



Analysing Students' Perception of Web-Based Learning with Quizziz Application in Reading Comprehension at SMP Negeri 3 Sungguminasa

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Abstract: Learning motivation is one of the determining factors in achieving learning objectives. From learning motivation, students have the desire to follow learning continuously. Therefore, a teacher must be able to increase student motivation in learning and there are many ways that teachers can use to increase student motivation and one way to increase student motivation is to use media that is fun and easy for students to use. Quizizz is one of the learning applications used by SMP Negeri 3 Sungguminasa. So, researchers conducted research on students' perceptions of using the Quizizz application. The data collection techniques used by researchers are questionnaires and documentation. The results of this study show that the perception of VIII B students at SMP Negeri 3 Sungguminasa is motivated by the application of learning using the quizizz application. The application of the quizizz application makes students happy to use it and feels easy and easy to use, the results are very good because it can help in the process of learning English because it has many useful features that indirectly make students excited.

Keywords: Learning motivation, Quizizz app., English learning

1. Introduction

The transformation of education in Indonesia has been in a positive direction, and it usually begins with the curriculum, teacher-instructing techniques, and so on. One could say that education in Indonesia is now leading to technology-based education. Moreover, English learning is one of the equally essential subjects. In learning English, several aspects are considered according to basic skills, such as reading, writing, speaking, and listening. All of these skills have one common bond, especially in reading. Reading is an activity carried out by people every day that aims to know what information is happening at the moment. Reading is a skill needed by someone with a very high focus or concentration to understand, with a high concentration the reader will get information about what the author conveys to the reader, Rahayu (2014).

As explained above, the observational data shows that students also face the same problem. Most of them are incompetent to understand the text in English well. Many learners can read the word perfectly in the passage, but cannot answer those questions. They can say words, but they can't understand words. They find the reading material difficult to understand. The author also noticed that the instructor only asked the students to read, and then they first had to answer the questions without explaining the text. So, the students who don't understand what they are reading. As a result, they do not answer all the questions correctly. The students should read critically in this situation, and the instructor should choose the best technique or method to teach them.

What a teacher should consider as an important main task is how to design a reading course with strategies and techniques to help students understand the ideas in the text from the author's mind. Many professionals

familiar with reading comprehension have discussed many approaches and methods. One of the techniques that will be offered here is the Quizizz App. As a fun, gamified and multiplayer classroom activity, Quizzes is an online evaluation platform that allows all students to practice with their computers, smartphones, and iPads together. The researchers used this application media because this application media is a type of learning model in Ju (2018).

Therefore, how students can obtain some information through the Quizizz App and students can cooperate with their friends and share with their teachers. So students are encouraged to collaborate with friends about the advantages of using the Quizizz Application media. According to Adam, (2018) in Implementing Quizizz Application as Game-Based Learning in the Arabic Classroom by implementing Quizizz as a game-based learning in the Arabic classroom of Sultan Idris Education University Malaysia. Found that all the students were very active on the topic of research and more concentrated on the topic. In addition, the results of the questionnaires show that the students displayed the position of attorney as an online teaching and assessment tool during the Arabic class. The Quizizz app also integrates with Google Classroom. So, if students use a learning management system it can easily push your quiz to your students, and they will already be authenticated with their school email. Some of the Google Classroom integration features include: Google Classroom Integrated Reports Quizizz is fun. But when someone reacts to a lot of questions at different times, you lose a little enthusiasm. You can check all the questions at once when the Quiz game is over and you lose isolation

2. Literature Review

2.1 Definition of Reading

Tarigan (1990) argues that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. According to (Oka (1983:15) in Jaenal 2010) if viewed in terms of differences in scope, there can be three kinds of meaning to reading: Understanding the first is a narrow sense, namely the sense that regards reading it as a process of written symbols recognition. This process included the recognition of words carefully, in a wide range, and quickly. According to William (2014:486), reading can be pointed to as a four-step process. The four steps are interrelated to one another they are:

- a. Word perception, the ability to recognize a point
- b. Comprehension, the ability to infer ideas from words
- c. Reaction is a step in which the reader interacts intellectually and emotionally.

2.2 Kinds of Reading

As a reference to the conception of reading comprehension highlighted in the preceding discussion, there are four types of reading according to Petel & Jain, (2008: 117-123): (1) reading aloud, (2) silent reading, (3) intensive reading, (4) extensive reading.

a. Reading Aloud

Reading aloud is a basic form of classroom organization and discipline. In reading aloud, the students are confronted with written sentences which have not been spoken before. The aim of reading aloud is the achievement of better speaking ability and pronunciation of the students.

b. Silent Reading

Silent reading is a very important skill in teaching English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on students' selected text. Silent reading enables the students to read completely silently without making sounds and moving their lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

c. Intensive Reading

Intensive reading is related to further language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will

be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading, the learner reads the text to get knowledge or analysis. The goal of this reading is to read a short text. This reading is done to carry out to get specific information.

d. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually, people read to keep themselves updated

2.3 Reading Techniques

To achieve the purpose of reading one should read effectively. Olivia (2006) states that effective reading means being able to read accurately, and efficiently and to understand as much of the passage as you read to achieve your purpose. To achieve the purpose of reading, people can apply some reading techniques as follows:

a. Survey Reading

Brown (2006:903) says surveying is a specialized technique for getting mountain-top news of article chapter content and it helps to give a general point of view.

b. Skimming

Skimming is a kind of reading that makes our eyes move quickly to get the main idea from the reading material. Skimming enables people to select the content that want to read and to discard that which is consequential for their purpose.

c. Scanning

Scanning is reading the text quickly to answer a specific question. This technique enables people to locate specific information without reading all the material. Brown (2006:138) states that scanning serves two functions. It uncovers relevant information and accelerates your reading speed.

d. Pre-reading

Pre-reading is a technique that a reader uses before he begins to read the material to improve his comprehension and recall. States that pre-reading involves only that part of reading materials that will tell you what it is about or how it is organised. Further, he explains the port on to look at in reading textbook chapters are:

- 1) Read the title.
- 2) Read the introduction or opening paragraph.
- 3) Read the first sentence under each heading.
- 4) Read each boldface heading.
- 5) Notice any typographical.
- 6) Notice any graphs or pictures.
- 7) Read the last paragraph or summary.

Grabe (2002) states that pre-reading activities are very useful in reading class because they have been referred to as instruments teachers can use in the class to active students' background knowledge, it can be that pre-reading is very effective because it helps a reader to give basic information about the organization and the content of the materials.

2.4 Quizizz Application

a. Quizizz Application can be used in Laptop and Android

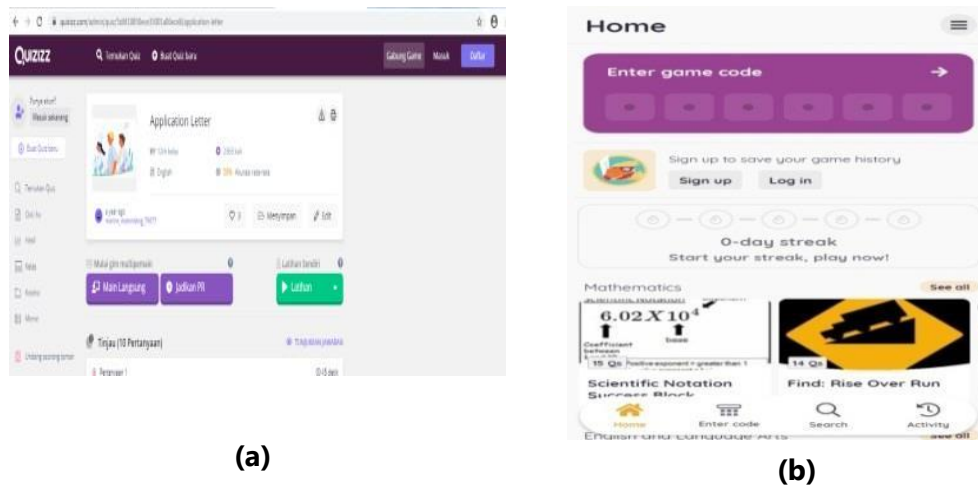


Fig. 1 – (a) Quizizz application on laptop and (b) Quizizz application on android

b) The Quizizz application can be used for teachers to ask questions and for students

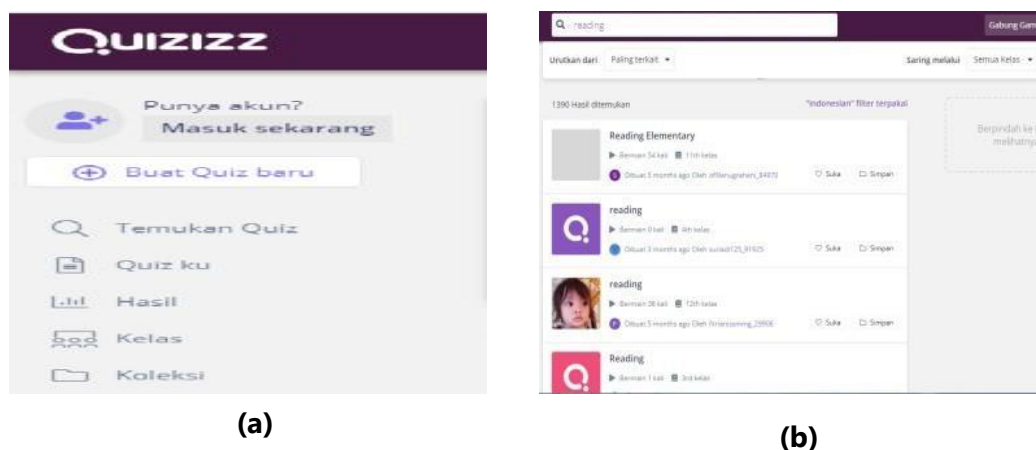


Fig. 2 – (a) Quizizz Application for Teacher and (b) Quizizz Application for Students

3. Research Methodology

The research design used in this research is descriptive analysis with a mixed-method approach. Descriptive analysis aims to make a description of the facts, characteristics and relationships between the phenomena being investigated (Nasir, 1999, p. 63).

Mixed Method is a procedure for collecting, analyzing and combining quantitative and qualitative research and methods in one study to understand the problem (Creswell & Plano Clark, 2007, p. 22). The assumption is that the use of both quantitative and qualitative methods, in combination, will provide a better understanding of the problems and research questions than the methods stand alone. In this research, mixed methods are used when we have both quantitative data (values that can be analyzed and can be used with statistics) and qualitative data (in the form of interviews). The point is to bring together quantitative data and qualitative data to obtain a more complete analysis.

The research is employed to know student perception on the use of Web-Based learning with Quizizz application by the teacher and the student as an assessment tool of 2nd student's reading comprehension at SMPN 3 Sungguminasa.

The participants of this research the second year's students are students who have used quizzes daring to learn English. The total of the participant is 300 students, consisting of 10 classes. In addition, there are 10 classes for eighth-grade students of SMPN 3 SUNGGUMINASA. Each class consist of 30 students. Then the researcher limits the sample to only grade eight, based on teacher recommendation VIII B. This research involved 10 students to conduct the data about the implementation of web-based learning with the Quizizz application in reading comprehension

4. Result and Discussion

4.1 Result

Based on the purpose of the research, qualitative research was conducted to find out students' perceptions of the use of Quizizz as a media tool by the teacher in the English study subject. The researcher conducted a questionnaire with 10 students in VIII B. The questionnaire is divided into two questions, namely positive and negative questions, and an interview was conducted for 2 hours in class VIII B with 7 questions

Based on the data above, it can be seen that in the results of question number 2, as many as 92% of students strongly disagree that the use of quizzes does not increase student insight. Question number 6: as many as 86% of students strongly disagree that the use of quizzes does not increase curiosity in students; question number 7: as many as 82% of students strongly disagree that the use of quizzes makes students ignore the application of English learning applications; question number 9: as many as 90% of students strongly disagree that in using quizzes the learning process becomes boring; and question number 10: as many as 80% of students strongly disagree that the use of quizzes can make it difficult for students to understand the material. On question number 11 as many as 96% of students strongly disagree that the use of Quizizzes can make it difficult for students to understand the material, question number 11 as many as 96% of students strongly disagree that the use of Quizizz can make it difficult for students, question number 14 as many as 100% of students strongly disagree that the use of Quizizz makes student learning outcomes decrease, question number 15 as many as 90% of students strongly disagree that the use of Quizizz can confuse students to understand the questions given, question number 17 as many as 88% of students strongly disagree that the use of Quizizz makes student enthusiasm decrease, question number 18 as many as 86% of students strongly disagree that the use of Quizizz makes student insight decrease.

4.2 Discussion

According to the findings in Table 4.1 (positive question) and 4.2 (negative question), it is evident that the implementation of the Quizizz application in English learning, specifically for reading comprehension, has a positive impact. Students strongly agree that using Quizizz in English learning is enjoyable, facilitates language acquisition, and enhances their interest in learning. While negative questions were posed, students expressed strong disagreement regarding the use of Quizizzes in English language learning. They argued that quizzes do not enhance students' curiosity and can lead to a disregard for the application of English language learning. Furthermore, students strongly disagreed that the use of Quizizzes in English language learning makes the learning process tedious. So based on the results attached to the explanation above, it can be concluded that students' interest in learning using Quizizz is very high as seen from the positive statements that students have filled out on the money questionnaire given to researchers. According to Dinda Firly Amalia 2020, states that students have positive perspectives towards the use of Quizizz, including finding it interesting and fun. Therefore, it can be inferred that using Quizizz may increase students' interest in English learning.

According to Table 4.1, positive questions indicate that students strongly agree that Quizizz is highly beneficial for English language learning. It facilitates comprehension of questions and enhances understanding of the material. Conversely, table 4.2 shows that negative questions strongly disagree with the idea that Quizizz hinders students' understanding of the material. It suggests that the use of quiz Apps in English language learning can not cause student confusion and impede their ability to comprehend the given questions, ultimately hindering their overall learning progress. Based on the data, according to Maslawati, Mohamad. (2020) discusses the positive perceptions of distant postgraduate students towards Quizizz, an online game used for formative assessments. It mentions that students were able to reflect on their errors and learn better

when constructing questions for Quizizz. They preferred Quizizz as homework and appreciated the platform's positive reinforcement and immediate feedback. However, the paper does not explicitly mention the students' understanding of Quizizz applications. So, from these results, it can be concluded that students' understanding of Quizizz is very good because students easily understand the questions in Quizizz, which makes it easier for students to understand the learning material. Students are not confused about using Quizizz, and Quizizz is very useful in learning English

Based on Table 4.1 positive questions and 4. 2 negative questions, students statements that they strongly agree that the use of Quizizz in English language learning can increase student curiosity, strongly agree that the use of Quizizz in English language learning can increase student motivation, strongly agree that in English language learning using Quizizz can add insight to students, and students strongly agree that the use of Quizizz in English language learning makes student learning outcomes increase. According to Yoko, Kita. (2021)., discusses the use of Forms quizzes via smartphones to enhance students' motivation in language learning, indicating improvement in attitude towards English and enhanced confidence. So, it can be concluded that the use of Quizizz can increase student motivation, add insight and improve student learning outcomes increase.

While informant 2 stated that based on his experience Quizizz is very helpful in learning because it can improve learning mood, the questions contained in Quizizz according to him are also very interesting because they have a variety of colors, various images, questions that are neatly arranged so informant 2 feels very excited in learning, the second statement given is that in using Quizizz the application does the questions more interesting than answering questions on a sheet of paper and can increase his adrenaline when working on questions, his third statement is that if he gets a low score he often feels bad mood and he feels like finding out the wrong answer so that when the question reappears then he can answer it correctly, the fourth statement is that when working on questions in Quizizz he has to think critically so that he can get the right answer and get a high score, the fifth statement he felt tense before answering the question and felt happy after seeing the question he was working on he could answer, the sixth statement from informant 2 was that he was very motivated if he won first place, the last statement was that he felt very excited in working on questions in Quizizz because the questions were not far from the lessons given by the teacher. So, from these two informants, it can be concluded that the impact of using the Quizizz application is very good because it can help in learning English because it has many useful features, increases curiosity, can make students think critically about working on questions, and increases enthusiasm and high motivation.

5. Conclusion and Suggestion

5.1 Conclusion

Based on the findings from the questionnaires and interviews, it can be concluded that the results describe how students' perceptions of web-based learning with Quizizz application in English language learning at SMP Negeri 3 Sungguminasa and find the impact of using web-based learning with Quizizz application in English language learning at SMP Negeri 3 Sungguminasa are as follows:

- a. From the use of web-based learning with the Quizizz application, it can be concluded that student perceptions are proven to show that the use of Quizizz can increase student motivation, add insight and make student learning outcomes increase.
- b. The effect of using the Quizizz application on class VIII B students at SMP Negeri 3 Sungguminasa is very good because it can help in the English learning process, because it has many useful features that indirectly make students excited, increase curiosity, can make students think critically about working on questions and high motivation

5.2 Suggestion

From the results of the research that has been done, the suggestions submitted by the researchers are as follows:

- a. For School

Based on the research, it can be confirmed that the teaching and learning process using the Quizizz application needs to be developed by teachers for use during learning, both face-to-face and online learning.

- b. For Educator
Educators are advised to use learning using the Quizizz Application in subjects, especially in learning English.
- c. For Researcher
Future researchers are expected to be able to redevelop research using Quizizz Application

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