interest in reading, as well as improve students' reading skills, namely by introducing it to students, as well as implementing gamification-based learning in schools using the Quizizz application and the Kahoot application, using apply it in every English subject, using recount text material

The application-based learning method using the Quizizz application will increase students' interest in reading, this is in accordance with the statement (Nada et al, 2022), that using the Quizizz application can increase their interest and motivation in the assessment process. This is supported by factors that influence their attention, such as the features in the Quizizz application so that students are more enthusiastic about learning, and compete to get the best grades. When students are interested in reading then their reading ability will increase, according to (Nanda, 2018) students' reading ability increases significantly after using Quizizz in class, this can be proven by how the quiz results have been carried out, so if there are still many errors in working on the questions - this question, teachers are obliged to evaluate learning, so that students can work better in the future.

The results of research conducted by researchers produced, there is an increase in the ability to read experimental class students higher than control class students, where experimental class students use the quizzic application and control classes using kahoot, but from the use of Kahoot applications also experienced a significant increase in The results of reading skills, so that from each use of learning applications experience significant reading. Then the interest in reading students who also increase between students who use the Quizzaz application, and students who use the Kahoot application, this is because students provide more game -based learning

Keywords: Reading ability, interest in reading, Quizizz application, Kahoot application, quantitative research, improvement

CHAPTER I

INTRODUCTION

A. Background of Study

Learning is very influential on students' learning abilities, learning is also very influential on the knowledge and ability to process students' thoughts, especially in the reading aspect, because reading skills can be useful for finding sources of information from various sources, and developing reading skills, students need to develop the ability second language. The importance of developing reading skills lies in the fact that it is the most complex and interactive process based on individual perception of a text (Klimova Blanka & Zamborova Katarina, 2020). So we need learning methods that are suitable for today's students because different generations also have different learning methods, but it is also possible that there are students who can only learn using old/traditional methods. Today's learning is more inclined to use technology, such as using learning applications so these applications it is hoped that can facilitate learning and can make learning more interactive so that teachers can find out the increase in student learning abilities from the application of these applications.

Learning applications consist of various types, namely some applications function to collect assignments, or as discussion forums that can include media such as media images, or YouTube links, and others, such as the Google Classroom application, then some applications function as interactive learning applications, for example, applications like quiziz, Kahoot, duolingo, and

others applications, which provide practice learning questions using visualization of images or animations, so that in its implementation in class students feel interested and feel that this learning application is like a game for them. There are many advantages that students will get when using Quizizz including increasing motivation and raising students' enthusiasm for learning English (Basuki & Hidayati, 2019)

So besides students feeling happy, learning that is applied in class can also be absorbed by students so that children's learning abilities increase, then there are also learning applications with concepts such as in one application room the teacher can invite all class students, and in the application room students are free to write or draw anything in the room, this is useful for playing guessing pictures, or quizzes or other games where students can write something or scribble something, the application is called pallet, but this application is a little less effective, because if the server is full then the device will be slow, but the concept that is stretched from the application is unique, and can also be used as a reference for learning.

Carrying out the concept of learning using the Quizizz application, in an independent curriculum is allowed because, in the learning process, the teacher has the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. To find out the potential possessed by students, teachers use several methods to determine student potential, one of which is by using an application, as a learning medium. Various things are the goal of the independent curriculum, such as creating fun education, developing students' potential, then catching up on learning caused

by the co-19 pandemic. And in general, the curriculum is independent, giving more freedom for students to choose what they are interested in learning.

Learning by using an application if it is implemented in the classroom, of course, must be with the permission of the teacher, and also depends on the designation, when it is used for the benefit of a lesson it is allowed by the teacher, and the use of cellphones in the classroom has been regulated by the teacher, thus minimizing irregularities in use mobile phones as a means of application-based learning media and these deviations as a form of lack of awareness of the use of technology, therefore the teacher has a role in supervising student learning. Because as is well known, the independent curriculum gives freedom to both teachers and students to study various materials at random, so that both students and teachers can choose which method is suitable to be applied in learning English.

For researchers, learning applications that are suitable to be applied in interactive learning are learning using the Quizizz application. The Quizizz application is one of the many online-based learning applications, this application is an application that contains various quizzes or questions such as the teacher giving material regarding invitations, and describing about people, then the questions that come out are about the material, so that students You can prepare in advance to get the maximum score. In learning reading skills, it shows that the use of Quizizz as a medium for learning reading comprehension is very good because students find it easy to learn, especially in understanding a text. They become interested in reading and understanding because of the interesting features that stimulate students to get the best grades.

In implementing interactive learning using the Quizizz application as a means of learning, it can be said to be effective because with this application it can increase students' learning abilities, especially in reading skills, because students are trained to read and understand questions in English, and in understanding English questions good reading skills are needed, therefore if students often train themselves to work on quizzes, when learning, and the teacher conducts learning evaluations, students can have good reading skills.

The Quizizz application can also improve students' reading skills in understanding the material because in using the Quizizz application the relationship between one student and another student compete with each other in working on a question, and each student will get a score according to the answer chosen, so that when students get a score low, then students will continue to study, and try to get a high score in the future, and with this enthusiasm for learning students' abilities can increase.

Many benefits can be obtained from using the application as a means for teaching and learning activities, such as using the Quizizz application in learning, it can improve students' soft skills, and provide new experiences for students with varied learning, then learning using the application can also make everything more efficient so that students can practice their learning abilities wherever and whenever. However, in using the application as a learning tool, it must be wise and in accordance with the corridor, do not to use learning applications, students can take the opportunity to do activities other than studying, and this is the task of a teacher, as well as parents so that students can use smartphone wisely.

The effectiveness of using the Quizizz application as a learning medium can be known if researchers conduct research first to prove it. Before conducting the research, researchers had to make observations at SMP Al Islam 1 Surakarta, then from the results of these observations, the researcher found that SMP Al Islam 1 Surakarta was one of the schools that implemented an independent learning curriculum. and from these observations, the researcher observed the class that was used as the object of research, of the many classes, the researcher chose class A and B, because the class was conducive, then from these observations the researcher obtained the total population of all grade 8 SMP Al Islam 1 Surakarta as many as 244 students, then get a research sample of 58 students. The policy of the independent learning curriculum allows students to bring telephones. cellular, so that this can also be an opportunity for teachers to carry out learning with the Quizizz application learning media. In this study, the use of the Quizizz application was used to measure students' reading abilities. To measure students' reading ability, the material used by the researcher is recounted text.

The ability to read students is very important to add insight, and knowledge of students, and find out about some information. Therefore, to remind students' ability to read, students' interest in reading is needed. Nowadays students tend to be closer to technology, therefore to attract students' interest in reading teachers can use technology as a medium of learning, according to (Rahayu & Februariyanti, 2015) The integration of online reading assessment (ORA) into the software application was well received by the students as a means to increase their interest in reading. This shows that the use

of technology can attract students' interest in reading, besides that using technology such as applications, can be more efficient, because it can be used anywhere and anytime, and can be integrated with various hardware devices, such as laptops, computers, or cellphones, to facilitate students and teachers in using the application.

A previous study, entitled "The Use of Quizizz in Improving Students' Reading Skill" by (Diah Ayu et al, 2021), stated that using the Quizizz application can help students and teachers in the process of teaching and learning to read, because of its many features and characteristics. from the Quizizz application which causes students to read more often and if students often, it can train students' reading skills. Then a study entitled "Quizizz as An Assessment Media at EFL Teaching: Students' Voices" by (Nada et al, 2022), states that using the Quizizz application can increase their interest and motivation in the assessment process. This is supported by factors that affect their attention, such as the features contained in the Quizizz application, which make students enthusiastic about learning. Then in a study entitled "Effect of Quizizz Towards the Eleventh-Grade English Students' Reading Comprehension in Mobile Learning Context" by (Santosa et al., 2019), states that innovative media such as games and educational applications can be used to assist students in their reading activities. One method that uses educational games in the form of gamification to create new and entertaining reading activities is a mobile-assisted language learning.

From this research, it was found that there was an increase in students' interest in reading and reading ability, by using the Quizizz application or

using the Kahoot application. From this research there is something new, namely increasing students' reading, based on recount text material, where recount text material contains stories or past experiences, it can be history, and it can also be a biography of a hero, so that, students besides learning to read English, students can also learn about history, and also learn to understand stories from recount text. Based on the summary results of the previous study, Pradnyadewi, D. A. M., & Kristen, P. E. (2021) research, teachers gave students 15 to 20 minutes to work. In research conducted by researchers, in working on 30 recount text questions, students were also given 35 to 40 minutes of processing time, so that all students could work on time.

The research carried out by the researcher was also considered successful in improving students' abilities, apart from improving students' reading abilities, it could also broaden students' insight, because by updating using recount text material students could also increase their insight into history or important figures, not only that, researchers also instructed to students to work on reading questions at home, so that students' ability to read gets better, because by using learning applications, study time can be made more efficient, this is in accordance with the results of the previous study summary by Andresta Nada Bela, Anwar Choiril, in his research entitled "Quizizz as an assessment medium in EFL teaching: Student Voice" the use of Quizizz plays an important role in student assessment, as well as in improving students' abilities in general because teachers can make assignments to be done at home, and teachers can control them, so that this system can help students to learn efficiently anywhere and anytime.

From the description of the background that has been described by the researcher, the researcher takes the title "The Effect of Using the "Quizizz" Application on the Reading Ability of SMP AL ISLAM 1 SURAKARTA Students' Reading Ability" as a basis for knowing students' reading abilities, or students' abilities in understanding a material or question, so that by using the Quizizz application the teacher can see the development of students' reading abilities in the future. This research was conducted in schools that implemented an independent curriculum so that student learning could be supported by technology.

B. Identification of the Problems

Based on the description of the background that has been written by the author, the writer found various problems in learning, thus requiring the researcher to make observations of the research. The problems that arise in the learning process are :

1. Lack of awareness of the proper and correct use of technology as a learning tool.
2. Lack of students' reading skills in understanding the material or questions.
3. Lack of awareness of students about the importance of reading.
4. The lack of students' knowledge about the application as an interesting means of reading.

C. Limitation of the Problems

So that this research is not too broad in scope of research and does not deviate from the background above, it is necessary to define the problem under review. The limitations of the problems in this study are as follows :

1. The researcher studied 2 classes in grade 8 SMP Al-Islam 1 Surakarta in 2023/2024, because the two classes were divided into an experimental class, and a control class, which in the experimental class researched the use of the Quizizz application, while the control class researched the use of Kahoot, both classes experiment, and the control class serves as a sample, from the total population.
2. The researcher test students' reading ability based on grades by using the Quizizz application at SMP Al-Islam 1 Surakarta in 2023/2024 for approximately 3 days, because the research only consists of pretest, posttest, and questionnaires, so it doesn't take long to do research.
3. The researcher examine the impact of students' reading skills in working on quizzes on the Quizizz application, because reading is a basic method of learning, to add insight, and understand information, so that is the basis for researchers to conduct this research.
4. The researcher seen student progress based on the results of the pretest and posttest because, from the results of the pretest and posttest, the researcher can find out the increase in reading skills from the pretest and posttest.
5. The researcher use a questionnaire as a reference for satisfaction and the development of students' learning abilities towards the use of the interactive learning application Quizizz. because from using the

questionnaire assessment, you can find out what makes the advantages and disadvantages of using the application, and you can also find out whether it has an impact on improving students' reading skills.

D. Formulation of the Problems

The formulation of the problem from the research entitled "the Effect of Using Quizizz Application Towards the Students' Reading Ability at the Eight Grade of SMP Al Islam Surakarta" is as follows :

1. Is there any significant effect of using Quizizz on students' reading interest among eighth-grade students of SMP Al Islam 1 Surakarta in 2023/2024?
2. Is there a significant effect of using Quizizz on students' reading ability among eighth grade students at SMP Al Islam 1 Surakarta in 2023/2024?
3. Is there a significant effect of using Quizizz on the reading interest and reading ability of class VIII students at SMP Al Islam 1 Surakarta in 2023/2024?

E. Objective of the Study

The purpose of this research is as follows:

1. To determine the significant effect of using Quizizz on reading interest in class VIII students of SMP Al Islam 1 Surakarta in 2023/2024.
2. To determine the significant effect of using Quizizz on the reading ability of class VIII students of SMP Al Islam 1 Surakarta in 2023/2024.
3. To determine the significant influence of using Quizizz on reading interest and reading ability of class VIII students at SMP Al Islam 1 Surakarta in 2023/2024.

F. Benefits of the Study

As for the benefits of this research there are benefits for researchers and also benefits for other parties namely :

1) Benefits for students

- 1) Students can experience improved reading skills by using the Quizizz application based on research results.
- 2) Teachers can provide interactive and effective learning to students, so that students can learn optimally.
- 3) Students learn more easily, and learning media are more efficient so that the learning process becomes more optimal.

2) Benefits for teachers

- 1) The results of this study can provide benefits for teachers because teachers can find effective interactive learning methods to be applied in classroom learning.
- 2) Teachers become more helpful with the use of the Quizizz application as a medium of learning. Like in giving homework, then in giving exams at school.
- 3) From the results of this study can provide benefits for teachers, namely with this research it can be a solution to student learning problems, and can improve the quality of students in learning.

3) Benefits for researchers

- 1) This research can add new experiences in the world of education, related to developing students' reading skills, so that it can become a reference in learning.

- 2) Researchers contribute benefits in the form of applying appropriate technology in the field of education, this is useful so that learning can be more effective, so that students' abilities can improve well.
- 3) This research can be a reference in the teaching and learning process, utilizing technology in the future, considering that nowadays everything uses technology, so in the field of education we must also optimize the use of technology.
- 4) This research can be a reference, or source of reference for further research, so there is great hope that there will be new methods that are much more effective in improving learning abilities, so that in the future this research can be useful in improving the quality of learning.

G. Definition of Key Terms

1. The Quizizz application is one of the most frequently used applications to encourage interactive learning. To assist students in developing their language skills, educators can easily incorporate the use of this application into the teaching process (Roshdan et al., 2021). The questions from the Quizizz application are in the form of quizzes that are given time to work on, then in the Quizizz application there are several types of questions, then in the Quizizz application images, videos and audio can also be included, and at the end, after completing the quiz, there is a rating for each the student shown with the highest score.

2. Interest in reading is very important to improve the quality of learning, according to (Pahamzah, Syafrizal, 2020) the use of Quizizz as a medium for learning reading comprehension is very good because students find it easy to learn, especially in understanding a text. They become interested in reading and understanding because of the interesting features that stimulate students to get the best grades.
3. According to (Nanda, 2018) students' reading ability increased significantly after using Quizizz in class, this can be proven by how the quiz results have been done, so that if there are still many mistakes in working on these questions, the teacher is obliged to evaluate learning, so that students can work on even better in the future. Moreover, using the Quizizz application is very easy.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Concepts of Reading Ability

Students' ability to read English must be a priority, because by understanding English reading, students can understand various problems in learning English, and can understand the information in English, such as understanding questions, understanding learning material, adding vocabulary, then, adding skills in pronunciation, speaking skills, then being able to understand information on the internet in English and many other problems in English, both within the scope of learning and outside of learning, which can be helped by students understanding reading. Reading is one of the most effective and efficient ways to get new information about many aspects of ideas. As stated by (Ismail et al., 2017), Reading is one of the receptive skills that are important for students to master because it can improve students' general language skills in English and can also increase students' English vocabulary. Therefore, teachers need to pay attention to students' ability to read.

The English ability of students nowadays can be assessed as lacking, because reading is a complex activity. After all, it depends on the student's level of reasoning and language skills. Reading can be a challenge for students because it is an active process that requires a lot of practice and skill (Mareilon, 2007). Complexity in reading can also be a problem for teachers, and for students, especially teachers are often confused about

determining learning methods, as well as what learning media are used effectively, in overcoming reading problems, therefore teachers must have an understanding of techniques, methods, or the right learning media so that students are interested in learning to read, and students are not easily bored with the learning conveyed by the teacher.

The use of learning media is one of the efforts that can improve students' learning abilities, especially in terms of reading ability, if in ancient times, learning media could be in the form of books or other objects that could be used as learning materials, but nowadays, technology can become a medium. learning, this is because today's students, in their lives cannot be separated from technology, one of which is gadgets, and teachers can use applications as media for learning, one of the learning applications that can be used, to improve students' reading skills is the Quizizz application. According to (Basuki & Hidayati, 2019), The Quizizz app is one of many awesome learning media for class quiz games that allow teachers to see student progress in reading skills.

Improving students' reading skills can be started by first attracting students' interest in learning, such as making students feel interested in learning first. (Fadhilawati, 2021) mentioned that Quizizz is a game-based educational app, which brings multiplayer activities to the classroom and makes classroom practice interactive and fun. Then implementing an interactive learning system using the Quizizz application, can help students increase their enthusiasm for learning, because students compete with each other to be the best, and have the desire to get good grades. Copy that

learning evaluation from the teacher also plays a role in improving student's learning abilities, especially reading skills.

Therefore, reading is one important aspect to provide a lot of insight, as well as existing information. Improving reading skills does not have to use conventional methods, such as using books as media, but reading methods can use more fun, effective and interactive ways by using applications, one of which is using the Quizizz learning application.

2. Micro and Macro Skills in Reading

Reading skill is the ability to read various English literature such as newspapers, novels, magazines, question texts, and other textbooks. To improve reading skills, we often read a lot of written English so that we can understand various texts. Because reading requires a lot of understanding, we have to read texts in English more often. In reading skills, there are micro and macro skills, which are useful for helping students understand reading texts. According to (H.Douglas, 2004) micro skills in reading comprehension are as follows :

- a. distinguish between graphemes and typical English orthographic patterns.
- b. store language chunks of different lengths in short-term memory.
- c. process writes with efficient speed to reach the goal.
- d. recognize core words, and interpret word order patterns and their meanings.

- e. know the grammatical words of noun groups, verbs, and others. Systems such as tenses, agreements, pluralization, patterns, rules, and elliptical forms.
- f. Knowing certain meanings can be expressed in various grammatical forms.
- g. Recognize the cohesive tool in written discourse and its role in indicating the relationship between clauses.

As for reading skills, in addition to micro-skills, there are also macro skills that are useful for helping students improve their ability and comprehension of reading, including :

- a. recognize the rhetorical form of written discourse and its importance for interpretation.
- b. recognize the communicative function of written text, according to its form and purpose.
- c. provide explicit context using background knowledge.
- d. from described events, ideas, etc., infer relationships and relationships between events, infer causes and effects, and detect relationships such as main ideas, supporting ideas, new information, the information provided, generalizations, and examples.
- e. distinguish between literal and implied meanings.
- f. detect certain cultural references and interpret them in the context of appropriate cultural schemas.

- g. develop and use a range of reading strategies, such as scanning and skimming, detecting discourse markers, guessing word meanings from context, and activating schemes for text interpretation.

So micro and macro skills in reading have different functions or scopes. Micro skills in reading are used in a small or internal scope, but macro skills in reading are used in a wider scope. So by improving these two skills, you will be able to master reading skills well.

3. Concept of Reading Interest

Reading is an important thing, to add insight and increase knowledge about something, good reading skills are needed to understand what is read. To get good skills in reading, students must first be interested in reading because, when students are interested in reading, reading skills will be honed over time. According to (Harmer, 2010) Reading is very important in the process of teaching and learning languages because it will provide opportunities for learners to develop their reading strategies and gain knowledge about many things according to their interests and goals.

Attracting students' interest in reading can be done by using alternative learning, in the form of using application technology as a learning medium, bearing in mind that nowadays students use gadgets more often in everyday life, so using applications can be used as an alternative in attracting student interest in learning. And many applications can play a role in attracting student interest in learning, such as Quizizz, Kahoot, Duolingo, and so on. With an attractive user interface and features that support students' reading skills, this application is very effective in

attracting students' interest in reading, and is efficient, because it can be used anytime and anywhere.

Apart from that, interest in reading can also be measured using several indicators, where with these indicators researchers can easily find out to what extent students' interest and reading ability has increased. This indicator refers to previous research conducted by (Fitria, 2019) and (Dewi et al., 2020) where the indicator of interest in reading consists of, a passion for reading where students begin to have an interest in reading, then awareness of reading, namely students begin to realize the importance of reading. which will be useful for searching for information or learning something new, then the benefits of reading where students know what positive impacts are obtained by reading, then frequency of reading, namely how often students read or the intensity of students' reading, then quantity of reading or amount of reading where this is useful to broaden insight, then pleasure where students can find comfort and enjoyment in reading, then willingness where students can be said to have interest if their sense of willingness to read is high, then reading attention, namely self-awareness of their interest in reading. So with these indicators we can find out the extent of students' interest in reading.

4. English Learning Media

Learning media is a tool that functions to assist the teaching and learning process and serves to clarify the learning information conveyed, to be able to achieve the planned learning objectives. So that the English learning media itself is a tool that functions as a support for English

learning activities, and in its implementation, there are various types of English learning media, you can use intermediary objects, such as books, toys, and animals, and can also be through intermediaries. electronic media, such as applications, and all these learning media, are used as needed.

So learning media is a means, for conveying a learning material to students, using different methods, or ways, according to the needs of students, so that, from the differences in the application of learning media, teachers can find out the advantages or disadvantages of using the learning media, so that the delivery of learning material through learning media can be maximized.

Learning media, which is applied in the current era, uses electronic media, for example using smartphones, this is because smartphones are considered more efficient, as well as many choices for learning applications, and also almost all schools have implemented an independent curriculum, which allows students to bring smartphones in the classroom so that teachers can use applications as learning media in the classroom. However, the school must also support so that learning can run smoothly, such as providing adequate wifi facilities to support student learning.

5. Learning Application

Application is a program designed in such a way by the user, which is intended to perform certain tasks according to the user's needs. Applications usually run according to their predetermined functions, for example, learning applications, which function as support for learning

activities, then music applications, which function as a means for listening to songs. So that each application has its type and function, then some applications have two functions, namely learning applications but game-based, which are competitive, such as Quizizz, which has a game-like appearance, these applications can be used as learning media. In its implementation, this application is shaped like a question-and-answer question or quiz which is given a certain time, besides that the questions can be embedded in images, and the teacher can also change the form of the questions. In addition, the Quizizz application as a gamification learning application can be used as a medium to train students' abilities, wherever and whenever. (Dhamayanti, 2021) in Quizizz's view as in-class gamification that displays students' answers on each student's screen in real-time, allowing them to complete the quiz at their leisure and change their answers at the end of a trial game. Quizizz also offers game-based learning, which students can participate in during class. So this application is very suitable to be used as a student learning media.

So, applications have various functions or uses, according to what the designer wants, but over time the use of applications continues to grow, and is increasingly creative in its implementation, such as game-based learning applications, where these application models can provide benefits in this era. now, and become an attraction for teachers as well as students, because before that reading was considered a difficult activity because it depends on the level of thinking and language skills of students, making it one of the most important skills for learning and teaching reading skills to

students, is also a task which is important because educators also need to diversify the use of teaching approaches to avoid boredom (Ayu & Pradnyadewi, 2021) and one of the lessons that can prevent students from getting bored is learning through the Quizizz application learning media, besides that this game-based learning application, can improve students' abilities, as well as become something new and interesting.

a. Quizizz Application

1. Definition and Benefits

The Quizizz application is usually used as an alternative learning tool, the Quizizz application itself is a learning application with the concept of educational games that are narrative and flexible, besides being able to be used as a means of conveying material, the Quizizz application can also be used as a medium to evaluate learning in a way that interesting and fun (Salsabila et al., 2020). The Quizizz application can also help students check students' knowledge and abilities, as emphasized by (Sinta et al., 2019) who explained that Quizizz is a learning tool that can help students check their knowledge and progress in learning. The learning process using Quizizz leads to student centered, so that students are more involved and active in learning in class.

The Quizizz application also has various advantages, with various features it has, apart from being an interactive learning medium, the Quizizz application is also able to evaluate student

performance, this is indicated by the presence of data and statistical calculations of performance from student performance, so teachers can understand the extent to which the ability of students to understand a learning material, which will later become a material for measuring the evaluation of student learning.

The Quizizz application can also be used by teachers to give assignments, besides that students also feel that giving assignments through the Quizizz application is not too burdensome for students, even by giving assignments using the Quizizz application students can become more interested because the application is a learning application which is interactive, and also the Quizizz application has a display that is very easy to understand, because in the Quizizz application, it has 4 to 5 answer choices, besides that it can also be added with pictures or videos, and it also has a game-like appearance so that children are easily interested in using the application. In addition, it is also easier to evaluate children's performance and find out the progress of each child, because the Quizizz application has several features that will display data regarding children's performance results so that, when students are given repetition, the teacher can find out the extent to which students are capable of working on learning problems.

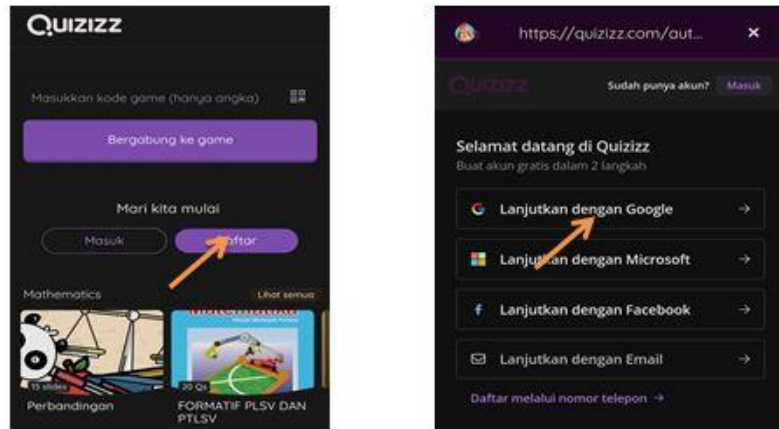
Thus the use of the Quizizz application for teachers is very beneficial, in terms of time efficiency, then ease of operation, and assessing students' abilities, so this can be the right step taken by teachers, to develop systems, or learning models using technology, in the form of an application, as a support for learning activities, not only that with the Quizizz application, it will make students not feel bored, because the Quizizz application has a game-like user interface so that it is very easy to operate by both teachers and students, moreover the Quizizz application also has a combination of colors good, so that it seems comfortable in the eyes of teachers or students.

2. Quizizz Application Operation

The Quizizz application is an application that has a design or user interface that is very comfortable to look at, and easy to operate. As teaching staff, it would be nice to be familiar with technology as a learning tool so that teachers can adapt to the development of an all-technological era. The Quizizz application is a technology-based learning tool that is very easy to understand, and also operated by teachers.

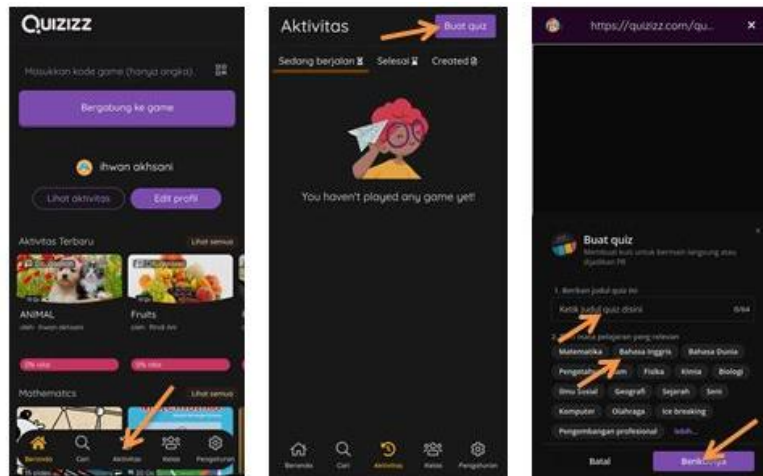
Before operating the Quizizz application, the teacher must first create material as teaching material, then if the learning material is ready, the teacher can download the Quizizz application on the Playstore via cellphone, after that the teacher first creates a Quizizz account as a teacher, via the list icon, then

selects an email , to register, this is useful for storing data such as quiz questions, etc., in the Quizizz application.



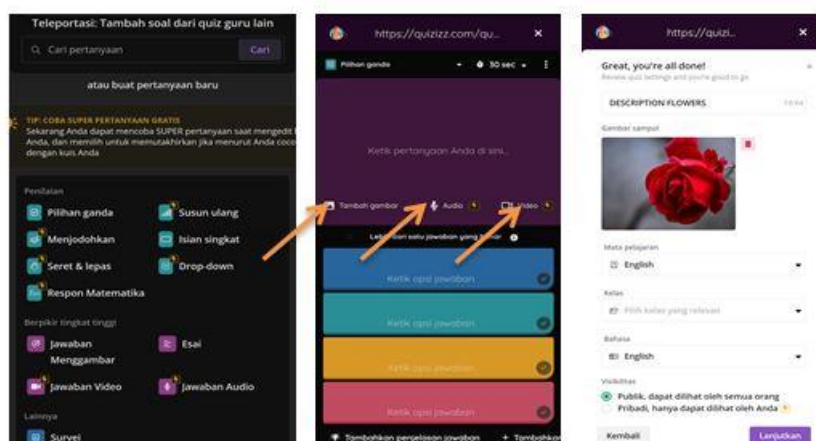
Picture 2. 1 Quizizz Application Operation

On the start page of the Quizizz display, click on the activity icon which is located in the lower middle position, after that on the activity menu there are several options such as being able to view ongoing quizzes, then completed quizzes, and created quizzes, then the teacher can also it's easy to create questions by pressing the menu for quizzes in the top right corner, then filling in the quiz title, and selecting a relevant subject (English). If so, the teacher can choose the next menu in the lower right corner.



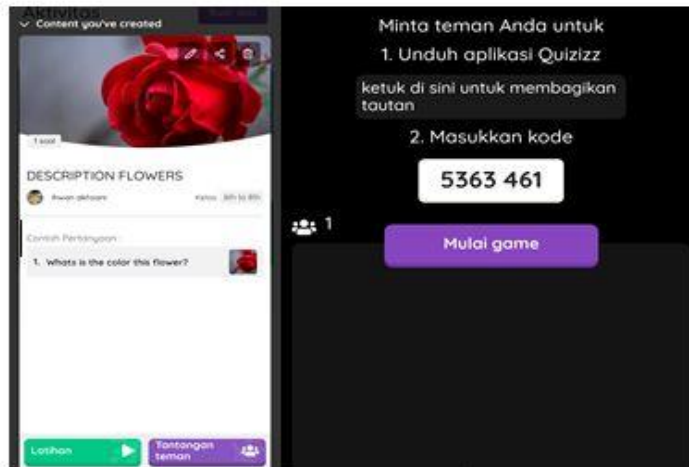
Picture 2. 2 Quizizz Application Operation

After the teacher fills in the quiz title and the relevant subject, then the teacher can choose the question model to be included in the quiz, after that a question display will appear, in this display the teacher can also add pictures, video, or audio, to clarify the quiz questions, and to make it easier for students to understand, after that the teacher can complete the cover image, subject matter, and for what grade the quiz questions are, if so the teacher can save them immediately.



Picture 2. 3 Quizizz Application Operation

To save it, the teacher presses the continue menu, and after that, the questions will be saved, after the questions are saved, the teacher can share the code to start quiz questions, by pressing the challenge menu, and a code will appear that is used to invite entry into the quiz.



Picture 2. 4 Quizizz Application Operation

After the Quizizz questions are distributed, students can work on the questions, and after the quiz questions are done by the teacher, students can immediately see whether the questions are right or wrong, students can also see grades and rankings in the class, so that from this data the teacher can evaluate, as well as observe students' interests and abilities in stages in working on questions through the Quizizz application.

b. Kahoot Application

1. Definition

The Kahoot application is a quiz-based learning application with a game-like user interface, which this application is almost

similar to the Quizizz application, in the Kahoot application also features quiz-based learning, so this application can be an alternative for learning both in class and at home for assignments. And in its implementation the Kahoot application has several advantages such as being able to choose the background in the quiz questions, thus making the user interface in the quiz more attractive, then in Kahoot application you can also directly look for image references in the application, but unfortunately, this feature is paid, then in the Kahoot application there are also many types of quiz questions which can be variations of questions in doing quizzes, so students don't feel bored. The Kahoot application has many advantages, but almost all the features contained in Kahoot are paid, so only a few features can be accessed as quiz questions.

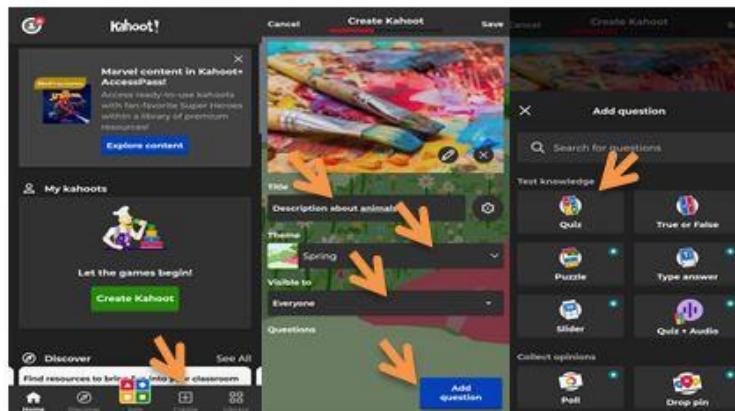
The Kahoot application is generally the same as the Quizizz learning application, but there are differences between the two applications, for example, in the Kahoot application there is a feature where teachers can directly search for images needed online, while Quizizz does not have this feature, then in the Kahoot application there are Kahoot kids which are intended for children, while there are none in Quizizz, then in the Kahoot application it has an easy-to-understand user interface, while Quizizz is a little difficult to operate, then booting from the Kahoot application is faster than the Quizizz application. But

basically, the Kahoot application and the Quizizz application are applications that have the same learning concept, namely quiz-based learning applications, where each application has its advantages and disadvantages.

The Kahoot application in this study functions as a control application, which acts as a comparison with the Quizizz application, this is to prove student interest which influences students' reading abilities.

2. Kahoot Application Operation

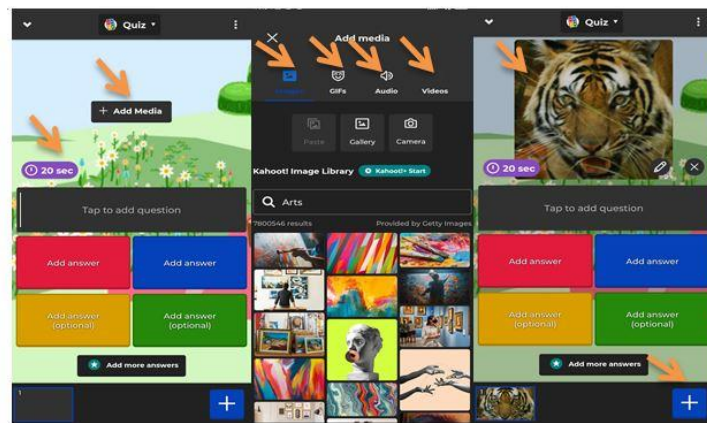
The Kahoot application is very easy to operate, the first thing that must be done is to first create an account, then in the application, there is an option that gives a choice as a teacher or as a student, then after logging in the Kahoot application homepage will appear, and the teacher can immediately create questions quiz.



Picture 2. 5 Kahoot Application Operation

Creating a quiz via Kahoot can be started by pressing the create icon which is in the row of menus at the bottom of the

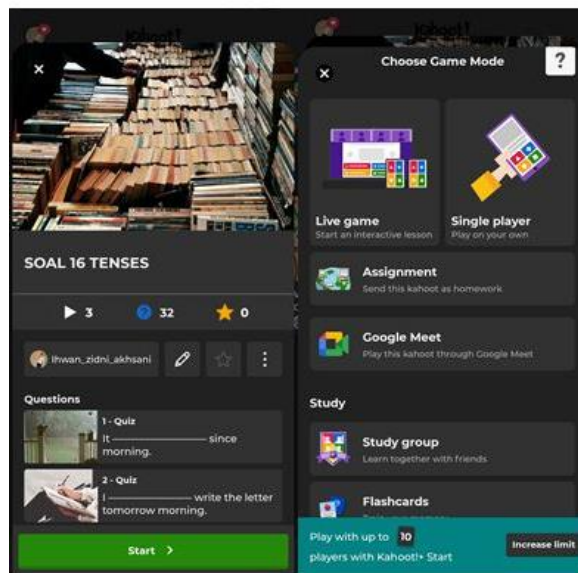
homepage, after that, you will be directed to fill in the quiz question data, such as the title, theme, image, and who can access it, after that go to the additional question menu, which contains various kinds of quiz methods, such as using picture choice quizzes, then quizzes with right and wrong choices, quizzes with puzzle types and many other types of quiz questions that are presented, in the application. Then after being selected the teacher can start to make questions.



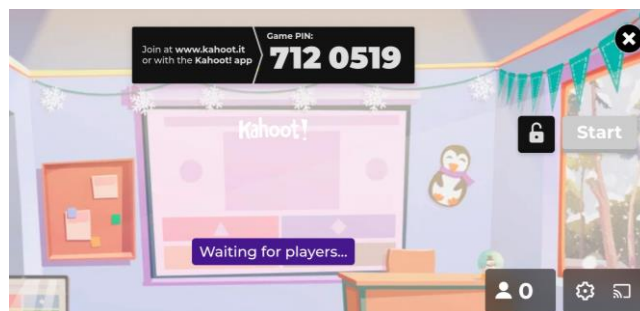
Picture 2. 6 Kahoot Application Operation

Making Kahoot questions has many features that can be used, such as teachers can add media such as images, video, audio, and moving images (GIFs), and in the Kahoot application there is also an image library feature, so besides teachers can add media through the gallery, teachers can also add media through the Kahoot image library feature, in which in this feature, teachers can search for images or media needed to create quiz questions, but only a few media are free and can be used the rest, use the paid Kahoot image library feature, then, the teacher can also set

the time to work on quiz questions, and the teacher can set how many seconds for one question, then after finishing the teacher can add the next question. After all the quiz questions have been created, the teacher can press the icon again and the questions will be uploaded automatically, after that the teacher only has to save the quiz questions by pressing the save icon. After that, you can share the link with students to play quizzes on Kahoot by pressing the play icon and then selecting the live game method that can be used by many people.



Picture 2. 7 Kahoot Application Operation



Picture 2. 8 Kahoot Application Operation

Teachers and students can see the leaderboard contained in the quiz questions, so that students compete with each other, to get the best results. And when finished the teacher will carry out a learning evaluation related to the quiz questions that have been done, so that students know where the mistakes are, and so that in the future they will be even better at working on quiz questions.

B. Previous Related Studies

The researcher found several previous studies as a guide in conducting this research. The previous studies which relate to this research are as follows :

Pradnyadewi, D. A. M., & Kristiani, P. E. (2021) with the research title "The Use of Quizizz in Improving Students' Reading Skill" it can be concluded that this study further improves students' reading skills, here the researcher uses a method, namely by the teacher carrying out reading activities and then giving time during learning for 15 to 20 minutes to work on quiz questions, in the Quizizz application, and after working on quiz questions, a leaderboard will appear which contains the ranking of students who took the quiz, and if the average student does almost correctly overall, then it can be said that the student has good reading skills good, but if there are only a few who can do the quiz, the teacher needs to evaluate student learning. This research has a relationship with research conducted by the author, but the difference is that this research uses data collection methods from previous journals or research, while the research conducted by the author is carried out directly, so there is a possibility of having different results.

Andresta Nada Bela, Anwar Choiril, in his research entitled "Quizizz as an assessment media at EFL teaching: Students' voices". It can be concluded that the use of Quizizz plays an important role in student assessment, as well as in improving student abilities in general because the teacher can make assignments to be done at home, and the teacher can control them, so that with this system it can help students to study efficiently anywhere and anytime, then in using the Quizizz application, teachers find it helpful, in monitoring student progress, but in this study, researchers need student responses regarding the application, whether the application really helps students in learning, or just hinders learning. From this study some results showed a percentage, almost all students agreed that the use of the Quizizz application was very interesting, and was able to help them in learning. This is related to the research conducted by the author, the results of this research, can strengthen the hypothesis that the Quizizz application can improve students' learning abilities, including reading skills because in order for students to be able, students must first like the application.

Klimova Blanka dan zamborova Katarina, in a study entitled "Use of Mobile Applications in Developing Reading Comprehension in Second Language Acquisition A Review Study" (2020). It can be concluded that this research focuses on improving students' reading skills by using online-based learning applications. In this study, researchers used previous research sources from several different countries, and with different applications. The research was used as data, and from the data collection, only 21 were relevant to the research. Then from these results, it was found that students who use learning

applications will experience an increase in reading ability. This is very relevant to the research conducted by the author, the difference being that the research conducted by the author is more specific in only one learning application.

Roshdan Nur Faathinah Mohammad, and friends, in a study entitled “Students' Perceptions towards the Use of Quizziz as A Tool in Improving Reading Skills” (2021), it can be concluded that research conducted on UiTM diploma students, related to the use of the Quizziz application on students' reading abilities, can be concluded as effective because, in this study, students were asked to read reading questions in a short time, so, students must be accustomed to reading English quickly, so that reading skills can improve properly, especially this research was carried out during the post-covid19 pandemic so that it could also be a solution to improve reading skills when learning online. This research is relevant to the research that the authors conducted because they both examined the effect of using the Quizziz application on reading ability, it's just that in this study the research objects were students, while the research objects of the authors themselves were junior high school students, then the research was conducted post-pandemic covid19 (new normal), while the author conducted research after the pandemic ended, and was conducted in junior high schools.

Priyanti, N.W.I, Santosa, M.H., Dewi, K.S, in his research entitled "Effect of Quizziz Towards the Eleventh-Grade English Students' Reading Comprehension in Mobile Learning Context" (2019). It can be concluded that this research, examines the effect of the Quizziz application on eleventh-grade students' reading comprehension, which in this study used two classes as an

experimental class, and a control class. The experimental class uses the Quizizz application to examine students' reading comprehension, while the control class uses the conventional method, so later it will be compared which method is more effective. This research is almost similar to the research conducted by the author, only the difference is that the author examines junior high school students as research objects, then from testing the author uses pre-test and post-test, while the research entitled "Effect of Quizizz Towards the Eleventh-Grade English Students' Reading Comprehension in Mobile Learning Context" only uses the post test method. But on the other hand, they both research reading and apply applications as learning media.

Sophie A. Booton, Alex Hodgkiss, and Victoria A. Murphy, in their research entitled "The impact of mobile application features on children's language and literacy learning: a systematic review" (2021), in this research, researchers examined the development of children with the existence of technology, gadgets, as the main consumption of children, and from this research explains how to optimize the use of gadgets, by using them as a means of digital learning. For example, the use of multimedia-based applications, ebooks, or other interactive learning applications, can improve children's literary skills, so that the use of gadgets can be optimal. In this research, it has similarities with research conducted by the author, namely they both use applications as learning tools, and improve literacy skills, it's just different, in the use of types of applications, and specific applications to objects.

C. Rationale

Researchers in their research used variables X and variable Y. Variable X in this study was the use of the Quizizz application in which one variable X contained several components, including, the utilization of Quizizz application in this review will be utilized as a mode for learning English in class, which the educator executes learning for roughly 30 minutes toward the finish of the illustration in light of the fact that for the educator 30 minutes prior to learning closes is the ideal opportunity to give varieties advancing by utilizing the Quizizz application. All things considered, in those hours understudies typically begin to feel burnt out on learning, such countless understudies feel apathetic or exhausted with learning material, and understudies may likewise nod off in class, so by carrying out the Quizizz application in class Toward the finish of the example, it is trusted that it can make understudies energetic about advancing once more.

There are benefits from involving the Quizizz application in an assortment of study hall learning. It plays a significant part in further developing understudies' understanding abilities, thusly a few benefits can cause understudies and educators to feel the advantages. According to (Roshdan et al., 2021) According to the educator's perspective, educators can without much of a stretch coordinate the utilization of the Quizizz application into learning, then, at that point, instructors can screen understudy exercises progressively, instructors can likewise work on specialized abilities in instructing. Then, at that point, in the Quizizz application, there are a few highlights, for example, picture implanting highlights, video installing, representation media, and sound

addition, as well as a few kinds of inquiries gave, for example, various decision, matchmaking, short section, exposition, which can make it simpler for educators to make blend questions, so there are a few kinds of inquiries that can be blended so understudies don't feel exhausted with dull kinds of inquiries, and instructors can be more expert in educating by utilizing the Quizizz application. As indicated by (Ayu and Pradnyadewi, 2021) The Quizizz application can further develop understudies' perusing abilities since it permits understudies to peruse a ton and comprehend the significance of the text while responding to inquiries on the Quizizz application, then, at that point. Understudies can likewise use innovation as the Quizizz learning application productively in light of the fact that with the application-based learning media understudies can concentrate anyplace and whenever. As indicated by (Ratnasari et al., 2019) from a few investigations, it was found that involving the Quizizz application as a learning medium can make understudies more imaginative and innovative, as well as make intelligent realizing so understudies are not repetitive simply learning through books. Not just that, the instructor additionally directs learning assessments in the wake of taking tests, with this understudies' perusing abilities can move along.

The utilization of the Quizizz application can assist educators and understudies with accomplishing learning goals, however it is conceivable that the Quizizz application additionally has inconvenience and might misfire for the instructor or understudies themselves, and this should be kept an eye out for by instructors and understudies. As per (Eka Ratnasarianti, 2021) the disservices of utilizing the Quizizz application are that it can permit

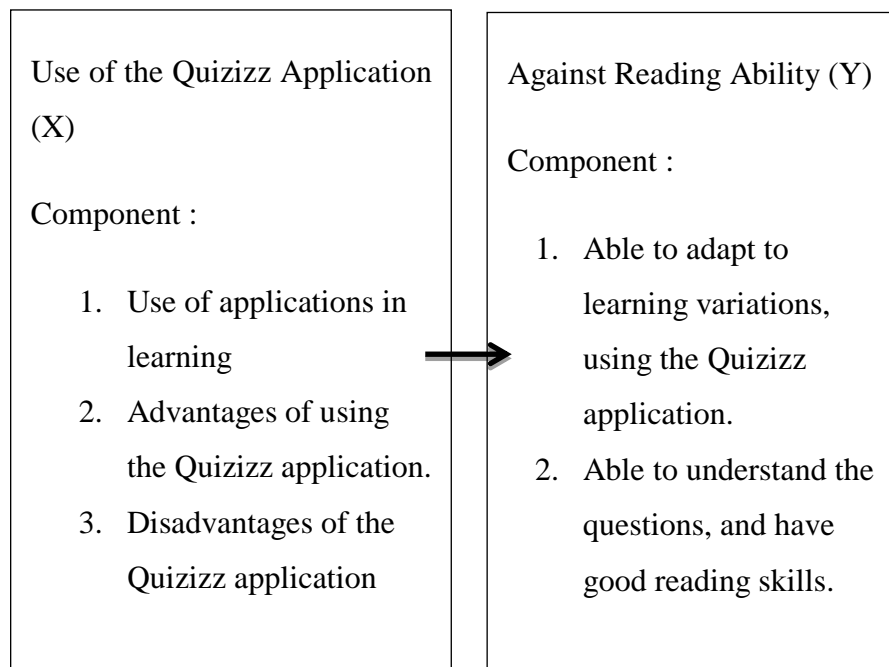
understudies to open new tabs to cheat, then it is challenging to coordinate understudies while opening new tabs, then, at that point, understudies can encounter a drop in test rankings, despite the fact that every one of the inquiries have been finished. This can happen in light of the fact that the period of time understudies work on questions will influence the consequences of the scores got by understudies, then, at that point, the activity of the Quizizz application utilizes the web, so disengagements can happen when the sign is shaky (the web is detached or doesn't associate). This can obstruct understudy resolve in filling test questions. So to limit the event of this, educator and parent management of understudies is vital, in figuring out how to utilize the Quizizz application with the goal that understudies feel they have a feeling of obligation for what is finished and can direct when something unfortunate occurs.

From the clarification of the parts of variable X, there is a significant relationship with variable Y which in factor Y is an effect on understudies' understanding skill. In the impact of utilizing the Quizizz application on understanding abilities, a few parts make perusing abilities increment, including, prior to completing learning varieties utilizing the Quizizz application, understudies should initially adjust and figure out the activity of the Quizizz application, so that while beginning getting the hang of utilizing the Quizizz application understudies don't encounter issues. Students are prepared to become accustomed to perusing and understanding inquiries by dashing against the time gave in the Quizizz application, where each question just requires a couple of moments or minutes, and this time is set by the

educator to expand understudies' understanding abilities, so understudies become accustomed to perusing or comprehend the issue rapidly. Understudies who can adjust well to executing Quizizz in learning, are not really maximal in chipping away at test questions, consequently the educator's job in learning is required, to control understudies, and furthermore the educator is required in assessing understudy execution, so the instructor can figure out what degree, the level of understudies' capacity to peruse and comprehend the inquiries that have been given, so that with the instructor as an ally for understudies in doing getting the hang of utilizing the Quizizz application, and understudies who can comprehend, and adjust well utilizing the Quizizz application, it can further develop understudies' perusing abilities ideally. Learning using the Quizizz application can have a good impact on students' learning abilities, especially on understanding a problem and students' reading abilities, this is because students are trained to work on questions with limited time, and students are also trained to be able to read quickly and understand. quiz questions, apart from that, providing question material also influences learning. Before taking the quiz questions, students are first given the learning material by the teacher, so that students understand or have an idea about the learning questions, after that at the end of the lesson for approximately 30 minutes, the teacher instructs students to use cellphones, and access the Quizizz application, Next, the teacher gives quiz questions, with various kinds of questions, according to what is taught. After working on the quiz questions, the teacher will carry out a learning evaluation, by discussing all the quiz questions that have been given, so that students know where the mistakes are so that in the future students can

do even better on the quizzes. Conducting a learning evaluation is very much needed in supporting students' learning abilities, especially in the aspect of reading ability, because, students are shown by the teacher how to answer questions, understand the correct questions, and show the wrong parts if there are students who are wrong in working on the questions.

Table 2. 1 Rationale Table



D. Hypothesis

1. H1 : There is a significant difference in reading interest between students who are taught using Quizizz and students who are taught using Kahoot in class VIII students of SMP Al Islam 1 Surakarta.

H0 : There was no significant difference in reading interest between using Kahoot in class VIII students of SMP Al Islam 1 Surakarta.

2. H1 : There is a significant effect of using Quizizz on reading interest in class VIII students of SMP Al Islam 1 Surakarta.

H0 : There is no significant effect of using Quizizz on reading interest of class VIII students of SMP Al Islam 1 Surakarta.

3. H1 : There is a significant difference in reading ability between students who are taught with Quizizz and students who are taught with Kahoot in class VIII students of SMP Al Islam 1 Surakarta.

H0 : There is no significant difference in reading ability between students who are taught with Quizizz and students who are taught with Kahoot in class VIII students of SMP Al Islam 1 Surakarta.

4. H1 : There is a significant effect of using Quizizz on the reading ability of class VIII students of SMP Al Islam 1 Surakarta.

H0 : There is no significant effect of using Quizizz on the reading ability of class VIII students of SMP Al Islam 1 Surakarta.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research method used in this study is a *quasi-experimental* method, where this *quasi-experiment* is almost the same as a pure experiment, it's just that the difference between the two is in the control variable which is carried out on one variable that is the most dominant. In this study, researchers have determined Quizizz application as an independent variable, and in this study, researchers investigated whether there is an influence on students' interest and reading ability, which is determined as the dependent variable. This study has a goal, to determine the effect of the Quizizz application on students' reading interest and reading ability. This study divides 3 classes as samples, where the first class is the experimental class, and the formative assessment uses the Quizizz application, while the second class is the control class, which uses the Kahoot application as a control application in formative assessment.

In this study, the researcher also used a pretest and posttest control group research design. The design of this study uses two classes, namely one control class and one experimental class this study uses probability sampling which in sampling can provide equal opportunities for each member of the population to be selected as a member of the sample, and from the probability of sampling the researcher uses cluster random types. sampling. Before the research begins, both classes will receive the same learning material related to the quiz questions given. In this study, the researcher used recount text material,

because it was adapted to learning material in schools, especially recount text material that involved reading skills, so it was very suitable for this research.

At the beginning of learning the experimental class and control class were given a pretest with recount text material, this is useful for knowing students' initial abilities or basic abilities. The experimental class uses the Quizizz application as a medium, while the control class uses the Kahoot application.

B. Population, Sampling and Sample

1. Population

From the results of observations at SMP Al-Islam 1 Surakarta, the researcher looked for data from each class teacher, class 8 to collect data on the number of students per class through attendance books, then the researcher took 2 classes for research, and found class C as the experimental class, and class D which is the control class, from this sampling the researchers took them randomly. And from observations made by researchers, researchers found that the number of students in class 8 of SMP Al-Islam 1 Surakarta was 247 students, who came from 8 classes and were grouped as follows :

Table 3. 1 Population

NO	CLASS	THE NUMBER OF STUDENTS
A.	Class A	29
B.	Class B	29
C.	Class C	32
D.	Class D	32
E.	Class E	32
F.	Class F	32
G.	Class G	31
H.	Class H	30
TOTAL NUMBER OF STUDENTS		247

2. Sampling

The sampling technique in this study used *cluster random sampling*, where *cluster random sampling* is a type of *probability sampling*. *Probability sampling* is a sampling technique, in which the sample is taken randomly, but all of these samples have the same chance, so in this study the researcher only took 2 classes randomly out of a total of 8 classes. The Researchers used *cluster random sampling* as a sampling method because it has a homogeneous population and researchers took samples from a population of 244 students. Therefore the researcher applied cluster random sampling as a student sampling technique at SMP Al-Islam 1 Surakarta.

3. Sample

The sample calculation used in this research used the cluster random sampling method, where the researcher took two classes randomly from 8 classes, then took 2 classes, namely the experimental class and the control class, where the researcher took class C and class D. with data, class C as many as 32 students, and class D as many as 32 students. This research took a total of 64 students who will be used as research samples.

C. Techniques of Collecting the Data

Data collection techniques in this study used a test, the explanation of which is as follows.

1. Test

The test is one of the measurement techniques in which there are various kinds of questions, statements, or a series of tasks that must be

answered by the respondent. The test as a measuring tool is useful for collecting data where in answering instrument questions, participants give their best abilities. The research results test used to measure students' reading ability. The tests given by grade 8 students were in the form of multiple-choice tests or close questions, where the tests were given to the control class and the experimental class, and there were two test sessions, namely the first test (Pretest) and the second test. test (Posttest) that teaches about the learning material provided by the teacher. The instrument grid of multiple choice objective test questions with reading material, namely recount text, and a reading interest questionnaire is as follows.

Table 3. 2 Research Question Indicators

Indicator	Question Indicator	Question Number
Able to understand the material recount text as a whole	Student is able to answer and understand the purpose of using recount text as text that tells the past.	1
	Student is able to answer and understand the type of reading text. type of reading text.	2
	Student is able to answer and understand the purpose of using recount text	3
	Student is able to answer and understand part of the contents of the recount text.	4
	Student is able to answer and understand the story part of the recount text.	5
	Student is able to answer and understand the content of recount text.	6
	Student is able to answer and understand social functions in recount text.	7
	Student is able to answer and understand the type of text.	8
	Student is able to answer and understand the type of recount text used.	9
	Student is able to make a configuration of an element with a known group and	10

	period.	
	Student is able to understand the story and answer the questions	11
	Student is able to understand the story and answer the questions	12
	Student is able to understand the story and answer the questions	13
	Student is able to understand the story and answer the questions	14
	Student is able to understand recount text and answer questions	15
	Student is able to understand recount text and answer questions	16
	Student is able to understand recount text and answer questions	17
	Student is able to understand recount text and answer questions	18
	Student is able to understand recount text and answer questions	19
	Student is able to understand recount text and answer questions	20
	Student is able to understand recount text and answer questions	21
	Student is able to answer questions and understand the contents of recount text	22
	Student is able to answer what the text is about	23
	Student is able to answer questions and understand the contents of recount text	24
	Student is able to answer questions and understand the contents of recount text	25
	Student is able to explain the meaning of a sentence	26
	Student is able to answer what the recount text is about	27
	Student is able to understand recount text and answer the main idea questions	28
	Student is able to answer the intent of some sentences recount text	29
	Student is able to answer questions and understand the contents of recount text	30

D. Research Instrument

The research instrument used in this research is namely :

1) Multiple Choice Objective Test

The research instrument used a multiple choice objective test, in which students were given questions with 5 choices namely A, B, C, D, E, and students were asked to choose one of the answer choices. The writer uses 30 multiple-choice questions. This multiple-choice objective test can be used because it is capable of testing mastery of the material with a wide range and can be used to measure various cognitive levels. Test questions are made based on the lattice material to be achieved by students.

The use of Quizizz application in the test was used 2 times, namely during the first test (Pretest) and during the second test (Posttest), and was carried out in the experimental class. And the questions given to students are the English language grid material, and the test questions given are in the form of multiple-choice objective tests.

The control class uses the Kahoot application, which the Kahoot application acts as a control application, and the control class also uses tests 2 times, namely the first test (*pretest*) and the second test (*Posttest*) which in this test uses a multiple choice objective test, and In the control class, the test material is the same as in the experimental class, but what differs from these two classes is the application as a learning medium.

Research in the experimental class uses the Quizizz application, while research in the control class uses the Kahoot application, which in this

study will prove whether the Quizizz application can be effective in improving students' reading skills, or is the Kahoot application more effective than the Quizizz application.

2) Questionnaire For Students' Reading Ability and Reading Interest

Before carrying out the research, the researcher first creates a research design or blue print, which contains what questions will be given by the students, so that in making this research design it can be an illustration of what questions will be given by the researcher. In this case, making a research design or blue print is divided into 2, namely research design for students' reading ability, and research design for students' reading interest. Both designs have a closed questionnaire type, that is, they have answers in the form of multiple choices, or answer options. For the research design or blue print regarding students' reading ability tests, the researcher created it based on reading material that is in accordance with the curriculum, namely recount text, the research design or blue print is as follows.

Table 3. 3 Reading Ability Questionnaire Blueprint

Construct (variable)	Indicator	Item Number	Number of Items	
			Favorable	Unfavorable
Reading Ability	Understand the contents of the text, as well as recount text material, about the Bandung sea of fire incident.	1,2,3,4,5, 6,7	4	3
	Understand the contents of the text, as well as recount text material, about the Supersemar incident.	8,9,10,11	3	1
	Understand the contents of the text, as well as	12,13,14, 15,16	3	2

	recount text material, about the bomb fall in Hiroshima, Japan, and Indonesian independence.			
	Understand the contents of the text, as well as recount text material, about stories about holiday experiences in France.	17, 18	1	1
	Understand the contents of the text, as well as recount text material, about the story of a holiday at a pen pal's house.	19,20,21, 22	3	1
	Understand the contents of the text, as well as recount text material, about the story of participating in the Chicago Marathon.	23,24,25, 26	3	1
	Understand the contents of the text, as well as recount text material, about the story of the experience of preparing a girl's first birthday party.	27,28,29, 30	3	1

The research design or blue print, a questionnaire about reading interest, was made by referring to previous research by (Rohayati, 2018), where the researcher made a reference regarding making a questionnaire about reading interest. This questionnaire is closed, that is, the answers to the questionnaire are in the form of multiple choices. The research design used by researchers is as follows.

Table 3. 4 Reading Interest Questionnaire Blueprint

Construct (variable)	Indicator	Item Number	Number of Items	
			Favorable	Unfavorable
Reading Interest	interest in reading interest, which influences reading ability, by using the Quizizz/Kahoot application	1,2,3,4,5,6,7,8,9,10,11,12	8	4
	Feelings of discomfort or anxiety when working on questions on the Quizizz/Kahoot application, then anxiety when learning English.	13,14,15,16,17,18,19,20,21,22,23,24	8	4
	Level of confidence in reading skills in the classroom	25,26,27,28,29,30	4	2

E. Data Validation

Validity is the level of ability and validity of the measuring instrument used. An instrument can be said to be valid if it can show valid data or can be used to measure what should be measured. The validity test is intended to ensure that a valid instrument is a truly appropriate instrument for measuring data. The data that has been obtained then analyzed through software or the SPSS (Statistical Product Service Solution) application.

Through the validity test, get data that shows the quality of each item. In this study, the validity of the knowledge questionnaire instrument was carried out using content validity and can be seen in the corrected item-total correlation value of each question with the stipulation that if the value of r_{observed} than r_{table} then it is declared valid or vice versa. The value of r can be calculated using the person product moment formula, using the formula :

$$r = \frac{\sum xy - \frac{(\sum x \sum y)}{n}}{\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{n}\right)\left(\sum y^2 - \frac{(\sum y)^2}{n}\right)}}$$

Information:

r : Pearson r correlation coefficient

n : Number of samples/observations

x : Independent variable

y : The dependent variable

Before carrying out research directly into the classroom, the questionnaire that will be tested is first tested in groups other than the experimental class and control group, this is done to test whether the questions that will be used for a research are valid or not. Calculating the validity of the instrument was carried out through field trials, trials were carried out by distributing questionnaires to 32 respondents. Then the data from the trials given to respondents were analyzed using SPSS software. The results of this validity test showed that of the 35 questions tested, there were 5 questions that were invalid so that only 30 questions remained that were valid and included in the research questions. Valid questions have an $r_{\text{observed}} > 0.349$, while invalid question items have an $r_{\text{observed}} < 0.349$.

Table 3. 5 Instrument Validity Test Results

No Butir Soal	r hitung	r tabel 5%	Keterangan
1	0.597	0,349	Valid
2	0.524	0,349	Valid
3	0.619	0,349	Valid
4	0.201	0,349	Tidak Valid
5	0.477	0,349	Valid
6	0.596	0,349	Valid
7	0.286	0,349	Tidak Valid
8	0.379	0,349	Valid

9	0.404	0,349	Valid
10	0.577	0,349	Valid
11	0.362	0,349	Valid
12	0.423	0,349	Valid
13	0.267	0,349	Tidak Valid
14	0.496	0,349	Valid
15	0.497	0,349	Valid
16	0.721	0,349	Valid
17	0.406	0,349	Valid
18	0.420	0,349	Valid
19	0.400	0,349	Valid
20	0.476	0,349	Valid
21	0.310	0,349	Tidak Valid
22	0.661	0,349	Valid
23	0.679	0,349	Valid
24	0.473	0,349	Valid
25	0.672	0,349	Valid
26	0.451	0,349	Valid
27	0.420	0,349	Valid
28	0.477	0,349	Valid
29	0.373	0,349	Valid
30	0.355	0,349	Valid
31	0.526	0,349	Valid
32	0.397	0,349	Valid
33	0.402	0,349	Valid
34	0.555	0,349	Valid
35	0.247	0,349	Tidak Valid

F. Reliability Test

Reliability is a series of measurements or a series of measuring instruments that have consistency if the measurements are made with the measuring instrument repeatedly (Sugiyono, 2012). The instrument that was tested for reliability was the instrument made by the researcher. In this case, the instrument is a knowledge questionnaire instrument. To find out the reliability using *Cronbach's Alpha method*, namely analyzing the reliability of the measuring instrument from one measurement (Duli, 2019). *Cronbach's Alpha* formula :

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

Information :

r11 : Reliability value

$\sum S_i$: Total score variance for each item

S_t : Total variant

k : Number of items

After the validity test is carried out, then carry out a reliability test, to prove whether the question data is reliable or not. In this reliability test, Cronbach's Alpha theory is used, where a reliability test can be declared reliable when the value shows more than > 0.60 . The reliability index shows the consistency of an instrument. If the instrument has a high reliability index, it can be said that the measuring instrument is reliable. Based on data processed through SPSS software, a Cronbach's Alpha value was found to be 0.897, this shows that the data is reliable, because the value is more than > 0.60 so the questionnaire can be used for further research.

Table 3. 6 Reliability Test Calculation Results Using Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
.897	30

G. Techniques of Analyzing the Data

Data analysis techniques are one way to get conclusions or get the validity of a problem under study, the data of a problem under study will be meaningless if the data obtained is still in the form of raw data.

1) Data Description

Data description is a description of the data used for a study. The descriptive data of each variable is presented as the data obtained. The highest, lowest, mean, median, most frequent frequency (mode), and standard deviation of the pretest and posttest values of the control class and experimental class describe the data.

2) Normality Test

The normality test has the goal of knowing whether a data set is properly modeled by a normal distribution or not (Riadi, 2016). Testing the normality of research data was tested using SPSS software version 24.0. The normality test used in this study is the Kolmogorov-Smirnov normality test. In concluding the Kolmogorov Smirnov normality test, there are the following testing criteria :

- If $\text{sig} < \alpha$ (0,05), H_0 is rejected, the population distribution is not normal
- If $\text{sig} > \alpha$ (0,05), H_0 is accepted, normal population distribution (Riadi, 2016).

The normality test was carried out to determine the factual method used in the relationship test. The parametric statistical method is used when the data is normally distributed, while the *non-parametric statistical* method is used when the data is not normally distributed. (Sugiyono, 2010).

3) Homogeneity Test

The purpose of the homogeneity test is to ascertain whether the data obtained is uniform or not. A data set is said to be homogeneous when they share the same range or diversity of values. Research data has been taken, and tested using SPSS (Statistical Product Service Solution) software version 24.0. In this study, the homogeneity test used was the Levine normality test. The homogeneity test, which uses the Levine normality test in concluding, is as follows :

- If $\text{sig} < \alpha (0,05)$, then H_0 is rejected, H_1 is accepted, then variable x comes from a non-homogeneous population
- If $\text{sig} > \alpha (0,05)$, then H_0 is accepted, H_1 is rejected, then variable x comes from a homogeneous population (Riadi, 2016)

4) Hypothesis Test

After the normality test and homogeneity test were carried out, then the hypothesis test was carried out. In the normality test, normally distributed data will be analyzed using parametric statistical techniques. In this study the hypothesis test used was the t-test. The T-test was carried out after the researchers obtained the data from the pretest results, then treated the students 4 times, and posttested from the experimental class and the control class. The t-test results are calculated with a significance level of $\alpha = 0.05$.

- If $t_{\text{observed}} > t_{\text{table}}$, then H_0 is accepted
- If $t_{\text{observed}} < t_{\text{table}}$, then H_0 is rejected

5) **Statistical Hypothesis**

Based on the hypothesis set, the statistical hypothesis is obtained as follows :

$$H_0 : \rho = 0$$

$$H_1 : \rho \neq 0$$

Information :

H₀ : There is no significant effect due to the use of the Quizizz application on the reading ability of SMP Al Islam 1 Surakarta students.

H₁ : There is a significant effect due to the use of the Quizizz application on the reading ability of SMP Al Islam 1 Surakarta students.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

Research conducted by researchers at SMP Al-Islam 1 Surakarta, on August 4, on Friday the researcher explained a little material about recount text, then students were asked to work on pretest questions, from the results of the pretest, it was discovered that on average students got low scores from working on the pretest questions, then the researcher gave treatment to the students, regarding recount text material from the first meeting, third meeting, to the 4th meeting, at the 4th meeting or at the end, the researcher gave a post test to students with the same material, namely recount text , this is done to test whether students' reading abilities have improved or not. And this was done to two classes, namely class C, which was the control class, using the Kahoot application as a learning medium, and class D as an experimental application, which used the Quizizz application as a learning medium.

Over a period of approximately 1 month, the results showed that students' reading ability increased over time, both in the experimental class and the control class, because the treatment carried out by the researchers made students get used to it and began to feel comfortable using gamification-based learning applications. Even though the results of increasing scores from using the Quizizz application are higher than using the Kahoot application, in terms of students' ability to read they both increase, so that using both applications has a big impact on students'

reading abilities. Apart from that, the researcher also distributed a questionnaire at the end of the meeting regarding students' interest in reading using the Quizizz application and the Kahoot application, and from the results of both, students both liked gamification application-based learning, although each application has its own advantages and disadvantages.

The research carried out by the researcher resulted in a change to the student's learning method, which in the research solved a problem, including:

- 1) There is a significant effect of using Quizizz on reading interest in class VIII students at SMP Al Islam 1 Surakarta, this is proven by an increase in students' reading ability, and based on the results of a questionnaire about reading interest distributed by researchers to students, and the results show the average of students like gamification application-based learning.
- 2) There is a significant influence of using Quizizz on the reading ability of class VIII students at SMP Al Islam 1 Surakarta, this is proven by the development of students' scores from the beginning when taking the pretest, and then being given treatment, to the post test where the results show the students' reading ability increase.
- 3) There is a significant influence of using Quizizz on reading interest and reading ability of class VIII students at SMP Al Islam 1 Surakarta. This is proven by the results of the pretest and posttest results for the experimental class and the control class, both of which

experienced an increase in reading ability. Meanwhile, in the results of interest in reading, students both liked using gamification applications for reading, so it can be concluded that by using this application students' interest in reading increases, however, each application has its own advantages and disadvantages.

After conducting the research, the researcher took data from the students' scores during the pre-test and post-test, from the experimental group and the control group, and the research data obtained from the experimental group and the control group were as follows :

1. Data on pretest and posttest results from the experimental class and control Group

Based on statistical calculations, data was obtained from the 30 recount text questions, pretest and posttest results, from the experimental group and control group as follows:

Table 4. 1 Statistical Calculation Results For Pre-test and Post-test Experimental Group and Control Group

Data	Pretest		Posttest	
	Experiment	Control	Experiment	Control
Highest correct number	27	16	30	20
Lowest correct amount	3	3	8	2
Average	13.44	11.03	21.50	11.53
Number of students (N)	32	32	32	32
Standard Deviation	6.753	3.506	6.560	4.119

Based on table 4.1, it can be concluded that the two groups, namely the experimental group and the control group, have the same number

of students, namely 32 students. Of the total questions given to students, there were 30 questions. Based on the data in the table above obtained from the group experimental pretest scores, we found that the highest score from the group experimental pretest was 27, then we also found that the lowest score from the group experimental pretest was 3, then there was an average score from the group experimental pretest of 13.44 , then there is also a standard deviation of 6.753.

After the teacher applied the treatment to the students, a posttest was applied to the experimental group, from the results of the group experimental posttest, it was found that the highest score was 30 or correct overall, then from the results of the group experimental posttest, the lowest score was found to be 8 , then there is also an average value of 21.50, after that there is also a standard deviation of 6,560. These values were obtained from the results of the pretest and posttest experimental group with a total of 32 students. From the pretest to posttest results, students experienced significant development in their reading abilities

In the presentation of table 4.1, values from the group control pretest and posttest results are also found, where the values include, among others, the highest value from the group control pretest, which is 16, then from the results of the group control pretest, the lowest value is also found, namely 3. then there is also an average value from the control group pretest results, which is 11.03, then from this test a standard deviation is found to be 3.506.

After implementing the treatment by the researcher, a posttest was held as the final result, and the control class posttest score was found, namely, the highest score was 20, then the lowest score was 2, then the average score of the control group posttest test results was 11.53. , with a standard deviation of 4.119. These values were obtained from the pretest and posttest results of the control group which had 32 students. From the results of the pretest and posttest in the control group, there was an increase in reading ability, but it was not very significant.

Both learning methods are the same, namely using a gamification application as a learning tool, but from the comparison between the experimental group and the control group, with the same material and questions regarding recount text, the class that uses the Quizizz application is far superior. namely, with the results of the post test, the number of correct questions was 30 questions. Compared to using the Kahoot application, the post test results show that there are only 20 questions. However, these two applications are both experiencing development, this can be seen from the pre-test and post-test results from using the Quizizz and Kahoot applications.

2. Descriptive statistical results

The research results obtained from using the Quizizz application as an experimental application, and using the Kahoot application as a control application, have increased, this can be shown through the results of data processing of pre-test and post-test results from using

the Quizizz and Kahoot applications, using the SPSS version of the application 22. The results of data processing are as follows:

A. Data on Pre-test for Experimental Group

The pre-test is a test that is carried out for the first time to measure students' initial abilities. In the pre-test carried out in the experimental class, the following data was found:

Table 4. 2 Statistical Descriptive Data of Experimental Group Pre-Test

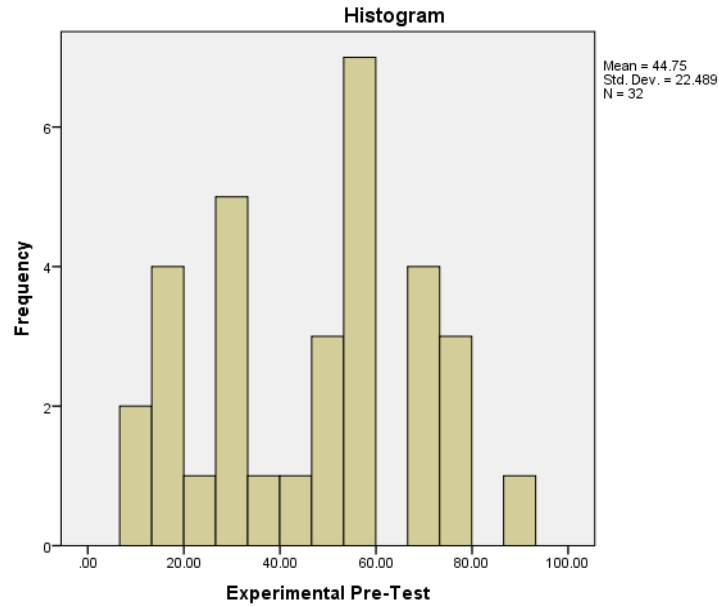
Statistics		
Experimental Pre-Test		
N	Valid	32
	Missing	0
Mean		13.44
Median		14.50
Mode		16 ^a
Std. Deviation		6.753
Kurtosis		-1.019
Std. Error of Kurtosis		.809
Range		24
Minimum		3
Maximum		27
Sum		430

a. Multiple modes exist. The smallest value is shown

Table 4. 3 Frequency Distribution Data of Experimental Group Pre-Test

Experimental Pre-Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9.99	2	6.3	6.3	6.3
	13.32	2	6.3	6.3	12.5
	16.65	2	6.3	6.3	18.8
	23.31	1	3.1	3.1	21.9
	26.64	3	9.4	9.4	31.3
	29.97	2	6.3	6.3	37.5
	36.63	1	3.1	3.1	40.6
	39.96	1	3.1	3.1	43.8
	46.62	2	6.3	6.3	50.0

49.95	1	3.1	3.1	53.1
53.28	4	12.5	12.5	65.6
56.61	3	9.4	9.4	75.0
66.60	4	12.5	12.5	87.5
76.59	3	9.4	9.4	96.9
89.91	1	3.1	3.1	100.0
Total	32	100.0	100.0	



Picture 4. 1 Histogram of Experimental Pre-Test

From the data displayed in the SPSS table above, it is the result of data processing on the correct number of students' reading questions, using recount text material. This table is the result of processing descriptive data from the pre-test of experimental group students, who used the Quizizz application as a learning tool. And it was found from this data that the mean value is the average, which is 13.44, then there is the median or middle value, which is 14.50, then there is the mode, where this mode is the value that often appears, namely 16^a, then there is also the standard deviation. amounted to 6,753, then had a kurtosis of -1,019, with a standard

error of kurtosis of 809. From the descriptive calculations it was also found that the range was 24, then the minimum value was 3, and the maximum value was 27, and the sum was 430. The pre test results above, This is the beginning of students getting scores from working on reading questions using the Quizizz application, before being given treatment, and before the post test.

B. Data on Post-test for Experimental Group

Post-test is the final test, or test aimed at students to find out the final results of students' reading abilities. In the experimental group, the post test scores obtained were as follows:

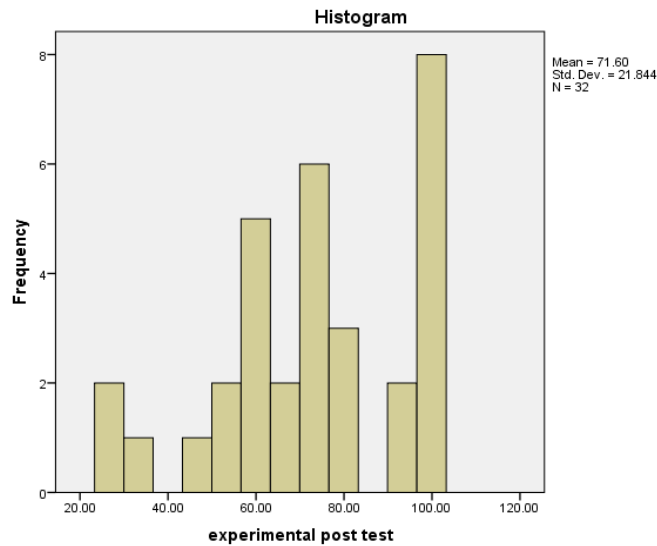
Table 4. 4 Statistical Descriptive Data of Experimental Group Post-Test

Statistics		
experimental post test		
N	Valid	32
	Missing	0
Mean		21.50
Median		22.00
Mode		17 ^a
Std. Deviation		6.560
Kurtosis		-.584
Std. Error of Kurtosis		.809
Range		22
Minimum		8
Maximum		30
Sum		688

a. Multiple modes exist. The smallest value is shown

Table 4. 5 Frequency Distribution Data of Experimental Group Post-Test

experimental post test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	2	6.3	6.3	6.3
	10	1	3.1	3.1	9.4
	13	1	3.1	3.1	12.5
	16	2	6.3	6.3	18.8
	17	4	12.5	12.5	31.3
	18	1	3.1	3.1	34.4
	19	1	3.1	3.1	37.5
	20	1	3.1	3.1	40.6
	21	2	6.3	6.3	46.9
	22	4	12.5	12.5	59.4
	23	1	3.1	3.1	62.5
	24	2	6.3	6.3	68.8
	27	1	3.1	3.1	71.9
	28	1	3.1	3.1	75.0
	29	4	12.5	12.5	87.5
	30	4	12.5	12.5	100.0
Total		32	100.0	100.0	



Picture 4. 2 Histogram of Experimental Group Post-Test

The table data above is descriptive data, from the experimental group post test, this post test is the final test result which proves whether students' reading abilities have improved or not by using the Quizizz application. So from the results of post test data

processing in the experimental group, it was found that, there was a mean or average of 21.50, then there was also a median or middle value of 22.00, then the mode, namely the value that often appeared, namely 17^a, then it has a standard deviation of 6,560, then it has a kurtosis of -.584, and a standard error of kurtosis of 809, then a range of 22, then a minimum value of 8, and a maximum value of 30, and has a total value of 688.

C. Data on Pre-test for Control Group

The pre-test results, or initial scores in assessing students' reading abilities, in the control group found initial scores as follows:

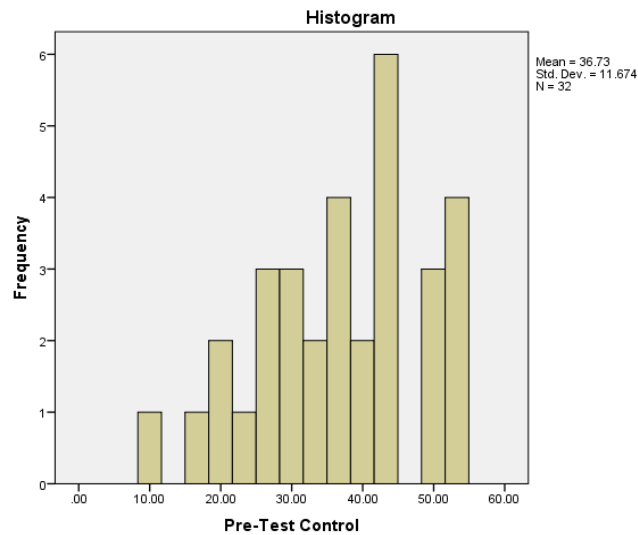
Table 4. 6 Statistical Descriptive Data of Control Group Pre-Test

Statistics		
Pre-Test Control		
N	Valid	32
	Missing	0
Mean		11.03
Median		11.00
Mode		13
Std. Deviation		3.506
Kurtosis		-.563
Std. Error of Kurtosis		.809
Range		13
Minimum		3
Maximum		16
Sum		353

Table 4. 7 Frequency Distribution Data of Control Group Pre-Test

Pre-Test Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3.1	3.1	3.1
	5	1	3.1	3.1	6.3
	6	2	6.3	6.3	12.5

7	1	3.1	3.1	15.6
8	3	9.4	9.4	25.0
9	3	9.4	9.4	34.4
10	2	6.3	6.3	40.6
11	4	12.5	12.5	53.1
12	2	6.3	6.3	59.4
13	6	18.8	18.8	78.1
15	3	9.4	9.4	87.5
16	4	12.5	12.5	100.0
Total	32	100.0	100.0	



Picture 4. 3 Histogram of Control Group Pre-Test

The table data above is descriptive data from the control group pre-test, which has been processed using SPSS software, which from the table above, it is found that the mean or average is 11.03, then the median or middle value is 11.00, then the mode or modes , where the mode is a value that often appears equal to 13, then the standard deviation has a value of 3.506, then kurtosis has a value of -.563, then has a standard error of 809, then from the table above there is a range with a value of 13, then there is a value The

minimum value is 3, then the maximum value is 16, and the sum value is 353.

D. Data on Post-test for Control Group

The post-test results or final scores of students' reading abilities tested using the Kahoot application in the control group, found the following data values :

Table 4. 8 Statistical Descriptive Data of Control Group Post-Test

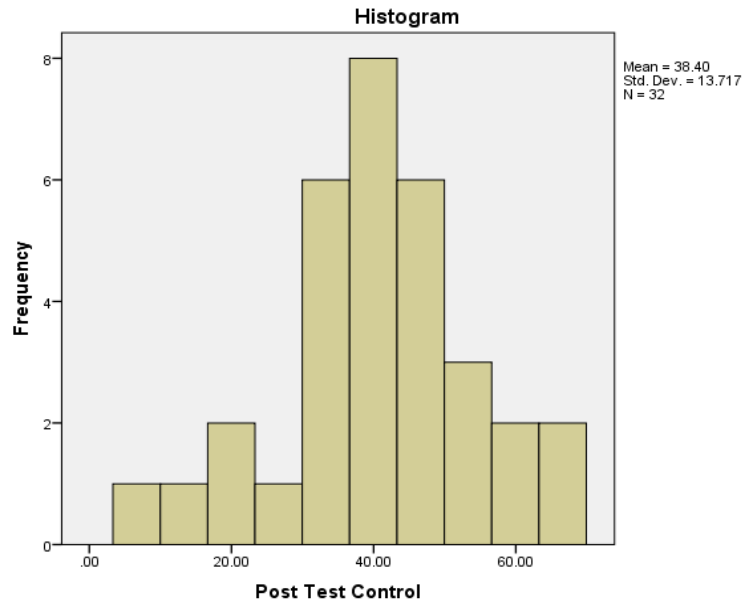
Statistics		
Post Test Control		
N	Valid	32
	Missing	0
Mean		11.53
Median		11.50
Mode		9 ^a
Std. Deviation		4.119
Kurtosis		.384
Std. Error of Kurtosis		.809
Range		18
Minimum		2
Maximum		20
Sum		369

a. Multiple modes exist. The smallest value is shown

Table 4. 9 Frequency Distribution Data of Control Group Post-Test

Post Test Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.1	3.1	3.1
	3	1	3.1	3.1	6.3
	6	2	6.3	6.3	12.5
	8	1	3.1	3.1	15.6
	9	5	15.6	15.6	31.3
	10	1	3.1	3.1	34.4
	11	5	15.6	15.6	50.0
	12	3	9.4	9.4	59.4

13	5	15.6	15.6	75.0
14	1	3.1	3.1	78.1
15	3	9.4	9.4	87.5
17	1	3.1	3.1	90.6
18	1	3.1	3.1	93.8
19	1	3.1	3.1	96.9
20	1	3.1	3.1	100.0
Total	32	100.0	100.0	



Picture 4. 4 Histogram of Control Group Post-Test

The table data above is descriptive data, from the control group post test, this post test is the final test result which proves whether students' reading skills have improved or not by using the Kahoot application. So from the results of post test data processing in the control group, it was found that there was a mean or average of 11.53, then there was also a median or middle value of 11.50, then the mode, namely the value that often appeared, namely 9^a, then it has a standard deviation of 4.119, then it has a kurtosis of .384, and a standard error of kurtosis of .809, then a range of 18, then a

minimum value of 2, and a maximum value of 20, and has a total value of 369.

So there is a pre-test and post-test for each group, both the experimental group and the control group. There is significant development, however, based on the data in the table above, the results of the post test or final test of the experimental group which uses the Quizizz application is superior to the control group which uses the Kahoot application.

3. Data on Pre-requisites Test

A. Data on Homogeneity Test

The homogeneity test was carried out to find out whether the two groups, namely the experimental group and the control group, were homogeneous or not. The homogeneity test can be seen from the significance results. If the significance value based on mean is > 0.05 , it can be concluded that it is homogeneous. If < 0.05 then the results are heterogeneous or not the same. Such as the results of data processing from the post test of the experimental group and control group as follows:

1) Control group Post Test

Table 4. 10 Control Group Homogeneity Test Processing Results

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Reading ability results	Based on Mean	7.180	1	62	.009
	Based on Median	6.785	1	62	.011
	Based on Median and with adjusted df	6.785	1	55.113	.012
	Based on trimmed mean	6.977	1	62	.010

Based on table 4.10 in calculating homogeneity using the Levene test, the results found that the data is not homogeneous, because in order for the data to be homogeneous, it must have provisions that the significant value is >0.05 , if the significant value is more than 0.05 then the data can be declared homogeneous, however if the significant value is less than <0.05 then it can be declared inhomogeneous. Like the significant value of the homogeneity table above, it has a value of 0.009, which means that the data is not homogeneous. If the data is not homogeneous then the next thing to do is transform the data, so that it becomes homogeneous by selecting transform in SPSS then, selecting the compute variable icon to create new data, which will then be input into the dependent list column. By transforming the data, the significant values will become homogeneous, as in the following table.

Table 4. 11 Homogeneity Data Transformation Control group

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
DATA	Based on Mean	.418	1	62	.520
	Based on Median	.310	1	62	.580
	Based on Median and with adjusted df	.310	1	54.782	.580
	Based on trimmed mean	.282	1	62	.597

2) Experimental Group Post Test

Table 4. 12 Experimental Group Homogeneity Test Processing

Results

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Reading ability results	Based on Mean	7.180	1	62	.009
	Based on Median	6.785	1	62	.011
	Based on Median and with adjusted df	6.785	1	55.113	.012
	Based on trimmed mean	6.977	1	62	.010

Based on table 4.10, in calculating homogeneity using the Levene test, the results show that the data is not homogeneous, because for the data to be homogeneous there must be a significant value >0.05 , if the significant value is more than 0.05 then the data can be declared homogeneous, but if the significant value is less than <0.05 then it can be declared inhomogeneous. Like the significant value of the homogeneity table above, it has a value of 0.009, which means the data is not homogeneous, because the value is less than <0.05 . If the data is not homogeneous then the next step is to transform the data to make it homogeneous by selecting transform in SPSS then selecting the computing variable icon to create new data which will then be entered into the dependent list column. By transforming the data, the significant values will become homogeneous as in the following table.

Table 4. 13 Homogeneity Data Transformation Experimental Group

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
DATA	Based on Mean	.418	1	62	.520
	Based on Median	.310	1	62	.580
	Based on Median and with adjusted df	.310	1	54.782	.580
	Based on trimmed mean	.282	1	62	.597

B. Data on Normality Test

The normality test was carried out to determine whether the data from the two groups, namely the experimental group and the control group, were normally distributed or not. In this research, the Kolmogorov-Smirnov normality method was used. Based on data processing through SPSS software, the following results are known:

Table 4. 14 Results of normality test data calculations

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Group		Statistic	df	Sig.	Statistic	df	Sig.
Hasil kemampuan reading	Post-Test control (Kahoot)	.113	32	.200*	.974	32	.630
	Post-Test Experiment (Quizizz)	.124	32	.200*	.930	32	.040

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

a. Lilliefors Significance Correction

The processing of the post test data above is normally distributed. This can be proven by the significance value from the table above 0.200, which is a requirement for the data to be said to be normally distributed, if the significance value is > 0.05, a significance value of more than 0.05 can be said to be normal. , however if the significance value is <0.05 then it cannot be said to be normal.

4. Hypotesis Testing

The further test used is using the T-test. After calculating the normality test and homogeneity test, and finding that the results are normal, then carry out further tests with the T-test

Table 4. 15 T-test calculation results on Reading Ability

		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
Hasil kemampuan reading siswa	Equal variances assumed	7.180	.009	-7.280	62	.000	-9.96875	1.36929	-12.70593	-7.23157
	Equal variances not assumed			-7.280	52.156	.000	-9.96875	1.36929	-12.71625	-7.22125

From the calculations in the table above, it can be seen that there are different mean values for the control group and experimental group. It was found that the mean value for the control group was 11.53, and the mean value for the experimental class was 21.50, with a standard deviation for each group. control was 4.1 and experimental group was 6.5. The results of this research show that the reading ability results of the experimental group are better, this is based on the results of the independent T-test with a P-value / significant value = 0.0001. Then there is a significant difference in students' reading ability in the control group which uses Kahoot and the experimental group which uses Quizizz, this can be shown, if $\text{Sig} < \alpha$ (0.05) then H_0 is rejected and H_1 is accepted, which is the significance value in This research is 0.0001, which means there is a significant difference between the reading ability results of the control group and the reading ability results of the experimental group, where in this research the experimental group that used the Quizizz application was superior to the experimental group that used the Kahoot application. So it can be

concluded that using the Quizizz application can significantly improve students' reading abilities.

5. Data on Students' Reading Interest

Apart from studying the increase in students' reading skills using the Kahoot and Quizizz applications, researchers also studied whether students' interest in reading increased if they used gamification learning methods using the Quizizz application or using the Kahoot application. Learning using this application can be effective in developing students' interest and reading skills. To prove whether students' interest in reading has increased, researchers measured it using a questionnaire method, with 5 multiple choice containing strongly agree, agree, neutral, disagree, and strongly disagree, and an assessment was then given to students to answer, after that where each student's answer data is processed using SPSS software on the computer. In processing data via SPSS the researcher used a descriptive method, to determine the level of students' interest in reading, if they used the gamification method.

From the results of SPSS data processing for the Experimental Class using the Quizizz application, researchers found that the average student answer with an agree answer was almost the same as a neutral answer, but the answers for agree and strongly agree were higher than those for disagree and strongly disagree. This shows that by using the gamification method with the Quizizz application students will be more interested in learning. However, this is different from using the

Kahoot application, where on average many students answered disagree, even strongly disagree, but there were still students who chose agree and strongly agree answers. This could possibly happen because there are many complaints from students about using the Kahoot application, such as the user interface being a little difficult to understand, frequent errors and disconnections in the middle of the quiz game, and game rules that involve having to wait for other players to finish taking quizzes or waiting for time. The results of SPSS data processing can be seen in the percentage table of interest in reading as follows.

Table 4. 16 Percentage Of Interest in Reading in the Experimental Group

No	Soal	STS	TS	N	S	SS
1	1	0	0	62.5	21,9	15.6
2	2	0	0	37.5	43.8	18.8
3	3	0	0	50.0	18.8	31.3
4	4	0	0	53.1	25.0	21.9
5	5	0	0	15.6	46.9	37.5
6	6	0	9.4	46.9	34.4	9.4
7	7	0	0	34.4	40.6	25.0
8	8	0	9.4	25.0	37.5	28.1
9	9	0	6.3	28.1	43.8	21.9
10	10	0	6.3	21.9	40.6	31.3
11	11	0	0	15.6	37.5	46.9
12	12	0	0	37.5	50.0	12.5
13	13	0	15.6	46.9	31.3	6.3
14	14	3.1	15.6	43.8	31.3	6.3
15	15	3.1	18.8	50.0	18.8	9.4
16	16	3.1	21.9	34.4	28.1	12.5
17	17	0	15.6	37.5	37.5	9.4
18	18	6.3	21.9	37.5	28.1	6.3
19	19	0	18.8	37.5	34.4	9.4
20	20	3.1	25.0	34.4	28.1	9.4
21	21	0	18.8	28.1	40.6	12.5
22	22	6.3	12.5	28.1	43.8	9.4

23	23	0	6.3	46.9	21.9	25.0
24	24	3.1	15.6	43.8	28.1	9.4
25	25	0	9.4	56.3	25.0	9.4
26	26	0	3.1	56.3	28.1	12.5
27	27	0	3.1	34.4	40.6	21.9
28	28	0	6.3	40.6	37.5	15.6
29	29	0	0	40.6	37.5	21.9
30	30	6.3	12.5	62.5	18.8	0

- *Strongly Disagree = STS*
- *Disagree = TS*
- *Neutral = N*
- *Agree = S*
- *Strongly Agree = SS*

Table 4. 17 Percentage Of Interest in Reading in the Control Group

No	Soal	STS	TS	N	S	SS
1	1	12.5	3.1	62.5	18.8	3.1
2	2	12.5	18.8	31.3	31.3	6.3
3	3	12.5	28.1	43.8	12.5	3.1
4	4	12.5	12.5	50.0	21.9	3.1
5	5	12.5	12.5	15.6	37.5	21.9
6	6	12.5	15.6	46.9	18.8	6.3
7	7	12.5	12.5	31.3	28.1	15.6
8	8	12.5	12.5	25.0	31.3	18.8
9	9	12.5	21.9	28.1	34.4	3.1
10	10	12.5	15.6	18.8	31.3	21.9
11	11	6.3	18.8	18.8	28.1	28.1
12	12	6.3	12.5	31.3	40.6	9.4
13	13	6.3	21.9	43.8	25.0	3.1
14	14	9.4	12.5	43.8	28.1	6.3
15	15	6.3	21.9	43.8	18.8	9.4
16	16	3.1	21.9	34.4	28.1	12.5
17	17	6.3	18.8	31.3	34.4	9.4
18	18	6.3	28.1	31.3	28.1	6.3
19	19	6.3	21.9	28.1	34.4	9.4
20	20	6.3	34.4	21.9	28.1	9.4
21	21	6.3	21.9	25.0	40.6	6.3
22	22	9.4	15.6	28.1	37.5	9.4
23	23	12.5	9.4	40.6	12.5	25.0
24	24	9.4	21.9	34.4	28.1	6.3
25	25	6.3	12.5	46.9	25.0	9.4
26	26	6.3	9.4	46.9	25.0	12.5
27	27	6.3	9.4	25.0	40.6	18.8
28	28	3.1	12.5	31.3	37.5	15.6
29	29	3.1	6.3	37.5	34.4	18.8
30	30	9.4	21.9	50.0	18.8	0

- *Strongly Disagree = STS*
- *Disagree = TS*
- *Neutral = N*
- *Agree = S*
- *Strongly Agree = SS*

After that, in reading interest there is a T-test calculation from the results of reading interest scores between the experimental class and the control class, which in this calculation is to prove whether there is a difference between the two, or whether there is no difference between the two. So it was found that the sig. (2-tailed) value was 0.000, which means there is a significant difference between interest in reading using the Quizizz application and using the Kahoot application. This is based on the basis of decision making that a value <0.05 means there is a significant difference between the two, but if the value is >0.05 it means there is no significant difference between the two. The results of the T-test calculation are as follows.

Table 4. 18 T-test calculation results on Reading Interest

		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	
Results of students' reading interest	Equal variances assumed	.601	.441	3.768	62	.000	10.625	2.820	4.988	16.262	
	Equal variances not assumed			3.768	60.219	.000	10.625	2.820	4.985	16.265	

B. Discussion

The results of students' reading abilities are measured using multiple choice objective tests, which are given before and after learning. Multiple choice tests were given to experimental group students and control group students. This aims to determine the results of students' reading abilities by using the Quizizz application as a formative assessment tool. The research conducted by the researcher resulted in changes to students' learning methods in class, which in the research solved a problem, including:

- 1) There is a significant effect of using Quizizz on reading interest in class VIII students at SMP Al Islam 1 Surakarta, this is proven by an increase in students' reading ability, and based on the results of a questionnaire about reading interest that researchers distributed to students, and the results show that on average students like it gamification application-based learning. Not only that, with students interested in application-based learning, students can also further develop their reading strategies and also increase their knowledge. According to (Harmer, 2010) Reading is very important in the language teaching and learning process because it will provide opportunities for students to develop reading strategies and gain knowledge about many things according to their interests and goals.
- 2) There is a significant influence of using Quizizz on the reading ability of class VIII students at SMP Al Islam 1 Surakarta, this is proven by the development of students' scores from the beginning when taking the pretest, then being given treatment, to the post test, the results of which show that students' reading ability has increased. As stated by (Ismail et al., 2017), Reading is one of the receptive skills that is important for students to master because it can improve students' English language skills in general and can also increase students' English vocabulary.
- 3) There is a significant effect of using Quizizz on reading interest and reading ability of class VIII students at SMP Al Islam 1

Surakarta. This was proven when the questionnaire was distributed at the end of the meeting regarding reading interest, and the results showed that many students were interested in using Quizizz as a learning tool, then there was an increase in reading ability, which could be proven from the pretest results to the posttest results, which experienced a significant increase. significant impact on student test scores, and means that gamification-based learning applications such as Quizizz, can advance students in reading skills, as according to (Basuki & Hidayati, 2019), the Quizizz application is one of the many awesome learning media for class quiz games that allows teachers See students' progress in reading skills.

From the results of this research, the data obtained for processing came from the pretest and posttest results in both the experimental group and the control group, and the improvement in students' reading skills was achieved through treatment carried out by researchers for almost one month, in this case the researchers focused on providing learning about reading to students. use the Quiziz application as a learning tool.

The implementation of the Quizizz application into learning was carried out 4 times, namely during the pre-test, then during student treatment and during the post-test. At the research stage, the researcher gave pretest questions to students, this aimed to determine students' initial knowledge regarding the material for reading recount text. After the students finished working on the pretest questions, the researcher then

provided material and explained what recount text was. When giving pretest questions, the researcher determines the time limit for processing, namely 35 minutes. This is in accordance with the literature review from Pradnyadewi, D. A. M., & Kristen, P. E. (2021) with the research title "Using Quizizz in Improving Students' Reading Skills" it can be concluded that this research is increasingly improving students' reading skills, here the researcher uses a method, namely the teacher carries out reading activities and then gives 15 to 20 minutes during the lesson to work on quiz questions, in the Quizizz application. Then at the second meeting, the researcher was given half an hour to review the basic material of recount text, instructed students to learn to answer recount text questions available on Quizizz, at the third meeting, the researcher explained the correct use of grammar in working on recount text questions, then taught about the types of recount text, then the generic structure of recount text, and then the researcher instructed them to work on these questions via Quizizz. After that, at the fourth meeting the researcher repeated the material and carried out a post test as the final result.

Based on the research results obtained, using the Quizizz application has a big influence on improving students' reading skills, as stated by (Ismail et al., 2017) Reading is one of the important receptive skills for students to master because it can improve students' general language skills in English and can also improve students' English vocabulary. This is comparable to research conducted by researchers, based on data from statistical calculations on the use of the Quizizz application, the data

shows the highest score from the experimental group pretest was 27, then increased until it showed a posttest score in the experimental group of 30 or correct overall, then The average student score also increased, from the experimental group's pretest initially 13.44 then the posttest to 21.50. Likewise, in the control group which used the Kahoot application, the highest score in the pretest control class students were able to answer 16 correctly, then in the post test it increased to 20, then in the pretest average of the control group, which was initially 11.03 then experienced an increase in post test was 11.53, this shows that students' reading abilities have increased, either by using the Quizizz application or using the Kahoot application.

Reading is a very important lesson, to attract interest in reading of course you need an interesting learning method, one of which is using a gamification-based learning method, and this method can use the Quizizz application or the Kahoot application, by using a game-based learning method, it can be interesting students' interests so that students can develop their reading skills and gain extensive knowledge, this is in accordance with theory (Harmer, 2010) Reading is very important in the language teaching and learning process because it will provide opportunities for students to develop their reading strategies and gain knowledge about many things , with their interests and goals. And this is comparable to the results of research conducted by researchers, by using the gamification learning method students' interest is increasing, this is proven by the percentage results of the questionnaire regarding student

interest using the Quizizz application, which is the percentage result regarding interest in reading using the Quizizz application very high. However, in contrast to the questionnaire from the Kahoot application, the questionnaire about interest in reading that was distributed to the control class tended to have a lower percentage. However, the use of both applications both experienced a significant increase in students' interest in reading and reading ability, and each use of the two applications also had advantages and disadvantages, if in using the Quizizz application students had to compete with each other to finish in the same time. fast and there is no time tolerance, however, the use of the Kahoot application depends on the teacher as the operator in working on the quiz questions, so all students can be given the opportunity to have more time to work on them. However, there are also shortcomings in using the Kahoot application, namely the user interface and operation which are difficult for students to understand. However, when using Quizizz students find it easier to understand the user interface of the application, however, when using the learning application, adaptation is needed so that students can really understand it. understand the use of these applications, and each of these applications has advantages and disadvantages, so students must be able to adapt in using learning applications.

This reading research is very helpful for students in overcoming reading problems, because reading is one of the receptive skills that is important for students to master because it can improve students' English language skills in general and can also increase students' English

vocabulary (Ismail et al., 2017). So by increasing students' reading abilities based on pretest and posttest results, students are more interested in interactive and non-monotonous learning.

CHAPTER V

COUNCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of research and discussion, it can be concluded that:

1. Using the Quizizz application as an interactive learning medium can increase students' interest in reading, as well as using the Kahoot application which has the same effect of increasing students' interest in reading. However, there is a significant difference in students' interest in reading, those taught using Quizizz and those taught using Kahoot, and the result is that using the Quizizz application is much more effective in increasing students' interest in reading. The gamification learning method makes learning more fun so that students' interest in reading increases.

2. The use of the Quizizz application has a significant effect on students' reading interest. When students' interest in learning is high, it will affect students' reading abilities, this is shown by students' increasing abilities from the first learning meeting, to the end.

B. Suggestions

Based on the research that has been carried out, the suggestions that researchers can give are as follows:

1. Using the Quizizz learning media requires thorough preparation, and you must be ready and able to overcome technical problems during learning hours.
2. Researchers who want to implement the use of the Quizizz application must be able to condition the class in a calm and comfortable manner, because if the atmosphere is not conducive it will only waste time.
3. Researchers who want to apply the Quizizz application are expected to be able to look for references to the questions they want to give, and be able to determine the time for each question.
4. Researchers who want to implement the Quizizz application can make the best use of their time, so that no time is wasted.
5. Researchers only examined the increase in students' interest in reading and reading ability, based on a comparison between the experimental group that used the Quizizz application, and the control group that used the Kahoot application.

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APPENDIX 1
RESEARCH TEST INSTRUMENT QUESTIONS

Name : Class : Absen :	
Question	Answer
<p>Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.</p> <p>British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village name Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.</p> <p>The strategy to fire Bandung was considered because the power of TRI and people's militia was not comparable to the British forces and NICA. This incident inspired to create the famous song "Halo Halo Bandung". To remember what they did and struggled, they built the Bandung Lautan Api monument.</p> <p>1. Whats is the text about ?</p> <p>a. about the story of Brigade MacDonald</p> <p>b. about was a fire that occurred in Bandung</p> <p>c. about the residents of bandung</p> <p>d. about the history of Bandung as Sea of Fire</p>	D
<p>Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.</p> <p>British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village name Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.</p> <p>The strategy to fire Bandung was considered because the power of TRI and people's militia was not comparable to the British forces and NICA. This incident inspired to create the famous song "Halo Halo Bandung". To remember what they did</p>	A

<p>and struggled, they built the Bandung Lautan Api monument.</p> <p>2. Where did the Bandung as Sea of Fire?</p> <p>a. in the city of Bandung</p> <p>b. in the villages of Bandung</p> <p>c. in the Government of Bandung</p> <p>d. in the the air of Bandung</p>	
<p>Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.</p> <p>British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village name Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.</p> <p>The strategy to fire Bandung was considered because the power of TRI and people's militia was not comparable to the British forces and NICA. This incident inspired to create the famous song "Halo Halo Bandung". To remember what they did and struggled, they built the Bandung Lautan Api monument.</p> <p>3. What can we learn?</p> <p>a. The strong army</p> <p>b. The confort of living in Bandung</p> <p>c. The wise of local people</p> <p>d. The spirit of never giving up</p>	D
<p>Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.</p> <p>British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village name Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.</p> <p>The strategy to fire Bandung was considered because the power of TRI and people's militia was not comparable to the British forces and NICA. This incident inspired to create the famous song "Halo Halo Bandung". To remember what they did and struggled, they built the Bandung Lautan Api monument.</p> <p>4. How was the Bandung as Sea of Fire!</p> <p>a. It was deliberately burned</p>	A

<p>b. It was built by local people c. It was announced by Brigade MacDonald d. It was supported by NICA</p>	
<p>Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.</p> <p>British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village name Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.</p> <p>The strategy to fire Bandung was considered because the power of TRI and people’s militia was not comparable to the British forces and NICA. This incident inspired to create the famous song “Halo Halo Bandung”. To remember what they did and struggled, they built the Bandung Lautan Api monument.</p> <p>5. Why did people build the BLA monument? a. To commemorate a historical event that took place in the city on the evening of July 24th, 1946. b. To commemorate Indonesian awakening day. c. To commemorate a historical event that took place in the city on the evening of March 24th, 1946 d. To commemorate a historical event that took place in the city on the evening of March 24, 1944.</p>	C
<p>Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.</p> <p>British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village name Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.</p> <p>The strategy to fire Bandung was considered because the power of TRI and people’s militia was not comparable to the British forces and NICA. This incident inspired to create the famous song “Halo Halo Bandung”. To remember what they did and struggled, they built the Bandung Lautan Api monument.</p> <p>6. What’s kind of text that you have already read? a. Historical recount b. Personal recount</p>	A

<p>c. Imaginative recount d. Fantastic recount</p>	
<p>Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes. British troops as part of the Brigade MacDonalld arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village name Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.</p> <p>The strategy to fire Bandung was considered because the power of TRI and people’s militia was not comparable to the British forces and NICA. This incident inspired to create the famous song “Halo Halo Bandung”. To remember what they did and struggled, they built the Bandung Lautan Api monument.</p> <p>7. What is the social function of the text ...</p> <p>a. To entertain the reader about fairy tale b. To explain the process of how the people get the freedom c. To inform about last historical story d. To tell the reader about a historical event</p>	<p>D</p>
<p>Order of March the Eleventh), was a document signed by the Indonesian President Sukarno on 11 March 1966. It is said that it was giving the army commander Lt. General Soeharto authority to take whatever measures he ”deemed necessary” to restore order to the chaotic situation during the Indonesian killings of 1965-1966.</p> <p>The abbreviation of “Supersemar” is a play on the name of Semar, the mystic and powerful figure who commonly appears in Javanese mythology including wayang puppet shows. The invocation of Semar was presumably intended to help draw on Javanese mythology to lend support to Soeharto’s legitimacy during the period of the transition of authority from Soekarno to Soeharto.</p> <p>8. What is actually Supersemar?</p> <p>a. Agreement between Soekarno and Soeharto in 1966 b. Soekarno’s legal order to give Soeharto authority in 1966 c. Official letter from Soeharto to take the immediate action d. Formal decree of Soeharto to President in March 1965</p>	<p>B</p>
<p>The Supersemar, the Indonesian abbreviation for “Surat Perintah Sebelas Maret” (Order of March the Eleventh), was a document signed by the Indonesian President Sukarno on 11 March 1966. It is said that it was giving the army commander Lt. General Soeharto authority to take whatever measures he ”deemed necessary” to restore order to the chaotic situation during the Indonesian killings of 1965-1966.</p> <p>The abbreviation of “Supersemar” is a play on the name of Semar, the mystic and powerful figure who commonly appears in Javanese</p>	<p>D</p>

<p>mythology including wayang puppet shows. The invocation of Semar was presumably intended to help draw on Javanese mythology to lend support to Soeharto's legitimacy during the period of the transition of authority from Soekarno to Soeharto.</p> <p>9. It is said that it was.....(second paragraph line 1). What does the word "it" refer to?</p> <p>a. Authority b. Document c. Instruction d. Supersemar</p>	
<p>The Supersemar, the Indonesian abbreviation for "Surat Perintah Sebelas Maret" (Order of March the Eleventh), was a document signed by the Indonesian President Sukarno on 11 March 1966. It is said that it was giving the army commander Lt. General Soeharto authority to take whatever measures he "deemed necessary" to restore order to the chaotic situation during the Indonesian killings of 1965-1966.</p> <p>The abbreviation of "Supersemar" is a play on the name of Semar, the mystic and powerful figure who commonly appears in Javanese mythology including wayang puppet shows. The invocation of Semar was presumably intended to help draw on Javanese mythology to lend support to Soeharto's legitimacy during the period of the transition of authority from Soekarno to Soeharto.</p> <p>10. How long was the chaotic situation happened?</p> <p>a. One month b. Three months c. Six months d. One year</p>	D
<p>The Supersemar, the Indonesian abbreviation for "Surat Perintah Sebelas Maret" (Order of March the Eleventh), was a document signed by the Indonesian President Sukarno on 11 March 1966. It is said that it was giving the army commander Lt. General Soeharto authority to take whatever measures he "deemed necessary" to restore order to the chaotic situation during the Indonesian killings of 1965-1966.</p> <p>The abbreviation of "Supersemar" is a play on the name of Semar, the mystic and powerful figure who commonly appears in Javanese mythology including wayang puppet shows. The invocation of Semar was presumably intended to help draw on Javanese mythology to lend support to Soeharto's legitimacy during the period of the transition of authority from Soekarno to Soeharto.</p> <p>11. What does the last paragraph tell us about?</p> <p>a. The origin of word supersemar b. The history of supersemar c. The spirits of supersemar d. The effect of supersemar</p>	A
<p>On August 6, 1945 an atomic bomb was dropped on the Japanese city of Hiroshima by the United States. It demoralized the spirit of the Japanese army in the world. The following day, The Committee for Indonesian Independence confirmed the wish to achieve the Independence of Indonesia. On August 9, 1945, the second atomic bomb</p>	A

<p>dropped on Nagasaki, causing the Japanese surrendered to the United States and its allies.</p> <p>On 14 August 1945, Japan formally surrendered to the Allies on board the USS Missouri. hearing this,a young group urged elderly to immediately proclaim the independence of Indonesia. However, the elderly did not want group did want to rush. Some consultation was conducted in days of meeting. They then prepared the text of the proclamation of Indonesian Independence.</p> <p>The next morning ,on 17 August 1945, Soekarno read the text of the proclamation of Indonesia independence. Then the flag of Indonesia was raised-followed by a speech by Soewirijo, deputy mayor of Jakarta. It was the mark of the The next morning ,on 17 August 1945, Soekarno read the text of the proclamation of Indonesia independence. Then the flag of Indonesia was raised-followed by a speech by soewirijo, deputy mayor of Jakarta. It was the mark of the independence of a country.</p> <p>12. What is the text about?</p> <p>a. The events which happened before the Proclamation of Indonesian Independence</p> <p>b. The events which happened after the Proclamation of Indonesian Independence</p> <p>c. The events which happened when Soekarno was declaring Indonesian Independence</p> <p>d. The events which happened when Soekarno was meeting with the committee of Indonesian Independence</p>	
<p>On August 6, 1945 an atomic bomb was dropped on the Japanese city of Hiroshima by the United States. It demoralized the spirit of the Japanese army in the world. The following day, The Committee for Indonesian Independence confirmed the wish to achieve the Independence of Indonesia. On August 9, 1945, the second atomic bomb dropped on Nagasaki, causing the Japanese surrendered to the United States and its allies.</p> <p>On 14 August 1945, Japan formally surrendered to the Allies on board the USS Missouri. hearing this,a young group urged elderly to immediately proclaim the independence of Indonesia. However, the elderly did not want group did want to rush. Some consultation was conducted in days of meeting. They then prepared the text of the proclamation of Indonesian Independence.</p> <p>The next morning ,on 17 August 1945, Soekarno read the text of the proclamation of Indonesia independence. Then the flag of Indonesia was raised-followed by a speech by Soewirijo, deputy mayor of Jakarta. It was the mark of the The next morning ,on 17 August 1945, Soekarno read the text of the proclamation of Indonesia independence. Then the flag of Indonesia was raised-followed by a speech by soewirijo, deputy mayor of Jakarta. It was the mark of the independence of a country.</p> <p>13. When did Indonesian Independence proclamation happen?</p> <p>a. on 17 August 1945</p> <p>b. On 6 August 1945</p> <p>c. On 9 August 1945</p> <p>d. On 14 August 1945</p>	A
<p>On August 6, 1945 an atomic bomb was dropped on the Japanese city of Hiroshima by the United States. It demoralized the spirit of the</p>	D

<p>Japanese army in the world. The following day, The Committee for Indonesian Independence confirmed the wish to achieve the Independence of Indonesia. On August 9, 1945, the second atomic bomb dropped on Nagasaki, causing the Japanese surrendered to the United States and its allies.</p> <p>On 14 August 1945, Japan formally surrendered to the Allies on board the USS Missouri. hearing this,a young group urged elderly to immediately proclaim the independence of Indonesia. However, the elderly did not want group did want to rush. Some consultation was conducted in days of meeting. They then prepared the text of the proclamation of Indonesian Independence.</p> <p>The next morning ,on 17 August 1945, Soekarno read the text of the proclamation of Indonesia independence. Then the flag of Indonesia was raised-followed by a speech by Soewirijo, deputy mayor of Jakarta. It was the mark of the The next morning ,on 17 August 1945, Soekarno read the text of the proclamation of Indonesia independence. Then the flag of Indonesia was raised-followed by a speech by soewirijo, deputy mayor of Jakarta. It was the mark of the independence of a country.</p> <p>14. What is not the background event?</p> <ol style="list-style-type: none"> The bombing in Hiroshima The bombing in Nagasaki Japan surrendered to the Allies The flag of Indonesia was raised 	
<p>On August 6, 1945 an atomic bomb was dropped on the Japanese city of Hiroshima by the United States. It demoralized the spirit of the Japanese army in the world. The following day, The Committee for Indonesian Independence confirmed the wish to achieve the Independence of Indonesia. On August 9, 1945, the second atomic bomb dropped on Nagasaki, causing the Japanese surrendered to the United States and its allies.</p> <p>On 14 August 1945, Japan formally surrendered to the Allies on board the USS Missouri. hearing this,a young group urged elderly to immediately proclaim the independence of Indonesia. However, the elderly did not want group did want to rush. Some consultation was conducted in days of meeting. They then prepared the text of the proclamation of Indonesian Independence.</p> <p>The next morning ,on 17 August 1945, Soekarno read the text of the proclamation of Indonesia independence. Then the flag of Indonesia was raised-followed by a speech by Soewirijo, deputy mayor of Jakarta. It was the mark of the The next morning ,on 17 August 1945, Soekarno read the text of the proclamation of Indonesia independence. Then the flag of Indonesia was raised-followed by a speech by soewirijo, deputy mayor of Jakarta. It was the mark of the independence of a country.</p> <p>15. What happened before 14 August 1945?</p> <ol style="list-style-type: none"> The bombing in Nagasaki Soekarno read the text of the proclamation A young group urged elderly The flag of Indonesia was raised 	A
<p>On August 6, 1945 an atomic bomb was dropped on the Japanese city of Hiroshima by the United States. It demoralized the spirit of the Japanese army in the world. The following day, The Committee for Indonesian Independence confirmed the wish to achieve the</p>	D

<p>Independence of Indonesia. On August 9, 1945, the second atomic bomb dropped on Nagasaki, causing the Japanese surrendered to the United States and its allies.</p> <p>On 14 August 1945, Japan formally surrendered to the Allies on board the USS Missouri. hearing this,a young group urged elderly to immediately proclaim the independence of Indonesia. However, the elderly did not want group did want to rush. Some consultation was conducted in days of meeting. They then prepared the text of the proclamation of Indonesian Independence.</p> <p>The next morning ,on 17 August 1945, Soekarno read the text of the proclamation of Indonesia independence. Then the flag of Indonesia was raised-followed by a speech by Soewirijo, deputy mayor of Jakarta. It was the mark of the The next morning ,on 17 August 1945, Soekarno read the text of the proclamation of Indonesia independence. Then the flag of Indonesia was raised-followed by a speech by soewirijo, deputy mayor of Jakarta. It was the mark of the independence of a country.</p> <p>16. How is the date 17 August 1945 for Indonesia?</p> <p>a. usual b. common c. unspecial d. significant</p>	
<p>I just returned from the greatest summer vacation! It was so fantastic, I never wanted it to end. I spent eight days in Paris, France. My best friends, Henry and Steve, went with me. We had a beautiful hotel room in the Latin Quarter, and it wasn't even expensive. We had a balcony with a wonderful view.</p> <p>We visited many famous tourist places. My favorite was the Louvre, a well-known museum. I was always interested in art, so that was a special treat for me. The museum is so huge, you could spend weeks there. Henry got tired walking around the museum and said "Enough! I need to take a break and rest."</p> <p>We took lots of breaks and sat in cafes along the river Seine. The French food we ate was delicious. The wines were tasty, too. Steve's favorite part of the vacation was the hotel breakfast. He said he would be happy if he could eat croissants like those forever. We had so much fun that we're already talking about our next vacation.</p> <p>17. Who got tired walking in the Louvre museum?</p> <p>A. Henry B. Harry C. Seine D. Steve</p>	A
<p>I just returned from the greatest summer vacation! It was so fantastic, I never wanted it to end. I spent eight days in Paris, France. My best friends, Henry and Steve, went with me. We had a beautiful hotel room in the Latin Quarter, and it wasn't even expensive. We had a balcony with a wonderful view.</p> <p>We visited many famous tourist places. My favorite was the Louvre, a well-known museum. I was always interested in art, so that was a special treat for me. The museum is so huge, you could spend weeks there. Henry got tired walking around the museum and</p>	B

<p>said “Enough! I need to take a break and rest.”</p> <p>We took lots of breaks and sat in cafes along the river Seine. The French food we ate was delicious. The wines were tasty, too. Steve’s favorite part of the vacation was the hotel breakfast. He said he would be happy if he could eat croissants like those forever. We had so much fun that we’re already talking about our next vacation.</p> <p>18. What did Steve enjoy the most?</p> <p>A. The hotel breakfast and the croissants</p> <p>B. The wine and the food</p> <p>C. The Latin Quarter and the balcony</p> <p>D. The cafes along the river Seine</p>	
<p>Last weekend, I visited my pen pal’s house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.</p> <p>After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.</p> <p>After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.</p> <p>19. The text above tells us about</p> <p>A. A holiday at a friend’s place</p> <p>B. A picture of bird</p> <p>C. A big bird cage</p> <p>D. A big garden</p>	D
<p>Last weekend, I visited my pen pal’s house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.</p> <p>After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.</p> <p>After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.</p> <p>20. What is the last paragraph about?</p> <p>A. Anto had butterflies as his pet</p> <p>B. The writer’s friend is a good swimmer</p> <p>C. There are a lot of flowers in Anto’s house</p>	D

<p>D. The writer had a good time with his friend</p> <p>Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much. After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.</p> <p>After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.</p> <p>21. Where did the writer spend his afternoon?</p> <p>A. Under a tree B. Inside big bird cage C. In the flower garden D. In the swimming pool</p>	D
<p>Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much. After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.</p> <p>After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.</p> <p>22. From the text, we know that the writer</p> <p>A. Had gone and visited many places during his holiday B. Lived in the same village with his pen pal, Anto C. Liked butterflies and swimming very much D. Spent his holiday at friend's house</p>	D
<p>Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard. At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.</p>	D

<p>23. What is the text about?</p> <p>A. The writer’s activities of watching Chicago marathon contest. B. The writer’s wonderful feeling after watching marathon. C. The writer’s good achievement in marathon. D. The changing of the writer’s feeling after joining the marathon.</p>	
<p>Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard. At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.</p> <p>24. To improve his achievement, the writer ...</p> <p>A. Asked for advice how to run well B. Practiced hard with other participants C. Planned to join another marathon D. Ran faster and faster</p>	C
<p>Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard. At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.</p> <p>25. What was the writer’s intention when he decided to join his first marathon?</p> <p>A. He would get the winner B. He just wanted to get an experience C. He planned to join another marathon D. He wanted to complete 26,2 miles run</p>	B
<p>Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard. At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.</p> <p>26. “... I change my mind.” (Paragraph 2) The word “mind” is closest in meaning to ...</p>	C

<p>A. Decision B. Ambition C. Thought D. Suggestion</p>	
<p>On my daughter's 1st birthday, I made a cake for her. I decorated it with the Disney characters, Mickey Mouse and Donald Duck. It was such a wonderful experience for me. My wife inspired me to make this special birthday cake. She is very good at making cakes.</p> <p>On that day, I went and got all items for the cake. I had never made a cake before, so I felt a little bit nervous. Before I made the cake, I imagined how to decorate it, then I started right away. I chose the flavour. I made a cake with chocolate flavour. I followed the steps in the recipe carefully. And finally I could make it. It was not bad at all.</p> <p>All the people and the children who were invited to the birthday party liked the cake. I was very proud. My wife told the guests that I made the birthday cake. I felt satisfied when they were surprised that I could make a cake. Since then making cakes has become one of my hobbies.</p> <p>27. What does the text talk about? A. My daughter's 1st birthday B. Wonderful experience C. The first time of making a birthday cake D. My daughter's 3rd birthday</p>	<p>B</p>
<p>On my daughter's 1st birthday, I made a cake for her. I decorated it with the Disney characters, Mickey Mouse and Donald Duck. It was such a wonderful experience for me. My wife inspired me to make this special birthday cake. She is very good at making cakes.</p> <p>On that day, I went and got all items for the cake. I had never made a cake before, so I felt a little bit nervous. Before I made the cake, I imagined how to decorate it, then I started right away. I chose the flavour. I made a cake with chocolate flavour. I followed the steps in the recipe carefully. And finally I could make it. It was not bad at all.</p> <p>All the people and the children who were invited to the birthday party liked the cake. I was very proud. My wife told the guests that I made the birthday cake. I felt satisfied when they were surprised that I could make a cake. Since then making cakes has become one of my hobbies.</p> <p>28. What's the main idea of paragraph two? A. The writer was inspired to make a birthday cake. B. The writer decorated the cake with Disney characters. C. The writer got the idea to make a birthday cake. D. The writer was making the birthday cake</p>	<p>C</p>

<p>On my daughter's 1st birthday, I made a cake for her. I decorated it with the Disney characters, Mickey Mouse and Donald Duck. It was such a wonderful experience for me. My wife inspired me to make this special birthday cake. She is very good at making cakes.</p> <p>On that day, I went and got all items for the cake. I had never made a cake before, so I felt a little bit nervous. Before I made the cake, I imagined how to decorate it, then I started right away. I chose the flavour. I made a cake with chocolate flavour. I followed the steps in the recipe carefully. And finally I could make it. It was not bad at all.</p> <p>All the people and the children who were invited to the birthday party liked the cake. I was very proud. My wife told the guests that I made the birthday cake. I felt satisfied when they were surprised that I could make a cake. Since then making cakes has become one of my hobbies.</p> <p>29. It was not bad at all. (Paragraph 2). The word "it" means...</p> <p>A. A birthday cake B. Birthday cake decoration C. The flavour of birthday cake D. The writer's daughter's 1st birthday party</p>	B
<p>On my daughter's 1st birthday, I made a cake for her. I decorated it with the Disney characters, Mickey Mouse and Donald Duck. It was such a wonderful experience for me. My wife inspired me to make this special birthday cake. She is very good at making cakes.</p> <p>On that day, I went and got all items for the cake. I had never made a cake before, so I felt a little bit nervous. Before I made the cake, I imagined how to decorate it, then I started right away. I chose the flavour. I made a cake with chocolate flavour. I followed the steps in the recipe carefully. And finally I could make it. It was not bad at all.</p> <p>All the people and the children who were invited to the birthday party liked the cake. I was very proud. My wife told the guests that I made the birthday cake. I felt satisfied when they were surprised that I could make a cake. Since then making cakes has become one of my hobbies.</p> <p>30. The writer was inspired to make a birthday cake for his daughter by</p> <p>A. his guest B. his daughter C. his wife D. his children</p>	C

APPENDIX 2
READING INTEREST QUESTIONNAIRE FOR
EXPERIMENTAL GROUP

A. Nama :

B. Kelas :

I. Bacalah pertanyaan pada table berikut. Kemudian berilah tanda (√) pada jawaban yang paling sesuai dengan keadaan yang anda rasakan.

- 1) Sangat Setuju**
- 2) Setuju**
- 3) Netral**
- 4) Tidak Setuju**
- 5) Sangat Tidak Setuju**

Item	1	2	3	4	5
	SS	S	N	TS	STS
1. Saya sangat senang membaca text inggris					
2. Saya pikir membaca text berbahasa inggris terdengar bagus					
3. Saya berlatih membaca bahasa inggris hanya untuk bersenang-senang					
4. Saya sangat tertarik membaca text bahasa inggris.					
5. Saya belajar membaca bahasa inggris agar saya dapat informasi dan wawasan baru.					
6. Saya suka berurusan dengan hal hal tentang bacaan bahasa inggris.					
7. Saya sangat tertarik melatih kemampuan membaca saya, menggunakan aplikasi Quizizz.					
8. Jika penggunaan aplikasi Quizizz sering diterapkan dalam pembelajaran, saya akan lebih mudah belajar					

membaca bahasa inggris.					
9. Ketika ujian kelas, saya akan mengambil kesempatan untuk melatih kemampuan membaca bahasa inggris yang saya miliki.					
10. Saya merasa sangat tertarik membaca serta memahami bacaan bahasa inggris dengan aplikasi Quizizz dan saya harap kemampuan membaca saya meningkat.					
11. Saya ingin belajar membaca bahasa inggris dengan baik, karena itu akan sangat membantu masa depan saya					
12. Saya ingin belajar membaca bahasa inggris menggunakan aplikasi Quizizz dengan baik, agar saya bisa mengerjakan soal dengan benar.					
Kegelisahan					
13. Saya tidak merasa tidak bisa memahami soal reading.					
14. Di kelas bahasa inggris, saya selalu merasa ragu dengan jawaban saya, pada soal reading.					
15. Saya malu mengangkat tangan di kelas bahasa inggris ketika saya tidak faham dengan materi bahasa inggris.					
16. Saya merasa sangat gagal jika saya melakukan kesalahan ketika tidak dapat menjawab soal reading.					
17. Di kelas bahasa inggris, saya merasa sangat gugup ketika diminta untuk menerangkan jawaban soal reading.					
18. Di kelas bahasa inggris, ketika saya mengantisipasi bahwa saya akan diminta untuk menjawab pertanyaan, saya akan gemetar.					
19. Saya selalu takut membuat					

kesalahan ketika menjawab soal reading di kelas					
20. Saat menjawab pertanyaan, saya takut di selaatau dikoreksi oleh guru					
21. Ketika saya menyadari saya telah membuat kesalahan, saya akan menjadi lebih gugup					
22. Saya takut dipandang rendah ketika saya menemukan siswa lain menjawab soal reading bahasa inggris lebih baik daripada saya					
23. Saya selalu peduli dengan pendapat orang lain tentang saya					
24. Saya merasa malu ketika mendapatkan peringkat rendah dalam menjawab soal reading di aplikasi Quizizz.					
Percaya Diri					
25. Saya merasa yakin dengan kemampuan reading saya di kelas.					
26. Saya pikir kemampuan reading yang saya gunakan baik.					
27. Saya percaya pada kemampuan reading saya					
28. Penilaian dari guru atau siswa lain akan memengaruhi kepercayaan diri saya dalam kemampuan membaca bahasa inggris.					
29. Saya selalu berpikir bahwa siswa lain memiliki kemampuan membaca bahasa inggris lebih baik dari pada saya					
30. Saya merasa kemampuan bahasa inggris saya di bawah rata-rata					

APPENDIX 3

READING INTEREST QUESTIONNAIRE FOR CONTROL GROUP

C.Nama :

D.Kelas :

II. Bacalah pertanyaan pada table berikut. Kemudian berilah tanda (√) pada jawaban yang paling sesuai dengan keadaan yang anda rasakan.

6) Sangat Setuju

7) Setuju

8) Netral

9) Tidak Setuju

10) Sangat Tidak Setuju

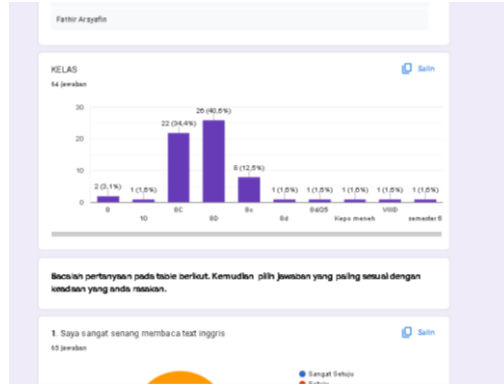
Item	1	2	3	4	5
	SS	S	N	TS	STS
1. Saya sangat senang membaca text inggris					
2. Saya pikir membaca text berbahasa inggris terdengar bagus					
3. Saya berlatih membaca bahasa inggris hanya untuk bersenang-senang					
4. Saya sangat tertarik membaca text bahasa inggris.					
5. Saya belajar membaca bahasa inggris agar saya dapat informasi dan wawasan baru.					
6. Saya suka berurusan dengan hal hal tentang bacaan bahasa inggris.					
7. Saya sangat tertarik melatih kemampuan membaca saya, menggunakan aplikasi Kahoot					
8. Jika penggunaan aplikasi Kahoot sering diterapkan dalam pembelajaran, saya akan lebih mudah belajar membaca bahasa inggris.					
9. Ketika ujian kelas, saya akan mengambil kesempatan untuk melatih kemampuan membaca					

bahasa inggris yang saya miliki.					
10. Saya merasa sangat tertarik membaca serta memahami bacaan bahasa inggris dengan aplikasi Kahoot dan saya harap kemampuan membaca saya meningkat.					
11. Saya ingin belajar membaca bahasa inggris dengan baik, karena itu akan sangat membantu masa depan saya					
12. Saya ingin belajar membaca bahasa inggris menggunakan aplikasi Kahoot dengan baik, agar saya bisa mengerjakan soal dengan benar.					
Kegelisahan					
13. Saya tidak merasa tidak bisa memahami soal reading.					
14. Di kelas bahasa inggris, saya selalu merasa ragu dengan jawaban saya, pada soal reading.					
15. Saya malu mengangkat tangan di kelas bahasa inggris ketika saya tidak faham dengan materi bahasa inggris.					
16. Saya merasa sangat gagal jika saya melakukan kesalahan ketika tidak dapat menjawab soal reading.					
17. Di kelas bahasa inggris, saya merasa sangat gugup ketika diminta untuk menerangkan jawaban soal reading.					
18. Di kelas bahasa inggris, ketika saya mengantisipasi bahwa saya akan diminta untuk menjawab pertanyaan, saya akan gemetar.					
19. Saya selalu takut membuat kesalahan ketika menjawab soal reading di kelas					
20. Saat menjawab pertanyaan,					

saya takut di selaatau dikoreksi oleh guru					
21. Ketika saya menyadari saya telah membuat kesalahan, saya akan menjadi lebih gugup					
22. Saya takut dipandang rendah ketika saya menemukan siswa lain menjawab soal reading bahasa inggris lebih baik daripada saya					
23. Saya selalu peduli dengan pendapat orang lain tentang saya					
24. Saya merasa malu ketika mendapatkan peringkat rendah dalam menjawab soal reading di aplikasi Kahoot					
Percaya Diri					
25. Saya merasa yakin dengan kemampuan reading saya di kelas.					
26. Saya pikir kemampuan reading yang saya gunakan baik.					
27. Saya percaya pada kemampuan reading saya					
28. Penilaian dari guru atau siswa lain akan memengaruhi kepercayaan diri saya dalam kemampuan membaca bahasa inggris.					
29. Saya selalu berpikir bahwa siswa lain memiliki kemampuan membaca bahasa inggris lebih baik dari pada saya					
30. Saya merasa kemampuan bahasa inggris saya di bawah rata-rata					

APPENDIX 4

Results of Student Answers Reading Interest and Reading Ability



Results of Working on Google Form Reading Interest Questions for Experiment Class and Control Class

	A	B	C	D	E	F	G	H	I	J
1	Timestamp	NAMA	KELAS	1. Saya sangat senang	2. Saya pikir membaca	3. Saya betah	4. Saya sangat tertarik	5. Saya belajar memb	6. Saya suka berurus	7. Saya sangat tert
8	7/9/2023 14:13:41	Amalia Julia Sanjaya	8D	Netral	Setuju	Netral	Netral	Setuju	Netral	Setuju
9	7/9/2023 14:16:53	Faiz Rayhan Anindito	8D	Sangat Setuju	Sangat Setuju	Tidak Setuju	Setuju	Sangat Setuju	Setuju	Setuju
10	7/9/2023 14:20:33	sheclia chelsea vallen	8D	Netral	Netral	Netral	Netral	Sangat Setuju	Setuju	Sangat Setuju
11	7/9/2023 14:21:34	Ilhwan aditya P.T	8D	Netral	Setuju	Netral	Setuju	Setuju	Netral	Netral
12	7/9/2023 14:22:19	Aisyah egya putri	8D	Netral	Netral	Setuju	Netral	Netral	Netral	Setuju
13	7/9/2023 14:24:22	Fahir Arsyafin	8D	Setuju	Setuju	Setuju	Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju
14	7/9/2023 14:26:17	Huwaida Hasna Ariefah	8D	Netral	Tidak Setuju	Netral	Tidak Setuju	Setuju	Tidak Setuju	Netral
15	7/9/2023 14:28:13	talitha raissanaya	8D	Netral	Setuju	Sangat Setuju	Setuju	Netral	Setuju	Setuju
16	7/9/2023 14:28:48	Abie Danti Ikaputri	8D	Netral	Setuju	Netral	Setuju	Setuju	Netral	Netral
17	7/9/2023 14:31:10	nawizha keisyia Viend	8D	Setuju	Setuju	Netral	Sangat Setuju	Sangat Setuju	Setuju	Sangat Setuju
18	7/9/2023 14:33:02	Atalanta E. ynnan PJ	8D	Netral	Setuju	Tidak Setuju	Netral	Sangat Setuju	Tidak Setuju	Setuju
19	7/9/2023 14:42:32	alzena shafiqah kirana	8D	Setuju	Setuju	Tidak Setuju	Setuju	Sangat Setuju	Setuju	Setuju
20	7/9/2023 14:46:10	Rakha aptana putra ra	8D	Netral	Netral	Tidak Setuju	Netral	Setuju	Netral	Setuju
21	7/9/2023 14:46:32	Raihan firdaus ns	8D	Netral	Setuju	Netral	Netral	Setuju	Tidak Setuju	Sangat Setuju
22	7/9/2023 14:48:09	Azizah kanna Putri	8D	Netral	Setuju	Tidak Setuju	Netral	Setuju	Netral	Netral
23	7/9/2023 14:52:47	Fabian elmo desmond	8D	Sangat Setuju	Sangat Setuju	Sangat Setuju	Netral	Setuju	Setuju	Netral
24	7/9/2023 15:14:41	Maulana Ahmad Hanz	8D	Netral	Setuju	Netral	Netral	Sangat Setuju	Netral	Setuju
25	7/9/2023 15:15:39	Adhilla Dheahansia Rr	8D	Sangat Setuju	Setuju	Setuju	Sangat Setuju	Netral	Sangat Setuju	Sangat Setuju
26	7/9/2023 15:20:20	Adyatma Wahyu Tri D	8D	Netral	Netral	Tidak Setuju	Netral	Setuju	Netral	Sangat Setuju
27	7/9/2023 15:36:52	Ananta Awalokita	8D	Netral	Netral	Netral	Netral	Setuju	Setuju	Setuju
28	7/9/2023 15:37:03	Onita Aulia Zahny	8D	Netral	Setuju	Tidak Setuju	Setuju	Sangat Setuju	Setuju	Netral
29	7/9/2023 15:47:22	Ditro Azzam Mawid	8D	Setuju	Setuju	Netral	Sangat Setuju	Sangat Setuju	Setuju	Setuju

Experimental Class Reading Interest Data Results

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R		
1	Nama	KELAS	1. Saya s	2. Saya p	3. Saya b	4. Saya s	5. Saya b	6. Saya s	7. Saya s	8. Jika pe	9. Kelika	10. Saya	11. Saya	12. Saya	13. Saya	14. Di kel	15. Saya	16.	
2	Amira Azkia	8C	Setuju	Sangat Setu	Netral	Netral	Sangat Setu	Netral	Setuju	Setuju	Netral	Setuju	Setuju	Setuju	Setuju	Tidak Setuju	Setuju	Tidak	
3	lala	8C	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sang
4	Alisya	8C	Netral	Netral	Netral	Netral	Setuju	Netral	Netral	Tidak Setuju	Setuju	Setuju	Netral	Netral	Netral	Setuju	Netral	Netr	
5	Alliya	8C	Netral	Setuju	Netral	Netral	Setuju	Netral	Setuju	Setuju	Setuju	Sangat Setu	Setuju	Setuju	Setuju	Sangat Setu	Setuju	Sangat Setu	
6	Yasmin	8C	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Netr
7	salwa z	8C	Netral	Netral	Netral	Netral	Sangat Setu	Setuju	Setuju	Setuju	Sangat Setu	Sangat Setu	Sangat Setu	Sangat Setu	Sangat Setu	Sangat Setu	Sangat Setu	Sangat Setu	
8	Quinsha	8C	Netral	Tidak Setuju	Netral	Setuju	Setuju	Netral	Netral	Tidak Setuju	Netral	Setuju	Setuju	Netral	Netral	Netral	Netral	Tidak Setuju	Tidak
9	Rafa	8C	Netral	Netral	Setuju	Netral	Netral	Netral	Tidak Setuju	Setuju	Tidak Setuju	Setuju	Setuju	Setuju	Setuju	Netral	Setuju	Setuju	Setu
10	Dhafina	8C	Setuju	Setuju	Setuju	Setuju	Sangat Setu	Sangat Setu	Sangat Setu	Sangat Setu	Sangat Setu	Sangat Setu	Sangat Setu	Setuju	Setuju	Sangat Tida	Netral	Tidak	
11	Salma	8C	Netral	Tidak Setuju	Netral	Tidak Setuju	Setuju	Tidak Setuju	Netral	Tidak Setuju	Netral	Setuju	Setuju	Netral	Tidak Setuju	Sangat Setu	Sangat Setu	Sangat Setu	Sang
12	Alvaro	8C	Netral	Setuju	Sangat Setu	Setuju	Netral	Setuju	Setuju	Netral	Tidak Setuju	Sangat Setu	Sangat Setu	Setuju	Setuju	Netral	Netral	Netral	Tidak
13	farah	8C	Netral	Setuju	Netral	Setuju	Setuju	Netral	Netral	Setuju	Tidak Setuju	Tidak Setuju	Setuju	Setuju	Netral	Netral	Netral	Netral	Netr
14	Almeira	8C	Setuju	Setuju	Netral	Netral	Netral	Netral	Netral	Netral	Netral	Netral	Netral	Netral	Setuju	Tidak Setuju	Netral	Netral	Netr
15	Dzaka	8C	Netral	Setuju	Tidak Setuju	Netral	Sangat Setu	Tidak Setuju	Setuju	Netral	Netral	Netral	Tidak Setuju	Tidak Setuju	Netral	Setuju	Netral	Netr	
16	Tsaqief	8C	Setuju	Tidak Setuju	Tidak Setuju	Setuju	Sangat Setu	Setuju	Setuju	Setuju	Setuju	Tidak Setuju	Tidak Setuju	Tidak Setuju	Tidak Setuju	Netral	Setuju	Netr	
17	Aim	8C	Netral	Tidak Setuju	Tidak Setuju	Netral	Setuju	Netral	Setuju	Setuju	Setuju	Setuju	Setuju	Sangat Setu	Netral	Setuju	Netral	Setu	
18	Angelica	8C	Netral	Tidak Setuju	Tidak Setuju	Netral	Tidak Setuju	Tidak Setuju	Setuju	Netral	Netral	Netral	Netral	Setuju	Netral	Setuju	Setuju	Setu	
19	afaa	8C	Netral	Setuju	Tidak Setuju	Netral	Setuju	Netral	Netral	Netral	Tidak Setuju	Netral	Netral	Setuju	Setuju	Netral	Setuju	Setu	
20	laila	8C	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Netr
21	ARDHA	8C	Netral	Netral	Setuju	Netral	Tidak Setuju	Netral	Tidak Setuju	Setuju	Setuju	Setuju	Sangat Setu	Netral	Netral	Tidak Setuju	Netral	Tidak	
22	Ardah	8C	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Sangat Tida	Setu
23	Lintang	10	Netral	Netral	Tidak Setuju	Netral	Setuju	Netral	Sangat Setu	Sangat Setu	Netral	Sangat Setu	Tidak Setuju	Tidak Setuju	Setuju	Netral	Tidak Setuju	Netr	
24	Azrian	8C	Netral	Netral	Netral	Netral	Setuju	Setuju	Setuju	Setuju	Sangat Setu	Sangat Setu	Sangat Setu	Sangat Setu	Sangat Setu	Sangat Setu	Sangat Setu	Sangat Setu	Tidak

Control Class Reading Interest Data Results

#	Pertanyaan	talitha (talitha)	Nadiala (Nadiala)	Qonita 26 (Qonita 26)	izril (izril)	Maulana	Azzam (Azzam)	Raihan	fadila (fadila)	imel	Jatmiko (Jatmiko)	ADYATMA
1	1. What is the text about?	about the hist	about the hist	about the hist	about the hist	about the history of Bandung	about the hist	about the hist	about the hist	about the hist	about the hist	about the hist
2	2. Where did the Bandung as Sea of Fire?	in the city of E	in the city of E	in the city of E	in the city of E	in the city of E	in the city of E	in the city of E	in the city of E	in the city of E	in the city of E	in the city of E
3	3. What can we learn?	The confort of	The confort of	The confort of	The confort of	The confort of	The confort of	The confort of	The confort of	The confort of	The confort of	The confort of
4	4. How was the Bandung as Sea of Fire?	It was built by	It was announced	It was announced	It was announced	It was announced	It was announced	It was announced	It was announced	It was announced	It was announced	It was announced
5	5. Why did people build the BLA monument?	To commemo	To commemo	To commemo	To commemo	To commemo	To commemo	To commemo	To commemo	To commemo	To commemo	To commemo
6	6. What's kind of text that you have already read?	Fantastic recc	Imaginative re	Historical recc	Imaginative recc	Imaginative recc	Imaginative recc	Imaginative recc	Imaginative recc	Imaginative recc	Imaginative recc	Imaginative recc
7	7. What is the social function of the text ...	To inform abo	To inform abo	To inform abo	To inform abo	To inform abo	To inform abo	To inform abo	To inform abo	To inform abo	To inform abo	To inform abo
8	8. What is actually Supersemar?	Formal decree	Soekarno's lej	Official letter	Agreement between	Soekar Agreement	between Soekar	Agreement be	Soekarno's lej	So	So	So
9	9. It is said that it was....(second paragraph line)	Authority	Document	Document	Document	Document	Document	Document	Document	Document	Document	Document
10	10. How long was the chaotic situation happened?	One year	Three months	One month	One year	Three months	One year	Three months	One year	Three months	One year	Three months
11	11. What does the last paragraph tell us about?	The history of	The origin of	The spirits of	The origin of	The history of	The spirits of	The origin of	The history of	The spirits of	The origin of	The history of
12	12. What is the text about?	The events w	The events w	The events w	The events w	The events w	The events w	The events w	The events w	The events w	The events w	The events w
13	13. When did Indonesian Independence proclama	on 17 August	on 17 August	on 17 August	on 17 August	on 17 August	on 17 August	on 17 August	on 17 August	on 17 August	on 17 August	on 17 August
14	14. What is not the background event?	The flag of inc	The bombing	The bombing	The bombing	The bombing	The bombing	The bombing	The bombing	The bombing	The bombing	The bombing
15	15. What happened before 14 August 1945?	The flag of inc	The bombing	The bombing	The bombing	The bombing	The bombing	The bombing	The bombing	The bombing	The bombing	The bombing
16	16. How is the date 17 August 1945 for Indonesia?	significant	significant	significant	usual	unspedal	significant	significant	significant	significant	significant	significant
17	17. What did Steve enjoy the most?	The hotel brei	The Latin Quai	The hotel brei	The hotel brei	The wine and	The Latin Quarter	and the ba	The hotel breakfast	and the	The hotel breakfast	and the

Results of Unprocessed Pretest Data in the Experimental Class using Quizizz

#	Nama Siswa	Kelas	Siswa	Pre	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Kor	Total				
1	ABE	D	1	1	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	20			
2	ASHILA	D	1	1	0	0	1	1	0	0	0	0	0	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	35	
3	ADYATMA	D	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3		
4	ASHRA	D	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	14	
5	ASRYAN	D	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
6	ALDEHA	D	1	1	0	0	0	1	0	1	0	1	0	1	1	0	0	1	0	0	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	0	1	35	
7	AMALIA	D	1	1	0	0	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	35
8	ANANTA	D	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	20
9	ASLIM	D	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
10	ATALANTA	D	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
11	ALICHA	D	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
12	CESYA	D	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
13	FABIAN	D	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	20
14	FADIA	D	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	FAZ	D	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	20
16	FATHIR	D	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	20
17	HUVADA	D	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	BHAWAN	D	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	IMEL	D	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
20	MALLAMA	D	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
21	MURHAMAD	D	1	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	MANAF	D	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
23	NEDIA	D	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
24	NAVYRHA	D	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
25	PRASAPTA	D	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
26	QONITA	D	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
27	RAHAN	D	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
28	RAFIA	D	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
29	RAKHA	D	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30	RESKI	D	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
31	SHECILLA	D	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
32	THALITA	D	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Experimental Class Pretest Data Processed Results using Quizizz

#	Pertanyaan	faiz,fabian (faiz,fabian)	Rafa, Fathir (Rafa, Fathir)	Abiee (Abiee)	Ananta_08* (Ananta_08*)	zena (rena)	imel	aqilah (aqilah)	amalila (amalila)	keisyaa (keisyaa)	Adhillaaa (Adhillaaa)	(ADIT_03) (ADIT_03)
1	1. What is the text about?	about the hist	about the hist	about the hist	about the hist	about the hist	about the hist	about the hist	about the hist	about the hist	about the hist	about the hist
2	2. Where did the Bandung as Sea of Fire?	in the city of E	in the city of E	in the city of E	in the city of E	in the city of E	in the city of E	in the city of E	in the city of E	in the city of E	in the city of E	in the city of E
3	3. What can we learn?											

Rank	Player	Total Score (points)	Q1	Q2	Q3
1	latiya	17495	0	516	877
2	ardah	16865	545	547	741
3	lata	16393	0	598	0
4	latas	14883	788	527	727
5	Amira Akka	14183	564	564	0
6	salvaz	11347	0	557	0
7	Dzaka	10977	0	0	0
8	Dharina	10645	523	504	0
9	ardha	10747	555	573	829
10	Atian	10591	647	0	850
11	Daiichaa F	10495	750	699	0
12	Amira	8859	512	530	0
13	angelca	8731	677	0	0
14	am	8197	522	0	0
15	farah	8080	0	794	0
16	jufi ora mokel	7864	0	860	884

Unprocessed Post-test Data Results in Control Class Using Kahoot

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29		
1	1	1	0	0	1	1	0	0	1	0	1	1	0	1	0	1	0	0	0	1	1	1	1	1	0	0	0	0		
2	0	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	0		
3	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	0		
4	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	0		
5	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	0		
6	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	0		
7	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
8	0	1	0	0	0	1	0	0	1	1	0	0	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0		
9	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0		
10	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0		
11	1	1	0	0	0	1	0	0	1	1	0	0	1	0	1	0	1	0	0	1	0	0	1	0	1	0	1	0		
12	1	1	0	0	0	0	1	0	1	1	0	0	1	0	1	0	1	1	0	0	0	0	0	1	1	0	0	0		
13	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	0	1	1	0	0	0	0	0	0	1	1	0	0		
14	0	1	0	0	0	0	1	1	0	0	0	1	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0		
15	1	1	0	0	1	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0		
16	0	0	0	1	1	1	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0		
17	1	1	0	0	1	1	0	0	1	0	1	1	0	1	0	1	0	1	0	0	0	0	1	1	1	1	0	0	0	
18	1	0	0	0	0	1	0	0	1	1	0	0	1	0	1	0	1	1	0	0	0	0	0	1	1	0	0	0	0	
19	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	0	1	1	0	0	0	0	0	1	1	0	0	0	0	
20	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	
21	1	0	0	1	0	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
22	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
23	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	
24	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
25	1	0	1	1	0	1	1	0	1	0	0	1	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	
26	0	1	1	0	0	1	0	0	1	1	0	0	1	0	1	0	1	0	1	0	0	0	0	1	0	0	0	0	0	
27	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	0	1	1	0	0	0	0	0	0	1	1	0	0	0	
28	0	1	1	0	0	1	0	0	1	1	0	0	1	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	
29	1	1	0	0	1	1	0	0	1	0	1	1	0	1	0	1	0	1	0	0	0	0	1	1	1	1	0	0	0	
30	0	0	0	0	1	0	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	
31	0	1	1	0	0	1	0	0	1	1	0	0	1	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	
32	0	1	0	0	0	1	0	0	1	1	0	1	1	0	0	0	1	0	1	0	1	0	0	1	0	0	0	0	0	
33	0	0	0	1	1	1	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	
34	0	1	0	0	0	1	0	0	1	1	0	0	1	0	1	0	1	0	0	0	0	0	1	0	1	0	1	0	0	0
35	0	1	0	0	0	1	0	0	1	1	0	0	1	0	1	0	1	0	0	0	0	0	1	0	1	0	1	0	0	0

Post-test Data Results That Have Been Processed in the Control Class Using Kahoot

APPENDIX 5

LESSONS PLAN

School : SMP Al Islam 1 Surakarta
Subject : English
Class : VIII C
Learning Material : Recount Text
Time Allocation : 60 minute

A. Core Competence

1. Menghargai dan menghayati agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi dan gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competance

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya
4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. able to understand the storyline of recount text
2. able to understand grammatical recount text
3. able to understand the sentence structure of recount text
4. able to understand the purpose of recount text
5. able to identify the type of recount text
6. able to identify information about time and place
7. able to identify social function in recount text

D. Learning Objective

At the end of the lesson, students' reading skills will increase and students will be more interested in learning English, because students often practice reading material such as recount text using the Quizizz application.

E. Learning material, resources, and media

1. Learning material

RECOUNT TEXT

- Recount Text
Yaitu text yang menceritakan sesuatu yang telah terjadi dimasa lampau. Kejadian tersebut bisa kejadian yang menyenangkan dan bisa juga kejadian yang tidak menyenangkan.
- Tipe Recount Text
Ada beberapa tipe dalam recount text, yaitu :
 - Personal Recount
Yang mana text ini menceritakan tentang pengalaman pribadi
 - Faktual Recount
Menyajikan laporan peristiwa yang benar terjadi
 - Biographical Recount
Menceritakan kisah hidup seseorang
 - Imaginative Recount
Menceritakan cerita imajinatif berdasarkan kejadian yang telah terjadi, seperti mimpi.
- Purpose (Tujuan)
Dari recount text, pasti setiap text memiliki tujuan, misalnya seperti :
 - Why is the text written?
 - The text is written for?
 - What is the purpose?
 - What is the social function?
 - What is the wraiter's inventon?Biasanya dalam recount text, jika sudah terdapat pertanyaan yang merujuk pada tujuan, dapat dijawab apakah untuk :
 - To share experience
 - To re tell
 - Incident
 - Make reader learn something
- Generic Structure
Dalam recount text memiliki generic structure seperti :
 - Orientation
Pengenalan informasi tentang siapa, dimana, dan kapan peristiwa terjadi. Biasanya bagian orientation terletakn pada paragraf pertama.

- Events
Berisi tentang rangkaian peristiwa yang ada dalam cerita (kegiatan apa saja yang dilakukan, peristiwa apa yang menarik, dsb)
- Reorientation
Biasanya berisi tentang kesan dari kegiatan atau peristiwa yang dialami (biasanya menyatakan suatu perasaan, bisa bahagia, bisa sedih)
- Ciri-Ciri Recount Text
 - Memiliki judul yang merangkum teks. Contohnya 'My Vacation to Bali' maka ceritanya hanya akan menceritakan seluruh liburan saat berada di bali.
 - Menceritakan peristiwa yang sudah terjadi di masa lampau. Maka Recount text selalu menggunakan past tense, contohnya 'Last month, I went to Bali with my family.'
 - Semua kejadian yang di ceritakan harus secara berurutan. Jadi, harus memakai kata sambung seperti 'when', 'later', 'then', 'after', 'before', dan lain lain.
- Language Feature
 - Past tense
 - I went to bali last week.
 - I spent my holiday in bandung
 - We were very happy
 (mengggunakan bentuk kata kerja masa lampau, atau menggunakan V2)
 - Adverb of time
 - Last week
 - 2 years ago
 - 5 month ago
 - Action verb
 - Played
 - Worked
 - Bought
 - Conjunction
 - After that
 - Then
 - Next
 - Before
 - During
 - Etc
- Berikut adalah contoh recount text :

A Trip to The Zoo

to the Zoo Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. (orientation)

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. (events)

When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo. (reorientation)

2. Resources

<https://www.jagoanbahasainggris.com/2017/04/materi-dan-soal-bahasa-inggris-recount-text-kelas-8-smp.html>

3. Media

Media yang digunakan dalam pembelajaran menggunakan handphone sebagai media pembelajaran interaktif.

F. Teaching method

Dalam pembelajaran, peneliti menerapkan metode gamifikasi. Yaitu dengan menggunakan aplikasi pembelajaran Quizizz.

G. Learning Activity

1. Pertemuan pertama kelas C dan D

➤ Opening activity (5 minute)

- Salam
- Berdoa bersama sebelum belajar
- Peneliti mengecek kehadiran siswa
- Peneliti menjelaskan kepada siswa tentang kegiatan pembelajaran hari ini

➤ Main activity (65 minute)

- Peneliti meminta siswa untuk mengerjakan soal sebisanya terkait dengan materi recount text selama 30 menit menggunakan aplikasi Quizizz untuk kelas D dan menggunakan aplikasi Kahoot untuk kelas C.
- Setelah siswa mengerjakan soal, peneliti, akan mengecek berapa skor siswa, lalu peneliti memberikan treatment dengan mengajarkan materi recount text selama 35 menit.

➤ Closing activity (10 minute)

- Peneliti memberikan tanya jawab terkait recount text
- Siswa di beri kesempatan untuk bertanya
- Guru menutup pembelajaran

2. Pertemuan kedua kelas C dan D

➤ Opening activity (5 minute)

- Salam
- Berdoa bersama sebelum belajar
- Peneliti mengecek kehadiran siswa
- Peneliti mempertanyakan materi minggu lalu
- Peneliti menjelaskan kepada siswa tentang kegiatan pembelajaran hari ini

➤ Main activity (65 minute)

- Peneliti melanjutkan mengajar recount text, secara bertahap, serta memberi latihan soal kepada siswa.
 - Closing activity (10 minute)
 - Peneliti memberikan tanya jawab terkait recount text
 - Siswa di beri kesempatan untuk bertanya
 - Guru menutup pembelajaran
- 3. Pertemuan ke tiga kelas C dan D
 - Opening activity (5 minute)
 - Salam
 - Berdoa bersama sebelum belajar
 - Peneliti mengecek kehadiran siswa
 - Peneliti mempertanyakan materi minggu lalu tentang recount text
 - Peneliti menjelaskan kepada siswa tentang kegiatan pembelajaran hari ini
 - Main activity (65 minute)
 - Peneliti melanjutkan mengajar recount text, secara lengkap, serta membuat tanya jawab seputar materi recount text, lalu memberikan soal kepada siswa.
 - Closing activity (10 minute)
 - Peneliti memberikan tanya jawab terkait recount text
 - Siswa di beri kesempatan untuk bertanya
 - Guru menutup pembelajaran
- 4. Pertemuan ke empat kelas C dan D
 - Opening activity (5 minute)
 - Salam
 - Berdoa bersama sebelum belajar
 - Peneliti mengecek kehadiran siswa
 - Peneliti mempertanyakan materi minggu lalu tentang recount text
 - Peneliti menjelaskan kepada siswa tentang kegiatan pembelajaran hari ini
 - Main activity (65 minute)
 - Peneliti mengulang sedikit materi minggu lalu, tentang recount text selama 35 menit, lalu dilanjutkan dengan mengerjakan soal post test dengan menggunakan aplikasi Quizizz untuk kelas D dan aplikasi Kahoot untuk kelas C selama 30 menit.
 - Closing activity (10 minute)
 - Siswa di beri kesempatan untuk bertanya
 - Guru menutup pembelajaran

APPENDIX 6 DOCUMENTATION

Use of the Quizizz application



Providing Recount text learning materials



Providing learning materials



Providing learning materials



Use of the Quizizz application



Use of the Kahoot application

