

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

According to the findings of research that relates to the use of quizizz application in teaching reading virtual at senior high school at Ukhuwah Islamic Senior High School Banjarmasin. Based on the results of interviews with 2 English teachers, they applied the quizizz application in virtual teaching reading to students. In the process of finding the data needed, the researcher will describe some of the findings obtained by the researcher in the field, the researcher will describe and describe what the researcher has produced as follows how to use of the Quizizz Application in English Subjects To find out the use of the Quizizz Application, the researchers used interview techniques to the teachers and students of Ukhuwah Islamic Senior High School Banjarmasin.

1. The teacher implement *Quizizz* application in teaching reading virtual.

First, Quizizz is free tool that allows teachers to quickly turn introductory and review activities into fun, multiplayer activities for students. It works on any device with a browser, and allows you to create your own activities or to use those already made by other educators. No usernames or passwords are required. In this part of the question which given to the respondent to the following are the results of the researcher's interview with Mrs. XXXX as a teacher for the XI class of SMA Ukhuwah Islamic Senior High School Banjarmasin.

"So, bro, why do I use the quizizz application because the quizizz application there is a special attraction in the application, namely there is competence in it so that students can compete to get the best score, the students are more interested when learning using this application than other applications. Because if you use other applications, students rarely want to work and respond, for example, when the first online school learning was using Zoom as a medium, but after several meetings it was changed because it was felt that the use of zoom was not effective.

It's not effective because many students don't join the zoom ID that has been created, and there are many other problems such as students who don't have cellphones, some use their parents' cellphones, some don't have internet data plan join zoom. Only the name of the person is not there, like that, bro. After that, we also tried using google meet but the result was the same, oh yes, at school we also use the E-Learning Media that has been provided by the Ministry of Religion but it is still difficult to implement because, madrasa E-Learning is often problematic, both for teachers and students, and also to access it, it is only available for Telkomsel card users and forget it, the IM3 starter card cannot access and there are many problems. In the process of using learning media in the form of learning videos, there is a little progress there are additional students who want to respond and listen to the video, I uploaded this video to YouTube so that students can easily see it, actually it was the first time using a learning video to upload on YouTube, first the teachers upload it on e-learning, because in e-

learning there are many obstacles such as the students can't log in, can't see etc. So I took the initiative to upload it on YouTube, that's the agreement, teachers, I always remind the kids to first absent before starting the lesson but there are still those who are not absent. When asked the answer, the students were asked when they were not absent, I couldn't open my e-learning, ma'am, that's it, sir, yes, I just answered like this, usually it's okay, but you were also taking lessons in the group, don't forget to do the assignments and collect them, Then the answer is yes, ma'am, that's how the students are. After that I used Google Forms and WhatsApp groups to provide learning materials and many responded, after using Google Forms and Wa then I used this Quizizz application because I saw from other fellow teachers who had previously used the application how good it was, many students's who were previously inactive become active both in groups and directly ask me via personal chat (Pc) on wa, by using this application many students want to work and ask deeper questions about the material provided, by using this application students students are more challenged in doing it, mas, because in this application students can know the value and ranking directly after working. In the delivery process, I convey to students to play this Quizizz game, through their respective Group WhatsApp Classes, now the steps are, first, I first make questions according to the material I want to convey, I often take questions from LKS books and books. package to complete the number of questions that I want to use. Then I copied the link and the code for me to pass on to the students through their respective Wa groups. I didn't forget to also tell you how to join the

link that I made, and don't forget to collect it, I usually ask students to screenshot the results and send it to their respective class Group WhatsApp. Here, what I really emphasize is the student's discipline in working and the motivation of students to do that, for bad grades or whatever, it's a trivial matter in my opinion, the important thing is that the student wants to work and is willing to respond to the group when I explain."

From the results of the interviews above, the researchers concluded that before using the Quizizz application, the English subject teacher for class XI Ukhuwah Islamic Senior High School Banjarmasin, Mrs. XXXX, Pd used other learning media, namely E-Learning Ukhuwah, Zoom, Google Meet, Learning Videos, Google Form, and just using Quizizz, it was found out that in addition to using the learning media mentioned by the researcher above, the media that is always actively used to communicate between students and teachers is the WhatsApp Group which is used as a medium of information regarding each lesson that will take place. Before learning takes place, the teacher reminds students to be absent first through Madrasah E-Learning, because every learning is always supervised directly by the Principal and Subject Teachers that are taking place, therefore students are required to fill in the absences first as evidence of following the lesson. ongoing.

Second, Quizizz To play, ' students simply go to the Quizizz site and enter the game code provided by their teacher. Once the quiz ends, teachers are

provided a detailed report of student responses that can be downloaded and saved.

According to the results of an interview with student I a class XI student of Ukhuwah Islamic Senior High School Banjarmasin who said as follows: "Learning is very fun and makes my enthusiasm for learning and my motivation to learn increase". Class XI students of Ukhuwah Islamic Senior High School Banjarmasin are active in participating in the learning process, which is carried out by researchers, this can be proven from the results of interviews with students of class XI Ukhuwah Islamic Senior High School Banjarmasin who said that: "Very interested and increasingly active in reading and learning while at the same time solving the questions on Quizizz and being more active than before.

Another of the opinion that the fun nature of quizizz media makes students not bored during learning because there are unique features (power ups) when quizzes take place such as features found in games that can entertain them during quizzes, so it can be concluded that the use of the quizizz application can increase students' learning motivation. Class X Ukhuwah Islamic Senior High School Banjarmasin.

Third, Quizizz has some unique features that most free gamification tools don't. For example, Quizizz is designed to be student-paced, rather than teacher-driven. The teacher dashboard provides excellent real-time updates of student progress, but also allows teachers to customize each learning activity. Based on

the interview to the respondent that about how the quizzed can make in instruction of reading applied that

As a teacher, you must be able to find ways to make students active during the learning process. One that affects student activity during the learning process is the selection of the right learning media. The learning media chosen must be student-oriented so that students will be actively involved during the learning process. The selection of the right media will be able to increase student motivation during learning, because it greatly affects the behavior of students to be active, not bored when understanding the material given.

The material studied is about the history of the development of hadith, to make it easier for students to understand and describe learning problems in reading, mind mapping is used, visually, mind mapping presented by the teacher in quizzz attracts students' interest and attention to pay attention to the material explained by the teacher so that students motivated to learn.

With the application of quizzizz media, there is an increase in learning motivation which can be seen from the indicators in learning motivation, namely, students' persistence when facing assignments, being more active in the learning process and increasing student learning outcomes.

In this case that could be proven by the high enthusiasm and enthusiasm of students during the learning proces, particularly in reading text which taught by the teaching by the media of quizzizz.

Finally, There are options that allow you to jumble the question order, decide if you want to use timers and leaderboards, and even provide a list of correct questions and answers at the end of the quiz. Quizizz injects quiz-taking with a bit of badly needed fun. Equally important, it provides teachers with excellent feedback on how their students are doing.

Based on the observation while the teaching quizze that

| No | Rated Aspect | Score | | | | |
|----|---|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | First, Quizizz is free tool that allows teachers to quickly turn introductory and review activities into fun, multiplayer activities for students. It works on any device with a browser, and allows you to create your own activities or to use those already made by other educators. No usernames or passwords are required. | | | √ | | |
| 2 | Second, Quizizz To _play, students simply go to the Quizizz site and enter the game code provided by their teacher. Once the quiz ends, teachers are provided a detailed report of student responses that can be downloaded and saved. | | | √ | | |
| 3 | Third, Quizizz has some unique features that most free gamification tools don't. For example, Quizizz is designed to be student-paced, rather than teacher-driven. The teacher | | | √ | | |

| | | | | | | |
|---|---|--|--|---|--|--|
| | dashboard provides excellent real-time updates of student progress, but also allows teachers to customize each learning activity. | | | | | |
| 4 | Finally, There are options that allow you to jumble the question order, decide if you want to use timers and leaderboards, and even provide a list of correct questions and answers at the end of the quiz. Quizizz injects quiz-taking with a bit of badly needed fun. Equally important, it provides teachers with excellent feedback on how their students are doing | | | √ | | |
| | Total | | | | | |

Based on the observation that is not really to do by the teacher in the classroom. On the other case, the teacher still not make students understanding to make student invite to learning of quizzes, by First, Quizizz is free tool that allows teachers to quickly turn introductory and review activities into fun, multiplayer activities for students. It works on any device with a browser, and allows you to create your own activities or to use those already made by other educators. No usernames or passwords are required. Second, Quizizz To _play,‘ students simply go to the Quizizz site and enter the game code provided by their teacher. Once the quiz ends, teachers are provided a detailed report of student responses that can be downloaded and saved. Third, Quizizz has some unique

features that most free gamification tools don't. For example, Quizizz is designed to be student-paced, rather than teacher-driven. The teacher dashboard provides excellent real-time updates of student progress, but also allows teachers to customize each learning activity.

Finally, There are options that allow you to jumble the question order, decide if you want to use timers and leaderboards, and even provide a list of correct questions and answers at the end of the quiz. Quizizz injects quiz-taking with a bit of badly needed fun. Equally important, it provides teachers with excellent feedback on how their students are doing.

Therefore, it is very important for a teacher to choose the right learning media to be applied to students during the learning process. Learning media that is considered capable of attracting attention, student learning motivation so that it can improve student learning outcomes, one of which is quizizz media. In this study, the quizizz learning media can increase students' learning motivation

The Quizizz learning media that is applied is able to require students to be active in learning, because the Quizizz media is not yet familiar in their environment, so that students' curious about this media arises, so students look very enthusiastic during reading learning.

In this feature, the teacher can add material that is already in the form of a power point, so that the visual delivery of the material looks even more interesting. For the use of the features in the quizizz application, it is quite easy

to operate as described in this thesis. As with the direct learning feature, the teacher's application of the quizizz application is quite easy to master.

There are several things that become obstacles in the use of media used previously, including the use of data plan in learning activities when using Zoom and Google meet media which are too large so that students and teachers are unable to use them, Lack of student interest in following the lessons given, many students who still do not have personal cellphones, and many students use their parents' cellphones to take online lessons. In the use of media such as learning videos, google form, the obstacles experienced are the lack of student response during discussions in the class group and the lack of student interest in doing the tasks assigned to them.

The use of this Quizizz Application can increase students' interest in learning the material that will be given, besides that this application can be accessed easily and uses a small internet data plan, by using this application students will feel challenged to show their best results, because there is a system that shows grades and ratings of students who have filled out the assigned tasks.

Mrs. XXXX, S. Pd emphasized that the purpose of using this application was to make students disciplined in doing the assigned tasks and willing to follow the lessons that took place. Because before using this application, many students rarely collected assignments and many did not take lessons during teaching and learning activities.

In addition to interviewing Mrs. XXXX, S. Pd, the researcher also interviewed several students of Ukhuwah Islamic Senior High School Banjarmasin, the grade XI student who has the best semester scores in her class. Researchers will present the results of interviews from student, and after that it was continued with the results of the interview with student.

The following are the results of the interview from student: "The current school still uses E-Learning, Sis, so the teacher sends videos to the group, if not, use Google forms, Sis, use Quizizz, the beginning of the semester, now it's bad, actually using Quizizz is good because it's challenging and feels like playing a game. It's just like that, quizzz has to be fast when it's done, it's really as good as a video, i prefer quizzz, fixes no debate, 50:50 compared to using google form It takes a long time to do it so you can relax while doing it, whereas if Quizizz has a quick time so Grandma can't focus later, you can reduce the time to do it, but in Quizizz there is a fix, while Google Forn doesn't exist, but it's still 50:50 basically."

From the results of interviews with student, the researchers concluded that the use of the Quizizz application, although liked by students, was still rarely used. However, it can be ascertained that the opinion of student is in accordance with Mrs. XXXX, S. Pd, opinion that students like the use of quizzz because this media motivates students in learning, gives a feeling like playing a game and provides justification for students who answer with wrong answers.

There are several things that students don't like from this Quizizz application, namely, the fast duration of work because if you don't work fast, it will affect the student's score at the end of the work. After we know the opinion of the student, after this we will know the opinion of the student.

The following are the results of the interview with student: "I'm confused, Sis, I have a lot of work, I memorize a lot, now I often use e-learning, thank God I rarely get troubled now, if I use the Quizizz application, it's rare, Sis, if I use the Quizizz application, it's good, Sis, I'm happy."

From the results of a brief interview with student, there are several things that need to be underlined that student is currently feeling confused because of the many tasks given by the teacher, both memorization tasks and other daily tasks, at this time the media that is often used is E-mail. Learning, when asked about the Quizizz application by a researcher, student was very enthusiastic, because she really likes being taught using Quizizz media.

The results from the interview above are relevant to what was expressed by Handoko and T Hani in their book Management of personnel and human resources which states that: "effectiveness is the ability to choose the right goals or the right equipment to achieve the goals set." What Mrs. XXXX, S. Pd, wanted was for students to be motivated and willing to do the assignments and materials given, Mrs. XXXX, S. Pd stated that: "Students are disciplined in doing and motivated students to do that, for bad grades or what is a problem trivial in

my opinion, the important thing is that the student is willing to work and is willing to respond to the group when I explain"

After taking data from interviews with teaching teachers, namely Mrs. XXXX, S. Pd and several writings from both scientific papers and notes on the website regarding the advantages and disadvantages of using the Quizizz application,

Researchers can provide several points regarding this which can be found in this study that there are supporting and inhibiting factors in implementing the Quizizz application in the reading learning.

On the other hands that the factors supporting the use of the Quizizz application include 1) Easy application access. According to Mrs. XXXX, S. Pd by using the Quizizz application, it is easier for students to access the material provided at this time, compared to using other media, students respond more to material when using this Quizizz media. 2) Does not require a lot of data plan by using the Quizizz Application, teachers and students are not burdened with spending data plan, because of the Multimedia assistance from the Ministry of Religion and the Ministry of Education and Culture which is given to students who have already registered, on the other hand to access the Quizizz application this does not use too much data plan when compared to other learning media. 3) It is easier for teachers to make a question. In the process, this application is very liked by teachers who use it, because of the ease with which teachers access and enter questions that they have made previously. By using this application,

teachers just copy and paste the archives they have made, without the need to retype them, so that teachers do not spend 2x more time making questions that will be given to students. 4) There is competition The existence of competition in doing the assignments given by the teacher is one of the factors supporting the use of this application, because after working on the questions the students will know their grades and their friends, as well as their grades with other friends 5) The questions have changed by using the Quizizz application, teachers can easily manage the number of questions that have been made, the number of questions can be scrambled or left as usual, most teachers make questions by shuffling the questions every time they are opened, so the level of plagiarism is very small.

Barriers in explaining the barriers to using the Quizizz application, the researcher found several things: 1) This application can open two accounts at the same time. Because of the ease of accessing this application, the teacher has an obstacle in the form of being able to access this application through 2 accounts at once, so that if there are students who want to cheat in doing questions, they can easily open two accounts at once to get better grades. 2) Student rankings will be easy to go up and down because in this quizizz application the assessment is not only calculated through the correct answers but also with the speed of completion, if there are good grades but it takes a long time to do the ranking position it will be easier to change if there are grades equals less processing time. 3) It is difficult to know who is accessing In the implementation process, this application has shortcomings in knowing who entered the link and the code that

has been given, because we do not know the face of the accessor, we can only be sure that the name used is the same person as we know. Therefore, it can be concluded that the implementation of the Quizizz application in virtual teaching reading is actually still constrained in terms of students' understanding in learning reading. The problem of learning in the form of this Quizizz application still makes students do not understand the implementation of learning because they need the internet and they have to study it again in order to be able to carry out the reading learning process. In addition, when studying, students must understand well the lessons in the form of reading which are presented because they use the internet other than in books before the pandemic.

2. The problems of teacher to implement *Quizizz* application in teaching reading virtual.

The problems of teacher in implementing of *Quizizz* application in teaching reading virtual, by the problem of teacher in implementation of *Quizizz* by how to develop the *Quizizz* of the teacher. Based on the observation in teaching of that by following :

| No | Observation | Week | | | |
|----|--|------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1. | Preparation for compiling test items is more difficult than essay tests, because there are more questions and answers and must be careful. | √ | √ | - | √ |
| 2. | Students cannot proceed to the quiz or to the next question without an order from the teacher. | - | - | √ | √ |
| 3. | Teachers are less able to know the true | √ | √ | √ | √ |

| | | | | | |
|----|---|---|---|---|---|
| | potential of students if the questions use the form of multiple choice quizzes. | | | | |
| 4. | Lack of teacher mastery of the material. | √ | √ | √ | √ |
| 5. | Teachers are less able to provide direct understanding to students. | √ | √ | √ | √ |

From the observation could be seen that when the teacher implementation of *Quizizz* application, which that still teachers are less able to know the true potential of students if the questions use the form of multiple choice quizzes. Lack of teacher mastery of the material. Teachers are less able to provide direct understanding to students. On the other hand the teacher still cannot develop of teaching English particularly in reading virtual.

The result of the research from some of the information that has been conveyed by the teacher has problems in the teaching process from implementing the *Quizizz* application in virtual teaching reading. So far, the teacher during the implementation of the lesson, the results of the interview with Mrs. XXXX, S. Pd on the problem that she has to do more preparation to prepare the test items is more difficult than the essay test, because the questions and answers are more numerous and must be thorough. So far, the teacher's difficulty is because the preparation in the reading requires the basis for each sentence in the reading.

The second problem of the teacher is that she is Mrs. XXXX, S. Pd explained in terms of sometimes students cannot continue to the quiz or to the next question without an order from the teacher, so the teacher must be active and really pay attention to the screen of the students' answers in order to complete what has been given in the quiz.

Mrs. XXXX, S. Pd also complained that during the learning process the teacher was not able to know the true potential of students if the questions used the form of multiple choice quizzes, because in practice, students could not be monitored properly because they felt that they might not be there or on screen. because it is online so that direct supervision of students cannot be carried out properly. Besides that, Mrs. XXXX, S. Pd explained that sometimes the teacher's obstacle is when carrying out virtual reading lessons that the teacher is not able to provide direct understanding to students.

The problem with the teacher in implementing the Quizizz application is the results of interviews with teachers that first, the content of the material delivered online may not necessarily be understood by all students. Because the content of this material is presented in the form of an e-book which is presented per chapter, the material is in the form of powerpoints, and in the form of learning videos. Maybe the material can be understood, but the understanding of students is not comprehensive. They understand based on their own interpretation or point of view. Second, the ability of teachers is limited in using technology in online learning. Not all teachers are able to operate computers or gadgets to support learning activities, both face-to-face, and even more so in online learning. Indeed, there are some teachers who are able to operate computers, but in terms of oppression, they are limited. They are not able to access further related to the internet network, use various learning applications, make their own learning media/videos and so on. Third, the limitations of teachers in exercising

control during online learning. This is partly because the application used does not provide a discussion forum menu to explain or ask questions. Even if there is such a menu, many students do not use it properly. Another reason, students at the beginning of learning fill out the attendance list, after that they are no longer active until the end of learning time, go to do other activities outside of learning.

From the student factor, it was found that the problems of students from the book *Good Experience of Teaching in the Covid-19 Pandemic Period Indonesian Language Map* (Kemdikbud, 2020) regarding the obstacles faced by students in online learning, namely: First, students were less active and interested in participating in online learning even though they are supported by adequate facilities in terms of the availability of computers, mobile phones/gadgets, and internet networks. Lack of awareness of the importance of literacy and the collection of portfolio assignments, often hinder the running of BDR. Assignments that were supposed to be submitted within one week's grace period were often stretched to two weeks. Second, students do not have mobile devices/gadgets that are used as online learning media, if any, it belongs to their parents. If learning online, they have to take turns using it with their parents, and get a turn after parents get home from work. Some come home in the afternoon, evening, and even at night. Meanwhile, the online learning schedule in schools is generally carried out from the morning until the afternoon. Third, a number of students live in areas that do not have internet access. They cannot accept assignments submitted by teachers either through whatsapp or virtual classes.

Fourth, considering that the BDR trip has been going on for about six months since mid-March 2020, according to some students, too long BDR makes them lazy and boring. From the background of the situation of the parents of students, it turns out that it also influences the implementation of BDR, for example the socio-economic background of the parents of students. During BDR, they usually work outside the home, either working in the government, private or self-employed sectors, so they can barely monitor and assist their students in learning, let alone direct guidance and solve the difficulties they face while studying.

B. Discussion

1. The teacher implement *Quizizz* application in teaching reading virtual.

Based on the result of the implementation of Quizizz application in improve their independent level reading ability based on two text, descriptive text and narrative text. There was an increase on students', for the pre-test the post-test consisted of four reading texts, two descriptive texts and two narrative texts. The students experienced many difficulties in answering the pre-test questions, especially the three text readings. Because more students underline the vocabulary they don't know the meaning At the time of the treatment, for the text descriptive the students knew more about the vocabulary in the text and they were very easy to read especially for the vocabulary they knew before in the text descriptive. And in giving treatment that is in the form of using Quizizz application in the material of reading text (narrative and descriptive). Students have many changes to reading and try to find out the words they did not know

beforehand. In addition, when giving pre-tests to students, they underlined many words in the narrative text. This indicates that the percentage of reading ability is included in the category for descriptive text, and for post-test students answer questions correctly and underline the vocabulary they do not know in descriptive text. Therefore, it can be concluded that after treatment students experience an increase in the independent level reading ability.

Because students underline the vocabulary they don't know what they meaning of the text of treatment the students did not know the vocabulary at all, comprehension is poor, even in reading they read it very slowly and silently because students were very difficult in analyzing the vocabulary in the reading. After giving treatment that is in the form of using Quizizz application in the material of reading text (narrative and descriptive). Students have many changes to reading and try to find out the words they did not know. In addition, when giving pre-test to students, they underlined the vocabulary a lot in the narrative text. This indicates that for frustrational level reading abilities belong to the category for narrative text. and for the post-test students answered the questions correctly and underlined the vocabulary they did not know in descriptive text. Therefore, it can be concluded that after treatment students experience an increase in frustrational level reading ability.

Based on theory (Gillet and Temple, 2009), The Independent Level is This level of difficulty the student can read text easily, without help. Comprehension of what is read id generally excellent, and silent reading at this

level is rapid because almost all the words are recognized and understood at sight. The student has to stop rarely and analyze a new word. Oral reading is generally fluent, and occasional divergences from the written text rarely interfere with comprehension.

Because the vocabulary, making interference, content, and effective to answer the question, (Mei. 2018). The other researcher, in reading ability based on the descriptive and narrative text using Quizizz application in students' reading ability. The students' can use their easy to use this application, As the teacher, once the quiz is over, you have access data and analyze reports and easy to know the reading skill of students. teacher can see the overall class performance on a particular quiz, or the individual student breakdown as well. So if students are using that learning management system can easily push out your quizzes to your students, and they will already be authenticated with their school emails. But when everyone is answering different questions at different times, you lose a bit of the excitement. When a Quizizz game is over, you can review all the questions all at once, and you lose that isolation. (Medvedovska, et al., 2016).

In conclusion the use of Quizizz application in improving students' reading comprehension skill of Ukhuwah Islamic Senior High School Banjarmasin, improve students' independent level reading ability and frustational level reading ability especially in reading component namely identify main idea,

identifying supporting details, identifying reference, understanding vocabulary, and making inference.

2. The problems of teacher to implement *Quizizz* application in teaching reading virtual.

The problems faced by teachers in implementing Quizizz application learning in learning to read are known that the lack of interaction seen from the learning process activities occurs because of the interaction of teaching and learning activities. Learning is the process of changing behavior through experience and practice. Teaching and learning is an activity that has educational value (Djamarah, 1995: 1). Educational values color the interactions that occur between educators and students. Interactions that have educational value are because the teaching and learning activities carried out are directed to achieve certain goals that have been formulated before learning occurs. Educators consciously plan their teaching activities systematically by utilizing everything for the benefit of learning.

According to Djamarah (1995: 6) There are four very important main problems that can and should be used as guidelines for the implementation of learning activities in order to succeed as expected, namely: 1. The formulated learning objectives must be clear and directed. 2. Choose a teaching and learning approach that is considered the most appropriate and effective to achieve the target. 3. Select and establish procedures, methods and teaching and learning techniques that are considered the most appropriate and effective. Educators are

required to have the ability to use various methods or combine several relevant methods. The method has a large enough share in teaching and learning activities. The abilities that are expected to be possessed by students will be determined by the relevance of using a method that is suitable for the purpose. In reading learning, it is intended that students can read quickly, eliminating habits that can hinder reading acceleration. Djiwandono (2002: 93) states that reading fast does not mean skipping a few words, but setting the eye speed proportionally on each word depending on the weight of the proposition of the word.

Meanwhile, Soedarso (2002: 5) states that people who do not receive guidance, special exercises in speed reading are easy to slow down in reading, have no passion, feel bored, cannot stand reading books and take too long to finish reading. In reading learning, it is expected that students can provide new habits to master speed reading techniques, besides that students can master lesson materials with good results. Mulyasa (2002: 41) states with the right learning system, all students can learn all the materials provided with good results. In speed reading, there is also a fast understanding. There are four skills in English, namely: Speaking, Reading, Writing, and Listening. Reading skill is one of the skills that must be mastered by students. Reading subjects discuss narrative, descriptive readings, then rewrite the contents of the readings both orally and in writing. By having skills in Reading. Reading can also be said to be a communication between writers and readers through their writing ideas

according to Sauri (2006:49) communication is the distribution of information, ideas and feelings from person to person.

The conclusion from the students' learning problems in learning virtual reading using the Quizizz application is known that students are still less creative in learning and students still feel that when studying, each student does not understand so that sometimes there are obstacles in understanding reading itself. The other problem in teaching Quizizz application which learning is known the teacher is less able to know the true potential of students if the questions use the form of multiple choice quizzes. The teacher also does not know the students' abilities directly in learning so that the teacher must be more careful in teaching reading by using the Quizizz application, at this time the teacher is not able to know the students' abilities directly and there are problems with the character of students in learning.