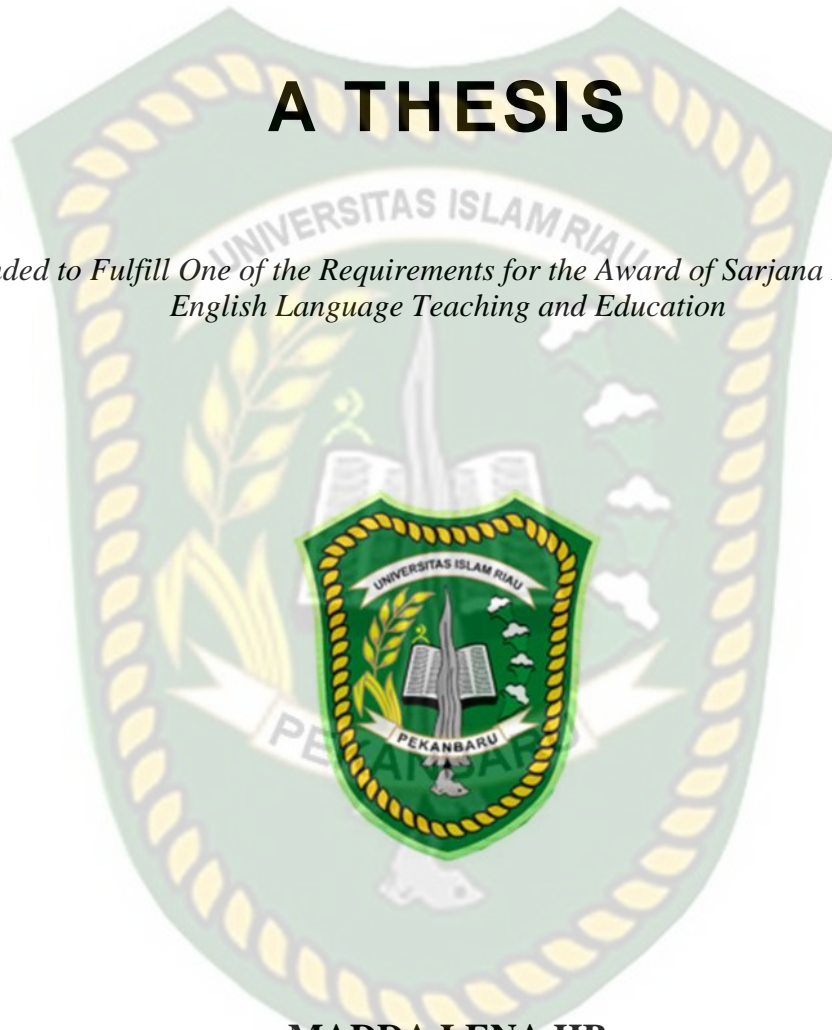


**AN ANALYSIS OF QUIZIZZ AS ASSESSMENT TOOL  
TOWARD STUDENTS' READING COMPREHENSION OF  
SECOND GRADE AT SMAN 2 PEKANBARU**

**A THESIS**

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in  
English Language Teaching and Education*



**MADDA LENA HB  
(166310583)**

**ENGLISH LANGUAGE EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS ISLAM RIAU  
2020**

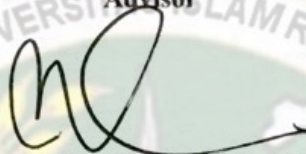
THESIS APPROVAL

TITLE

**AN ANALYSIS OF QUIZZ AS ASSESSMENT TOOL TOWARD STUDENTS'  
READING COMPREHENSION OF SECOND GRADE AT SMAN 2 PEKANBARU**

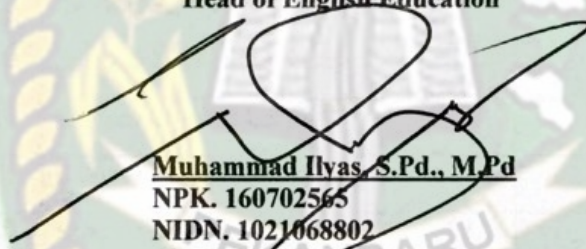
Name : MADDA LENA HB  
Student Number : 166310583  
Study Program : English Language Education

Advisor



**Miranti Eka Putri, S.Pd., M.Ed**  
NPK.091102367  
NIDN.1005068201

Head of English Education



**Muhammad Ilyas, S.Pd., M.Pd**  
NPK. 160702565  
NIDN. 1021068802  
Penata/Lektor/III.C

Thesis submitted in partial fulfilment of the requirement for the Degree of Sarjana of Education in Universitas Islam Riau.

Pekanbaru, June 2020  
The Vice Dean of Academic















**Dra. Hj. Tity Hastuti, M.Pd**  
NIP.195911091987032002  
NIDN.00110959041

## THESIS GUIDANCE AGENDA

Skripsi guidance had been done to:

Name : MADDA LENA HB  
Student Number : 166310583  
Faculty : Teacher Training and Education  
Study Program : English Language Education  
Advisor : Miranti Eka Putri, S.Pd., M.Ed  
Tittle : An Analysis of Quizizz as Assessment Tool Toward Students' Reading Comprehension of Second Grade at SMAN 2 Pekanbaru .

No	Date	Guidance Agenda	Signature
1	23/10/2019	Revised Title	
2	28/11/2019	Revised Chapter I&II	
3	09/12/2019	Revised Chapter I, II & III	
4	31/01/2020	Approved to Join Proposal Seminar	
5	17/02/2020	Join the Seminar	
6	02/03/2020	Revised Title of the Research	
7	19/03/2020	Revised Chapter I, II & III	
8	25/03/2020	Revised Questionnaire	
9	22/04/2020	Revised Chapter IV	
10	29/04/2020	Revised References	
11	06/05/2020	Revised Chapter I,II,III,IV & V Approved to Join the thesis examination	
12	08/06/2020	Join the Thesis Examination	

Pekanbaru, June 2020  
The Vice Dean of Academic



**Dra. Hj. Tity Hastuti., M.Pd**  
NIP.195911091987032002  
NIDN.00110959041



## LETTER OF NOTICE

The advisor hereby notice that :

Name : MADDA LENA HB  
Student Number : 166310583  
Faculty : Teacher Training and Education  
Study Program : English Language Education  
Advisor : Miranti Eka Putri, S.Pd., M.Ed

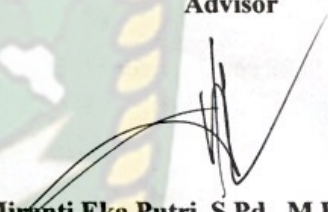
had been completely written a skripsi which entitled :

**AN ANALYSIS OF QUIZZ AS ASSESSMENT TOOL TOWARD STUDENTS'  
READING COMPREHENSION OF SECOND GRADE AT SMAN 2 PEKANBARU**

It had been examined. This letter was made to be used as it is needed.

Pekanbaru, June 2020

Advisor



**Miranti Eka Putri, S.Pd., M.Ed**  
NPK.091102367  
NIDN.1005068201

## DECLARATION

The researcher is student with the following identity:

Name : MADDA LENA HB

Students' Number : 166310583

Thesis Title : An Analysis of Quizizz As Assessment Tool Toward Students'  
Reading Comprehension of Second Grade At SMAN2 Pekanbaru

Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Pekanbaru, June 2020  
The researcher,



**MADDA LENA HB**  
NPM.166310583

## ABSTRACT

**Madda Lena HB, 2020, An Analysis of Quizizz as Assessment Tool toward Students' Reading Comprehension of Second Grade Students at SMAN 2 Pekanbaru.**

**Keywords : Quizizz as Assessment tool, Students' Reading Comprehension, Technology Acceptance Model**

The objective of this research is to find out what students' perception and how the students' perception of Quizizz as assessment tool on reading comprehension of second grade at SMAN 2 Pekanbaru because Quizizz application is an application that can use to assess the extent of students' reading comprehension that has been given and this application also can use to make the process of assessment interest.

In this research, the researcher analyze what students' perception and how the students' perception of Quizizz as assessment tool on students' reading comprehension. Reading comprehension itself can develop students' knowledge, experience and careful thought. In this research, the researcher use Qualitative Descriptive method. This research was done at SMAN 2 Pekanbaru. The sample of this research was 33 students in class XI IPS 4. The sampling technique of this research is Non – Randomized (Purposive Sampling) and the collect the data used by Questionnaire and Interview.

Based on the result the researcher can concluded that the level From first indicator Perceive ease of using Quizizz as Assessment tool the mean score is 91.81 %, the level of the second indicator The perceived usefulness of Quizizz as Assessment tool the mean score is 82.50 %, the level of the third indicator The attitude toward usage Quizizz as Assessment tool the mean score is 85.57% and the level of the fourth indicator Intention to use Quizizz as Assessment tool the mean score 77.77%. The overall research is 84.41 % with very high level measurements.. It means the students feel the easier, usefulness and they have a good attitude toward using of Quizizz, and they intend to use quizizz as assessment tool and Quizizz is an application that can help them to make it doing quiz in the class is fun, can help them to review the material by another source and motivate them to learn reading comprehension.



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3. Drs. Alzaber., M.Si., the Dean of Education and Teacher Training Faculty and all staffs of Islamic University of Riau,
4. Dr. Sri Amnah,M.Si, the Vice Dean of Education and Teacher Training Faculty and all staffs of Islamic University of Riau,
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Finally the researcher really realizes that there are many weaknesses on this paper. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May God the Almighty, the lord of universe bless you all. Amin.

Pekanbaru, Juni 2020

The Researcher

**Madda Lena HB**

NPM. 166310583



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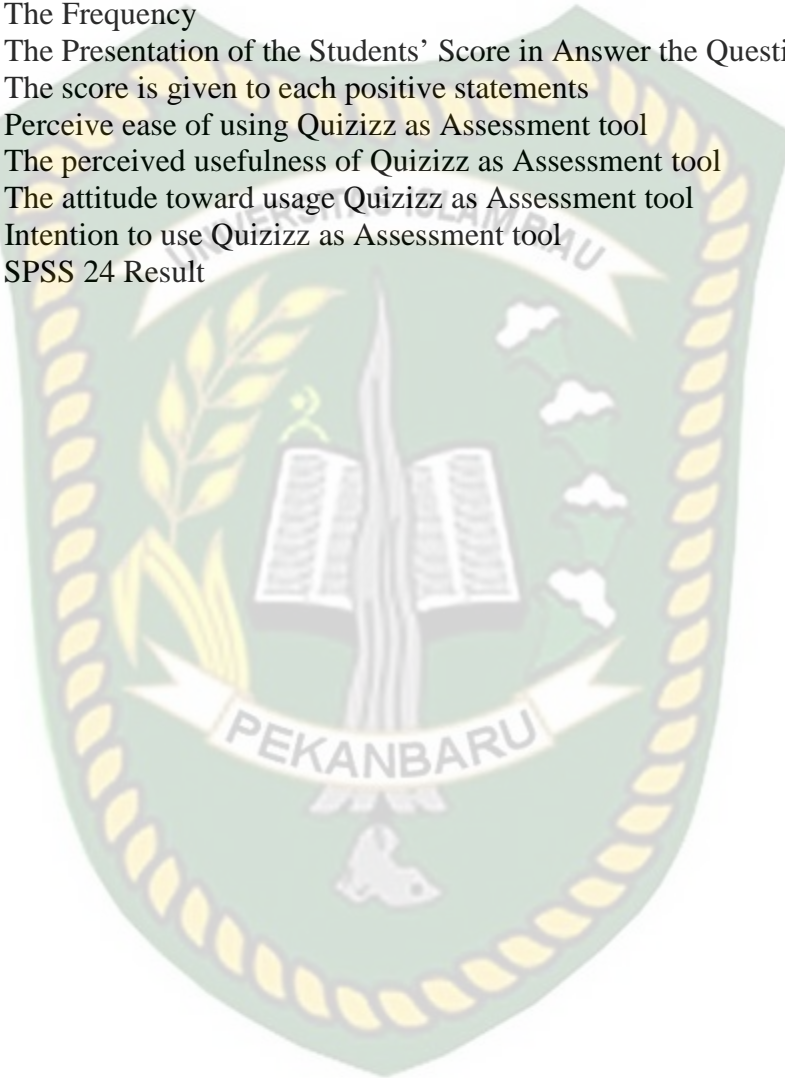
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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Reading is one of the important skills in English. Through reading we can get more information and knowledge. These skills can develop students' capacity. Get new knowledge and more information is the way to develop readers' capacity. In reading the readers can increase their understanding. Because reading is a form of exchanged communication and ideas or information between reader and writer.

Reading comprehension is an important thing, thus the students should be mastered. The students should be mastered with this skill because reading comprehension is not only how to read well but reading comprehension itself is an activity to build an understanding of the meaning of a text which can then be understood by the reader and through their language.

Based on curriculum 2013 explain about reading as one of four skills in English that should be mastered to improve English accomplishment. To motivate students in learning the English process the teachers use some strategies. In the syllabus for a second - grade students learn text namely narrative text and hortatory exposition text.

Based on the researcher observation during kplp at that school, the researcher got the information that the minimum criterion of standard (KKM) of English subject

at SMAN 2 Pekanbaru is 75. In reading skills, the students should be able to understand the contextual meaning of the text related to social function, structure, and language features..

After having observation at that school, the researcher got information about the student's problems in their reading skills. Firstly, the students get a low score in reading tests. Because they feel bored in every test they do a reading test in the paper. Secondly, the students feel afraid of doing the test because they think that they will fail. Because the law of motivation and always do the same activities when they learn. Thirdly, the students do not feel encouraged in doing reading tests.

Some interesting media can help the students to resolve their problems in reading. Because in this era, technology has become popular in students' life. The teacher can use the technology as an interesting media to assess to improve their score, to make them so comfortable to do the reading tests, and to motivate the students. The media is Quizizz Application.

According to Zhao (2019):

“Quizizz is a game-based educational app, which brings multiplayer activities to classrooms and makes in-class exercises interactive and fun. Using Quizizz, students can do in-class exercises on their electronic devices. Unlike other educational apps, Quizizz has game characteristics like avatars, 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. Students take the quiz at the



same time in class and see their live ranking on the leaderboard. Instructors can monitor the process and download the report when the quiz is finished to evaluate students' performance.”

Based on the statements that already mentioned, the researcher applies the Quizizz application to assess a second grade at SMAN 2 Pekanbaru. This application will help students to resolve their problems. The researcher would like to conduct a research entitled **“An analysis of Quizizz as assessment tool on students reading comprehension of the second grade at SMAN 2 Pekanbaru ”**.

## **1.2 Identification of the Problem**

Based on the syllabus in reading skills the students should understand contextual meaning related to a social function, generic structure, and language features of hortatory exposition text. There is 3 generic structure in the syllabus that is the thesis statement, arguments, and recommendation. There are language features that students should know that are simple present, conditional clauses, modals. and vocabulary.

Based on my observation at this school, there are some problems for teachers and students in teaching-learning reading comprehension. The students still have difficulty understanding. It can be caused by the teachers always use paper and whiteboard to evaluate and give an assessment to the students and they do not apply interesting media to give an assessment about this subject. Because of this style, the process to evaluate students feel bored and they can not focus to do the exercise.

Therefore, the researcher identifies the students' perception of Quizizz as assessment tool on reading comprehension.

### **1.3 Focus of the Problem**

The researcher needs to focus on the problems in this research. As it is known in the background of this research and identification of the problem in this research, the researcher focus on analysis students' perception on Quizizz application as assessment tool in reading comprehension of the second grade at SMAN 2 Pekanbaru.

### **1.4 Research Questions**

Based on the limitation of the problem in this research, the researcher formulates the problem as follow :

1. What is the students' perception of Quizizz as assessment tool on reading comprehension of the second grade at SMAN 2 Pekanbaru ?
2. How do the students' perceive of Quizizz as assessment tool on reading comprehension of the second grade at SMAN 2 Pekanbaru?

### **1.5 Objective of the Research**

In this research, the researcher wants to find out what students' perception on Quizizz as assessment tool in reading comprehension of the second grade at SMAN 2 Pekanbaru and to find out how the students' perception of Quizizz as assessment tool on reading comprehension of the second grade at SMAN 2 Pekanbaru.

## 1.6 Significance of the Research

This research is expected to:

1. As the completion of the task in fulfilling the last requirements of the study at the English Program of FKIP UIR Pekanbaru.
2. The result of this research is to give information to the educators about students' perception of Quizizz as assessment tool on reading comprehension.
3. To give readers knowledge about the problem in this research.

## 1.7 Definition of the Key Term

### a. Quizizz

Quizizz is one of application that can support the process of teaching-learning. According to Tee and Teo (2019), Quizizz is one of the educational applications that include a game that can make activities in the classroom fun and a tool that can make students happy to do exercise. Using this application can make students do exercise by their smartphone. This application can be interested among students because the contains in this application such as avatars, themes, memes and music, and other entertaining about the learning process.

### b. Reading Comprehension

According to Rahayu (2014) cited by Nanda (2018), reading is a routine activity which is people do in their life. Through reading they can get information and something new and also can add more references to confirm their opinion. Comprehension is everything that you read and you understand



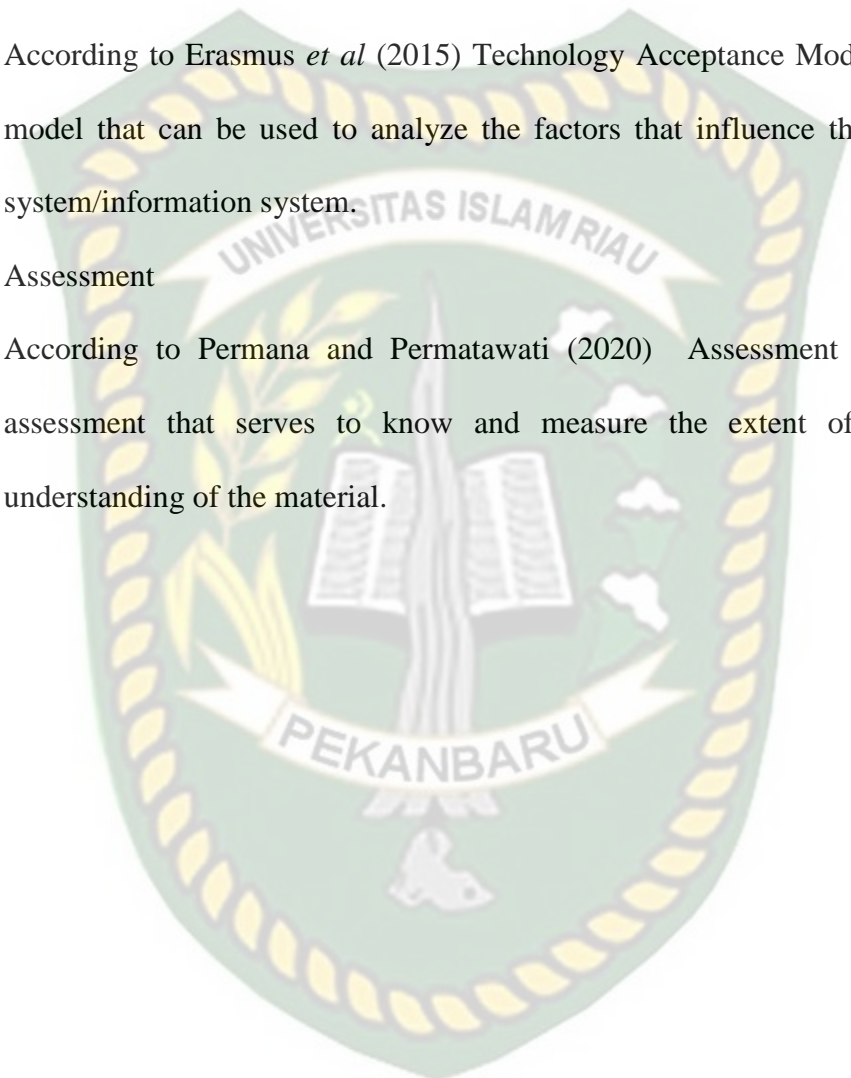
with the text. Thus, reading comprehension is a routine activity which is people do in their life and they can identify the main idea, supporting details, reference, understanding vocabulary, and making an inference.

c. Technology Acceptance Model

According to Erasmus *et al* (2015) Technology Acceptance Model is a one of model that can be used to analyze the factors that influence the accept of a system/information system.

d. Assessment

According to Permana and Permatawati (2020) Assessment is a form of assessment that serves to know and measure the extent of students an understanding of the material.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

##### 2.1.1 Quizizz Application

Quizizz is a game application about education that can use in the classroom. After using this game, the classroom is more fun and interactive. The students can use this game on their smartphones. Different from the other games, Quizizz has some characteristics (i.e avatars, theme, memes, and music to make a fun classroom).

Quizizz also can increase students' motivation and competition in the classroom. In this application, the students can take the quiz in the same class and at the same time and they can see their live score in leaderboard. The teachers can monitor during using this application and teachers also can immediately evaluate students' performance. The important thing about this application is can increase stimulate students' interest and increase student involvement (Zhao: 2019).

According to Rahayu&Purnawarman (2018) Quizizz is a game application that can help teachers to assess their students and quizizz also free and can be used to be friendly online formative assessment. The teachers are enough to make multiple choice with two or four possible answers in every quiz. Through this application the teachers can also give homework to students and the students can do it as additional practice. Quizizz to espouse students' self-assessment and one of the game applications that can help the students to check their process and knowledge learning.

Quizizz is one of the game application provides a multiplayer it means the students can play this game application together. The teacher can determine the total player to do the quiz in this application. After the teacher shows the code of the quiz, the students can type the code and join the quiz. The teachers also ensure the students who join the quiz to avoid intruders. This application supports smartphones and computers. The students also can download this application by iOS, chrome, or android. Thus, this application very impressive because it is reachable in this modern era. Before the teachers give a quiz, the students should make sure the internet connection and this application only use in one device with one student. Pitayo and Sumardi (2019).

Based on the definition that I have mentioned it can be concluded that Quizizz is the best game application that has some characteristics, can increase students' motivation, can help teachers to assess their students. can be used to be a friendly online formative assessment., the teachers are enough to make multiple choice with two or four possible answers in every quiz, and this application very impressive because it is reachable in this modern era.

#### **2.1.1.1 Concept of Quizizz Application**

According to Namara & Murphy (2017) The concept of Quizizz is an educational application that applies the concept of gamification and this application there is colorful, incorporating game-like graphics, avatars, and sound. This concept can assume the students.



### **2.1.1.2 Purposes of Quizizz Application**

According to Basuki & Hidayati (2019) Quizizz is an application created to attract students and not to divide students' concentration during the quiz. The students only can see the question and answer in their screen and the students can complete the quiz by their speed and this application was also made to provide fair results the question and answer shuffled for each student. The purposes of quizizz also make students addicted, more confident, excited, and create a more energetic classroom atmosphere.

### **2.1.1.3 Characteristics of Quizizz Application**

According to Junior (2020) There are some characteristics of this application that is easier to implement, and this application can implement in the classroom or sending homework for students and this application the teacher can use a limited day or time and this feature makes students more responsibility to finishing their exercise.

### **2.1.1.4 Component of Quizizz Application**

According to Pitoyo & Sumardi (2019) The definition of component is the smallest part that directly affects to design of gamification especially in Quizizz Application. The components of quizizz application there are avatars, levels, content unlocking, the leaderboard, achievements, virtual goods, points, teams, and badges.

### **2.1.1.5 Procedures of Quizizz Application**

How to play the Quizizz :

There are several steps such as :

1. Search the quiz or show the quiz that you create
2. And the next on quiz page click the “live game”



Figure 2.1 Live Game

3. The third steps game settings page

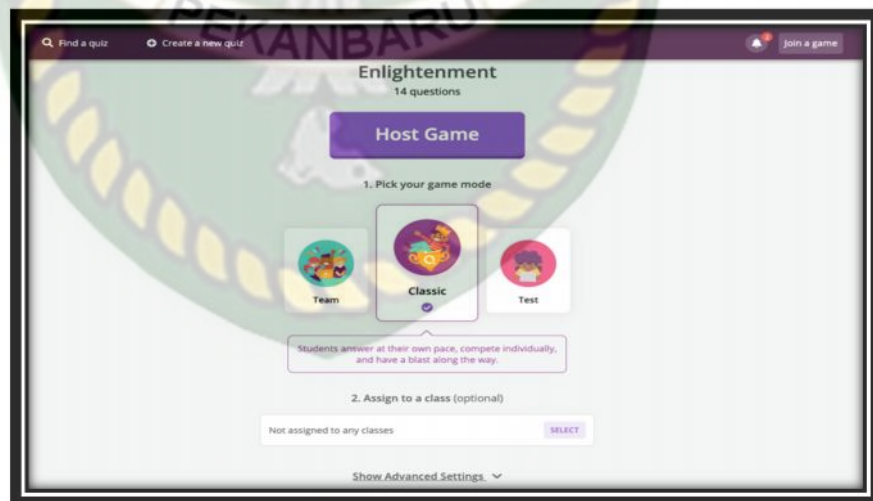
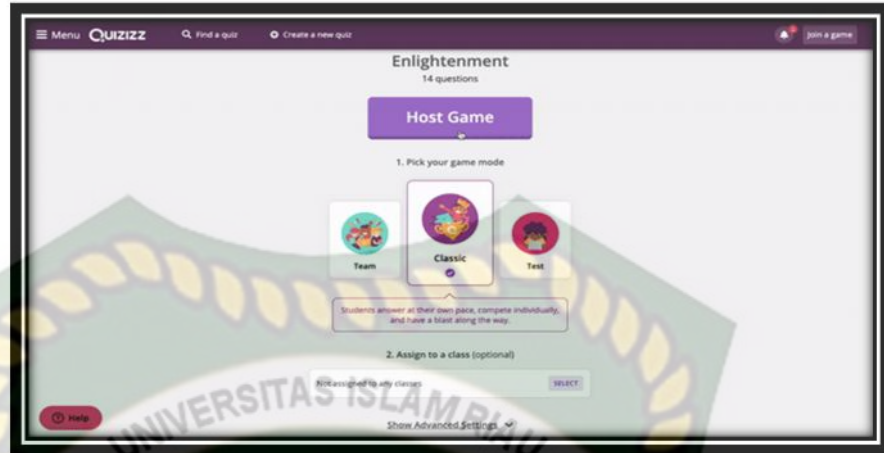


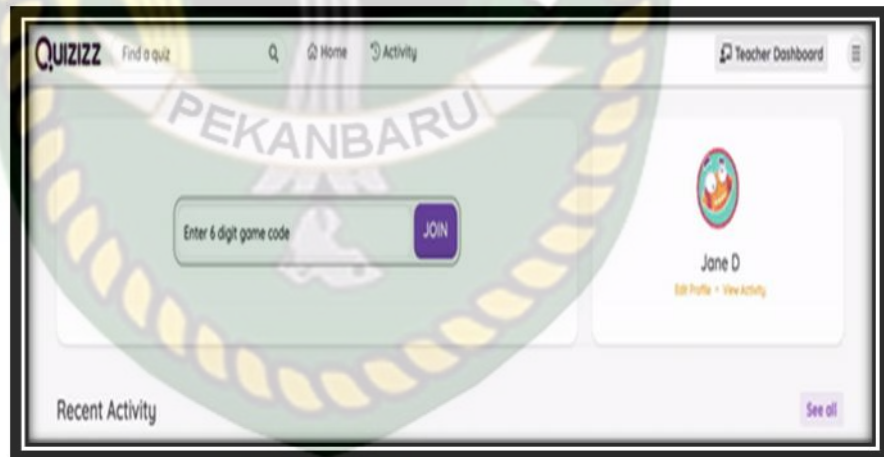
Figure 2.2 Settings Page

4. In this steps click on Host Game



**Figure 2. 3 Host Game**

5. The game is ready. There is 6 digit code on the screen and share it with students
6. Students can join and entering the game code and their name



**Figure 2. 4 Game Code and Name**



7. To begin this game, teacher click “start game”. The teacher doesn’t need to wait until all of their students join, they can join even after the game has started.
8. The teacher will see the live progress of students as they answer the question. The teacher can access the scores of this quiz in “ My reports section”

As a noted: The teacher can end this game click End Game button. At the end of the quiz click save data and the teacher can see reports.

## 2.1.2 Features of Quizizz Application

### 2.1.2.1 Symbol



Figure 2. 5 Symbol

### 2.1.2.2 Log in

Log in by google

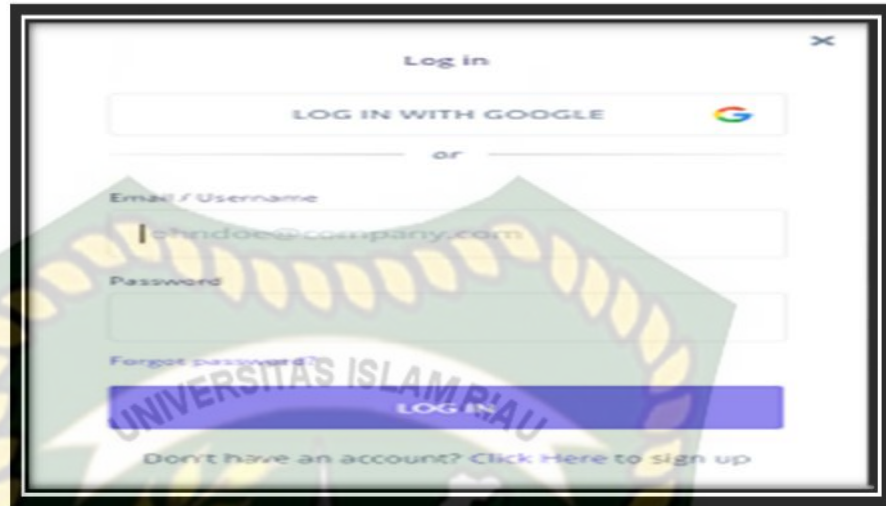


Figure 2. 6 Log in

Log in by play store Install and log in.

### 2.1.2.3 Make a Question

Here are the steps to make a question :

1. After you logged in, click “create a new quiz”

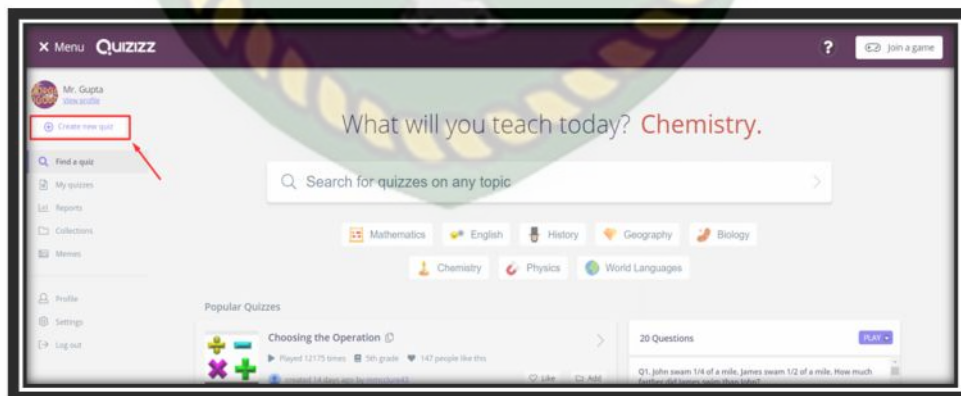


Figure 2. 7 Create New Quiz

2. After that enter a name and select an image for the quiz

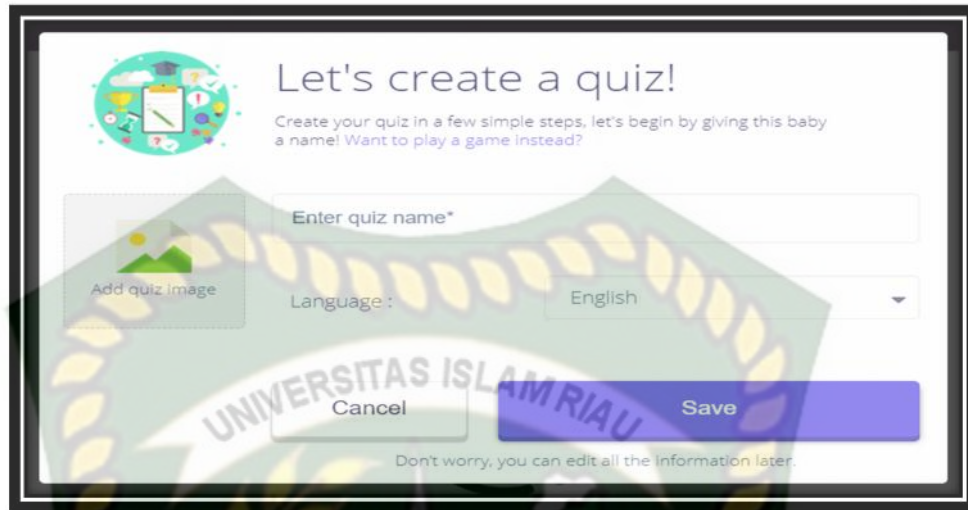


Figure 2. 8 Design Quiz

3. And then click “create a new question”

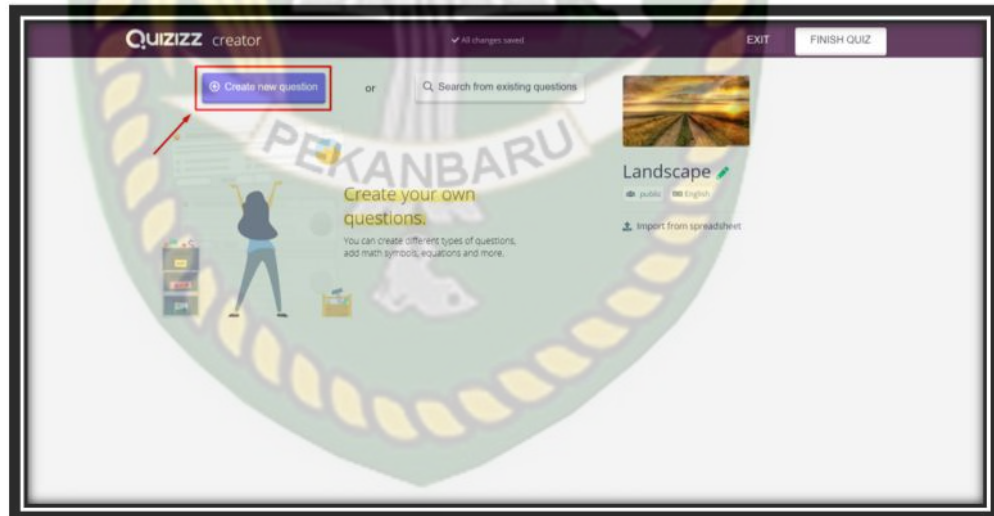
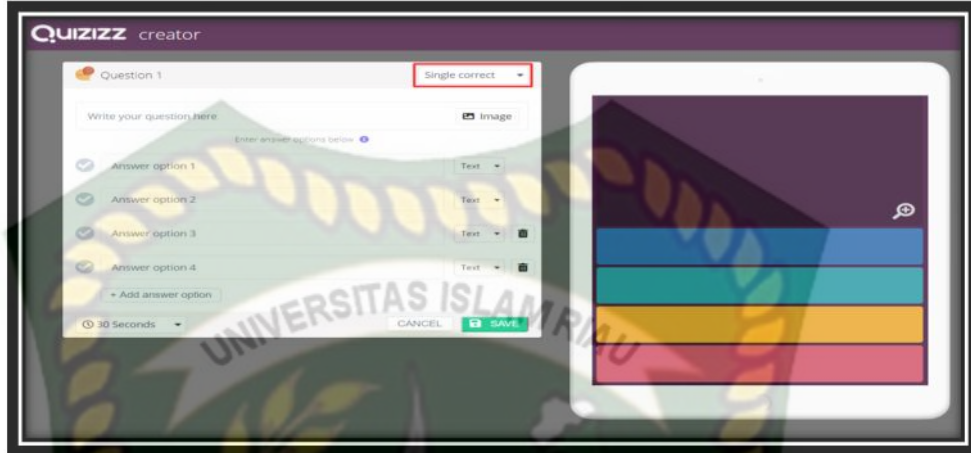


Figure 2. 9 Create New Question

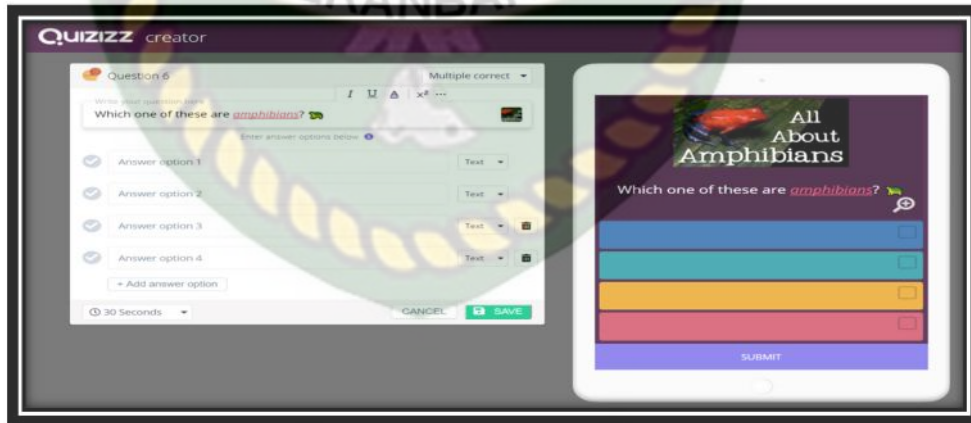


4. The fourth steps select the question type (*Single correct* or *Multiple correct*) from the drop-down as shown in the image below.



**Figure 2. 10 Questions Type**

5. The teachers can write a question with text and/or images. To add an image to a question, click on the 'Image' button next to the question text field.



**Figure 2. 11 Design of Question**

6. And then click the add answer option

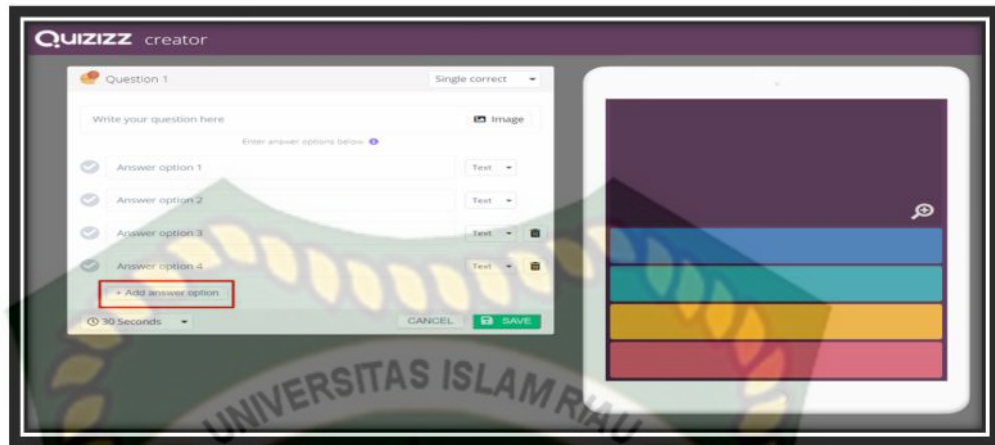


Figure 2. 12 Answer Option

7. The teacher can also add images as answer options. Change the answer type to upload an image for the answer options (from the drop-down as shown below).

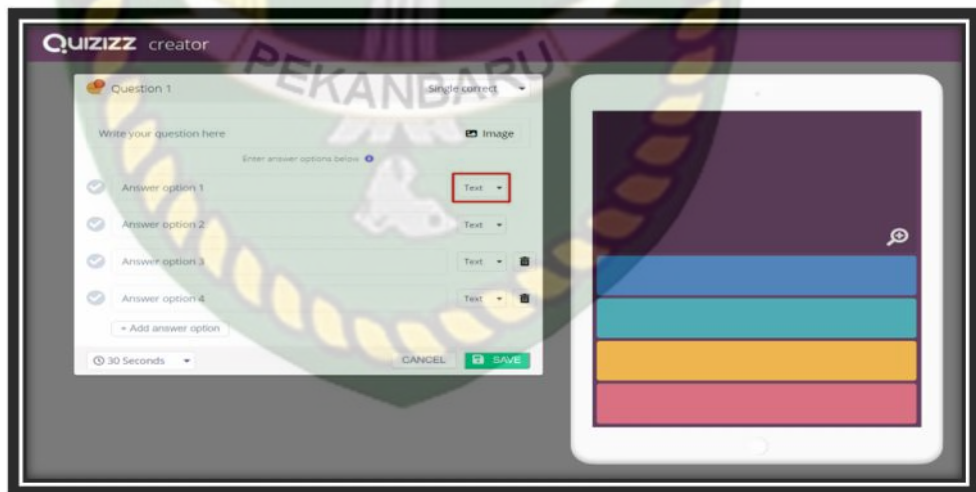


Figure 2. 13 Design answer option

8. After that adjust the time from the drop-down as shown below and click save to complete the question.



Figure 2. 14 Time

#### 2.1.2.4 Edit Question

To edit the question, the teacher can click “ pencil picture’ in the right

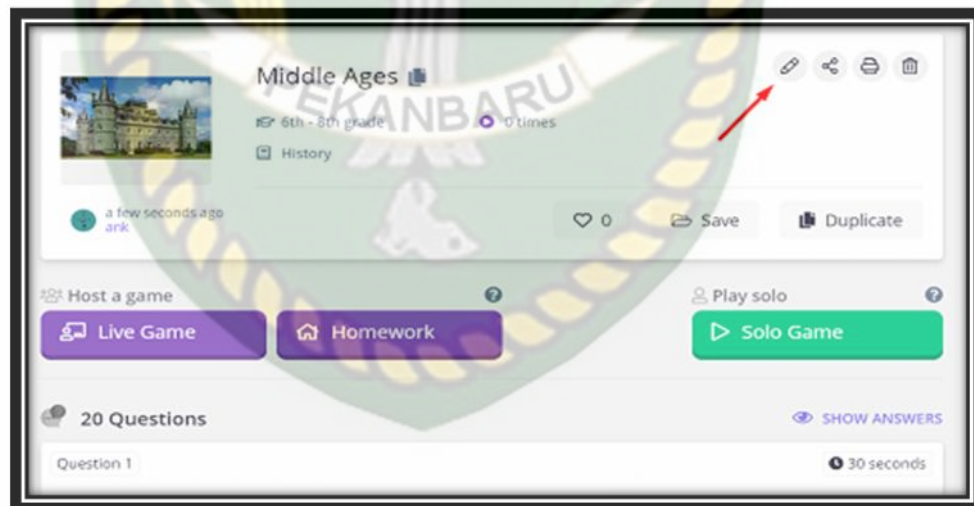


Figure 2. 15 Edit Question



### **2.1.3 Web on Quizizz Application**

Here web on quizizz application <https://quizizz.com> You can find also this application at playstore: click in search “ Quizizz”

### **2.1.4 Reading Comprehension**

#### **2.1.4.1 Concept of Reading Comprehension**

According to Mikulecky and Jeffries (2007) Comprehension is a thing that you read and you can understand with the meaning in the text. Reading comprehension is also talking about what you can remember with what you read. Comprehending the meaning of the text. By identifying the main idea, identifying supporting details, identifying the reference, understanding vocabulary, and making inference. “The process to make meaning of the text and find the goal of the text it is called reading comprehension” (Wolley, 2011)

According to Klingner (2007), Reading comprehension is not easy for students. They imagine this skill is so hard. Because of the poor in vocabulary, thus they do not know the meaning of words. They are also unfamiliar with the words and they can't read quickly. Because they do not like reading, they are lazy to read and thus they do not have know.

In summary, a good reader usually has a note to write the components of reading comprehension. A good reader writes these components and understands about these components. Like they can be identifying the main idea, identifying supporting details, identifying reference, understanding vocabulary, and making an inference. After they know about the components, they know the meaning of the text.

According to Saddleback (2002), Reading comprehension can develop students' knowledge, experiences, and careful thought. 8 reading comprehension strategies based on this book: (1) vocabulary knowledge (2) activating prior knowledge (3) pre-reading – previewing and predicting (4) previewing and predicting text (5) mental imaging (6) self-questioning (7) summarizing (8) semantic mapping. These strategies can give the students understanding when they read and reinforcing their reading comprehension.

Reading Comprehension is widely used and its meaning is considered to be generally understood thus in the official understanding of reading comprehension may seem non-essential. Teachers assumption that reading comprehension as taught to do. Students should have the capabilities and reading comprehension also should have accepted in school. Because in university see the high levels of understanding reading comprehension as a precondition of student success. (snow & chair : 2002).

#### **2.1.4.2 Purposes of Reading Comprehension**

Reading Comprehension can increase when the students do the reading routine. Even they read the text and tell with others they can improve reading comprehension. If they can share the main idea, supporting details, reference, the meaning of vocabulary and making inference it means they can increase their reading comprehension (Mikulecky and Jeffries, P22, 2007)

#### **2.1.4.3 Characteristics of Reading Comprehension**

According to Snow & Chair (2002) the characteristics of Reading comprehension such as :

1. The students as a reader who is doing the comprehension
2. The text should be comprehended
3. Comprehension is a part of an activity

#### **2.1.4.4 Component of Reading Comprehension**

According to Oakhill *et al* ( 2015). There are some components of reading comprehension, namely as follows ;

1. identifying the main idea
2. identifying supporting details
3. identifying reference
4. understanding vocabulary and making inference

#### **2.1.5 Technology Acceptance Model (TAM)**

##### **2.1.5.1 Concept of Technology Acceptance Model**

According to Lee *et al* (2003) Technology Acceptance Model is one of a model that have a consider influence and commonly used to knowing or describing the students' acceptance of informational system.

##### **2.1.5.2 Purposes of Technology Acceptance Model**

According to Al-Rahimi *et al* (2013) The purpose of Technology Acceptance Model to confirm using Quizizz and analyze the characteristics of that application and to check the relevance of TAM and new context technology.

## **2.1.6 Component on Technology Acceptance Model**

According to Erasmus *et al* (2015) there are four component in Technology Acceptance Model namely Perceived ease of use, Perceived usefulness, attitude towards using and behavioural intention to use.

### **2.1.6.1 Perceived ease of Use**

According to Al-Rahimi *et al* (2013) Perceived ease of use is a manner that can formed to increase individuals' performance. This system also can assumes that students believe a new technology to increase their study.

### **2.1.6.2 Perceived Usefulness**

According to Al-Rahimi *et al* (2013) Perceived usefulness is a manner that can assumes that students most likely to learn technology and they can believe the technology can increase their study performance (usefulness).

### **2.1.6.3 Attitude towards Using**

According to Leonard *et al* (2004) cited by Erasmus *et al* (2015) Attitude towards using is a manner that can deciding good or bad and whether the user is in support or against it.

### **2.1.6.4 Behavioural intention to use**

According to Erasmus *et al* (2015) Behavioural intention to use is a students' personal probability to use the Quizizz as a system in question.



## 2.2 Relevance Studies

There are some relevance studies related to Students' perception of Quizizz as assessment tool. According to Sahin (2019) He did the research with the title "Classroom response systems as a formative assessment tool: Investigation into students' perceived usefulness and behavioural intention". In this research Sahin said that to conduct the learning effectiveness doing by assessment. The students can connect to application like Quizizz via their smartphone and computer and they can do multiple-choice tests. The result of this research said that students prefer to use technology.

Another research is conducted by Pitoyo & Sumardi (2019) They were focused on Quizizz had positive things to reach the scores of students' reading comprehension. This application can make the students feel confident to do assessments. They assumed that they feel so enjoy doing assessment if they do that through the game. Based on questionnaires most students tend to use Quizizz because it has lots of advantages as mentioned in advance.

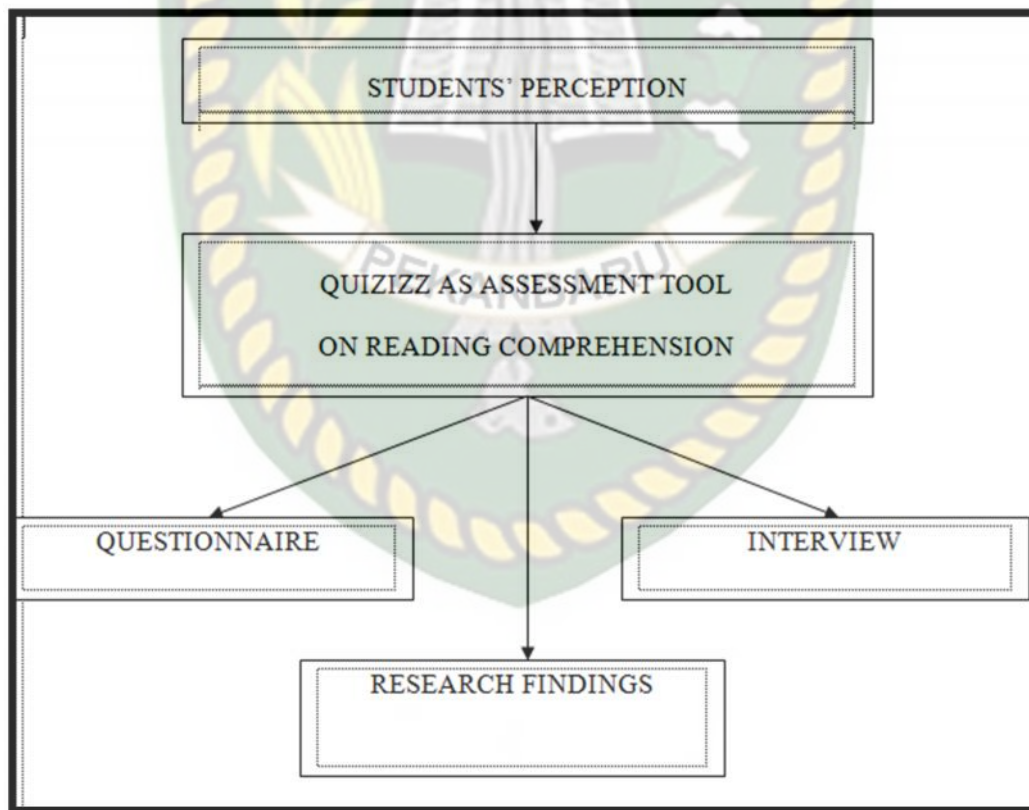
Morera *et al* (2012) This research focused on the analysis of online quizzes as a teaching and assessment tool. In this research, quizzes have a positive impact on academics.

## 2.3 Conceptual Framework

In English there are four skills that we can find in teaching and learning. There are reading, listening, writing, and speaking skills. In Senior High School, more apply reading skills in the process of teaching and learning. Because reading

skills is one of the important skills in English. So many advantages we can get through reading. Such as read a text or the other we can get new knowledge, can upgrade vocabulary and so on. Most students have difficulty understanding the reading comprehension, to solve the problem the teacher should be applied the best application to support the learning system in the class.

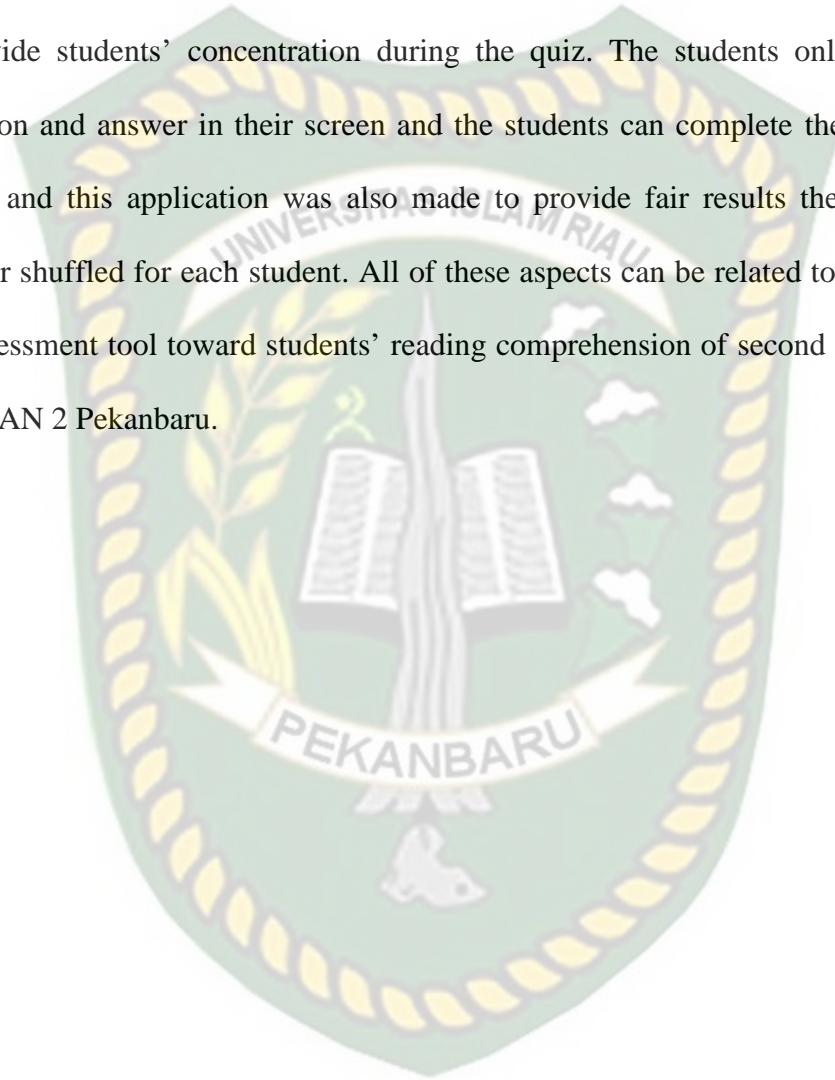
Quizizz is the best game application that has some characteristics, can increase students' motivation, can help the teacher to assess their students. can be used to be an assessment tool, the teachers are enough to make multiple choice with two or four possible answers in every quiz, and this application very impressive because it is reachable in this modern era.



**Figure 2.16 Conceptual Framework**

## 2.4 Assumption

The researcher assumes that the students of second grade at SMAN 2 Pekanbaru have a good perception on Quizizz as assessment tool in their reading comprehension . Because Quizizz is an application created to attract students and not to divide students' concentration during the quiz. The students only can see the question and answer in their screen and the students can complete the quiz by their speed and this application was also made to provide fair results the question and answer shuffled for each student. All of these aspects can be related to using Quizizz as assessment tool toward students' reading comprehension of second grade students at SMAN 2 Pekanbaru.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design**

In this research, the researcher used a Qualitative descriptive. This research focus on an analysis of students' perception of Quizizz as assessment on reading comprehension of second grade students at SMAN 2 Pekanbaru. According to Cresswell (2014), Qualitative research involved open-ended questions and few in number it mean to get a point and opinions from the participants. Thus, the researcher using descriptive to obtained the data of Questionnaire that can answer and using Qualitative to obtained the data of interviews. In qualitative interviews the researcher conducts to telephone interviews.

#### **3.2 Location and Time of the Research**

This research is was carried out on 26<sup>th</sup> March 2020 and the location of this research at SMAN 2 Pekanbaru Jl. Nusa Indah.

#### **3.3 Population and Sample of the Research**

##### **3.3.1 The Population**

According to Putra (2014) In this research, the researcher is selected the population of this research. The definition of these population is a group of people or objects that want to study. The population in this research are eight classes second grade of SMAN 2 Pekanbaru.



**Table 3.1 Total Population of the second grade students at SMAN 2 Pekanbaru**

No	Classes	Population
1	XI SCIENCE 1	32 students
2	XI SCIENCE 2	32 students
3	XI SCIENCE 3	32 students
4	XI SCIENCE 4	33 students
5	XI SOCIAL 1	31 students
6	XI SOCIAL 2	33 students
7	XI SOCIAL 3	32 students
8	XI SOCIAL 4	33 students
	<b>SUM</b>	<b>258 students</b>

### 3.3.2 The Sample

According to Putra (2014) The definition of a sample is a part of the population or is representative of the population, taken from the collective either randomly, structurally, or in other scientific collective ways. The sampling technique of this research is the Non – Randomized (Purposive Sampling). In this sampling technique, the determined of specific characters by following the objectives of the study so that it is expected that through that determined can answer the research

problem (Tongco, 2007). This research was taken 33 students of XI IPS 4 as the sample of the research.

### 3.4 Instrument of the Research

In this research was Qualitative Descriptive data. To find out the data of this research, the researcher uses the instrument. The researcher gives Questionnaire. In this instrument, the students use an online Questionnaire by WhatsApp. The researcher used Questionnaire as showed in table 3.2.

According to Sugiyono (2016) Questionnaire is a way to collect the data through answer the questions that the respondents (students) doing.

#### 3.4.1 Questionnaire

In this questionnaire there are twenty items. According to Sugiyono (2016) to analyzed the questionnaire the researcher analyzed by using Likert Scale The Likert scale used to measure attitudes, opinions, and perceptions of social phenomena. According to Sugiyono (2016). The design of items on five points scale. Such as Strongly Agree (SA) the value is 5, Agree (A) the value is 4, Undecided (U) the value is 3, Disagree (D) the value is 2, and Strongly Disagree (SD) the value is 1.

**Table 3.2 Blue Print Table:**

**Indicator from the students' statements of using Quizizz as assessment tool on students' reading comprehension**

Indicator	Sub – Indicator	Items	Total Number of Questionnaire

<b>Students’ Perception on Quizizz as Assessment tool in reading comprehension</b>	<b>1. Perceive ease of using Quizizz</b>	<b>9, 11, 13, 14, 20</b>	<b>5</b>
	<b>2. The perceived usefulness of Quizizz</b>	<b>7, 8, 10, 12,19</b>	<b>5</b>
	<b>3. The attitude toward usage Quizizz</b>	<b>1,2, 3, 4,15</b>	<b>5</b>
	<b>4. Intention to use Quizizz</b>	<b>5,6,16,17, 18</b>	<b>5</b>
	<b>TOTAL</b>		<b>20</b>

**Table 3.3 The students’ perception of using Quizizz as assessment tool in reading comprehension**

<p><b>Perceived Ease of Using Quizizz</b></p> <p>9. In this application I can submit homework to the teacher</p> <p>11. Create a name and pin code to start the Quiz in Quizizz</p> <p>13. Showing the rank of students after answer the question to motivate students</p> <p>14. I feel Quizizz so easier to access because I can play the quiz through web.</p> <p>20. I can play this Quiz with friend in home because this application free to access</p>
<p><b>The Perceived Usefulness of Quizizz</b></p>

<p>7. Get feedback on assignments from the teacher</p> <p>8. The teacher show the score reports</p> <p>10. There is time Restriction to answer the question and make a students can not cheat with the other.</p> <p>12. The students can doing play live or homework</p> <p>19. Can do exercise from another expert in Quizizz</p>
<p><b>The attitude toward usage</b></p> <p>1. Ask the teacher or peers to clarify the unclear contents or question in Quizizz.</p> <p>2. As a students, I am interested to doing the test due to Quizizz employment</p> <p>3. As a students, I confident doing the test due to Quizizz employment</p> <p>4. As a students, I get more motivation in doing the test due to Quizizz employment</p> <p>15. Students can not cheating because the questions given to students have been randomized.</p>
<p><b>Intention to use Quizizz</b></p> <p>5. As a students, I can improve my skills due to Quizizz employment in a test</p> <p>6. As a students, I tend to do a test with Quizizz</p> <p>16. I intend to use Quizizz in my school assignment as often as possible</p> <p>17. I plan to use Quizizz in this semester to increase my knowledge about reading comprehension</p> <p>18. I plan to use Quizizz in my future to search the other source about reading</p>



comprehension
<b>Adapted based on Fang Zhao (2019)</b>

### 3.4.2 Interview

According to Sugiyono (2016) Interview is a data collection technique if the researcher wants to do a preliminary study to find problems that must be examined, and also if the researcher wants to know things from respondents in more depth and the number of respondents is a little / small.

**Table 3.4 Blue Print Table:**

**Indicator from the students' statements of using Quizizz as assessment tool on students' reading comprehension (Interview)**

<b>Indicator</b>	<b>Sub – Indicator</b>	<b>Items</b>	<b>Total Number of Questionnaire</b>
<b>Students' Perception on Quizizz as Assessment tool in reading comprehension</b>	<b>1. Perceive ease of using Quizizz</b>	<b>1</b>	<b>1</b>
	<b>2. The perceived usefulness of Quizizz</b>	<b>3,4</b>	<b>2</b>
	<b>3. The attitude toward usage Quizizz</b>	<b>2</b>	<b>1</b>

	<b>4. Intention to use Quizizz</b>	<b>5</b>	<b>1</b>
	<b>TOTAL</b>		<b>5</b>

**Table 3.5 Interview's Question**

<b>No.</b>	<b>Questions</b>
<b>1.</b>	<p><b>Apakah menurut kamu Quizizz adalah sebuah aplikasi yang mudah untuk digunakan? Jelaskan alasannya!</b></p> <p><b>Do you think Quizizz is an application that is easy to use? Explain the reason!</b></p>
<b>2.</b>	<p><b>Apakah kamu merasa lebih percaya diri, tertarik, termotivasi dan kemampuanmu meningkat ketika menggunakan Quizizz?</b></p> <p><b>Do you feel more confident, interested, motivated and your ability to improve when using Quizizz?</b></p>
<b>3.</b>	<p><b>Bagaimana manfaat yang kamu rasakan ketika menggunakan Quizizz?</b></p> <p><b>How are the benefits that you feel when using Quizizz?</b></p>
<b>4.</b>	<p><b>Apakah kamu bisa berdiskusi dengan temanmu ketika mengerjakan soal di Quizizz?</b></p> <p><b>Can you discuss with your friend when you do the test in Quizizz?</b></p>

<b>5.</b>	<b>Apakah kamu ingin terus menggunakan Quizizz untuk meningkatkan pemahaman membaca?</b>  <b>Do you still using Quizizz to improve reading comprehension?</b>
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### **3.5 Data Collection Technique**

The researcher used technique in this research to get the data that is Questionnaire and Interviews. The researcher collected the data of questionnaire and Interviews.

#### **3.5.1 Questionnaire**

The researcher gives the file questionnaire by whatsapp and the students answer the item in the questionnaire and resend the questionnaire to the researcher. There are five options to answer the questions. The design of items on five points scale. Such as Strongly Agree (SA) the value is 5, Agree (A) the value is 4, Undecided (U) the value is 3, Disagree (D) the value is 2, and Strongly Disagree (SD) the value is 1.

#### **3.5.2 Interviews**

After giving the telephone interview via voice call whatsapp to five students, the researcher make a transcript of the interviewees and analyze the students' answer after that the researcher describe their answer. In this interviews, the researcher used telephone interviews. It mean the researcher has been called them by voice call whatsapp and the researcher record their answer. And after that the researcher analyzed each record.

### 3.6 Data Analysis Technique

#### 3.6.1 Questionnaire

To analyzed the data, the researcher use qualitative descriptive method and the data were analyzed descriptively to find out students' perception on Quizizz as assessment tool in reading comprehension of the second grade at SMAN 2 Pekanbaru. This formula used to calculate the frequency of each category of students' answer in each items. According to Sugiyono (2016) after collected the data, the score is calculated into percentage descriptive formula:

$$P = \frac{F}{N} \times 100\%$$

It means :

P = Percentage of items

F = The frequency of certain score

N = Total Number of (students)

After find out the percentage of the data, The researcher also needs to identify the mean for each category. The formulation of a mean as follows :

$$Mx = \frac{\sum x}{N}$$

Mx = Mean

N = Number of cases



$\sum x$  = Total score

To ensure this data analysis is accurate the researcher also use SPSS 24.

According to Malasari & Suyono (2017), the form of percentage converts into a predicate, including

**Table 3.6 The Frequency**

<b>Frequency</b>	<b>Mean Score</b>
<b>80.1% - 100.0%</b>	<b>Very High</b>
<b>60.1 % - 80.0%</b>	<b>High</b>
<b>40.1 % - 60.0 %</b>	<b>Medium</b>
<b>20.1 % - 40.0 %</b>	<b>Low</b>
<b>0.0 % - 20.0 %</b>	<b>Very Low</b>

### **3.6.2 Interviews**

To analyzed the interview the researcher using purposive sampling technique. There are 5 interviewees of XI Social 4 namely Esther, Juan albert, Keiza Keren, Meizatul Lidiana Azmi, and Renada Angelin.

## CHAPTER IV

### RESEARCH FINDINGS

In this research, the researcher presented the research finding data analysis of Students' perception on Quizizz as assessment tool in students' reading comprehension of the second grade students at SMAN 2 Pekanbaru by using Likert Scale and SPSS version 24. There are four indicators such as Perceive ease of using Quizizz as Assessment tool, The perceived usefulness of Quizizz as Assessment tool, The attitude toward usage Quizizz as Assessment tool, and Intention to use Quizizz as Assessment tool.

#### 4.1 Data Description

##### 4.1.1 Data Description of Questionnaire

**Table 4.1 The Presentation of the Students' Score in Answer the Questionnaire**

SAMPLE	ITEMS																				Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	5	5	5	5	5	5	4	5	5	1	5	5	5	5	1	5	5	4	4	5	89
2	5	5	4	4	5	4	5	5	4	3	4	5	5	5	5	5	5	5	5	5	93
3	5	5	4	4	3	3	3	3	5	3	5	4	4	4	3	4	4	3	3	4	76
4	5	5	4	4	3	3	3	3	5	3	5	4	4	4	3	4	4	3	3	4	76
5	5	1	5	5	5	4	4	5	5	1	5	5	5	5	1	5	5	3	2	5	81
6	3	4	4	5	2	3	3	4	4	2	3	5	2	4	4	4	4	2	4	4	70

7	5	3	4	4	4	3	4	4	4	3	4	4	4	4	3	3	4	4	3	4	75
8	5	1	5	5	5	5	4	1	5	1	5	5	5	5	1	5	5	3	5	4	80
9	5	5	5	5	5	5	4	5	5	1	5	5	5	5	1	5	5	4	4	5	89
10	3	4	3	5	4	3	3	4	4	2	3	5	4	4	4	4	4	2	4	4	73
11	5	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5	5	3	5	5	96
12	4	4	4	5	4	5	3	5	2	5	5	3	4	4	5	4	5	4	3	4	82
13	5	5	5	5	5	4	4	5	3	5	5	5	5	5	5	2	4	4	4	5	90
14	5	5	5	5	4	4	5	5	5	5	5	5	5	5	4	5	4	4	5	5	95
15	5	5	4	5	5	3	4	4	4	3	4	4	4	5	2	3	3	2	4	3	76
16	5	3	4	4	5	3	4	5	5	5	5	4	5	5	3	3	3	2	3	4	80
17	4	2	5	5	3	4	3	4	4	3	4	4	4	5	3	4	4	4	4	5	78
18	5	4	4	4	3	4	4	5	3	4	4	4	4	3	4	4	3	4	4	5	79
19	5	5	4	4	4	3	5	4	4	5	4	5	5	5	5	4	4	4	4	5	88
20	5	5	5	5	4	4	5	5	5	5	5	5	5	5	4	5	4	4	5	5	95
21	5	5	5	5	5	4	4	5	4	5	5	5	5	5	5	2	4	4	4	5	91
22	4	4	3	4	3	3	4	4	2	4	4	5	4	4	3	5	3	3	4	4	74
23	5	5	5	5	4	3	4	4	4	4	4	3	5	5	4	3	4	4	3	3	81
24	5	1	5	5	4	4	4	5	5	1	5	5	5	5	1	5	5	3	4	5	82
25	5	5	5	5	5	4	4	5	4	5	5	5	5	5	5	2	4	4	4	5	91
26	5	5	5	5	4	4	5	5	5	4	5	5	5	5	5	4	4	4	4	5	93
27	5	5	5	5	5	4	5	5	4	2	5	5	5	5	2	5	5	4	5	5	91
28	5	5	5	5	5	4	5	5	4	2	5	5	5	5	2	5	5	4	5	5	91

29	5	5	5	5	5	4	4	5	4	5	5	5	5	5	5	2	4	4	4	5	91
30	5	5	4	5	5	4	4	5	3	5	5	4	5	5	5	2	4	4	5	5	89
31	5	4	4	4	5	4	5	5	5	4	5	5	5	5	5	5	4	3	4	5	91
32	5	4	4	4	4	4	3	4	4	5	4	4	5	5	4	5	4	4	4	3	83
33	5	4	4	3	4	4	3	4	4	5	4	4	4	5	3	3	4	3	3	4	77
TOTAL SCORE																					2786
SCORE MAX																					96
SCORE MIN																					70
MEAN																					84.4

Based on table 4.1 show about the students' perception on Quizizz as Assessment tool in reading comprehension. The highest score of this questionnaire is 96 it means the students' perception on Quizizz as Assessment tool in reading comprehension is strongly agree. and based on the lowest score is 70 it means the student almost disagree on Quizizz as assessment tool in reading comprehension. In this research, the researcher found that mean score is 84.4. The mean score is obtained from :

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{2786}{33}$$

$$M_x = 84.4$$



After processed the data ( Table 4.1 ) the researcher explain the detail information about the frequencies students' perception on Quizizz as assessment tool in reading comprehension it can be seen in this table below :

**Table 4.2 The score is given to each positive statements**

No.	Items	Score	X	Sample	Total	Score Max
1.	Strongly Agree	5	X	33	165	165
2.	Agree	4	X	33	132	
3.	Undecided	3	X	33	99	
4.	Disagree	2	X	33	66	
5.	Strongly Disagree	1	X	33	33	

$$P = \frac{F}{N} \times 100\%$$

It means :

P = Percentage of items

F = The Frequency ( number of students fulfilling)

N = Total Number of Respondent (students)

Table 4.2 explained the frequency on Quizizz as Assessment tool in reading comprehension. and after that the researcher processing the data per indicator.

**4.1.1.1 Data Description of Questionnaire based on indicators**

**4.1.1.1.1 First Indicator is Perceived ease of use**

**Table 4.3 Perceive ease of using Quizizz as Assessment tool**

No. Items	SA	A	U	D	SD	Total	Percentage	Level
9	13	15	3	2	0	138	83.63 %	Very High
11	21	10	2	0	0	151	91.51 %	Very High
13	22	10	0	1	0	152	92.12 %	Very High
14	24	7	2	0	0	154	93.33 %	Very High
20	20	10	3	0	0	149	90.30 %	Very High
The Overall Percentage							90.18 %	Very High

Table 4.3 shows the percentage of how students perceive ease of using Quizizz as Assessment tool. The percentage of item number 11 is 91.51 %. It is in a very high level because there are 21 students agree, 10 students agree, and 2 undecideds. It means most of the students are strongly agree with the statement.

The percentage of item number 13 is 92.12 %. It is in a very high level because only 1 student who disagrees with the statement and the most of students are strongly agree and agree with the statement.

The last item in this indicator is 90.30 %. It is a very high level. Because of 20 of 33 students who strongly agree with the statement.

The Percentage of item number 14 is 93.33 %. It is the highest percentage on this indicator. Because 24 of 33 students strongly agree with the statement and no one students who disagree and strongly disagree. The data obtained from :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{154}{165} \times 100\%$$

$$P = 93.33 \%$$

The percentage of item number 9 is 83.63% it is in very high level but this item the lowest percentage in this indicator. Because less of 20 students strongly agree.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{138}{165} \times 100\%$$

$$P = 83.63 \%$$

Based on the explanation, the researcher can conclude the overall percentage of item number 9, 11, 13, 14, and 20 is 90.18 % this percentage is very high level. Because of the Perceive ease of using Quizizz as Assessment tool indicator almost of students strongly agree with the statements. The amount is obtained from :

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{450.89}{5}$$

$$= 90.18 \%$$

After that the researcher shows the second indicator is students' perception about the perceived usefulness of Quizizz as Assessment tool.

#### 4.1.1.1.2 Second Indicator is The Perceived Usefulness of Quizizz as Assessment tool

**Table 4.4 The perceived usefulness of Quizizz as Assessment tool**

No. Items	SA	A	U	D	SD	Total	Percentage	Level
7	9	16	8	0	0	133	80.60 %	Very High
8	20	10	2	0	1	147	89.09 %	Very High
10	13	5	6	4	5	116	70.30 %	High
12	21	10	2	0	0	151	91.51 %	Very High
19	8	17	7	1	0	131	79.39 %	High
The Overall Percentage							82.18 %	Very High

Table 4.4 shows the percentage The Perceived usefulness of Quizizz as Assessment tool. The percentage of items numbers 10 and 19 < 80% that is 70.30% and 79.39%. Because in item number 10 there are 4 students disagree and in the item



number 19 one student disagree. These item different with items number 7,8,and 12 there is no one students disagree.

The percentage of item number 12 is 91.51 % it is a very high level. This item is the highest percentage in this indicator. Because there is no one students disagree and strongly disagree.

Based on the explanation, the researcher can conclude the overall percentage of items number 7,8,10,12 and 19 are 82.18 % it is in a very high level. Because of The perceived usefulness of Quizizz as Assessment tool indicator almost of students strongly agree with the statements. The amount is obtained from :

$$\begin{aligned}
 M_x &= \frac{\sum x}{N} \\
 M_x &= \frac{410.89}{5} \\
 &= 82.18 \%
 \end{aligned}$$

After that the researcher shows the third indicator is students' perception about The attitude toward usage Quizizz as Assessment tool.

**4.1.1.1.3 Third Indicator is The attitude toward usage Quizizz as Assessment tool**

**Table 4.5 The attitude toward usage Quizizz as Assessment tool**

No.	SA	A	U	D	SD	Total	Percentage	Level
Items								

1	28	3	2	0	0	158	95.75 %	Very High
2	19	8	2	1	3	138	83.63%	Very High
3	17	14	2	0	0	147	89.09 %	Very High
4	22	10	1	0	0	153	92.72 %	Very High
15	11	7	7	3	5	115	69.69 %	High
The Overall Percentage							86.18	Very High

Table 4.5 show the percentage of the attitude toward usage Quizizz. The highest percentage in this indicator is item number 1. The percentage of this item is 95.75 % it is a very high level. It is because 28 of 33 students strongly agree with the statements and 3 of 33 students agree and 2 students undecided with the statement.

The percentage of item number 4 is 92.72 % is in a very high level. It is because 22 of 33 students strongly agree with the statements and there is no students disagree and strongly disagree with the statement.

The percentage of items numbers 2, 3 < 90% that is 83.63%, 89.09% it is very high level because each item < 5 of 33 students disagree and strongly disagree with the statements.

The percentage of item number 15 is the lowest percentage that is 69.69 % and it is a high level because 5 of 33 students strongly disagree with the statement.

Based on the explanation, the researcher can conclude the overall percentage of items number 2,3,4,5 and 15 are 86.18 % it is in a very high level. Because for The

attitude toward usage Quizizz as Assessment tool indicator only 5 of 33 students in item number 15 strongly disagree. The amount is obtained from :

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{430.88}{5}$$

$$= 86.18 \%$$

After that, the researcher shows the fourth indicator is students' perception about Intention to use Quizizz as Assessment tool

#### 4.1.1.1.4 Fourth Indicator is Intention to use Quizizz as Assessment tool

**Table 4.6 Intention to use Quizizz as Assessment tool**

No. Items	SA	A	U	D	SD	Total	Percentage	Level
5	16	11	5	1	0	141	85.45 %	Very High
6	5	18	10	0	0	127	76.96 %	High
16	14	9	5	5	0	131	79.39 %	High
17	10	19	4	0	0	138	83.63 %	Very High
18	1	19	9	4	0	116	70.30 %	High
The Overall Percentage							79.15 %	High

Table 4.6 shows the percentage of intention to use Quizizz as Assessment tool. First, item number 5 is the highest percentage in this indicator that is 85.45% it

is a very high level because there is no one students strongly disagree with the statement.

The percentage of item number 17 is a high level that is 83.63%. In this statement, there is no one students disagree and strongly disagree.

The percentage of items number 6,16, and 18 < 80% it is in high level.

Based on the explanation, the researcher can conclude the overall percentage of items number 5,6,16,17 and 18 are 79.15 % it is in high level. Because for the intention to use Quizizz as Assessment tool indicator < 1/2 of them strongly agree with the statement. The amount is obtained from :

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{395.73}{5}$$

$$= 79.15 \%$$

#### 4.1.1.2 SPSS 24 Result

**Table 4.7 SPSS 24 Result**

NO	QUESTIONS	INTERNATIF JAWABAN					N	Score	Mean	TCR(%)	CATEGORY
		SA	A	U	D	SD					
	Perceive Ease of Using Quizizz	5	4	3	2	1					
9.	In this application I can submit	13	15	3	2	0	33	138	4,1818	83,6364	VERY HIGH



	homework to the teacher											
	( Di aplikasi ini saya bisa mengumpulkan pekerjaan rumah ke guru)											
11.	Create a name and pin code to start the Quiz in Quizizz	21	10	2	0	0	33	151	4,5758	91,5152	VERY HIGH	
	(Membuat nama dan kode pin untuk memulai)											
13	Showing the rank of students after answer the question to motivate students	22	10	0	1	0	33	152	4,6061	92,1212	VERY HIGH	
	(Menampilkan peringkat yang didapat siswa setelah menjawab pertanyaan untuk memotivasi siswa)											
14.	I feel Quizizz so easier to access because I can play the quiz through web.	24	7	2	0	0	33	154	4,6667	93,3333	VERY HIGH	
	(Quizizz lebih mudah di akses karna siswa dapat memainkan kuis ini melalui web)											

20	I can play this Quiz with friend in home because this application free to access	20	10	3	0	0	33	149	4,5152	90,303	VERY HIGH
	(Kuis ini dapat dimainkan bersama teman dirumah)										
	The Perceived Usefulness of Quizizz										
7.	Get feedback on assignments from the teacher	9	16	8	0	0	33	133	4,0303	80,6061	VERY HIGH
	(mendapatkan umpan balik tentang tugas dari guru)										
8.	The teacher show the score reports	20	10	2	0	1	33	147	4,4545	89,0909	VERY HIGH
	( Guru menunjukkan laporan skor)										
10.	There is time Restriction to answer the question and make a students can not cheat with the other.	13	5	6	4	5	33	116	3,5152	70,303	VERY HIGH
	(Batasan waktu untuk menjawab pertanyaan membuat siswa tidak dapat saling mencontek)										

12.	The students can doing play live or homework										
	(Bisa dimainkan langsung atau jadi pekerjaan rumah)	21	10	2	0	0	33	151	4,5758	91,5152	VERY HIGH
19.	Can do exercise from another expert in Quizizz to increase my knowledge	8	17	7	1	0	33	131	3,9697	79,3939	VERY HIGH
	(Dapat mengerjakan latihan dari sumber lain dalam Quizizz)										
	The Attitude Toward Usage Quizizz										
1.	Ask the teacher or peers to clarify the unclear contents or question in Quizizz.										
	(Meminta guru atau teman sebaya untuk mengklarifikasi konten atau pertanyaan yang tidak jelas di Quizizz)	28	3	2	0	0	33	158	4,7879	95,7576	VERY HIGH
2.	As a students, I am interested to doing the test due to Quizizz employment	19	8	2	1	3	33	138	4,1818	83,6364	VERY HIGH

	(Sebagai seorang murid, saya tertarik untuk mengerjakan test karna Quizizz)										
3.	As a students, I confident doing the test due to Quizizz employment										
	(Sebagai seorang murid, saya percaya diri mengerjakan tes juga karna Quizizz)	17	14	2	0	0	33	147	4,4545	89,0909	VERY HIGH
4.	As a students, I get more motivation in doing the test due to Quizizz employment										
	( Sebagai seorang murid, saya mendapatkan motivasi lebih dalam melakukan test karna Quizizz)	22	10	1	0	0	33	153	4,6364	92,7273	VERY HIGH
15.	Students can not cheating because the questions given to students have been randomized.										
	(Siswa tidak dapat menyontek karena	11	7	7	3	5	33	115	3,4848	69,697	VERY HIGH



	pertanyaan yang diberikan kepada mereka telah diacak)										
	Intention to Use Quizizz										
5.	As a students, I can improve my skills due to Quizizz employment in a test										
	(Sebagai seorang murid, keterampilan saya dapat meningkat karna pekerjaan Quizizz dalam sebuah tes)	16	11	5	1	0	33	141	4,2727	85,4545	VERY HIGH
6	As a students, I tend to do a test with Quizizz										
	(sebagai seorang siswa, saya cenderung melakukan tes dengan Quizizz)	5	18	10	0	0	33	127	3,8485	76,9697	VERY HIGH
16.	I intend to use Quizizz in my school assignment as often as possible										
	(Saya berniat untuk menggunakan Quizizz dalam tugas sekolah sesering mungkin)	14	9	5	5	0	33	131	3,9697	79,3939	VERY HIGH

	I plan to use Quizizz in this semester to increase my knowledge about reading comprehension										
17.	(Saya berencana untuk menggunakan Quizizz di semester ini untuk meningkatkan pemahaman membaca saya)	10	19	4	0	0	33	138	4,1818	83,6364	HIGH
18.	I plan to use Quizizz in my future to search the other source about reading comprehension	1	19	9	4	0	33	116	3,5152	70,303	VERY HIGH
	(Saya berencana untuk menggunakan Quizizz dimasa depan)										
	MEAN							2786	84,4	84,4242	

#### 4.1.2 Data Description of Interviews

There are 5 students of XI social 4 namely students 1 is Esther, students 2 is Juan Albert, students 3 is Kezia Karen, students 4 is Meizatul lidiana azmi and students 5 is Renada Angelin.

##### 4.1.2.1 Data Description of interviews based on indicator

#### **4.1.2.1.1 First Indicator is Perceived ease of use**

In question number 1 relate with first indicator that is Perceive ease of using Quizizz as assessment tool , all of students strongly agree if Quizizz is an application that easier to use.It is related with the statement of students 2 (Juan Albert) :

Juan said “ Yes, I do, because to start the Quiz I only create my name and code pin from teacher and i can access this application via google without having to download first ”.

Juans’ statement also same with students 5 (renada angelin).

Renada said “ Yes I do miss, because i can open this application from google and to start the quiz i only enter my name and code pin without registration like the other application”.

Juan and Renadas’ statement its different with students 1 (Esther)

Ester said “ No, I don’t because even doing the Quiz in the class suddenly pressed wrong answer and make it my score minus”.

#### **4.1.2.1.2 Second Indicator is The Perceived Usefulness of Quizizz as Assessment tool**

Question number 3 & 4 related with second indicator that is The perceived usefulness of Quizizz. All of students feel there are some benefits by using Quizizz. Like statement by students 3 (Kezia karen) she said “ Yes miss, I can feel the benefits of this application like I know my score directly and I can keep my answer by myself because my friend can not cheating my answer. In the same line, students 4 (meizatul

lidiana azmi) she said “ Yes Miss, I feel so many benefits that I can get like my friends can not see my answer because there are random questions and time restriction in Quizizz.

#### **4.1.2.1.3 Third Indicator is The attitude toward usage Quizizz as Assessment tool**

In question number 2 related with the third indicator the attitude toward usage Quizizz as assessment tool. Students 5 (Renada Angelin). She said “ Yeah miss, because there is no one can see my answer wrong or not and it can be make me confident to doing the test. And 3 of 5 students also have a same statement with renada they are also feel confident. Students 1 (Esther) said “ Yes I do miss, I feel confident to doing the test via Quizizz miss, and I can search quiz in this application to improve my knowledge miss”.

#### **4.1.2.1.4 Fourth Indicator is Intention to use Quizizz as Assessment tool**

In question number 5 the last indicator is the intention to use quizizz as assessment tool. This indicator relate with questinnnaire score is 79.15% in High level. This percentage supported with 5 students. Students 1 (esther) she said “ Yes I still using this application to improve my skill as often as possible miss, because this application just needed internet connection miss. Students 2 (juan albert) he said “ I am not really sure miss because i need connection internet, except in this school wifi available. Students 3,4 and 5 also have a same statement with students 1 (esther) they are want to intend to using this application even their school provide wifi available.



## **4.2 Data Analysis**

### **4.2.1 Data Analysis of Questionnaire based on indicator**

Based on Questionnaire description ', The result of data description of students' perception on Quizizz as Assessment tool in reading comprehension can be concluded based on for indicators such as Perceive ease of using Quizizz as Assessment tool, The perceived usefulness of Quizizz as Assessment tool, The attitude toward usage Quizizz as Assessment tool and Intention to use Quizizz as Assessment tool

#### **4.2.1.1 Perceived ease of using Quizizz**

In this indicator Perceive ease of using Quizizz as Assessment tool, the mean score is (90.18%). Based on this percentage, the researcher can conclude that students ease of using Quizizz. Because it is easy to use this application the students can easier to understand how to use this application and they can explore by themselves the more quiz about reading comprehension in this application.

#### **4.2.1.2 The Perceived Usefulness of Quizizz**

The second indicator is The perceived usefulness of Quizizz as Assessment tool. The mean score of this indicator is (82.18 %) it means the students can also use this application for their homework and the teacher can take advantage of this application with the features in this application that can show the score of students, with showing the score the students can be more active to do the quiz and make the situation in the class more effective. This situation can make students more enjoy to do quiz especially in reading comprehension.

#### **4.2.1.3 The attitude toward usage Quizizz**

The third is The attitude toward usage Quizizz as Assessment tool. The mean score of this indicator is (86.18%). It means almost of students feel more interested to do the quiz, feel confident, they can get more motivation, can improve their skill in reading comprehension and they tend to use Quizizz as an application to do the quiz.

#### **4.2.1.4 Intention to use Quizizz**

The last indicator is the Intention to use Quizizz as Assessment tool. Its different mean score with the other indicator. In this indicator the mean score only 79.15%. The meaning of this percentage is few students strongly agree to intend to use quizizz in their school assignment as often as possible it is happening because this application use connection internet.

Thus, Based on analyzed four indicators in this research, the researcher can get the overall percentage mean score of Quizizz as Assessment tool in students' reading comprehension is 84.42 % this is very high level. It means that students have a good perception on Quizizz as assessment tool in reading comprehension.

#### **4.2.2 Data Analysis of Interviews based on indicator**

After interviews the students, the researcher had analyze the students' statement because this interview is useful to provide support and response to questions and interviews that are suitable and solid for backing.

##### **4.2.2.1 Perceived Ease of Using Quizizz**

In question number 1 relate with first indicator that is Perceive ease of using Quizizz as assessment tool , all of interviewees strongly agree if Quizizz is an application that easier to use. They said easy to start the quiz and they can doing the test without having to dowload or registration the application first. But, the students 1 have a different perception with it because even doing the Quiz in the class she is suddenly pressed wrong answer and make it her score minus”.

#### **4.2.2.2 The Perceived Usefulness of Quizizz**

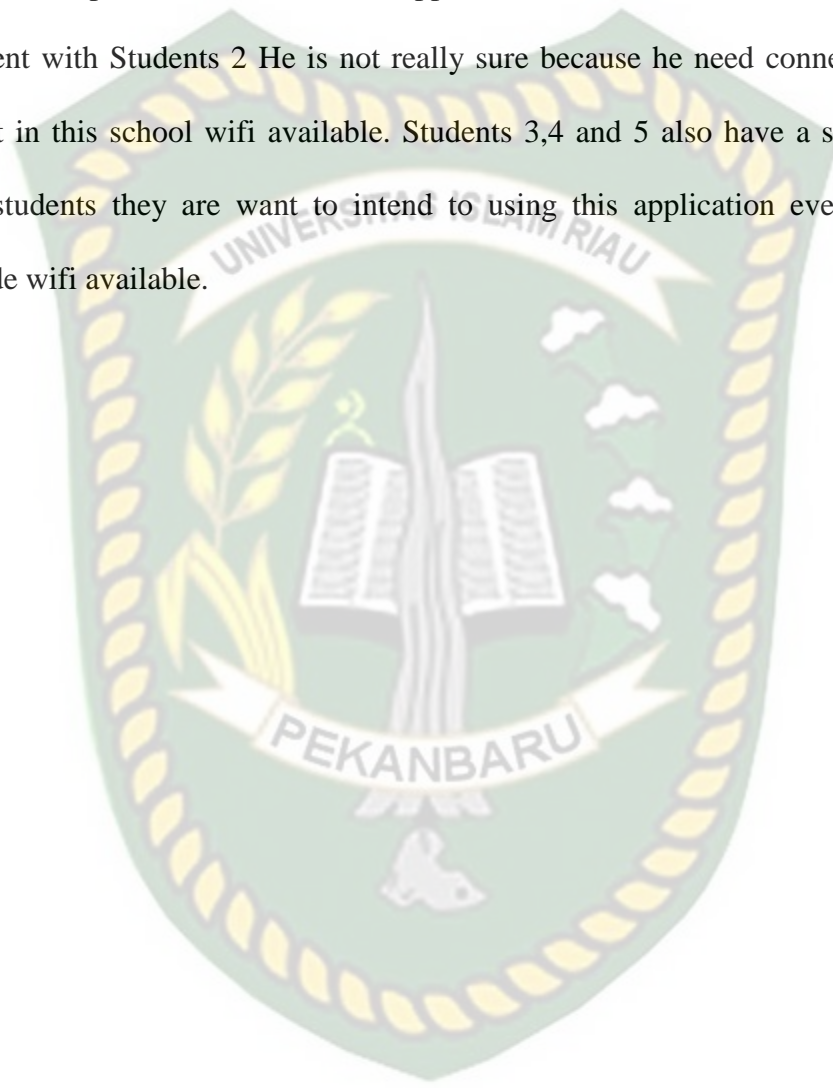
Question number 3 & 4 related with second indicator that is The perceived usefulness of Quizizz. All of interviewees feel there are some benefits by using Quizizz. They said they know the score directly and they can keep their answer by theirsself because their friend can not cheating their answer. In the same line students 4 said she feel the usefulness of this application that is her friends can not see her answer because there are random questions and time restriction in Quizizz.

#### **4.2.2.3 The attitude toward usage Quizizz**

In question number 2 related with the third indicator the attitude toward usage Quizizz as assessment tool. Students 5 she said doing the test by Quizizz make her more confident, because there is no one can see the answer wrong or not and it can be make her feel confident to doing the test. And 3 of 5 students also have a same statement with renada they are also feel confident. They feel confident to doing the test via Quizizz miss, and they can search quiz in this application to improve their knowledge”.

#### 4.2.2.4 Intention to use Quizizz

In question number 5 the last indicator is the intention to use quizizz as assessment tool. Students 1 said She still using this application to improve her skill as often as possible, because this application needed internet connection . It is different with Students 2 He is not really sure because he need connection internet, except in this school wifi available. Students 3,4 and 5 also have a same statement with students they are want to intend to using this application even their school provide wifi available.





## CHAPTER 5

### FINDINGS, IMPLICATION, AND DISCUSSION

#### 5.1 Findings

The present study aimed at finding out the students' perception on Quizizz as Assessment tool in students' reading comprehension of the second grade at SMAN 2 Pekanbaru.

After the researcher finds out the data, it can be concluded that students have a very high level perception on Quizizz as Assessment tool in reading comprehension. From the first indicator Perceive ease of using Quizizz as Assessment tool the mean score is 90.18 %, the second indicator The perceived usefulness of Quizizz as Assessment tool the mean score is 82.18 %, the third indicator The attitude toward usage Quizizz as Assessment tool the mean score is 86.18% and the fourth indicator Intention to use Quizizz as Assessment tool the mean score 79.15%.

The conclusion is the percentage of these four indicators is 3 of 4 indicators very high level and 1 of 4 indicators high level. So based on this percentage the students' perception on Quizizz as Assessment tool is very appropriate in reading comprehension.

The overall percentage mean score of these four indicators is 84.42 it is a very high level. Because of this level the researcher can conclude that the students have a very high level perception on Quizizz of the second grade at SMAN2 Pekanbaru. To convince the result of questionnaire, the researcher also analyzed the students' interviews.

Based on the result of students' interviews, the researcher find out the students of the second grade at SMAN 2 Pekanbaru. They feel the easier, usefulness and they have a good attitude toward using of Quizizz, and they intend to use quizizz as assessment tool but they also said they have a problem with connection internet. It means this application (Quizizz) is an application that can help them to make it doing quiz in the class is fun, can help them to review the material by another source and motivate them to learn reading comprehension.

## **5.2 Implication**

### **5.2.1 Theoretical Implications**

The use of appropriate media can influence students' perception in reading comprehension. Quizizz is easy to use and can motivate students to do the quiz about english especially reading comprehension.

### **5.2.2 Practical Implications**

The result of this research can be a reference for teachers when they want to make exercise and assessment that are interesting for students.

## **5.3 Discussion**

Based on the first indicator of Questionnaire In this indicator Perceive ease of using Quizizz as Assessment tool, the mean score is (90.18%). Through this percentage, the researcher can conclude that students ease of using Quizizz. Because it is easy to use this application the students can easier to understand how to use this application and they can explore by themself the more quiz about reading comprehension in this application and this results of first indicator of questionnaire

same with the result of first indicator of interviews all of interviewees strongly agree if Quizizz is an application that easier to use. They said easy to start the quiz and they can doing the test without having to download or registration the application first. It is just that students 1 has a different perception with it because even doing the Quiz in the class she is suddenly pressed wrong answer and make it her score minus”.

Based on The second indicator of questionnaire is The perceived usefulness of Quizizz as Assessment tool. The mean score of this indicator is (82.18 %) it means the students can also use this application for their homework and the teacher can take advantage of this application with the features in this application that can show the score of students, with showing the score the students can be more active to do the quiz and make the situation in the class more effective. This situation can make students more enjoy to do quiz especially in reading comprehension. The result of this indicator same with the analyzed of interviewees that is Question number 3 & 4 related with second indicator that is The perceived usefulness of Quizizz. All of interviewees feel there are some benefits by using Quizizz. They said they know the score directly and they can keep their answer by theirselves because their friend can not cheating their answer. In the same line students 4 said she feel the usefulness of this application that is her friends can not see her answer because there are random questions and time restriction in Quizizz.

Based on The third indicator of questionnaire is The attitude toward usage Quizizz as Assessment tool. The mean score of this indicator is (86.18%). It means almost of students feel more interested to do the quiz, feel confident, they can get

more motivation, can improve their skill in reading comprehension and they tend to use Quizizz as an application to do the quiz. Thus, this result of questionnaire suitable with the result of interviews that is question number 2 related with the third indicator the attitude toward usage Quizizz as assessment tool. The Students 5 she said doing the test by Quizizz make her more confident, because there is no one can see the answer wrong or not and it can be make her feel confident to doing the test. And 3 of 5 students also have a same statement with renada they are also feel confident. They feel confident to doing the test via Quizizz miss, and they can search quiz in this application to improve their knowledge”

The last indicator is the Intention to use Quizizz as Assessment tool. The result of the questionnaire in this indicator has different mean score with the other indicator. In this indicator the mean score only 79.15%. The meaning of this percentage is few students strongly agree to intend to use quizizz in their school assignment as often as possible it is happening because this application use connection internet. The interviewees also want to intend still using Quizizz even their school wifi available. In question number 5 the last indicator is the intention to use quizizz as assessment tool. Students 1 said She still using this application to improve her skill as often as possible, because this application needed internet connection . It is different with Students 2 He is not really sure because he need connection internet, except in this school wifi available. Students 3,4 and 5 also have a same statement with students they are want to intend to using this application even their school provide wifi available.



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