QUIZIZZ AS A STUDENTS' READING COMPREHENSION LEARNING MEDIA: A CASE STUDY AT THE ELEVENTH GRADE OF DWI PUTRA BANGSA VOCATIONAL SCHOOL IN CIMANGGU

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ABSTRACT: *This study aims to find out the use of quizizz application as a learning media and contribution of smartphone-game based online learning in the eleventh grade of Dwi Putra Bangsa Vocational School in Cimanggu Pandeglang Banten. One of the important components in education is the use of learning media. The fact that at technology plays a much larger role in the digital era than it did. Nowadays millennial generation having a high level of technological literacy. This literacy coupled with recent technological advances has led to the expansion of education. From the millennial generation, these are the generations that are in classroom today and they share unique characteristics that define their generations expect to be engaged in their learning activity, technology has to be embraced in today's education and teachers have to apply part of the students learning. This paper reviews the generations of learners that teach today and how these generations impacted the transformation of education. In the paper also presents some of the emerging technologies and discusses the transformation to invent new forms of teaching and learning as well as the redesigning and rethinking education in the digital era. This research was conducted at the Dwi Putra Bangsa Vocational High School in Cimanggu Pandeglang Banten. The subjects of this study were teacher and eleventh grade students of Computer and Network Engineering Department (TKJ). The result of this study showed that usage of quizizz as a learning media can make students enthusiastic in participating in learning activity, so students can focus and maximizes their mobile phone as a fun learning media. The concept of maximum learning will help students' reading comprehension skill in English Learning. So it will improving students learning outcomes in school.*

KEYWORDS: case study, *quizizz*, reading comprehension, gamification, mobile assisted language learning, interactive and communicative teaching

INTRODUCTION

The use of ICT- based in education has developed since the mid of 21st century promoting e-learning as the alternative tool facilitating students' learning. The integration of web-based games or mobile-assisted language learning benefited the teachers and students to make teaching and learning more effective. Apart from increasing students' motivation in English learning and learning autonomy, this technological mean also facilitates students to improve their reading skills in English and also do self-assessment by making use of the instant feedback and review offered. Unconsciously, the speed of technological innovation emerges quickly as a trend in the 21st century. The wave of change is extremely noticed through the information that can be accessed every time and everywhere by many people all over the world. Furthermore, Sarica and Cavus (2009) mentions that the use of technology automatically shifts the daily routine of post millennial generation *(gen Z)* who born as technological users in terms of lifestyle, social interaction, economic, and education. According to Kapp (2012) said that gamification refers to the use of game based mechanism and game thinking to engage students motivate, action, promote learning, and solve problems. In a simple way, gamification is the use of approach and element as game thinking which different context from games is. There are some tools for gamification as mention above. Those are suitable to see the automatic progress and result of the students in the learning process. Here, *quizizz* as the focus of the current research will be one of tools that will be employed. In Indonesia, reading comprehension is state in Permendikbud No. 59 Tahun 2014. It also has close relationship with the curriculum of 2013 that has been implemented in most of the Indonesian school. The content in Permendikbud No.59 Tahun 2014 presents three main aspects to be competent and capable of reading. The first is the comprehension of social function which refers to the function of the text in social context or in real life. The second is the comprehension of the text structure which focuses on how the information within a written text is organized. The last is the comprehension of the language feature which meant as the features of language that support meaning. However, the fact is most of the students especially in Indonesia is still struggling in mastering the English language as their foreign language. It is mostly cause by books and the teachers are only the main source that to support English language learning of the students. According to Yadav and Zhou (2017) mentions that Integrating innovative media and technology need to be implemented in the school.

LITERATURE REVIEW

Quizizz is game-based educational applications, which bring multiplayer activities to the classroom and make in-class exercises interactive and fun. Using *quizizz*, students can do in-class exercises on their electronic devices. Unlike other educational application, *quizizz* has game characteristics like avatar, themes,, memes, and music, which are entertaining in the learning process. *Quizizz* also allows students to compete with each other and motivates them to study. According to Medvedovska Skarlupina, & Turchyna (2016) that Quizizz can be integrated with goggle classroom. This integration facilitates assignment tracking and enhances students safety since they are authenticated using their school google accounts.

The term of "reading strategy" is specific tactics carried out by the reader in order to comprehend the intended meaning. Thus, reading strategies are the techniques that are used by EFL learners to achieve success in reading comprehension. Garner (2014) defines that reading strategies as generally deliberate, playful activities undertaken by active learners, many times to remedy perceived cognitive failure. To achieve a goal in teaching reading comprehension to students, it is better for teachers should follow several principles of existing strategies and following with the material to be taught. Mac Namara & Murphy (2017) *state that quizizz* is an educational app that applies the concept of gamification.

The colorful interface, avatars, and music provide students a similar experience as a game does. In the digital era, the game develops into game-based learning as Hilliar and Kargbo (2017) stated Game-based learning is an interactive multimedia game with a dynamic element that is under control of learner or teacher. Overall, Game-based learning is designed with the purpose to help the learner and the teacher to gain a variety of learning experiences in an interactively manner. So, that it concludes that Game-based learning can be defined as the use of MALL as a Game-based approach to deliver, support, and enhance teaching, learning assessment, and evaluation.

Kilicakaya and Krajka (2010) state that most of the teachers in several places already tried to integrate these changes and utilize Smartphone into their classes by using the MALL strategy. At least there are two principles of how the teacher should concern about policy applying technology in the language class. The First principle is related to students. Knowing students' needs and their familiarity with technology is an important key to integrate technology in the classroom. The second principle is in association with content or material. The materials which are contextualized with information technology (IT) will allow students to apply their prior knowledge to the content and language learning task in order to get students to acquire learning materials together with mastering the technology used in the classroom. Basically, in the digital era, teachers are required to understand the technology which is intended to help the process of teaching and learning in schools. Teachers must also be proficient in using digital devices that are used in teaching the material to be conveyed to their students. Active learning and fun will help teachers in achieving the desired results for their students. Finally, the use of ICT in the learning process at school is needed to support the process of improving the quality of teachers, students, and the school itself.

METHODS

The method used in this research is descriptive qualitative research by implementing case study research design. Data analysis technique used is analyzed qualitatively by Miles, and Hubberman (2013), including the process of collecting data, reducing data, presenting data, and drawing conclusions. The objectives of the research are to find out the process of using *quizizz* in improving student's reading comprehension. Furthermore, a case study allows the researcher to involve in the case integrally. This research was used multiple sources. The numerous data sources help the researcher investigate and understand the focus of this research. Secondly, this research concerns a single case, which is students' reading comprehension. Through this problem, this research provides an opportunity to investigate the use of *quizizz* as students' reading comprehension learning media. Thirdly, this research was used the small scale in which attempts to maintain a

holistic approach to understand the context of using ICT in the learning activity. Through the small size, this research requires the detail and in-depth information will take from teacher's and students' interview.

RESULTS AND DISCUSSION

The use of *quizizz* as a learning media in schools greatly helps teachers to increase student learning interest and also improve learning outcomes. In this case the *quizizz* is considered very effective to be used as a learning media in SMK Putra Putra Bangsa Cimanggu. Some things that support the learning process using *quizizz* is the availability of facilities such as electronic laboratories that are commonly used for students learning to use digital applications, and also helps students who do not have digital devices so that they can continue to join *quizizz* by using computer media provided at school. So, the interactive and active learning can be felt by all students. In addition, the teacher also explained that the use of interesting learning media can increase students' interest in learning, especially English language which according to some students is a difficult subject, but with using the *quizizz* it is very helpful for the teacher to convey through the quiz method that makes students feel happy and enthusiastic when the teaching and learning process is ongoing. The implementation of *quizizz* it is also easy and the teacher will not experience difficulties because the *quizizz* is very easy to apply, but sometimes the teacher must be prepared to facilitate students who do not have Smartphone and are replaced with computers at school, because in this school not all students have Smart gadget. Based on the regulations contained in schools about the use of mobile phones or electronic media in the learning process is permissible as long as according to procedures and in the supervision of the teaching teacher, because *quizizz* uses devices such as mobile phones or computers in its application. It does not become an obstacle for teachers and students when playing this online-based game in the teaching and learning process in class. The response obtained in using *quizizz* as a learning media for reading comprehension is very good and students feel the ease of learning, especially in understanding a text, by using *quizizz* they become interested in reading and understanding because of interesting features and because this game does stimulate students to get the best value. Learn with *quizizz* application means learning that combines direct activities and Gamification through Mobile Assisted Language learning (MALL).

The learning media of *quizizz* application has the following characters as follows:
- Teacher can hold the classroom activities at least 15-20 minutes for playing one quiz.
- Internet-based activities are built according to certain requirements considered equivalent to the classroom activities.
- Classroom and online activities are configured alternately.
- Results will soon appear and be recorded as well as the effectiveness of the quizziz as a learning media based online game in SMK Dwi Putra Bangsa environment.

Students answer the questions contained in the application

The results of *quizizz*

CONCLUSIONS

The use of *quizizz* as students' reading comprehension learning media at SMK Dwi Putra Bangsa Cimanggu is the best alternative choice that available in mobile applications such as Android and App Store. Teacher can share the quiz by using SmartPhone or Computer in school. *Quizizz* is an interactive quiz application that is more effective in increasing students' reading comprehension skill and students' enthusiasm in learning because it replaces the old quiz way that only involves paper and pens, but in the form of questions created by the teacher online with the students' learning evaluation process capable of carrying out by using Smartphone or Computer. Students are more interested, more focus, and are serious in implementing it in the classroom activity. Feedback from students is to apply more this application to other subjects because it is more interactive and focus. Students have easier access to quizziz.com by entering the join code. The use of learning media that can be accessed through students' Smarthone or Computer is a positive use of technology and can increase students' interest in learning. In addition, the feature available in *quizizz* can also make it easy for the teacher in assigning assignments and assessment processes which can be downloaded in Excel Format and sent the results to the students by email or another social media. It can be concluded that the *quizizz* application is effectively applied to students of XI TKJ at SMK Dwi Putra Bangsa in Cimanggu.

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