QUIZIZZ AS AN ALTERNATIVE GAME FOR TEACHING NARRATIVE TEXTS ON THE TENTH GRADE STUDENTS OF MAN 2 PALEMBANG

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Abstrak

Tujuanidari penelitiandini untuk mengetahuiz"Apakah ada perbedaan yang signifikan dalam pembelajaran teks naratif terhadap siswa kelas X MAN 2 Palembang antara yang diajar dengan menggunakan Quizizz dan yang tidak menggunakan Quizizz?". Penelitian ini menggunakan desain eksperimen semu. Sampelipada penelitian ini 62 siswa yang diambil dengan menggunakan cluster random sampling. Dataidianalisis dengan menggunakan uji-t. Nilai siswa pada post-test kelompok eksperimen secara signifikan lebih tinggi daripada nilaiosiswa pada post-test kelompok kontrol. Artinya t yang diperoleh lebih besar dari t tabel 1,670. Maka, hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Dapat disimpulkan bahwa, ada perbedaan yang signifikan dalam pembelajaran teksinaratifipada siswa kelas X MAN 2 Palembang antara yang diajar dengan menggunakan Quizizz dan tidak menggunakan Quizizz..

Kata kunci: *Quizizz, game alternatif, Mengajar, Membaca, Teks Naratif*

Abstract

The main problem of this study was "Is there any significant difference in learning narrative texts to the tenth grade students of MAN 2 Palembang between those who are taught by using Quizizz and those who are not?". This study appliedia Quasi-experimental design. Theisample of this study was 62 students taken by using cluster random sampling. The data was analyzed by using t-test. The students' scores in post-test of experimentalogroup were significantly higher than the students' scores in post-test of control group. It means that t-obtained was higher than t-table 1.670 as critical value. Consequently, the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It could be concluded that, there is any significant difference inilearning narrative texts toithe tenth grade students of MAN 2 Palembang between those who are taught by using Quizizz as an alternative game and those who are not.

Keywords: *Quizizz, Alternative game, Teaching, Reading, Narrative Texts*

1. Introduction

Various languages are spoken by humans as tools to communicate with other people. One of the languages is English. English has become international language for unite all the varieties. The statement is supported by Richards (2001:2), who states that "English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come into play." That is the reason English is taught as a foreign language in Indonesia.

As we know, there are four skills in English: speaking, listening, reading, and writing. One of them is reading as passive or receptive skill. Students need to acquire this skill for understanding the message or passage from the text to get knowledge and

information. Johnson (2008:3) states that reading is the practice of using text to create meaning. If there is no meaning being created, there is no reading taking place. It means, the point of reading is to understand the content of written text and we will have difficulties to know what the meaning of something without reading. Therefore, one of the most important skill in English is reading which students are required to master if they want to learn something.

Teaching reading was not an easy task to do because the students do not only read the words, sentences, paragraphs, and texts but also should understand of what they have read. The students think that reading is a difficult task and uninteresting skill for them. They are bored and lazy to read English texts. In this case, teachers should find alternative solution to make the students interested and understand about the meaning of the written texts.

Based on the problem above, the writer chose the Quizizz as an alternative solution to solve the problem of the students especially in reading English text. According to Mei, et al (2018:208), "Quizizz is an online assessment tool as a fun multiplayer classroom activity that allows all students to practice together with their computer, Smartphone and I Pad." It means, quizizz is an educational game that use technology that can make the students interested and not bored in reading through quizizz. Moreover, quizizz give motivation to the students reading English text once they felt difficulties. The statement is supported by Rekola and Savo (2018:7), "The use of digital materials in the classroom offers a number of possibilities for making lessons more varied, interesting and motivating." Therefore, the writer applies the quizizz in the classroom as a way to increase student's interest in reading.

For this research, the narrative texts is appropriate text to be applied becomes the importance factor to quizizz. According to Latifa and Manan (2018:249), "Narrative texts is a written text contained a message which is aimed to make the reader understand meaning of the story." Narrative text is suitable to make students interested and curious about the meaning of the text.

Based on writer's observation in MAN 2 Palembang, the researcher found some difficulties or troubles that faced by the students in reading skill. Many students have problem to find the meaning of the text, identify generic structure, and they do not interest to read the text.

Therefore, the researcher was interested to do a research entitled "Quizizz as an Alternative Game for Teaching Narrative Texts on the Tenth Grade Students of MAN 2 Palembang."

Moreover, the objective of this research is to find out whether or not there was any significant difference in learning narrative texts to the tenth grade students of MAN 2 Palembang between those who were taught by using Quizizz as an alternative game and those who were not.

2. Method

In this study, the researcher used a quasi-experimental design. According to Fraenkel, et al (2012:296), "Quasi-experimental design is the matching-only design differs from random assignment with matching only in that random assignment is not used." The writer will take two groups as sample, namely: experimental group and control group. The formula of this design is as follows:

Treatment Group	O_1	X	O_2
Control Group	O_3		O_4

Where:
O_1 : Pre-test Given to the Experimental Group
X   : Treatment by Quizizz
O_2 : Post-test Given to the Experimental Group
O_3 : Pre-test Given to the Control

Group

O$_4$: Post-test Given to the Control Group

The population of this study is 252 students of MAN 2 Palembang. The sample of this research are X Science 4 and X Science 2. There are 62 students which dividied into two groups, namely experimental group and control group. The population of this research is 252 students of MAN 2 Palembang as shown in Table 1.

Table 1. Population of the Study

No	Class	Total
1	X Science 1	32
2	X Science 2	31
3	X Science 3	28
4	X Science 4	31
5	X Science 5	34
6	X Social 1	34
7	X Social 2	32
8	X Social 3	30
	Total	252

(Source: MAN 2 Palembang the Academic Years of 2019/2020)

The sample is the group in the study which information is obtained (Fraenkel, et al, 2012:91). In this study, the researcher used designed through cluster random sampling technique. According to Fraenkel, et al (2012:96), "The advantages of cluster random sampling are that it can be used when it is difficult or impossible to select a random sample of individuals. It is often far easier to be impliment in school, and it is frequently less time consuming." It means, all groups of population have the same chance to be selected into sample in the research and it can save the time in research. The population of this tudy consist of eight classes on the tenth grade students of MAN 2 Palembang. The sample of this study are X Science 4 and X Science 2. There are 62 students which dividied into two groups, namely experimental group and control group. Table 2 shows the sample of the study.

Table 2. The Sample of the Study

No	Class	Group	Total
1	X Science 4	Experimental Group	31
2	X Science 2	Control Group	31
	Total		**62**

(Sources:MAN 2 Palembang the Academic Years of 2019 – 2020)

- Technique for Analyzing the Data

The researcher used two techniques in analyzing the data, they are paired sample t-test and independent sample t-test. Moreover, the calculation used SPSS 23 in this study.

- Technique for Collecting the Data

In collect the data, the researcher used written test in the form of multiple choice questions by using Quizizz App. It is supported by Richard and Scahmidt (2010:591), "Test is any procedure for measuring ability, knowledge, performance." Therefore, this research using multiple choice tests. It can be used as an instrument to know the result of Quizizz in teaching reading narrative text.

The writer used pre-test and post-test to collect the data. The pre-test was given before teaching the groups by using Quizizz, while the post-test was given after teaching the groups by using Quizizz. Then, there are 40 test items for this study.

1. Validity

Validity is an instrument that really measure the objective. According to Fraenkel, et al (2012:112), "A More accurate definition of validity revolves around the defensibility of the inferences researchers make from the data collect through the use of an instrument. An instrument, after all, is a device used to gather data." Therefore, the researcher got information of the data used an instrument to reach the objective. In order, to know if the content of the data

is appropriate, the researcher took the data.

2. Reliability

The researcher found the reliability of the test items using KR-21 formula for this research. According to Fraenkel, et al (2012:154), "Reliability refers to the consistency of their scores obtained-how consistent they are from each individual from one administration of any instrument to another hand from one set of items to another." In this study, the consistent reliability is estimated through Kuder-Richardson Reliability Coefficient, the mean score, and standard deviation.

According to Fraenkel, et al (2012:156), the following is the formula of KR-21:

$$\mathbf{KR21} = \frac{k}{k-1}\left[1 - \frac{M(k-M)}{k(SD)^2}\right]$$

Where :

KR21 : Kuder-Richardson Reliability Coefficient

K : Number of Test Items in the Test

M : Mean of the Students' Correct Answers

SD : Standard Deviatiation of Set of the Test Scores.

According to Fraenkel, et al (2012:199) "The formulation of Standard Deviation is as follow:

$$SD = \sqrt{\frac{\sum (X - \overline{X})^2}{n}}$$

Where :

SD : Standard Devitiation

$\sum$: Sum Square of Students Scores

X : Individual Score

$\overline{X}$: Students Mean Score

N : Number of students

According to Fraenkel, et al (2012:157), "Many classroom tests report reliability coefficients of .70 and higher. Compared to these figures, our obtained coefficient must be judged rather low. For research purposes, a useful rule of thumb is that reliability should be at least .70 and preferably higher."

- Operational Definitions

The title of this study was "Quizizz as an Alternative Game for Teaching Narrative Texts to the Tenth Grade Students of MAN 2 Palembang." To avoid misinterpretation, the writer described some operational definitions related to this study.

1) Quizizz

Quizizz is one of educational game using technology to make the students interested, motivated, and increased their reading skill also.

2) Teaching

Teaching is a process of transferring the knowledge to improve students' skill and achieve their goal.

3) Reading

Reading is a one of receptive skill to get the information and knowledge through written texts.

4) Narrative Text

Narrative text is a text that contain a story whether it is true story or fiction story.

3. Result of the Study

The students' average score of experimental group in post-test was 84,9 while, the students' average of control group in post-test was 71,1. It meant that the students' scores in post-test of experimental group were significantly higher than the students' scores in post-test of control group.

Moreover, the result of homogeneity test, the writer found that the significance level of pretest in experimental and control group was 0.216. It was homogeny since it was higher than 0.05. Furthermore, the writer found that the significance level of posttest in experimental and control group was 0.078. It was higher than 0.05. Therefore, it shows that it was homogeny.

Besides, the result of paired and independent sample t-test shows that there is any significant difference on the tenth grade students of MAN 2 Palembang in teaching narrative texts

who are taught by using Quizizz and those who are not. The result of paired sample t-test (0.000) < 0,05 with one-tailed testing. It shows that there was a significant difference between the students' scores in pretest and posttest from both groups (experimental group and control group). Then, the result of Independent sample t-test was 4.31. Since the value of t-obtained was higher than the value of t-table (4.31>1.670) at significance level of 0.05 consequently the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

4. Kesimpulan dan Saran

The students' scores in post-test of experimental group were significantly higher than the students' scores in post-test of control group, with the students' average score of experimental group in post-test was 84,9 while, the students' average of control group in post-test was 71,1. Then, the result of students in independent sample t-test, the critical value 0.05 significance level with df 60 was 1.670 and t-obtained 4.31. It means that t-obtained was higher than t-table 1.670 as critical value. Consequently, the alternative hypothesis (Ha) was accepted while null hypothesis (Ho) was rejected. It could be concluded that, there is any significant difference on the tenth grade students of MAN 2 Palembang in teaching narrative texts who are taught by using Quizizz and those who are not.

In line with the discussion in the previous part, the researcher would like to provide some suggestions for the teachers of English, the students, and other researchers. The suggestions were as follows:

1. The teacher should use the educational game in the activity of learning English when the students are bored. In order, the students more interested with Quizizz that can make them enjoy to learn.

2. The teacher of English should keep control the class when they are learning activities.
3. The students should be more focus in the activity of learning English especially in reading skill.
4. The students should study more and are confident when answer the question from the teacher.
5. The students should have English dictionary to make the students easy to find the meaning of the word or sentence.
6. The writer hopes that the other researchers could get more the knowledge deeper about how to use, teach, and do research in reading narrative texts by using Quizizz.
7. The writer hopes this Quizizz App can be a reference for researchers to find interest way in learning process especially in reading.

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