

Using Quizizz Gamification In Teaching Reading Comprehension

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Abstract

With the rapid development of technology in the 21st century, the use of online gamification application is one of the strategies in learning process. This study observed the implementation of Quizizz gamification application in teaching reading comprehension for the tenth graders of SMA Perguruan Advent XV Ciracas Jakarta Timur in the academic year of 2021/2022. The researcher applied the qualitative approach with ethnography method. Ethnography is the descriptive study that focuses on particular society, community or process through a closed field observation. The data were collected through observation, interviews, and document analysis. The research focus was the implementation of Quizizz gamification on teaching reading comprehension with sub focuses on school curriculum, teaching learning process, the role of teacher and student, the strategy of teaching and evaluation. The research findings showed that 1) the purpose of English learning focused on the acquisition of communicative competence; 2) The curriculum used is the revised 2013 curriculum; 3) Teaching reading comprehension with discovery learning method; 4) the reading comprehension evaluation used gamification based application Quizizz. It can be concluded from researcher observation that the implementation of Quizizz gamification application in teaching reading comprehension to the tenth grade is an effective method.

Keywords : ethnography, reading comprehension, Quizizz gamification

1 INTRODUCTION

Reading is an activity that requires interest and motivation. Ideally, students must have more time in reading, because written material has many information in it, and the more they read, the better they will get it. Through reading we can also practice on how to pronounce the word correctly as well as trying to understand the meaning. The success or failure of the students in reading skill resonates throughout the rest of their life in the future. Reading also enables students to acquire the information, knowledge, and skill that they need in life. The quality of reading skill has a strong impact on English language ability. The more students have skill in reading, the more they will be opened up with a new world, increase the vocabulary, language development, and familiar with a variety of writing style.

In Indonesia, in line with Indonesian Curriculum 2013 (K13), reading comprehension is stated in Permendikbud No. 59 2014, which mentioned the 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 the

social context or in real life. The second is the comprehension of 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 context. But in reality, reading is one of the least favorite subjects among students in particular because not many students enjoy doing it.

The teacher main goal in teaching English is for students to learn the language successfully. Determining which strategy, method and technique that will work best for the students is quite challenging. There are different success possibilities that can happen in conducting one or the other way. One way to learn English is by utilizing the technology. Technology is part of human daily live in the 21st century. It helps people to complete their work easily and efficiently. And today's modern learning must include technology as an inseparable part. To answer the need of the upcoming the industrial revolution 4.0 era, learning is now changing from traditional classroom into online classroom. Along with that, the Covid-19 pandemic that hit globally since 2020 is also a cause, where all form of traditional education system must be done online and government issued the policy to conduct the emergency learning process during the pandemic (Surat Edaran Mendikbud Nomor 4 Tahun 2020).

The use of technology in classroom can be in the form of learning and assessing. Assessment is one of important component for effective learning since it can be a tool for teachers to collect more information about students' learning progress in a structured system. Assessment provide room for improvement and progress in learning process. The more students interact with assessment can impact their future learning experience and development. Assessment also plays a key role in improving and strengthening students' motivation. It allows learners to reflect on their learning, define misunderstanding, and assess their rate of progress. Students devote their efforts towards any material or abilities they think will be assessed. With assessment, teachers can get feedback from students about the way they teach, if it is effective or not and also can find out whether they successfully achieve both the purposes and the objectives which they set for lessons or not. As part of using technology in modern classroom both in learning and assessing, there are various online assessment tools teachers can offer to engage the students more in English language learning. This game-based assessment idea arises from the current trending in game that most people like to play such as World of Warcraft where research found that the game players spent more than 30 hours a week playing (Bury, 2017). These hours are considered high and by adapting the gaming concept into assessment, teachers hope to draw students' attention more in learning process.

Gamification in education means that the elements associated with game use in learning process to achieve more of students' engagement and motivation. Game and gamification are like using the term of play to get engagement. The game elements such as scoreboards, personalized fast-feedback, points, badges and leaderboards, all presented in interesting display which can motivate and engage students in learning process. There are several online tools used in assessment such as Kahoot, Quizizz, and many more. But one of the most used and popular gamification platforms in education field is Quizizz. Quizizz have all game elements which can attract students in the learning, and with the various interesting illustration available in creating the test, teachers can design different kind of skill assessment to meet the learning objectives.

Refer to the background study, researcher decided to conduct an observation of the implementation of game-based application namely Quizizz in teaching reading comprehension to the students with five sub focus as follows: school curriculum, teaching and learning process, the role of teacher and student in teaching and learning, strategy of teaching and lastly, evaluation.

2 METHOD OF THE RESEARCH

The researcher applied the qualitative approach with ethnographic methods. Ethnography is the descriptive study that focuses on particular society, community or process through a closed field observation. As quoted from Malinowski that the final goal of ethnography "to grasp the native's point of view, his relations to life, to realize his vision of his world". Simpson and Coleman definition of ethnography is "the recording and analysis of a culture or society, usually based on participant-observation and resulting in a written account of a people, place or institution". Ethnography study provide a direct contribution in describing and explaining the rules and the evaluation of human social behavior.

Ethnographic researcher focuses on the community, the sociocultural phenomena and the selection of informants which involved directly with the community activities. Ethnography researcher will question the informant to find the link between the community culture and behavior and or cultural process which developed over time. The goal of ethnography research is to understand the way of life of a community from native point of view.

3 RESEARCH FINDINGS AND DISCUSSION

Below are the findings from the researcher observations and interviews:

3.1. School curriculum

SMA Perguruan Advent XV is conducting the teaching learning process based on the revised 2013 curriculum (C13). The English teacher of the tenth grade make the lesson plan refer to the C13 syllabus with scientific approach which is "5M", extending for "Mengamati" (observing), "Menanya" (asking questions), "Mengumpulkan informasi" (Information gathering), "Mengasosiasi" (reasoning or data analyzing), and "Mengomunikasikan" (Communicating).

The teacher herself prepare the lesson plan with her chosen approach and method which is discovery learning model, following the freedom given by the headmaster to modify the lesson plan with activities and media to help her students understand the material, to practice confidently in the classroom and to make use of the updated technology in learning. In arranging the lesson plan according to scientific approach of 5Ms, the teacher put the stimulus in the main activity as part of the first M - "Mengamati" (observing), where teacher presented the material of the topic of narrative text, then gave chance to students to identify as many questions from the material as part of the second M - "Menanya" (asking questions). Afterward, teacher would ask students personally or in group to gather the data as part of the third M - "Mengumpulkan informasi" (information gathering), next the teacher would let the students connected the material with the example of narrative text in the form of legend stories and then answer the

questions in the guide book as part of the fourth M - "Mengasosiasi" (reasoning or data analyzing), and finally presenting their finding and discussion as part of the fifth M - "Mengomunikasikan" (Communicating).

The syllabus for English reading basic competence in grade ten, which was within the duration of researcher observation was including the material of narrative text related to legend stories. With reference to the curriculum, the objectives of learning of narrative text are divided into two meetings, first for the students to be able to identify, explain, present and finding the answer related to sentences which contain a legendary part in a story of narrative text. Secondly is for the students to be able to identify, explain, present and finding the answer related to the similarity and differences of the social function, text structure and language element in a narrative text that they learn through legendary stories.

3.2. Teaching and Learning process

Due to the pandemic situation in Indonesia started March 2020, the formal school teaching and learning process had shifted into online system. By early 2022 the pandemic status in Jakarta was leveled down to level 2, which means school can have fifty percent of its classroom capacity, thus SMA Perguruan Advent XV arranged the teaching and learning process to be carried out in hybrid mode, half of the class learning online remotely from their home and half offline in classroom, where the students divided into a specific schedule. Refer to the latest regulation as explained by the headmaster in the interview session, the learning hour for English subject was reduced from four hours a week into only two hours per week. So, the learning was arranged to make use of the time slot effectively.

The teaching and learning process as researcher noted within the duration of her observations, refer to lesson plan of KD 3.8 about narrative text are divided into several meetings with sub part of activities. The first part of each meeting was the opening where the teacher entered the class, then the class president will lead his fellow students to greet the teacher and start the class with a prayer. All of the greeting and prayer were done in English. After sitting down, teacher will ask about the subject of their last meeting to check the students' readiness and ask if any of the students absent or on sick leave. The second part was the main activity. The teacher will ask the students to open their book on the topic of legendary story. As a stimulus, the teacher gave the students motivation or stimulation to focus on the topic of the material, such as asking them if they have read any legendary story from their hometown or other country. Then the teacher gave students the opportunity to identify as many questions as possible related to the material, which are the sentences that contain parts of the legend from a story. While explaining the material of narrative text, the teacher asked students to write down important point of her explanation. After that, the teacher played an audio of the legend story from the students' module, and within a duration of time the students listen to the audio, observe the material in their module carefully, identify as many difficult words they can find and write them in their notebook. Then they will swap their notes with their friend to exchange the meaning of the words, or use the dictionary to find the meaning. For the closing part, the students were asked to write the moral of the story as well as the summary to check their understanding of the text. They will be given homework to find and read various references from various sources to increase knowledge and understanding of the material and scheduled the evaluation of narrative text for the second meeting.

3.3 The role of teacher and student in teaching and learning

During her observations, researcher took notes that the teacher conducted several roles in the class. First and foremost is as source of knowledge. Teacher has the knowledge specifically in English subject related to reading comprehension to be transferred to the students refer to the current subject they learn. Students can expect their teacher to know more than they do and help them understand the lesson. The knowledge transfer went quite smoothly as students in their role of recipient eagerly accept and took notes of each new knowledge the teacher teaches them.

The next role is as the controller. The teacher was in complete charge of the class, what students do, how they interact during class and how they say the English words. In the grade ten classroom, the teacher is mostly the center of focus.

The third role is as the organizer. The success of lesson activities depends on good organization and the students knowing exactly what they are to do next. Teacher gave instructions and setting up activities refer to the subject they are learning. And the students would fully cooperate when their teacher organize the activities. There are several students who usually give comments or criticize the instruction or even make fun of it, but the teacher can manage the student's behavior and the activities went accordingly.

The fourth role is as the supporter. Teacher gives support to all students especially to them who need it when learning a new subject. The teacher would give her support by motivating them to try to read the text even though they were shy to make mistakes, the teacher also guide them step by step slowly and repeatedly on difficult part of the subject and sometimes even provide private time for students to consult their difficulties in understanding the lesson.

The fifth role is as an assessor: The teacher assumes this role to see how well students understanding the lesson specifically the narrative text on legend story and to provide feedback depending on how well they performed. Feedback and correction are organized and carried out in a kind and matter of fact way, mostly right after the evaluation done, so the students know which area is their strength and which weak area and skill needed to be practiced more. In the classroom, the students actively participating in all the learning activities that the teacher arrange. The researcher also saw the collaboration and group work between students, all done in conducive way. The teacher fully aware that reading skill of each student are different from each other, because of many factors influence them, such as practice time, the house and environment that supported English as second language, their personal motivation, and also the background of the English lesson way back in their previous junior high school. By understanding each role and how to maximize the function made the teaching and learning process went smooth and effective.

3.4. Strategy of teaching

During her observation, researcher take note that when teaching reading skill, the teacher was using the discovery learning model with comprehension questions approach.

The discovery learning was seen as the teacher encourage the students to observe the material more, use their mental analysis to classify what are they learning at the moment and use their creative and critical thinking to understand and connect the lesson to be applied in their real life.

As for the comprehension questions approach, at first the teacher introduced the reading material of narrative text in the form of legendary stories to the class, asked the students to participate by reading the text within a duration of time. During reading, the students must highlight the unfamiliar or difficult words that they do not understand the meaning, then write them in their notebook. The teacher sometime asks several students to read aloud several paragraph in the text. If there is any wrong pronunciation, or incorrect expression when reading the text, the teacher would correct the students right away.

3.5. Evaluation

Researcher observe that the teacher uses Quizizz platform as the evaluation tool. When the teacher interviewed by researcher, she explained that the reason to use an online application tool was mainly due to the occurring situation of hybrid learning system, as teacher need to use an effective tool to do the evaluation both for students learning in the classroom and students leaning remotely online at home.

To prepare the evaluation, the teacher would first draft the questions based on the material of narrative text which is the legend story that already discussed in the previous meeting. The teacher built the questions using the available template in Quizizz platform, which can be modified using different color, avatar and effect just like game settings. The teacher then set the duration to answer each question, which is long enough for students to read and understand the questions but also short enough so students cannot cheat. The questions prepared mostly in multiple choice form which have at least two possible answers, and four as the most possible answer.

When it was time to launch the evaluation in class, teacher sent the code provided on the quiz page to students to join using the page *joinmyquiz.com* in their browser without having to download the application. As for daily activities in SMA Perguruan Advent XV, the policy was that the student is not allowed to keep their mobile phone during learning activities in classroom. Usually on the beginning of the class, the class president collected all students' mobile phones into a basket and put them on the teacher desk. But as an exception for Quizizz evaluation, all students can take their mobile phone so they can join the assessment. As for the internet connection, the school provided Wi-Fi connection. So once the students have their mobile phone, teacher would ask students to join the live Quizizz evaluation, for both students in classroom and at home. The teacher also sent the Quizizz code to Zoom meeting where students who learn online can join too with their camera on.

After the quiz started, there was leaderboard displayed by Quizizz with real time result and progress of each student that join the evaluation. Teacher can monitor the evaluation progress live and another plus side is the students like to use it. Researcher saw the students like to do the evaluation using Quizizz because of its gamification-based form. They were excited and motivated to work on the exercises, as the reading is easier with the help of the graphics, animation, and colorful display of the Quizizz application.

Once the duration of time reached, teacher would end the quiz and the final result will be shown n the leaderboard display. Refer to the nterviews with the students, they felt excited doing the evaluation using Quizizz because of the interesting display. The teacher can also check the final score data or reports through Quizizz website, download it as an excel spreadsheet and can be shared

directly to the students and also for the teacher's record. Usually, it took only ten to fifteen minutes to exercise a Quizizz gamification evaluation from the time it launched until finished and have the final result. Researcher can say it was very efficient in timing. After all result announced, teacher then would discuss with the students of which part of the evaluation was difficult and gave a positive and encouraging feedback for their effort.

CONCLUSION

Based on the research findings, the researcher can conclude that the implementation of Quizizz gamification application in teaching reading comprehension to the tenth grade is an effective method.

The curriculum with scientific approach in teaching and learning process is giving the teacher the freedom and creativity to develop learning materials such as lesson plan, instructional media and instrument of evaluation. The teaching and learning process shows the mutual part of both the teacher and students' active involvement from preparing the lesson, implementing the teaching and learning strategy for the best result and in evaluating the progress.

Teacher also plays important roles in the classroom, as the source of knowledge, manager, organizer and supporter, in leading and guiding the students to be actively participate in all lessons activities in the classroom so that the teaching and learning process have an effective result. Teacher must use the effective strategy of teaching for getting the best result in students when learning the reading skill including utilizing the technology and online resources.

An important part of teaching is the evaluation, where learning progress and students' level of reading comprehension can be evaluated. Evaluation using online application tool such as gamification based Quizizz can also implemented to create an interesting learning experience for the students and the teacher can also expect a better result. As a conclusion, researcher suggest that teacher should be able to adapt to the teaching learning process with the latest technology available online that is different with the conventional classroom, to meet the current post-millennial generation needs for an effective and interesting learning process.

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