

**INTEGRATING SQ3R TECHNIQUE AND QUIZIZZ APPLICATION
BASED ON MOBILE-ASSISTED LANGUAGE LEARNING (MALL) TO
IMPROVE STUDENTS' LEARNING MOTIVATION AND READING
ACHIEVEMENT**

(A Thesis)

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**MASTERS' DEGREE IN ENGLISH EDUCATION
DEPARTMENT OF LANGUAGE AND ART EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
2022**

ABSTRACT

INTEGRATING SQ3R TECHNIQUE AND QUIZIZZ APPLICATION BASED ON MOBILE-ASSISTED LANGUAGE LEARNING (MALL) TO IMPROVE STUDENTS' LEARNING MOTIVATION AND READING ACHIEVEMENT

By

EWO PRIYO SUSANTO

The present study assessed and compared two different techniques for improving students' learning motivation and reading achievement. It also investigated the relationship between students' learning motivation and reading achievement. Integrating SQ3R Technique and Quizizz Application based on Mobile Assisted Language Learning (MALL) was compared to the original SQ3R. Thirty-one students of second grade SMA IT SMART INSANI participated in this study as an experimental and control class. The instruments used in this study were a questionnaire and a reading test. The data of the research were collected through pre-test and post-test.

The result showed a significant difference in students' learning motivation between experimental and control classes with a significance level of 0.003 ($p < 0.05$). Meanwhile, for reading achievement, it was found that the significance level was 0.126 ($p > 0.05$), indicating there was no significant difference in students' reading achievement between the experimental class and control class. Furthermore, the coefficient correlation was 0.787. It could be inferred that there was a significant correlation between students' learning motivation and reading achievement.

Based on the result of the study, it could be concluded that the implementation of Integrating SQ3R Technique and Quizizz Application based on Mobile Assisted Language Learning (MALL) was better than the original SQ3R to improve students' learning motivation and reading achievement. Additionally, the correlation between students' learning motivation and reading achievement showed that by having high motivation, students were able to get better reading achievement than those who have low motivation.

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

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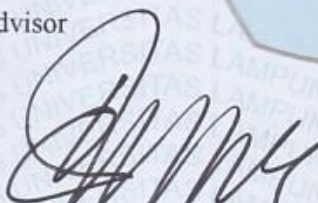
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Dengan ini saya menyatakan dengan sebenarnya bahwa:

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CURRICULUM VITAE

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DEDICATION

This thesis is dedicated to:

My beloved wife, Ayu Novia Kurniasih. Thank you so much for your eternal love, support, attention, and prays for me. Without you, I would not be the way I am now.

My lovely son, Aufar Mihran Abbasy, gives his joy that relieves my tiredness and becomes the spirit in living the days.

My beloved parents and parents in law, Panut Subowo and Lamiyati along with Sugiyanto and Umayah. Thank you so much for your advice, support, and prays for me.

My beloved sisters and brother, Linda Darmawati, Nelly Handayani, Rizky Fatma Liandari and Andre Nur Wicaksono. Thank you so much for your support and love.

My beloved Fraternity English Department 2019, thanks for the best moments I have experienced.

My Alma mater, Lampung University

MOTTO

“The broken things must be repaired, not always to be changed.”

-The Writer-

ACKNOWLEDGEMENT

Praise Allah for the blessing and mercy that the writer can finish his thesis entitled "Integrating SQ3R Technique and Quizizz Application based on Mobile Assisted Language Learning (Mall) to improve Students' Learning Motivation and Reading Achievement". This thesis is submitted as compulsory fulfillment of the requirements for the S-2 degree in the English Department at the Teacher Training Education Faculty of Lampung University.

It is important to be known that this thesis would never have come into existence without many supports, encouragement, and assistance from several gorgeous people and institutions. Here, the writer would like to address his respect and gratitude to:

1. Prof. Ag. Bambang Setiyadi, Ph.D, as the writer's first advisor for his kindness, practical evaluation, comments, and suggestions in guiding the writer to finish the project.
2. Prof. Dr. Flora, M.Pd, as the writer's second advisor for her ideas, valuable suggestions, and encouragement within her time during the thesis writing process and also as the chairperson of the Master in English Language Teaching and Study program.

3. H. M. Ujang Suparman, M.A., Ph. D as the writer's examiner for his innovative ideas, contributions, and suggestion to make this thesis more valuable.
4. Dr. Muhammad Sukirlan, M.A. as the writer's second examiner for his innovative ideas, contributions, and suggestion to make this thesis more valuable.
5. All lecturers in the English Education Study Program have given their guidance and shared their knowledge with the writer.
6. The writer's beloved friends of the 2019 English Department. Thanks for your support in finishing this thesis.
7. The writer's wife, son, mother, father, sisters, brother, and all of writer's family for the love, guidance, support, and care.

Last but not least, the writer truly realizes that this thesis has not been perfect yet, but hopefully, it can contribute and be a reference for educational purposes.

Bandar Lampung, April 2022

The Writer,

Ewo Priyo Susanto

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INTRODUCTION

This chapter presents the background of the research, research problem, objectives of the research, research uses, and scope of the research.

1.1 Background

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

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

reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of the reading process to finally reach their understanding of the meaning of the text they read. It implies that the readers' understanding of the text is the result of interaction between their thought and the meaning of the text they read. Reading is a complex skill involving a number of simultaneous operations (Patel and Jain, 2008).

In the classroom context of reading comprehension, the students take a role as readers of the text. It means that they must be able to comprehend the reading materials shown as the written texts. Meanwhile, numerous studies have reported that most EFL students often have difficulties comprehending English texts. Chawwang (2008) states that the most critical problems are identifying difficult words, topics, the main idea of the passage, and lack of vocabulary. Similar research has been conducted by Nezami (2012) on EFL Saudi learners. In her research, she finds that their students are challenged to comprehend the text due to limited knowledge and skills. They are unable to complete the task within the stipulated time due to slow speed in skimming and scanning process. Then, the inefficiency in grammatical aspects further enhances the problems in expression accelerated by the less interest and faulty language in descriptive answers. In a study conducted by Alghail and Mahfoodh (2016), there is a number of difficulties encountered by foreign students in a Malaysian university. The difficulties are paraphrasing, note-taking, supporting ideas and managing the time for the reading test.

In reality, during pre-observation, most of the students of SMA IT Smart Insani have problems acquiring reading skills. They are not able to perform their English

subject well. Most of them cannot understand the content of the English texts. When the teacher lets the students read the text, most of them can read. Nevertheless, when the teacher asks them to tell about the passage of the text, they are confused and do not understand the text. Besides, passive students sometimes do not want to ask questions to the teacher even if they do not understand the materials. As a result, they forget the materials as soon as possible and cannot improve their knowledge. The students also have difficulties answering the questions related to the text and finding out the main idea. Even a teacher has to translate the text to make them understand the passage clearly.

Besides, it can be seen that students have low learning motivation. Some of the students hesitate to get involved in the lesson. When the teacher asks questions, they are not much eager to answer. It is difficult for them to focus on the lesson. Even they do not do their homework. When the teacher asks them why they do not do homework, they try to find excuses for their mistake of having exams for other lessons. In fact, they do not give enough importance to completing it. Their lack of motivation reflected itself in the incomplete homework. They did not make an effort to answer even the questions asked to warm them up for the lesson. Their low motivation is also reflected in their attitude toward English. They feel that English is not interesting, difficult, and not necessary. They do not have an effort to be better in English. Many of them get bored when the English teacher gives them the material. It makes their result in learning English is not improved significantly.

From the description above, it can be inferred that most students in the second grade of SMART INSANI get problems with reading achievement and have low

motivation. There are some factors that can influence those problems. The problems that occur in students' learning process are caused by many factors that come from inside and outside the students. Those factors can be broadly categorized as internal and external factors (Slameto in Ramiasih, 2021). Internal factors are factors that come from inside the students, such as interest, intelligence, attention, motivation, and attitude. Meanwhile, external factors are the factor that comes from outside, for instance: family, school, friends, teacher, and society. Some factors also influence the learning activity for the school itself, such as curriculum teachers, teaching strategies, education material of textbooks, etcetera.

It is clear that motivation is one of the learner's internal factors in learning achievement. It may have a significant influence on the students' reading skills. The role of motivation in children's reading comprehension is not thought to act separately from the cognitive skills underpinning their performance; instead, it is thought to act as an energizer (Taboada *et al.*, 2009), which engages children's cognitive skills and leads to greater levels of success. Therefore motivation may not only lead to improved performance but may lead to growth in skills over time, as those children who are more motivated may put more cognitive effort into understanding texts and decoding unfamiliar words. This will confer advantages for reading comprehension skills if this additional effort is put in overtime.

As mentioned above, motivation is one of the internal factors that influence learning achievement. It means that students with low motivation will face difficulties in the learning process, while students with high motivation can reach learning objectives easily. In addition, students with highly motivated learning

tend to have a high score in learning results and higher than a passing grade. On the other hand, students with low motivation tend to have bad results and do remedial tests. In order to make students have better results or English achievement, motivation should be improved for students in English learning, especially for reading achievement.

Considering the importance of motivation in successful reading achievement, teachers must prepare a learning activity to grow and increase students' motivation. The teachers have to apply an attractive learning technique that makes students will be motivated in the learning activity, especially in reading. One technique in teaching reading skills is the SQ3R technique. SQ3R is one of the reading strategies that can be categorized as one of the principles of designing interactive reading techniques (Brown & Lee, 2015). They define the SQ3R technique as one effective series of techniques for approaching a reading text. It means that the SQ3R technique is designed to make the students read faster to get knowledge and information from the text. In their view, the SQ3R is the appropriate strategy that allows readers to comprehend text better. SQ3R technique consists of the following five steps: (1) Survey: skim the text for an overview of main ideas, (2) Question: the reader asks the question about what he or she wishes to get out of the text, (3) Read: read the text while looking for answers to the previously formulated questions, (4) Recite: reprocess the silent points of the text through oral and written language, (5) Review: assess the importance of what one has just read and incorporate it into long-term associations.

Furthermore, Feldt and Hensley (2009) state that SQ3R is a useful technique to engage any written information fully from a text. It helps readers to create a good mental framework of a text, to set reading goals, and to fix information in the readers' minds. The primary benefit of SQ3R is that it enables the reader to determine the organization of text material and the need for an intelligent selection of information while reading. In line with Feldt and Helsey, Huber (2004) states that the SQ3R technique may help the students to read independently and develop their comprehension skills such as determining main ideas, self-questioning, summarizing, note-taking and setting reading goals or purposes. Lestari *et al.* (2018) state that SQ3R influence directly to students' learning motivation engagement in reading and make students more active in the learning process.

Based on some statements above, SQ3R is an appropriate technique for teaching reading. It may directly influence students' motivation, help students understand the text and determine its organization. SQ3R can help students read independently and develop their comprehension skills. Because of those reasons, SQ3R will be implemented in this research.

On the other hand, technology is changing the ways language teachers teach and that language learners learn and, consequently, play an increasingly central role in curriculum implementation. Meskill *et al.* (2002) indicate that as far as technologies in education are concerned, part of that practical wisdom is to attain and maintain a particular conceptual frame or set of frames as regards the potential role of technologies for language and literacy development. For teachers and students, technology is now mobile, and laptop computers, tablet devices and

smartphones are a normal part of the teaching and learning context in many schools. More and more teachers and school administrators accept the role that digital resources and the internet can play in raising levels of motivation and engagement in learners, supporting learners with different learning styles and helping improve the quality of teaching and learning. In short, nowadays, teachers and students use technology in terms of their lifestyle, social interaction, and education. They cannot be separated from the use of technology. So that technology must be used in the teaching-learning process to cover their various activities, multimedia content, virtual classrooms, etcetera.

Referring to the reason above, the implementation of SQ3R should be integrated with the technology to suit students' current needs and get better achievement. The integration of technology-based learning benefits the teachers and students to make teaching and learning more effective. It can be an alternative tool for facilitating students' learning. Technology integration in education generally means technology-based teaching and learning processes closely related to using learning technologies in schools. Since students are familiar with technology and they will learn better within the technology-based environment, the issue of ICT integration in schools, specifically in the classroom, is vital. The use of technology in education contributes a lot to the pedagogical aspects in which the application of ICT will lead to effective learning with the help and support of ICT elements and components (Jamieson-Proctor *et al.*, 2013).

Kukulska-Hulme & Shield (2008) state that the integration of such technologies into teaching and learning has been more gradual, as educators need to understand

how they can be effectively used to support various kinds of learning and develop effective methods, media and materials for mobile-assisted language learning (MALL). They define MALL as formal or informal learning mediated via handheld devices that are potentially available anytime, anywhere. Most teachers in several places have already tried to integrate these changes and utilize smartphones in their classes by using the MALL strategy. In Korean higher education, a study has reported that mobile phones encouraged students to learn anywhere and anytime as long as they carried mobile phones. Their mobile phone was used to access material for learning (Lee *et al.*, 2013). In the context of English Language Learner (ELL), there are studies concerning MALL that support students to learn some foreign language skills. The mobile phone has given many benefits in written language activity. Texting is fun, and owning a mobile phone gives children access to a technology that they enjoy using, and which also provides them with the opportunity to engage in additional (and sometimes frequent) written language activity. The textisms themselves are creative expressions of children's engagement with language and they are motivated to become literate in their use in order to communicate with their friends rapidly and effectively, and in a way that they feel in control of (Plester *et al.*, 2009).

There are some kinds of applications based on Mobile-Assisted Language Learning (MALL) that English teachers can use to teach reading, such as Kahoot!, Quizizz, FlipQuiz, Duolingo, Ribbon Hero, ClassDojo, etcetera. In this research, Quizizz will be one of the focus tools applied. According to Bal (2018), Quizizz is web-based learning that significantly affects the learning process among foreign

language learners. Quizizz can create an enjoyable learning condition by helping the students to activate their background knowledge before reading and evaluating their comprehension after reading. *Quizizz* is a digital platform to assist the students' mastery of reading is a fun multiplayer classroom activity that allows all students to practice reading skills together by using their mobile phones like a tablet, iPad, or even smartphones (Mei *et al.*, 2018).

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

In the integration of SQ3R and Quizizz, the implementation of the SQ3R technique will be supported by Quizizz as the media, such as in terms of giving material, giving questions, and learning-based games activities. Those kinds of activities cannot be found in the original SQ3R. By integrating SQ3R as a technique and Quizizz as a media in the teaching-learning process, the researcher assumes that it can be an alternative solution to help teachers solve teaching reading problems, especially in SMA IT SMART INSANI. The use of this integrating learning is expected to make teaching reading more attractive,

effective, fun and make students enjoy the learning process so that their motivation in learning and reading achievement will increase.

Based on the explanations above, the researcher is interested in taking a research study: Integrating *SQ3R* Technique and *Quizizz* Application based on Mobile-Assisted Language Learning (MALL) to improve students' learning motivation and reading achievement.

1.2 Research Questions

The problems of this research are formulated in the following questions:

1. Is there any significant difference between students' learning motivation taught by using Integrating SQ3R and Quizizz based on MALL and those taught by original SQ3R?
2. Is there any significant difference between students' reading achievement taught by using Integrating SQ3R and Quizizz based on MALL and those taught by original SQ3R?
3. Is there any significant correlation between students' learning motivation and reading achievement?

1.3 Objectives

The objectives of this research are:

1. To find out whether there is a significant difference in students' learning motivation who are taught by integrating SQ3R and Quizizz based on MALL and those taught by original SQ3R.
2. To find out whether there is a significant difference in students' reading achievement who are taught by using Integrating SQ3R and Quizizz based on MALL and those taught by original SQ3R.

3. To find out whether there is a significant correlation between students' learning motivation and reading achievement.

1.4 Uses

The findings of the researchers are expected to be beneficial, whether theoretically or practically:

1. Theoretically, the result of this research may be used as a reference for the next researcher, and the conclusion of this research may strengthen the previous theory. The result of this research can contribute to the next research and can verify the previous theory.
2. Practically, the uses of this research are:
 - a) To be a consideration for English teachers in selecting the teaching technique taught to the students.
 - b) To make English teachers aware of students' motivation in their reading process.
 - c) To build students' motivation toward reading.

1.5 Scope

This research focuses on integrating the SQ3R Technique and Quizizz Application into students' learning motivation and reading achievement. The research participant will be intended in the second year of the SMA IT SMART INSANI 2021/2022 academic year. The research will take two classes as the sample of the research by using *purposive sampling*.

1.6 Definition of Terms

In order to avoid misunderstanding, some terms used in this research are defined as follows:

Reading

Reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of the reading process to finally reach their understanding of the meaning of the text they read (Brown, 2004: 189).

Motivation

Motivation comes from the word motif that can be interpreted as a power in every individual that makes that individual take steps or actions. A motif cannot be observed directly but can be interpreted in the behaviour, like stimulation, encouragement, or energy generation to emerge some certain behaviour (Rukminto in Uno, 2011: 3).

SQ3R (Survey, Question, Read, Recite, Review)

Brown & Lee (2015: 412) define the SQ3R technique as one effective series of techniques for approaching a reading text. SQ3R technique consists of the following five steps: (1) Survey: skim the text for an overview of main ideas, (2) Question: the reader asks the question about what he or she wishes to get out of the text, (3) Read: read the text while looking for answers to the previously formulated questions, (4) Recite: reprocess the silent points of the text through oral and written language, (5) Review: assess the importance of what one has just read and incorporate it into long-term associations.

MALL (Mobile Assisted Language Learning)

MALL is formal or informal learning mediated via handheld devices that are potentially available anytime, anywhere (Kukulska-Hulme & Shield, 2008).

Quizizz

Quizizz refers to a digital platform that assists the students' mastery of reading. It is a fun multiplayer classroom activity that allows all students to practice reading skills together by using their mobile phones like a tablet, iPad, or even smartphones (Mei *et al.*, 2018).

II. LITERATURE REVIEW

In this chapter, the researcher describes some theories related to this study. The theories focus on the general concept of reading, the general concept of reading comprehension, teaching reading comprehension, the general concept of SQ3R, the general concept of Quizizz, the concept of MALL, integrating SQ3R and Quizizz based on MALL in teaching reading, previous research findings, the general concept of motivation, theoretical assumption, and hypothesis.

2.1 General Concept of Reading

There are many definitions and the goal of reading because of the complexity of the reading process. It is a suitable reason to discuss the difference between them. Theoretically, reading is an English skill that needs reader comprehension of the text. In this case, reading is an active process that consists of recognition and recognition and comprehension skill (Patel and Jain, 2008). The reading activity builds thinking collaboratively among the reader, the writer, and the text. In addition, Brown (2004: 189) states that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of the reading process to finally reach their understanding of the meaning of the text they read. It implies that the readers' understanding of the text is the result of interaction between their thought and the meaning of the text they read.

In line with Brown, Celce-Murcia (2001: 154) views reading as an interactive process. It involves a text, a reader, and a social context in which the reading

process occurs. This implies that the reader's past experiences, language background, and cultural framework, as well as the reader's purpose for reading, influence the reader's interpretation of the text. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Another definition of reading is stated by Grellet (1998: 7); cities reading is an active skill, and the reading involves guessing, predicting, checking, and asking oneself questions. It means that the activities help the students to know the content. The questions later will lead the reading to a more significant discussion and reflection according to the text.

There are two subjects involved in the reading activity of written or printed material, i.e., the writer and the reader. The writer conveys and presents his/her message through the written symbols, and the reader gets the message from them. Clark and Silberstein cited in Herawan (2013) define that reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, a simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated. It is clear that the process of reading requires not only skill in the identification of words- in grouping words into thought units and in noting every detail of printed symbols- but it also requires the sum of all the readers' experiences and the skills as well. Therefore, in order to make sense of the reading material being read, a reader must be able to use his experience and match it with the verbal symbols provided.

Furthermore, Pang *et al.* (2003) state, "To become a good reader, students need to become aware of how well they understand a text while reading". This notion means that the reader has to realize the topic as they read comprehensively. Understanding the meaning is also related to conceiving the background knowledge initially.

Furthermore, Patel and Jain (2008: 20) pointed out that reading aloud is helpful in developing speech habits and silent reading develops the power of expression in writing and quick comprehension. Silent reading is the more efficient way of reading and more useful in life. Silent reading means reading completely silently, without even moving the lips. The importance of silent reading does not reduce the importance of oral reading at the initial stages of language learning.

Based on those explanations, reading is a complicated process of understanding the meaning. However, comprehending and developing background knowledge initially are the significant strategy to get the writer's purpose. To sum up, reading comprehension is the process of grasping the meaning of the text from the writer that involves experience and prior knowledge that the reader has. This process also can be harmonious with the purpose of reading.

To sum up, reading is not merely a process of reading words by words of printed material, but it is also a collaboration of a thinking process, a recollection of the experience, and the capacity of acquired language faculty to interpret the writer's intention. In addition, reading can also be said to be a process of matching information since, in a reading activity, the reader matches the information that he has already had with the printed material to get the writer's messages. Reading can be viewed as the process of the readers' thinking concerning written symbols to

get comprehension; it is also an interactive process between the reader's prior knowledge and what the writer writes.

2.2 Concept of Reading Comprehension

Generally, there are two kinds of reading activity: reading aloud and silent reading. What the readers are doing in silent reading is using their eyes and their ability to understand the meaning of the written sign; thus, comprehending the text is emphasized more in silent reading—the two kinds of reading activity that comprehend a purpose.

As had been said by Pang *et al.* (2003), comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

The explanation above describes the role of comprehension when reading a text that could express and create many ideas. In other words, it explains how essential comprehension to decode the text. Moreover, Nuttal in Herawan (2013) shows that there are five essential components of reading that students must be taught in order to learn to read. Whereas teachers can help the students to comprehend the reading texts by systematically practicing these five components of reading skills, they are:

1. Determining the main idea

Naturally, this comprehension strategy involves identifying the idea or idea that is most important throughout the text, not the idea of lesser importance and not those that feature only in one section of the text.

2. Identifying Specific Information

Basically, by supporting their students in identifying specific information, teachers can help them to recognize that writers bring their own experiences and insights to their writing. They also help students to build the habit of responding thoughtfully to what they read.

3. Inference

The inference is using content in a text to come to a personal conclusion about something that is not stated explicitly in the text. When the writer provides clues but not all the information, we read "between the lines" to form hypotheses, revise these, understand underlying themes, make critical judgments, and draw conclusions.

4. Reference

Trying to understand the common words refer to or reference. When students read English text, occasionally, they will find many examples of common subject words, such as He, She, It, etcetera. Instead of using many other words, they are usually nouns. It is important to understand what those common words refer to in understanding the text.

5. Vocabulary Items

Ordinarily, vocabulary items are learning to understand words. Vocabulary is the core component of language proficiency and provides much of the basis for how well students speak, listen, read, and write.

To achieve the aspects of reading above, the students need the reading process, requiring continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Likewise, consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in unfamiliar places in the text description. Smith in Herawan (2013) defines reading as a process of interpreting or understanding the text in terms of the question that the reader formulates about the text. It is commonly acknowledged that reading is an active process in which the reader should formulate the brain by using his previous knowledge in order to understand the text easily. Furthermore, Patel and Jain (2008) says that reading comprehension is the ability to make sense of written or printed symbols to guide the recovery of information from their human memory and subsequently use the written message.

From the explanations above, it is quite clear that reading comprehension is essential in learning the language. It helps readers discover the information and knowledge an author presents in his written works.

2.3 Teaching Reading Comprehension

According to Brown (2007), teaching is guiding and facilitating learning, enabling the learners to learn, and setting the conditions for learning. He defines teaching as an act of showing or helping someone to learn how to do something, giving

instruction, guiding in the study of something, providing with knowledge, causing them to know or understand. Teaching reading comprehension is a guideline for the teacher to help the students comprehend a text easily. According to Klingner *et al.* (2007:8), teaching reading comprehension is a multi-component and highly complex process that involves interaction between students and teachers. It is supported by Tankersley (2000), that teaching reading must be to teach comprehension skills and strategies, develop background knowledge, expand vocabulary and oral language, and build understanding and comprehension skills. Furthermore, good readers are aware of how well they understand a text while reading. Good readers also take active steps to overcome difficulties in comprehension. To help students handle their shortcomings in comprehending what they have read, the teachers must understand how to instruct the students (Pang *et al.*, 2003). Students can be instructed in strategies to improve text comprehension and information use. The instructions are:

- a) Instruction can improve comprehension by focusing on concepts and the vocabulary used to express them.
- b) Comprehension can also be enhanced by building on students' background knowledge, e.g. by having a group discussion before reading.
- c) Teachers can guide students by modelling the actions they can take to improve comprehension. These actions include: asking questions about a text while reading; identifying main ideas using prior knowledge to make predictions.
- d) Teaching a combination of different strategies is better than focusing on one.

- e) Different methods have been found to be effective in teaching text comprehension. Teachers can use combinations of several methods.

Teaching reading comprehension is a complex activity to make the students comprehend and deepen their understanding of what they read in the text, where the teacher has an important role in order to help students to be good readers.

2.4 General Concept of SQ3R

2.4.1. The Nature of SQ3R

SQ3R is a reading comprehension method for its five steps: survey, question, read, recite, and review. The method was introduced by Francis P. Robinson, an American education philosopher, in his 1946 book *Effective Study*. Robinson in Feldt and Hensley (2009: 584) explains more about the SQ3R technique. Briefly, in the *survey* step, the main headings, the students survey the chapter heading and subheading to construct an outline of the chapter or text mentally. In the *question* step, the students again look at the main headings. These headings are used to formulate the question to be answered in the next step, *read*. The step has the main purpose of finding answers to the questions formed in the question step. The *recite* step has the students literally reciting the answers aloud to the questions. At this point, the students should be concerned about the quality of the answer, such as whether the author provides answers that satisfy the questions. The last step, *review*, is done from memory, with the entire selection being reviewed in a survey fashion.

Bakken *et al.* (1997) indicate that SQ3R is an effective source for students when they work on their own. SQ3R gradually allows students to be

independent, whereas other reading strategies have the students rely on the teacher for instructions. They acknowledge that some other strategies, for instance, pre-reading comprehension and study guides need "extensive material development" and therefore may be "difficult to implement consistently."

Gunning (2002) states that SQ3R offers a more efficient and active approach to reading textbook material. It was created for college students but is useful for young students as well. Classrooms all over the world have begun using this method to better understand what they are reading. Schlozman and Schlozman cited in Momani and Asiri (2017) opine that SQ3R provides students who are likely to be distracted with a focused view to discuss apparently challenging textbook tasks. SQ3R strategy is important for teachers too. Teachers can use this strategy to make the reading process less difficult and more interesting. They can incorporate several strategies into the EFL/ESL classrooms to help students in their development of reading skills.

2.4.2. Benefit of SQ3R

Artis (2008) states the significance and usefulness of SQ3R as follows: "Because students can independently learn the basics of the course via reading, it reduces the need for instructor monologues (passive learning) to cover that information" (p. 133). He argues that this enables students to be more active and involved in their learning. He maintains that SQ3R helps students change their negative impressions about reading textbooks. Artis further states that "SQ3R introduces a diverse set of mega cognitive

reading techniques in a way student's can easily understand and implement" (p. 134).

According to Feldt and Hensley (2009: 584), SQ3R is a useful technique to engage any written information fully from a text. It helps readers to create a good mental framework of a text, to set reading goals, and to fix information in the readers' minds. The primary benefit of SQ3R is that it enables the reader to determine the organization of text material and the need for an intelligent selection of information while reading.

In line with Feldt and Helsey, Huber (2004: 108) states that the SQ3R technique helps the students to read independently and develop their comprehension skills such as determining main ideas, self-questioning, summarizing, note-taking, and setting reading goals or purposes. Another benefit of implementing the SQ3R technique is that using the SQ3R technique is worthwhile in terms of time and effort (Caverly & Flippo, 2000). It is designed to help students to get an overview of the text, analyze the topic before they read, ask questions based on their curiosity about the topic, and select the important information in the periodic review. Students become more active participants in reading the text. This technique also allows the students to get better and faster performance on the exams.

2.4.3. Procedures of SQ3R

Brown & Lee (2015: 412) define the SQ3R technique as one effective series of techniques for approaching a reading text. SQ3R technique consists of the following five steps; Survey, Question, Read, Recite, and

Review. As the reader moves through the stages of SQ3R, the reader will skim and scan the text. SQ3R is a flexible framework on which to build the study method. When the reader brings personal learning styles and study preferences to the system, it will work better than if the reader follows it rigidly.

1. Survey

Surveying, the first stage in SQ3R, is the process of previewing, or pre-reading, a book before the readers' study. The most textbook includes elements that provide a big picture overview of the main ideas and themes. The readers should use the big-picture to make sense of the information contained in the text and learn the order of topics. Moreover, the readers will overview by surveying the text elements.

2. Question

After the readers have surveyed the text, the next step is to ask questions about the assignment. The process of asking questions leads to discovering knowledge, which is the essence of critical thinking as the readers formulate some questions and then discover the answer in the text and the materials. It meant the readers should make a note of any questions on the subject's mind or particular interest in the survey. These questions can be considered almost as study goals understanding. The answers can help the readers to know about the structure of the information.

3. Read

In read, the readers should read all points of the text that are relevant in order to make it easier for the students to answer the question because these steps will be particularly easy for the readers if there is a lot of dense and complicated information from the text. Besides, when the readers find the concept of reading, then they will be able to answer the questions based on the text that has been studied in reading comprehension.

4. Recite

In this step, the reader responds to all of the questions by using their own words after they finish reading. Moreover, the readers have to take notes from the text to the information, read appropriate sections of the document, and run through several items. Furthermore, the readers underline the important points and then the readers are asked to recall or recite all of the materials that have been studied.

5. Review

The readers have to review the exercise by recalling the information in this step. This review will help the readers memorize material as it prepares for the exams. Furthermore, if the readers close the book after reading it once, the readers will forget almost everything related to the material. However, if the readers close the book, the readers will remember all of the materials that have been studied before.

2.5 General Concept of Quizizz

2.5.1. The Nature of Quizizz

According to Bal (2018), Quizizz is web-based learning that significantly affects the learning process among foreign language learners. So, technology-based learning like Quizizz can create pleasant learning conditions by helping students activate their background knowledge before reading and evaluate their understanding after reading.

Quizizz is a game-based educational application that brings multiplayer activities to the classroom and makes in-class exercises interactive and fun. Using *Quizizz*, students can do in-class exercises on their electronic devices. Unlike other educational applications, *Quizizz* has game characteristics like avatars, themes, memes, and music, entertaining in the learning process. *Quizizz* also allows students to compete with each other and motivates them to study. According to Hamel (2016), Quizizz is a multiplayer activity that allows all your students to practice together. Quizizz takes the excitement of the game show-style review game and puts the whole experience in the students' hands.

Quizizz uses the same educational technique as Kahoot, but it still has slight variances. Kahoot is only used for real-time formative evaluation, testing, questionnaires, and discussions in the classroom. Quizizz lists two different application modes. One is to form a formative evaluation in real-time in the classroom, and the other is to be arranged by the teacher to the student as an extracurricular assignment. Another big difference between Quizizz and Kahoot is that Kahoot is a teacher-dominated guide that all

the questions and answers only on teachers' devices, but Quizizz is more like a student-dominated guide that students can know the questions and answers on their own devices.

Quizizz can turn traditional reading comprehension question activities into fun and competitive activities that students find more engaging. Just like making handouts, we can create multiple-choice questions on Quizizz. Also, the combination of the time limit and ranking board during the game will make students try to read faster and answer faster, and as a consequence, it will facilitate their reading fluency (Sato, 2019).

This application is quite simple to use for students, students can sign up by using their Google account, and then they can start to use Quizizz. Teachers are using it simply; after signing up, just click the 'create a quiz' at the top of the page, then start creating the questions related to students' courses.

2.5.2. The Steps to Create Quizzes on Quizizz

Quizizz is a platform that can access by mobile phones and computers. Quizizz is a platform that needs an account. This platform makes available free accounts. According to Sato (2019), the user must do some steps to get an account. If we are a teacher or a student looking to create an account on Quizizz, we can do so by following these simple steps, there are:

- a) To begin, you need to create an account as a teacher. After logging in, click “Create a Quiz” in the menu bar.

- b) On the Quizizz Editor page, there are three options to create your own questions. The first option (Create a new question) allows you to see how the question will appear on the students' devices.
- c) With the second option (Import from spreadsheet), you can import questions from a spreadsheet. If you choose this option, you need to download the template first, then edit the file and upload it.
- d) The third option, Create as a spreadsheet, is a combination of the first two that allows you to create a quiz online with a spreadsheet.
- e) After creating all of the questions, press FINISH QUIZ and your quiz will appear under My quizzes. Now you are ready to play the game in your class.

Those are the steps to create Quizzes on Quizizz. Therefore, the teacher and students will get easy access to this platform.

2.6 General Concept of Mobile-assisted Language Learning (MALL)

The impact of ICT in education has been proven in various studies as it can make teaching and learning more interesting, motivating as well as meaningful. Despite using computers, mobile devices are proven as potential tools in increasing the learning of the language. At present, technology in language classrooms is an effective way to support collaborative learning activities in solving weaknesses in coordination, communication, organization of materials, negotiation, interactivity and lack of mobility (Zurita & Nussbaum, 2004). Thus, technology is essential for enhancing students' achievement, engagement, and overall participation in language learning (Cobb *et al.* in Hasyim *et al.*, 2017). Furthermore, technology

also provides students unlimited access to different resources and tools that facilitate language learning.

Mobile-assisted Language Learning (MALL) is the predominant area that reflects the adoption of technology to support English language learning in English language teaching and learning. MALL has impacted language acquisitions that distinguish between a modern language classroom and a traditional language classroom in teaching and learning the English language. Today, mobile technology is changing the landscape of language learning and is seen as the next frontier being researched for its potential in enhancing the teaching and learning of the English language (Hasyim *et al.*, 2017).

Kukulska Hulme & Shield (2008) define MALL as formal or informal learning mediated via handheld devices that are potentially available anytime, anywhere. Handheld devices include mobile phones and tablet computers with Internet capability and other devices without Internet access such as electronic dictionaries, MP3 players, and game players. Mobile learning is undergoing rapid evolution. Early generations of mobile learning projects tended to propose formally-designed activities, carefully crafted by educators and technologists, and using emerging technologies that were not yet widely accessible or well understood. Current, widespread ownership of mobile and wireless devices means that learners are increasingly in a position to take the lead and engage in activities motivated by their personal needs and circumstances of use, including those arising from greater mobility and travel.

For learning English as a second language, a mobile phone is a good media for drills & practices vocabulary, English expressions, and practices in English

communication (Kwon & Eun, 2010). Since mobile technology could act as an efficient mediator for enhancing English language learning, Mobile-assisted Language Learning (MALL) is proposed to support students' learning needs and achieve the target needs of their English language courses.

MALL has played a significant role in supporting language learning due to the salient features of the mobile device. Undeniably, mobile devices, which are popular among students, are motivational tools for education and various learning activities, as many researchers have shown positive outcomes. These can be seen as an indicator that the utilization of mobile phones in teaching and learning ESL will be an effective approach to overcoming the difficulties faced by academicians in motivating students to learn the English language as well as enhancing their learning experience and eventually increasing their proficiency (Hasyim *et al.*, 2017).

Based on the description above, as a teacher, we should realize that mobile devices have an important role in the teaching-learning process in classrooms, and we have to ensure that educational practice can include this mobile technology in effective and productive ways.

2.7 Integrating SQ3R and Quizizz based on MALL in Teaching Reading

Ammade *et al.* (2018) proposed that technology integration in the classroom plays a positive role in creating a student-oriented teaching and learning process so that it can help improve student activity and thought processes. In addition, Ghavifekr *et al.* (2015) also found that technology-based teaching and learning is more effective in comparison to the traditional classroom. This is because using ICT tools and equipment will prepare an active learning environment that is more

interesting and effective for both teachers and students. ICT integration for students in learning is effective. Because students can develop the confidence to have better communication and are able to express their thoughts and ideas; ICT helps students to be more creative and imaginative as their knowledge paradigm expand; ICT helps students to possess all four skills in learning when they are able to acquire necessary information and knowledge.

In integrated learning, the classroom can be more active so that the teacher and the students can get feedback in the teaching-learning process. Rather than expecting a teacher or a series of predictable discussions, students are challenged with different pedagogical strategies based on class or unit. Integrated learning keeps the classroom experience fresh, with students eager to discover what will happen next. Furthermore, integrating technology into language teaching can provide opportunities for students to use language directly when interacting with technology; they learn new vocabulary, know their meaning and learn how to pronounce it (Mafuraga & Moremi, 2017). That finding is also supported by Costley (2014); technology-based teaching can develop students' communication skills; thus, they can motivate them to be more confident in using the language learned.

Based on the benefit of integrated learning above, SQ3R as the teaching technique and Quizizz as the media based on technology should be integrated to get a better result in teaching reading. Besides, integrating SQ3R and Quizizz means that we integrate two strengths between teaching technique and media of learning. It will be a better reading teaching procedure than just using the two terms separately. So that SQ3R and Quizizz should be integrated.

In teaching reading, teachers are responsible for helping students achieve reading goals and improving students' reading achievement. Besides that, the teacher also plays a role in helping students' difficulties in understanding the content of the English texts so that after students read a text, they can manage to tell what the text was about. Furthermore, they can answer the questions related to the text correctly. The efforts that can be made are to motivate students in reading by choosing or creating appropriate texts, designing useful reading assignments, designing exciting and effective teaching techniques, and creating a supportive environment for practicing reading.

Integrated learning is a pedagogical integration of technology and classical pedagogy that allows instructors to choose whatever tools are most suitable for presenting certain material. Teachers and trainers often use a lot of media to deliver teaching materials (textbooks, presentation notes, diagrams, and so on). Multimedia ideas are intended to convey that various media are integrated into a coherent framework of some kind. There are many educational research and technology projects reporting a variety of outcomes and lessons learned with regard to the effective integration of technology into learning and instruction. Technology certainly can and does change the way we live and learn. It is also true that many technologies have been oversold in terms of promises of radically improved productivity and fundamental or systemic reform of underlying processes (Spector, 2002).

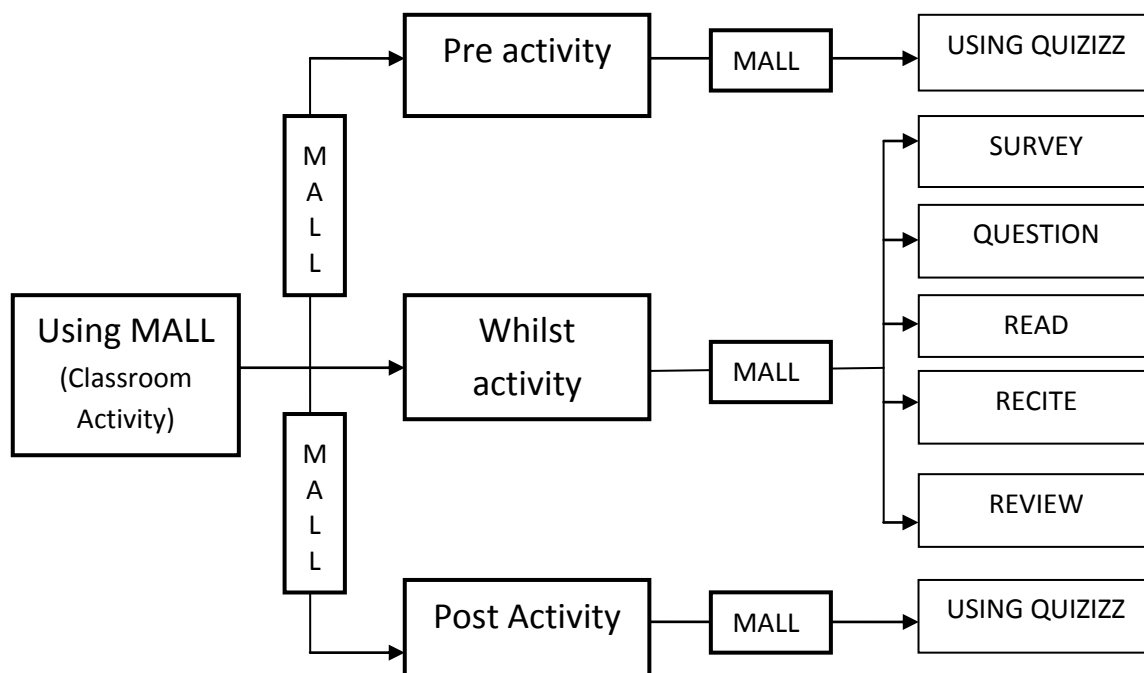
In this research, the procedure is different from the others because it integrates two kinds of terms; teaching technique and media; meanwhile, the others just use

a technique in its implementation without integrating with media and vice versa.

Furthermore, there is no research about both terms that use this procedure.

In this research, the researcher integrates SQ3R and Quizizz as follows:

Graph. 1.



Based on the graph above, the researcher can explain as follows:

First, students will use their smartphones in learning activities (Mobile Assisted Language Learning MALL). After that, the students open and sign in to the Quizizz application on their smartphones, which they downloaded earlier. Then, they will follow the following activities;

1. Pre –activity

Before the students begin or implement SQ3R, the researcher will use Quizizz to give pre-questioning to the students. By using Quizizz, the researcher will show some pictures and videos related to the text then the students are given some questions to generate students' prior knowledge.

Pre-questioning is some questions that are provided before the students read the whole text in order to develop the reading schemata and prior knowledge of the students and also to raise their interest and their cognitive aspect to predict what will be faced by them in the following whole text. The philosophy of pre-questioning is developing the students' prior knowledge and motivation before students read the text. Pre-questioning influences students' performance (Dochy *et al*, 1999). Passive students might become active during the learning process because they must answer the questions given by the teacher.

2. Main Activity

In this activity, the researcher shows the text by using Quizizz, and the students see the text on their mobile phones/gadgets. Then, the students implement the SQ3R technique starting from *Survey*, *Question*, *Read*, *Recite*, and *Review*.

- a) Before reading a text, the students have to survey the chapter, the title, headings, and subheadings, including captions under pictures, charts, and graphs or maps. These activities are done to gather the necessary information to focus and formulate goals. Moreover, by doing this step, students can also be helped to understand the writer's writing format and what is he/she tried to convey in the text.
- b) As the students have already finished surveying the text, the next step that the students have to do is formulate some questions that they are going to find the answer to in the reading step. The 5W1H

words are added to each first sentence to transform the chapter's heading into questions covering the subheading. This step can solve the students' problem in which they do not have specific purposes for reading because by doing this step, students can be more focused on reading the material due to the aimed material from the questions they made from the questioning step.

c) Read

The next step that the students have to do is reading. In this step, the students will read the passage to answer the questions they made before. It is different from the reading activity that the students habitually did in the past; in this step, they will read the text purposefully due to the aimed questions they already have in their minds.

d) Recite

Reciting is the next step after the reading section. In this step, the students who have already finished reading the material will respond to the questions they had been made in the previous section by writing the answer to the questions completely and clearly.

e) Review

The last step is review. In this step, the students will review the proceeding materials and survey them rapidly to ensure that they already comprehend the material and whether they have answered the questions completely and clearly. If they feel the questions

have not been answered completely and clearly, they can write the complete and clear answer directly. Afterwards, they succeeded in doing the SQ3R method.

3. Post Activity

To strengthen students' understanding of the material, the researcher will ask questions related to the texts that students have read. These questions will be assembled in a game. The combination of the time limit and ranking board during the game will make students try to read faster and answer faster, and as a consequence, it will facilitate their reading fluency. Quizizz can turn traditional reading comprehension question activities into fun and competitive activities that students find more engaging.

2.8 General Concept of Motivation in Language Learning

Motivation concerns energy, direction, persistence and all aspects of activation and intention. Motivation has been a central and perennial issue in the field of psychology, for it is at the core of biological, cognitive, and social regulation. Perhaps more important, in the real world, motivation is highly valued because of its consequences: Motivation produces. It is therefore of preeminent concern to those in roles such as manager, teacher, religious leader, coach, health care provider, and parent that involve mobilizing others to act (Deci and Ryan, 2000). Motivation is a major factor in the successful study of language acquisition. It is considered goal-directed and defined as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (Gardner & Lambert cited in Ellis, 1994). Motivation is also an important contributor to language achievement in terms of linguistic outcomes,

which traditionally embrace the knowledge structure of the language, i.e., vocabulary, grammar, and pronunciation and the four basic skills of the language, including listening, understanding, reading, and writing (Gardner, 1985).

Motivation becomes an important aspect of learning that can make the students aware of the importance of studying or learning. Motivation affects the extent to which individual learners persevere in learning the L2, the kinds of learning behaviours they employ (for example, their level of participation in the classroom), and their actual achievement (Ellis, 1994)

In reference to the roles of motivation above, motivation is an important factor that cannot be ignored in students learning achievement. So, the researcher assumes that motivation relates to students' reading achievement and makes the teaching-learning process in the class run more effective and well. That assumption needs to be investigated.

Theoretically, in literature, motivation comes from the word motif that can be interpreted as a power in every individual that makes that individual take steps or actions. A motif cannot be observed directly but can be interpreted in the behaviour, like stimulation, encouragement, or energy generation to emerge some certain behaviour (Rukminto in Uno, 2011: 3). Hall (2011) suggests that motivation is a key factor in order to accomplish a particular activity. He states that it is difficult to imagine anyone learning a language without some degree of motivation. In addition, Ellis (1994) considers motivation is of great importance for successful L2 acquisition. In line with Ellis, Dornyei, and Csizer (1998) indicate that motivation is one of the most important factors that determine the rate and success of L2 attainment: it provides the primary impetus to initiate

learning the L2 and later the driving force to sustain the long and often tedious learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough to ensure student achievement.

Based on the description above, it can be concluded that motivation is an essential factor that influences learning achievement. Motivation is a strong or positive power that everyone has, from the desire or awareness to reinforcing any person to do something. Relating to the previous statement, students need the motivation to achieve the main goal of learning a language, and it can come from themselves or their environment.

2.9 Classification of Learning Motivation

Motivation and the learning process are two aspects that mutually affect each other and cannot separate. Learning motivation can be influenced by two kinds of factors. Those are intrinsic factors and extrinsic factors. Intrinsic factors can be formed as desire and willingness for success, a necessity of learning, and also the expectation of a dream. Extrinsic factors can be formed as appreciation, learning environment, and interesting learning activities (Uno, 2011). Furthermore, in a case study in Indonesia, Setiyadi, Mahpul, and Anggit (2019) found that there are three classifications of motivational orientation. Those are intrinsic, extrinsic, and international orientations.

a) Intrinsic Motivation

Based on the Self-Determination Theory (SDT), Ryan and Deci (2000) define intrinsic motivation as "doing an activity for inherent satisfaction for the activity itself." This, in turn, has a positive impact on L2 learners

based on an internal desire for high-quality learning and creativity. When we are intrinsically motivated, we do not need incentives or punishment because the activity itself is rewarding. Some indicators showing that students have intrinsic motivation toward L2 are as follows:

1. They show positive and conducive attitudes and behaviour
2. They are usually more active in class
3. More enthusiastic
4. Likes to work hard
5. Do not give up easily
6. They will not stop trying to master the foreign language.

Intrinsic motivation is self-generated factors (responsibility, freedom to act, scope to use and develop skills and abilities, interesting and challenging work, opportunities for advancement) that have a deeper and longer-term effect. Intrinsic motivation refers to being motivated and curious enough to be engaged in some activity for its own sake (Vansteenkiste *et al.*, 2004)

b) Extrinsic Motivation

In contrast, when we do something to earn a grade, avoid punishment, please the teacher, or for some other reason that has very little to do with the task itself, we experience extrinsic motivation. We are not interested in the activity for its own sake; we care only about what it will gain us. Ryan and Deci (2000) stated that extrinsic motivation is a construct that pertains whenever an activity is done to attain some separable outcome. It means

there are external factors that motivate individuals to achieve a particular goal in their lives.

Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply to enjoy the activity itself rather than its instrumental value. Students with extrinsic motivation show characteristics that do not support the language learning process. The characteristics are as follows:

1. They view foreign languages as mere tools to fulfill practical needs (e.g., to get a good job), not as a means to get closer to the culture of other nations.
2. They tend to learn "enough." After their needs are met, their interest or enthusiasm for learning fades.
3. They are not motivated to improve themselves continuously, so their language mastery becomes very limited.

Extrinsic motivation can be assumed as anything that people do to motivate themselves in the form of fear, wanting to boast of people, promotions, making other people happy, etcetera. Extrinsic motivation has an immediate and powerful effect, but its existence does not last long.

c) **International Orientation Motivation**

Setiyadi, Mahpul, and Anggit (2019), in their journal, explained that international orientation of motivation is associated with developing a global identity that gives students a sense of belonging to a worldwide culture. This motivation includes reasons not only related to interacting with members of the L2 groups, as suggested in Gardner and Lambert but

also getting along with other speakers of English from non-L2 groups. Students who have international orientation motivation will prefer with reasons for learning English to integrate with people from other countries.

The essential difference between the two types of motivation is the student's reason for acting, whether the locus of causality for the action (the location of the cause) is internal or external, inside or outside the person. Students who read or practice their backstroke or paint may be reading, swimming, or painting because they freely chose the activity based on personal interests (*internal locus of causality/intrinsic motivation*) or because someone or something else outside is influencing them (*external locus of causality/extrinsic motivation*).

On the other hand, International orientation motivation arises because of the global era. The EFL learners in the current study have an "integrative" international orientation, but they need to integrate with people from other countries by using English as a lingua franca.

As mentioned above, in the case of the study of Indonesian learners, those three types of motivation are found in the classification of motivational orientation. This research will be conducted in Indonesia, so this classification is suitable for the orientation of the subject. That's why the researcher prefers to use this classification as the reference to measure the level of motivation of the subject in this research. The learners' motivation will be measured using a questionnaire adapted from a learning motivation questionnaire constructed by Setiyadi (2019).

On the other hand, Gardner and Lambert cited in Ellis (1994) classified motivation into two types: integrative and instrumental. Integrative motivation

means learning the language to participate in the culture of its people. Moreover, instrumental motivation suggests that a learner learns the language in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning.

a) **Integrative Motivation**

Integrative motivation involves an interest in learning an L2 because of a sincere and personal interest in the people and culture represented by the other language group' (Gardner and Lambert cited in Ellis, 1994). It contrasts with an instrumental orientation, which concerns the practical value and advantages of learning a new language. "Orientation", however, is not the same as motivation, which is defined by Gardner as 'the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language. When L2 learners are highly motivated integratively, the goal is perceived as more significant and of value, which in turn will encourage successful learning. Learners with integrative motivation are more active in class and are less likely to drop out. However, integrativeness is not always the main motivational factor in L2 learning; some learners, such as those living in bilingual areas, may be more influenced by other factors like self-confidence or friendship.

b) **Instrumental motivation**

Krashen in Al-Ansari (2000) explains that instrumental motivation refers to the learner's desire to achieve proficiency in the language for utilitarian or practical purposes and the presence of this type of motivational orientation

will encourage its performers to interact with the second language speakers so as to achieve certain ends. Instrumental motivation drives learners to learn a language with a more useful purpose of the language such as applying for a well-paid job or achieving higher social status.

2.10 Previous Research Findings

Momani & Asiri (2017) found that using the SQ3R strategy allows students to retain several reading pages, which otherwise are very stressful for them. They can take notes in their own words, recite them and review them as they finish the chapter or at any other suitable time. Teachers can use this strategy to make the reading process less complicated and more attractive. SQ3R equips students with more systematic and structured reading techniques, so they comprehend the text in a better way. SQ3R makes students active and cooperative. Reading activity remains no more a dull practice for them. It develops an intrusive, dynamic attitude towards learning and doubles the cognitive processes of a successful learner.

Masruroh (2015) stated that the implementation of the SQ3R helped the students to comprehend English texts, and the students responded to the implementation of SQ3R positively. The students were interested and enthusiastic about reading English text by using SQ3R.

Hashim *et al.* (2017) found that the flexibility within MALL in English language learning can be further enhanced by using mobile technology. Students may use various functions of the mobile device, such as recording their own notes in text and audio, taking photos, as well as creating and publishing writing materials using mobile devices. This allows the English language to be learned in a more

meaningful and authentic environment, integrating all four language skills: listening, speaking, reading, and writing.

Pahamzah *et al.* (2020) found that using Quizizz as a learning media can make students enthusiastic about participating in the learning activity, so students can focus and maximize their mobile phones as a fun learning media. The concept of maximum learning will help students' reading comprehension skills in English Learning. So it will improve students' learning outcomes in school.

Priyanti *et al.* (2019) found that Mobile-Assisted Language Learning (MALL) integrated with *Quizizz* significantly affected the eleventh grade English students' reading comprehension. The student's reading achievement, which was taught using Mobile-Assisted Language Learning (MALL) integrated with *Quizizz*, was better than the student's reading achievement, which was taught using the original strategy.

Sari (2019) found that applying integrated learning using Quizizz significantly improved the students' reading achievement.

Based on those findings, the researcher can conclude that the integration of SQ3R and Quizizz benefits the teaching-learning process.

2.11 Theoretical Assumption

Mastering reading is considered important by many people because it has a tight relation to knowledge and information that people get through reading books or texts. Although the students have got English since elementary school, they still face many problems in learning English, particularly in comprehending texts. The students still find difficulties in reading because they do not use effective techniques in reading. They do not have the motivation to improve their reading

skill by themselves. In this case, the researcher will use Integrating SQ3R and Quizizz based on MALL because SQ3R is one of the appropriate techniques in teaching reading where the procedures of SQ3R lead students to build students understanding of the text effectively and develop their comprehension skills. In contrast, Quizizz is a media considered following the condition of the students in this era. It can make the students feel comfortable with the learning activities; they will enjoy and have fun; it will raise students' motivation and achieve the aims of the reading achievement.

By integrating SQ3R as a technique and Quizizz as a media in the teaching-learning process, the researcher assumes that the students will be motivated because this procedure is more exciting and different from what they usually do every day in the classroom. This integration is expected to make teaching reading more attractive, effective, fun and make students enjoy the learning process to improve their reading achievement. It can be an alternative solution to help teachers solve the problems in teaching reading.

2.12 Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follows:

H₁: There is a significant difference in student's learning motivation who are taught by using Integrating SQ3R and Quizizz based on MALL and those who are taught by original SQ3R

H₀₁: There is no significant difference in student's learning motivation who are taught by using Integrating SQ3R and Quizizz based on MALL and those who are taught by original SQ3R

H₂: There is a significant difference in students' reading achievement who are taught by Integrating SQ3R and Quizizz based on MALL and those taught by original SQ3R.

H₀₂: There is no significant difference in students' reading achievement who are taught by Integrating SQ3R and Quizizz based on MALL and those taught by original SQ3R.

H₃: There is a significant correlation between students' learning motivation and reading achievement.

H₀₃: There is no significant correlation between students' learning motivation and reading achievement.

III. RESEARCH METHODS

This chapter presents the method used in collecting the research data, such as design, population and sample, data collecting technique, validity and reliability of instruments, procedure, and data analysis.

3.1. Design

This research is quantitative research. Quantitative research A means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion (Creswell, 2009). The design in this research is true experimental design, a pretest-posttest control group design. There are two groups in experimental research: the experimental and control groups. The experimental group receives new treatment by Integrating SQ3R and Quizizz based on MALL, while the control group receives the original treatment.

The researcher presents the research design which is proposed by Setiyadi (2006) as follows:

K₁: T₁ X₁ T₂
K₂: T₁ O T₂

Remarks:

K1: Experimental group

K2: Control group

T1: Pretest

X1: Integration of SQ3R and Quizizz treatment

O: Original treatment

T2: Posttest

3.2. Population and Sample

The population of this research is the eleventh grade of SMA IT Smart Insani for the 2021/2022 academic year. There are four classes in the eleventh grade in this school. The researcher uses two classes only as experimental and control groups in this research. The number of students in each class is about 15-20 students. In determining the classes, the researcher uses purposive sampling. The classes are qualified and supportive of using the mobile phone as the media in conducting this research.

3.3. Instruments

The instruments of this research are a questionnaire and a reading test. The questionnaire is given to measure the level of students' motivation. Besides the questionnaire, the reading test is also used as the instrument in this research. This test is given to know learners' reading achievement. The research instrument is necessary and plays an essential role in research. The research instrument is the generic term researchers' use for a measurement device.

3.3.1 Questionnaire

A questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. Questionnaire is an efficient data collection technique if the researcher knows with certainty the variables to be measured and knows what to expect from the respondents (Sugiyono, 2013). The questionnaire in this research is some questions or statements about students' motivation. It is given to know the level of students' motivation. The researcher uses the Learning Motivation questionnaire proposed by Setiyadi (2019) because the questionnaire is suitable and relevant for this research. The motivation questionnaire consists of 12 items of statements with five choices of responses in every item to measure the type of learning motivations. The result of the questionnaire is scored based on the Likert Scale. The scores range from 1-to 5. The response range is from "never true of me "to "always true of me." The student's native language (Indonesian) is used in the questionnaire to prevent the participants from misunderstanding the questions.

3.3.2 Reading Test

There are many kinds of reading assessments: multiple-choice items, written and oral recall, cloze, sentence completion items, open-ended questions, true/false, matching activity, checklist, and fill in the blank. The researcher uses multiple-choice questions to measure students' reading comprehension in this research. There are five possible responses for each multiple-choice question, one correct response and four distracters. All distracters in the multiple-choice questions are plausible and multiple-choice questions cannot

be answered correctly by students without reading and understanding relevant parts of passages (Wolf, 1993).

The scoring criterion is determined around 0-100 so that if a student can answer all the test items, his score is 100. In scoring the students' result of the test, the formula can be seen as follow:

$$S = \frac{r}{n} \times 100$$

Where:

- S = The score of the test
- r = The total of the correct answer
- n = The total items

3.4. Validity of the Instruments

Validity is an essential aspect of the design of any measurement instrument in research. Validity refers to the extent to which the test measures what is intended to measure (Setiyadi, 2006). A test can be said valid if the test measures the object to be measured and is suitable for the criteria. Validity is how an instrument measures what it is supposed to measure and perform as it is designed to perform. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument. There are numerous statistical tests and measurements to determine the validity of quantitative instruments.

3.4.1 Validity of Motivation Questionnaire

The validity of the questionnaire is measured to find that the components are suitable and related to the relevant theories of students' learning motivation. According to Setiyadi (2006), there are at least two validities that should be fulfilled; content and construct validity. Since the

questionnaire is adopted from the questionnaire of learning motivation constructed by Setiyadi (2019), the researcher considers that the content and construct validity of the questionnaires have been standardized. However, to ensure the validity of the questionnaire, the questionnaire will be assessed by correlating each item with its construct to get the validity. The questionnaire will be analyzed by using *the Pearson Product Moment Correlation Coefficient* in SPSS.

3.4.2 Validity of Reading Test

In the reading test, content validity emphasizes the equivalent between the material that has been given and the items tested. Simply, the items in the test must represent the material that has been taught. The material is exposition text contained in the K-13 curriculum. To get the content validity, the tests that will be given to the students are arranged based on the material and the objective of teaching in the syllabus for second grade of senior high school students.

Furthermore, construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured. It would be examined whether the test questions actually reflect what it means to know a language (Setiyadi, 2006). If a test has construct validity, it is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning. This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills. In this case, to get the test's construct validity, the researcher formulates the test by the concept of

reading skills by Nuttal in Herawan (2013). The table below presents five essential components of reading skills.

Table 3.1 Table Specification of Reading Comprehension Test

No	Reading Skills	Items Number
1.	Determining main idea	1, 12, 19, 23, 25, 29, 30, 34, 39, 43
2.	Identifying specific information	2, 6, 9, 13, 15, 17, 24, 28, 36, 41, 48
3.	Determining inference	3, 8, 14, 18, 22, 31, 35, 46, 50
4.	Finding reference	5, 10, 21, 27, 32, 37, 40, 45, 47
5.	Understanding vocabulary	4, 7, 11, 16, 20, 26, 33, 38, 42, 44, 49
Total		50 items

The items number of the reading test above will be tried out to the students and assessed by using the *Pearson Product Moment Correlation Coefficient* in SPSS. It is done to indicate that the item numbers of the reading test are valid. Referring to the explanation above, to get the reading test's validity, the researcher arranges the items based on the material and the objective of teaching in the syllabus of the K-13 curriculum for the eleventh-grade students of senior high school. Then, the researcher formulates the test by the concept of reading skills then analyzes by using the *Pearson Product Moment Correlation Coefficient* in SPSS.

3.5. The Reliability of the Instruments

Reliability measures the accuracy, consistency, dependability, or fairness of scores resulting from the administration of a particular examination.

3.5.1 Reliability of Motivation Questionnaire

The questionnaire items are translated into Bahasa Indonesia to avoid misunderstanding the questionnaire. Then, each item of the questionnaire is analyzed by using Cronbach Alpha of SPSS to know the reliability coefficient of the questionnaire. It is done to indicate that the reliability

coefficient of the questionnaire is reliable and applicable for measuring students' motivation in this research. The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnaire will be (Setiyadi, 2006). Sugiyono (2013) explains the way to examine the reliability of questionnaire by using the Alpha Formula as follow:

$$r = \left[\frac{n}{n - 1} \right] \left[\frac{1 - \sum \sigma i^2}{\sigma i^2} \right]$$

Explanation:

r = reliability

n = the number of item

$\sum \sigma i^2$ = total variance of all items

σi^2 = the total variance

And for knowing the classification of reliability are as follows:

- a. Between 0.800 to 1.00 = very high-reliability
- b. Between 0.600 to 0.800 = high reliability
- c. Between 0.400 to 0.600 = moderate reliability
- d. Between 0.200 to 0.400 = low reliability
- e. Between 0.000 to 0.200 = very low reliability

3.5.2 Reliability of Reading Test

A test is called reliable if the score gained by examiners is constant whenever and by whomever the test is conducted. A test will be a good parameter if the test is suitable or constant. The test is determined by using Pearson Product Moment, which measures the correlation coefficient of the reliability between odd and even numbers (reliability of half test) in the following formula:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

Where:

- n : the number of students in sample
- r_{xy} : coefficient of reliability between odd and even numbers items
- x : odd number
- y : even number
- $\sum x^2$: total score of odd number items
- $\sum y^2$: total score of even number of items
- $\sum xy$: total score of odd and even number

After getting the reliability of the half test, the researcher uses the Spearman-Brown formula. This formula is used to determine the reliability of the whole test. The formula is as follow:

$$r_n = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

- r_n = reliability of all items
- r_{xy} = coefficient of reliability between odd and even number

The criteria of coefficient correlation are:

- 0.00 - 0.19 = very low
- 0.20 - 0.39 = low
- 0.40 - 0.59 = average
- 0.60 - 0.79 = high
- 0.80 - 1.00 = very high

(Sugiyono, 2013).

3.6 Level of Difficulty

The level of difficulty relates to how easy or difficult the item is taken from the point of view of the students who take the test. It is important since test items that

are too easy (that all students get right) can tell us nothing about differences within the test population (Sugiyono, 2013).

Moreover, the difficulty level of an item shows how easy or difficult that particular item does for the participants. The students were divided into two groups that were upper and lower groups. The students' scores of try out are listed from the highest score and lowest score. It is calculated by the following formula:

$$pi = \frac{Ai}{Ni}$$

Where:

- pi : Level of difficulty of item i
- Ai : the number of correct answer to item i
- Ni : Number of correct answers plus number of incorrect answers to item i

The criteria are as follows:

- <0.3 : difficult
- 0.3 – 0.7 : average
- > 0.7 : easy

(Backhoff, 2000)

3.7 Discrimination power

Discrimination power refers to the ability of the test items to distinguish the students who have high capability from those who have the low capability. Based on that criterion, a good item is an item that is correctly answered by high-level students and is incorrectly answered by low-level students.

The calculation of the discrimination power is as follows:

$$D_i = \frac{GA \text{ correct answers} - GB \text{ correct answers}}{N \text{ largest group}}$$

where:

D_i = Discrimination index of item i
 GA correct answers = Number of correct answers to item i among the 27% of those with highest test scores.
 GB correct answers = Number of correct answers to item i among the 27%

(Backhoff, 2000)

3.8. Procedure

The procedures for collecting data are the following:

a) Determining the subject of the research

In determining the subject, the researcher chooses two classes of the eleventh grade of SMA IT Smart Insani for the academic year 2021/2022 as the research subject. There are four classes which consist of 15-20 students.

b) Preparing the Instruments

The researcher prepares a learning motivation questionnaire and a reading test for this research. The reading test is made based on materials that have been taught, and it consists of 50 items. Meanwhile, the Students' motivation Questionnaire is the means to gain data on students' levels of motivation.

c) Trying out the instruments.

The instruments are tried out to the students to get good criteria for the instruments.

d) Revising of the instruments

In this part, the instruments will be revised based on the result of the tryout. The revision can be done by changing the ambiguous statements, distracters, double correct answers, or dropping the items that do not fulfill the good criteria of the research instrument.

e) Administering the Questionnaire

The questionnaires of this research are the questionnaire of motivation. The items are administered to measure students learning motivation chosen. The items of the questionnaire of learning motivations are limited with five choices.

f) Administering Pre Test

The researcher will conduct the pretest before giving the treatments, and it will be done in 70 minutes. The pretest is conducted to know the students' reading achievement.

g) Conducting treatment by using Integrating SQ3R and Quizizz

After giving the pretest to the students, the experimental class is given treatments three times. The time of each treatment is 90 minutes. The experimental class will be given the treatment by using Integrating SQ3R and Quizizz.

h) Administering Post Test

The posttest is conducted after treatment. The researcher gives the same test to the students, and the students do the test in 70 minutes.

i) Administering the Questionnaire

The questionnaires of this research are the questionnaire of motivation.

The items are administered to measure students learning motivation chosen after getting the treatment.

j) Analyzing the Data

After conducting the questionnaire and posttest to the students, the researcher analyzes the data. The data are analyzed using the Paired Sample T-test and Independent Group T-test of the SPSS program.

k) Making a Report and Discussion of Findings

The researcher reports and discusses the findings after getting the result of the research.

3.9. Data Analysis

To find out the differences between experimental class and control class in students' learning motivation and their reading achievement, the researcher will pass the following steps in analyzing the data as follows:

1. The researcher makes a scoring of students' pretest, posttest, and learning motivation of two classes.
2. In measuring the improvement, *Paired Sample T-Test* will be used to analyze each class's pretest and posttest scores.
3. In measuring a significant difference between experimental class and control class, the researcher uses the data of posttest from motivation questionnaire and reading test from each class. The data are analyzed by using *Independent Sample T-Test* in SPSS to find out the difference between students' motivation and students' reading achievement who are taught by integrating SQ3R and

Quizizz (experimental class) and those who are taught by original SQ3R (control class).

4. Besides the Independent Group T-test, the gain of the average pretest score and the posttest average score of reading is also used to indicate the difference between the experimental and control groups.
5. The data from the motivational questionnaire and reading test are used in order to find the correlation between students' motivation and reading achievement. The data will be analyzed by using *Pearson Product Moment Correlation* (SPSS) to investigate whether there is any correlation.
6. The researcher constructs the conclusion. The conclusion can be developed from the result of statistical computerization that is in SPSS and researcher observation during the teaching and learning process.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the result of the research and suggestions from the researcher to the other researcher and English teachers who want to conduct research related to learning motivation, Quizizz application, SQ3R technique and reading.

5.1. Conclusions

Concerning the analysis of the data gained during the research, the findings and the result of the present study in the previous section, the researcher made these conclusions:

1. The result of students' learning motivation showed that Integrating SQ3R and Quizizz based on MALL as a technique applied in experimental got a better improvement of learning motivation than original SQ3R in the control class. The highest improvement occurred in extrinsic motivation in both classes. The implementation of integrating SQ3R and *Quizizz* in the teaching-learning process that brings multiplayer activities to the classroom and makes in-class exercises interactive and fun can improve students' motivation. Students are more interested, focused, and serious about implementing it in classroom activities. By using *Quizizz*, the students do in-class exercises on their electronic devices. The use of learning media that can be accessed through students' Smartphones is a positive use of technology and can increase students' motivation in

learning. *Quizizz* has game characteristics like avatar, themes, memes, and music, which are entertaining in the learning process. *Quizizz* also allows students to compete with each other and motivates them to study.

2. Referring to the result, integrating SQ3R and *Quizizz* in the experimental class and the original SQ3R in the control class improves all the reading aspects. The highest aspect improved was determining the main idea aspect in this research. The use of integration *Quizizz* significantly promotes students' reading achievement. It can help the students get new situations, develop their inspiration, and support how to understand the text. Integrating SQ3R as a technique and *Quizizz* as a media in the teaching-learning process is more effective in increasing students' reading achievement. It makes teaching reading more attractive, effective, fun and makes students enjoy the learning process so that their reading achievement is better than the original SQ3R.
3. The correlation between students' learning motivation and reading achievement showed a significant correlation. It means that students' learning motivation significantly affects students' reading achievement. Therefore, motivation is one of the factors that influence reading achievement. Students who have high motivation in learning English tend to comprehend the text more easily they read than students who have low motivation. Feeling motivated in learning means enjoying the activity. When somebody is motivated by a particular phenomenon or activity, they are likely to attend to it and give time to it.

5.2. Suggestions

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

1. For teacher

Since integrating *SQ3R* and *Quizizz* based on Mobile-Assisted Language Learning (MALL) is principally worthy and can help students be successful learners, the teachers are recommended to learn it and teach their students by using this technique as an online platform which is in line with this modern era.

The researcher suggests that the teachers who want to apply integration *SQ3R* and *Quizizz* in the classroom; the teachers should ensure that the students have a good connection on their mobile phones to not interfere with the learning process. The school can accommodate this by providing Wi-Fi with excellent signal strength. It is also suggested that teachers have to present updated material or interesting material to attract students' interest in reading the text.

In implementing *the Read* step of *SQ3R*, it is necessary to understand the main ideas and important details that support the main ideas. On the important or difficult parts to be understood, the researcher suggests slowing down in reading and speeding up in reading again on the parts that are not important or that are already known.

There are two things that need to be considered in reading activities.

- a. Do not make excessive notes. It will slow down the process of reading. Choose the parts that are important only.

- b. Do not make signs, such as underlines in certain words or phrases, because the underlined may not necessarily suit readers' needs.

2. For further research

The result of this research is limited by the use of the entire class and the small sample size in SMA IT SMART INSANI. It means that the result cannot cover all the education levels. It is just for the second grade of SMA IT SMART INSANI. Besides, this research focuses on the correlation between students' motivation and reading achievement, and there is no relation to the other achievements.

Therefore, the researcher suggests that further research should be conducted with more samples covering all proficiency levels to get more significant data. Further research can also investigate the role of learning motivation to language learning in others' skill-achievement; listening, speaking, and writing. Additionally, the research may be more valuable and effective if the research instruments are not only a questionnaire. The other research can use field activities such as interviews or another way to find out the result.

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