Enhancing Reading Skills by Using Quizizz for Vocational School Students

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Abstrak

Ada masalah bahwa siswa jurusan elektro di SMKN 3 Surabaya memiliki masalah dalam keterampilan membaca. Oleh karena itu, penelitian ini menyelidiki bagaimana cara kerja Quizizz untuk meningkatkan kemampuan membaca siswa SMK. Penelitian ini merupakan penelitian kualitatif, sehingga hasil dari penelitian ini mendeskripsikan respon peserta terhadap Quizizz sebagai media pembelajaran untuk meningkatkan kemampuan membaca siswa. Selain itu, terdapat data yang berisi perbandingan penilaian tentang tugas membaca teks yang dilakukan tanpa Quizizz dan menggunakan Quizizz. Partisipan dari penelitian ini adalah siswa jurusan Teknik Audio Video (TAV) di SMKN 3 Surabaya dan guru bahasa Inggris mereka. Kuesioner untuk siswa berbeda dengan kuesioner untuk guru bahasa Inggris mereka. Hasil penelitian menunjukkan bahwa Quizizz cukup membantu siswa SMK untuk meningkatkan kemampuan membaca mereka.

Kata Kunci: Keterampilan membaca, Kuis, Siswa SMK.

Abstract

There is a problem that students of electro department in SMKN 3 Surabaya have an issue in reading skill. Therefore, this study investigated how Quizizz work to enhance vocational school students' reading skills. This study is done in qualitative research, so the result of this study describes the participants' responses of Quizizz as a learning media to enhance students' reading skills. In addition, there is a data contains the comparison of assessment about reading text assignment which is done without Quizizz and using Quizizz. The participants of this study are electro department students (TAV) in SMKN 3 Surabaya and their English teacher. The questionnaire for students is different with the questionnairer for their English teacher. The result shows that Quizizz quite helps vocational school students to enhance their reading skills.

Keywords: Reading skill, Quizizz, Vocational School student.

INTRODUCTION

According to Paris (2005); Nasution, Zulkarnain, and Suhariyanti (2021); Saragih et al (2022); Rosalina, Nopiyadi, and Darma (2022), learning to read is the greatest key to success in childhood because it is essential for learning and reaching academic achievements. Thus, Reading is a basic component for gaining more knowledge. Reading is a multiform that implicates many things, such as the visual process (written symbols into spoken words), thinking process (word recognition activities and literal understanding), psycholinguistic, and metacognitive activities. Reading has an important role in all areas of the school. Without reading skills, the students will get a lot of struggle in the subject area. Therefore, reading helps the students to get much information in the subject area as they gain to comprehend and construct the meaning of the text. Masduqi, Fatimah, and Subiyanto (2021) stated that reading is a multidimensional, intellectual activity that needs specific skills and strategies. Sunggingwati and

Nguyen (2013) stated that teachers' habit of questioning in the EFL reading class is critical in supporting the learning process. Teaching reading in Indonesia is more emphasized as the item tests of the national examination focus on reading comprehension.

As believed by Lisiana, Yelliza, and Putri (2021); Saragih et al (2022), reading is one of the four language skills that should be mastered by the students to improve and add more information and knowledge. In the opinion of Perfetti (1985), the definition of reading skill is an individual's place on some reading assessment. Skilled readers are those who have a score above standard on reading assessment, whereas low-skilled readers are those who have a score below standard on reading assessment. As stated by Paris (2005), reading skills, like other psychological constructs, are defined and used to build consistent measurement and interpretation of the constructs. As claimed by Maximilian and Scholar (2020), most vocational school students choose reading skills as an important language skill in English subject since they think when they are practicing in the

workshop; they will find any instructions are written in English. Thus, the vocational students' reading skills are needed to be enhanced.

Based on Grellet (1981), there are various skills that involve reading activity. The list of various skills is taken from John Munby's Communicative Syllabus design. The skills are:

1. Knowing the script of a language
2. Resuming the meaning and use of unfamiliar lexical items or difficult word
3. Understanding explicitly stated information
4. Understanding information that is not explicitly stated
5. Understanding conceptual meaning
6. Understanding the function of sentences and pronouncement
7. Understanding connections within sentence
8. Understanding connections between the parts of a text through lexical cohesion devices
9. Understanding cohesion between the parts of a text through grammatical cohesion devices
10. Defining text by going outside it
11. Knowing indicators in discourse
12. Identifying the main point or important information in a piece of text
13. Identifying the main idea from supporting details
14. Extracting important points to summarize (the text, an idea, etc.)
15. Selective extraction of relevant points from a text
16. Basic reference skills
17. Skimming
18. Scanning to locate specifically required information
19. Transcoding information in a text to diagrammatic display

Simanjuntak and Barus (2020) claim that reading interest' condition in Indonesia is quite frightening. Masduqi (2014) examines that the reading issues in Indonesia are caused by the cultural context of English language teaching in Indonesia. Students' perceptions of reading are based on cultural values from their home languages. Therefore, English teachers in Indonesia must know the issue of cultural context and overcome it to gain students' reading motivation. Sunggingwati and Nguyen (2013), examine that English teachers can't generate the question in reading lessons easily comprehend reading passages. Moreover, there is no support to make English teachers generate the question about reading passages. Moreover, Rosalina, Nopiyadi, and Darma (2022) state that many students' perception about reading English as a foreign language is not an easy task. In addition, Nasution, Zulkarnain, and Suhariyanti (2021) state that senior high school students'

reading skills is still low due to several things such as the lack of learning media and teaching strategy which affect students' learning process.

In the opinion of Kapp (2012), game-based learning uses an actual game for teaching and improving skills. In the opinion of Kapp (2012), game-based learning uses an actual game for teaching and improving skills. Erickson et al. (2020) stated that gamification is defined as incorporating aspects of game design in a classroom setting. In the opinion of Pitoyo, Sumardi, and Asib (2020), the concept of gamification comes from the game in general. Erickson et al. (2020) stated that gamification creates a meaningful learning experience and also has the potential to motivate and engage students during the learning process in the class. Kapp (2012) stated that a learning game contains the start game, gameplay, and ending. Zainuddin et al. (2020) stated gamification uses features like scores, badges, rankings, and rewards, making immediate feedback possible. Also, gamification encourages students to engage in the learning process and enable them to finish their task. As claimed by Pitoyo, Sumardi, and Asib (2020), several teachers use gamification for creating the test as the solution to a boring test that is conducted on paper-based test. As stated by Erickson et al. (2020), gamification and its elements can stimulate both extrinsic and intrinsic motivation. Thus, gamification as a learning tool can enhance students' learning motivation.

Pradnyadewi and Kristiani (2021) believed that one of the technology tools as learning media for enhancing students' reading skills is Quizizz. On the authority of Amalia (2020), Quizizz is an online assessment tool that can be downloaded and used for free. In addition, Pitoyo, Sumardi, and Asib (2019) stated that Quizizz is a website that provides teachers to create and conduct 125 assessments for students. However, features in Quizizz are paid. Therefore, Quizizz is categorized as a digital platform. Amalia (2020); Göksün and Gürsoy (2019) stated that Quizizz can be created for conducting the formative assessment tools based on the curriculum. This digital platform can solve the problem of none of the tools for teaching in the class. Handoko et al. (2021) stated that students can access Quizizz through their PC or mobile phone if they are connected to the internet. As said by Handoko et al. (2021), this digital platform doesn't need specific computer skills or resources to operate, but teachers can operate Quizizz easily. Junior (2020) explained that the teachers go to http://quizizz.com and sign up for an account to create the new account and also to create the exercise. In addition, the display of the platform is similar to the display of any game. Handoko et al. (2021) claimed that the display in Quizizz is attractive and interactive. There

is a rank of the score which makes the students compete their language skill in learning English and also there is a "power-ups" feature which makes the student's rank up and also a "redemption" feature which gives the student a second chance to answer the question or it can be said re-answer the wrong answer. Moreover, the display in Quizizz is like the video game's display. Therefore, the student will be excited to use Quizizz for learning English by doing the exercise. However, it just only the score in the rank, but the assessment is determined by checking how many of the student's true answers and false answers are in the exercise. The result in a leaderboard is generated automatically by the system in Quizizz. The result in a leaderboard is generated when all of the participants in the Quizizz finished their exercise in Quizizz or the exercise's time is up.

As believed by Degirmenci (2021), Quizizz is a competitive game, and the students answer the question from the teacher. In general, the function of Quizizz is an exercise for measuring the student's language skills. Amalia (2020) stated that the way Quizizz sets up and keeps the data of the game is user-friendly. The students and the teacher can watch the leaderboard. It appears when the exercise is over to calculate the students' language skills. Later on, the teacher can give the evaluation to students to improve their language skills. The leaderboard contains data or reports then download the data or reports as a spreadsheet file and also share them to student's parents through email. In addition, it is used for the preparation of mid-term tests and also final examinations. Pitoyo, Sumardi, and Asib (2019) stated that Quizizz provides a multiplayer activity that makes students can practice together. Amalia (2020); Pitoyo, Sumardi, and Asib (2019) stated that Quizizz can be used as a formative assessment; so Quizizz can be used for doing the examination. However, the host of the examination in the Quizizz must disable some features like power-ups, redemption, etc. In addition, the examination host must make a rule about the nickname in the Quizizz to make it easy when checking the student's result of the examination.

Pradnyadewi and Kristiani (2021) stated in their article that Quizizz can help both students and teacher in the learning reading process because there are many features that make the students read often. Moreover, Quizizz can help students to practice their reading skills by doing an exercise about reading text. In the opinion of Siregar and Oktavia (2022), online exercise is a learning activity by using digital platforms, such as Quizizz. Amornchewin (2018) stated that development of language skills by using exercises with Quizizz for students' learning engagement can enhance the student's knowledge. Moreover, the student's abilities in language

skill exercises with Quizizz are higher than without Quizizz. Therefore, students can enhance their reading skills by doing an exercise in Quizizz. To do an exercise about reading text for enhancing reading skills, students can type the name of a quiz in the search bar if students now the name of a quiz about reading text exactly, or type "reading text" in the search bar if students want to explore the various of quizzes about reading text. The search bar is in the top of the page.

Figure 1. The First Page of Quizizz
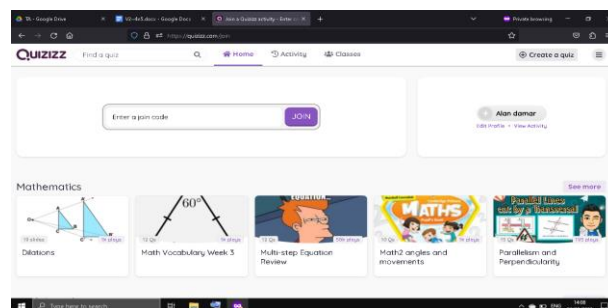
Moreover, Handoko et al. (2021) stated that Quizizz is an assessment tool in gamification that has very positive responses in its use; also, Quizizz provides the assessment process in teaching and learning activities very effectively. Rahayu and Purnawarman (2019) believed that Quizizz is a web-based assessment tool that makes the students more active in students' self-assessment. Göksün and Gürsoy (2019); Degirmenci (2021) explained that Quizizz popular website in the assessment field which is similar to Web 2.0 tools. Degirmenci (2021) explained that an online assessment platform is a type of Web 2.0 tool. In addition, Degirmenci (2021) also declared in the study about the literature review about Quizizz in language learning and teaching from the teachers' and students' point of view that Quizizz is better as an online assessment tool because it is very effective as the learning media for teaching and learning English. Also, it has a crucial role in the teaching and learning process.

Rahayu and Purnawarman (2019); Irwansyah and Izzati (2021) also stated that Quizizz is an innovative digital platform for learning which is taking the process of the learning process, and also similar to examination and assignment, but it is in gamified form. Dhamayanti (2021), investigated giving assignments to EFL students through Quizizz. The result of that journal is the EFL students' dedication to working on assignments is highly motivated by the Quizizz. In the first page of Quizizz after login account in Quizizz, teacher can press "create a quiz" button to create a quiz for students. Then, it appears a display for creating a quiz.

Figure 2. The Display of Creating a Quiz in Quizizz
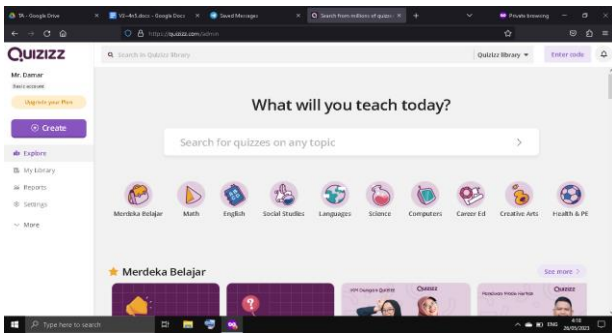
After entering a display of creating a quiz, teacher can press "create" button which is colored purple in the left side of the page to create a quiz. There are so many kinds of question such as multiple choices, fill in the blank, etc. However, several kinds of question are needed premium account. After teacher creates a quiz, students can join a quiz from their teacher by typing the code of a quiz in the first page of Quizizz. Moreover, teacher can check students' measurement about exercising reading text which is affect to students' reading skills by looking at the report tab and the leaderboard of a quiz. Teacher can share the leaderboard which contains student's measurement to students through mobile phone social media and email.

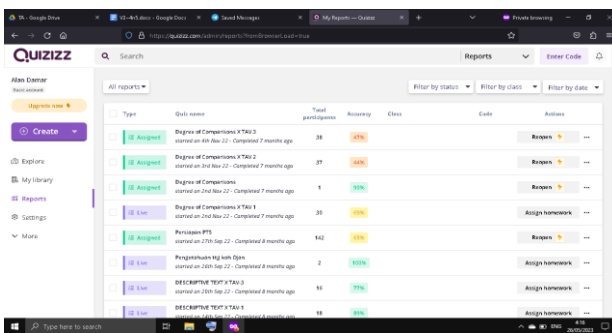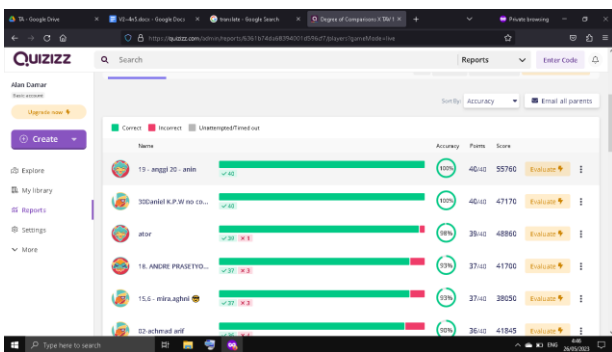Figure 3. The Display of Reports Tab

Figure 4. The Leaderboard of a Quiz

From the explanation about Quizizz for enhancing students' reading skills, it can be implied that it is recommended for teachers teach the reading material to enhance students' reading skills. Pahamzah et al (2020)

also believe that using Quizizz for increasing students' reading comprehension skill is an effective way because it replaces the paper-based. Puspitayani, Putra, and Santosa (2020) suggested that Quizizz must be used to develop the online formative assessment for assessing reading comprehension for tenth-grade students. In addition, all online reading quizzes develop on the three aspects of the reading passages; they are social function, text structure, and linguistic feature. In addition, there is a level of reading comprehension. The quality of the developed online quiz regarding its content validity is very high. Therefore, creating an online quiz as a formative assessment instrument by developing Quizizz is highly recommended, because Quizizz is useful and easily implemented in the classroom. Also, Rahayu and Purnawarman (2019) suggested that teachers can give the assignment to the students through Quizizz. Thus, Quizizz is the best choice as a learning media for enhancing students' reading skills.

However, On the report of Yuniarto (2021, August), there were several advantages and disadvantages of Quizizz from student's perceptions. The advantages of Quizizz are:

1. The design of Quizizz to create fun gameplay;
2. Students get the new vocabulary during doing assignments in Quizizz;
3. Students can master the material in Quizizz in a fun way;
4. Students' reading ability is increased.

Whereas, the disadvantages of Quizizz are:

1. The limited time during doing the assignment in Quizizz makes the student feel pressed;
2. Quizizz is not too user-friendly because the new user is confused by the features in Quizizz;
3. The internet connection to do assignments in Quizizz must in good condition.

There was an observation about the students' behavior in an English class, the tools in the class, and the English teacher's behavior in the class. The problems are the students do not enjoy it when they are given an assignment by their teacher, which is the assignment is done in the notebook or anything else but without the mobile phone; the lack of reading skills is a common issue's students in Indonesia; and also the students bore with English lessons because the teaching method is obsolete. The teaching method in the vocational school is just like the teacher writes on the whiteboard and the students write in their notebooks. It happens because there is no audio-visual multimedia in the class. However, if the teacher needs to use visual media like a projector for showing PowerPoint, the teacher must borrow it in the teacher's office but the amount of the projector is not quite a lot. Fortunately, the teacher and

most of the students in the class bring their mobile phones. Thus, the solution is to give the exercise by using the digital platform for doing exercise to measure the students' English language skills such as measuring reading skills.

The article "Quizizz as A Students' Reading Comprehension Learning Media: A Case Study at The Eleventh Grade of Dwi Putra Bangsa Vocational School in Cimanggu" by Pahamzah et al (2020), they examined about the correlation between Quizizz as e-learning media and vocational school students' reading comprehension. The maximum of vocational school students' reading comprehension leads to students' learning outcomes. The participant of the study was eleventh-grade students of the Computer and Network Engineering Department (TKJ).

Therefore, this study fills the gap of the previous study that tenth-grade student of the electro department (TAV) is not examined yet. In addition, the reason of this study is needed to be done by the researcher is there are so many researches about using the platform for doing exercise and assignment, but most of the research about it are general participants, not specific students like students in vocational school, and also the other researches only show about the students' perspectives of using any digital platform for doing exercise. Moreover, the function of a digital platform is to help teachers to give assignments to students during the COVID-19 pandemic era. However, in 2023, the activities in schools in Indonesia are like before the COVID-19 pandemic era or it can be said the regulation lock down in Indonesia is no more. Thus, this study will examine the use of the digital platform for doing the exercise as an assignment to enhance the student's reading skills. This study examines Quizizz as a learning tool.

Further, this study described students' responses about using Quizizz for enhancing their reading skills and the description about students' reading skills.

METHOD

This study conducted in a qualitative research method. The target of this study to find vocational school students' responses about enhancing student's reading skills through using Quizizz. The research subject of this study is the 10th-grade student in the vocational school. Further, the class that was observed is the 10th-grade electro-study program (TAV). Thus, the 10th-grade electro-study program in SMKN 3 Surabaya is chosen as the participant of this research.

The research instrument of this study is Questionnaire. Based on Weiler and Ham (2010), questionnaire is a set of questions. Questionnaire is used to gather the information from a sample of people. They

can be administered in various ways, such as online, by mail, or in person. The contents questionnaire comprised two research questions. Therefore the participants of this research fill a questionnaire. A questionnaire is about the student's response toward using Quizizz for doing the assignment about reading comprehension. The researcher asks the participants to fulfill a questionnaire. The type of questionnaire is an open-ended questionnaire. Thus, the participants of this research elaborate their answers as the responses of this study. Then, the participant's responses in the questionnaire of this research investigate the effect of using Quizizz on students' reading skills, whether using Quizizz makes the students' reading skill increase or decrease or not.

RESULTS AND DISCUSSION

The researcher gets 28 participants to find out students responses about Quizizz for enhancing vocational school students' reading skills. There are 10 questions and also the participants' responses in a questionnaire of this study. The questions and participants' responses are below.

1. Do you know Quizizz? And how do you know Quizizz? All participants know Quizizz well.
2. When do you start to use Quizizz for learning requirements? The table below is the participants' responses.

Table 1. Participants' Response Number 2

Since Elementary School student	1 student
Since Junior High School student	5 students
Since Vocational School student	6 students

The rest of participants didn't answer when they start use Quizizz for learning requirements clearly, but they stated what they use Quizizz for. The table below is the participants' responses about what the use Quizizz for.

Table 2. Participants' Response Number 2 Part 2

To do the assignments	10 students
To do an examination	3 students

3. What is your opinion about accessing Quizizz to do the exercise about reading text? 27 participants' responses are easy to access to do the exercise about reading text. However, only a participant responded that it's difficult to access.
4. What is your opinion about reading passages in Quizizz? 26 participants responded that reading passages in Quizizz can be read. However, 2 participants responded that reading passages in Quizizz can't be read.
5. Do you think Quizizz makes you answer questions related to reading passages easily? The participants'

responses are diverse. The table below is the participants' responses.

Table 3. Participants' Response Number 5

Agree	22 participants
Uncertain	1 participant
Disagree	5 participants

6. Can you identify the text structure of the reading text while doing an exercise in Quizizz? The participants' responses are diverse. The table below is the participants' responses.

Table 4. Participants' Response Number 6

Can identify	22 participants
Uncertain that participant can identify	4 participants
Can't identify	2 participants

7. What is your opinion about the picture above a reading passage which appears in an exercise in Quizizz? The participants' responses are diverse. The table below is the participants' responses about the picture above a reading passage.

Table 5 Participants' Response Number 7

Clear to see at the picture	21 participants
Not clear to see at the picture	9 participants

8. Do you think Quizizz helps you to find reading strategies while doing exercises about reading text in Quizizz? The participants' responses are diverse. The table below is the participants' responses.

Table 6 Participants' Response Number 8

Agree	23 students
Disagree	5 students

9. What is your opinion about the answer key in Quizizz? 26 participants argued the key answer helps for them during doing the exercise about reading text. However, 2 participants didn't know that Quizizz has a key answer feature.

10. Do you think using Quizizz is a solution for you while doing exercises about reading text difficulty? The participants' responses are diverse. The table below is the participants' responses.

Table 7 Participants' response number 10

Agree	25 students
Disagree	3 students

As the students' responses, it can be implied that Quizizz can help vocational school student to enhance their reading skill. Students find their reading strategies to understand the reading text both the non-educational reading text like the story and educational reading text.

As a consequence of this, the students can do their assignment about reading text easily. They can identify the text structure, language features, and social function of the reading text. It caused by the students can read the reading passages in the Quizizz very clearly and also look at the picture as the addition of a reading passage very clearly, even though some students can't read the reading passages clearly, they overcome it by zooming in a page to make it clear. In addition, their English teacher satisfies to use Quizizz as a learning media for giving the students an assignment about reading text. Moreover, students have various strategies while they are doing their exercise as an assignment about reading text. Some of them scroll down the page to read the question below the reading passage first then, they scroll up the page to read a reading passage and some of them translate the reading passages and the questions by using Google Translate. While they are reading a reading passage to answer a question, they find a similar word between a question and the reading passage above the question. Each question, they have keywords to find in a reading passage. Therefore, their reading strategy to answer a question is scanning. As stated by Zuhriyah, Agustina, and Fajarina (2018), scanning is used by students to find specific information and answer the question to minimize their time to get the answer during the exam. Based on Asmara, Muhammad, and Almubarokah (2022) also stated that students can train their reading skill by using Quizizz because the features in Quizizz make students to enhance their reading interest. Therefore, the features and display in Quizizz affect students' reading skills. As stated by Pradnyadewi and Kristiani (2021), avatars, themes, memes, and music in Quizizz can enhance students' reading skills. Further, the Quizizz' display and features are very attractive for students' learning process. When they are doing an exercise about reading material, they read the reading passages and also they find a lot of vocabularies in a reading passage that must be understood by them.

Besides the questionnaires for students, there are two lists contain the assessment about reading text assignments. The first assessment is an assessment that is done without Quizizz or other method to complete the assignment, and the second assessment is an assessment that is done with Quizizz. Then there are mean for both assessment lists of reading text to examine whether there is an enhancement of reading skill or not. Moreover, two assessment lists about reading text material are different genres. The reading text assignment, that without using Quizizz was report text, and the reading text assignment, that using Quizizz was descriptive text. The average assessment of report text is 82,76471 and the average assessment of descriptive text is 85,20588. Thus, Quizizz

makes the learning process about reading text easier based on the average assessment comparisons.

Based on the comparisons of average assessment, it can be said that there is a different between using Quizizz and not using Quizizz for doing an assignment about reading text. The average assessment assignment which is done by Quizizz is higher than the average assessment assignment which is not done by Quizizz. Therefore, Quizizz can rich their reading skills. In addition, the data implies that assigning students about reading text by using Quizizz is similar to assigning students about reading text without Quizizz. Therefore, Quizizz enhances students' reading skills depending on their willingness in reading and learning English.

On the report of Tarigan (2021); Pahamzah et al. (2020); Pradnyadewi and Kristiani (2021), Quizizz can be used as a learning media to enhance vocational school students' reading skills. Using Quizizz can make learning more fun and engaging, which can help students to enhance their reading skills. In addition, Quizizz can be integrated with other tools to facilitate assignment tracking. Overall, the use can be an effective way to enhance vocational school students' reading skills.

On the report of Tarigan (2021), reading materials on Quizizz for vocational school students adapted to their specific department of vocational school. As though, an English teacher gives reading material to electro department students about descriptive text, which describes about electronic goods. The reading materials could cover topics related to their vocational subjects, industry-specific terminology, technical concepts, and practical applications. Therefore, the specific types of reading materials available on Quizizz may vary depending on the teachers or educators who create and upload the material on the platform. Thus, Quizizz can be used as a learning media to learn about whatever kind of reading text for vocational school students'.

As the explanation between the comparisons of average assessment and the literature about Quizizz and students' reading skills, it can be implied that assigning reading text to vocational school students is an effective way to enhance students' reading skills.

However, based on the participants' responses, they can translate the reading text and the questions by doing pop up google translate in the Quizizz' website. According to Quizizz help center teacher can overcome the student's cheating problem in Quizizz by doing:

1. Enable focus mode
   Focus mode is a feature of Quizizz that is designed to prevent student from opening other pages or switching other pages when they are taking a quiz in Quizizz. Therefore, students can't use Google Lens and Google Translate when they are taking a quiz.

2. Set a time limit
   Teacher can set a time limit for each question in Quizizz. Therefore, students have no time to use Google Lens and Google Translate because they need more time to access Google Lens and Google Translate.

3. Monitor Students
   Teacher can monitor students while they are taking a quiz by walking around the classroom and looking at the students' screen.

CONCLUSION

Based on the result and discussion, it can be concluded that Quizizz quite helps students and teachers to solve the issues to vocational school students' reading skills. Thus, Quizizz can enhance students' reading skills.

If students have a smartphone and they want to drill their reading skills practically, they can access Quizizz either through the official website or through the application. Then, search reading text as the keyword to find the quiz about reading text. Finally, they can start the quiz in Quizizz and watch the final result of the quiz on the leaderboard. Therefore, they can assess their reading skills. They can evaluate continuously because Quizizz doesn't have a cooldown feature, so the user can do the other quiz or the same quiz again anytime.

Further, the suggestion for teachers, Quizizz is a place to conduct and do an assessment with the many features to make an exercise more exciting, so the teachers can create the tests in Quizizz as creatively as possible. However, creating an assessment in Quizizz, especially about reading text such as the reading passages and the pictures should be informative for students, so students can do a Quiz easily without any hesitate. Moreover, teachers must set the options of a Quiz based on the kind of assessment. If Quizizz is for conducting an exercise, just let any features on. If the Quizizz for conducting a test, teachers should turn off some features such as meme, music, and power up to make a test more reliable.

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