CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter explains and discusses the research findings derived from statistical calculations. The research subjects, student achievement, teaching and learning processes in experimental and control classes, data analysis and interpretation, pre-and post-test analysis and understanding, and discussion of research findings are all included in the report.

1. The Description of the Subject

The researcher used the 278 students in the tenth grade at SMAN 1 Gambut for the academic year 2023/2024 as the subject of this study. There are nine different classes for them. Two of those nine classes are selected as the research's intended sample. They are the students of X A, who make up the experimental class and receive treatments using the MALL strategy integrated with Quizalize, and the students of X C, who make up the control class and receive no treatments using the MALL strategy. Although X A has 30 students, the researcher only chooses 28 to represent the sample to ensure equality between the experimental and control classes throughout the research. As a result, 56 students make up the sample's fixed number. Based on the data the teacher has collected regarding the students' test results, the class X A and X C students are roughly the same language competency level.

Additionally, the MALL strategy combined with Quizalize is employed in the experimental class to teach reading and enhance the student's reading comprehension abilities. The control class is used as a comparison in this study's research so that students' growth can be seen across both classes, and it can be determined whether or not the MALL strategy merged with Quizalize is superior.

2. The Description of the Teaching and Learning Process

In this research, the researcher has done some preparations before doing the study or before deploying the MALL approach combined with Quizalize in the classroom. The lesson plans, which comprise the media utilized, the materials, and the assessments like the exercise and the evaluation, are designed together by the researcher and an English teacher as preparation.

As previously mentioned, this research has four meetings for both the experimental and control classes. Thus, the lesson plans are created in eight forms—four for the experimental and four for the control classes. Additionally, each meeting's lesson plan for each class is created using the same format. In other words, the lesson plan used in the first meeting of the experiment contains the same content as the lesson plan utilized in the control group. The while and post activity for each lesson plan is where the distinctions between them may be seen.

a. Experimental Class

The MALL approach was introduced to Class X A, the experimental class, along with Quizalize. The teacher performed well in imparting knowledge during the sessions, mainly following the lesson plan's instructions. From the first to the last treatment session, the teacher concentrated on how to introduce and stimulate the topic of the text, how to elicit from her students' background knowledge from the text provided, how to guess and predict what the text tells them about, how to pique the student's interest, and how to help the students get good ability in comprehending the text by using MALL strategy integrated with Quizalize.

The teacher used three phases of activities during the learning and teaching process in the classroom, including pre-activity, during-activity, and post-activity. In pre-activities, the teacher welcomed the students and verified their attendance. After that, the teacher started a conversation with the class by asking a few questions to get them thinking about the subject they would be learning. The teacher then outlined the lesson's goal for the students.

In while activities, the teacher explains the lesson's content and provides an example using an LCD projector. The teacher next checked to see if the students comprehended the content by asking them if they had any questions about the explanation. Afterward, the teacher instructed the class to read the first paragraph, which usually introduces the text's subject. The students attempted to communicate

and explain their thoughts and identify their prior knowledge when asked, "What are the major points of the text?" The teacher next had students identify the fundamental idea in each paragraph of the text. Sometimes the students could not comprehend the statement because they were unfamiliar with the word's definition. The teacher then explains the word's meaning to the class. The teacher instructed students to read the entire text for further in-depth knowledge.

Following an explanation, the teacher explains to them about MALL. The teacher then describes how to use the Quizalize platform, which will be used in teaching the class. The teacher had the students complete a multiple-choice exercise on the Quizalize platform. The teacher instructed students to use their mobile devices to answer the questions. After the students had completed the exercise, the teacher and the students talked about the exercise's results.

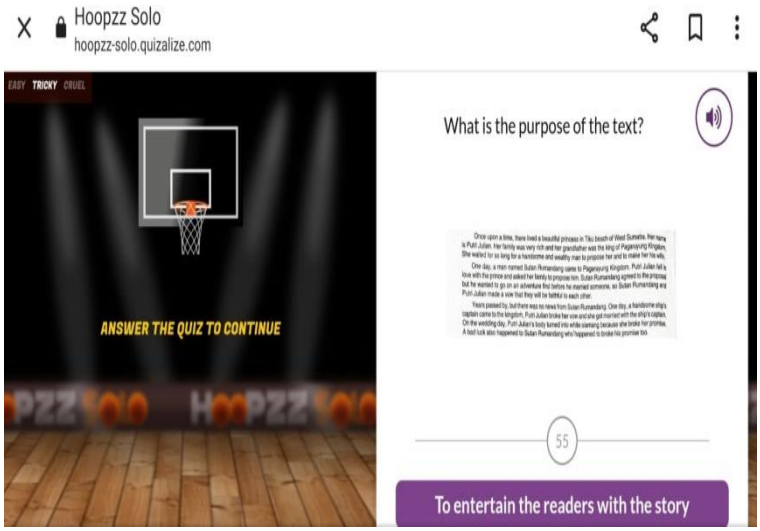


Figure 4.1 Quizalize's Display When Answering the Questions

Before giving an evaluation to the students in post-activity activities, the teacher reviewed or summarized the lesson that had been learned. The evaluation's question types and platform were the same as those used for the exercise. The teacher and students discussed their answers after they had done the evaluation. The teacher praised the students for their focus and engagement throughout the learning and teaching process. Finally, the teacher ended the lesson.

The MALL approach was employed four times in the experimental class, along with Quizalize, to enhance teaching and learning. The following table shows the schedule for the experimental research:

Table 4.1 Research Schedule of Experimental Class

No.	Date	Materials
1	January 10, 2023	Pre-test
2	January 17, 2023	Recount Text
3	January 24, 2023	Recount Text
4	January 31, 2023	Narrative Text
5	February 7, 2023	Narrative Text
6	February 14, 2023	Post-test

The students in the experimental class initially felt a little confused by the new platform the teacher was using when the teacher explained and told them about the MALL strategy integrated with Quizalize and the steps of how to use the platform. However, they still paid attention and tried to follow the teacher's instructions when she explained how to use the platform and make a student's account.

The students responded to using Quizalize by saying that it was comparable to other platforms like Quizizz but that Quizalize had tiny games that students could play while responding to the questions, making the activity more exciting and challenging.

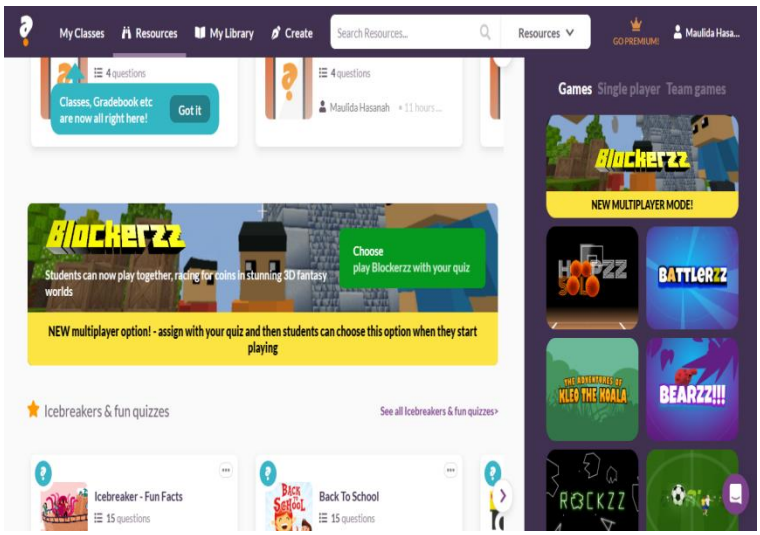


Figure 4.2 Various Kinds of Games on Quizalize

Quizalize became more accustomed to students on the second meeting. They were no longer as perplexed as they had been on the first meeting. The teacher could effectively handle the integration of MALL with Quizalize, which went faster than before. They had worked hard to complete the Quizalize exercise with a perfect score.

It was clear that the kids had improved as the treatments progressed in their third and final meeting. They used Quizalize with ease and enthusiasm. This made it simpler for the teacher to oversee the class, the lesson, and the passage of time while teaching and learning.

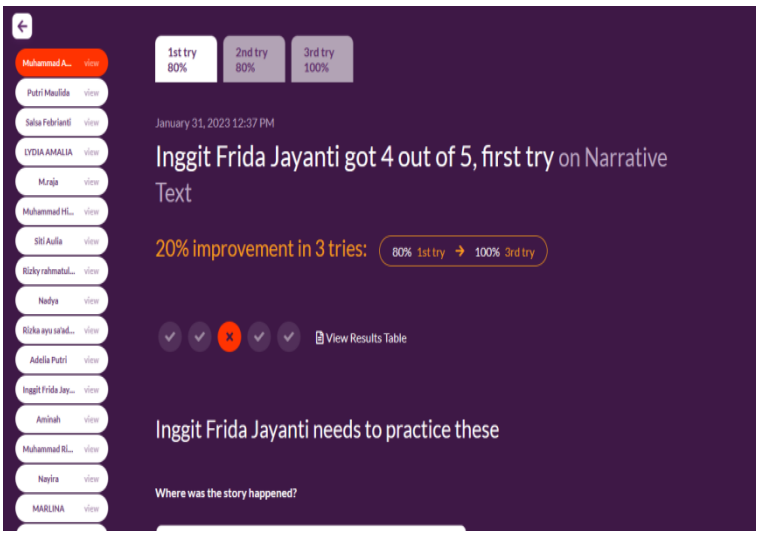


Figure 4.3 Student's Score on Quizalize Display

b. Control Class

Throughout the learning and teaching process, class X C, the control class, used the same materials as class X A, which serves as the experimental class. However, the media differed. The media for exercise and evaluation of those two classes show their differences. If the teacher used the MALL strategy with Quizalize as the exercise and evaluation platform in the experimental class, it would not be present in the control class because the teacher in that class solely used the conventional way. It signifies that the teacher gives exercises and evaluations as a sheet, so no mobile phones are used in the learning and teaching process to control class.

The previously mentioned treatment is carried out four times, the same number of times as the experimental class. The following table shows the timeline for conducting the study in the control group:

Table 4.2 Research Schedule of Control Class

No.	Date	Materials
1	January 13, 2023	Pre-test
2	January 20, 2023	Recount Text
3	January 27, 2023	Recount Text
4	February 3, 2023	Narrative Text
5	February 10, 2023	Narrative Text
6	February 17, 2013	Post-test

3. The Description of the Students' Achievement

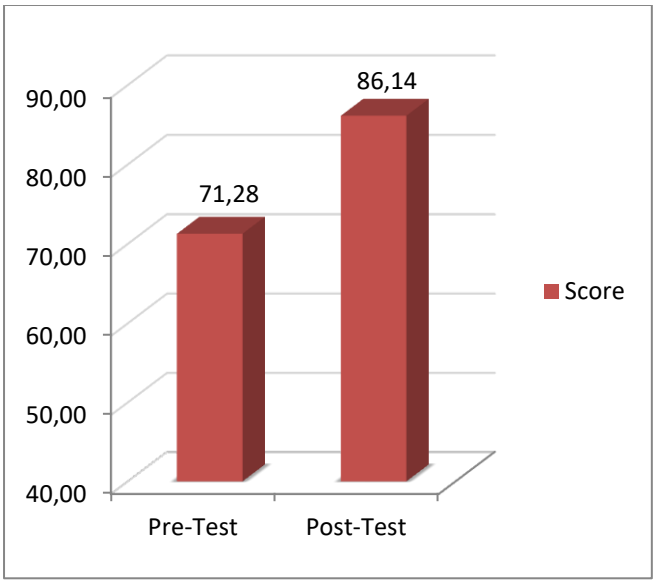
The researcher examined the outcomes after getting the students' pre-test and post-test scores from either the experimental or control classes. The student's performance in experimental and control classes is the following topic of the discussion.

a. Experimental Class

The average score of the students in class X A, which serves as the experimental class, is 71.28, according to the results of the pre-test that was administered on January 10, 2023. Additionally, the average student score on the post-test in this experimental class, held on February 14, 2023, was 86.14. The average score of the students grew by 14.86 points among the pre-and post-tests, which indicates

that the experimental class's reading comprehension improved. The following diagram illustrates the improvement.

Diagram 4.1
The Average Scores of Pre Test and Post Test
In Experiment Class

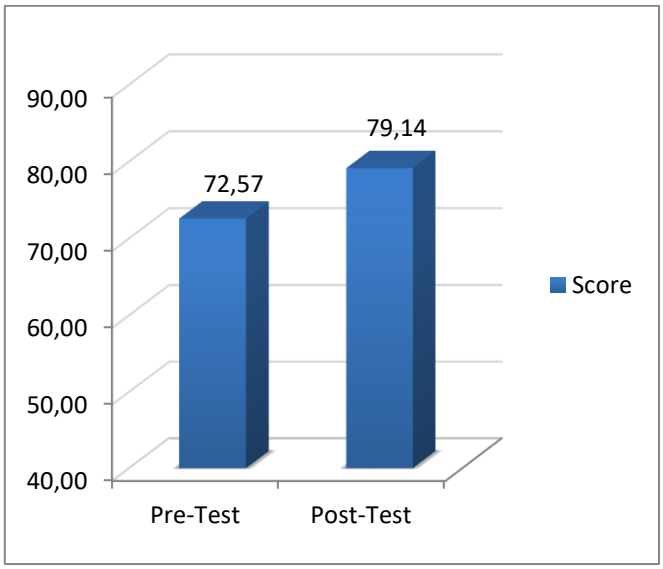


b. Control Class

The average test score for students in class X C, which serves as the control class, was 72.57, in accordance with the results of the pre-test that was administered on January 13, 2023. The average student score on the post-test for this control class, which was distributed on February 17, 2023, was 79.14. According to the results of the pre- and post-tests, it can be inferred that the student's average score increased by 6.57, indicating that the control class's reading comprehension improved. However, this development was not as

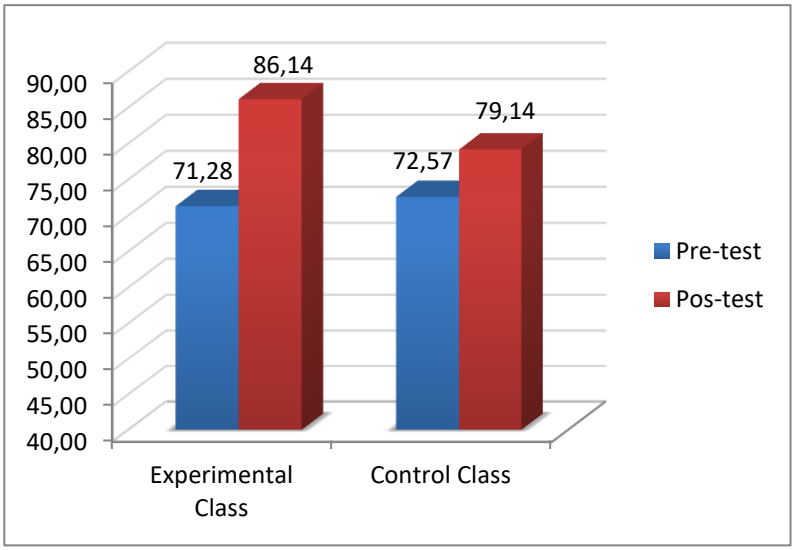
remarkable as that of the experimental class. The following diagram illustrates the improvement:

Diagram 4.2
The Average Scores of Pre Test and Post Test in Control Class



In conclusion, the diagram below shows the results of the experimental and control classes to compare the growth in students' scores between the two groups:

Diagram 4.3
Students' Achievement Scores of Experimental and Control Class



In accordance with the data and the diagram mentioned above, it is clear that there has been improvement, whether in the experimental class or the control class as well. Still, the significance of the improvement in the control class has not been found to be as great as that of the experimental class. It indicates that the experimental class has improved significantly more than the control class. As a result, it can be said that the experimental class's reading comprehension scores have developed thanks considerably to the MALL strategy combined with Quizalize.

4. Analysis and Interpretation of Data

In this study, the researcher employs two instruments to gather data, as mentioned in chapter three. Documentation and reading comprehension tests comprise them. The researcher examines the data

once they have been collected. The explanation of document interpretation and test analysis is included here.

a. Interpretation of Documentation

The tenth-grade English syllabus for SMAN 1 Gambut was used as the source document for this study. The researcher used this document as the primary source when creating lesson plans for the experimental and control classes, which means that the researcher used the information from the syllabus. The lesson plans, which also comprise the media utilized, the materials, and the assessments like the exercise and the evaluation, are designed in collaboration between the researcher and the English teacher. To put it another way, after creating the lesson plans, the researcher discussed them with an English teacher. The experimental and control classes underwent the treatments according to the authorized lesson plans.

Following is a table of the documents gathered:

Table 4.3 List of Document

No	Document	Collected	Not Collected
1	Syllabus of English Subject	√	-
2	Lesson Plan	√	-

b. Analysis and Interpretation of Test

As mentioned in chapter three, the researcher did a try-out test with a different class at the same level before administering the pre-test and

post-test to the experimental and control classes. Its goal is to assess the instrument's reliability and validity to determine whether it is adequate. The try-out test data obtained from the valid and trustworthy items is employed as the research instrument in this study. The try-out test for 28 students in class X B at SMAN 1 Gambut was also held on January 6, 2023.

1) Validity Test

Utilizing the ANATES tool, the try-out test data is evaluated to look at the test items' validity. The computation result will be generated automatically when the researcher enters the students' responses for each instrument item. Chapter three states that the item is valid if the *r-correlation* > *r-table*.

On the findings of the statistical computation performed using ANATES on the try-out test. From the 35 items examined, 27 test items (1, 2, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 18, 19, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, and 35) are said to be valid based on Table 4.6 above. The test's 27 items can be used as the research instrument. Seven of the test's items—4, 8, 13, 17, 20, 25, and 34—are invalid, and the remaining one—3— is a NAN (Not A Number) item, which denotes that the item cannot be measured or has an undefinable value because all of the students' responses—whether right or wrong—to that one question is consistent. As a result, it is inappropriate to use the invalid and

NAN items as the instrument in this situation. In conclusion, the study chooses to employ the 25 obtained valid items as the instrument, either for the pre-test or the post-test. The numbers 1, 2, 5, 6, 7, 9, 10, 11, 12, 15, 16, 18, 19, 21, 22, 23, 24, 26, 27, 28, 30, 31, 32, 33, and 35 correspond to these objects.

2) Reliability of Test

The researcher additionally uses the ANATES program to assess the reliability of the study instrument. Internal consistency reliability is the kind of reliability that ANATES employs. The responses provided by the students for each instrument's item will be inputted, and the calculation result will then be generated automatically. The outcome of statistical computation on the try-out test using ANATES is shown that the test's reliability is 0.94. The test has very good reliability, which implies it may be utilized as the instrument in this research, according to Table 3.3, The Criteria of Reliability Test in chapter three.

3) Data of Pre-test

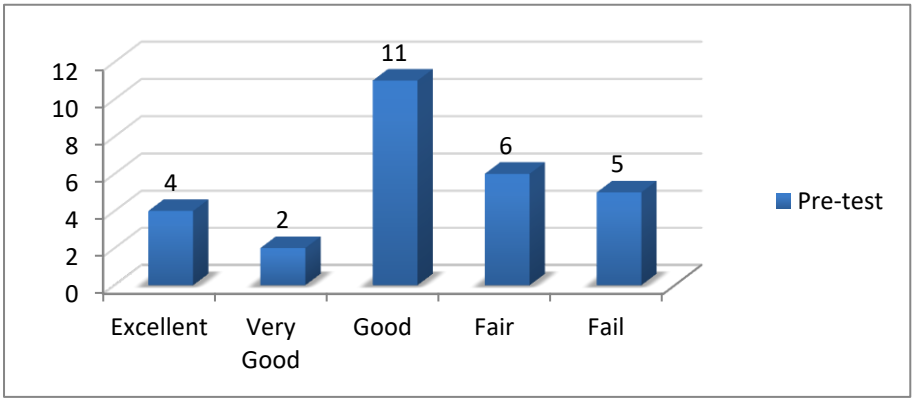
The valid and reliable data from the try-out test were utilized as the research instrument in this study, either for the pre-test or the post-test, after the researcher had done and assessed the try-out test.

Both the experimental and control classes took the pretest. It was carried out to evaluate the students' basic reading comprehension

skills. Thus, the researcher can assess whether or not the students' reading comprehension has improved by comparing the pre-test and post-test results.

On January 10, 2023, 28 students from class X A took the pre-test in the experimental class. Table 3.5's score interpretation then interpreted the students' scores. The pre-test results revealed the students' average score was good (71.28). Furthermore, four students received excellent grades, two received very good grades, and eleven received good grades. Whereas six students received fair grades, the remaining five received failing grades. Diagram 4.4 below shows the experimental results of the pre-test:

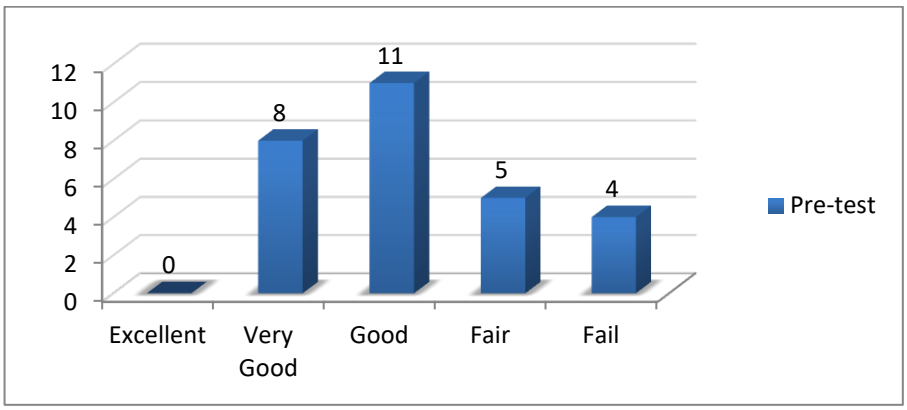
Diagram 4.4
The Result of Pre-Test of Experimental Class



Class X C, consisting of 28 students, was given the pre-test in the control class on Friday, January 13, 2023. Additionally, the student's scores were interpreted based on Table 3.5's score interpretation. The pre-test results revealed that the student's

average score was good (72.57). Furthermore, none of the students received an excellent grade, while eight received a very good grade and eleven students a good one. At the same time, five students received fair grades, while the remaining four students received failing grades. In diagram 4.5 below, the control class's pre-test outcome is displayed:

Diagram 4.5
The Result of Pre-Test of Control Class



In conclusion, the pre-test results described above show that both the experimental and control class's students have good reading comprehension because the experimental class's average pre-test score is 71.28, and the control class's average pre-test score is equal to 72.57.

4) Data of Post-test

The researcher also administered post-tests to this study's experimental and control classes. It was done to determine whether or if the experimental class's students' reading

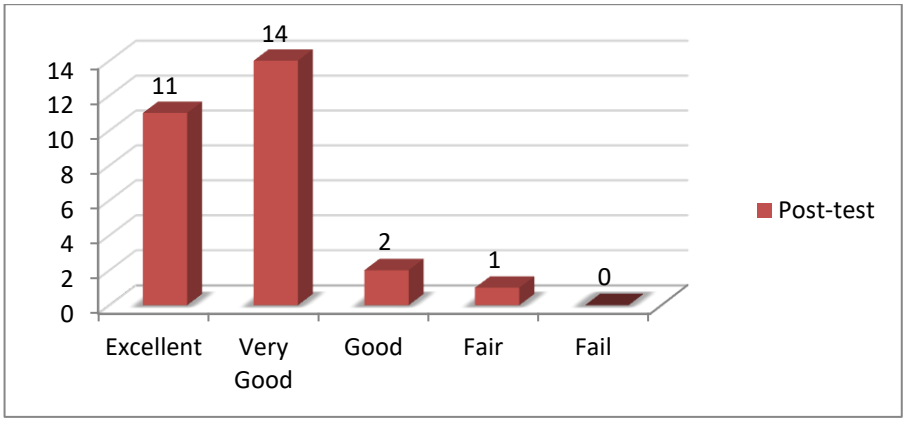
comprehension could be developed by using or implementing the MALL coupled with Quizalize. In addition, the post-test, administered to the control group, served as a comparison to the pre-test and was used together with the t-test to ascertain whether or not the MALL integrated with Quizalize successfully improved the reading comprehension of the students in the experimental class. This test's questions, items, and item count are the same as the pre-test.

On Thursday, February 14, 2023, the post-test for the experimental class was delivered after the students had received four meetings of MALL integrated with Quizalize. The findings demonstrated that the students in this experimental class performed better on the post-test than on the pre-test. It indicates that there has been an improvement in reading comprehension among the students in the experimental class who were given the MALL strategy combined with Quizalize.

The score interpretation in Table 3.5 was also used to understand the post-test results of the students in the experimental class. The post-test results revealed that the student's average score increased, which was very good (86.14). Furthermore, eleven students received excellent grades, fourteen received very good grades, and two received good grades. Whereas one student

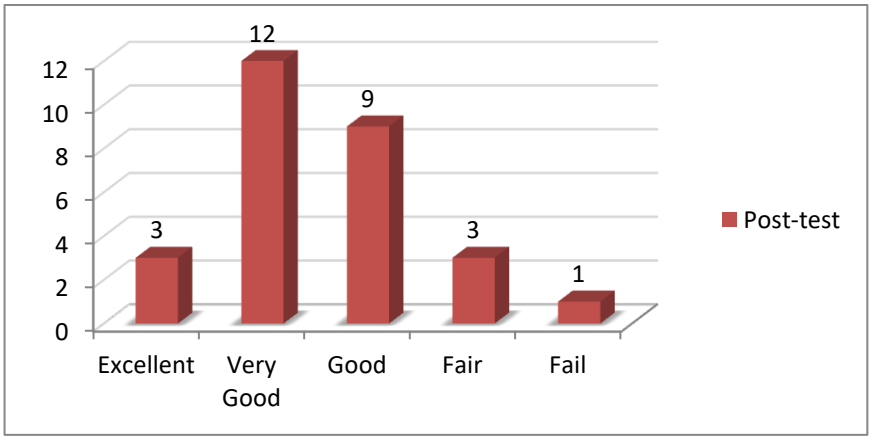
received a fair grade and none received a fail grade. Diagram 4.6 below shows the results of the post-test for the experimental class:

Diagram 4.6
The Result of Post-Test of Experimental Class



The post-test was administered to the control class on Friday, February 17, 2023, after administering four treatments. The post-test results also revealed an improvement in the student's average score, which was good (79.14). Furthermore, three students received an excellent grade, while twelve received a very good grade and nine a good grade. Whereas three students received fair grades and one student received a failing grade. Diagram 4.7 below shows the post-test outcome for the control class:

Diagram 4.7
The Result of Post-Test of Control Class



5) Hypothesis Testing

The t-test formula is utilized to assess the remarkable development in the students' reading comprehension achievement of the students who are taught reading by using the MALL strategy integrated with Quizalize at the tenth-grade students of SMAN 1 Gambut to test the hypothesis because the researcher uses the group as a comparison. In other words, the t-test is utilized to compare the experimental class's progress to that of the control class to determine how it arrived at this point.

However, the researcher conducted a preliminary analysis before examining the t-test data value in this study. Homogeneity and normality tests represent the starting point of data analysis. Both tests can be utilized to ascertain whether or not the data was homogeneous and distributed regularly. The researcher utilized

IBM SPSS Statistics 25 to ascertain whether the data were normal and homogeneous. The outcome of the preliminary analysis is as follows:

a) Normality Test

One need for measuring the study's data is the test's normality. To assess the data's normality and determine if they were distributed normally, the researcher used Kolmogorov-Smirnov methods in this study.

Table 4.4 Normality Test

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Teaching Strategy	**Statistic**	**Df**	**Sig.**	**Statistic**	**Df**	**Sig.**
Students' Learning Achievement	MALL + Quizalize	,147	28	**,128**	,939	28	,104
	Conventional	,129	28	**,200***	,959	28	,322

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

a. Lilliefors Significance Correction

In accordance with Table 4.4 above, the Kolmogorov-Smirnov normality test was utilized above, and the significance level was set at 0.05. The normality test of the post-test in the experimental class had a significance value (Sig.) of 0.128, whereas that of the control class had a significance value of 0.200, as shown in the table above. Additionally, if the significance value exceeds the significance (significant level),

the data can be said to be normally distributed. As a result, according to Table 4.4, the data indicating that the data in this study were normally distributed because the significance values from the post-tests for the experimental and control classes were higher than the significance level, which was 0.05.

b) Homogeneity Test

The researcher performed the homogeneity test after managing the normality test to see whether data were normally distributed or not. Testing the homogeneity of the test was done to see how similar the experimental and control class samples were. To determine the homogeneity of the test, the researcher utilized the Levine statistic test in IBM SPSS Statistic 25. Following is a presentation of the test's homogeneity results:

Table 4.5 Homogeneity Test

		Levene Statistic	**df1**	**df2**	**Sig.**
Students' Learning Achievement	Based on Mean	,001	1	54	**,974**
	Based on Median	,008	1	54	,931
	Based on Median and with adjusted df	,008	1	52,528	,931
	Based on trimmed mean	,000	1	54	,999

The significance of the post-test between the experimental and control classes was 0.974, according to the data in Table 4.5. However, if the significance value exceeds the significance level (Significance level), the data can be considered homogeneous. Because the post-test data for the experimental and control classes were more significant than the significance level of 0.05 (0.974 > 0.05), it can thus be claimed that the data were homogeneous. The statistics also indicated that the post-test results of the experimental and control class students were comparable.

c) T-Test

The next step in the procedure was to test the hypothesis. This was done after some processes in the preliminary data analysis, such as the normality test and the homogeneity test, were completed, and the data were proven to be distributed normally and homogeneously (the sample from the experimental and control classes have similar characteristics). The researcher used a t-test to calculate the data to assess the hypothesis. The t-test was utilized to ascertain whether there was a remarkable contrast between the experimental and control classes in terms of the student's reading comprehension of the recount and narrative text.

Therefore, the researcher used SPSS 25 to formulate the mean scores for both the experimental and control classes to assess the study's hypothesis. The significant value, or alpha (α), was then calculated for this investigation to be used in the formulation. The researcher chose to apply a significance level of 5%, or 0.05.

Table 4.6 Group Statistics

	Teaching Strategy	N	Mean	Std. Deviation	Std. Error Mean
Students' Learning Achivement	MALL + Quizalize	28	86,14	9,268	1,752
	Conventional	28	79,14	10,233	1,934

The post-test results from the experimental and control classes were reported based on Table 4.6 above. In accordance with Table 4.6, each class had a comparable number of students—28—and was denoted by the letter N. Additionally, the Mean column displayed the average post-test score for the experimental and control classes. The mean score for the experimental class was 86.14, while the mean score for the control class was 79.14, as shown in Table 4.6. As a result, it may be argued that the experimental class outperformed the control class in terms of average scores.

Table 4. 7 Independence Sample T-test

		Levene's Test for Equality of Variances		**t-test for Equality of Means**						
		F	**Sig.**	**T**	**Df**	**Sig (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
									Lower	**Upper**
Students' Learning Achievement	Equal variances assumed	,001	,974	2,683	54	**,010**	7,000	2,609	1,769	12,231
	Equal variance not assumed			2,683	53,479	**,010**	7,000	2,609	1,768	12,232

The outcomes of the t-test analysis of the post-test scores from both the experimental and control classes are shown in Table 4.7 above. The researcher employed the equal variances assumed in Table 4.7's data to read the results and also

references a significance value of sig = 0.05 (5%), both of which are based on the table's data. The outcome of the independent sample t-test in terms of p-value or sig. (2-tailed) was 0.010, as shown in Table 4.7.

In light of the outcome, it can be said that the alternative hypothesis (Ha) was accepted, and the null hypothesis (H0) was rejected. Because the p-value for the alternative hypothesis (0.010) was less than the significance level of 0.05 (5%), the alternative hypothesis was accepted. Therefore, it indicates a significant improvement after using the MALL strategy integrated with Quizalize to improve students' reading comprehension learning achievement.

B. Discussion

Based on the calculations and the results of the data above, it can be said that there is remarkable contrast among students who are taught using the MALL strategy integrated with Quizalize and those who are not regarding their reading comprehension achievement. The average reading comprehension score of the experimental class students, who are taught using the MALL strategy combined with Quizalize, is greater than the average reading comprehension score of the control class students, who are taught using the MALL strategy without using Quizalize, as can be seen.

This study's data findings further demonstrate that using the MALL technique and the Quizalize platform can help students' reading comprehension. The results of the students' reading comprehension assessments show that. The experimental class's students taught using the MALL approach combined with the Quizalize platform, received an average post-test score of 86.14. This number was 14.86 points higher than their pre-test average of 71.28. Additionally, the experimental class's most excellent score on the pre-test is 96, while its lowest score is 48. For the post-test, the experimental class's most excellent score is 100, while the lowest is 64. This indicates that the experimental class's greatest and lowest pre-test scores did improve on the post-test. The most excellent score improve by 4 points on the post-test. At the same time, the lowest improve by 16 points on the post-test.

Quizalize and the MALL approach were not used to teach the students in the control class. They also improved the reading comprehension test, though not to the same degree as the experimental class students who received instruction with the MALL approach combined with Quizalize. They received a post-test average of 79.14. Their average pre-test scores were 72.57. Therefore, this point was higher by 6.57 points. Additionally, the control class's most excellent score is 88 on the pre-test, while its lowest score is 48. Their most excellent score for the post-test is 100, while their lowest is 52. This indicates that the control class's highest and lowest pre-test scores did improve on the post-test. The

most excellent score improve by 12 points on the post-test. At the same time, the lowest improve by 4 points on the post-test.

In conclusion, the diagram and the above explanation show that both the experimental and control classes had greater student achievement. However, the experimental class's achievement significantly improved over the control class's because it was taught using the MALL strategy integrated with Quizalize. It demonstrates that the MALL technique is an effective method for improving students' reading comprehension. This claim is consistent with I Gede Yoga Prastya's research, which found that MALL is one of the most successful strategies for teaching reading comprehension. In accordance with their research, students taught using a Mobile Assisted Language Learning (MALL) technique coupled with Padlet and students taught using a traditional teaching strategy have significantly different reading comprehension levels. Hazaea and Alzubi's (2016) investigation of mobile technology's effectiveness in teaching English as a Foreign Language (EFL) reading to a class of 30 male students in the Preparatory Year at Najran University are consistent with those of this study. The findings demonstrated that the participants' code-breaking and text participation techniques were enhanced by the use of mobile WhatsApp, online and offline dictionaries, smartphone cameras, online resources, and mobile notepads. It is also consistent with earlier research by Juniarta et al. (2019), in which the findings revealed that (1) student reading comprehension test scores significantly increased after

each cycle and (2) students had generally favorable perceptions of the use of MALL-based learning.

Furthermore, the research conducted by Yu et al. (2022) revealed that participants had good attitudes toward mobile-assisted EFL learning and wished to keep using their portable phones to read for this purpose because of their useful built-in features. The findings' study of Klimova and Zamborova (2020) also showed an improvement in reading comprehension following the usage of MALL and that the use of MALL, or mobile applications, is expanding in second language learning. Additionally, it was discovered that mobile app students had a better outlook and were more motivated.

Besides MALL, which is among the most effective strategies for raising students reading comprehension, Quizalize also contributes to this improvement. The online tool Quizalize is excellent for enhancing students reading comprehension performance. This assertion is consistent with research by Onasanya, Otemiyuwa, and Onasanya (2020) on undergraduates' perceptions of using the Quizalize program as a formative assessment tool online in the 2020 teaching of reading. The study was conducted at the University of Ilorin's Educational Technology Department. The study's findings showed that undergraduates had a favorable opinion of the Quizalize program as a tool for online educational evaluation because of its simplicity and effectiveness. Most students did

not consider the difficulties with using the Quizalize application as a technological formative evaluation tool in an online education program essential.

Additionally, the findings of a study by Otemuyiwa (2021) that surveyed undergraduates' opinions on Quizalize and was carried out in the educational technology department of the University of Ilorin revealed that the undergraduates had favorable opinions of the use, usability, and effectiveness of Quizalize as an online application tool for the conduct of the educational assessment. It also consents with Otemuyiwa and Kanu's findings from their study, published in 2023, which showed that most pre-service teachers at the Department of Educational Technology at the University of Ilorin in Kwara State, Nigeria, had positive experiences of the use of the Quizalize application as an online assessment tool in online educational programs. They concur that the Quizalize application's numerous features are adequately integrated. They concur that Quizalize's software creates a stimulating and soothing environment while helping students perform better. Furthermore, Espana-Delgado (2023) found that platforms like Quizalize encourage fun, which compels students and results in vocabulary and grammar management that provides new knowledge to put into practice. As a result, when playing, the enjoyment component boosts student motivation and achievement.

It means that with the proper application of MALL as a method and Quizalize as an exercise and evaluation tool, students' reading comprehension in reading comprehension can be improved. This includes the preparation of lesson plans, materials, testing materials, and tests, as well as the use of or implementation of teaching and learning strategies designed in the lesson plans.