

**THE EFFECT OF QUIZZZ ON STUDENT'S READING ACHIEVEMENT
OF 7th GRADE AT SMPN 5 BANJARMASIN**

***SARJANA'S* THESIS**

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REG. NUMBER: 2110117320006



ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

LAMBUNG MANGKURAT UNIVERSITY

BANJARMASIN

2025

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OF 7th GRADE AT SMPN 5 BANJARMASIN**

SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirement for Completing the *Sarjana Pendidikan*
Program in English Language Education Study Program**

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2025

LETTER APPROVAL

LETTER OF APPROVAL

This is to certify that the Sarjana's thesis proposal of Rabiatul Adawiyah reg. number 2110117320006 entitled "The Effect of Quizizz Application on Students' Vocabulary Achievement of 7th Grade at SMPN 5 Banjarmasin" has been approved by the advisors for oral examination.

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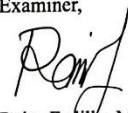
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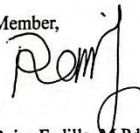
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Banjarmasin, 1 Juli 2025

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ABSTRACT

Adawiyah, Rabiatul. 2025. *The Effect of Quizizz on Students' Reading Achievement of 7th Grade at SMPN 5 Banjarmasin*. SARJANA'S THESIS, English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Moh. Yamin, M.Pd., the second advisor: Elsa Rosalina, M.Pd.

Keywords: Reading Achievement, Teaching Reading, Quizizz.

Reading is one of the basic competencies that are very important for students' educational development. Along with the development of technology, gamification in education offers a learning experience that is interactive tools, flexible, and not limited by space and time, so that it can replace traditional methods that tend to be monotonous. However, in practice, the learning process in the classroom generally relies on student worksheets (LKS) and textbooks, with a limited variety of supporting media. Therefore, this study aims to determine whether there is a difference on students' reading achievement between students taught using Quizizz and those taught using Nearpod of 7th Grade at SMPN 5 Banjarmasin. The gap in this research lies in the lack of studies that specifically examine the effect of Quizizz on reading achievement in descriptive text, especially at the junior high school level.

This study employed a quantitative approach with a quasi-experimental design. The samples in this research were 62 students of SMPN 5 Banjarmasin who were divided into experimental and control groups through cluster random sampling. Students from VII-C as the experimental class and the VII-D as the control class. A reading achievement test, consisting a pre-test and post-test. The result of of the data were analyzed using the Independent sample t-test through SPSS 21.

The result reveals that there is a difference effect between experimental group and control group. Based on the findings of the independent sample t-test, it was discovered that the sig value was 0.014 and the t-test calculation was 2.541, with the t-table being 2.004 for $df=54$ at a significance level of 0.05 (95%). These results of this study indicate that Quizizz positively effect on reading achievement, in identifying main ideas, specific information, guessing meaning, and making inference at 7th students of SMPN 5 Banjarmasin. Thus, Quizizz can be an alternative media. So it is recommended that the teachers can optimize its use in the teaching and learning in the classroom.

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The Researcher

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