CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents an analysis of the data derived from the research findings and discussion. It was the goal of this study to determine whether the Quizizz application could be used to teach reading comprehension to ninth-grade students at SMPN 44 Surabaya in the academic year 2020/2021, as well as how successful the students were in implementing the Quizizz application.

4.1 FINDINGS

In this part of the discussion, the researcher would like to present the data findings from the action research activities. The data were obtained from teaching learning process and evaluation. The data analysis was function to measure the students' reading comprehension achievement toward the implementation of PQ4R Strategy. Based on the findings of study done by a researcher at SMPN 44 Surabaya from May 6th, 2021 to May 28th, 2021, data collected through test instruments were obtained, allowing for the determination of students' reading comprehension abilities in the form of grades in class 9A. As detailed further in this chapter, the data in this research comprised of pre-research and two cycles, referred to as cycle 1 and cycle 2, which were explained in further detail in the following sections:

4.1.1 Pre-research

Before applying the Quizizz application in the online classroom to teach reading comprehension, the researcher and the collaborator from the English teacher subject conducted a pre–test to determine the students'

reading ability in the class 9-A, which consisted of 39 students. The online class was conducted on the Microsoft team platform. On June 4th, 2021, the teacher conducted a pre–test in collaboration with the collaborator teacher. The exam item consisted of 25 multiple-choice questions pertaining to reading comprehension. For the test, the students were allowed 40 minutes to complete it. The result of the pre–test was presented in the following table:

Table 4.1 The Result of Pre-test

No	Students' Code	Pre-test
1	S-9A-1	64
2	S-9A-2	80
3	S-9A-3	60
4	S-9A-4	60
5	S-9A-5	72
6	S-9A-6	76
7	S-9A-7	76
8	S-9A-8	76
9	S-9A-9	80
10	S-9A-10	56
11	S-9A-11	64
12	S-9A-12	56
13	S-9A-13	76
14	S-9A-14	56
15	S-9A-15	76
16	S-9A-16	68
17	S-9A-17	64
18	S-9A-18	64
19	S-9A-19	56
20	S-9A-20	60
21	S-9A-21	88
22	S-9A-22	68
23	S-9A-23	72
24	S-9A-24	68

25	S-9A-25	72
26	S-9A-26	80
27	S-9A-27	88
28	S-9A-28	84
29	S-9A-29	68
30	S-9A-30	64
31	S-9A-31	64
32	S-9A-32	76
33	S-9A-33	68
34	S-9A-34	64
35	S-9A-35	64
36	S-9A-36	76
37	S-9A-37	68
38	S-9A-38	64
39	S-9A-39	88
Mean		**69.85**
Highest Score		**88**
Lowest Score		**56**
Passed		**14**
Percentage		**35.90%**

The results showed that the mean score in the pre-test was 69.85, with the highest score being 88 and the lowest score being 56. Meanwhile, according to the criterion for success, there were only 14 students who passed the test, representing a success rate of 35.90%. Using the KKM (75) at SMPN 44 Surabaya as a criterion, this condition was far of the success requirement in reading comprehension. The KKM (75) represents 75% of the success criteria in achievement of reading comprehension. Concerning to the results of pre-test, the researcher applied the Quizizz application in order to solve the problem above. The class 9A students were taught reading comprehension skills using the Quizizz learning tool, which was considered

to be very effective in this case. The Quizizz platform would be used as a learning media at SMPN 44 Surabaya in the academic year 2020/2021.

4.1.2   Cycle 1

The cycle 1 was conducted three meetings. The first and second meetings were the implementation of the Quizizz application in teaching reading comprehension done by using Microsoft Team platform. The first meeting was held on May 10th, 2021. The second meeting was held on May 14th, 2021 and the third meeting was held on May 17th, 2021. The time allocation of every meeting was 2x40 minutes. In this session the teacher, Mrs. Fatimah and the collaborator, Ms. Widyowati, together entered the online classroom. The teacher opened the class meeting by said, "*Assalamu'alaikum Warohmatullah Wabarokatuh*, Good Morning, Class!" Then the students answered "Good Morning, Mom". Mrs. Fatimah said again, "How are you?", "I'm fine and you?", "I'm fine too. Thank you." Then, the class was begun by introducing Mrs. Widyowati to the students also that Mrs. Widyowati was the one who was helping Ms Fatimah in conducting the research to this class.

The activity was done by checking the attendance list of students. The teacher started the lesson by asking the students about the reading text of the narrative text based on the lesson plan of the 9th grade at SMPN 44 Surabaya. Many students were silent at first. Then there was a student who replied, "A*pakah topicnya tentang Covid-19 news mom dan banyak orang*

meninggal karena Covid-19!”, "Yes! It almost right!" Said the teacher. After that the teacher prepared the PPT and shared on Screen and asked the students about several questions related to the topic give. The teacher explained the generic structure, language features of narrative texts. In this section, the teacher also showed some pictures related to the topic. The topic was "Cinderella".

After that the teacher asked the selected students to read on screen displayed containing the narrative text material. Then the teacher applied started to implement the Quizizz application by introducing several steps in joining the Quizizz. The teacher asked the students whether they have heard the term Quizizz application strategy or not. Many students said that they did not ever heard it before. Then the teacher showed the power point to share the material about the Quizizz application and its features. After that the teacher began to explain the Quizizz and the steps which carried out the strategy in attempting the Quizizz. Many students seemed silent and focused.

It was around the beginning of the first meeting when the teacher informed the students that the results of the test were undesirable. The teacher accomplished this by bringing the students to an awareness of the necessity of reading comprehension before focusing their attention to the task of composing English reading texts in the online class. The teacher provided treatment to the step of implementing the Quizizz application. In order to motivate the students, the teacher informed them that the Quizizz

would be beneficial to them as a part of their learning experience through the medium of gamification. The first cycle included learning processes and outcomes relating to teaching and learning, as well as performance assessments. It was decided that narrative reading of text would be the primary topic of discussion.

It was decided that narrative reading of text would be the primary topic of discussion. This stage consisted of the researcher putting together the learning instrument, which included designing a lesson plan about how to use the Quizizz application, generating a student attendance list, developing a reading material of narrative text, designing an observation scheme in collaboration with one of the English teachers at SMPN 44 Surabaya, and putting together test materials. Putting the strategy into action was made possible by the teacher's use of a lesson plan as a guideline. During each cycle, the teacher assigned a different reading narrative material to the children to read and comprehend. First, a narrative text with the title "Cinderella" was used by the teacher in this session.

When it came to the action step of cycle 1, it was accomplished in a single cycle of one week, which consisted of two meetings that were done via the Microsoft Teams platform. A total of 2X40 minutes was spent in each meeting. 39 students from class 9-A were in attendance for the meeting. The teacher opened the class by introducing herself and the collaborator teacher, leading them in reciting *Basmallah* together, greeting them on their attendance, and explaining the goal of the session to the class.

Following that, the teacher utilized a slide presentation to explain how to comprehend a narrative text, and the students were directed to read the text at the appropriate point in the presentation. During the discussion and Q&A (Question & Answer) sections, the teacher interacted with the students to determine the social purpose of the text, its general structure, and its language aspects. In regard to the text, the researcher provided the students with a set of leading questions. The Quizizz application for reading comprehension was displayed and described by the researcher, who then instructed the students on how to utilize the tool to assist them in understanding the content.

The final section was served to review the content that had been discussed; during this section, the teacher invited the selected students to read the text again if they had still not understood it or had still encountered difficult vocabulary, and to read the summary that had been prepared by the teacher. The students reread the full reading aloud, as well as the summary of the text. The lesson came to a finish, and the teacher concluded the gathering by saying "*Alhamdulillahirobil Alamin*" together.

The second meeting was scheduled to take place on June 11th, 2021. Because of the use of the Quizizz application in the reading comprehension of the narrative text, the treatment delivered in the second treatment was substantially the same as that of treatment delivered in the first treatment. Nevertheless, in this particular session, the teacher provided example of a literature titled "The Legend of Toba Lake". First and foremost, at this

action stage, the researcher served as a teacher. During this step, the researcher created instruction and observation instruments that were supplied to the collaborator in order to facilitate the implementation of English learning. A further review was made and see whether the students had retained any information from the prior discussion regarding reading narrative texts. The students were motivated by the researcher before they were taught to read a narrative text. Following that, the researcher explained what the generic structure of a narrative text is and provided some illustrations of it. Following the teacher's explanation, the students were instructed to read the text and explore the generic structure of the text. In this phase, the teacher was recalling the material from the narrative text and providing examples, but the Quizizz application was immediately applied to the examples from the reading texts provided. The Question and Answer (Q&A) section was a little odd in that the teacher not only requested the students to make a list of questions and mark the tough terms, but he also asked them to write questions on their notes with the guidance of the teacher.

Furthermore, the students who engage in the action of comprehension by reading the texts and making conversation about the questions that they had generated. Then, during the online lesson, students competed to answer questions that were presented to them directly. All of the students were interested and enthusiastic. In the final session, the teacher provided positive feedback on the students' learning activities in the

classroom, and the class concluded the lesson by reciting "*Alhamdulillahirobbil Alamin*" together. While the learning activities were taking place, the collaborator was observing and monitoring the activities of both the teacher and the students.

The third meeting, which took place on Monday, May 17th, 2021, was the post-test for cycle 1. The post–test was administered to the students with the goal of determining their accomplishment in relation to the implementation of the Quizizz application in the online class for teaching reading comprehension. The following table was a description of the outcome of the post–test in cycle 1:

Table 4.2 The Result of the Post-test in Cycle 1

No	Students' Code	Post-test Cycle 1
1	S-9A-1	68
2	S-9A-2	80
3	S-9A-3	64
4	S-9A-4	68
5	S-9A-5	72
6	S-9A-6	80
7	S-9A-7	84
8	S-9A-8	76
9	S-9A-9	88
10	S-9A-10	68
11	S-9A-11	72
12	S-9A-12	60
13	S-9A-13	84
14	S-9A-14	64
15	S-9A-15	80
16	S-9A-16	72
17	S-9A-17	72
18	S-9A-18	72
19	S-9A-19	72

20	S-9A-20	68
21	S-9A-21	96
22	S-9A-22	72
23	S-9A-23	80
24	S-9A-24	72
25	S-9A-25	76
26	S-9A-26	88
27	S-9A-27	92
28	S-9A-28	88
29	S-9A-29	76
30	S-9A-30	80
31	S-9A-31	76
32	S-9A-32	76
33	S-9A-33	72
34	S-9A-34	72
35	S-9A-35	76
36	S-9A-36	80
37	S-9A-37	76
38	S-9A-38	76
39	S-9A-39	96
Mean		**76.51**
Highest Score		**96**
Lowest Score		**60**
Passed		**22**
Percentage		**73.33%**

Students' reading comprehension improved as a result of the post-test in cycle 1, according to the data reviewed, as could be seen in table 4.2. However, the criterion of success had not yet been met as a result. It was established that the mean score of the test was 76.51, the highest score was 96, and the lowest score was 60. While 22 students (73.33%) were able to pass the test, the remaining students failed (17 students). Based on the current data presented above, it can be indicated that the implementation of the Quizizz application for teaching the class 9A at SMPN 44 Surabaya on

the first cycle attained the minimum standard success of the research, as evidenced by the fact that the percentage of students who achieved success was still at 73.33% after the first cycle ended.

The reflection phase included several indicators of teacher and student assessment that were gleaned from the learning process and used in the evaluation. The first meeting went well in terms of the teaching materials and the objectives of the teacher plans. Because of the limited time available in the online class, the teacher did not conduct a thorough evaluation of the materials or the systematized organization of the contents at the end of the session. The appropriateness of the material was the second criterion to consider. The material being taught at SMPN 44 Surabaya is acceptable for students in the ninth grade. The teacher did an excellent job of delivering the narrative text, sharing knowledge, and ensuring that the students had a good understanding of the materials. The last indicator was the interesting media that used through PowerPoint presentation in first meeting was good and the use of Quizizz application in the second meeting was satisfactory. The students' attention to the content delivered in the first meeting was poor, and as a result, they were unable to comprehend the material well. The students were interested in the materials that the teacher employed, but they were not paying attention to the material as a whole.

4.2.3   Cycle 2

A total of three meetings in an online class supported by the Microsoft Team platform were held during the cycle 2. The first and second

meetings focused on the implementation of the Quizizz application in the online class to teach reading comprehension to 9th grade students at SMPN 44 Surabaya, respectively. The first meeting was conducted on May 21st, 2021. The second meeting was conducted on May 24th, 2021, and the third meeting was held on June 28th, 2021. Every meeting had a time allocation of 2x40 minutes. Most of the procedures for this activity were the same as for the cycle 1.

During the planning phase, the researcher and collaborator engaged in a number of activities, including the following: establishing a lesson plan that was related to the topic, with a particular emphasis on the narrative text; preparing a draft of the narrative text; and composing the narrative text. The teacher used the Quizizz application to create a research instrument that would be used in the online class to teach reading to her students. The narrative text was explained by the teacher, and then the pupils were required to pay close attention. Following a discussion of the narrative text, the teacher requested the students to answer the questions in Quizizz. Following that, the students completed the multiple-choice stimulation in Quizizz, which completed the introductory part of the game.

During this cycle, the teacher provided an overview of the Quizizz application for students. The teacher linked it to the topic of reading comprehension, which was a narrative text. The teacher prepared the teaching materials, which included the materials on narrative text, prior to beginning the lesson. When the class began, the teacher introduced herself

to the students, checked their attendance, and established a positive relationship with them by engaging in small talk with them. The teacher then went over the previous session on report text with the students and reminded them of the report text that they had completed in the previous cycle. In the second cycle of the activities, the teacher used the example of a reading comprehension text entitled "The Prambanan" to demonstrate what was required. After then, the teacher instructed the students on how to determine the main idea or learning objectives that needed to be accomplished. The teacher provided examples of how to identify the primary idea or learning objectives that needed to be met. The students gained some new vocabulary as a result of reading the narrative text. In addition, the students gained an understanding of the fundamental idea.

The teacher instructed the students to locate the primary theme in the reading text that they were given. In the following lesson, the teacher reminded the students to pay attention to the significance of the passage. During reading comprehension, the teacher instructed students to identify the difficult vocabularies in the text. The students should pay close attention to the significance of the section in the text. Following that, the teacher assigned students to create a question based on the main notion that they had discovered, using the words what, why, who, and how as recommendations. Then the teacher instructed the students to read and respond to or answer the questions that had been prepared in adv.

After then, the materials on reading materials were stimulated by the teacher. Aside from that, the teacher requested students to summarize what they had learned so far in the lessons they were studying today. The topic was discussed between the teacher and the students. It had something to do with the report text's reading comprehension. After that, the teacher instructed the students to read the essence of the main idea, which was constructed from the specifics of the main idea in their minds. Finally, if students were still unsure about their answer, the teacher instructed them to read back the reading material.

The researcher used some discussions that were written on the observation filed note to support the data collected during the observation to evaluate the activities that took place during the teaching and learning reading comprehension text process using the Quizizz application to support the data collected during the observation. The teacher read each sentence from the text aloud, and the students responded by repeating the sentence. Following that, after the researcher had done reading the text, she asked one of the students to read the text aloud with the correct pronunciations, which she did. In order to help them enhance their vocabulary as well, the teacher put down several vocabularies from the text on a piece of paper that was projected on the screen, and the students read them one by one. As soon as they had done writing and reading the vocabularies, the teacher and students discussed the reading material, which had been produced using the Quizizz application. Observations from the observer during the lesson revealed that

students paid greater attention when the teacher explained the content than they did previously. The post–test for cycle 2 was held on May 28th, 2021, and it was a success. Its purpose was to assess the students' ability to comprehend and interpret the narrative content they were reading. The following is how the outcome was described:

Table 4.3 The Result of the Post-test Cycle 2

No	Students' Code	Post-test Cycle 2
1	S-9A-1	76
2	S-9A-2	88
3	S-9A-3	72
4	S-9A-4	72
5	S-9A-5	80
6	S-9A-6	84
7	S-9A-7	92
8	S-9A-8	84
9	S-9A-9	96
10	S-9A-10	76
11	S-9A-11	80
12	S-9A-12	72
13	S-9A-13	88
14	S-9A-14	72
15	S-9A-15	92
16	S-9A-16	80
17	S-9A-17	76
18	S-9A-18	72
19	S-9A-19	88
20	S-9A-20	84
21	S-9A-21	100
22	S-9A-22	76
23	S-9A-23	88
24	S-9A-24	80
25	S-9A-25	76
26	S-9A-26	96
27	S-9A-27	100
28	S-9A-28	100

29	S-9A-29	80
30	S-9A-30	96
31	S-9A-31	76
32	S-9A-32	88
33	S-9A-33	80
34	S-9A-34	76
35	S-9A-35	84
36	S-9A-36	88
37	S-9A-37	80
38	S-9A-38	88
39	S-9A-39	100
Mean		**84.00**
Highest Score		**100**
Lowest Score		**72**
Passed		**34**
Percentage		**87.18%**

As the results shown in the data on the cycle 2, there was significant improvements on the students' reading comprehension by applying the Quizizz application. The mean was 82.00, the highest score was 100 and the lowest one was 72. The percentage of students' success was 87.18%. It means the numbers of students who passed the test were improving from 22 students (cycle 1) to 34 students (cycle 2). It can be argued the numbers of students increased in the percentage of 86.18%. Related to the results of the cycle 2, the researcher stopped to continue the next cycle because the research could be said success.

The meetings, which served as the reflection phase in Cycle 2, was quite beneficial, as were the teaching materials and the objectives of teacher plans. A systematized approach was used to prepare the materials, and the teacher reviewed the contents at the end of each lesson. The appropriateness

of the material was the second factor to consider into a good. The material being taught at SMPN 44 Surabaya was adequate for students in the ninth grade. The teacher did a great job of conveying the reading narrative text, sharing knowledge, and ensuring that the students understood the materials. The final indicator was the use of engaging materials in the second cycle, which was extremely good, as well as the usage of the Quizizz application in the second cycle, which was also very good. The students' attention was drawn to the materials provided and they were intrigued by the media that the teacher employed, and they were able to maintain a strong focus on the content.

4.3 DISCUSSION

This research was carried out by implementing the Quizizz application in the Classroom Action Research (CAR) design to teach reading comprehension to ninth-grade students in class 9A at SMPN 44 Surabaya in the academic year 2020/2021. This research was carried out during the pre-research phase as well as the first and second research cycles, respectively. During the implementation of the Quizizz application, the researcher worked in collaboration with Mrs. Widyowati, an English teacher at the period. At SMPN 44 Surabaya, a research was performed out to describe the implementation of the Quizizz application to improve students' reading comprehension, as well as the problems that the teacher and the students were experiencing.

In order to conduct this investigation, two instruments were used: observation and test. The process of teaching and learning reading comprehension by using the Quizizz application was observed, and the test was utilized to determine whether or not the students' reading comprehension had improved as a result of the implementation of the Quizizz application. As part of the observational process, the researcher, together with a collaborator from the English teacher, and the students were all participated in the process of teaching and learning reading comprehension in an online class that was supported by the Microsoft Teams platform. The research was conducted from May 7th, 2021 to May 28th, 2021 with ninth-grade students in class 9A at SMPN 44 Surabaya in the academic year 2020/2021.

An observational approach was used in this study. The observation was carried out in order to gain an understanding of the process of teaching reading comprehension through the Quizizz application, which was carried out in two cycles with three meetings in each of the cycles. Every meeting contained the same procedures; however, the materials were designated differently depending on the meetings. Prior to conducting the meetings, the researcher engaged in pre-activity, while-activity, and post-activity activities to gather information. In order to assess the students' progress in reading comprehension, tests were administered that included a pre-test, a post-test cycle 1, and a post-test cycle 2. The Quizizz application was used to administer the tests.

The stage of the action involved the researcher functioning in the role of teacher. A research assistant produced instruction and observation instruments to aid in the implementation of English language acquisition throughout this stage of the project. In addition, the researcher checked with the students to see if they had already learnt about narrative texts. Prior to instructing the students on the narrative reading text, the researcher inspired them. Following that, the researcher explained what a narrative text is, how it is structured, and provided some samples of narrative texts to illustrate his point. After providing an explanation, the teacher requested the students to read the text and explore the generic structure of analytical exposition text in real time during an online class session with her. Before concluding the lesson, the teacher conducted a review of the material covered in order to ensure that the students comprehended the concepts being addressed in lesson. The session came to an end, and the teacher concluded the meeting by saying *"Alhamdulillahirobil Alamin"* with the students. All of the activities that occurred during the implementation of the Quizizz application in teaching reading comprehension were documented by the researcher during the course of the observation and were included in this research.

The researcher and the collaborator of English teacher held pre–test to measure the students' reading ability to the class 9A containing 39 students. The teacher conducted pre–test on May 7th, 2021. Following that, the cycle 1 was conducted three meetings. The first and second meetings were the implementation of the Quizizz application in teaching reading comprehension.

The first meeting was held on May 10th, 2021. The second meeting was held on May 14th, 2021 and the third meeting was held on May 17th, 2021. The time allocation of every meeting was 2x40 minutes. The cycle 2 was conducted three meetings. The first and second meetings were the implementation of the Quizizz application in teaching reading comprehension. The first meeting was held on May 21st, 2021. The second meeting was held on May 24th, 2021 and the third meeting was held on May 28th, 2021. The time allocation of every meeting was 2x40 minutes. The procedures of the activity mostly similar to the cycle 1. The results of the tests were presented as the following table.

Table 4.4 The Results of the Tests

No	Students' Code	Pre-test	Post-test Cycle 1	Post-test Cycle 2
1	S-9A-1	64	68	76
2	S-9A-2	80	80	88
3	S-9A-3	60	64	72
4	S-9A-4	60	68	72
5	S-9A-5	72	72	80
6	S-9A-6	76	80	84
7	S-9A-7	76	84	92
8	S-9A-8	76	76	84
9	S-9A-9	80	88	96
10	S-9A-10	56	68	76
11	S-9A-11	64	72	80
12	S-9A-12	56	60	72
13	S-9A-13	76	84	88
14	S-9A-14	56	64	72
15	S-9A-15	76	80	92
16	S-9A-16	68	72	80
17	S-9A-17	64	72	76
18	S-9A-18	64	72	72
19	S-9A-19	56	72	88
20	S-9A-20	60	68	84
21	S-9A-21	88	96	100

22	S-9A-22	68	72	76
23	S-9A-23	72	80	88
24	S-9A-24	68	72	80
25	S-9A-25	72	76	76
26	S-9A-26	80	88	96
27	S-9A-27	88	92	100
28	S-9A-28	84	88	100
29	S-9A-29	68	76	80
30	S-9A-30	64	80	96
31	S-9A-31	64	76	76
32	S-9A-32	76	76	88
33	S-9A-33	68	72	80
34	S-9A-34	64	72	76
35	S-9A-35	64	76	84
36	S-9A-36	76	80	88
37	S-9A-37	68	76	80
38	S-9A-38	64	76	88
39	S-9A-39	88	96	100
Mean		**69.85**	**76.51**	**84.00**
Highest Score		**88**	**96**	**100**
Lowest Score		**56**	**60**	**72**
Passed		**14**	**22**	**34**
Percentage		**35.90%**	**73.33%**	**87.18%**

The result showed in pre-test the mean score was 69.85, the highest score was 88 and the lowest score was 56. Meanwhile, referring to the criteria of success, the students who passed the test were only 14 students in the percentage of 35.90%. This condition was far from the criteria of success in reading comprehension if it was measured from the KKM (75) at SMPN 44 Surabaya which is $\geq$ 75% of category of success. Students' reading comprehension improved as a result of the post-test in cycle 1, according to the data reviewed, as could be seen in table 4.2. However, the criterion of success

had not yet been met as a result. It was established that the mean score of the test was 76.51, the highest score was 96, and the lowest score was 60. While 22 students (73.33%) were able to pass the test, the remaining students failed (17 students). Based on the current data presented above, it can be indicated that the implementation of the Quizizz application for teaching the class 9A at SMPN 44 Surabaya on the first cycle attained the minimum standard success of the research, as evidenced by the fact that the percentage of students who achieved success was still at 73.33% after the first cycle ended. As the results shown in the data on the cycle 2, there was significant improvements on the students' reading comprehension by applying the Quizizz application. The mean was 82.00, the highest score was 100 and the lowest one was 72. The percentage of students' success was 87.18%. It means the numbers of students who passed the test were improving from 22 students (cycle 1) to 34 students (cycle 2). It can be argued the numbers of students increased in the percentage of 86.18%. Related to the results of the cycle 2, the researcher stopped to continue the next cycle because the research could be said success.

In cycle 1, an observation sheet was used to document the activities of the teacher and students that took place during the teaching and learning process. There were a number of indications of teacher and student assessment that were derived from the learning process that were examined. The first meeting went well in terms of the teaching materials and the objectives of the teacher plans. The teacher prepared the materials, elaborated the framework of the materials in a systematic manner, but the teacher was not reviewed in detail

during the discussion at the end of the class. It was the second indicator that determined whether or not the information that was presented was appropriate for 9th grade students during first circumstance. The teacher did an excellent job of delivering the narrative text, sharing knowledge, and ensuring that the pupils had a thorough understanding of the materials. The last indicator was the use of engaging media in the first cycle's PowerPoint presentation, which was excellent, and the usage of the Quizizz application in the second cycle, which was also excellent. The students' attention to the content delivered in the first meeting was poor, and as a result, they were unable to comprehend the material well. The students were interested in the media that the teacher employed, but they were not paying attention to the course material as a result.

The quality of the teaching materials and the objectives of teacher plans discussed in the sessions during cycle 2 was excellent. The teacher prepared the materials, elaborated the structure of the materials in a systematic manner, and at the end of the class, the teacher reviewed the contents in great detail. It was the second signal that determined whether or not the subject that had been taught was appropriate for the ninth-grade students. The teacher did an excellent job of conveying the narrative text, sharing her knowledge with the students, and ensuring that they understood the materials. The final indicator was the intriguing media that was used, which was likewise extremely good. In addition, the use of Quizizz materials in the presentation was excellent. The pupils' attentiveness to the material presented was likewise excellent, indicating that they gained a comprehensive understanding of the material. The

media that the teacher employed attracted the students' interest, and they were able to devote their whole attention to the subject matter.

Based on the observations and students' tests, it was determined that the teaching and learning of reading through the use of the Quizizz application was successful and that the students' performance improved. According to the description in each cycle, the students' achievement in reading comprehension by applying Quizizz made students enjoy the teaching learning process, and also because the material provided by the teacher was more creative, not monotone, fun, and imaginative, students enjoyed the teaching learning process. The findings of this study indicated that the implementation of the Quizizz application could boost students' achievement in the area of reading comprehension learning.

Specifically, the data analysis revealed that the introduction of the Quizizz application resulted in a statistically significant improvement in reading comprehension scores. It was demonstrated by the results of the students' scores from cycle 1 to cycle 2, which were compared. The implementation stage of cycle 1 combined learning from the action stage; however, the students were required to be more engaged and exploratory in their exploration of the content that would be learnt. The use of Quizizz media at the second meeting of cycle 1 provided the students with an unique learning experience that allowed them to enjoy learning English, notably reading comprehension, in a fun and engaging way. The use of Quizizz, on the other hand, did not produce the best outcomes during cycle 1. Following that, the

researcher moved on to cycle 2, in which the goal was to raise the students' overall score by repeating the previous process. It was demonstrated in cycle 2 that the implementation of integrated learning from the action stage resulted in the learning focus being student-centered, and that students were able to explore the subject and discuss it. When the students completed the reading comprehension of narrative material during the last meeting of cycle 2, they were given the highest possible scores using the Quizizz application, as evidenced by the results of the students' test.

Then, the researcher calculated and analyzed the results of pre-test and post-test related to the students' achievements in reading comprehension in case of hypotheses' testing. First, the normality test was used to know whether the data obtained was normally distributed or not. Test data of normality this research used the formula of T-Test: Two-Samples for Variances. The result showed $L_{count} > L_{table}$: $0.9767 > 0.1339$ which means $L_{count} > L_{table}$ = Normality Distribution. Then, the researcher did a testing hypothesis which seen on the table below:

Table 4.5 t-Test: Two-Sample Assuming Equal Variances

	Pre-test	Post-test
Mean	69,84615385	84
Variance	83,2388664	78,31578947
Observations	39	39
Pooled Variance	80,77732794	
Hypothesized Mean Difference	0	
Df	76	
t Stat	-6,954197731	
P(T<=t) one-tail	5,35483E-10	

t Critical one-tail	1,665151353
P(T<=t) two-tail	1,07097E-09
t Critical two-tail	1,99167261

The report revealed that the mean for the Pre-test was 69.84 and that the mean for the Post-test was 84. The data in the above table t-Test: Two-Sample Assuming Equal Variances reveals that the resulting t-value is -6,954197731, which is significantly higher than the threshold of 0.05 significance for statistical significance. The researchers employed the p-value for the two-tailed variant of the t-test, which is P(T=t) two-tail, to calculate their findings. Because the p-value (1,07097E-09) is less than the conventional level of significance of 0.05, the hypothesis can be accepted by the researcher. This hypothesis is supported by the sample data, which indicates that the means are different. To be more specific, the mean of the Post-test is bigger than the mean of the Pre-test. This indicates that the implementation of the Quizizz application towards students' reading comprehension skill for the class 9A at SMPN 44 Surabaya resulted in a considerable rise in the students' reading comprehension scores. Students' reading comprehension has significantly improved as a result of the implementation of the Quizizz application to 9th grade students at SMPN 44 Surabaya in the academic year 2020/2021, and this finding supports the major hypothesis of the research that students' reading comprehension has significantly improved.