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# The Use of Integrating *SQ3R* Technique and *Quizizz* Application to Improve Students' Reading Achievement

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## ABSTRACT

The present study assessed and compared two different techniques for improving students reading achievement. Integrating SQ3R and Quiziz was compared to conventional SQ3R. Thirty one students of second grade SMA IT SMART INSANI participated in this study as experimental and control class. The instrument used in this study was reading test. The data of the research were collected through pre-test and post-test.

The result showed that the integration of SQ3R and Quizizz in experimental class and conventional SQ3R in control class improved all the aspects of reading. The highest improve occurred in the aspects of identifying specific information and determining inference in experimental class and determining main idea aspect in control class. In general, the integration of SQ3R and Quizizz in experimental class gives better improvement in students reading achievement than conventional SQ3R. However, it was found that the significance level (2-tailed) was 0.126 higher than 0.05 that indicates there was no significant difference of students' reading achievement between experimental class and control class.

Based on the result of the study, it can be concluded that the implementation of Integrating SQ3R and Quizizz was better than conventional SQ3R to improve students reading achievement. The use of integration SQ3R and Quizizz significantly promoted students reading achievement.

***Keywords:*** *SQ3R technique, Quizizz application, reading achievement*

## INTRODUCTION

Reading ability is one of abilities that must be achieved as the goals of teaching English besides listening, speaking, and writing. Reading influences greatly and plays important roles in many aspects of life. Since much of information or literature is still written in English so that reading skill is very important and needed in comprehending the texts especially to those who are studying English as a foreign language in school or college. Patel and Jain (2008: 113 – 114) states that reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture. So, mastering reading skill is very important and becomes a must for all of the students in learning English.

However, mastering reading skill is a challenge. Reading is very complicated, because it is an activity carried out under the cooperation of several skills, as observing, understanding, and thinking that required to comprehension of what is written in the text as a process to gain information. Brown (2004: 189) stated that reading is a process of negotiation of meaning. In this process,

the readers bring their early thought to the next parts of the reading process to finally reach their understanding about the meaning of the text they read. It implies that the readers' understanding about the text is the result of interaction between their thought and the meaning of the text they read. Snow (2002) says that reading comprehension of longer texts is very difficult, because the construction of meaning is disrupted by the difficulty and slowness of word recognition. Therefore, comprehension needs understanding meaning in a text because comprehension is longer text.

In the classroom context of reading comprehension, the students take a role as a reader of the text. It means that they must able to comprehend the reading materials which are shown as the written texts. Meanwhile numerous studies have reported that most EFL students often have difficulties in comprehending English texts. Chawwang (2008) stated that the most critical problems are in identifying difficult words, topic, the main idea of the passage, and lack of vocabulary. Similar research has been conducted by Nezami (2012) in EFL Saudi learners. In her research, she finds that their students are difficult to comprehend the text due to limited knowledge and skills. In a study conducted by Alghail and Mahfoodh (2016), there is a number of difficulties encountered by foreign students in a Malaysian university. The difficulties are in paraphrasing, note-taking, supporting ideas and managing the time for the reading test.

In reality during pre observation, most of the students of SMA IT Smart Insani have problems in acquiring the reading skill. They are not able to perform their English subject well. Most of them could not understand the content of the English texts. When the teacher let the students read the text, most of them could read. Nevertheless, when the teacher asks them to tell about the passage of the text, they are confuse and did not understand what the text about. Besides that, for the passive students, sometimes they do not want to ask questions to the teacher even if they don't understand the materials. As the result, they forget to the materials as soon as possible and they cannot improve their knowledge. The students also get difficulties to answer the questions related to the text and to find out the main idea of the text. Even, a teacher had to translate the text to make them understand the passage clearly.

Considering from the problem above, teachers are required to prepare a learning activity that can grow and increase students' reading achievement. The teachers have to apply an attractive learning technique that make students will be motivated in learning activity, especially in reading. One of technique in teaching reading skill is SQ3R technique. SQ3R is one of the reading strategies can be categorized as one of the principles of designing interactive reading technique (Brown, 2001). He defines SQ3R technique as one effective series of technique for approaching a reading text. It means that SQ3R technique is designed to make the students read faster to get knowledge and information from the text. In his view, the SQ3R is the appropriate strategy which allows readers to better comprehend text. SQ3R technique consists of the following five steps: (1) Survey: skim the text for an overview of main ideas, (2) Question: the reader asks question about what he or she wishes to get out of the text, (3) Read: read the text while looking for answers to the previously formulated questions, (4) Recite: reprocess the silent points of the text through oral and written language, (5) Review: assess the importance of what one has just read and incorporate it into long-term associations.

On the other hand, technology is changing the ways language teachers teach and that language learners learn and consequently is playing an increasingly central role in curriculum implementation. Meskill et al (2002) indicates that as far as technologies in education are concerned, part of that practical wisdom is to attain and maintain a particular conceptual frame or set

of frames as regards the potential role of technologies for language and literacy development. For teachers and students technology is now mobile, and laptop computers, tablet devices and smart phones are a normal part of the teaching and learning context in many schools. More and more teachers and school administrators accept the role that digital resources and the internet can play in raising levels of motivation and engagement in learners, supporting learners with different learning styles and helping improve the quality of teaching and learning (Zhao, 2005). In short, nowadays teachers and students use technology in terms of their lifestyle, social interaction, and education. They cannot be separated from the use of technology. So that technology must be use in teaching learning process to cover their various activities, multimedia content, virtual classrooms etc.

Referring to the reason above, the implementation of SQ3R should be integrated with the technology to be suitable for student's current needs and get better achievement. There are some kinds applications that can be used by English teacher to teach reading; such as Kahoot!, Quizizz, FlipQuiz, Duolingo, Ribbon Hero, ClassDojo, etc. In this research, Quizizz will be one of the focus tool that will be applied. According to Samet BAL (2018), quizizz is a web-based learning that significantly affects the learning process among foreign language learners. Quizizz can create an enjoyable learning condition by helping the students to activate their background knowledge before reading and evaluating their comprehension after reading. *Quizizz* as a digital platform to assists the students' mastery in reading is a fun multiplayer classroom activity that allows all students to practice reading skill together by using their mobile phones like a tablet, Ipad, or even Smartphone (Mei, Ju and Adam 2018).

Based on description above, the researcher will integrate SQ3R technique and Quizizz application in teaching reading comprehension. Integrating technology in language teaching can provide opportunities for students to use language directly when interacting with technology; they learn new vocabulary, know their meaning and learn how to pronounce it (Mafuraga & Moremi, 2017). In addition, when we integrate SQ3R and Quizizz means that we integrate two strengths between teaching technique and media of learning. It will be a better reading teaching procedure than just using the two of terms separately. So that SQ3R and Quizizz should be integrated to get better result.

In the integration of SQ3R and Quizizz, the implementing of SQ3R technique will be supported by Quizizz as the media such as in term of giving material, giving questions, and learning based games activities. Those kinds of activities cannot be found in conventional SQ3R. By integrating SQ3R as a technique and Quizizz as a media in teaching learning process, the researcher assumes that it can be one of alternative solution to help teacher solving the problems in teaching reading especially in SMA IT SMART INSANI. The use of this integrating learning is expected to make teaching reading will be more attractive, effective, fun and make students enjoy in learning process so that their reading achievement will increase.

Based on the explanations above, the researcher is interested was interested in investigating The Use of Integrating *SQ3R Technique* and *Quizizz Application* to improve student's reading achievement.

## METHODS

This research is a quantitative research. The design in this research is true experimental design, pre-test –post test control group design. There are two groups in this research, experimental group and control group. Experimental group receives new treatment by using Integrating SQ3R and Quizizz while control group receives conventional treatment.

The sample of this research is the eleventh grade of SMA IT Smart Insani of 2021/2022 academic year. The researcher

uses two classes only as experimental and control group. The number of the students of experimental class is 15 students and 16 students in control class. In determining the classes the researcher uses purposive sampling. The classes are qualified and supportive in using mobile phone as the media in conducting this research. The instrument of this research is reading test. This test is given to measure learners' reading achievement.

There are some steps in collecting data; they are determining research instruments, determining the subject of the research, trying out the instruments, revising of the instruments, conducting the reading pre test, implementing both techniques in both classes, conducting the reading posttest, and analyzing the data from the instruments. In analyzing the data, the result of reading comprehension test were analyzed by using SPSS in order to answer the research question.

## RESULTS

To answer the research question which is in order to find out the increase and the differences of students' reading score after the implementation Integrating *SQ3R* and *Quizizz* and conventional SQ3R, the researcher used Paired sample T-test to compare the students' reading score in pre-test and post-test. The researcher conducted Paired Sample T-test in both of classes; experimental class and control class. The result of the pre-test and post-test of students' reading score in both of classes can be seen as follow:

**Table 1 Paired Sample T-test of reading score in experimental class**

| Paired Samples Test | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Determining_main_idea_pretest - Determining_main_idea_posttest | -,86667 | ,91548 | ,23637 | -1,37364 | -,35969 | -3,666 | 14 | ,003 |
| Pair 2 | Identifying_spec_info_pretest - Identifying_spec_info_posttest | -1,00000 | 1,00000 | ,25820 | -1,55378 | -,44622 | -3,873 | 14 | ,002 |
| Pair 3 | Determining_inference_pretest - Determining_inference_posttest | -1,00000 | 1,13389 | ,29277 | -1,62793 | -,37207 | -3,416 | 14 | ,004 |
| Pair 4 | Finding_reference_pretest - Finding_reference_posttest | -,66667 | ,81650 | ,21082 | -1,11883 | -,21451 | -3,162 | 14 | ,007 |
| Pair 5 | Understanding_vocab_pretest - Understanding_vocab_posttest | -,93333 | ,88372 | ,22817 | -1,42272 | -,44395 | -4,090 | 14 | ,001 |

Based on data on descriptive table, we can see the mean score of each aspect of reading got the improvement of with difference mean in experimental class. The difference of mean from the aspects with detail as follows; the mean of determining main idea was 0,86667, identifying specific information was 1,000000, determining inference was 1,000000, finding reference was 0,66667 and understanding vocabulary was 0,93333. The data shows that identifying specific information aspect and determining inference aspect got the highest mean score of students reading achievement followed by understanding vocabulary aspect, determining main idea aspect and finding reference aspect as the lowest mean score. Furthermore, from the tables above we also can see that the level of significant 2-tailed are .003, .002, .004, .007, 001 for determining main idea, identifying specific information, determining inference, finding reference and understanding vocabulary respectively. By seeing the result of significant level, it can be seen that all of the significant level in all aspects except finding reference are lower than 0.05 ($p<0.05$). It indicates that there is a significant improvement of students' reading achievement of all aspects in experimental class expect in finding reference aspect.

On the other hand, paired samples t-test was also assessed in control class. The result of the pre-test and post-test of students' reading achievement in control class can be seen as follow:

**Table 2 Paired Sample T-test of reading score in control class**

| Paired Samples Test | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Determining_main_idea_pretest - Determining_main_idea_posttest | -1,06250 | 1,06262 | ,26566 | -1,62873 | -,49627 | -4,000 | 15 | ,001 |
| Pair 2 | Identifying_spec_info_pretest - Identifying_spec_info_posttest | -,56250 | 1,09354 | ,27339 | -1,14521 | ,02021 | -2,058 | 15 | ,057 |
| Pair 3 | Determining_inference_pretest - Determining_inference_posttest | -,87500 | ,95743 | ,23936 | -1,38518 | -,36482 | -3,656 | 15 | ,002 |
| Pair 4 | Finding_reference_pretest - Finding_reference_posttest | -,50000 | ,81650 | ,20412 | -,93508 | -,06492 | -2,449 | 15 | ,027 |
| Pair 5 | Understanding_vocab_pretest - Understanding_vocab_posttest | -,62500 | ,71880 | ,17970 | -1,00802 | -,24198 | -3,478 | 15 | ,003 |

The table above reveal that the increase of all aspects of reading in control class. The data showed that the mean of determining main idea was 1,06250, identifying specific information was 0,56250, determining inference was 0,87500, finding reference was 0,50000 and understanding vocabulary was 0,62500. Unlike at experimental class, the most increase aspect of reading in control class was determining main idea that obtained mean 1,06250. In addition, finding reference aspect got the lowest improvement aspect in control class. This condition also happened in experimental class.

We also can see that the level of significant 2-tailed are .001, .057, .002, .027, 003 for determining main idea, identifying specific information, determining inference, finding reference and understanding vocabulary respectively. The data shows that the significant level in all aspects except indentifying specific information were lower than 0,05 ($p<0.05$). It indicates that there is a significant improvement of students' reading achievement in those aspects. Meanwhile, the significant level of indentifying specific information is higher than 0,05 ($0.057>0.05$) which indicates that there is no significant improvement of that aspect in control class. In general, the improvement of students reading achievement in both of classes can be seen at table below.

**Table 3 Paired Sample T-test of reading score in Both Classes**

| Paired Samples Test | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | control_class_pretest - control_class_posttest | -12,25000 | 6,24500 | 1,56125 | -15,57772 | -8,92228 | -7,846 | 15 | ,000 |
| Pair 2 | experimental_class_pretest - experimental_class_posttest | -14,13333 | 5,81705 | 1,50196 | -17,35471 | -10,91196 | -9,410 | 14 | ,000 |

The table above is the result of reading analysis by using Paired samples T-Test in experimental class and control class. Based on data on descriptive table, we can see that the mean score of both classes shows the improvement of students' reading achievement even though with difference of mean. The difference of mean from both of classes with detail as follows; the mean of control class is 12,25000 and 14,13333 for control class. The data shows that the mean of experimental class is higher than control class. So we can conclude that experimental class got better improvement compared to the control class.

Furthermore, it can be seen that the level of significant 2-tailed are .000 and .000 for control class and experimental class respectively. By seeing the result of significant level, it can be seen that all of the significant level in control class and experimental class are lower than 0.05

($p<0.05$). It indicates that there is a significant improvement of students' reading achievement in both of classes.

Based on the result of paired T-test in experimental class and control class, it can be seen that both of classes got the improvement of students' reading achievement. However, the improvement of reading achievement of both classes is different. It can be seen from table below.

**Table 4 Students' Improvement in both Classes**

| Groups | N | Pretest Average | Posttest Average | Sig.(2-talied | Gain |
|---|---|---|---|---|---|
| Control class | 16 | 36.36 | 47.35 | .000 | 10.99 |
| Experimental class | 15 | 42.63 | 56.16 | .000 | 13.53 |

From table above we can see the improvement in students' reading achievement before and after treatment which is indicated from the gain of each class. The result of analysis shows that the gain of experimental class is higher than control class which indicates that the treatment that was applied in experimental class could be used to make better improvement than the treatment that was applied in control class. Furthermore, from table sig (2 tailed) we can see that the significance for both classes is 0.000, smaller than 0.05 which indicates that there is a significant improvement in students' reading score from the pretest and posttest in the control class and experimental class. It means that the technique that was applied in both of classes, Integrating *SQ3R* and *Quizizz* and conventional SQ3R could be used to improve students' reading achievement significantly.

Besides, to find out there is any significant difference of student's reading achievement between experimental class and control class, the data from both classes were analyzed by using *Independent sample T-Test.* The result of the analysis of students' reading achievement in experimental class and control class can be seen as follow:

**Table 5 The result of Independent samples Test of Reading achievement in both classes**

| Group Statistics | | | | | |
|---|---|---|---|---|---|
| | Class | N | Mean | Std. Deviation | Std. Error Mean |
| Result of Reading Achievement | Control Class | 16 | 10,3125 | 4,64354 | 1,16089 |
| | Experimental Class | 15 | 13,4000 | 6,19677 | 1,60000 |

| Independent Samples Test | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Result of Reading Achievement | Equal variances assumed | ,990 | ,328 | -1,577 | 29 | ,126 | -3,08750 | 1,95834 | -7,09275 | ,91775 |
| | Equal variances not assumed | | | -1,562 | 25,916 | ,130 | -3,08750 | 1,97678 | -7,15147 | ,97647 |

The tables show us the difference about students' reading achievement in experimental class and control class. The data present mean and significance level of both classes. We can see that the experimental class had better improvement of reading achievement than the control class. However, if we see the analysis of the data, we find that the significance level (2-tailed) is 0.126. That significance is higher than 0.05. It means that there is no significant difference of students' reading achievement between experimental class that applied Integrating *SQ3R* and *Quizizz* and control class that applied conventional SQ3R.

## DISCUSSION

The main purpose of applying these two technique is to see whether the Integrating *SQ3R* and *Quizizz* can be used to make better improvement than the conventional SQ3R or not. Besides, the researcher wants to know whether any significant difference between both of the techniques not.

The researcher found that all the aspects of reading got improvement neither in experimental class nor in control class. For experimental class, the most aspect improve were identifying specific information and determining inference. Both of them got the same mean. Meanwhile, determining main idea was the most aspect improves in control class compared to the others aspects. The result also showed us that finding reference aspect became the lowest aspect improves in both of the classes, experimental class and control class.

If we compare each aspect of both of classes, the improvement of determining main idea aspect in control class that applied conventional SQ3R is better than Integrating SQ3R and Quizizz in experimental class even though the different of mean of them is not much. Meanwhile, the better improvement for the others aspects such as identifying specific information, determining inference, finding reference and understanding vocabulary happened in experimental class rather than in control class. So, in general we can conclude that the implementation of integrating SQ3R and Quizizz is better to improve aspects of reading that conventional SQ3R.

Based on the results, it can be inferred that the implementation of Integrating SQ3R and Quizizz in experimental class and conventional SQ3R in control class could promote students reading skill such as determining main idea, identifying specific information, and determining inference. This finding in line with Huber (2004: 108) that states the SQ3R technique may helps the students to read independently and develop their comprehension skills such as determining main ideas, self questioning, summarizing, note-taking and setting reading goals or purposes.

As explaining above, both of classes have improvement in reading achievement. The levels of significant 2-tailed are .000 and .000 for both of classes that indicates that there is a significant improvement of students' reading achievement in both of experimental class and control class. However, the data shows that the mean of experimental class is higher than control class. It means that experimental class got better improvement compared to the control class.

The difference of the improvement happened because of the different treatment in both of classes. Based on the result, the integration of Quizizz in experimental class gives better improvement in students reading achievement. The use of integration Quizizz significantly promoted students reading achievement. It can helps the teacher in learning. The students' can get new situation, get motivation to develop their inspiration and supporting how to understand the text. Besides, the integration of Quizizz makes students be active in class, enjoy to learn and makes students easier to understand the material.

Besides, in the integration of SQ3R and Quizizz, the implementing of SQ3R technique was supported by Quizizz as the media such as in term of giving material, giving questions, and learning based games activities. Those kinds of activities did not apply in conventional SQ3R at control class. By integrating SQ3R as a technique and Quizizz as a media in teaching learning process, it made teaching reading became more attractive, effective, fun and made students enjoy in learning process so that their reading achievement was more increase than conventional SQ3R. In line with this result, Mei, Ju and Adam( 2018) found that *Quizizz* as a digital platform to assists the students' mastery in reading is a fun multiplayer classroom activity that

allows all students to practice reading skill together by using their mobile phones like a tablet, Ipad, or even Smartphone. In addition, Quizizz can turn traditional reading comprehension question activities into fun and competitive activities that students find more engaging. Just like making handouts, you can create multiple choice questions on Quizizz. Also, the combination of the time limit and ranking board during the game will make students try to read faster and answer faster, and as a consequence, it will facilitate their reading fluency (Sato 2019).

Furthermore, the result of the analysis Independent sample T-test of students' reading achievement shows that the significance level (2-tailed) is 0.126. That significance is higher than 0.05. It means that there is no a significant difference of students' reading achievement between experimental class that applied Integrating *SQ3R* and *Quizizz* based on Mobile-Assisted Language Learning (MALL) and control class that applied conventional SQ3R. Both of the treatments can be used to improve students' reading achievement.

The improvement of both classes was inseparable from the use of SQ3R. The result showed that SQ3R as the technique to teach reading neither integrates with Quizizz nor conventional SQ3R could promote students' reading achievement. This idea is same with Feldt and Hensley (2009: 584) that stated SQ3R is a useful technique to engage any written information fully from a text. It helps readers to create a good mental framework of a text, to set reading goals, and to fix information in the readers' mind. The primary benefit of SQ3R is that it enables the reader to determine the organization of text material and the need for intelligent selection of information while reading. In line with the result of this research, Artis (2008) states the significance and usefulness of SQ3R as: "Because students can independently learn the basics of the course via reading, it reduces the need for instructor monologues (passive learning) to cover that information" (p. 133). He argues that this enables students to be more active and involved in their learning. He maintains that SQ3R helps students change their negative impression about reading textbooks. Artis further states that "SQ3R introduces a diverse set of mega cognitive reading techniques in a way students can easily understand and implement" (p. 134).

## CONCLUSIONS

Based on the result, the integration of SQ3R and Quizizz in experimental class and conventional SQ3R in control class improve all the aspects of reading. The highest improve occurred in the aspects of identifying specific information and determining inference in experimental class and determining main idea aspect in control class. The integration of SQ3R and Quizizz in experimental class gives better improvement in students reading achievement. The use of integration SQ3R and Quizizz significantly promoted students reading achievement. It can help the teacher in learning. The students can get new situation, get motivation to develop their inspiration and supporting how to understand the text. By integrating SQ3R as a technique and Quizizz as a media in teaching learning process, it is more effective in increasing students' reading achievement. It made teaching reading became more attractive, effective, fun and made students enjoy in learning process so that their reading achievement was more increase than conventional SQ3R.

## SUGGESTIONS

Related to the problem of this research and the information from the discussion of this research, the researcher suggests:

1. **For teacher**

   Since the integration of Integrating *SQ3R* and *Quizizz* is principally worthy and it could help students to be successful learners, the teachers are recommended to learn it and teach their students by using this technique as

online platform which is in line with this modern era.

The researcher suggests to the teachers who want to apply integrating SQ3R and Quizizz in classroom, the teachers should make sure that students have a good connection on their mobile phone so that it does not interfere the learning process. The teacher can accommodate this by providing Wi-Fi with excellent signal strength. It is also suggested that teacher have to present an update material or interesting material to attract student's interest in reading the text.

**2. For further research**

The result of this research is limited by the use of intact class and small sample size in SMA IT SMART INSANI, it means that the result cannot cover to all of education levels. It is just for the second grade of SMA IT SMART INSANI. Besides, this research is just focused the use of Integrating SQ3R and Quizizz Application to improve students' reading achievement.

Therefore, the researcher suggests for further research should be conducted with bigger amount of sample which covers all proficiency level in order to get more significant data. Further researches can also be aimed at investigating the use of Integrating SQ3R and Quizizz Application in others skill-achievement; listening, speaking, and writing.

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