



## THE CORRELATION BETWEEN QUIZIZZ APPLICATION, READING INTEREST, AND READING COMPREHENSION OF CLASS XI STUDENTS OF SMK BAKTI MANDIRI BEKASI

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**Abstract:** *This study investigated the correlation between Quizizz application, reading interest, and reading comprehension of class XI students of SMK Bakti Mandiri Bekasi. However, the use of Quizizz application is still in primary and secondary schools. Therefore, the study tries to use Quizizz to create a new learning situation and see how well that worked out in SMK while in SMK is limited and the use of Quizizz application in reading too little. This study was aimed at finding out whether or not a significant correlation between Quizizz application and their reading interest, the correlation between Quizizz application and their reading comprehension, and the correlation between students' reading interest and their reading comprehension. The population of this study was 31 students of class XI Akuntansi A SMK Bakti Mandiri Bekasi. The design of the study was correlational in a quantitative approach. To collect data, the researcher used questionnaire and test. The data was analyzed with Pearson product-moment correlation. Based on the data analysis, it was found that: first, Sig. 0,332 that bigger than 0,05 means there is no correlation between Quizizz application and their reading interest, second, Sig. 0,49 that bigger than 0,05 means there is a correlation between Quizizz application and their reading comprehension, third, Sig. 0,045 is bigger than 0,05 which means there is a correlation between students' reading interest and their reading comprehension.*

**Keywords:** *Quizizz Application, Reading Interest, Reading Comprehension.*

### INTRODUCTION

Education is an effort of aiming activities, education can be obtained from structured and regulated activity in detail or not. In other words, education is not only obtained at school through established ways but can be obtained outside of school and have the same goal, namely to form a mindset and community science. The manifestation of the implementation of education is English learning. Therefore, all levels of education ranging from the lowest level to the highest level, not lost English education. (Hatimurah, 2021)

Of the four language skills aspects, namely speaking, writing, listening, and reading, reading is one aspect that can be developed if practiced and done correctly. However, a low reading interest that is not based on desire will be difficult to develop. Students find it difficult to read because they think that English is a difficult language to understand. Most



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of them feel lazy and uninterested. Reading is one of the imperative aptitudes in obtaining a modern dialect capacity as a way for the learners to induce modern data and include their information. By reading, understudies can moreover enhance their lexicon and create their language structure. (Sari & R. Abdulrahman, 2019)

Reading is a skill that is able to develop and mastered by children, adolescents, and even adults where these skills are needed for various things. With the development of today's technology, several applications based on English learning are supposed to be used through cell phones or laptops. Reading books, articles, or readings in English for a number of students is sometimes not an easy job. They need inside themselves. If it is not started with the intention, then it cannot give a positive result from what they read.

Sulistio (2021) says that reading is one of the English subjects. Reading is the process of capturing the meaning of an essay. To get in-depth results in a reading, special strategies and skills are needed so that what is conveyed by the author can be understood and interpreted correctly by the reader. Reading comprehension is the main pillar in reading where the reader builds a deep understanding of a text, incorporating the inspirational logical understanding that results from the combination of words and sentences in the text.

This is explained by Wahyuningsih (2021) that the reality on the ground, is that there are still a number of students who do not like to read because of various reasons that affect student learning outcomes. One of the causes is the lack of motivation and reading ability, especially for reading comprehension. In addition, another reason is that the time provided is also very limited. The classroom atmosphere is also very boring because usually learning is only done in the classroom with very limited materials or materials. Usually, students only read textbooks that have been determined. This is because students only buy certain books needed by the school. Students want to find books or other reading material if there is only an assignment from the teacher. This makes students unable to read well due to a lack of practice.

A number of previous research that the researcher has read, the use of Quizizz application is still in primary and secondary schools. Therefore, the study tries to use Quizizz to create a new learning situation and see how well that worked out in SMK while in SMK is limited and the use of Quizizz application in reading too little. As the result of previous studies with Quizizz application and reading comprehension appear to be better study results so the researcher used three variables by adding reading interest to test how relationships are shaped inside them.

Based on the obstacles above, it needed to be carried out a model solve the problem. Researchers use Quizizz as a medium to examine all variables. Therefore, the researcher wants to conduct a study entitled: "The Correlation Between Quizizz Application, Reading Interest, and Reading Comprehension of Class XI Students of SMK Bakti Mandiri Bekasi".

## METHOD

This research will be conducted at SMK Bakti Mandiri Bekasi, which is located at Jl. Bintara IX No.118, RT.001/RW.005, Bintara, Kec. Bekasi Bar., Kota Bks, West Java 17134. The researcher takes the students XI Akuntansi A as the sample.

In this study, the researcher used correlational research methods to find correlations between variables and interpret the results that might appear. This study used a quantitative approach. A quantitative approach is one in which the investigatory utilized a postpositive claim for creating information (i.e., cause and impact considering, lessening to particular factors and theories and address, utilize estimation and perception, and the test of hypotheses) utilizes methodologies of the request such as test and study and collect information on a foreordained instrument that abdicate insights information (Nanda, 2018).

This research focuses on the correlation between the variables. The researcher used a questionnaire, test, and interview as the instruments. Inferential statistics are measurable information examination procedures utilized to get a logical conclusion of the information accessible in this to ponder, it is vital to test through speculation testing. (Najnowati, 2019) Inferential statistics were used to determine the relationship between Quizizz, reading interest, and reading comprehension in students in class XI Akuntansi A at SMK Bakti Mandiri Bekasi.

In this study, researchers used Pearson's Product Moment and Microsoft Excel to process data and find the results. The results will be presented in the form of a statistical table consisting of the coefficient scale and the degree of correlation. Before calculating the correlation between Quizizz application, reading interest, and reading comprehension using the Pearson Product Moments formula, the researcher conducted the testing namely normality and linearity.

This research uses Pearson's product-moment correlation analysis technique with the following formula:

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where:

- $r_{XY}$  : the correlation coefficient of variables x and y
- $\sum XY$  : the sum of the multiplications of x and y
- $\sum X$  : the sum of x
- $\sum Y$  : the sum of y
- $\sum X^2$  : the sum of the squares of the value x
- $\sum Y^2$  : the sum of the squares of the value y

The largest value of r is +1 and the smallest value of r is -1. r = +1 indicates a perfect positive relationship, while r = -1 indicates a perfect negative relationship.

## RESULTS

From the accounting results described above. The researcher found, first, that there is no correlation between Quizizz Application and Reading Interest. Second, there is a correlation between Quizizz and Reading Comprehension. And third, there is a correlation between Reading Interest and Reading Comprehension using Pearson's Product Moment calculation. Several factors that the researcher evaluated and also interviewed a number of the respondent in order to be more familiar with the data studied. This is the result of the correlation table of Pearson's product moment as below:

### a. Quizizz Application and Reading Interest

**Table 1.** Correlation of Quizizz Application and Reading Interest

Correlations			
		Reading Comprehension	Quizizz Application
Reading Comprehension	Pearson Correlation	1	0,199
	Sig. (2-tailed)		0,049
	N	31	31
Quizizz Application	Pearson Correlation	0,199	1
	Sig. (2-tailed)	0,049	
	N	31	31

### b. Quizizz Application and Reading Comprehension

**Table 2.** Correlation of Quizizz Application and Reading Comprehension

Correlations			
		Reading Comprehension	Quizizz Application
Reading Comprehension	Pearson Correlation	1	0,199
	Sig. (2-tailed)		0,049
	N	31	31
Quizizz Application	Pearson Correlation	0,199	1
	Sig. (2-tailed)	0,049	
	N	31	31

### c. Reading Interest and Reading Comprehension

**Table 3.** Correlation of Reading Interest and Reading Comprehension

Correlations			
		Reading Comprehension	Quizizz Application
Reading Comprehension	Pearson Correlation	1	0,199
	Sig. (2-tailed)		0,049
	N	31	31
Quizizz Application	Pearson Correlation	0,199	1
	Sig. (2-tailed)	0,049	
	N	31	31

## DISCUSSION

Based on the statistical analysis above, first, the correlation between Quizizz application and Reading Interest with the significant level is  $0,332 > 0,05$ . That means, between the two variables are not found in any way correlated to each other. Second, the correlation between Quizizz Application and Reading Comprehension with the significant level is  $0,049 < 0,05$ . That means the two variables are found the correlation with each other. And third, the correlation between Reading Interest and Reading Comprehension with the significant level is  $0,045 < 0,05$ . That means the two variables are found the correlation with each other.

Therefore, the researcher found that there is no correlation between Quizizz Application and Reading Interest. There is a correlation between Quizizz Application and Reading Comprehension. And there is a correlation between Reading Interest and Reading Comprehension. The findings have produced the same as the previous research conducted by Siti Reski Nanda (2018) that "The utilize of Quizizz application was exceptionally agreeable within the learning handle and it might offer assistance the students to progress their perusing comprehension ability. It can be concluded that planning the learning reason suitably considers dialect level may ease instructor to utilize the Quizizz application in progressing students' perusing comprehension skill."

Thus, Quizizz application that was applied to students' SMK Bakti Mandiri has a positive correlation because in the previous research Quizizz was used extensively in primary and secondary school students, and the studies used it in students of SMK. There are several factors in that schools, a number of teachers continue to use old media and have not yet used apps. They still often use the available books and the whiteboard in front of the class. Not all students have internet quotas so they also have obstacles to accessing Quizizz Application. This is the same as the previous research conducted by Huei, Yunus, & Hashim, (2021) "Quizizz may be a learning medium in use its accomplished five criteria, specifically satisfactory Wi-Fi." Meanwhile, Quizizz Application has a low correlation with the other variable, because some factors from the students that several students lack sufficient to understand Quizizz as a learning medium, they assume that something

that uses a quota makes them lazy to access it. For reading interest, if students are not given orders few can read freely.

Although Quizizz application had a number of difficulties, Quizizz also had a number of shortcomings, as in the time of Quizizz's use of students may have declined despite their work or answers to this question because of time that is passing so quickly and there would be a problem if students were to join late.

## CONCLUSION

This research was conducted to obtain whether there was no significant correlation between Quizizz Application and Reading Interest, Quizizz Application and Reading Comprehension and Reading interest, and Reading Comprehension. which Quizizz Application as variable X, Reading Interest as variable Y1, and Reading Comprehension as Y2.

First, based on the findings in the previous chapter, the studies can draw the value of Quizizz Application (variable X) with Reading Interest (variable Y1) which  $r=0.180$ . Sig.  $0,332 > 0,05$  is  $H_0$  was accepted and  $H_1$  was rejected. It means that there is no correlation between Quizizz Application and Reading Interest, but the two variables had a positive relationship. Second, the value Quizizz Application (variable X) with Reading Comprehension (variable Y1) which  $r=0.199$ . Sig.  $0,049 > 0,05$  is  $H_0$  was rejected and  $H_1$  was accepted. The two variables are significant meaning there is  $0,049 > 0,05$ . That means there is a correlation between Quizizz application and Reading Comprehension. The two variables have very low correlation and positive relationships. Third, the value of Reading Interest (Y1) with Reading Comprehension (Y2) which  $r=0.300$ . Sig.  $0,045 > 0,05$  is  $H_0$  was rejected and  $H_1$  was accepted. The two variables are significant meaning there is  $0,045 > 0,05$ . That means there is a correlation between Reading Interest and Reading Comprehension. The two variables have a low correlation and positive relationship.

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