WHEN QUIZWHIZZER IS USED EFFECTIVELY AT SMAN 1 BLITAR IN THETENTH GRADE TO ENHANCE STUDENTS' READING COMPREHENSION

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Abstract— This research uses Quiz Whizzer to determine the effectiveness of Quiz Whizzer in improving the reading comprehension of recount text from 37 studentsin class X5 of SMAN 1 Blitar. The researcher wants to know the effectiveness of Quiz Whizzer in improving reading comprehension of recount text. The things the researcher wants to research include; finding the main idea, synonyms and antonyms, references, implied and explicit meaning, and concluding the reading text. The results show a significant increase in students' reading comprehension of recount text, this is proven by the average of 74.74 increasing to 83.84. Therefore, it can be recommended that teachers use Quiz Whizzer as an alternative learning medium as a medium for teaching and improving students' abilities.

Keywords— Quizwhizzer, Reading Comprehension, Recount Text, Pre-Experimental Research

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I. INTRODUCTION

English is the most widely used language and has become a universal language [1]. One of the most important languages and is also used as a means of communication throughout the world is English [2]. In the current era, English is not only a tool for communication, but also an important tool in the current era of globalization. Apart from that, English has become a common language for foreign tourists who will visit outside their home countries, making it easier for people from all over the world to communicate with each other [3]. As a result, the ability to speak English has become a very important skill for all people in the world, making it a universally important language [4]. Communicating in English is very important for many people who want to continue their education or improve their work (Triantoro et al., n.d.).

When learning English, there are several crucial skills that learners of the language must possess. The four most important English language skills are reading, writing, speaking, and listening comprehension. It is necessary to increase the primary language proficiency of an individual as an English language learner. For English language instruction to be successful, these two sets of skills must be integrated efficiently. This kind of support needs to be given consistently to enable students to meet the goals set for them, including developing their communication skills and English language proficiency gradually [5]. In addition, English has significant importance due to its ability to facilitate several outcomes. These include comprehending written materials like articles and narratives, enhancing language proficiency via reading, and serving as a universal means of communication [6].

Seeing the world through a new lens, gaining insight from both local and global sources, and expanding one's knowledge base are all achieved via reading. Understanding what we read is the process of reading comprehension. In order to fully comprehend the reading's topic or goal and to grasp the author's message or content through his writing, one must possess reading comprehension abilities [7]. Understanding the substance of the message being read aloud is the primary goal of reading comprehension, also known as reading to comprehend [8]. Because proficient comprehension facilitates an efficient learning process. Because the development of strong reading comprehension skills is the foundation for successful learning outcomes [9]. Some folks, nevertheless, find it challenging to comprehend what they read.

Recount texts are one of the reading resources that students in class X5 study. For this subject, students must be able to comprehend the main ideas and content of the reading. Many students still struggle to comprehend the recall text content, nevertheless. Students' understanding of the recount text content is still not excellent (74.74) below the minimum needed standard (76.00), according to the results of the block exam. Many factors contribute to this, including students' dislike of reading and English as well as their disinterest in the instructional strategies employed in the classroom.

With this in mind, English teachers must use the appropriate materials and media to achieve the intended effects, such as a more engaging classroom environment and student learning outcomes that surpass the necessary benchmarks for the desired topic.

In order to address the reading comprehension issues that students were facing in the tenth grade, the researcher employed Quizwhizzer. Ultimately, the researcher became interested in conducting a study titled "When Quizwhizzer Is Used Effectively At Sman 1 Blitar In The Tenth Grade To Enhance Students' Reading Comprehension." The goal of the study is to ascertain how much the class X5 students at SMAN 1 Blitar have improved their reading comprehension skills when reading recount texts.

II. METHODS

Researchers acquire numerical data using quantitative research methodologies. Pre-experimental study using the one-group pretest-posttest approach is the research design employed. One participant class is used in this kind of experimental study; there is no comparator class. This study's approach measures variables both before and after the intervention to evaluate any alterations or effects on the group [10]. The principal's approval and Mrs. ES's suggestions were the primary factors in the researcher's decision to perform the study at SMAN 1 Blitar. Other variables include the fact that mobile phone usage is permitted in class and that the school has internet access to facilitate the use of digital tools in teaching and learning.

The researcher chose class X–5, which had the lowest successes in reading recount text among the other classes, based on the results of the exam administered by Mrs. ES. In this instance, student X-5 finds it challenging to identify the text's main concept, comprehend its proper meaning, select a relevant text topic, cite sources, collect specific details from the

reading, and draw conclusions from it. The pre-test, treatment implementation, and post-test are the three primary phases of the study process.

Students were given a pre-test by researchers in order to collect data. The purpose of the pre-test is to ascertain the students' starting skills before getting instruction. With regard to the pre-test, the investigator distributed ten recount text readings, each containing five multiple-choice questions. Consequently, there were fifty questions in all for the pre-test.

There's the post-test after that. The purpose of this post-test is to assess how well students have read remember written material after receiving treatment. Additionally, it seeks to determine whether there are any variations between pre- and post-treatment. The researcher utilized the same test sheet with the ten recall texts from the pre-test phase for the post-test.

In order to ascertain the validity and reliability of the exams that students will take, researchers administered a trial test. Classes of the same academic level as the class that will serve as the research site are given tryout exams. This attempts to verify the validity of an assessment tool and guarantee the caliber and consistency of test questions. Subsequently, the researcher employed SPSS support to get outcomes about the suitability of the evaluation tool utilized. The research hypothesis test was measured based on the following categories; If the significant value is greater than 0.05, the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected, indicating that the difference in performance is not statistically significant. If the significant value is less than 0.05, the null hypothesis (Ho) is rejected, indicating that the alternative hypothesis (Ha) is accepted, suggesting a substantial difference in performance.

III. RESULT AND DISCUSSION

Result

This section presents the findings of the study on Quiz Whizzer's efficacy in enhancing the reading comprehension abilities of SMAN 1 Blitar's tenth-grade students, particularly with relation to recount narrative content.

The researcher initially conducts a trial test on the instrument that will be used to determine whether or not it is valid and reliable enough to be utilized, prior to administering the pre- and post-tests.

In this study, the r count and r table may be compared to ascertain the validity of an instrument. Validity is the attribute that demonstrates the relationship between measurements

and the interpretation of behavior or learning requirements (Hikmah & Muslimah, 2021). The elements in the instrument are considered legitimate if r count exceeds r table. On the other hand, the instrument's item is deemed invalid if the reverse is true—that is, if r count is smaller than r table. The following table displays the results of the test's validity.

Table 1. Result of Instrument Validity

Questions	r count	r table	Description	Questions	r count	r table	Description
Q1	0,460465	0.325	VALID	Q26	0,467477	0.325	VALID
Q2	0,36712	0.325	VALID	Q27	0,439522	0.325	VALID
Q3	0,335457	0.325	VALID	Q28	0,367095	0.325	VALID
Q4	0,537046	0.325	VALID	Q29	0,408107	0.325	VALID
Q5	0,361755	0.325	VALID	Q30	0,355149	0.325	VALID
Q6	0,42905	0.325	VALID	Q31	0,398782	0.325	VALID
Q7	0,363123	0.325	VALID	Q32	0,40787	0.325	VALID
Q8	0,423996	0.325	VALID	Q33	0,387164	0.325	VALID
Q9	0,378408	0.325	VALID	Q34	0,449358	0.325	VALID
Q10	0,413422	0.325	VALID	Q35	0,427176	0.325	VALID
Q11	0,519097	0.325	VALID	Q36	0,361721	0.325	VALID
Q12	0,4515	0.32	VALID	Q37	0,3906	0.32	VALID

	31	5			17	5	
Q13	0,388015	0.325	VALID	Q38	0,343335	0.325	VALID
Q14	0,502261	0.325	VALID	Q39	0,414614	0.325	VALID
Q15	0,466338	0.325	VALID	Q40	0,372351	0.325	VALID
Q16	0,471694	0.325	VALID	Q41	0,366221	0.325	VALID
Q17	0,491119	0.325	VALID	Q42	0,403732	0.325	VALID
Q18	0,338156	0.325	VALID	Q43	0,33456	0.325	VALID
Q19	0,416847	0.325	VALID	Q44	0,431077	0.325	VALID
Q20	0,382951	0.325	VALID	Q45	0,36712	0.325	VALID
Q21	0,456192	0.325	VALID	Q46	0,388898	0.325	VALID
Q22	0,441388	0.325	VALID	Q47	0,386492	0.325	VALID
Q23	0,403656	0.325	VALID	Q48	0,372455	0.325	VALID
Q24	0,345278	0.325	VALID	Q49	0,349323	0.325	VALID
Q25	0,414614	0.325	VALID	Q50	0,357592	0.325	VALID

The table above shows that the findings are positive and that each question item has a computed r > r table (0.325). The exam questions were therefore regarded as legitimate. After obtaining the results of validity testing, researchers also conduct reliability tests. The test can

be deemed credible if the Cronbach's Alpha Coefficient is 0.6 or more. The following is a list of the reliability test results as displayed in the SPSS 25.0 table.

Moreover, according to Hikmah & Muslimah (2021) defines dependability as the consistency of the measurement produced by an instrument each and every time it is utilized. With the use of SPSS 22.0 for Windows software, the Cronbach's Alpha formula approach was used in this study to evaluate the reliability of the research instrument. The following is a list of reliability test results as displayed in SPSS 25.0.

Table 2. Result of Instrument Reliability

Case Processing Summary

		N	%
Cases	Valid	37	100.0
	Excluded	0	0
	Total	37	100.0

Cronbach's Alpha	N of Items
.891	50

The table's description indicates that the Cronbach Alpha Coefficient is more than 0.6. Thus, it is possible to declare the test to be dependable. This indicates that the pre-test test can be utilized as a research tool.

The researchers administered a pre-test and post-test to 38 class X-5 participants at SMAN 1 Blitar after the test was utilized and its validity and reliability were established. Here are the pre- and post-test results from the students who used Quiz Whizzer to improve their reading abilities.

Table 3. Result of Pre-test Students

No	Name of respondent	Score	No	Name of respondent	Score
1	ADA	78	20	MBD	68
2	AFG	80	21	MFS	80
3	APW	80	22	NPMP	84
4	AS	84	23	NCAD	64

5	CS	80	24	NRAT	74
6	CAPA	72	25	NCL	70
7	DRA	76	26	NAZ	84
8	EKAJ	50	27	NWW	52
9	FIT	74	28	RPA	76
10	FAM	86	29	RFA	74
11	FD	74	30	RYT	70
12	II	78	31	RCRN	82
13	IDP	46	32	RAS	74
14	IWNI	74	33	RZAN	80
15	ITGG	60	34	SN	82
16	JMLR	76	35	SAS	80
17	KSA	78	36	ULK	82
18	MAJ	80	37	VEB	80
19	MN	78	38	VBAR	80

Rata- rata 74.74

Table 4. Result of Post-test Students

No	Name of respondent	Score	No	Name of respondent	Score
1	ADA	88	20	MBD	80
2	AFG	86	21	MFS	88
3	APW	86	22	NPMP	90
4	AS	86	23	NCAD	86
5	CS	86	24	NRAT	74
6	CAPA	84	25	NCL	86
7	DRA	82	26	NAZ	90
8	EKAJ	60	27	NWW	62
9	FIT	78	28	RPA	84
10	FAM	90	29	RFA	88
11	FD	80	30	RYT	78
12	II	84	31	RCRN	86

13	IDP	76	32	RAS	84
14	IWNI	80	33	RZAN	86
15	ITGG	80	34	SN	92
16	JMLR	80	35	SAS	88
17	KSA	90	36	ULK	90
18	MAJ	82	37	VEB	90
19	MN	86	38	VBAR	92

Rata-rata 83.63

The researcher then attempted to utilize the paired sample t-test to evaluate the pre-test and post-test data in order to ascertain the effectiveness of utilizing Quiz Whizzer to enhance students' recall text reading skills after receiving the results of the students' pre- and post-tests. Researchers are able to ascertain whether or not Quiz Whizzer use significantly affects reading comprehension ability by using this statistical test to compare student results before and after the intervention. The following are the results of the paired samples t-test:

Table 5. Result of paired Sample T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	74.7368	38	9.33950	1.51507
	POST TESTT	83.6316	38	7.01897	1.13863

Paired Samples Correlations

		N	Correlations	Sig.
Pair 1	PRE TEST & POST TEST	38	.789	.000

Paired samples Test

Paired Differences				
Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference	

		Mean			Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre Test – Post Test	-8.89474	5.74592	.93211	-10.78338	-7.00610	-9.543	37	.000

There is a significant difference in the learning outcomes in the pretest and posttest data, as indicated by the Sig value (2-tailed) < 0.05, which is based on the results shown in the above table.

The findings indicate that the two-tailed significance value is 0.000. It can be concluded that Ho or Ha is appropriate based on differences in student learning outcomes given that the difference between pre- and post-test scores is less than 0.05. This demonstrates the effectiveness of using Quizwhizzer to assist SMAN 1 Blitar students, particularly those in class X-5, in improving their comprehension and reading skills of recount texts.

The mean pre-test score of students before to using Quizwhizzer was 74.74, indicating that it was still lower than the school's average score. However, after implementing Quizwhizzer, there was a notable rise in the mean score achieved by tenth grade students to 83.63. Quizwhizzer effectively enhances pupils' reading comprehension skills.

Discussion

Based on the preceding point, it is evident that there was an improvement in students' learning accomplishment in acquiring recount text reading abilities, with the pre-test score of 74.74 increasing to 83.63. In addition, the Sig value was determined based on the findings of the Paired Sample t-test. A p-value of less than 0.05 (two-tailed) indicates a statistically significant difference between the learning results observed in the pretest and posttest data. Hence, Quizwhizzer has the potential to enhance the narrative comprehension skills of students in class X at SMAN 1 Blitar, particularly in class X-5.

Several factors may have contributed to the aforementioned research findings, one of which is that students were able to substantially master recount text material with the assistance of Quizwhizzer. Meileni et al. found in Faijah et al., (2022) that the use of Quizwhizzer can pique students' interest and enthusiasm for learning, particularly when it

comes to recount text material. Ismawanti et al., (2022) posit that the incorporation of learning media into the instructional content delivered by the instructor in a comprehensible manner can stimulate students' curiosity and enthusiasm for acquiring new knowledge. In addition, the improvement in students' post-test performance indicated their success in comprehending narrative texts, as evidenced by the rise in scores subsequent to receiving the intervention. This improvement can be attributed to the students' eagerness to learn the material while utilizing unfamiliar technology.

Utilizing Quizwhizzer in the process of learning yields more efficacy compared to learning without the incorporation of multimedia. In order to accomplish the teaching and learning goals. This enhances students' efficacy and enjoyment, hence resulting in a greater level of proficiency in learning English Septiani & Santi, (2022). Essentially, 38 students who using Quizwhizzer had enhanced ease in both teaching and learning. English educators should use a variety of tactics or approaches while teaching English, particularly in the area of reading comprehension. According to the quantitative statistics, the activities and utilization of Quizwhizzer demonstrate noteworthy outcomes.

IV. CONCLUSION

The purpose of this study is to enhance students' reading comprehension skills when it comes to recount text. To do this, we will use quantitative research methods, specifically a pre-experimental design with one group that will be given pre- and post-tests. Research conducted by scholars on the implementation of Quizwhizzer in teaching recount text to tenth-grade students at SMAN 1 Bitar has yielded conclusive evidence that Quizwhizzer enhances the reading comprehension skills of these students, particularly in the context of recount text material. The evidence of this may be shown in the rise of the mean score for the tenth-grade class, particularly in the category of recount text, which previously stood at 74.74 and has now reached 83.63. Skills including recognizing key ideas, understanding precise meanings, choosing appropriate subjects, citing sources, finding thorough information, and making conclusions will be tested across a wider range of reading materials. This method may be used by instructors not just in recount texts, but also in other genres of reading materials. Furthermore, about the efficacy of Quizwhizzer.

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