UNVEILING THE POWER OF QUIZIZZ: ENHANCING TENTH GRADE STUDENTS' READING COMPREHENSION THROUGH LOCAL WISDOM STORIES

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Shiddiq Jember to
fulfill one of the requirements to get Bachelor's Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Study Program

By:

Marisa Nur Izza Afkarina
NIM: T20196169

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JUNE 2025**

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NIM: T20196169

Supervisor:

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Has been exmined and approved as the requirement
to obtain a bachelor's degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Program

Day: Wednesday
Date: June 18, 2025

The Board Examiners

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Approved by
Dean of Faculty of Tarbiyah and Teacher Training

Dr. H. Abdul Mu'is, S.Ag, M.Si.
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MOTTO

: اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ - ١ , خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ - ٢ , اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ - ٣ , الَّذِيْ عَلَّمَ
بِالْقَلَمِ - ٤ , عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ - ٥.

"Read! In the name of your Lord who created (1). Created man, out of a clot (of
blood) (2). Read! And your Lord is the most bountiful (3). Who taught (the use
of) the pen (4). Taught man what he knew not (5)."
QS. Al Alaq 1-5[*]

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[*] Mulawi Sher Ali, The Holy Qur'an: Arabic Text and English Translation, 252.

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DEDICATION

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The researcher acknowledges that this thesis remains a work in progress and may contain certain shortcomings, particularly in its content and language. In the pursuit of ongoing refinement, the author sincerely invites any constructive feedback and recommendations that may contribute to the improvement of this work. It is the author's aspiration that this thesis will become a helpful reference for subsequent scholars in this discipline. Furthermore, the author extends deep appreciation to everyone who offered guidance and encouragement during the completion of this thesis.

Jember, June 11, 2025

The Writer

ABSTRACT

Marisa Nur Izza Afkarina, 2025: *Unveiling the Power of Quizizz: Enhancing Tenth Grade Students' Reading Comprehension through Local Wisdom Stories.*
Keywords: Quizizz, Local Wisdom Stories, Reading Comprehension.

Reading comprehension poses a significant challenge for Indonesian tenth-grade students, primarily due to their limited vocabulary and insufficient background knowledge essential for interpreting texts. While digital platforms like Quizizz offer interactive features such as gamification and instant feedback, existing research suggests that standart multiple-choice formats alone fail to develop deep comprehension skills or adequately engage students with reading texts. This study addresses this gap by integrating Quizizz's technological capabilities with Indonesian local wisdom stories, specifically culturally familiar folklore, to create an innovative pedagogical approach. By combining interactive digital elements with students' cultural knowledge, this research investigates how technology-enhanced culturally responsive materials can simultaneously enhance reading comprehension and promote cultural awareness among tenth-grade students.

This research came up with the following question: Do the students taught by using Quizizz with Local Wisdom Stories have better reading comprehension than the students taught by using the conventional teaching method? This led this research to the objective of measuring the effectiveness of teaching media using quizzes with local wisdom stories in students' reading comprehension.

The research method was a quantitative quasi-experimental design (non-equivalent control group design). This quasi-experimental study employed a control group design with tenth-grade students (n = 66) from two intact classes, including 33 students in the experimental class and 33 students in the control class. Using purposive sampling, 33 students were assigned to the experimental group (Quizizz with Local Wisdom Stories). Data were collected through pre-tests and post-tests. Then, for the hypothesis testing, the data were analyzed using the T-test formula.

Results revealed a statistically significant difference (p = 0.007 < 0.05) between the control and experimental groups, with the experimental group showing superior reading comprehension scores. Based on the hypothesis testing, it can be concluded that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected, indicating that the use of Quizizz integrated with local wisdom stories has a statistically significant positive effect on students' reading comprehension. These findings suggest that integrating local wisdom stories into Quizizz creates a culturally responsive learning environment that enhances comprehension. The study recommends extended implementation periods and provides evidence for educators seeking to improve senior high school students' reading instruction through technology-enhanced, culturally relevant approaches.

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CHAPTER I
INTRODUCTION

This chapter provides an overview of the research conducted. The discussion includes the background of the research's underlying problems, the formulation of research questions, the objectives to be achieved, and the significance or contribution of the research to related fields of science. In addition, this chapter also outlines the research scope to clarify the study's limitations and operational definitions of key terms used to avoid ambiguity in understanding the concepts discussed.

A. Background of the Research

Nowadays, the speed of technological innovation is rapidly widening as a trend supported by computers, smartphones and the internet. The wave of transformation is felt through information that is available at any time and in any place to individuals across the globe. Unconsciously, technology inevitably alters everyday habits, encompassing social engagement, lifestyle, the economy, and educational practices[1]. However, the Pew Research Center reported in August 2022[2] that adolescents exhibit a greater frequency in utilizing social media platforms as part of their daily habits, surpassing the usage levels observed among both older adults and younger children. The presence of this modern technology emerges as one of the most influential

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[1] Sarica, G.N, and Nadire Cavus. "New Trends in 21st Century English Learning." Procedia Social and Behavioral Science, 2009: p 439-445, Doi; 10.1016/j.sbpro.2009.01.079.

[2] E.A. Vogles, R. Gelles-Watnick, and N. Massarat, "Teens, Social Media and Technology", Pew Research Center, August 10, 2022, www.pewresearch.org/internet/2022/08/10/teens-social-media-and-technology-2022/.

drivers of both linguistic and social change. The use of English increased and grew rapidly after 1960[3]. Moreover, the advancement of information technology has significantly contributed to the advancement of English language instruction[4]. The necessity of integrating technology into English teaching has been recognized since 2014. Currently, its progression is considerably more advanced than it was in the past six years, particularly in terms of instructional and learning activities within English classrooms.

Technology provides limitless user offerings[5], and teachers and students use it. Subconsciously, students learn English by listening to English songs on various platforms, and students also tend to watch various movies or videos on YouTube that use English. It helps them with their listening skills. They also practice speaking skills by playing online games that allow them to communicate with native speakers and practice writing skills by commenting on social media posts with native speakers. However, there were few practical ways to practice reading comprehension through technology. Meanwhile, educators take the initiative to use it by designing appropriate and suitable lesson plans using Barrett's taxonomy of students' reading comprehension levels: literal comprehension, reorganization, inferential comprehension,

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[3] Masruddin, "The Importance of Using Technology in English Teaching and Learning", IDEAS: Journal on English Language Teaching and Learning, Linguistic and Literature 2, no. 2 (2014): 06, https://doi.org/10.24256/ideas.v2i2.36.

[4] Masruddin, "The Importance of Using Technology in English Teaching and Learning", IDEAS: Journal on English Language Teaching and Learning, Linguistic and Literature 2, no. 2 (2014): 06, https://doi.org/10.24256/ideas.v2i2.36.

[5] . Surtantini, Rin, "Reading Comprehension Question Levels in Grade X English Students' Book in Light of the Issues of Curriculum Policy in Indonesia", Parole: Journal of Linguistics and Education, 9 (1), 2019, http://ejournal.undip.ac.id/index.php/parole

evaluation, and appreciation[6]. Therefore, as educators, we should endeavor to identify efficient materials and methods that align with students' capabilities and preferences, particularly in the area of reading comprehension.

The urgency to master English will escalate annually due to its role as an international language that is essential to acquire in the era of globalization and digital transformation[7]. Learning a foreign language like English entails understanding the culture associated with the target language, which may occasionally differ from or even contradict the culture of the native language. Mulyani and Soetopo stated that the learner's culture must be considered in English teaching and learning activities, including in Indonesia[8]. Royani explained that using authentic materials in English teaching is not always appropriate for Indonesian culture[9], and it would be wise to insert materials about local culture during learning activities. Thus, students not only learn English but also local wisdom. Incorporating local wisdom aligns with Indonesia's National Education System and the Merdeka Curriculum[10] which emphasizes the importance of linking English language instruction to learners'

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[6] Rahmadani, Novita, dan Yetti Zainil. 2023. "An Analysis of Reading Comprehension Questions in English Textbooks Bahasa Inggris *Work in Progress* and *Pathway to English* Based on Barrett's Taxonomy." *Journal of English Language Teaching* 12 (3). https://doi.org/10.24036/jelt.v12i3.125152.

[7] S.N. Kadamovna, "The Importance of Speaking Skills for EFL Learners", International Journal of Innovations in Engineering Research and Technology 8, no. 1 (2021): 28,. https://repo.ijiert.org/index.php/ijiert/article/view/9

[8] Tri, M., & Soetopo, D., "A Touch of Local Wisdom: The Learners' Voice", Jurnal Pendidikan Bahasa, 5(2), 294–306, 2016.

[9] M. Royani, "The Use of Local Culture Texts for Enthusiastic English Reading Teaching," *The International Journal of Social Sciences* 7, no. 1 (2012): 130–35.

[10] Dini Annisha, "Integrasi Penggunaan Kearifan Lokal (Local Wisdom) dalam Proses Pembelajaran pada", Jurnal Basicedu, Volume 8 (2024), https://jbasic.org/index.php/basicedu

immediate surroundings to facilitate meaningful use of the language[11]. This integration can be achieved by embedding stories of local wisdom within classroom English teaching and learning activities, particularly during reading comprehension activities.

In addition, integrating local wisdom can help strengthen students' cultural identity, contextualize learning, increase community engagement, protect culture and the environment, develop life skills, and foster social and human values[12]. Therefore, cooperation among educators, local communities, and other relevant parties is essential to guarantee that students' educational experiences are enhanced and linked to their surrounding culture and environment[13].

Futhermore, reading comprehension is a fundamental component of language learning and academic success, especially for senior high school students in EFL contexts such as Indonesia.[14]. It allows students to extract, interpret, and evaluate meaning from texts, enabling them to access knowledge across subjects and improve their language skills[15]. In the current digital era,

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[11] . Tri, M., & Soetopo, D., "A Touch of Local Wisdom: The Learners' Voice", Jurnal Pendidikan Bahasa, 5(2), 294–306, 2016.

[12] Irmayanti, A. P., Nelwati, S., Khadijah, K., Syamsi, S., & Maulana, F. (2024). Upaya Guru Fiqih Mengintegrasikan Nilai-Nilai Kearifan Lokal Minangkabau Berbasis Islam di MAN 2 Padang. At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam, 8(1), 21–41.

[13] Penuel, W. R., Riedy, R., Barber, M. S., Peurach, D. J., LeBouef, W. A., & Clark, T. (2020). Principles of Collaborative Education Research with Stakeholders: Toward Requirements for a New Research and Development Infrastructure. Review of Educational Research, 90(5), 627–674.

[14] Suryani, L., & Munthe, B. (2022). The Importance of Teaching Reading: Improving Students' Reading Comprehension in EFL Context Emphasized on Reading Fluency and Accuracy. ejurnal.uibu.ac.id

[15] Suryani, L., & Munthe, B. (2022). The Importance of Teaching Reading: Improving Students' Reading Comprehension in EFL Context Emphasized on Reading Fluency and Accuracy. ejurnal.uibu.ac.id

the urgency of strengthening students' reading comprehension has increased due to the overwhelming amount of information they must process in academic and everyday settings[16]. Adequate comprehension is influenced not only by linguistic competence but also by instructional practices that engage students actively. Moreover, the development of reading self-efficacy, or students' confidence in their reading abilities, significantly impacts comprehension outcomes, highlighting the importance of fostering motivation alongside skill development[17].

On the other hand, reading comprehension is challenging to teach in schools because it requires vocabulary and background knowledge[18]. Meanwhile, vocabulary and reading comprehension are highly correlated[19]. However, numerous Indonesian learners of English as a foreign language encounter difficulties in reading comprehension owing to their restricted vocabulary repertoire[20]. Additionally, background knowledge has a significant impact on students' ability to comprehend reading materials. To effectively interpret English texts, students must make inferences based on their extensive

[16] Akdemir, A. S. (2021). The Importance of Reading Activities in Reading Comprehension. dergipark.org.tr

[17] Siska, D. A., & Sari, H. (2021). The Correlation between Reading Self-Efficacy and Reading Comprehension. ejournal.unib.ac.id

[18] . Davoudi, M., & Yousefi, D., "Comprehension Breakdown: A Review of Research on EFL Learners Reading Difficulty and Problems", International Journal of Language and Applied Linguistics, 58–72, 2015, http://www.khatesefid.com/journal/wp-content/uploads/2015/07/58-721.pdf

[19] . Mochamad Khalif Rizqon, Sri Andreani, Utari Praba Astuti, "The Problems Faced by Senior High School Students in Reading Narrative Text", JoLLA: Journal of Language, Literature, and Arts, 1(11), 2021, 1508–1522, 10.17977/um064v1i112021p1508-1522

[20] Nanda, D. W., & Azmy, K, "Poor reading comprehension issue in EFL classroom among Indonesian secondary school students: Scrutinizing the causes, impacts and possible solutions", Englisia: Journal of Language, Education, and Humanities, 8(1), 12, 2020, https://jurnal.ar-raniry.ac.id/index.php/englisia/article/view/6771

existing understanding[21]. Without sufficient background knowledge, students may struggle to comprehend the text's content.[22]. This might affect their reading interest and enthusiasm[23]. Besides, this may influence students' motivation to participate in reading lessons. Moreover, when teachers use conventional teaching methods, these often fail to engage students with diverse learning preferences, thus inhibiting students' active participation[24]. This is also a challenge that teachers have to face. Moreover, this situation encourages teachers and researchers to be more innovative in finding effective teaching strategies. One such innovation is the use of Quizizz as a tool to support teaching and learning activities.

Quizizz is a narrative and flexible educational game platform[25]. Quizizz distinguishes itself from other educational platforms by incorporating a game-based system and interface elements such as avatars, themes, memes, and engaging music during its usage, thereby enhancing the learning experience to

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[21] Neuman, S. B., Kaefar, T., & Pinkam, A, "Building background knowledge. The Reading Teacher", 68(2), 145–148, 2014, https://doi.org/10.1002/trtr.1314

[22] Mochamad Khalif Rizqon, Sri Andreani, Utari Praba Astuti, "The Problems Faced by Senior High School Students in Reading Narrative Text", JoLLA: Journal of Language, Literature, and Arts, 1(11), 2021, 1508–1522, 10.17977/um064v1i112021p1508-1522

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[24] Jinghang Hu (2024), The Challenge of Traditional Teaching Approach: A Study on the Path to Improve Classroom Teaching Effectiveness Based on Secondary School Students' Psychology, Proceedings of the 2nd International Conference on Social Psychology and Humanity Studies, https://doi.org/10.54254/2753-7048/50/20240945

[25] . Salsabila, U. H., Habiba, I. S., Amanah, I. L., Istiqomah, N. A.,& Difany, S., "Pemanfaatan Aplikasi Quizizz Sebagai Media Pembelajaran Ditengah Pandemi Pada Siswa SMA", Jurnal Ilmiah Ilmu Terapan Universitas Jambi|JIITUJ|, 4(2), 163–173, 2020, https://doi.org/10.22437/jiituj.v4i2.11605

be more interactive and enjoyable[26]. In addition, Quizizz has an Interactive Presentation feature that can deliver learning materials that allow teachers and students to interact actively. Not only does it function as mentioned, but the Quizizz Application has features allowing teachers to create and customize materials and questions according to student's needs and ability levels, such as material about students' reading comprehension skills with local wisdom stories. In addition, Quizizz allows students to answer questions in real time and get immediate results that can evaluate their answers. Moreover, Quizizz provides a scoring system and leaderboard that motivates students to try harder and learn better[27]. With this platform, students are more motivated and concentrated or give their full attention to improve their reading comprehension skills because they enjoy playing games with Quizizz[28]. Quizizz serves as an alternative tool for educators to enhance students' English proficiency, particularly in reading comprehension. Utilizing the available features can increase student engagement through interactive media. Ideally, students should participate actively in the instructional process[29]. By employing a game-based platform like Quizizz, learners have the opportunity to engage in interactive learning experiences while developing their reading

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[26] . Muhamad Riki, SitiNur Salsa Bela, Aulia Kusuma Madani, Bunga Prias Ramadhani, Syafadilla Putri Mulia, Arini Salsabila Nasa, "The Potential of Using Quizizz Application on English Language Teaching", CELTI: Conference on English Language Teaching, 2023.

[27] Yuniar, A., & Suryaman, M., "Students' Perception of Onlime Learning Using Quizizz.com as a Learning Media in English", Academy of Education Journal, 2022.

[28] Muhamad Riki, SitiNur Salsa Bela, Aulia Kusuma Madani, Bunga Prias Ramadhani, Syafadilla Putri Mulia, Arini Salsabila Nasa, "The Potential of Using Quizizz Application on English Language Teaching", CELTI: Conference on English Language Teaching, 2023.

[29] T. D. D. Nainggolan, Kadek Sintya Dewi, "The Effectiveness of Quizizz on Tenth Grade EFL Students' Achievement in English Learning Process", Language and Education Journal Undiksha, 5 (2), 2022, https://ejournal.undiksha.ac.id/index.php/JJPBI

comprehension skills[30]. This process can be further enriched by incorporating local wisdom stories, which provide culturally relevant and meaningful content[31].

The presence of local wisdom within a region, encompassing values, norms, traditions, and customs, can be transformed into reading materials that capture students' interest and engagemen. Local wisdom serves as an educational resource for learners who might have lost familiarity with the cultural diversity of their locality[32]. This approach can serve as a method for integrating local wisdom-based reading literacy through instructional content or modules designed to enhance students' understanding, intellect, character, mindset, and ethical values, aligning with the attributes of 21st-century education. Therefore, integrating local wisdom stories as learning materials can make learning more meaningful, especially in reading comprehension learning activities[33].

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[30] Julita. 2020. "Gamification in Reading Comprehension for EFL Learners." *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* 9(4). https://jurnal.untan.ac.id/index.php/JEFLE/article/view/74901

[31] Khairiyah, Nurul, Andi Rahman, and Syahrul Manda. 2022. "Developing Reading Materials Based on Local Wisdom for Senior High School Students." *Journal of Islam and Science* 9(1): 54–63. https://journal.unhas.ac.id/index.php/jish/article/view/13351

[32] Mujiwati, E. S., Damariswara, R., & Saidah, K. (2022). Development Writing Text Module Based on Project Based Learning Through eksploring Local Wisdom of Kediri Residency for Elementary School Teacher Education' s Students. 14, 5401–5410. https://doi.org/10.35445/alishlah.v14i4.1413

[33] Gorby Sergeyevich Muhammad Rasyid, Otang Kurniaman, Guslinda, (2023). Development of Local Wisdom-Based Literacy Modules for Reading Comprehension in Elementary School, Al-Ishlah: Jurnal Pendidikan, 15, pp 4492-4505, https://doi.org/10.35445/alishlah.v15i4.3147

Integrating local wisdom into reading comprehension instruction enhances the relevance and relatability of learning materials for students[34]. Reading texts based on students' cultural backgrounds, such as folklore, traditions, or local customs, becomes more meaningful and engaging, improving students' motivation and comprehension. This approach supports a better understanding of the texts, helps preserve cultural heritage and fosters a sense of identity among learners[35]. Moreover, local culture-based materials provide authentic contexts that enrich vocabulary development and critical language awareness, especially in Indonesia, where foreign content may feel distant or abstract[36]. Therefore, combining reading comprehension with local wisdom aligns with culturally responsive teaching practices and enhances the overall learning experience.

As well as helping students to master reading comprehension, the use of Quizizz by inserting local wisdom stories material can teach students values and the development of character, which is currently emphasized in the Merdeka Curriculum[37] as based on the Pancasila Student Profile[38]. The implementation of folklore gamification directly helps introduce local wisdom

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[34] Yenti, S. (2020). Developing Descriptive Reading Materials in EFL Classes by Utilizing the Local Culture. jurnal.usk.ac.id

[35] Fitriyah, N. (2021). Tell Tale Increasing Skill: Increasing Indonesian Student Reading Comprehension Through Indonesian Folklore. journal.binus.ac.id

[36] Rokhayani, A., & Utari, A. R. P. (2020). Developing Local Culture-Based Reading Materials for 21st Century Learning. jurnal.usk.ac.id

[37] Masri Masri, Rusdinal Rusdinal, Nurhizrah Gistituati, "Implementasi kebijakan pendidikan kurikulum merdeka belajar", Jurnal Riset Tindakan Indonesia,Vol. 8, No. 4, (2023), pp. 347-352. DOI: https://doi.org/10.29210/30032794000

[38] Debora Margaretha Hutagalunga, Deviani Ertantinigsihb, Febriani Hikmaniarc, Niken Safitri Avianjanid, Nur Amalinae, Nety Nurdaf, Muhammad Iqbal Habibieg, "The Influence Of The New Curriculum On The Development Of Knowledge Of Primary School Children", Journal of Education and Computer Applications, https://jeca.aks.or.id/index.php/jeca/index

values to students at an early stage, serving as a measure to safeguard Indonesia's cultural heritage. Previous studies indicate that games can serve as an educational medium to convey and impart the nation's cultural values[39]. Therefore, inserting reading comprehension material with local wisdom stories into Quizizz can help students comprehend reading texts while instilling cultural values and the Pancasila Student Profile globally.

Previous studies have explored the use of Quizizz as an innovative tool to support teaching and learning activities in English reading comprehension. However, reading comprehension remains a persistent challenge for Indonesian senior high school students, mainly due to their limited vocabulary and lack of background knowledge to interpret texts effectively. Although digital tools like Quizizz provide engaging features such as gamification and immediate feedback, research indicates that relying solely on multiple-choice questions does little to foster deeper levels of comprehension or meaningful engagement with texts. To address this issue, the researcher is interested in integrating the technological advantages of Quizizz with Local Wisdom Stories and culturally familiar Indonesian folklore, aiming to develop a more innovative and effective instructional strategy. By merging digital interactivity with students' cultural heritage, this approach aims to strengthen reading comprehension skills and promote cultural understanding. Using culturally relevant content within a

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[39] Mee Mee, R. W., Shahdan, T. S. T., Ismail, M. R., Abd Ghani, K., Pek, L. S., Von, W. Y., Woo, A., & Rao, Y. S. (2020). Role of gamification in classroom teaching: Pre-service teachers' view. International Journal of Evaluation and Research in Education,9(3), 684–690. https://doi.org/10.11591/ijere.v9i3.20622.

digital learning environment is anticipated to create a more meaningful, accessible, and enjoyable reading experience for students.

B. Question of the Research

Do the students taught by using Quizizz with Local Wisdom Stories have better reading comprehension than the students' taught by non-Quizizz with Local Wisdom Stories?

C. Objective of the Research

The objective of the research is to measure the effectiveness of teaching media using Quizizz in students' reading comprehension with Local Wisdom Stories.

D. Significance of the Research

The researcher expects that the research results can provide significant contributions both theoretically and practically to teachers, students, and researchers.

1. Theoretically

This research contributes to the theoretical development of gamification in education by demonstrating how culturally responsive content, specifically local wisdom stories or local Indonesian folklore, can be effectively integrated into gamified digital platforms like Quizizz. It extends gamification theory by showing the impact of culturally familiar narratives on student engagement and reading comprehension. Furthermore, it helps bridge the gap between culturally responsive pedagogy and digital

language learning, offering a framework for how technology can be adapted to meet diverse learners' cultural and linguistic needs.

2. Practically

   a. For Teachers

      This research provides teachers with a practical and innovative teaching model that combines interactive digital tools with culturally relevant materials. By using familiar stories, teachers can more easily connect lesson content to students' backgrounds, improving reading comprehension and classroom engagement. It also offers ready-to-use materials and strategies to save preparation time and enhance instructional effectiveness.

   b. For Students

      Students benefit from a more engaging and relatable learning experience that supports their reading comprehension skills and strengthens their connection to their cultural heritage. The gamified elements of Quizizz, combined with meaningful content, are expected to increase motivation, participation, and a deeper understanding of reading texts in English.

   c. Further Researchers

      This study offers a replicable model for integrating cultural content into gamified learning platforms, providing a foundation for future investigations in similar educational contexts. It also serves as baseline data for evaluating the long-term impact of culturally

responsive digital materials on language acquisition and learner identity in English subject classrooms.

E. Scope of the Research

This research scope focused on investigating the use of Quizizz, which enhances students' reading comprehension by utilising local wisdom story texts, specifically those derived from Indonesian folklore. The participants of this research were students of Madrasah Aliyah (Islamic Senior High School). The participants were tenth-grade students from the BIC program of one of the state Islamic high schools in Jember, comprising a total of 2 classes with students aged 15-16 years old.

This research focused on enhancing students' reading comprehension by using the micro-skills of reading comprehension as indicators. There were six indicators: identifying the main idea, finding specific information, understanding the meaning of words, identifying references, determining text structure, and making inferences. To enhance reading comprehension, the study utilized Quizizz as an interactive digital assessment tool, integrating it with culturally relevant content in the form of local wisdom narratives. The instructional material focused specifically on narrative texts, particularly local wisdom story texts (Indonesian folklore).

Narrative texts were chosen because they are commonly taught in the tenth-grade curriculum and effectively build reading engagement through story elements such as characters, settings, and plots. Meanwhile, local wisdom stories, including Indonesian folktales, myths, and legends, were selected

because they are culturally familiar to students, which helps activate their prior knowledge and improves comprehension. Then, the material that mentioned before was inserted into Quizizz.

Additionally, Quizizz was used during teaching and learning activities by utilizng 2 specific features of Quizizz, namely Interactive Presentation for material explanation and Multiple Choice to test students' reading comprehension. There was 1 meeting for Pre-Test, 4 meetings for Treatment, and 1 meeting for Post-Test.

1. Independent Variable

   The independent variable was the learning activity using Quizizz with local wisdom stories because it was the variable that the researcher intentionally manipulated or applied to observe its effect.

2. Dependent Variable

   The dependent variable was students' reading comprehension because it was the outcome measured in the study. It depended on the effect of the independent variable.

F. **Definition of Key Terms**

   To provide clarify the key terms of this study, certain definitions are put forward:

   Quizizz: Quizizz is a game-based educational platform supporting interactive and engaging learning activities[40]. In this study, it was utilized to

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[40] Fang Zhao, "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom", International Journal of Higher Education, 2019, https://doi.org/10.5430/ijhe.v8n1p37

deliver reading materials and assess students' comprehension through two main features: First, the Interactive Presentation feature enabled the integration of slides, multimedia elements, and embedded questions. It was used as a medium to deliver reading materials in a more engaging and interactive format, aiming to support students' comprehension during the learning process

Second, the Multiple-Choice feature included not only conventional question formats but also creative elements such as memes and visuals. These quizzes were developed based on local wisdom narrative texts to ensure cultural relevance and to promote student engagement by incorporating humor and relatable imagery. Students accessed Quizizz via browsers or mobile apps on their laptops or smartphones and entered a code provided by the teacher to start the quiz. Moreover, this platform provided instant feedback, enabling students to view their scores and rankings and answer analyses immediately after completing the quiz.

Reading Comprehension: A skill or ability of students to comprehend what they read and the ability of students to extract meaning from what they read[41]. Reading comprehension refers to the student's ability to understand and interpret narrative texts. In this research, students were given reading texts containing local wisdom stories from Indonesia through Quizizz as a form of training. The aspects or indicators assessed in students'

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[41] Faizal Yusa Erwinda, Drs. Ashari, M.Pd., Erna Wardani, S.Pd., M. Hum., and Mustasyfa Thabib Kariadi, S.Pd., M.Pd. (2021), Improving Students' Reading Comprehension Through Internet-Sourced Reading Materials as English Teaching Media. Journal of English Literature, Linguistic, and Education, Vol. 2 No. 2, August 2021, pp (18-33)

reading comprehension included identifying the main idea, finding specific information, understanding word meanings, identifying references, determining text structure, and making inferences.

Local Wisdom Stories: Stories that have cultural elements in a society. This research used local wisdom stories as learning materials[42]. In this study, local wisdom story becomes a reading text that tested students' comprehension abilities, which were integrated into a game-based technology called Quizziz. The local wisdom stories that served as material and tested students' reading comprehension abilities were the stories of Malin Kundang, The Legend of Banyuwangi, Sangkuriang, and others. It was because these stories were stories with a cultural context close to students, foster a sense of pride in cultural identity, improve critical literacy skills, and these stories were authentic materials for used in learning and teaching English.

G. Hypothesis

As an alternative answer to the research questions, the following hypothesis is formulated by the researcher:

1. Alternative hypothesis (H_a): There is a significant effect of students' reading comprehension with Local Wisdom stories whom being taught by using Quizizz than those who earn no treatment.

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[42] Damayanti, A., Basuki, Y.., & Hartiningsari, D. P.. (2024). The Local Wisdom Story to Teach Extensive Reading on Fiction. *JEELS* (Journal of English Education and Linguistics Studies), 11(1), 261–275. https://doi.org/10.30762/jeels.v11i1.2660

2. Null Hypothesis (H_0): There is no significant effect of students' reading comprehension with Local Wisdom stories whom being taught by using Quizizz and those who earn no treatment.

H. Research Systematics

This research begins with an introduction that includes the background, research question, objectives, significance, scope, definition of key terms, hypothesis, and justification. The introduction elucidates the reasons for undertaking this investigation. The subsequent chapter reviews pertinent literature, encompassing previous research and theoretical frameworks. This section aims to compare previous research with the current research and to discuss the underlying theory. The third chapter, dedicated to the research method, includes the research design, instruments, population, and sample, as well as data collection and analysis procedures. The research method chapter clarifies the approaches and techniques employed to execute and evaluate the research data. Following this, the findings and discussion chapter presents a description of the research object, results, hypothesis testing, and analysis. This segment interprets the outcomes by introducing and examining the analyzed data. The final chapter offers conclusions, limitations, and suggestions, summarizing the findings, outlining the limitations encountered during the research, and proposing directions for future research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature, including relevant previous research and a theoretical framework. The section on previous research discusses findings from earlier studies, aiming to identify research gaps and establish the novelty of the current study. Meanwhile, the theoretical framework outlines the key concepts and theories that support this research. This chapter serves as the foundation for understanding the context and rationale behind the study.

A. Previous Research

Previous research aims to identify comparisons between ideas to avoid similarities in future research. In this section, the researcher lists various findings from previous studies that are relevant to the research.

The following are previous studies related to this research:

1. The Effect of Online Learning Using Quizizz Application to Improve English Reading Skills of Higher Education Students" (2022) written by Candra Hadi Asmara, Ribeh Najib Muhammad, Qothrunnada Almubarokah[44].

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[44] Candra Hadi Asmara, Ribeh Najib Muhammad, Qotrunnada Almubarokah, "The Effect of Online Learning Using Quizizz Application to Improve English Reading Skills of Higher Education Students", Journal of English Language and Language Teaching, 6 (1), 2022, 17-29, 2022, 10.36597/jellt.v6i1.11964

In this study, researchers found that most students struggle to learn and master English, especially reading skills. This is a challenge for students due to the lack of vocabulary, difficulty pronouncing words, and difficulty interpreting information in reading texts. These problems cause students to lose their motivation as well as their interest in reading English reading texts. In addition, teachers seem unable to find innovative and effective ways to improve students' reading skills. Therefore, with the help of technology, the researcher used Quizizz to help the students to improve their reading skills.

The researchers used a Pre-Experimental design that focused the pre-test and post-test on 25 second semester students from the D1 English Primary School Teacher Education Department (PGSD). The results showed that the participants improved on the post-test conducted at the end of the learning process compared to the pre-test conducted at the beginning. In conclusion, using Quizizz effectively improves the reading skills of second semester students in the D1 English Primary School Teacher Education Department (PGSD).

This research has several strengths and weaknesses that can guide future studies on improving students' reading comprehension. The strengths are that this research addressed integrating technology, specifically the Quizizz application, into language learning, which is highly relevant in modern education; it explored how gamified tools can enhance reading skills, aligning with contemporary digital learning trends. This research

followed an experimental design, using a pre-test and post-test approach to evaluate the impact of Quizizz. This research used statistical analysis (T-tests) to add credibility to the results. The findings indicate that Quizizz can improve reading comprehension, offering practical benefits for teachers looking to enhance student engagement. This research fills a gap in existing research by examining the use of Quizizz at the college level, whereas prior studies focused on high school students. This research provides quantitative results (e.g., mean scores, percentage improvements) that demonstrate a measurable impact of the intervention.

However, this research has several limitations. It involved only 25 participants from a single institution, which is a small and non-diverse sample that limits the generalizability of the findings. The absence of a control group (students who did not use Quizizz) makes it difficult to attribute the observed improvements solely to the application. This research relies on tests conducted by the researchers, which could be subject to bias if not independently verified.

2. "Quizizz as a Students's Reading Comprehension Learning Media: A Case Study at The Eleventh Grade of Dwi Putra Bangsa Vocational School in Cimanggu" (2020) written by John Pahamzah, Syafrizal Syafrizal, Yudi Juniardi, Phita Matsnah Sukaenah[45].

In this study, the researcher learned that most students in English classes, especially Indonesians, struggle to learn English as a foreign language. This is due to the limitations of books and teachers who were only learning resources; not much media could be used. In this technological era, researchers use Quizizz as the right tool to facilitate learning and teaching, especially students' reading comprehension skills.

The researcher used Descriptive Qualitative research and implemented a Case study with a sample of eleventh-grade Computer and Network Engineering Department (TKJ) students from Dwi Putra Bangsa Vocational High School in Cimanggu, Pandeglang, Banten. The study results showed that using Quizizz made students much more enthusiastic and maximized the learning process. In addition, Quizizz helped students comprehend reading texts and improve learning outcomes.

This research has several strengths, one of which is focused on integrating technology (Quizizz) in education, a topic highly relevant in the digital age, especially for enhancing reading comprehension among students. It demonstrated how Quizizz motivates students, engages them in

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[45] . Jonh Pahamzah, Syafrizal Syafrizal, Yudi Juniardi, Phita Matsnah Sukaenah, "Quizizz as a Students' Reading Comprehension Learning Media: A case Study at the Eleventh Grade of Dwi Putra Bangsa Vocational School in Cimanggu", International Journal of English Language and Linguistics Research, 8(5), 2020.

learning activities, and enhances reading comprehension through gamification. Using game-based learning and mobile-assisted language learning (MALL) reflects an innovative strategy to improve teaching outcomes. This research focused on a specific group of students (eleventh-grade vocational school students in Indonesia), making the findings practical and actionable for similar educational contexts. This research employed a qualitative case study approach, incorporating multiple data sources, including teacher and student interviews, to provide an in-depth understanding of Quizizz's impact. In addition, it highlighted the benefits of interactive and communicative teaching, such as improved student enthusiasm and engagement.

However, this research has limitations: the case study design focused on a small, localized group, limiting the applicability of the findings to broader populations or different educational settings. This research did not sufficiently address the challenges posed by unequal access to technology, such as students without smartphones or reliable internet connectivity. This research relied heavily on qualitative analysis, with no measurable or statistical data to validate improvements in reading comprehension. This research did not explore the long-term impact of Quizizz on students' reading comprehension skills or academic performance. Results based on interviews may introduce bias, as students and teachers could report favourable outcomes due to the tool's novelty. While student engagement was highlighted, the study lacks a detailed analysis of how Quizizz

improved reading comprehension skills beyond motivation and interest. This research mentioned the ease of using Quizizz but did not provide an in-depth discussion of potential challenges teachers or students face during implementation. This research did not elaborate on the Quizizz features used in the research.

3. "Effect of Quizizz Towards the Eleventh-Grade English Students' Reading Comprehension in Mobile Learning Context" (2019) written by N.W.I. Priyanti, M.H. Santosa, K.S. Dewi[46].

 The researchers found that using technology in the learning process can help students and teachers in language learning activities. Mobile technology, namely Quizizz, is used by researchers to facilitate students' reading comprehension learning process. As technology has helped increase its affordability and reliability, using Quizizz in English language teaching has become a practical, effective and efficient option. This study measured the effectiveness of Quizizz in English language learning in senior high school students in North Bali, Indonesia. The school that was the study's object permitted the students to bring their cell phones and use them in the learning process with teacher supervision.

 The researchers used quasi-experimental research by taking samples from 2 classes: Experiment Class and Control Class. The experimental class was given treatment using Quizizz, while the control class carried out

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[46] . N.W.I. Priyanti, M.H. Santosa, K.S. Dewi, "Effect of QuizizzTowards the Eleventh-Grade English Students' Reading Comprehension in Mobile Learning Context", LEJU, 2(2), 2019.

learning activities as usual. These results explain that the increase in points for the experimental class was more significant than that of the control group. The results show that there is a significant effect.

This research has several strengths; one was that it adopted a quasi-experimental design with a post-test-only control group, ensuring a robust comparison between the effects of Quizizz and conventional teaching methods. Statistical analyses, including descriptive and inferential tests, are conducted using SPSS. Results show statistical significance, reinforcing the reliability of the findings. This research explicitly targets the impact of Quizizz on reading comprehension, particularly among Generation Z students, aligning with the digital learning paradigm. This research highlighted using Mobile-Assisted Language Learning (MALL) as a viable strategy for enhancing reading comprehension, making it applicable for educators aiming to integrate technology into classrooms. It employed comprehensive statistical measures (mean scores, effect size, etc.) to validate the findings. For example, the experimental group outperformed the control group, with a significant mean difference in reading comprehension scores. It incorporated gamification through Quizizz, demonstrating its potential to enhance student engagement, motivation, and learning outcomes. The reading comprehension test used in the study achieved a very high content validity score (0.94), ensuring the assessment measures what it intends to.

Along with the strengths mentioned above, this research has several limitations, which are that while the findings were statistically significant, the effect size (Cohen's d = 0.59) is moderate, suggesting that the impact of Quizizz on reading comprehension might not be substantial in all settings. This research did not explore the long-term retention of reading comprehension skills or the sustainability of Quizizz's impact. Although the research highlighted the benefits of using Quizizz, it lacks an in-depth discussion of potential challenges, such as technological limitations or students' varying levels of digital literacy.

4. "Quizizz Application as Gamification Platform to Bridge Students in Teaching Reading Comprehension" (2019) written by Enden Ratnasari, Rani Hikmawati, Rafi Nizam Ghifari[47].

The researcher found that traditional learning methods in teaching reading comprehension of narrative texts bore students and make them less favourable in EFL classes. The researcher found that integrating technology and the learning process is effective in helping students improve their reading comprehension skills. So, the researcher examined Quizizz as an online application to support the learning process of students' reading comprehension.

The researcher used quasi-experimental research by taking samples from two classes: the experimental class and the control class. In the control

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[47] Enden Ratnasari, Rani Hikmawati, Rafi Nizam Ghifari, "Quizizz Application as Gamification Platform to Bridge Students in Teaching Reading Comprehension, 2019.

class, the researcher used the Quizalize Application. Meanwhile, in the experimental class, the researcher used the Quizzz application. The results showed that students from the experimental class improved their reading comprehension better than those from the control class.

This research has several strengths; one is that it aims to investigate the effect of Quizizz as a gamification platform for improving reading comprehension of narrative texts and addressing specific educational challenges. Integrating gamification via Quizizz to teach reading comprehension aligns with 21st-century learning trends, making the study highly relevant. Employs a quantitative quasi-experimental design with pre-test and post-test comparisons for two groups (experimental and control), enhancing the validity of the findings. This research demonstrated a clear improvement in reading comprehension among students taught using Quizizz, with statistical evidence (t-value = 9.88, higher than the t-table value of 2.026). This research offered educators insights on using technology like Quizizz to increase student engagement and improve learning outcomes. It compared Quizizz with another platform (Quizalize), providing a nuanced understanding of how different tools impact learning.

However, this research has several limitations. While it compares Quizizz and Quizalize, the study does not examine the specific features or pedagogical differences between the two platforms in detail. It also assumes that all students have access to compatible devices and reliable internet connectivity, which may not hold true in less-resourced settings.

Furthermore, the study does not investigate the specific challenges or limitations experienced by students and teachers when using either platform. In addition, it does not specify which features of Quizizz were utilized, making it difficult to assess which aspects contributed most to the observed outcomes.

5. "The Effect of Quizizz Application in Reading Comprehension Toward the Second Grade Students at SMP Negeri 1 Tellu Siattinge" (2022) written by Yulia Udin Safitri, Abidin Pammu, Nasmilah[48].

   The researchers found that Quizizz can be used in the scope of education and help students and teachers in learning and teaching English, especially students' reading comprehension because the Quizizz application has interactive features to hone students' reading comprehension, which allows students to participate in the learning process actively and can measure or assess their comprehension directly from the instant display on the smartphones or computers they use.

   The researchers used quasi-experimental research, taking samples from 2 classes, experimental and control classes, and using pre-tests and post-tests to obtain data. The results showed that students from the experimental class improved their reading comprehension more than those from the control class.

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[48] Yulia Udin Safitri, Abidin Pammu, Nasmilah, "The Effect of Quizizz Application in Reading Comprehension Toward the Second Grade Students at SMP Negeri 1 Tellu Siattinge", Journal of Educational and Language Research, 1(11), 2022.

This research has several strengths, one of which was that it employed a quasi-experimental method with pre-test and post-test comparisons, ensuring a robust statistical evaluation of the effects of Quizizz on reading comprehension. The post-test results (mean score of 82.84 for the experimental group vs. 75.61 for the control group) demonstrate a statistically significant improvement in reading comprehension due to Quizizz. This research effectively used t-tests and paired sample tests to validate its hypotheses, ensuring reliable conclusions about the impact of Quizizz. This research aligned with modern pedagogical trends by investigating the use of gamified platforms like Quizizz, which cater to students' digital literacy and engagement.

Along with the strengths mentioned above, this research has several limitations. This research assumed consistent access to technology and stable internet connections, which may not be feasible for all schools or students, especially in less-resourced areas. This research did not elaborate on the Quizizz features used in the research.

Here the present researcher summarizes the content and comparisons between previous researches and present research:

Table 2.1
Similarities and Differences between Previous Researches
and Present Research

No	Author, Year, Title	Similarities	Differences
1	Candra Hadi Asmara, Ribeh Najib Muhammad, Qotrunnada Almubarokah (2022), "The Effect of Online	a. Using Quizizz as the media	a. Level of participant: Higher Education while in the current research is from Senior High

No	Author, Year, Title	Similarities	Differences
	Learning Using Quizizz Application to Improve English Reading Skills of Higher Education Students."		School. b. Skill focuses of the research: Reading skill in general while in the current research focuses on reading comprehension. c. Design of the research: Pre-Experimental Design, while in the current research is using Quasi-Experimental. d. Using different features of Quizizz: Multiple Choice while in the current research using Interactive Presentation and Multiple-Choice
2	Jonh Pahamzah, Syafrizal Syafrizal, Yudi Juniardi, Phita Matsnah Sukaenah, (2020), "Quizizz as a Students' Reading Comprehension Learning Media: A Case Study at the Eleventh Grade of Dwi Putra Bangsa Vocational School in Cimanggu."	a. Using Quizizz as the media	a. Level of participant: Vocational High School while in the current research is from Senior High School. b. Learning material: Reading text in general while in the current research using local wisdom stories. c. Design of the research: Case study while in the current research is using Quasi-Experimental.

No	Author, Year, Title	Similarities	Differences
3	N.W.I. Priyanti, M.H. Santosa, K.S. Dewi, (2019), "Effect of QuizizzTowards the Eleventh-Grade English Students' Reading Comprehension in Mobile Learning Context"	a. Using Quizizz as the media. b. Level of participant: Senior High School. c. Using the same research design: Quasi-Experimental	a. Learning material: Reading text in general while in the current research using local wisdom stories. b. Using different features of Quizizz: Multiple Choice while in the current research using Interactive Presentation and Multiple Choice.
4	Enden Ratnasari, Rani Hikmawati, Rafi Nizam Ghifari, (2019), "Quizizz Application as Gamification Platform to Bridge Students in Teaching Reading Comprehension."	a. Using Quizizz as the media b. Level of participants is Senior High School. c. Using the same research design: Quasi-experimental	a. Learning material: Narrative text in general while in the current research using local wisdom stories.
5	Yulia Udin Safitri, Abidin Pammu, Nasmilah, (2022), "The Effect of Quizizz Application in Reading Comprehension Toward the Second Grade Students at SMP Negeri 1 Tellu Siattinge"	a. Using Quizizz as the media. b. Using the same research design: Quasi-Experimental	a. Level of participant: Junior High School while in current reasearch is from Senior High School. b. Learning material: Narrative text in general while in the current research using local wisdom stories.

Previous studies have examined innovations for teaching and learning activities for reading in English education utilizing Quizizz. Quizizz evaluates students' reading skills and comprehension with multiple-choice features that use general reading and narrative text. However, it did not elaborate on the features used and did not use Quizizz to present the material. It is less interactive in inviting students to read the material and try to understand the reading text. Therefore, this research comes with Quizizz and uses two features, Interactive Presentation and multiple-choice, which are more interactive by inserting Local Wisdom Stories material. These interactive features make students focus more on the material, and examples are given with slides on various themes. In addition, students can immediately work on practice questions in multiple choices with Local Wisdom stories after the slides are displayed. Thus, compared to previous studies that did not use interactive presentation features and multiple choices with Local Wisdom Stories, the current research chosen media is upgraded to use for reading comprehension in research.

B. Theoretical Framework

1. Teaching Media

    a. Definition of Media

        According to Criticos, media serves as a means that conveys messages or information from a source to a recipient[49]. Media is well-

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[49] As cited in D. Hikmah, "Media for Language Teaching and Learning in Digital Era", International Journal of English Education and Linguistics 01, no.02 (2019): 84, https://doi.org/10.33650/ijoeel.v1i2.963.

known among professionals, particularly educators. For teachers, media is utilized in instructional and learning processes. Media is characterized as graphic, photographic, or electronic instruments that capture, process, and reproduce verbal or visual content for educational objectives[50].

b. Technology-Enhanced Language Learning (TELL).

Technology-enhanced language learning (TELL) involves the use of technological tools, such as computers, mobile devices, and software applications, to enhance the language acquisition process and provide interactive, engaging learning experiences[51]. According to Radhakrishnan, TELL denotes the use of computers as a technological innovation to present multimedia content that supports instructional methods[52]. This approach employs digital technologies, including software, hardware, and internet resources, to facilitate language learning by allowing learners to access dictionaries, engage in online communication, and observe global events[53]. Therefore, a significant

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[50] Hikmah, "Media for Language Teaching and Learning in Digital Era", International Journal of English Education and Linguistics 01, no.02 (2019): 84, https://doi.org/10.33650/ijoeel.v1i2.963.

[51] Sajad Faramarzi, Joseph D. Dayag, 2023, Perspectives on Enhancing Learning Experience Through Digital Strategy in Higher Education, P. 24, https://doi.org/10.4018/978-1-6684-8282-7.ch007

[52] Radhakrishnan, J. (2017). Strategies for Technology Enhanced Language Learning (TELL) in Language Classes. International Journal of Interdisciplinary Research in Arts and Humanities, 2(1), 162–165. https://doi.org/10.5281/zenodo.545982

[53] Iberahim, A., Yunus, M. M., & Sulaiman, N. A. (2023). A Review on Technology Enhanced Language Learning (TELL). International Journal of Academic Research in Business and Social Sciences, 13(2), 1509–1519. http://dx.doi.org/10.6007/IJARBSS/v13-i2/16496

advantage of TELL is that students can leverage the full range of available technologies to enhance their language learning[54].

c. Gamification

Gamification represents one of the innovative technologies poised to profoundly influence educational institutions in the most technologically advanced nations globally[55] and is regarded as a novel method capable of bridging the generational divide between educators and learners[56]. Furthermore, gamification involves integrating game components into a specific context, in this case, education, to enhance motivation to engage in the activity[57]. It encompasses elements commonly found in games, such as points, badges, challenges, leaderboards, rewards, and incentives, among others[58]. It applies these to teaching strategies to encourage students to participate at a deeper and more meaningful level[59]. Consequently, gamification can serve as a tool for evaluation and assessment. One such instrument within gamification is Quizizz. Quizizz, an assessment platform that incorporates gamification principles, can effectively engage students on behavioral,

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[54] Iberahim, A., Yunus, M. M., & Sulaiman, N. A. (2023). A Review on Technology Enhanced Language Learning (TELL). International Journal of Academic Research in Business and Social Sciences, 13(2), 1509–1519. http://dx.doi.org/10.6007/IJARBSS/v13-i2/16496

[55] Johnson L., Adams Becker S., Estrada V., Freeman A. (2014), NMC Horizon Report: 2014 K-12 Edition, Austin, The New Media Consortium.

[56] Kapp K.M. (2007), Tools and Techniques for Transferring Know-How from Boomers to Gamers. Global Business and Organizational Excellence, 26(5), 22-37.

[57] S. M. Saleh and H. Sulaiman, "Gamification in T&L of mathematics: Teacher's willingness in using Quizizz as an additional assessment tool," AIP Conf. Proc., vol. 2184, no. December, 2019.

[58] N. Yanes and I. Bououd, "Using gamification and serious games for english language learning," 2019 Int. Conf. Comput. Inf. Sci. ICCIS 2019, pp. 1–6, 2019.

[59] N. Yanes and I. Bououd, "Using gamification and serious games for english language learning," 2019 Int. Conf. Comput. Inf. Sci. ICCIS 2019, pp. 1–6, 2019.

emotional, and cognitive levels[60]. Hence, educators strongly recommend utilizing Quizizz to sustain student engagement[61].

d. Quizizz

According to Fang Zhao[62], Quizizz is a game-based educational platform that employs multiplayer functionality to enhance classroom practice by making it more engaging and encouraging students to learn further due to the presence of a leaderboard on the platform. In this study, Quizizz is utilized as a part of the instructional process. Additionally, Quizizz serves as an excellent resource comparable to Kahoot, allowing educators to create quizzes online. It is less competitive than Kahoot; students can view the questions directly on their devices. Each student works independently, and the timer feature can be turned off. Quizizz can be assigned as homework or completed during class sessions. Educators can easily export the results to an Excel spreadsheet, and the software securely retains the data[63].

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[60] Humairoh, M., & Hakiki, N. (2022, May 30). Junior High School Students' Engagement in Gamified Learning Experiences Through Quizizz. CLLiENT (Culture, Literature, Linguistics, and English Teaching), 4(1), 17-40. Retrieved from https://ojs.unsiq.ac.id/index.php/cllient/article/view/3389

[61] Humairoh, M., & Hakiki, N. (2022, May 30). Junior High School Students' Engagement in Gamified Learning Experiences Through Quizizz. CLLiENT (Culture, Literature, Linguistics, and English Teaching), 4(1), 17-40. Retrieved from https://ojs.unsiq.ac.id/index.php/cllient/article/view/3389

[62] . Fang Zhao, "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom", International Journal of Higher Education, 2019, https://doi.org/10.5430/ijhe.v8n1p37

[63] . Fang Zhao, "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom", International Journal of Higher Education, 2019, https://doi.org/10.5430/ijhe.v8n1p37

e. Features in Quizizz

Many features can be used in Quizizz. Quizizz offers a range of functionalities that include various types of questions, such as multiple-choice, poll/survey, fill-in-the-blank, checkbox, and open-ended/essay formats. For surveys and open-ended/self-essays, Quizizz does not carry out direct assessments because the system cannot assess them. Apart from that, Quizizz also has new features that many people do not know about, such as Interactive Presentation, which can help explain learning material that involves students and teachers. This certainly provides new experiences for student learning; with this game-based application or web, students will be more enthusiastic and motivated.

d. Procedure of Using Quizizz

The following are the systematic procedures for using the Quizizz application, designed to facilitate participants in joining interactive online quizzes. This procedure aims to ensure that users, especially students, can easily access, participate in, and complete quizzes prepared by their teachers or instructors.

1) Open the Google app on your Android device. Start by accessing a reliable internet browser through the Google app to reach the Quizizz platform.

2) Go to Quizizz.com and select "get started." This directs students to the main page where students can join quizzes.

3) Log in or register using a Google account. Using a Google account simplifies login and secures the data, enabling personalized quiz tracking.

4) Enter the quiz code or scan the QR code provided. This ensures students join the correct quiz session assigned by teacher or instructor.

5) Ask students to type in their name. Providing a student's name helps the teacher or instructor identify students' responses and track their progress.

6) Press "start game/quiz" to begin. This launches the quiz, presenting questions in an engaging, interactive format.

7) View students' score immediately after finishing. Instant feedback helps students assess their understanding and guides further learning.

e. Quizizz for Reading Comprehension

Quizizz is a gamified learning platform that allows teachers to create interactive quizzes, providing instant feedback and fostering student engagement[64]. In the context of reading comprehension, Quizizz can help make reading activities more dynamic by turning questions into competitive tasks, which increases motivation and focus[65]. Studies have shown that using Quizizz can improve students' reading comprehension.

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[64] Bui, Thi Ngoc, and Lim Kong. 2022. *Gamification in Language Classrooms: Exploring the Use of Quizizz*. Journal of Educational Technology 18 (2): 45–52.

[65] Setiawan, Agus, and Rika Fitriyani. 2022. *Using Quizizz to Improve Motivation in Reading Comprehension*. English Language in Focus (ELIF) 5 (2): 20–27.

For example, Nurjanah et al.[66] found that students using Quizizz performed better in understanding texts than those using traditional methods. The platform supports active learning through immediate feedback and repetition, which reinforces comprehension skills[67].

2. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension refers to an individual's capacity to understand the significance and essence of the material being examined, which is demonstrated by summarizing the primary content of a text or transforming information presented from one format to another. Transkerlay posited that comprehension abilities constitute the core of the reading process, serving as a fundamental aspect of the reading experience[68]. Reading comprehension is the cognitive capability to grasp the meaning of important concepts and to interpret and analyze social phenomena within a reading passage.

Ahmadi contended that reading comprehension constitutes a process of interpreting a text and examining the significance, intent, and message communicated within it[69]. Five factors affect students' ability to

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[66] Nurjanah, Desi, Lina Suryani, and Ahmad Maulana. 2021. *The Use of Quizizz to Improve Students' Reading Comprehension*. Indonesian Journal of English Language Teaching 16 (1): 15–22.

[67] Putra, Rudi, and Maya Lestari. 2020. *Gamification and Feedback in Reading Classes: A Case Study of Quizizz*. Advances in Language and Literacy Studies 11 (3): 77–83.

[68] Karen Transkerlay, "The Threads of Reading: Strategy for Literacy Development", Virginia: Association for Supervision and Curriculum Development Alexandria, 2003, p.114.

[69] Ahmadi, M. R, "The Relationship between Students Reading Motivation and Reading Comprehension, Journal of education and practice", 2013, p. 8-17

comprehend reading material: motivation, linguistic proficiency, interest, textual features, and environmental influences[70]. Readers must possess the capability to critically analyze and assess the content they have read to achieve adequate reading comprehension. Additionally, Koda asserted that multiple elements impact learners' reading comprehension, including vocabulary knowledge, prior experience, metacognitive awareness, and reading strategies[71].

Reading comprehension additionally necessitates motivation, a cognitive framework to organize concepts, focus, and effective study methods or approaches. Proficient readers can identify and extract meaning from the words presented in print and utilize their understanding of linguistic structures. Readers are required to grasp the material and comprehend what they read, as comprehension is an active cognitive process that relies not only on interpretive skills but also on the reader's experiences and existing knowledge. To fully understand the text, the reader does more than transfer the printed symbols into their mind; they must also interpret and internalize the substance of the material.

b. Micro-skills of reading comprehension

Adapted from Brown's theory, this study employs various micro-skills for reading comprehension that enable students to become

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[70] Fitria, W, "Reading Interest and Reading Comprehension: A Correlational Study, Journal Educative", Journal of Educational Studies, 2018, p. 95

[71] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "A Study of Factors Affecting EFL Learners" Reading Comprehension Skill and the Strategies for Improvement," International Journal of English Linguistics 6, no. 5 (2016): 180–87.

proficient readers[72], including identifying the main idea, finding specific information, understanding word meanings, identifying references, determining text structure, and making inferences. Below is a detailed description of each of these micro-skills:

1) Using prior knowledge, infer the unexpressed context. Put another way, after reading the entire text, readers should be able to determine the main idea based on their understanding, whether it is in the first, middle, or last paragraph.

2) Recognise the communicative function of a written text in terms of its form and purpose. This requires the reader to scan certain parts of the text. It is usually combined with a question word that guesses. Find specific information that may contain specific things such as people, locations, events, or times.

3) Identify particular meanings conveyed through various grammatical structures. This practice can help readers understand the significance of words within the paragraph or sentence they have reviewed.

4) Identify categories of words, structures, patterns, regulations, and elliptical constructions within the framework of grammar. Readers can discern references across paragraphs to facilitate their comprehension of the material.

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[72] H. Douglas Brown, "Teaching by Principles" Second, BookFi.Org.

5) Identify rhetorical categories or types of written text according to their form and function. Put differently, readers can discern the structure of the text and the purpose of each part.

6) Making inferences, discerning connections and associations between occurrences and concepts, deducing cause and effect, and identifying relationships such as primary concepts, corroborating ideas, novel information, provided information, generalizations, and illustrations aim to help readers comprehend the message communicated within a text.

In this study, these micro-skills serve as indicators of reading comprehension to assess students' reading comprehension abilities.

c. Teaching Reading Comprehension

Brown explains that teaching involves demonstrating or assisting someone in learning how to perform a task, providing instructions, directing them in studying a subject, imparting knowledge, and enabling them to grasp or comprehend[73]. Teaching can offer learning opportunities. Nonetheless, the outcome of teaching largely depends on the learners themselves. Yet, as facilitators of learning, educators must endeavor to guide students toward achieving optimal results. Conversely, reading comprehension is an interactive process between the reader and the author aimed at effectively conveying the author's intended message within the

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[73] Iskandar, J. 2017. *Teaching And Learning Reading Comprehension Through Herringbone To The First Semester Of The Eleventh Grade Students Of Man 1 Pesisir Barat In The Academic Year Of 2016/2017.* https://core.ac.uk/download/295419341.pdf

text. Therefore, through teaching reading comprehension, students are expected to develop the ability to thoroughly understand the text.

However, at times, students still encounter challenges in understanding what they read in English. Thus, educators must assist them in grasping the text by employing a strategy that presents a straightforward lesson plan and helps them memorize the content. One such method is the herringbone technique, a reading comprehension instructional strategy that is easy to grasp and can help students understand the text.

Based on the foregoing explanation, teaching reading comprehension involves supporting, facilitating, and guiding students to interpret the text while providing them with ample practice opportunities to internalize the meaning and information contained within it.

3. Narrative Text

Narrative text is a genre of writing that tells a story to entertain, inform, or convey moral lessons[74]. According to Anderson and Anderson, narrative texts aim to engage the audience by presenting events in a structured sequence, typically comprising an orientation, complication, and resolution[75].

In the context of English as a Foreign Language (EFL) education, narrative texts are particularly effective in enhancing students' reading

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[74] Laia, Dewi Purnamasari, Arsen Nahum Pasaribu, and Lastri Wahyuni Manurung. 2024. "Reading Comprehension Difficulties on Students' Perception in Narrative Text". Journal of Language Education (JoLE) 2 (2):253-61. https://doi.org/10.69820/jole.v2i2.160.

[75] Simangunsong, Tiara Indah Sari, Leonita Maria Efipanias Manihuruk, and Novra Melisa P. Hutabarat. 2023. "The Effect of Using Picture Stories on Students' Reading Comprehension in Narrative Text at the Ninth Grade Students of SMP Negeri 10 Pematangsiantar". International Journal Corner of Educational Research 2 (3):98-103. https://doi.org/10.54012/ijcer.v2i3.221.

comprehension[76]. They provide a familiar framework that aids in developing various reading skills, such as identifying main ideas, understanding vocabulary in context, making inferences, and recognizing text structures[77]. Sari and Jufri highlight that narrative texts, like Aesop's fables, can significantly improve students' engagement and comprehension[78].

4. Local Wisdom Stories

   a. Definition of Local Wisdom

   Local wisdom refers to knowledge and customs derived from experience. Mungmachon[79] explains that the experiences and truths within a community can give rise to local wisdom. This accumulated experience has endured over an extended period and has evolved into knowledge specific to a particular society. Consequently, local wisdom is considered to be transmitted across generations, as exemplified by the tale of Malin Kundang. Local wisdom embodies values inherent to a

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[76] Azral, Latifah Nurmeina, dan Dinovia Fannil Kher. 2023. "Students' Difficulties in Reading Comprehension of Narrative Text at the Eleventh Grade of SMA Negeri 7 Padang." Journal of English Language Teaching 12 (2): 123–130. https://doi.org/10.24036/jelt.v12i2.123059.

[77] Rianti, Rianti, Mira Yuniati, Soni T. Tandiana, Ipah Muzdalipah, dan Yusup Supriyono. 2024. "Improving Students' Reading Comprehension of Narrative Text Through Problem-Based Learning." Ideguru: Jurnal Karya Ilmiah Guru 9 (1): 444–448. https://doi.org/10.51169/ideguru.v9i1.730.

[78] Islam, Aang Fatihul, dan Yunansa Sonagar. 2023. "The Effectiveness of GIST Strategy Based on Local Wisdom Toward Reading Comprehension of Students' Narrative Texts." JEELL (Journal of English Education, Linguistics and Literature) 10 (1): 45–56. https://ejournal.stkipjb.ac.id/index.php/jeel/article/view/3168.

[79] Mungmachon, R., "Knowledge and local wisdom: Community Treasure", International Journal of Humanities and Social Science, 2, 174–181, 2012.

particular community. It comprises principles or guidelines, as well as life perspectives, that are unique to a specific group[80].

Furthermore, Septy[81] characterizes local wisdom as customary values derived from social and natural surroundings, which have been transmitted across generations, thereby evolving into a philosophical perspective and comprehension within society. As an integral aspect of life's worldview, local wisdom helps structure and enhance a more effective socio-cultural framework within a particular community. Additionally, local wisdom serves as a filter for external cultures, enabling community members to assimilate or integrate foreign cultural elements that may impact their indigenous culture.

b. Cultural Learning and Local Wisdom

According to Law No. 20 of 2003 of the Republic of Indonesia, regarding the national education system, the curriculum implemented in the instructional process must consider regional potential to safeguard local culture, one method being through the utilization of local wisdom[82]. Education grounded in local wisdom is an approach that encourages students to remain connected to tangible circumstances and the phenomena they encounter in their surroundings. Kongprasertamorn

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[80] Albantani, A. M., & Madkur, A. "Think Globally, Act Locally: The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia", International Journal of Applied Linguistics and English Literature, 7(2), 1–8. Doi: 10.7575/aiac.ijalel.v.7n.2p.1, 2018

[8181] Septy, A. P., "Managing Local Wisdom in English Teaching Materials", In Proceeding of the Fourth International Seminar on English Language and Teaching, ISELT-4, pp. 81–88, 2016.

[82] Law of the Republic of Indonesia Number 20 of 2003 Concerning the National Education System, Ministry of Education and Culture Universitas Negeri Surabaya.

defines local wisdom as the entirety of knowledge, beliefs, understandings, and customs or moral principles that govern human conduct within an ecological community[83]. Local wisdom represents Indigenous knowledge or the intrinsic genius of a community derived from the esteemed values of cultural traditions that regulate societal order[84]. It can manifest as local knowledge, skills, intelligence, resources, social mechanisms, ethics, and customs. Local wisdom serves as an alternative resource containing fundamental ideas or concepts that can guide daily life. Experiences within family and community life provide cultural knowledge that students absorb from an early age. This cultural knowledge must be integrated into school instruction to ensure the sustainability of local wisdom values[85]. A component of local wisdom that can be incorporated into language education is the study of local wisdom stories.

c. Local Wisdom Stories

A collection of stories based on existing cultures, these stories have a high moral value. There are many folklores scattered throughout the archipelago. Local wisdom stories can also be called folklore. The folklore will survive if we always introduce it to the whole community

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[83] Kongprasertamorn, K. (2007). Local wisdom environmental protection and community development: The Clam farmers in Tambon Bangkhunsai, Phetchaburi Province, Thailand. Journal of Humanities, 10(1), 1-10.

[84] Berkes, F., Colding, J., & Folke, C. (2000). Rediscovery of traditional ecological knowledge as adaptive management. Ecological applications, 10(5), 1251-1262.

[85] Harsojo, A. (2013). Membangun karakter berkearifan lokal dalam bingkai pendidikan persekolahan. Jurnal Pelopor Pendidikan, 4(1), 19-28.

and, at the same time, can foster awareness of how the Indonesian Nation is so rich in folk stories. At least the community still recognizes the folklore of the area where the community lives[86]. Local Wisdom (Folklore) can be used across subjects like language[87]. Folklore-based teaching materials are effective in character education, embedding social values such as compassion, honesty, and respect for nature, aligned with national curriculum goals[88]. Besides, local wisdom (folklore) as learning materials increases student motivation and engagement by making learning more relatable and enjoyable, especially for students in rural or culturally homogeneous areas[89]. Integrating local wisdom (folklore) into teaching materials promotes students' critical thinking and strengthens their cultural literacy by connecting traditional stories with modern educational approaches[90].

5. Narrative Text and Local Wisdom

Incorporating local wisdom stories into narrative texts can enrich the learning experience[91]. These stories, rooted in cultural heritage, make the content more relatable to students and foster a deeper connection to their

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[86] Adzanil Prima Septy, "Managing Local Wisdom in English Teaching Materials", ISELT-4, 2016.

[87] Perdana, D. R., et al. 2024. *Project-Based Learning with Local Wisdom for Society 5.0*. *Inspirasi*.

[88] Ananda, L., et al. 2024. *Teaching Social Values through Lampung Folklore*. Tekno - Pedagogi.

[89] Astika, S. D., & Nurfajrini, R. 2024. *Engaging English Learners: Using AI to Integrate Local Legends into Language Lessons*. JEFLE.

[90] Masie, S. R., et al. 2025. *Development of E-Module for Learning Folklore Based on Local Wisdom*. Journal of Ecohumanism.

[91] Sari, D. P., & Jufri, J. 2018. Using Aesop's Fable to Teach Reading Comprehension of Narrative Text at Junior High School. Journal of English Language Teaching, 7(4). https://doi.org/10.24036/jelt.v7i4.101695

cultural identity[92]. Research by Sari et al. indicates that students exhibit better comprehension when reading texts that reflect their cultural background, as it activates prior knowledge and enhances understanding[93].

Therefore, utilizing narrative texts, especially those embedded with local wisdom, is an effective strategy for teaching reading comprehension[94]. It aligns with students' cognitive and cultural contexts, making learning more meaningful and effective[95].

6. Teaching Reading Comprehension Through Quizizz with Local Wisdom Stories

Teaching reading involves more than merely instructing students to read texts to acquire knowledge; it also encompasses supporting and motivating them to do so. Utilizing interactive media that fosters student engagement can facilitate easier comprehension of the text. One practical approach is to employ Quizizz as a game-based platform to enhance students' reading comprehension of local wisdom stories, thereby maximizing their engagement.

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[92] Fatmawaty, Riryn, Abdullah Farih, Riya Risqi Setyaningrum, dan Wahyu Hidayati Ningsih. 2023. "The Effect of Local Wisdom-Based Materials on Students' Reading Ability." ELITE Journal: Journal of English Linguistics, Literature, and Education 5 (3): 210–218. https://www.elitejournal.org/index.php/ELITE/article/view/194.

[93] Sari, G. R., Santihastuti, A., & Wahjuningsih, E. 2020. Students' Perception on Reading Comprehension Problems in Narrative Text. LLT Journal: A Journal on Language and Language Teaching, 23(2). https://doi.org/10.24071/llt.v23i2.2211

[94] Aini, R. N., Gusfarenie, D., & Murtadlo, A. 2022. "The Effect of Local Wisdom-Based Material on Student's Reading Ability." Jurnal Pendidikan Bahasa Indonesia 6 (1): 1–10. https://ejournal.undiksha.ac.id/index.php/JPBI/article/view/51103

[95] Valentri, Avi, Maulina Rahayu, and Elsa Ariestika. 2024. "Development of Teaching Materials for Writing Narrative Texts Based on Local Wisdom for Primary School Students." International Research-Based Education Journal 6 (2): 1–10. https://journal2.um.ac.id/index.php/irbej/article/view/51504

The subsequent steps for instructing reading comprehension using Quizizz integrated with local wisdom narratives are as follows:

a. Instruct students to access the Quizizz.com website on their Google smartphones and input the code provided by the teacher. The teacher will then deliver the lesson via an interactive presentation on Quizizz.

b. Organize students into small groups, each comprising four members. Students will examine the local wisdom text available on the Quizizz platform and upload their group discussion outcomes on the site.

c. Supervise the students' activities throughout the discussion period and assist if any issues arise.

d. Representatives from each student group will present the findings of their respective group discussions aloud.

e. In the concluding activity, students will be able to summarize the content and share the knowledge they have acquired.

CHAPTER III

RESEARCH METHOD

This chapter describes the methods used in this quantitative research. The explanation includes the research design chosen to examine the hypothesis systematically and the determination of the population and sample that represent the research object. Furthermore, it also describes the research instruments used to measure the variables under study, data collection techniques relevant to the quantitative approach, and data analysis techniques used to statistically process numerical data to answer research questions and test the hypotheses that have been formulated.

A. Research Design

In this research, the researcher employed quantitative research through a quasi-experimental design using a Non-equivalent Control Group design. The researcher conducted an experimental study to determine whether a specific treatment affects a particular outcome. The researcher administered a specific treatment to one group and a conventional treatment to the other group. Afterward, the researcher compared the performance of both groups in terms of the outcome[96].

This research was used to measure the effectiveness of teaching media using Quizizz with Local Wisdom Stories in enhancing students' reading

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[96] W Jonh Creswell and David Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Journal of Chemical Information and Modelling, (2018).

comprehension. Due to the study being conducted in a school setting where random sampling was not feasible, the researcher employed a quasi-experimental design by selecting existing groups based on comparable English proficiency levels rather than random assignment. Consequently, the study involved two groups: an experimental class that received the intervention through game-based technology media, specifically Quizizz, which incorporated local wisdom stories for both teaching and student assessment, and a control class that was taught using conventional methods with local wisdom stories and Google Forms as the assessment medium.

According to Campbell, Donald T., and Julian C. Stanley[97], the design is presented as shown below:

Table 3.1
Design of the Research

CLASS	PRE-TEST	TREATMENT	POST-TEST
E	O_1	X_1	O_2
C	O_1	X_2	O_2

E : Experimental class

C : Control class

O_1 : Reading test before treatment with local wisdom stories.

O_2 : Reading test after treatment with local wisdom stories.

X_1 : Treatment using Quizizz with local wisdom stories both teaching and

assessment.

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[97] Phil Ender. "Introduction to Research Design and Statistics." Accessed June 12, 2025. http://www.philender.com/courses/intro/designs.html.

X_2 : Treatment using conventional method for teaching and Google Forms with local wisdom stories for assessment.

B. Population

The population of this study comprised all tenth-grade students at MAN 1 Jember in the 2024/2025 academic year. The total population consisted of 453 students distributed across 13 classes, with each class containing between 29 to 38 students (see table 3.2). This population was selected based on several considerations:

1) Diagnostic assessment revealed that reading comprehension was a skill that students lack of and need to be improved.

2) The school's curriculum emphasized a technology-enhanced learning approach that aligned with this research topic/objectives.

3) There has been no any previous research exploring the effect of using Quizizz within this school.

4) The school administration provided full support and access for the research.

There were totally thirteen classes out of the ten in MAN 1 Jember which consist 29 to 38 students in each class.

Table 3.2
Data of Tenth Grade in MAN 1 Jember

Class	Number of Students
REG 1	36
REG 2	35
REG 3	36
REG 4	35
REG 5	37
REG 6	38
KTR 1	34
KTR 2	35
KTR 3	35

BIC 1	34
BIC 2	36
MANPK 1	29
MANPK 2	33
TOTAL	**453**

C. Sample

The sample of this study consisted of 66 tenth-grade students divided into two groups with ages ranging from 15 to 16 years old. The researcher selected two classes, X BIC 1 (33 students) as the control class sample and X BIC 2 (33 students) as the experimental class sample. This sample was selected using a purposive sampling technique. This technique was employed because the selection was based on specific considerations; the researcher did not have access to select the classes, and the teacher was the one who assigned them. The teacher assigned two intact classes based on the existing school schedule and administrative considerations. Fortunately, both classes had a similar level of reading comprehension ability, as evidenced by the students' latest English reading test scores, which showed comparable average performances (see Appendix 12). To determine the experimental and control classes, a coin-toss method was used to ensure random and unbiased assignment between the two selected classes.

D. Instruments of Research

The instrument used in this study was a reading comprehension test developed by the researcher. The test was administered in two stages: pre-test and post-test, designed as multiple-choice questions. These tests aimed to measure students' reading comprehension ability before and after the treatment. The following are the details of each test:

1. Pre-Test

   a. The pre-test was given before the treatment to both the experimental and control classes.

   b. The pre-test was designed by the researcher and aimed to measure the students' reading comprehension ability before the treatment.

   c. It consisted of 25 multiple-choice questions, each with five answer options (one correct answer and four distractors). Each question was allotted 1.5 minutes, thus the total time for the pre-test was 37.5 minutes. The assessment was focused solely on the number of correct answers.

   d. The text used in the pre-test was narrative text containing three local wisdom stories from various regions of Indonesia, such as West Java, North Sumatra, East Java. Local wisdom stories are defined as traditional folklores that carry cultural values and have been passed down through generations within local communities.

   e. The questions were developed by the researcher based on established reading comprehension indicators, which included:

   1) Identifying the main idea.

   2) Finding specific information.

   3) Understanding word meaning.

   4) Identifying references.

   5) Determining text structure.

   6) Making inferences.

f. To ensure the validity of the pre-test instrument, the questions were reviewed by two experts in the field of English language education. Validator 1 is an English teacher at MAN 1 Jember with 19 years of teaching experience and active involvement in developing school exam materials. Validator 2 is also an English teacher at the same school with 6 years of experience, including teaching narrative texts based on local wisdom stories (folklore), which aligns with the content of the instrument. Their feedback was used to revise and improve the items in terms of content relevance, language clarity, and level appropriateness, thereby establishing content validity before the instruments were administered in the study.

g. The pre-test score was used to assess the homogeneity of the two groups, ensuring their reading abilities were similar prior to the treatment.

2. Post-Test

a. After treatment, the post-test was given at the end of the meeting to both the experimental and control classes. The post-test was also created by the researcher and aimed to assess students' reading comprehension after the treatment.

b. To ensure the validity of the post-tet instrument, the questions were reviewed by two experts in the field of English language education. Validator 1 is an English teacher at MAN 1 Jember with 19 years of teaching experience and active involvement in developing school exam

materials. Validator 2 is also an English teacher at the same school with 6 years of experience, including teaching narrative texts based on local wisdom stories (folklore), which aligns with the content of the instrument. Their feedback was used to revise and improve the items in terms of content relevance, language clarity, and level appropriateness, thereby establishing content validity before the instruments were administered in the study.

c. Similar to the pre-test, it consisted of 25 multiple-choice questions with five answer options per item. Each question had an allocated time of 1.5 minutes, totaling 37.5 minutes for the whole test. The scoring focused only on the correct answers, allowing a clear comparison of pre- and post-treatment performance.

d. The post-test used narrative texts containing three local wisdom stories sourced from West Java, Bali, and East Java. The purpose of including local wisdom stories was to provide culturally relevant reading materials that reflect the values embedded in Indonesian folklore.

e. The questions were based on the same reading comprehension indicators as in the pre-test:

1) Identifying the main idea.

2) Finding specific information.

3) Understanding word meaning.

4) Identifying references.

5) Determining text structure.

6) Making inferences.

The following were the pre-test and post-test instruments:

Table 3.3
List of Pre-test Question

No.	Indicator Reading Comprehension	Pre-test	
		Question Number	Question
1	Identifying Main Idea	1, 2, 10, 11, 12, 20	— What is the main idea of the second paragraph? — What is the main idea of the third paragraph? — What is the main idea of the second paragraph? — What is the main idea of the third paragraph? — What is the main idea of the last paragrpah? — What is the main idea of the second paragraph?
2	Finding Specific Information	3, 4, 13, 14, 21, 23	— Where is the legend from? It is from... — Why was Dayang Sumbi exiled in the jungle? Because she... — What did Toba get when he went fishing at a river not far from his house? — Why was the mother very angry? Because.. — What happened when the King sent Prime Minister Raden Sidopekso on a long mission? — What is the purpose of the text above?
3	Understanding the Meaning of Word	8, 18, 19, 25	— "... she recognized that he was her son." (Paragraph 3) What does the underlined word mean? — "... that she was cursed." (Paragraph 2) What does the underlined word mean? — "You, a fish kid, you are so greedy!" (Paragraph 3) What does the underlined word mean?

No.	Indicator Reading Comprehension	Pre-test	
		Question Number	Question
			— "... his wife was <u>unfaithful</u> to him." (Paragraph 2) What does the underlined word mean?
4	Identifying Reference	7, 9, 17	— " ... And then took <u>its</u> heart home." (Paragraph 2). The underlined word refers to… — Sang Kuriang almost _____ his work but Dayang Sumbi cheated him. (Paragraph 4) Choose the correct word to fill the blank space! — He _____ it home then planned to cook it. (Paragraph 1) Choose the correct word to fill the blank space!
5	Determining Text structure	6, 16, 24	— What is the generic structure of the fourth paragraph? — Which paragraph that shows orientation of the text? — Which paragraphs show the complication of the text?
6	Making Inference	5, 15, 22	— Why did Dayang Sumbi refuse sangkuriang proposal? — What would probably happen if Toba didn't break his promise? — What would probably happen if Raden Sidopekso did not kill Sri Tanjung and threw her dead body in a dirty river?

Table 3.4
List of Post-test Question

No.	Indicator Reading Comprehension	Post-test	
		Question Number	Question
1	Identifying Main Idea	2, 8, 9, 10, 18, 19	— What is the main idea of third paragraph? — What is the main idea of the first paragraph? — What is the main idea of third paragraph?

No.	Indicator Reading Comprehension	Post-test	
		Question Number	**Question**
			— What is the main idea of the fourth paragraph? — What is the main idea of third paragraph? — What is the main idea of the fourth paragraph?
2	Finding Specific Information	1, 3, 11, 13, 20, 21	— What is the purpose of the text above? — Why did the wicked fairy use her magic to make Raden Begawan unconscious? — Why did Kbo Iwo feel angry to the Balinese people? — What is Mount Batur? — After being forced to leave the Kingdom, where did Roro Anteng and Joko Seger live? — What was the agreement between Roro Anteng and Joko Seger with Betoro Bromo?
3	Understanding the Meaning of Word	6, 15, 16, 25	— "... he had been enchanted by the wicked fairy." (Paragraph 3) What does the underlined word mean? — "It made the Balinese turn to rage." (Paragraph 2) What does the underlined word mean? — "So, they came together to plan steps to *oppose* this powerful giant……"(Paragraph 3). The antonym of the word "*oppose*" is… — "... they would sacrifice their youngest child in return." (Paragraph 3) What does the underlined word mean?
4	Identifying Reference	5, 17, 24	— "So, a nice fairy took *her* to the Kahyangan." (Paragraph 3) The word *her* in the sentence refers to… — Then, the water in the well rose higher and higher until at last it

No.	Indicator Reading Comprehension	Post-test	
		Question Number	Question
			— overflowed and _____ Lake Batur. (Paragraph 5) Choose the correct word to fill the blank space! — Hundreds years ago, the last king of Majapahit _____ a young princess from one of his wives. (Paragraph 1) Choose the correct word to fill the blank space!
5	Determining Text structure	7, 14, 23	— Pay attention to the paragraph above. Which generic structure does the paragraph above belong to? — Which paragraphs show the complication of the text? — What is generic structure of the text above?
6	Making Inference	4, 12, 22	— What would probably happen if gods or goddesses did not mingle in the affairs of people in the earth at that time? — According to the story, what probably happened if Kbo Iwa never existed in Bali island? — According to the text above, what would probably happen if Kusuma was not sacrificed?

E. Data Collection Technique

This study employed a reading comprehension test as the data collection technique. The data were obtained through three stages: pre-test, treatment, and post-test. Each stage was implemented with specific procedures to measure students' reading comprehension before and after receiving instructional treatment. The details were presented as follows:

1. Pre-Test

    The pre-test was conducted to measure students' initial reading comprehension skills before the treatment was implemented. The two classes took the pre-test on different dates. The experimental class (X BIC 2) took the test on October 16, 2024, and the control class (X BIC 1) on October 17, 2024.

    The test comprised 25 multiple-choice questions with five answer choices (one correct answer and four distractors). Each student was given 37.5 minutes to complete the test, with 1.5 minutes allocated per item. The materials used in the pre-test consisted of narrative texts that incorporated elements of local wisdom, specifically folklore from West Java, North Sumatra, and East Java. These texts were chosen for their cultural relevance and alignment with the Merdeka Curriculum objectives.

    a. The procedure of pre-test implementation:

    1) Greeting the students and explaining the objective of the research.

    2) Distributing the reading comprehension test.

    3) Giving instructions and announcing the allotted time.

    4) Collecting students' answers upon completion.

    5) Scoring the tests to assess students' reading comprehension performance.

2. Treatment

The treatment phase was conducted over four meetings for both the experimental and control classes. The objective of this stage was to enhance students' reading comprehension through different instructional approaches.

a. Duration and Rationale:

The treatment was conducted over four meetings due to two main considerations:

1) Based on the school's annual English teaching program, the topic of narrative text was scheduled for a limited number of sessions.

2) The school administration only allowed four meetings (treatments) for the researcher to carry out the study, in order to avoid interfering with other academic priorities.

3) Sessions were conducted over four meetings with varied durations of 45 or 90 minutes based on the schedule provided by the school.

b. Material Selection Criteria:

Narrative texts were selected because they are included in the tenth-grade *Alur Tujuan Pembelajaran (ATP)* and are effective in developing reading comprehension skills through structured storytelling and culturally embedded content.

c. Types of Local Wisdom Texts Used:

The narrative texts used during the treatment were adapted from Indonesian folklore. These stories were chosen because they reflect local

values and cultural heritage that have been passed down through generations.

d. Differences between the Experimental and Control Class Treatments:

Table 3.5
The differences treatment Experimental and Control Classes

Aspect	Experimental Class (BIC 2)	Control Class (BIC 1)
Media	Quizizz with Local Wisdom Stories (Interactive Presentation)	Text book and White Board
Learning Method	Digital, gamified, students-centered	Conventional, teacher-centered
Test Platform	Quizizz with Local Wisdom Stories (Multiple-Choice quiz features)	Google Form

e. Experimental Class (X BIC 2) Meeting Overview:

1) Meeting 1 (October 18, 2024 – 45 minutes):

Introduced the definition and types of narrative text using Quizizz with Local Wisdom Stories (Interactive Presentation). Students were divided into groups of four to analyze the provided text, followed by answering multiple-choice questions based on the text (see Appendix 5).

2) Meeting 2 (October 23, 2024 – 90 minutes):

Taught the generic structure of narrative text through Quizizz with Local Wisdom Stories. In groups, students analyzed the text and completed multiple-choice questions accordingly (see Appendix 5).

3) Meeting 3 (October 24, 2024 – 45 minutes):

Explained language features of narrative text using Quizizz with Local Wisdom Stories. Students worked in groups to analyze the given text and answered multiple-choice questions (see Appendix 5).

4) Meeting 4 (October 30, 2024 – 90 minutes):

Reviewed all materials using Quizizz with Local Wisdom Stories. Students collaborated in groups to analyze texts and complete multiple-choice comprehension tasks (see Appendix 5).

f. Control Class Meeting Overview:

1) Meeting 1 (October 18, 2024 – 45 minutes):

Delivered material on the definition and types of narrative text. Students worked in groups to analyze the text and answered multiple-choice questions via Google Form (see Appendix 6).

2) Meeting 2 (October 24, 2024 – 90 minutes):

Explained the generic structure of narrative text. Group analysis was followed by answering multiple-choice questions using Google Form (see Appendix 6).

3) Meeting 3 (October 25, 2024 – 45 minutes):

Discussed language features of narrative text. Students analyzed the text in groups and completed multiple-choice questions via Google Form (see Appendix 6).

4) Meeting 4 (October 31, 2024 – 90 minutes):

Reviewed the overall material. Students worked in groups to analyze the text and answered multiple-choice questions through Google Form (see Appendix 6).

3. Post-Test

The post-test was conducted to assess students' reading comprehension achievement after receiving the treatment. The post-test was conducted on November 1, 2024 for both the experimental and control classes. It consisted of 25 multiple-choice questions with a time limit of 37.5 minutes, focusing on similar indicators and text structures as the pre-test.

The test comprised 25 multiple-choice questions with five answer choices (one correct answer and four distractors). Each student was given 37.5 minutes to complete the test, with 1.5 minutes allocated per item. The materials used in the pre-test consisted of narrative texts that incorporated elements of local wisdom, specifically folklore from West Java, Bali, and East Java. These texts were chosen for their cultural relevance and alignment with the Merdeka Curriculum objectives.

a. Experimental Class Procedure:

- Greeting the students and explaining the test objective.

- Students accessed Quizizz via their laptops using the provided code.

- Students completed the test and received immediate feedback.

b. Control Class Procedure:

- Greeting the students and explaining the test objective.

- Students accessed the post-test via a Google Form link.

- Students completed and submitted their answers electronically.

F. Technique of Data Analysis

1. Validity and Reliability

a. Validity Test

The researcher conducted the validity test through both content validity and face validity. Content validity was established by designing a reading test aligned with the Alur Tujuan Pembelajaran (ATP) curriculum for the tenth-grade students of MAN 1 Jember. To ensure robust content validity, the researcher developed a detailed blueprint before constructing the tests. Additionally, face validity was addressed, which involves evaluating whether a test appears to measure the intended construct. This term is occasionally used interchangeably with content validity. To achieve face validity, the researcher formulated multiple-choice questions based on local wisdom stories that were appropriate for assessing students' reading comprehension. Subsequently, the test instrument underwent evaluation by a validation expert.

The researcher conducted a validity test with two English teachers who are experts in teaching English and have experience in using various learning media. Validator 1 has 19 years of teaching

experience and is actively involved in the development of school exam materials. Validator 2 has 6 years of teaching experience and has taught narrative texts using local wisdom stories (folklore), which align with the content of the instrument. These qualifications made them suitable to assess both the relevance and clarity of the instrument. The results of the validity test, using content validity and face validity, indicated that the research instrument was valid and appropriate for assessing students' reading ability, both before and after treatment, and ready to proceed to a reliability test.

b. Reliability Test

The researcher employed the Kuder-Richardson method to evaluate the reliability of the instrument. Instruments suitable for reliability tests using KR-20 are those that only have one correct answer, such as the multiple-choice assessments used in this study. The researcher conducted a trial run of the instrument with 10 students in the tenth grade of MAN 1 Jember. The students selected were not from the experimental or control classes.

Then, the results of the try-out were analyzed using the KR 20 formula:

$$\frac{K}{K-1}\left[1 - \frac{\sum pq}{S^2}\right]$$

Where:

K = the number of items in the test

P = the proportion of the examinees who got the item correct

Q   = the proportion of the examinees who got the item incorrect

S^2 = the variance (var) of the scores

$\sum pq$ = the summation of the product of p and q

According to Miller, Linn, and Gronlund, the reliability index categories are rated as follows:[98]

Table 3.6
Categories of Reliability Index

Reliability Index	Criteria
0.81 – 1.00	Very Good
0.61 – 0.80	Good
0.41 – 0.60	Quite
0.21 – 0.40	Poor
0.00 – 0.20	Very Poor

The researcher conducted a reliability test on ten 10th grade students who did not come from the experimental and control classes, and took the scores twice in different time frames. The result of the reliability test was 0.81 for the Pre-test and 0.74 for the Post-test. Referring to table 3.6 reliability index category, the result of this assessment indicates that the instrument of the pre-test and post-test have good reliability (see appendix 9 for pre-test and appendix 10 for post-test).

2. Normality Test

The analyzed data must exhibit a normal distribution. The normality test was conducted to analyze the post-test results of both the experimental and control groups. The data were processed utilizing SPSS version 30.0.

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[98] Norman E. Gronlund M. David Miller, Robert L. Linn, Measurement and Assessment in Teaching, 10th ed. (Pearson Education India, 2009).

The datasets from the experimental and control groups were deemed normally distributed if the p-value was equal to or exceeded 0.05. Conversely, if the p-value was below 0.05, the data from both groups were considered not to follow a normal distribution.

If the data were normally distributed (p-value $\geq$ 0.05), parametric statistical tests such as the independent samples t-test were used to compare the post-test results between the experimental and control classes. However, if the data were not normally distributed (p-value $<$ 0.05), non-parametric statistical tests such as the Mann-Whitney U test were applied instead to ensure the validity of the analysis.

3. Homogeneity Test

The researcher employed a pre-test as the data source for the homogeneity test. The pre-test utilized a Narrative text, specifically Local Wisdom Stories, as the instrument to gather the students' scores, which served as the data for evaluating the homogeneity of students from the experimental and control groups. The scoring encompassed six indicators of reading comprehension: identifying the main idea, finding specific information, understanding word meaning, identifying references, determining text structure, and making inferences.

The homogeneity test aimed to establish whether the samples were drawn from comparable populations and to examine the similarity of variance between the two groups, X BIC 1 and X BIC 2.

This homogeneity test was performed using SPSS version 30. The variance between the two variables was deemed equivalent if the significance level or p-value was greater than 0.05. Conversely, if the significance level was below 0.05, the two groups were considered heterogeneous or not at an equivalent level of reading comprehension proficiency.

4. T-test

The researcher employed the t-test to examine the impact of Quizizz integrated with Local Wisdom stories on students' reading comprehension skills. This statistical method was used to compare two sets of scores to determine whether the average score of students instructed through Quizizz, combined with Local Wisdom stories, in the experimental class was significantly higher than that of students taught without Quizizz but with Local Wisdom stories in the control class, or whether the opposite. If the p-value exceeded 0.05, it indicated that there was no significant difference between the experimental and control classes. Conversely, a p-value equal to or less than 0.05 indicated a statistically significant difference, implying that one of the instructional approaches had a greater effect. The data were analyzed using SPSS version 30.0.

5. Mann-Whitney U Test

The researcher used the Mann-Whitney U test to analyze the effect of Quizizz with Local Wisdom stories on students' reading comprehension skills, as the data were not normally distributed. This non-parametric test

was applied to compare the post-test scores of the experimental and control classes, as it does not require the assumption of normality. The Mann-Whitney U test was used to determine whether there was a significant difference in students' reading comprehension between those taught using Quizizz with Local Wisdom stories in the experimental class and those taught using Google Forms with Local Wisdom stories in the control class. The data were analyzed using SPSS 30.0. If the p-value was the same as or less than 0.05, it indicated a significant difference between the two groups; if the p-value was greater than 0.05, it indicated no significant difference.
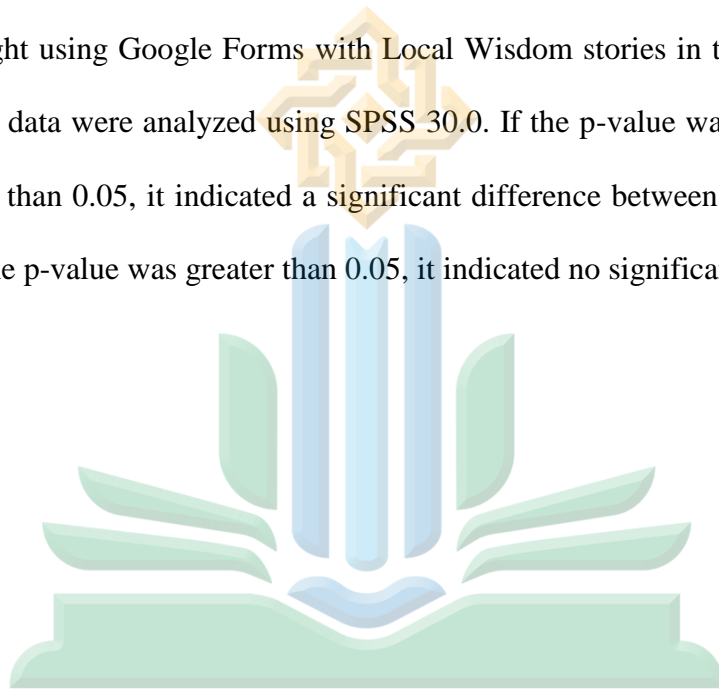
CHAPTER IV

FINDINGS AND DICUSSION

This chapter presents the research findings, hypothesis testing, and a discussion of the results. The data collected is analyzed to determine the validity of the study's findings. The hypothesis testing results are outlined and interpreted based on the research objectives. Finally, the discussion elaborates on the implications of the findings, comparing them with previous studies and theoretical frameworks to provide a comprehensive understanding of the research outcomes.

A. Findings of the Research

d. The Result of Pre-test

The table below presents the mean scores of pre-test results obtained by the control class and experimental class.

Table 4.1
Result of Pre-Test

Class	Mean Score (Pre-Test)	Highest Score	Lowest Score
Control Class	56,61	76	32
Experimental Class	59,27	80	36

According to the data in the table above, the mean score of the students in the control class was 56.61, while in the experimental class it was 59.27. The highest score in the control class was recorded at 76, and the lowest score was 32, while in the experimental class, the highest score reached 80, and the lowest was 36. This finding demonstrates a difference in learning outcomes between the two classes, where students in the

experimental class showed a higher reading comprehension mastery than students in the control class. Nevertheless, the pre-test results of the two classes were not significantly different.

e. The Result of Post-Test

Table 4.2
Result of Post-test

Class	Mean Score (Pre-Test)	Highest Score	Lowest Score
Control Class	71,52	88	56
Experimental Class	77,94	96	64

Referring to Table 4.2, the mean post-test score obtained by the control class was 71.52, while the experimental class reached a mean of 77.94. The highest score in the post-test in the experimental class was recorded at 96, while in the control class, it was 88. The lowest score in the experimental class was 64, and in the control class, it was 56. The data indicates that both the control class and the experimental class experienced an improvement in learning outcomes. The experimental class improved through Quizizz with local wisdom stories for learning and assessment. In contrast, the control class improved through conventional learning with the help of Google Forms for assessment.

f. Normality and Homogeneity Testing

The normality and homogeneity tests are preliminary steps in data analysis, aiming to determine whether the data are normally distributed and have homogeneous variances. In this research, the tests for normality and homogeneity were conducted using IBM SPSS Statistics version 30.0.

a. Homogeneity of the Pre-test

In this research, the homogeneity test was conducted by utilizing the mean value of the pre-test score to determine the equality and similarity of variation between the control and experimental classes before being treated. This test was conducted with a significance level (α) of 0.05. The researcher used the Independent Sample T-Test on SPSS version 30.0 to test the homogeneity of students' reading comprehension of the control and experimental classes before the treatment was given.

Table 4.3
Test of Homogeneity Result

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pre-Test Score	Based on Mean	,023	1	64	,880
	Based on Median	,057	1	64	,812
	Based on Median and with adjusted df	,057	1	63,618	,812
	Based on trimmed mean	,028	1	64	,867

Based on the results of the Independent Sample T-Test test, the variance significance value is 0.880, greater than 0.05. It shows that there is no significant difference between the two variances. Therefore, it can be concluded that the variance is homogeneous (0.880 > 0.05). Thus, the students' reading comprehension ability in the control class and the experimental class was at an equal level. This condition qualifies to continue the research to the next stage.

b. Test of Normality

Table 4.4
Normality Test Result

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Control Class	,114	33	,200[*]	,947	33	,109
Experimental Class	,160	33	,032	,961	33	,280

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In this research, the normality test was conducted to determine whether the post-test data from both classes were normally distributed. Data was normally distributed if the significance value exceeded 0.05 ($p>0.05$), and it was considered abnormal if it was below that limit. Based on the normality test with Shapiro-Wilk criteria, a significance value of 0.109 was obtained for the control and 0.280 for the experimental classes. Since both values were greater than 0.05 ($0.109 > 0.05$ and $0.280 > 0.05$), it was concluded that the data from both classes were normally distributed. Thus, the researcher continued the analysis to calculate the significant difference between the post-test results of the control class and the experimental class. Since the data met the normality assumption, the appropriate hypothesis testing used was the independent samples t-test, which compares the means of two independent groups to determine whether there is a statistically significant difference between them.

c. Independent T-Test of the Post-Test

Table 4.5
Independent T-Test Result

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p			Lower	Upper
Reading Test Score	Equal variances assumed	,523	,472	-2,775	64	,004	,007	-6,424	2,315	-11,049	-1,799
	Equal variances not assumed			-2,775	63,769	,004	,007	-6,424	2,315	-11,050	-1,799

Table 4.5 above, which displays the post-test score data for the experimental and control classes, indicates a significant difference between the experimental and control classes in the post-test. The results of the independent samples t-test showed a t-value of $t(64) = -2.775$, $p = 0.007$ (two-tailed), which is less than 0.05. The critical t-value for $df = 64$ at a significance level of 0.05 (2-tailed) is approximately ± 2.000. Since the obtained t-value exceeds this critical value, the difference is statistically significant. This means that students in the experimental class, who were exposed to interactive digital learning through Quizizz combined with culturally relevant narrative texts (Local Wisdom Stories), demonstrated significantly greater improvement in understanding, analyzing, and interpreting texts compared to those in the control class who were taught using conventional methods (Non-Quizizz with Local Wisdom Stories).

B. Hypothesis Testing

Based on statistical analysis using the t-test, the results indicate a significant difference between the experimental and control classes in the post-test, with a t-value of $t(64) = -2.775$, $p = 0.007$ (two-tailed), which is less than the significance level of 0.05. The critical t-value for $df = 64$ at $\alpha = 0.05$ (2-tailed) is approximately ± 2.000. Since the obtained t-value exceeds the critical value and the p-value is below 0.05, the result is statistically significant. Therefore, the researcher proceeded with hypothesis testing to determine the outcome of this research. The steps for testing the hypothesis are described as follows:

1. Alternative hypothesis (H_a): There is a significant improvement in the students' reading comprehension who are taught by using Quizizz with Local Wisdom Stories compared to those who earn non-Quizizz with Local Wisdom Stories.

2. Null hypothesis (H_0): There is no significant improvement in the reading comprehension of students who are taught using Quizizz with Local Wisdom Stories compared to those who earn non-Quizizz with Local Wisdom Stories.

To prove the hypothesis, the result of t-test calculation was tested with these situations:

1. The null hypothesis (H_0) was accepted, and the alternative hypothesis (H_a) was rejected if Sig. (2-tailed) > 0.05 in a significant degree of 5%. This suggests that there was no significant development of the reading

comprehension of the students taught by utilizing Quizizz with Local Wisdom Stories compared to those taught by utilizing non-Quizizz with Local Wisdom Stories.

2. The null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted if 0.05 > Sig. (2-tailed) to a significant degree of 5%. This suggests that there was a significant improvement in the students' reading comprehension who were taught by utilizing Quizizz with Local Wisdom Stories.

The experimental and control classes demonstrated a significant difference, as confirmed by the t-test results. Analysis using SPSS 30.0 revealed a significance level of (2-tailed) p < 0.05 (p = 0.007 < 0.05). This establishes the distinction between the experimental and control classes. As a result, the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. Therefore, incorporating Quizizz with local wisdom stories effectively enhanced reading comprehension among tenth-grade students.

C. **Discussion of the Research**

This research aims to measure the effectiveness of teaching media using Quizizz with Local Wisdom Stories in students' reading comprehension. The study determined whether integrating a gamified digital platform (Quizizz) and culturally relevant narrative texts (Local Wisdom Stories) could significantly improve reading comprehension outcomes among tenth-grade students at MAN 1 Jember. To achieve this, the research employed a quasi-experimental design involving two groups: an experimental

class taught using Quizizz integrated with Local Wisdom Stories and a control class taught using the same stories but without the Quizizz platform. This comparison aimed to explore how the presence of interactive, game-based media influences students' ability to comprehend and analyse narrative texts effectively.

Then, the findings of this study showed that the pre-test scores of the experimental and control classes were not significantly different (p = 0.465 > 0.05), indicating comparable initial reading comprehension levels. However, the post-test showed a statistically significant improvement in the experimental class compared to the control class (p = 0.007 < 0.05), demonstrating the positive impact of combining gamified digital media and culturally relevant narratives (Local Wisdom Stories). These findings align with previous studies by Candra et al.[99] and Pahamzah et al.[100], which emphasize the dual role of cultural relevance and interactive technology in language learning.

The integration of Local Wisdom Stories activated students' prior cultural knowledge, making it easier for them to understand new information and facilitating deeper comprehension. This aligns with the schema activation

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[99] Candra Hadi Asmara, Ribeh Najib Muhammad, and Qotrunnada Almubarokah. 2022. "The Effect of Online Learning Using Quizizz Application to Improve English Reading Skills of Higher Education Students." Journal of Language and Culture 17 (1): 45–60.

[100] Pahamzah, John, Syafrizal Syafrizal, Yudi Juniardi, and Phita Matsnah Sukaenah. 2020. "Quizizz as a Students' Reading Comprehension Learning Media: A Case Study at the Eleventh Grade of Dwi Putra Bangsa Vocational School in Cimanggu." Indonesian Journal of Education 7 (2): 112–25.

theory proposed by Candra et al.[101], which said that familiar content helps students connect new ideas to what they already know. At the same time, the gamified features of Quizizz, such as instant feedback and leaderboards, boosted students' motivation and engagement, which are crucial for effective learning, as shown by Priyanti et al.[102] and Yulia et al.[103]. The combination of culturally meaningful stories and game-based elements likely created a more engaging and effective learning environment, as also observed by Ratnasari et al.[104],who found that competition and collaboration in gamified settings can enhance student learning.

Despite these positive results, several limitations need to be considered. The sample size in each group was relatively small (n = 33), which may limit the statistical power and generalizability of the findings. At the same time, the short intervention duration of only four meetings restricts conclusions about long-term retention and transfer of reading comprehension. Additionally, the potential Hawthorne effect, where students may have changed their behaviour simply because they knew they were being observed. Lastly, the use of purposive sampling could have introduced selection bias,

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[101] Asmara, Muhammad, dan Almubarokah, "The Effect of Online Learning," 50.

[102] Priyanti, N.W.I., M.H. Santosa, and K.S. Dewi. 2019. "Effect of Quizizz Towards the Eleventh-Grade English Students' Reading Comprehension in Mobile Learning Context." Educational Technology Review 10 (1): 78–90.

[103] Yulia Udin Safitri, Abidin Pammu, and Nasmilah. 2022. "The Effect of Quizizz Application in Reading Comprehension Toward the Second Grade Students at SMP Negeri 1 Tellu Siattinge." Journal of Educational Innovation 8 (3): 150–65.

[104] Enden Ratnasari, Rani Hikmawati, dan Rafi Nizam Ghifari, "Quizizz Application as Gamification Platform to Bridge Students in Teaching Reading Comprehension," Journal of Educational Psychology 13, no. 4 (2019): 210–25.

making the sample less representative. Acknowledging these limitations is important for interpreting the results and for guiding future research.

A comparison with other studies that found different results highlights important contextual factors. For example, Johnson[105] reported that gamification did not improve reading comprehension in students with low digital literacy. At the same time, Lee and Kim[106] cautioned that excessive game elements could distract students from a deep understanding of the material. These findings suggest that the effectiveness of gamified tools, such as Quizizz, depends on students' readiness to use technology and on striking a balance between game features and instructional goals. The positive results in this study may be due to the use of culturally relevant content, which helped maintain students' focus and engagement.

To understand why Quizizz combined with Local Wisdom Stories worked effectively, several mechanisms can be highlighted. As Ratnasari et al.[107] and Priyanti et al.[108] argue, Quizizz's gamification features, including points, leaderboards, and immediate feedback, increase motivation and engagement, which are crucial for sustained learning. Its interactive nature encourages active participation and repeated practice, reinforcing learning through retrieval and application. Importantly, culturally familiar stories activate prior knowledge and schema, facilitating deeper cognitive processing

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[105] Johnson, Michael. 2019. "The Impact of Digital Literacy on Gamified Learning Outcomes in Reading." International Journal of Educational Technology 12 (1): 78–89.

[106] Lee, Sung, and Hyun Kim. 2020. "Balancing Game Elements and Cognitive Load in Digital Reading Platforms." Computers in Human Behavior 112: 106472.

[107] Ratnasari, Hikmawati, dan Ghifari, "Quizizz Application as Gamification Platform," 215.

[108] Priyanti, Santosa, dan Dewi, "Effect of Quizizz," 82.

and comprehension. Furthermore, the social and competitive aspects foster peer interaction and collaborative learning, enhancing understanding through discussion and shared problem-solving.

For practical implementation, educators should carefully select or develop culturally relevant stories that align with curriculum standards and students' reading levels. Teacher training on Quizizz's functionalities, including quiz creation, game management, and data interpretation, is essential to maximise benefits, as emphasised by Yulia Udin Safitri et al.[109]. Ensuring equitable access to technology helps prevent participation disparities. Integrating Quizizz sessions regularly while balancing game elements with instructional goals helps avoid distractions. Group-based activities should be encouraged to promote collaboration and peer learning, a practice supported by Ratnasari et al.[110]. Continuous monitoring of student progress, adjusting content difficulty, providing technical support, and holding reflective discussions after sessions are recommended to deepen comprehension and connect game activities to learning objectives.

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[109] Safitri, Pammu, dan Nasmilah, "The Effect of Quizizz Application," 155.
[110] Ratnasari, Hikmawati, dan Ghifari, "Quizizz Application as Gamification Platform," 215.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the research conclusions and offers suggestions for future actions and studies. It summarizes the study's main findings and emphasizes their significance regarding the research objectives. The researcher reflects on the implications of the results and how they contribute to understanding the topic. Furthermore, suggestions are provided based on the conclusions to support practical applications and guide future research directions. Overall, this chapter offers a concise summary of the study's contributions and proposes meaningful steps forward.

A. Conclusion

This study aimed to evaluate the effectiveness of Quizizz as a teaching medium in enhancing students' reading comprehension through the use of Local Wisdom Stories. The goal was to assess whether a gamified digital platform, when integrated with culturally relevant narrative texts, could significantly impact the reading comprehension of tenth-grade students at MAN 1 Jember.

The results demonstrated that the experimental class that received Quizizz with Local Wisdom Stories instruction achieved notably higher post-test scores than the control class that used conventional teaching methods. The statistical significance ($p = 0.007 < 0.05$) confirms that the gamified learning approach using local cultural texts (Local Wisdom Stories) improved students'

reading comprehension. This outcome supports previous research indicating that digital gamification tools can enhance reading comprehension, especially when offering immediate students and interactive tasks.

B. Limitations of the Research

This research faced several limitations. The duration of the research was limited, with only four meetings conducted for the treatment, which is relatively short and restricts the ability to conclude long-term retention and transfer of reading comprehension skills. Moreover, the sample size for each group was relatively small (n = 33), which may limit the statistical power and generalizability of the findings. The possibility of the Hawthorne effect may have impacted student behaviour, as participants might have modified their actions simply because they were aware of being observed. Additionally, the purposive sampling technique used could have introduced selection bias, making the sample less representative of the larger population.

Despite these limitations, the findings suggest important implications for English language instruction, especially in reading comprehension. The combination of gamified learning tools and culturally relevant content (Quizizz with Local Wisdom Stories) offers a practical, engaging, and student-centred approach to improving students' reading comprehension. This method promotes academic success, fosters a deeper connection to local culture, and enhances student engagement in the classroom.

Future research should extend treatment duration, explore the effects on other language skills, and employ representative sampling methods to reduce

bias and enhance generalizability. Studies should also minimize the Hawthorne effect through discreet observation or stricter control groups. Additionally, investigating learners' perceptions, motivation, and engagement with gamified tools, as well as exploring diverse learning methods beyond gamification and cultural content, can offer valuable insights for improving student engagement and comprehension.

C. Suggestion

The researcher would like to provide some suggestions based on the research findings, particularly for the benefit of teachers, students, and other researchers. Referring to the findings of this research, the utilization of Quizizz with Local Wisdom Stories can significantly affect students' reading comprehension. Below are a few suggestions:

1. For Teacher

Considering the various obstacles teachers often face in the classroom learning process, more creative and interactive strategies are needed to encourage students to develop reading comprehension skills effectively. Thus, students are expected to be able to understand the content of reading better. One alternative method that can be applied is integrating technology into the learning process, such as using Quizizz based on local wisdom stories. In its application, teachers need to provide clear instructions on how to use it, guide students during the process, and ensure the availability of an adequate internet connection. It intends to support students

in understanding the material optimally, facilitate access to learning, and prevent them from falling behind in the learning process.

2. For Students

Students are expected to remain actively involved in learning to eliminate the notion that learning English is tedious and challenging. In line with the teacher's role, students are also responsible for participating actively in class. They need to follow the instructions given by the teacher with full attention and thoroughness to obtain maximum learning outcomes. Thus, the learning process in the school environment can take place more pleasantly and interestingly.

3. For Other Researchers

This research was conducted on a limited scale due to the researcher's limited time, which was only a few weeks to complete the entire series of activities. Therefore, further research is needed over a more extended period and with a broader scope to obtain more representative findings. Specifically, future studies are encouraged to extend the intervention duration to observe better long-term effects, such as retention and transfer of reading comprehension skills. Increasing the sample size would also enhance the statistical power and improve the generalizability of the results. Additionally, researchers should consider employing more representative sampling methods, such as stratified random sampling, to minimize selection bias. It is also important to design studies that minimize the Hawthorne effect, for example, through discreet observation or stricter

control groups. Moreover, exploring variations in learning methods beyond gamified and culturally relevant content could provide further insights into practical strategies for improving reading comprehension and student engagement.

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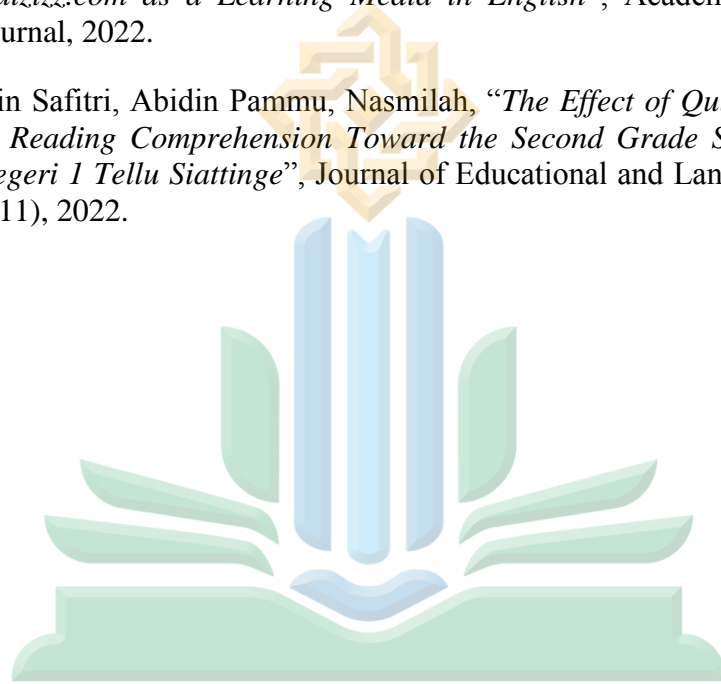
APPENDICES

Appendix 1: Statement of Authencity

STATEMENT OF AUTHENTICITY

The undersigned below:

Name	: Marisa Nur Izza Afkarina
NIM	: T20196169
Major	: English Education
Faculty	: Faculty of Tarbiyah and Teaching Training
Institution	: State Islamic University of Jember

State that indeed, there were no plagiarism of previous researches in this research except for the mentioned statement in form of citation and references.

In the future, if the result of this research proven as a plagiarism work and claimed by other parties, I am willing to be processed according to the applicable law.

That is all this letter is sincerely made for and without any pressure.

Jember, 13ᵗʰ June 2025
As the person in charge,

Marisa Nur Izza Afkarina
NIM. T20196169

Appendix 2: Matrix of Research

Tittle	Problems	Variables	Indicators	Data Resources	Research Methodology	Research Hypothesis
Unveiling the Power of Quizizz: Enhancing EFL Learners' Reading Comprehension Through Local Wisdom Stories	Do the students taught by using Quizizz have better reading comprehension than the students' taught by non-Quizizz?	Dependent variable: Reading Comprehension with Local Wisdom stories. Independent variable: Learning activity using Quizizz.	1. Reading Comprehension Indicators: - Identifying main idea. - Finding specific information. - Understanding the word of meaning. - Identifying reference. - Determining text structure. - Making inference. 2. Quizizz with Local Wisdom Stories.	1. Instrument: - Reading Comprehension test with Local Wisdom Stories. 2. Data: - Students' score.	1. Research design: Quasi experimental (Non-equivalent). 2. Method of data collection: Pre-test and Post-test. 3. Data analysis: a. Validity Test b. Reliability Test c. NormalityTest d. Homogeneity Test e. T-test	1. Null Hypothesis (H_0): There is no significant improvement of students' reading comprehension with Local Wisdom stories whom being taught by using Quizizz than those who earn no treatment. 2. Alternative hypothesis (H_a): There is a significant improvement of the students' reading comprehension with Local Wisdom stories whom being taught by using Quizizz and those who earn no treatment.

Appendix 3: Blueprint Pre-test

KISI-KISI INSTRUMENT READING COMPREHENSION PRE-TEST

Mata Pelajaran   : Bahasa Inggris   Waktu   : 37,5 menit

Kelas/Fase   : X/E   Jumlah Soal : 25

Penyusun Kisi-kisi   : Marisa Nur Izza Afkarina

No.	Capaian Elemen	Kelas/Fase	Materi	Indikator Reading Comprehension	Indikator Soal	Bentuk Tes	Nomer Soal
1	*Membaca – Memirsa* Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks	X/E	Narrative Text	Identifying reference	Disajikan teks naratif tentang cerita legenda di Indonesia (kearifan lokal), siswa dapat menentukan unsur kebahasaan yang terdapat dalam teks naratif.	PG	7, 9, 17
				Determining text structure	Disajikan teks naratif tentang cerita legenda di Indonesia (kearifan lokal), siswa dapat menentukan struktur teks yang terdapat dalam teks naratif.	PG	6, 16, 24
				Finding specific information	Disajikan teks naratif tentang cerita legenda di Indonesia (kearifan lokal), siswa dapat menentukan informasi spesifik yang terdapat dalam teks naratif.	PG	3, 4, 13, 14, 21, 23
				Identifying main	Disajikan teks naratif tentang	PG	1, 2, 10,

			idea	cerita legenda di Indonesia (kearifan lokal), siswa dapat menentukan gagasan utama yang terdapat dalam teks naratif.		11, 12, 20
visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.			Understanding the meaning of word	Disajikan teks naratif tentang cerita legenda di Indonesia (kearifan lokal), siswa dapat menentukan makna kosakata tertentu yang terdapat dalam teks naratif.	PG	8, 18, 19, 25
			Making inference	Disajikan teks naratif tentang cerita legenda di Indonesia (kearifan lokal), siswa dapat menentukan kesimpulan yang terdapat dalam teks naratif.	PG	5, 15, 22

PENILAIAN

Nomer Soal	Bobot Soal
1-25	4
Jumlah Skor Maksimal	100

Jika benar mendaptkan skor 4
Jika salah mendapatkan skor 0
Penentuan Nilai : N Skor Perolehan x 100
              Skor Maksimal

KUNCI JAWABAN

1. E
2. A
3. B
4. A
5. A

6. C
7. D
8. E
9. D
10. D

11. A
12. C
13. C
14. D
15. B

16. A
17. E
18. B
19. E
20. C

21. E
22. D
23. B
24. B
25. A

Appendix 4: Blueprint Post-test

KISI-KISI INSTRUMENT READING COMPREHENSION POST-TEST

Mata Pelajaran	: Bahasa Inggris		Waktu	: 37,5 menit
Kelas/Fase	: X/E		Jumlah Soal	: 25
Penyusun Kisi-kisi	: Marisa Nur Izza Afkarina			

No.	Capaian Elemen	Kelas/ Fase	Materi	Indikator Reading Comprehension	Indikator Soal	Bentuk Tes	Nomer Soal
1	*Membaca – Memirsa* Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks	X/E	Narrative Text	Identifying reference	Disajikan teks naratif tentang cerita legenda di Indonesia (kearifan lokal), siswa dapat menentukan unsur kebahasaan yang terdapat dalam teks naratif.	PG	5, 17, 24
				Determining text structure	Disajikan teks naratif tentang cerita legenda di Indonesia (kearifan lokal), siswa dapat menentukan struktur teks yang terdapat dalam teks naratif.	PG	7, 14, 23
				Finding specific information	Disajikan teks naratif tentang cerita legenda di Indonesia (kearifan lokal), siswa dapat menentukan informasi spesifik yang terdapat dalam teks naratif.	PG	1, 3, 11, 13, 20, 21
				Identifying main	Disajikan teks naratif tentang	PG	2, 8, 9,

			idea	cerita legenda di Indonesia (kearifan lokal), siswa dapat menentukan gagasan utama yang terdapat dalam teks naratif.		10, 18, 19
			Understanding the meaning of word	Disajikan teks naratif tentang cerita legenda di Indonesia (kearifan lokal), siswa dapat menentukan makna kosakata tertentu yang terdapat dalam teks naratif.	PG	6, 15, 16, 25
			Making inference	Disajikan teks naratif tentang cerita legenda di Indonesia (kearifan lokal), siswa dapat menentukan kesimpulan yang terdapat dalam teks naratif.	PG	4, 12, 22

visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.

PENILAIAN

Nomer Soal	Bobot Soal
1-25	4
Jumlah Skor Maksimal	100

Jika benar mendaptkan skor 4
Jika salah mendapatkan skor 0
Penentuan Nilai : N $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}}$ x 100

KUNCI JAWABAN

1. B
2. A
3. D
4. E
5. C

6. A
7. A
8. C
9. B
10. B

11. C
12. D
13. D
14. E
15. C

16. A
17. E
18. B
19. C
20. E

21. B
22. B
23. A
24. E
25. C

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J E M B E R

Appendix 5: Teaching Module (Experimental Class)

MODUL AJAR BAHASA INGGRIS

NARRATIVE TEXT

IDENTITAS DAN INFORMASI UMUM MODUL	
A. IDENTITAS MODUL	
Nama penyusun	Marisa Nur Izza Afkarina
Nama Sekolah	MAN 1 Jember
Tahun Pelajaran	2024-2025
Mata Pelajaran	Bahasa Inggris
Kelas	X BIC 2
Jumlah siswa	36
Fase	E
Alokasi Waktu	8 JP (8 X 45 Menit)
Materi	Narrative Text
Capaian Umum	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

Capaian Elemen	*Membaca – Memirsa*
	Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

B. KOMPETENSI AWAL

Peserta didik memahami informasi detail dan ide pokok teks narasi legenda dalam konteks budaya Indonesia (kearifan lokal).

C. PROFIL PANCASILA

1. Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
2. Berkebinekaan global,
3. Bergotong-royong,
4. Mandiri,
5. Bernalar kritis.

D. SARANA DAN PRASARANA

Media	Quizizz with Local Wisdom Stories, LCD proyektor, Laptop, Smartphone, jaringan internet.
Sumber Belajar	Quizizz with Locaal Wisdm Stories, materi ajar.

E. TARGET PESERTA DIDIK

Peserta didik regular

F. MODEL PEMBELAJARAN	
Technology-Enhanced Learning (TEL)	
G. ASESMEN	
Asesmen formatif	Menganalisis teks naratif
Asesmen sumatif	Soal multipe-choice yang berkaitan dengan teks naratif
KOMPONEN INTI MODUL	
TUJUAN PEMBELAJARAN	
1. Peserta didik mampu mengidentifikasi fungsi sosial teks naratif. 2. Peserta didik mampu mengidentifikasi struktur kebahasaan dalam sebuah teks naratif. 3. Peserta didik mampu menganalisis unsur kebahasaaan dalam sebuah teks naratif. 4. Peserta didik mampu menentukan gagasan utama yang terdapat dalam teks naratif. 5. Peserta didik mampu mengartikan kata kata sulit yang terdapat dalam teks naratif. 6. Peserta didik mampu menyimpulkan pesan yang tertera dalam teks naratif.	
PEMAHAMAN BERMAKNA	
1. Peserta didik dapat memahami, mengidentifikasi, menganalisis, dan menyimpulkan isi dari teks naratif legenda kebudayaan Indonesia (kearifan lokal). 2. Peserta didik dapat memahami dan mengambil pesan moral dalam teks naratif legenda yang berkaitan erat dengan kebudayaan Indonesia (kearifan lokal). 3. Peserta didik dapat mengadaptasi nilai-nilai kemanusiaan yang positif yang didapatkan setelah memahami teks naratif tentang legenda kebudayaan Indonesia (kearifan lokal).	
PERTEMUAN 1	
Kegiatan Pendahuluan (10 menit)	• Guru memberi salam dan meminta ketua kelas memimpin peserta didik untuk berdoa sebelum

	pembelajaran.
	• Guru mengecek kehadiran peserta didik.
	• Guru memberikan apersepsi atau mengaitkan materi pembelajaran yang akan dipelajari dengan pengalaman dan pemahaman peserta didik dengan materi sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
	• Guru menyampaikan motivasi tentang apa yang dapat diperoleh siswa (objektif dan bermanfaat) dengan mempelajari materi tersebut.
Kegiatan Inti (60 menit)	• Guru membimbing peserta didik untuk membuka laman web Quizizz.com dan membimbing peserta didik untuk mengoperasiakan web tersebut.
	• Guru meminta peserta didik memasukkan kode yang telah diberikan untuk membuka interactive presentation dalam web Quizizz.
	• Guru memberikan stimulus berupa pemberian materi teks Naratif meliputi definisi atau pengertian, fungsi sosial, dan jenis teks naratif melalui web Quizizz.
	• Guru mendiskusikan materi dengan peserta didik.
	• Guru menginstruksikan peserta didik untuk membuat kelompok terdiri dari 4 orang perkelompok.
	• Guru menyediakan sebuah teks naratif dalam web Quizizz dan meminta setiap kelompok untuk menganalisa fungsi sosial teks naratif, mencari informasi atau pesan, dan mencari kosa kata sulit yang terdapat dalam teks tersebut.
	• Guru meminta setiap perwakilan kelompok untuk

	membacakan hasil diskusi masing-masing kelompok.
	• Guru memberikan umpan balik (feedback) kepada setiap kelompok.
	• Guru meminta peserta didik untuk memasukkan kode baru dan memberikan soal 'Multiple-Choice' berdasarkan teks yang sudah dibahas untuk mengasah pemahaman peserta didik.
Kegiatan Penutup (10 menit)	• Guru membuka sesi tanya jawab tentang materi yang telah dipelajari.
	• Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran yang telah dipelajari.
	• Guru memberikan refleksi dan motivasi kepada peserta didik terkait pembelajaran hari ini.
	• Guru menutup pembelajaran dengan berdo'a bersama.
PERTEMUAN 2	
Kegiatan Pendahuluan (10 menit)	• Guru memberi salam dan meminta ketua kelas memimpin peserta didik untuk berdoa sebelum pembelajaran.
	• Guru mengecek kehadiran peserta didik.
	• Guru memberikan apersepsi atau mengaitkan materi pembelajaran yang akan dipelajari dengan pengalaman dan pemahaman peserta didik dengan materi sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
	• Guru menyampaikan motivasi tentang apa yang dapat diperoleh siswa (objektif dan bermanfaat)

	dengan mempelajari materi tersebut.
Kegiatan Inti (60 menit)	• Guru membimbing peserta didik untuk membuka laman web Quizizz.com dan membimbing peserta didik untuk mengoperasiakan web tersebut. • Guru meminta peserta didik memasukkan kode yang telah diberikan untuk membuka interactive presentation dalam web Quizizz. • Guru memberikan stimulus berupa pemberian materi teks Naratif meliputi struktur teks naratif (generic structure) melalui web Quizizz. • Guru mendiskusikan materi dengan peserta didik. • Guru menginstruksikan peserta didik untuk berkumpul bersama kelompok yang telah dibentuk sebelumnya. • Guru menyediakan sebuah teks naratif dalam web Quizizz dan meminta setiap kelompok untuk menganalisa struktur teks, mencari informasi atau pesan, dan mencari kosa kata sulit yang terdapat dalam teks tersebut. • Guru meminta setiap perwakilan kelompok untuk membacakan hasil diskusi masing-masing kelompok. • Guru memberikan umpan balik (feedback) kepada setiap kelompok. • Guru meminta peserta didik untuk memasukkan kode baru dan memberikan soal 'Multiple-Choice' berdasarkan teks yang sudah dibahas untuk mengasah pemahaman peserta didik.
Kegiatan Penutup (10 menit)	• Guru membuka sesi tanya jawab tentang materi yang telah dipelajari.

	• Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran yang telah dipelajari.
	• Guru memberikan refleksi dan motivasi kepada peserta didik terkait pembelajaran hari ini.
	• Guru menutup pembelajaran dengan berdo'a bersama.
PERTEMUAN 3	
Kegiatan Pendahuluan (10 menit)	• Guru memberi salam dan meminta ketua kelas memimpin peserta didik untuk berdoa sebelum pembelajaran.
	• Guru mengecek kehadiran peserta didik.
	• Guru memberikan apersepsi atau mengaitkan materi pembelajaran yang akan dipelajari dengan pengalaman dan pemahaman peserta didik dengan materi sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
	• Guru menyampaikan motivasi tentang apa yang dapat diperoleh siswa (objektif dan bermanfaat) dengan mempelajari materi tersebut.
Kegiatan Inti (60 menit)	• Guru membimbing peserta didik untuk membuka laman web Quizizz.com dan membimbing peserta didik untuk mengoperasiakan web tersebut.
	• Guru meminta peserta didik memasukkan kode yang telah diberikan untuk membuka interactive presentation dalam web Quizizz.
	• Guru memberikan stimulus berupa pemberian materi teks Naratif meliputi unsur kebahasaan teks naratif melalui web Quizizz.

	• Guru mendiskusikan materi dengan peserta didik.
	• Guru menginstruksikan peserta didik untuk berkumpul bersama kelompok yang telah dibentuk sebelumnya.
	• Guru menyediakan sebuah teks naratif dalam web Quizizz dan meminta setiap kelompok untuk menganalisa unsur kebahasaan teks dan mencari kosa kata sulit yang terdapat dalam teks tersebut.
	• Guru meminta setiap perwakilan kelompok untuk membacakan hasil diskusi masing-masing kelompok.
	• Guru memberikan umpan balik (feedback) kepada setiap kelompok.
	• Guru meminta peserta didik untuk memasukkan kode baru dan memberikan soal 'Multiple-Choice' berdasarkan teks yang sudah dibahas untuk mengasah pemahaman peserta didik.
Kegiatan Penutup (10 menit)	• Guru membuka sesi tanya jawab tentang materi yang telah dipelajari.
	• Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran yang telah dipelajari.
	• Guru memberikan refleksi dan motivasi kepada peserta didik terkait pembelajaran hari ini.
	• Guru menutup pembelajaran dengan berdo'a bersama.
PERTEMUAN 4	
Kegiatan Pendahuluan (10 menit)	• Guru memberi salam dan meminta ketua kelas memimpin peserta didik untuk berdoa sebelum pembelajaran.

	• Guru mengecek kehadiran peserta didik.
	• Guru memberikan apersepsi atau mengaitkan materi pembelajaran yang akan dipelajari dengan pengalaman dan pemahaman peserta didik dengan materi sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjtnya.
	• Guru menyampaikan motivasi tentang apa yang dapat diperoleh siswa (objektif dan bermanfaat) dengan mempelajari materi tersebut.
Kegiatan Inti (60 menit)	• Guru membimbing peserta didik untuk membuka laman web Quizizz.com dan membimbing peserta didik untuk mengoperasiakan web tersebut.
	• Guru meminta peserta didik memasukkan kode yang telah diberikan untuk membuka interactive presentation dalam web Quizizz.
	• Guru memberikan stimulus berupa pembahasan kembali materi teks Naratif meliputi definisi, fungsi sosial, jenis teks naratif, dan unsur kebahasaan melalui web Quizizz.
	• Guru mendiskusikan kembali materi dengan peserta didik.
	• Guru menginstruksikan peserta didik untuk berkumpul bersama kelompok yang telah dibentuk sebelumnya.
	• Guru menyediakan sebuah teks naratif dalam web Quizizz dan meminta setiap kelompok untuk menganalisa teks naratif dan mencari kosa kata sulit yang terdapat dalam teks tersebut.
	• Guru meminta setiap perwakilan kelompok untuk

	membacakan hasil diskusi masing-masing kelompok.
	• Guru memberikan umpan balik (feedback) kepada setiap kelompok.
	• Guru meminta peserta didik untuk memasukkan kode baru dan memberikan soal 'Multiple-Choice' berdasarkan teks yang sudah dibahas untuk mengasah pemahaman peserta didik.
Kegiatan Penutup (10 menit)	• Guru membuka sesi tanya jawab tentang materi yang telah dipelajari.
	• Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran yang telah dipelajari.
	• Guru memberikan refleksi dan motivasi kepada peserta didik terkait pembelajaran hari ini.
	• Guru menutup pembelajaran dengan berdo'a bersama.

Appendix 6: Teaching Module (Control Class)

MODUL AJAR BAHASA INGGRIS

NARRATIVE TEXT

IDENTITAS DAN INFORMASI UMUM MODUL	
H. IDENTITAS MODUL	
Nama penyusun	Marisa Nur Izza Afkarina
Nama Sekolah	MAN 1 Jember
Tahun Pelajaran	2024-2025
Mata Pelajaran	Bahasa Inggris
Kelas	X BIC 1
Jumlah siswa	36
Fase	E
Alokasi Waktu	8 JP (8 X 45 Menit)
Materi	Narrative Text
Capaian Umum	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
Capaian Elemen	*Membaca – Memirsa*
	Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

A. KOMPETENSI AWAL	
Peserta didik memahami informasi detail dan ide pokok teks narasi legenda dalam konteks budaya Indonesia (kearifan lokal).	
B. PROFIL PANCASILA	
1. Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia 2. Berkebinekaan global, 3. Bergotong-royong, 4. Mandiri, 5. Bernalar kritis.	
C. SARANA DAN PRASARANA	
Media	Papan tulis, LCD proyektor, Laptop, Google Form.
Sumber Belajar	Materi ajar.
D. TARGET PESERTA DIDIK	
Peserta didik regular	
E. MODEL PEMBELAJARAN	
Cooperative Learning	
F. ASESMEN	
Asesmen formatif	Menganalisis teks naratif
Asesmen sumatif	Soal multiple-choice yang berkaitan dengan teks naratif
KOMPONEN INTI MODUL	
TUJUAN PEMBELAJARAN	
1. Peserta didik mampu mengidentifikasi fungsi sosial teks naratif. 2. Peserta didik mampu mengidentifikasi struktur kebahasaan dalam sebuah teks naratif. 3. Peserta didik mampu menganalisis unsur kebahasaaan dalam sebuah teks naratif. 4. Peserta didik mampu menentukan gagasan utama yang terdapat dalam teks naratif. 5. Peserta didik mampu mengartikan kata kata sulit yang terdapat dalam teks naratif. 6. Peserta didik mampu menyimpulkan pesan yang tertera dalam teks naratif.	
PEMAHAMAN BERMAKNA	
1. Peserta didik dapat memahami, mengidentifikasi, menganalisis, dan menyimpulkan isi dari teks naratif legenda kebudayaan Indonesia (kearifan lokal). 2. Peserta didik dapat memahami dan mengambil pesan moral dalam teks naratif legenda yang berkaitan erat dengan kebudayaan Indonesia (kearifan lokal). 3. Peserta didik dapat mengadaptasi nilai-nilai kemanusiaan yang positif yang didapatkan setelah memahami teks naratif tentang legenda kebudayaan Indonesia (kearifan lokal).	
PERTEMUAN 1	
Kegiatan Pendahuluan	• Guru memberi salam dan meminta ketua kelas

(10 menit)	memimpin peserta didik untuk berdoa sebelum pembelajaran.
	• Guru mengecek kehadiran peserta didik.
	• Guru memberikan apersepsi atau mengaitkan materi pembelajaran yang akan dipelajari dengan pengalaman dan pemahaman peserta didik dengan materi sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
	• Guru menyampaikan motivasi tentang apa yang dapat diperoleh siswa (objektif dan bermanfaat) dengan mempelajari materi tersebut.
Kegiatan Inti (60 menit)	• Guru memberikan stimulus berupa pemberian materi teks Naratif meliputi definisi atau pengertian, fungsi sosial, dan jenis teks naratif.
	• Guru mendiskusikan materi dengan peserta didik.
	• Guru menginstruksikan peserta didik untuk membuat kelompok terdiri dari 4 orang perkelompok.
	• Guru menyediakan sebuah teks naratif dan meminta setiap kelompok untuk menganalisa fungsi sosial teks naratif, mencari informasi atau pesan, dan mencari kosa kata sulit yang terdapat dalam teks tersebut.
	• Guru meminta setiap perwakilan kelompok untuk membacakan hasil diskusi masing-masing kelompok.
	• Guru memberikan umpan balik (feedback) kepada setiap kelompok.
	• Guru menginstruksikan untuk membuka laptop masing-masing.
	• Guru memberikan link Google Form soal 'Multiple-Choice' berdasarkan teks yang sudah dibahas untuk mengasah pemahaman peserta didik.
Kegiatan Penutup (10 menit)	• Guru membuka sesi tanya jawab tentang materi yang telah dipelajari.
	• Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran yang telah dipelajari.
	• Guru memberikan refleksi dan motivasi kepada peserta didik terkait pembelajaran hari ini.
	• Guru menutup pembelajaran dengan berdo'a bersama.
PERTEMUAN 2	
Kegiatan Pendahuluan	• Guru memberi salam dan meminta ketua kelas

(10 menit)	memimpin peserta didik untuk berdoa sebelum pembelajaran.
	• Guru mengecek kehadiran peserta didik.
	• Guru memberikan apersepsi atau mengaitkan materi pembelajaran yang akan dipelajari dengan pengalaman dan pemahaman peserta didik dengan materi sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
	• Guru menyampaikan motivasi tentang apa yang dapat diperoleh siswa (objektif dan bermanfaat) dengan mempelajari materi tersebut.
Kegiatan Inti (60 menit)	• Guru memberikan stimulus berupa pemberian materi teks Naratif meliputi struktur teks naratif (generic structure).
	• Guru mendiskusikan materi dengan peserta didik.
	• Guru menginstruksikan peserta didik untuk berkumpul bersama kelompok yang telah dibentuk sebelumnya
	• Guru menyediakan sebuah teks naratif dan meminta setiap kelompok untuk menganalisa struktur teks, mencari informasi atau pesan, dan mencari kosa kata sulit yang terdapat dalam teks tersebut.
	• Guru meminta setiap perwakilan kelompok untuk membacakan hasil diskusi masing-masing kelompok.
	• Guru memberikan umpan balik (feedback) kepada setiap kelompok.
	• Guru menginstruksikan untuk membuka laptop masing-masing.
	• Guru memberikan link Google Form soal 'Multiple-Choice' berdasarkan teks yang sudah dibahas untuk mengasah pemahaman peserta didik.
Kegiatan Penutup (10 menit)	• Guru membuka sesi tanya jawab tentang materi yang telah dipelajari.
	• Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran yang telah dipelajari.
	• Guru memberikan refleksi dan motivasi kepada peserta didik terkait pembelajaran hari ini.
	• Guru menutup pembelajaran dengan berdo'a bersama.

PERTEMUAN 3	
Kegiatan Pendahuluan (10 menit)	- Guru memberi salam dan meminta ketua kelas memimpin peserta didik untuk berdoa sebelum pembelajaran. - Guru mengecek kehadiran peserta didik. - Guru memberikan apersepsi atau mengaitkan materi pembelajaran yang akan dipelajari dengan pengalaman dan pemahaman peserta didik dengan materi sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. - Guru menyampaikan motivasi tentang apa yang dapat diperoleh siswa (objektif dan bermanfaat) dengan mempelajari materi tersebut.
Kegiatan Inti (60 menit)	- Guru memberikan stimulus berupa pemberian materi teks Naratif meliputi unsur kebahasaan teks naratif. - Guru mendiskusikan materi dengan peserta didik. - Guru menginstruksikan peserta didik untuk berkumpul bersama kelompok yang telah dibentuk sebelumnya - Guru menyediakan sebuah teks naratif dan meminta setiap kelompok untuk menganalisa unsur kebahasaan teks dan mencari kosa kata sulit yang terdapat dalam teks tersebut. - Guru meminta setiap perwakilan kelompok untuk membacakan hasil diskusi masing-masing kelompok. - Guru memberikan umpan balik (feedback) kepada setiap kelompok. - Guru menginstruksikan untuk membuka laptop masing-masing. - Guru memberikan link Google Form soal 'Multiple-Choice' berdasarkan teks yang sudah dibahas untuk mengasah pemahaman peserta didik.
Kegiatan Penutup (10 menit)	- Guru membuka sesi tanya jawab tentang materi yang telah dipelajari. - Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran yang telah dipelajari. - Guru memberikan refleksi dan motivasi kepada peserta didik terkait pembelajaran hari ini. - Guru menutup pembelajaran dengan berdo'a bersama.

PERTEMUAN 4	
Kegiatan Pendahuluan (10 menit)	• Guru memberi salam dan meminta ketua kelas memimpin peserta didik untuk berdoa sebelum pembelajaran. • Guru mengecek kehadiran peserta didik. • Guru memberikan apersepsi atau mengaitkan materi pembelajaran yang akan dipelajari dengan pengalaman dan pemahaman peserta didik dengan materi sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. • Guru menyampaikan motivasi tentang apa yang dapat diperoleh siswa (objektif dan bermanfaat) dengan mempelajari materi tersebut.
Kegiatan Inti (60 menit)	• Guru memberikan stimulus berupa pembahasan kembali materi teks Naratif meliputi definisi, fungsi sosial, jenis teks naratif, dan unsur kebahasaan. • Guru mendiskusikan kembali materi dengan peserta didik. • Guru menginstruksikan peserta didik untuk berkumpul bersama kelompok yang telah dibentuk sebelumnya. • Guru menyediakan sebuah teks naratif dan meminta setiap kelompok untuk menganalisa teks naratif dan mencari kosa kata sulit yang terdapat dalam teks tersebut. • Guru meminta setiap perwakilan kelompok untuk membacakan hasil diskusi masing-masing kelompok. • Guru memberikan umpan balik (feedback) kepada setiap kelompok. • Guru menginstruksikan untuk membuka laptop masing-masing. • Guru memberikan link Google Form soal 'Multiple-Choice' berdasarkan teks yang sudah dibahas untuk mengasah pemahaman peserta didik.
Kegiatan Penutup (10 menit)	• Guru membuka sesi tanya jawab tentang materi yang telah dipelajari. • Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran yang telah dipelajari. • Guru memberikan refleksi dan motivasi kepada peserta didik terkait pembelajaran hari ini. • Guru menutup pembelajaran dengan berdo'a bersama.

Appendix 7: Pre-test Instrument

Choose the correct answer by circle the options between a, b, c, d or e!

Read the following text carefully! The text is for question number 1-9.

Tangkuban Perahu

Dayang Sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave a birth to a baby boy and named him Sangkuriang.

One day he went hunting with his dog, si Tumang. In the bush he saw a pig, Wayungyang. He wanted to shoot Wayungyang but si Tumang hindered him. He was angry at it and killed it, and then took its heart home. When he told that it was si Tumang's heart, she was very angry and hit Sang Kuriang's head with a spoon. And he ran away and left his mother to the east. He did not know himself and forgot his name. He was about 16 years of age.

After along time Sang Kuriang came back to the jungle where his mother lived. She looked younger than her age, so Sang Kuriang fell in love with her. "Will you marry me?'' one day he asked her. But Dayang Sumbi refused because she recognized that he was her son. He insisted to marry her and Dayang Sumbi asked two marriage settlements. One, he had to dammed Citarum river, and two, had to make a boat in one night.

Sang Kuriang almost _____ his work but Dayang Sumbi cheated him. He was angry and kicked the boat. The boat fell upside down on the peak of mountain. It was known Tangkuban Perahu, at the northern of Bandung, West Java.

1. What is the main idea of the second paragraph?

   A. Sang Kuriang's mother praised him for his hunting skills.

   B. Si Tumang saved Sang Kuriang from being attacked by Wayungyang.

   C. Sang Kuriang was a skilled hunter who succeeded in catching Wayungyang.

   D. Sang Kuriang murdered Si Tumang because he was mad.

   E. The anger of Dayang Sumbi because of Si Tumang's death.

2. What is the main idea of the third paragraph?

   A. Dayang Sumbi's requirement to gently reject Sangkuriang's proposal.

   B. Sangkuriang proposed to Dayang Sumbi to get married to him.

C. His mother looked older so Sangkuriang didn't notice

D. Sangkuriang took his mother, who looked younger, to the forest.

E. Sangkuriang had feelings for his mother who seemed young.

3. Where is the legend from? It is from...

A. Banten

B. West Java

C. West Sumatra

D. Central Java

E. East Java

4. Why was Dayang Sumbi exiled in the jungle? Because she...

A. Was unmarried and pregnant

B. Was unmarried and not pregnant

C. Was married and pregnant

D. Followed her husband

E. Divorced her husband

5. Why did Dayang Sumbi refuse sangkuriang proposal?

A. Because she recognized that he was her son

B. Because Sangkuriang was not rich

C. Because she had a husband

D. Because Sangkuriang was ugly

E. Because Sangkuriang had a wife

6. What is the generic structure of the fourth paragraph?

A. Complication

B. Event

C. Resolution

D. Re-orientation

E. Orientation

7. " ... and then took its heart home." (Paragraph 2). The underlined word refers to…

A. Wayungyang

B. Dayang Sumbi

C. Pig

D. Tumang

E. Sangkuriang

8. "... she <u>recognized</u> that he was her son." (Paragraph 3) What does the underlined word mean?

A. Saw

B. Listened

C. Hid

D. Kept

E. Knew

9. Sang Kuriang almost _____ his work but Dayang Sumbi cheated him. (Paragraph 4) Choose the correct word to fill the blank space!

A. Started

B. Began

C. Forgot

D. Finished

E. Conducted

Read the following text carefully! The text is for question number 10-19.

The Legend of Toba Lake

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing at a river not far from his house. Luckily, he got a beautiful goldfish. He _____ it home then planned to cook it. When he got home, the fish turned into a beautiful woman.

The woman told him that she was <u>cursed</u>. She asked Toba to keep it as a secret. Toba agreed it only with one condition that she would marry him. Then they got married and soon had a son named Samosir. This boy liked to eat much food.

One day, mother asked Samosir to bring lunch to father. On the way to rice field, he stopped and ate most of food. After that, he gave the rest of food to his father. Toba was very angry and shouted at Samosir "You, a fish kid, you are

so <u>greedy</u>!" Samosir cried and ran toward his mother. He asked mother why father called him a fish kid.

The woman was really upset that Toba broke his promise. She told Samosir to climb to the hill near their house and to climb to the top of the tallest tree. She herself hurried up to the river where she met Toba the first time and disappeared.

The sky turned black and heavy rain fell onto the valley. The rain was so hard and so long that the valley started to flood. The water got higher and higher until the valley was no more. It had turned into a lake. People named the lake Toba. The hill became an island in the middle of the lake, and it was named Samosir Island. The son was believed to be the ancestor of Batak People of North Sumatera.

10. What is the main idea of the second paragraph?

   A. A woman had a child named Samosir.

   B. Toba revealed the woman's secret to everyone.

   C. Samosir liked to eat a lot of food.

   D. The agreement of Toba and the cursed woman.

   E. The woman asked Toba to break her curse.

11. What is the main idea of the third paragraph?

   A. Samosir ate his father's lunch that made him angry.

   B. Mother asked Samosir to make lunch for his father.

   C. Mother asked Samosir to help his father in the rice field.

   D. Samosir made lunch for his mother and father in the rice field.

   E. Mother and Samosir delivered food to his father.

12. What is the main idea of the last paragrpah?

   A. In one village of North Sumatra, there lived a poor farmer named Toba and he caught a fish.

   B. The formation of Lake Toba and Samosir Island, and the ancestor of the Batak people of West Sumatra.

C. The formation of Lake Toba and Samosir Island, and the the ancestor of the Batak people of North Sumatra.

D. The formation of Lake Samosir and Toba Island, and the ancestor of the Batak people of North Sumatra.

E. The water got higher until the valley was no more and it had turned into a lake.

13. What did Toba get when he went fishing at a river not far from his house?

A. He got a small fish and he planned to cook it

B. He got a beautiful big fish that turned into a beautiful woman

C. He got a beautiful goldfish that turned into a beautiful woman

D. He got a big fish and he planned to cook it

E. He got a beautiful fish and he wanted to keep it

14. Why was the mother very angry? Because..

A. Toba called Samosir a fish kid

B. Toba shouted at Samosir

C. Toba was angry

D. Toba broke his promise

E. Toba was sleep

15. What would probably happen if Toba kept his promise?

A. Samosir did not become greedy

B. There is no Lake Toba and Samosir Island

C. The woman did not turn into a human

D. Samosir did not get angry and disappear

E. The woman and Toba would not meet

16. Which paragraph that shows orientation of the text?

A. Paragraph 1

B. Paragraph 2

C. Paragraph 3

D. Paragraph 4

E. Paragraph 5

17. He _____ it home then planned to cook it. (Paragraph 1) Choose the correct word to fill the blank space!

    A. Left

    B. Threw

    C. Dropped

    D. Ate

    E. Carried

18. "... that she was <u>cursed</u>." (Paragraph 2) What does the underlined word mean?

    A. Played

    B. Damned

    C. Hated

    D. Liked

    E. Blessed

19. "You, a fish kid, you are so <u>greedy</u>!" (Paragraph 3) What does the underlined word mean?

    A. Liked to overplay

    B. Liked to overhate

    C. Liked to over-cry

    D. Liked to do good things overly

    E. Liked to over eat

Read the following text carefully! The text is for question number 20-25.

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was <u>unfaithful</u> to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her.

He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven After Sidopekso killed her, he threw her dead body into the dirty river.

The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu…Wangi… Banyuwangi". This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love.

20. What is the main idea of the second paragraph?
    A. The King sent his Prime Minister on a long mission.
    B. The King tried to get Sri Tanjung but failed.
    C. The King's false accusation against Sri Tanjung.
    D. Sidopekso brought his wife to the river to test her innocence.
    E. Sri Tanjung proved her innocence before her death.

21. What happened when the King sent Prime Minister Raden Sidopekso on a long mission?
    A. The King was kind to Sri Tanjung
    B. The King made Sri Tanjung his servant
    C. The King looked after the kingdom very well
    D. The King tried to get Sri Tanjung and succeeded.
    E. The King tried to flirt with Sri Tanjung but failed.

22. What would probably happen if Raden Sidopekso did not kill Sri Tanjung and threw her dead body in a dirty river?
    A. There was no affair between King Sulahkromo and Sri Tanjung.
    B. Raden Sidopekso and Sri Tanjung lived happily ever after.
    C. There was no long mission given by the King to the Prime Minister.
    D. There was no fragrance river called Banyuwangi.
    E. King never loved the Prime Minister's wife.

23. What is the purpose of the text above?
    A. To inform the reader about the news
    B. To entertain the readers about the folklore
    C. To entertain the readers about the fairy tale

D. To entertain the readers about the fable

E. To provide factual information

24. Which paragraphs show the complication of the text?

A. Paragraph 1

B. Paragraph 2

C. Paragraph 3

D. Paragraph 1 and paragraph 2

E. Paragraph 2 and paragraph 3

25. "... his wife was underline unfaithful to him." (Paragraph 2) What does the underlined word mean?

A. Disloyal

B. Unhappy

C. Unstabilized

D. Disappear

E. Faithful

Appendix 8: Post-test Instrument

Choose the correct answer by circle the options between a, b, c, d or e!

Read the following text carefully! The text is for question number 1-7.

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength. Thus, a competition of strength was held in the small kingdom. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been <u>enchanted</u> by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So, a nice fairy took *her* to the Kahyangan.

1. What is the purpose of the text above?
   A. To provide factual informations
   B. To entertain the readers about the folklore
   C. To entertain the readers about the myth
   D. To entertain the readers about the fairy tale
   E. To describe a particular person and place

2. What is the main idea of the third paragraph?
   A. Raden Begawan was killed by a wicked fairy after realizing Sang Prabu had been enchanted.
   B. Princess Teja Nirmala was taken to the Kahyangan by a nice fairy.
   C. The wicked fairy could not tolerate Raden Begawan's presence.

D. Sang Prabu went searching for Raden Begawan and found him in Kahyangan.

E. Raden Bengawan enchanted by a nice fairy and took him to the Kahyangan.

3. Why did the wicked fairy use her magic to make Raden Begawan unconscious?

A. She didn't like Raden Begawan

B. She didn't want Raden Prabu marry the princess

C. She wanted Teja Nirmala to forget about her wedding

D. She didn't want the prince of Blambangan marry the princess

E. She didn't want the prince of Blambangan feel love with her

4. What would probably happen if gods or goddesses did not mingle in the affairs of people in the earth at that time?

A. Princess Segara would be married to Raden Begawan

B. Sang Prabu would not hold a strength competition

C. Raden Begawan would not die

D. Teja Nirmala would stay in the Kahyangan

E. Wicked Fairy would not take Raden Begawan's life

5. "So, a nice fairy took *her* to the Kahyangan." (Paragraph 3) The word *her* in the sentence refers to…

A. The wicked fairy

B. The nice fairy

C. Princess Nirmala

D. Prince Teja

E. The prince of Blambangan

6. "… he had been <u>enchanted</u> by the wicked fairy." (Paragraph 3) What does the underlined word mean?

A. Bewitched

B. Disgusted

C. Annoyed

D. Confused

E. Bored

7. *Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.*

Pay attention to the paragraph above. Which generic structure does the paragraph above belong to?

A. Orientation

B. Complication

C. Introduction

D. Resolution

E. Re-orientation

Read the following text carefully! The text is for question number 8-17.

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to *oppose* this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling . Kbo Iwo was buried alive.

Then, the water in the well rose higher and higher until at last it overflowed and _____ Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

8. What is the main idea of the first paragraph?

   A. Kbo Iwo was a peaceful creature who protected the people of Bali.

   B. The Balinese people could never satisfy Kbo Iwo's hunger.

   C. Kbo Iwo was both a destroyer and a creator who required a large amount of food to be satisfied.

   D. Kbo Iwo lived in isolation on the Bali Island and helped the people grow food.

   E. Kbo Iwo demanded food from the Balinese people as part of a sacred ritual.

9. What is the main idea of third paragraph?

   A. The Balinese made a deep well

   B. The Balinese plan to get rid of Kbo Iwa

   C. Kbo Iwa ate food in the well

   D. The Balinese gathered with Kbo Iwa

   E. Kbo Iwa built houses and temples

10. What is the main idea of the fourth paragraph?

    A. Kbo Iwa overeat and dozed off.

    B. The death of Kbo Iwa.

    C. The villagers gathered the limestone.

    D. The villagers tossed limestone into the hole.

    E. The eldest man passed a sign to the villagers.

11. Why did Kbo Iwo feel angry to the Balinese people?

    A. Because Balinese people ate his meal

    B. Because Balinese people took his food so his barns was empty

    C. Because Balinese people didn't give him food

    D. Because Balinese people were in hunger

    E. Because Balinese people turned to rage

12. According to the story, what probably happened if Kbo Iwa never existed in Bali island?

    A. There would be no Bali island

    B. Bali People would never be angry

    C. All Balinese people would live a prosperous life

    D. We would not be able to see the beauty of Lake Batur

    E. Mount Batur would not be a sacred place now

13. What is Mount Batur?

    A. A lake build by Kbo Iwa

    B. A well dug by Kbo iwa

    C. The mountain build by Kbo Iwa

    D. A mound of earth dug by Kbo iwa from the well

    E. A home build by Balinese people to Kbo Iwa

14. Which paragraphs show the complication of the text?

    A. The first, second, and paragraph

    B. The second and third paragraph

    C. The third and fourth paragraph

    D. The first and fourth paragraph

    E. The second, the third, and fourth

15. "It made the Balinese turn to rage." (Paragraph 2) What does the underlined word mean?

    A. Tired

    B. Dizzy

    C. Angry

    D. Happy

    E. Pleased

16. "So, they came together to plan steps to *oppose* this powerful giant……"(Paragraph 3). The antonym of the word "*oppose*" is….

    A. Support

    B. Defeat

    C. Turn Against

D. Beat

E. Change

17. Then, the water in the well rose higher and higher until at last it overflowed and _____ Lake Batur. (Paragraph 5) Choose the correct word to fill the blank space!

A. Covered

B. Flooded

C. Destroyed

D. Dried

E. Formed

Read the following text carefully! The text is for question number 18-25.

The Legend of Kesodo Feast in Mount Bromo

Hundreds years ago, the last king of Majapahit _____ a young princess from one of his wives. The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste.

Because of unfortunate situation the couple was forced to leave the kingdom. They settled in the mountain area. They ruled the area and named it Tengger, which was derived from their names, Roro Anteng and Joko Seger.

After several years of reign, the region flourished in prosperity, but Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed there night and day hoping that the God would listen. The prayer was heard and Betoro Bromo promised to give them many children. However, they had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children. Soon it was time to sacrifice the youngest child , Kusuma, but the parents could not do it. They tried to hide him, but an eruption happened and Kusuma fell into the crater. There was silence before they heard a voice. "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tengerese calendar)". It was Kusuma's voice.

Kusuma's brothers and sisters held the offering ceremony every year. Instead of human being, they collected fruits, vegetables, rice, and meat to be offer to the Gods. And this has been done generation after generation until today.

18. What is the main idea of third paragraph?

    A. Roro Anteng and Joko Seger prayed for children.

    B. The sacrifice of Roro Anteng and Joko Seger's youngest child.

    C. The region flourished under Roro Anteng and Joko Seger's reign.

    D. Roro Anteng and Joko Seger were glad to meet Betoro Bromo.

    E. Betoro Bromo granted Roro Anteng and Joko Seger's wish for prosperity.

19. What is the main idea of the fourth paragraph?

    A. The replacement of human sacrifation.

    B. Roro Anteng and Joko Seger's childern.

    C. The annual offering ceremony of Kesedo.

    D. The sacrifation of Kusuma.

    E. The ceremony of Tengerese.

20. After being forced to leave the Kingdom, where did Roro Anteng and Joko Seger live?

    A. They lived in rural areas, named Tengger

    B. They lived in coastal areas, named Tengger

    C. They lived in the city area, named Tengger

    D. They lived in the forest area, named Tengger

    E. They lived in the mountain area, named Tengger

21. What was the agreement between Roro Anteng and Joko Seger with Betoro Bromo?

    A. Roro Anteng and Joko Seger promised to give a lot of food to Betoro Bromo.

    B. Betoro Bromo promised to give many children to Roro Anteng and Joko Seger, but they had to promise to sacrifice their youngest child.

    C. Betoro Bromo promised to give many children to Roro Anteng and Joko Seger, but they had to give up their eldest child.

D. Betoro Bromo promised to give a lot of food to Roro Anteng and Joko Seger.

E. Betoro Bromo promised to give ten children to Roro Anteng and Joko Seger.

22. According to the text above, what would probably happen if Kusuma was not sacrificed?

A. Roro Anteng, Joko Seger, and their children would not survive

B. Roro Anteng, Joko Seger, and their children would not survive

C. Kusuma would survive and stay hidden

D. Kusuma and his siblings would survive

E. Roro Anteng and Joko Seger would go into hiding

23. What is generic structure of the text above?

A. Orientation – Complication – Resolution

B. Orientation – Re-orientation – Resolution

C. Re-orientation – Complication – Resolution

D. Orientation – Events – Re-orientation

E. Introduction – Events – Re-orientation

24. Hundreds years ago, the last king of Majapahit _____ a young princess from one of his wives. (Paragraph 1) Choose the correct word to fill the blank space!

A. Found

B. Searched

C. Looked

D. Loved

E. Had

25. "... they would sacrifice their youngest child in return." (Paragraph 3) What does the underlined word mean?

A. Invite
B. Meet
C. Surrender
D. Remember
E. Allow

Appendix 9: Validation Form Pre-Test and Post-test Intrument

VALIDATION FORM OF TEST

Petunjuk pengisian format penelaahan butir soal:

Analisislah instrument soal berdasarkan semua kriteria dan beri tanda cek (✓) pada kolom "ya" bila soal yang ditelaah sudah sesuai dengan kriteria dan beri tanda cek (✓) pada kolom "tidak" bila soal yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom komentar atau pada teks soal dan perbaikannya.

No.	Pertanyaan	Ya	Tidak	Komentar
1	Apakah instrumen sesuai dengan capaian elemen dan indikator untuk siswa kelas X?	✓		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3	Apakah indikator instrumen mencakup semua aspek reading comprehension yang terdiri dari, identifying main idea, finding specific information, understanding the meaning of word, identifying references, dan making inference?	✓		
4	Apakah instruksi dapat dipahami siswa?	✓		
5	Apakah alokasi waktu dengan soal yang disediakan sesuai?	✓		
6	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	✓		
7	Apakah instruksinya sudah sesuai dengan kisi-kisi?	✓		

Jember, 16 September 2024
Validator,

Nurul Riezza Riesty Fauzie, S.Pd.
NIP.19950628 2023212029

VALIDATION FORM OF TEST

Petunjuk pengisian format penelaahan butir soal:

Analisislah instrument soal berdasarkan semua kriteria dan beri tanda cek (✓) pada kolom "ya" bila soal yang ditelaah sudah sesuai dengan kriteria dan beri tanda cek (✓) pada kolom "tidak" bila soal yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom komentar atau pada teks soal dan perbaikannya.

No.	Pertanyaan	Ya	Tidak	Komentar
1	Apakah instrumen sesuai dengan capaian elemen dan indikator untuk siswa kelas X?	✓		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3	Apakah indikator instrumen mencakup semua aspek reading comprehension yang terdiri dari, identifying main idea, finding specific information, understanding the meaning of word, identifying references, dan making inference?	✓		
4	Apakah instruksi dapat dipahami siswa?	✓		
5	Apakah alokasi waktu dengan soal yang disediakan sesuai?	✓		
6	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	✓		
7	Apakah instruksinya sudah sesuai dengan kisi-kisi?	✓		

Jember, 16 September 2024

Validator,

Dewi Rachmayanti, S.Pd.

NIP. 19771214 2005012002

Appendix 10: The Latest Reading Score Test

No	Control Class		Exprimental Class	
	Code	Class	Code	Class
1	C-1	58	E-1	59
2	C-2	51	E-2	52
3	C-3	65	E-3	75
4	C-4	52	E-4	52
5	C-5	54	E-5	75
6	C-6	52	E-6	52
7	C-7	70	E-7	53
8	C-8	59	E-8	70
9	C-9	75	E-9	78
10	C-10	66	E-10	79
11	C-11	51	E-11	74
12	C-12	53	E-12	51
13	C-13	54	E-13	50
14	C-14	53	E-14	52
15	C-15	74	E-15	66
16	C-16	53	E-16	63
17	C-17	51	E-17	51
18	C-18	53	E-18	62
19	C-19	70	E-19	53
20	C-20	63	E-20	66
21	C-21	69	E-21	57
22	C-22	51	E-22	70
23	C-23	54	E-23	52
24	C-24	75	E-24	51
25	C-25	74	E-25	77
26	C-26	55	E-26	78
27	C-27	77	E-27	69
28	C-28	75	E-28	61
29	C-29	52	E-29	63
30	C-30	57	E-30	71
31	C-31	59	E-31	53
32	C-32	51	E-32	66
33	C-33	70	E-33	70
	Mean	60,49	Mean	62,77

Appendix 11: Reability Test (Pre-Test Instrument)

No	Students	Items/Questions																									Total Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	A	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	20
2	B	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	20
3	C	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	0	19
4	D	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	1	19
5	E	0	0	1	0	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	16
6	F	0	0	1	1	0	1	1	1	1	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	15
7	G	0	0	1	0	1	0	1	1	0	0	1	1	0	1	0	0	1	0	1	1	0	1	1	0	0	12
8	H	0	1	1	1	0	1	1	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	1	0	0	10
9	I	1	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	1	9
10	J	0	0	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	6
	Total Correct Answer	4	4	10	6	5	6	9	8	6	3	4	5	6	7	5	5	7	5	9	3	5	6	8	4	6	

	P	0.4	0.4	1	0.6	0.5	0.6	0.9	0.8	0.6	0.3	0.4	0.5	0.6	0.7	0.5	0.5	0.7	0.5	0.9	0.3	0.5	0.6	0.8	0.4	0.6	
	Q	0.6	0.6	0	0.4	0.5	0.4	0.1	0.2	0.4	0.7	0.6	0.5	0.4	0.3	0.5	0.5	0.3	0.5	0.1	0.7	0.5	0.4	0.2	0.6	0.4	
	Pq	0.24	0.24	0	0.24	0.25	0.24	0.9	0.16	0.24	0.21	0.24	0.25	0.24	0.21	0.25	0.25	0.21	0.25	0.09	0.21	0.25	0.24	0.16	0.24	0.24	5.24

K	25
$\sum pq$	5.24
Var (s^2)	23.24
KR20	0.81

Appendix 12: Reability Test (Post-Test Instrument)

No	Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total Score
1	A	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	20
2	B	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	1	19
3	C	1	0	0	0	0	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	17
4	D	0	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	0	1	1	1	1	1	0	1	0	17
5	E	0	1	1	0	0	0	1	0	0	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	15
6	F	1	1	1	0	1	0	1	1	1	0	1	1	1	0	1	0	1	1	0	0	0	0	1	0	1	15
7	G	1	0	0	0	1	0	1	0	1	1	0	1	0	0	0	0	1	0	1	1	0	1	0	1	0	11
8	H	1	1	0	0	1	1	0	0	1	1	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	9
9	I	1	0	1	1	0	0	0	1	0	0	1	1	0	1	0	0	1	0	0	0	0	0	1	0	0	9
10	J	0	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	6
	Total Correct Answer	6	7	6	4	5	4	7	6	8	5	6	5	6	5	4	4	5	6	5	6	5	4	7	7	5	

	P	0.6	0.7	0.6	0.4	0.5	0.4	0.7	0.6	0.8	0.5	0.6	0.5	0.6	0.5	0.4	0.4	0.5	0.6	0.5	0.5	0.5	0.4	0.7	0.7	0.5	
	Q	0.4	0.3	0.4	0.6	0.5	0.6	0.3	0.4	0.2	0.5	0.4	0.5	0.4	0.5	0.6	0.6	0.5	0.4	0.5	0.5	0.5	0.6	0.3	0.3	0.5	
	Pq	0.24	0.21	0.24	0.24	0.25	0.24	0.21	0.24	0.16	0.25	0.24	0.25	0.24	0.25	0.24	0.24	0.25	0.24	0.24	0.25	0.25	0.24	0.21	0.21	0.25	5.88

K	25
$\sum pq$	5.88
Var (s^2)	20.36
KR20	0.74

Appendix 13: Pictures of Research Activity

Appendix 14: Pre-Test Score

| No	Control Class		Exprimental Class	
	Code	Class	Code	Class
1	C-1	56	E-1	60
2	C-2	52	E-2	44
3	C-3	64	E-3	76
4	C-4	52	E-4	36
5	C-5	36	E-5	40
6	C-6	72	E-6	72
7	C-7	60	E-7	80
8	C-8	76	E-8	80
9	C-9	68	E-9	76
10	C-10	48	E-10	48
11	C-11	40	E-11	48
12	C-12	44	E-12	48
13	C-13	52	E-13	64
14	C-14	76	E-14	64
15	C-15	32	E-15	48
16	C-16	32	E-16	64
17	C-17	36	E-17	40
18	C-18	72	E-18	68
19	C-19	64	E-19	56
20	C-20	68	E-20	72
21	C-21	36	E-21	44
22	C-22	52	E-22	36
23	C-23	76	E-23	76
24	C-24	76	E-24	80
25	C-25	56	E-25	68
26	C-26	60	E-26	60
27	C-27	76	E-27	64
28	C-28	76	E-28	72
29	C-29	32	E-29	36
30	C-30	56	E-30	68
31	C-31	60	E-31	52
32	C-32	40	E-32	48
33	C-33	72	E-33	68
	Mean	56,67	Mean	59,28

Appendix 15: Post-Test Score

No	Control Class		Exprimental Class	
	Code	Class	Code	Class
1	C-1	76	E-1	76
2	C-2	68	E-2	72
3	C-3	72	E-3	80
4	C-4	64	E-4	56
5	C-5	60	E-5	68
6	C-6	80	E-6	84
7	C-7	60	E-7	88
8	C-8	84	E-8	96
9	C-9	76	E-9	92
10	C-10	72	E-10	76
11	C-11	56	E-11	72
12	C-12	72	E-12	80
13	C-13	76	E-13	84
14	C-14	88	E-14	76
15	C-15	64	E-15	68
16	C-16	56	E-16	76
17	C-17	72	E-17	76
18	C-18	84	E-18	80
19	C-19	76	E-19	72
20	C-20	64	E-20	88
21	C-21	68	E-21	72
22	C-22	68	E-22	64
23	C-23	84	E-23	92
24	C-24	88	E-24	96
25	C-25	72	E-25	80
26	C-26	64	E-26	76
27	C-27	80	E-27	72
28	C-28	84	E-28	88
29	C-29	56	E-29	68
30	C-30	64	E-30	72
31	C-31	68	E-31	76
32	C-32	60	E-32	76
33	C-33	84	E-33	80
	Mean	71,52	Mean	77,94

Appendix 16: Research Journal

RESEARCH JOURNAL

No.	Time	Research Subject	Activity	Signature
1	10th October 2024	Headmaster of MAN 1 Jember	Submission of research permit	
2	16th October 2024	Students (Experimental Class)	Pre-Test	
3	17th October 2024	Students (Control Class)	Pre-Test	
4	18th October 2024	Students (Experimental Class)	Treatment	
5	18th October 2024	Students (Control)	Treatment	
6	23rd October 2024	Students (Experimental Class)	Treatment	
7	24th October 2024	Students (Control Class)	Treatment	
8	25th October 2024	Students (Experimental Class)	Treatment	
9	25th October 2024	Students (Control Class)	Treatment	
10	30th October 2024	Students (Experimental Class)	Treatment	
11	31st October 2024	Students (Control Class)	Treatment	
12	1st November 2024	Students (Experimental Class)	Post-Test	
13	1st November 2024	Students (Control Class)	Post-Test	

Jember, 5th November 2024

Headmaster of MAN 1 Jember

Drs. Anwarudin, M.Si.

NIP. 196508121994031002

Appendix 17: Letter of Finishing Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH ALIYAH NEGERI 1 JEMBER
JL. Imam Bonjol No. 50 Telp 0331 (485109) Jember 68131
Website: www.man1jember.sch.id

SURAT KETERANGAN
TELAH MELAKSANAKAN PENELITIAN
Nomor : 1578/Ma.13.32.01/11/2024

Berdasarkan surat permohonan ijin Nomor : B-8584/In.20/3.a/PP.009/10/2024 tertanggal 10 Oktober 2024, tentang permohonan ijin penelitian dalam rangka penyelesaian tugas skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam negeri Kiai Haji Achmad Siddiq Jember oleh mahasiswa berikut:

Nama   : MARISA NUR IZZA AFKARINA
NIM   : T20196169
Program Studi   : TADRIS BAHASA INGGRIS

Judul skripsi/ penelitian mengenai:

Unveiling the Power of Quizizz: Enhancing EFL Learners' Reading Comprehension through Local Wisdom Stories

Dengan ini Kepala Madrasah Aliyah Negeri 1 Jember menerangkan bahwa mahasiswa tersebut di atas telah melaksanakan penelitian di MAN 1 Jember pada tanggal 15 Oktober 2024 sampai dengan 05 Nopember 2024.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Jember, 8 November 2024
Kepala,

Anwarudin

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), BSSN

Appendix 18: Bographical Data

BIOGRAPHICAL DATA OF WRITER

Name	: Marisa Nur Izza Afkarina
Major	: English Education
Place of Birth	: Jember
Date of Birth	: November 17, 2000
Address	: Jember, East Java
Education	: TK, graduated in 2007
	SDN, graduated in 2013
	SMPN, graduated in 2016
	MAN, graduated in 2019
Organization Experience	: Member of Human Resources Division of HMPS English Education Department (2021-2022)