The Effect of Problem Based Learning Model Assisted by Quizizz Media and Reading Interest on Mastery of Fact and Opinion Sentences on News Texts

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Abstract

The purpose of this study are as follows. First, to describe the influence of the Problem Based Learning learning model assisted by Quizizz media on the mastery of factual and opinion sentences in news texts. Second, to describe the influence of the Problem Based Learning learning model assisted by Quizizz media on the mastery of factual and opinion sentences for students with high reading interest. Third, to describe the influence of the Problem Based Learning learning model assisted by Quizizz media on the mastery of factual and opinion sentences for students with low reading interest. Fourth, to explain the interaction between the Problem Based Learning learning model assisted by Quizizz media and reading interest on the mastery of factual and opinion sentences in news texts. This type of research is quantitative research with an experimental method. The population of this study were students of class VII of UPTD SMP Negeri 1, Harau District who were registered in the 2024/2025 academic year. The sample in this study was class VII.F as the experimental class and class VII.E as the control class. The instruments used in this study were a reading interest questionnaire and an objective test of factual and opinion sentences in news texts. The data collection technique in this study was that students in the control class and experimental class answered questions in the reading interest questionnaire. Furthermore, students answered questions on the objective test of factual and opinion sentences in news texts. The data analysis process was carried out by utilizing the IMB SPSS Statistics 25 application. Based on the results of the analysis and discussion in this study, several conclusions can be drawn. First, there is an influence of the use of the Problem Based Learning learning model assisted by the Quizizz media on the mastery of factual and opinion sentences in news texts of class VII students of UPTD SMP Negeri 1, Harau District with a sig value (0.001) smaller than 0.05. Second, there is an influence of the use of the Problem Based Learning learning model assisted by the Quizizz media on the mastery of factual and opinion sentences in news texts of class VII students of UPTD SMP Negeri 1, Harau District who have high reading interest with a sig value (0.001) smaller than 0.05. Third, there is an influence of the use of the Problem Based Learning learning model assisted by the Quizizz media on the mastery of factual and opinion sentences in news texts of class VII students of UPTD SMP Negeri 1, Harau District who have low reading interest with a sig value (0.046) smaller than 0.05. Fourth, there is no interaction between the Problem Based Learning learning model assisted by Quizizz media and reading interest in influencing the mastery of factual and opinion sentences in news texts of class VII students at UPTD SMP Negeri 1, Harau District.

Keywords : *problem based learning, quizizz, fact, opinion, news text*

Introduction

The Merdeka Curriculum, which is currently the National Curriculum in Education in Indonesia, presents skills in learning Indonesian as elements. The Indonesian Language Elements as stated in the Decree of the Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 032/H/Kr/2024 concerning Learning Outcomes in Early Childhood Education, Primary Education Level, and Secondary Education Level are divided into 4, namely listening; reading and viewing; speaking and presenting; and writing. These four elements are the development of the four skills that we used to know as makracalis (listening, speaking, reading, and writing).

One of the skills that is expected to improve students' critical thinking skills is reading skills. Reading skills are needed to understand the content contained in reading, both implied and explicit meaning. According to Sudaryati et al., (2023) the reading process not only involves technical skills in deciphering words, but also involves a deep understanding of the content being read. In addition, Harianto (2020) added that reading as one of the aspects of language skills is a problem that has received a lot of attention. This attention is rooted in the awareness of the importance of the meaning, value, and function of reading in everyday life.

Kalsum et al. (2021) explain that reading is one of the language skills that is very important to be instilled in students in order to produce a generation that has a high interest in reading. The high interest in reading that grows through reading skills is expected to be one of the factors that supports the success of the learning process in the classroom. This success is highly dependent on the mastery of reading skills to understand the contents of the reading, as well as the high interest in the reading material being read.

Reading skills are closely related to a person's mastery of literacy. By increasing literacy through reading, it is hoped that it can increase the progress of a nation. High literacy mastery will make a nation more advanced than a nation with low literacy mastery. In 2009, based on the results of research by the Organization for Economic Cooperation Development (OECD), Indonesia's reading culture ranked the lowest out of 52 countries in the East Asia region. In addition, according to Tempo newspaper on April 16-17, 2016 (in Wulandari & Haryadi, 2020) data reported by World's Most Literate Nations, compiled by Central Connecticut State University, Indonesia's literacy ranking is in position 60 out of 61 countries. The reading comprehension test of the PISA (Program for Student Assessment) test held by OECD member countries in 2012 placed Indonesian students in 64th place out of 65 countries. In 2022, Indonesia ranked 69th out of 80 countries listed in the PISA 2022 assessment by the Organization for Economic Co-operation and Development (OECD) (News.Detik.com). In reading, the average score of Indonesian students is 359 points, while the OECD average is 476 points. Even the reading score recorded the worst score since 2000 when Indonesia first took the test (in Wulandari & Haryadi, 2020).

From some of the data above, it can be concluded that there is still a low interest in reading in Indonesia today so there is still a need to improve reading skills, especially starting from the scope of learning in schools. Low interest in reading is a "disease" in the implementation of education in Indonesia. Tahmidaten & Krismianto (2020) in their research suggested that by thinking positively, these data can be used as material for reflection and evaluation of all parties related to education for future improvements, especially those directly related to improving reading skills and student interest in reading in Indonesia.

One of the contents that must be criticized in reading skills which is also found in Indonesian language learning materials is news text. Nilasari et al. (2020) stated that learning news text is not just introducing a news text as knowledge that students must have, but this learning also has the aim that students have competencies that can be used in everyday life, such as understanding news, interpreting news, and also presenting news.

In interpreting news, students must be careful in analyzing whether what they read or hear is trustworthy. A news related to facts is the main key that must be understood so that students can understand the information in the news so as to avoid hoax news (fake news). Students must also be smart in analyzing the news they read so as not to cause misunderstandings from the news they read.

One of the reading skills that need to be mastered in news texts is the mastery of fact sentences and opinion sentences in news texts. This ability is considered necessary so that students understand exactly the information conveyed in a news story. This is motivated by the fact that news cannot be separated from a fact (actual events) and added opinion by the news writer.

Students' lack of mastery of fact and opinion sentences is an important challenge in learning news texts at the junior high school level. Sartika et al. (2013) in their research suggested that in understanding the content of the news, students still have difficulty determining fact and opinion sentences and have difficulty mastering fact and opinion sentences in news texts. One of the factors of this challenge is the lack of student mastery of the characteristics of fact and opinion sentences and the lack of student understanding of the differences between fact and opinion sentences. The low average score of students seen from the data description of determining fact and opinion sentences is also influenced by active readers and passive readers. Active readers will try to find something they want while passive readers just accept what they read. This is in line with research conducted by Sartika et al. (2013) explaining the problems seen is the difficulty of students in determining sentences of fact and opinion due to students' lack of understanding of the characteristics of sentences of fact and opinion and students' lack of understanding of the differences between sentences of fact and opinion. In addition, based on the results of research conducted by Afnita et al. (2023) it was stated that students' interest in reading in schools is very low, the variety of learning media is also very lacking, and the learning media used by teachers only comes from teaching materials from the Ministry of Education and Culture's textbooks.

Based on the results of field observations and interviews with one of the Indonesian language subject teachers at UPTD SMPN 1 Kecamatan Harau informally, the researcher concluded from the interview that until now the students' ability to master and distinguish fact and opinion sentences is still very low. This was conveyed by the teacher from during the learning process, both in the formative assessment and summative assessment, the achievement of learning objectives for indicators of analyzing fact and opinion sentences in news texts has not been met. In addition, the learning media factor is one of the factors constraining students to be able to understand fact and opinion sentences appropriately. Teachers also realize that the learning media used today is not interactive and needs further exploration to find a more effective approach for students. In line with the media, teachers also realize that the learning model so far carried out is still monotonous and giving assignments which if applied in this day and age is less relevant to technological advances that do not invite students to be actively involved.

According to research conducted by Fauzia & Afnita (2020), students' reading skills have not fully reached the set standards. Students still have difficulty reading news texts

and remembering in detail the information they read and students' attention during reading learning is still lacking. The information in question includes understanding factual and opinion sentences in the news text. This is also in line with research conducted by Yantama et al. (2018) students' responses to relevance in following problem-based learning are very positive. This indicates that the learning taught is in accordance with learning objectives, the teaching style expected by students and has benefits in students' daily lives.

In mastering fact and opinion sentences in news texts, one of the learning models that can be implemented is the Problem Based Learning (PBL) learning model. According to Dahri (2022) the PBL learning model is a learning strategy that is applied to improve students' problem-solving skills and critical thinking skills that are tailored to the characteristics and environment of students. The use of the PBL learning model can make it easier for students to remember learning material because it is directly on the problem. According to Diastuti (2021) one of the characteristics of this PBL learning model is that the problems raised are problems in students' lives where the teacher will guide students to solve these problems.

In addition to the learning model, which is one of the factors in improving the understanding of fact and opinion sentences, technology-based educational media can be used as an effective aid to improve the quality of learning. One of the interactive educational platforms that can be used to make learning with PBL learning models more interesting and interactive is Quizizz. Quizizz is an educational game application that is narrative and flexible. In addition to being used as a means of delivering material, Quizizz can also be used as an interesting and fun learning evaluation media. According to Rajagukguk (2020), the advantages of the Quizizz application are as follows. First, it can be done anywhere and anytime. Second, students will relax with the sound of music in the application, if they don't like it, students can also turn off the sound. Third, when students finish answering questions, the correct answer will appear. Fourth, when the question changes, students will watch entertainment in the form of advertisements that are suitable for students. Fourth, after finishing the question, students will see their own points and results along with their rankings. Fifth, students cannot collaborate with their friends because the Quizizz application directly randomizes the questions. Sixth, it makes it easier for teachers in the assessment system, so teachers no longer check students' answers one by one. The results of research by Sattar et al. (2021) the Quizizz application is fun because it displays funny elements, displays data analyzing each student's performance, and can transfer multiple tasks. In addition, Quizizz also does not require students to bring cellphones in learning, because this Quizizz application can be done through paper and review modes.

Several kinds of studies related to the use of the Quizizz application show the benefits obtained in the implementation of Quizizz in the learning process. This is in line with the results of research by Salsabila et al. (2020) which shows Quizizz can improve the competence and skills of each student. Using the Quizizz application in learning will result in the formulation of problem-solving efforts that students find in learning. Research that shows the same results is research conducted by Sartika et al. (2013) which concludes that applying Quizizz provides so many benefits that can certainly be felt in learning media, because this media is interesting and can motivate brain work and time management.

Method

This type of research is quantitative research with experimental methods. The population in this study were seventh grade students of UPTD SMP Negeri 1 Kecamatan Harau who were registered in the 2024/2025 school year. Sampling was done by purposive sampling technique. The samples in this study were students of class VII. F as the experimental class and class VII. E as the control class. The instruments used in this study were objective tests and questionnaires. The objective test was used to measure students' understanding of fact and opinion sentences in news texts while the questionnaire was used to measure students' reading interest. The research procedure is divided into three stages, namely the preparation stage, the implementation stage, and the assessment (evaluation) stage.

The data collection technique in this study is adjusted to the instrument used. In the reading interest questionnaire data collection process, there are six steps of data collection, which are as follows. First, the questionnaire was given to the experimental and control class students. Second, students were asked to read the introduction on the first page of the questionnaire. Third, students were given the opportunity to read the instructions and examples of filling in the questionnaire. Third, students read the statements and fill in the answers on the right that require a check mark ($\checkmark$). Fourth, students were given time to ask questions about statements that they did not understand. Fifth, when they have finished filling out the questionnaire, students collect it from the researcher. Sixth, the researcher checks the questionnaire that has been filled in by students. Sixth, identification was carried out on each question in the questionnaire to check whether there were questions that were not answered by students. If there are questions that are not answered, these questions will be excluded from the research data. Seventh, the researcher gives a score to each question in the questionnaire that has been identified. The guide for scoring the questionnaire will refer to the table provided.

For the data collection process in mastering fact and opinion sentences in this news text, it can be done with the following data collection steps. First, students are given an objective test questionnaire and answer sheet. Second, students are given the opportunity to read the general instructions and special instructions contained in the test. Third, students are given 90 minutes to complete the objective test of fact and opinion sentences in the news text. Fourth, when it is finished, the students' answer sheets are collected and then checked according to the answer key with scoring, if the student answers the correct question gets a score of 1 and if the student answers incorrectly gets a score of 0. Fifth, the inspection is carried out by researchers and teachers who teach in the control class.

The steps in analyzing the questionnaire include several activities. First, reading the questionnaires that have been filled in by the students. Second, identify each statement in the questionnaire to determine whether there are statements that are not filled in by students. If there are unfilled statements, they will not be included in the research data. Third, a score assessment is given to each statement that has been identified. Fourth, the statement scores were summed up as a whole. Fifth, the questionnaire scores are sorted from the highest score to the lowest score. Sixth, the next stage involves dividing students' reading interest into two groups, namely the upper and lower groups.

The data analysis techniques carried out in the study were based on the following techniques. First, converting scores into values based on PAP (Benchmark Assessment),

Second, converting the value of understanding fact and opinion sentences based on a 10 scale benchmark. Third, describing the level of mastery of fact and opinion sentences by finding the average. Fourth, conduct a prerequisite test of data analysis using normality test and homogeneity test. Fifth, conduct hypothesis testing.

Results

The descriptive analysis process was carried out with the help of the IMB SPSS Statistics 25 application program. Data were obtained from two classes, namely class VII.F as the experimental class was treated with the Problem Based Leraning learning model assisted by Quizizz media and class VII.E as the control class was treated with a conventional learning model. Both classes were given an objective test to determine the mastery of fact and opinion sentences in news texts. Furthermore, students in both experimental and control classes were asked to fill out a reading interest questionnaire with the aim of knowing the level of reading interest of students from both classes.

Data on the mastery of fact and opinion sentences taught using the Problem Based Learning learning model assisted by Quizizz media is obtained through objective tests. The data from this study are in the form of test data on mastery of fact and opinion sentences in news texts. Based on the objective test results of mastery of fact and opinion sentences in the news text of experimental class students, the highest score is 100 with a frequency of 1 person and the lowest score is 60 with a frequency of 2 people. While the highest value of objective test results of mastery of fact and opinion sentences in news texts taught using conventional learning models is 92.50 with a frequency of 1 person, while the lowest value is 50.00 with a frequency of 2 people.

Based on the experimental class reading interest distribution data, 27% of the 33 respondents, namely 9 students, were in the upper and lower levels. This means that the highest score in the high reading interest questionnaire is 165 with a score of 97.06 and the lowest score is 130 with a score of 76.47. Meanwhile, the highest score in the low reading interest questionnaire was 117 with a score of 68.82 and the lowest score was 93 with a score of 54.71. Meanwhile, based on the distribution data of reading interest of the control class, 27% of the 32 respondents, namely 9 students, were in the order of upper level and lower level. This means that the highest score in the high reading interest questionnaire is 148 with a score of 87.06 and the lowest score is 121 with a score of 71.18. Meanwhile, the highest score in the low reading interest questionnaire was 103 with a score of 60.59 and the lowest score was 73 with a score of 42.

Data on Mastery of Fact and Opinion Sentences in News Texts of Experimental Class Students

The test data for mastery of fact and opinion sentences in news texts of experimental class students can be described as follows. First, the highest score obtained by students is 100. Second, the lowest score obtained by students is 60. Third, the average student score is 80.23 out of 33 students with a standard deviation of 11.95.

Based on the results of the study, it can be seen that the mastery of fact and opinion sentences in news texts of students in class VII UPTD SMP Negeri 1 Kecamatan Harau who are taught using the Problem Based Learning learning model assisted by Quizizz Media is qualified into the following five groups. First, students with Perfect qualifications with a range of 96-100 amounted to 3 people (9.09%). Second, Excellent qualifications with a range of 86-95 amounted to 9 people (27.27%). Third, students with Good qualifications with a range of 76-85 amounted to 7 people (21.21%). Fourth,

students with More than Fair qualifications with a range of 66-75 amounted to 9 people (27.27%). Fifth, students with Fair qualifications with a range of 56-65 with a total of 5 people (15.15%).

Furthermore, the data on the mastery of fact and opinion sentences in news texts of students in class VII UPTD SMP Negeri 1 Kecamatan Harau who are taught using the Problem Based Learning learning model assisted by Quizizz Media depicted in the following histogram.
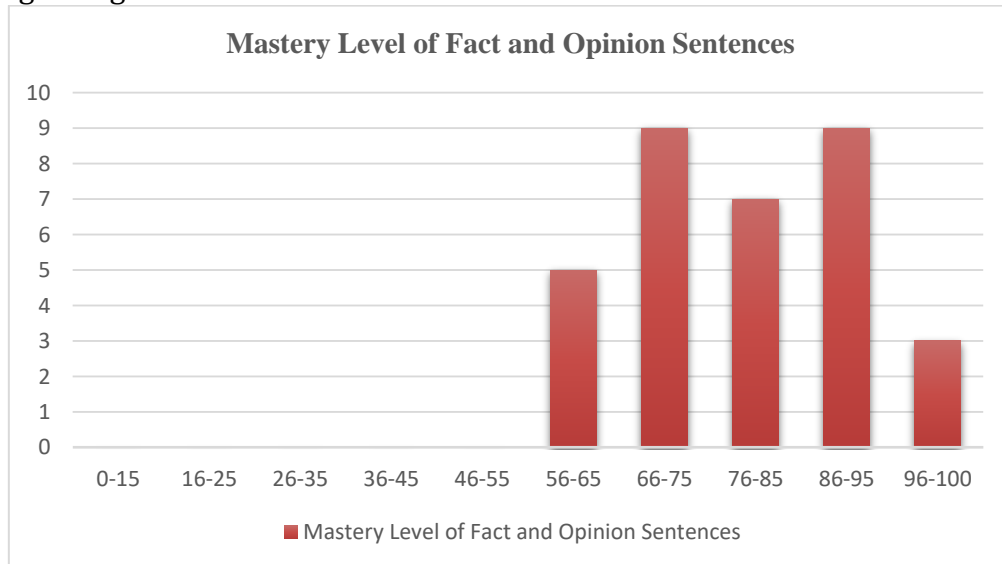

Figure 1. Histogram of Frequency Distribution of Mastery of Fact and Opinion Sentences in News Texts of Experimental Class Students

Based on the histogram above, it can be seen that the level of mastery of factual and opinion sentences in news texts in the experimental class students is the highest with a value range of 66-75 and 86-95. While the lowest is with a value range of 96-100.

Data on Mastery of Fact and Opinion Sentences in News Texts of High Reading Interest Students in Experimental Class

The test data on the mastery of fact and opinion sentences in news texts of students with high reading interest in the experimental class can be described as follows. First, the highest score obtained by students is 97.50. Second, the lowest score obtained by students is 75.00. Third, the average student score is 89.44 out of 9 students with a standard deviation of 8.36.

Based on the results of the study, it can be seen that the mastery of fact and opinion sentences in news texts of high reading interest students in class VII UPTD SMP Negeri 1 Kecamatan Harau who are taught using the Problem Based Learning learning model assisted by Quizizz Media is qualified into the following four groups. First, students with Perfect qualifications with a range of 96-100 amounted to 2 people (22.22). Second, Excellent qualifications with a range of 86-95 amounted to 5 people (55.55%). Third, students with Good qualifications with a range of 76-85 amounted to 1 person (11.11%). Fourth, students with More than Fair qualifications with a range of 6675 amounted to 1 person (11.11%).

Data on the mastery of fact and opinion sentences in news texts of students who have a high reading interest in class VII UPTD SMP Negeri 1 Kecamatan Harau which is taught using the Problem Based Learning learning model assisted by Quizizz Media depicted in the following histogram.
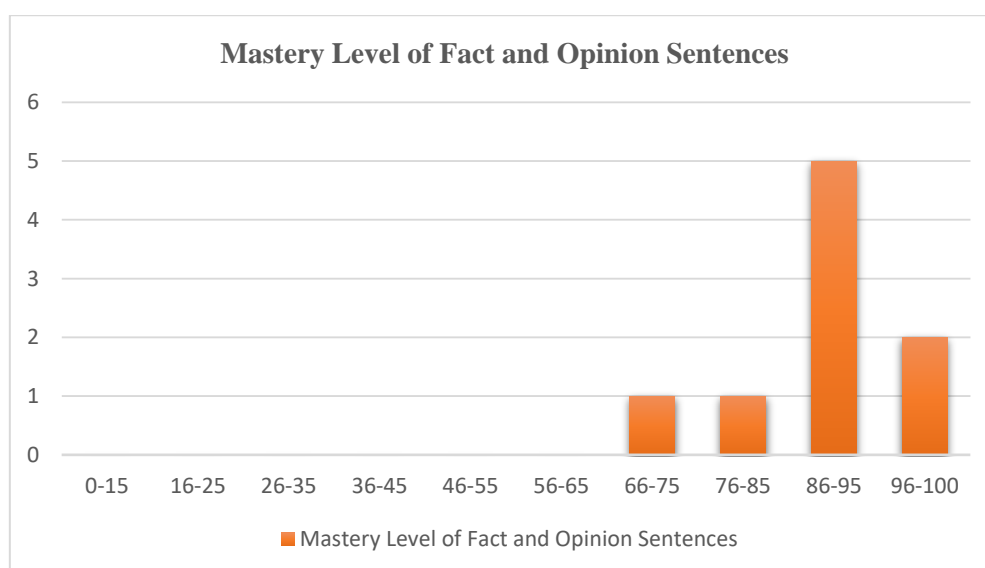
Figure 2. Histogram of Frequency Distribution of Mastery of Fact and Opinion Sentences in News Texts of High Reading Interest Students of Experimental Grade

Based on the histogram above, it can be seen that the level of mastery of factual and opinion sentences in news texts in experimental class students with high reading interest is the highest with a value range of 86-95. While the lowest is with a value range of 66-75 and 76-85.

Data on Mastery of Fact and Opinion Sentences in News Texts of Low Reading Interest Students in Experimental Class

The test data on the mastery of fact and opinion sentences in news texts of students with low reading interest in the experimental class can be described as follows. First, the highest score obtained by students is 85.00. Second, the lowest score obtained by students is 60.00. Third, the average student score is 71.11 out of 9 students with a standard deviation of 8.94.

Based on the results of the study, it can be seen that the mastery of fact and opinion sentences in news texts of low reading interest students in class VII UPTD SMP Negeri 1 Kecamatan Harau who are taught using the Problem Based Learning learning model assisted by Quizizz Media is qualified into the following three groups. First, students with Good qualifications with a range of 76-85 amounted to 3 people (33.33%). Second, More than Fair qualifications with a range of 66-75 amounted to 3 people (33.33%). Third, students with Fair qualifications with a range of 56-65 amounted to 3 people (33.33%).

Furthermore, the data on the mastery of fact and opinion sentences in news texts of students who have low reading interest in class VII UPTD SMP Negeri 1 Kecamatan Harau which is taught using the Problem Based Learning learning model assisted by Quizizz Media depicted in the following histogram.
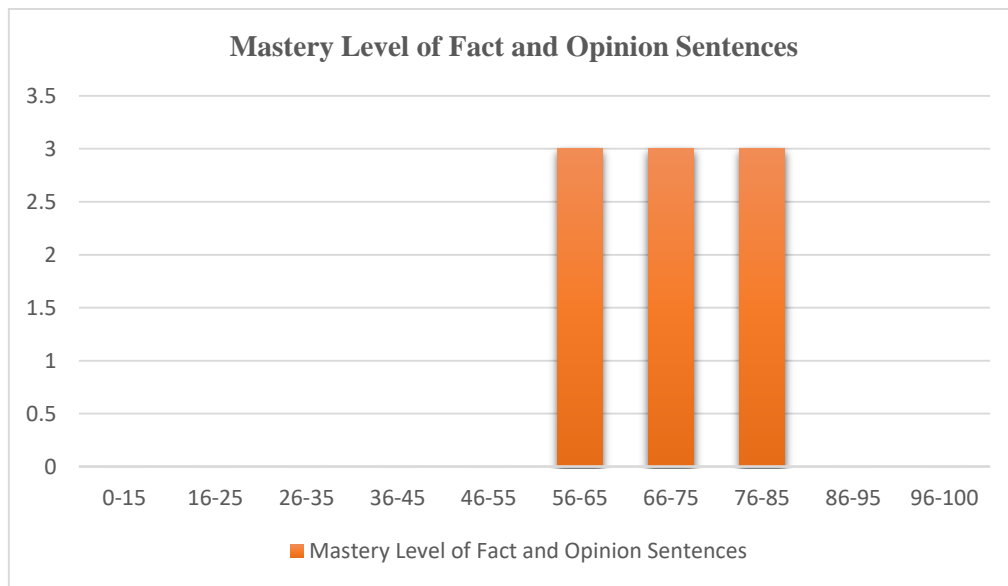
Figure 3. Histogram of Frequency Distribution of Mastery of Fact and Opinion Sentences in News Texts of Low Reading Interest Students of Experimental Grade

Based on the histogram above, it can be seen that the level of mastery of factual and opinion sentences in news texts in experimental class students with low reading interest with a value range of 56-65, 66-75 and 76-85 is the same, namely 3 people.

Data on Mastery of Fact and Opinion Sentences in News Texts of Control Class Students

The test data of mastery of fact and opinion sentences in news texts of control class students can be described as follows. First, the highest score obtained by students is 92.50. Second, the lowest score obtained by students is 50.00. Third, the average student score is 68.75 out of 32 students with a standard deviation of 10.92.

Based on the results of the study, it can be seen that the mastery of fact and opinion sentences in news texts of students in class VII UPTD SMP Negeri 1 Kecamatan Harau who are taught using conventional learning models are qualified into the following five groups. First, students with Excellent qualifications with a range of 86-95 amounted to 3 people (9.38%). Second, Good qualifications with a range of 76-85 amounted to 3 people (9.38%). Third, students with More than Fair qualifications with a range of 66-75 amounted to 14 people (43.75%). Fourth, students with Fair qualifications with a range of 56-65 amounted to 6 people (18.75%). Fifth, students with Almost Fair qualifications with a range of 46-55 with a total of 6 people (18.75%).

Furthermore, the data on the mastery of fact and opinion sentences in news texts of students in class VII UPTD SMP Negeri 1 Kecamatan Harau who are taught using conventional learning models in table 4.12 are depicted in the following histogram.
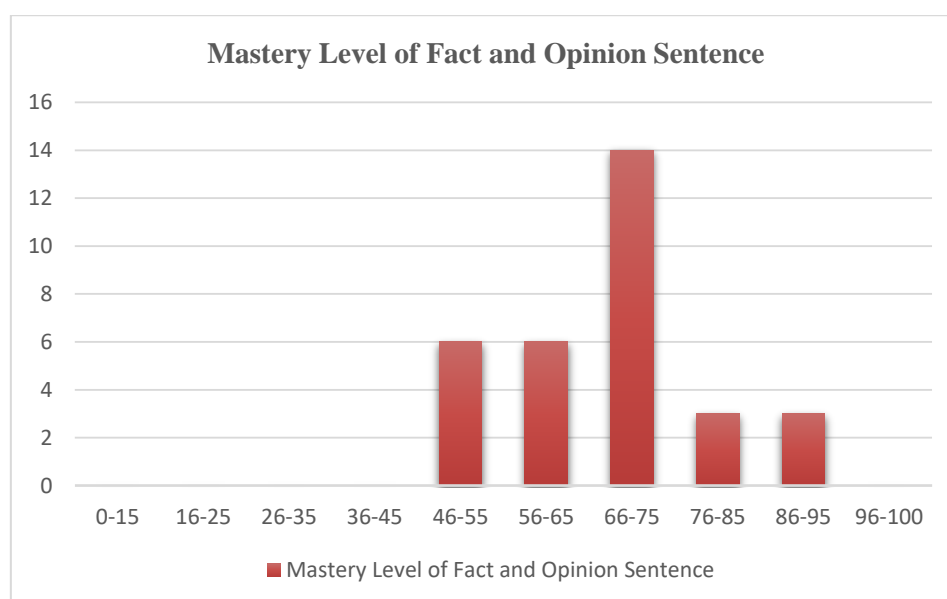
Mastery Level of Fact and Opinion Sentence

Figure 4. Frequency Distribution Histogram of Control Class Students' Mastery of Fact and Opinion Sentences in News Texts

Based on the histogram above, it can be seen that the level of mastery of factual and opinion sentences in news texts in control class students is the highest with a value range of 66-75. While the lowest is with a value range of 76-85 and 86-95.

Data on Mastery of Fact and Opinion Sentences in News Texts of High Reading Interest Students in the Control Class

The test data on the mastery of fact and opinion sentences in news texts of students with high reading interest in the control class can be described as follows. First, the highest score obtained by students is 87.50. Second, the lowest score obtained by students is 50.00. Third, the average student score is 71.39 out of 9 students with a standard deviation of 11.12.

Based on the results of the study, it can be seen that the mastery of fact and opinion sentences in news texts of high reading interest students in class VII UPTD SMP Negeri 1 Kecamatan Harau who are taught using conventional learning models are qualified into the following five groups. First, the Excellent qualification with a range of 86-95 amounted to 1 person (11.11%). Second, students with Good qualifications with a range of 76-85 amounted to 2 people (22.22%). Third, students with More than Fair qualifications with a range of 66-75 amounted to 3 people (33.33%). Fourth, the Fair qualification with a range of 56-65 amounted to 2 people (22.22%). Fifth, the Almost Fair qualification with a range of 46-55 amounted to 1 person (11.11%).

Furthermore, the data on the mastery of fact and opinion sentences in news texts of students who have high reading interest in class VII UPTD SMP Negeri 1 Kecamatan Harau who are taught using conventional learning models depicted in the following histogram.
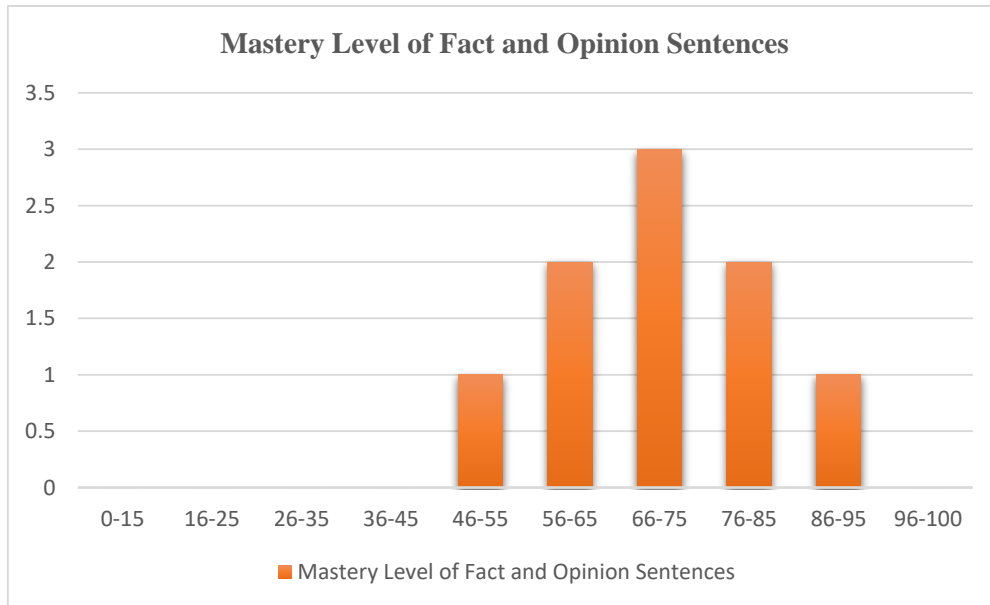
Figure 5. Histogram of Frequency Distribution of Mastery of Fact and Opinion Sentences in News Texts of High Reading Interest Students of Control Class

Based on the histogram above, it can be seen that the level of mastery of factual and opinion sentences in news texts in control class students with high reading interest is the highest with a value range of 66-75. While the lowest is with a value range of 46-55 and 86-95.

Data on Mastery of Fact and Opinion Sentences in News Texts of Low Reading Interest Students in the Control Class

The test data on the mastery of fact and opinion sentences in news texts of students with low reading interest in the control class can be described as follows. First, the highest score obtained by students is 77.50. Second, the lowest score obtained by students is 52.50. Third, the average student score is 61.94 out of 9 students with a standard deviation of 9.08.

Based on the results of the study, it can be seen that the mastery of fact and opinion sentences in news texts of low reading interest students in class VII UPTD SMP Negeri 1 Kecamatan Harau who are taught using conventional learning models are qualified into the following four groups. First, students with Good qualifications with a range of 76-85 amounted to 1 person (11.11%). Second, More than Fair qualifications with a range of 66-75 amounted to 3 people (33.33%). Third, students with Fair qualifications with a range of 56-65 amounted to 1 person (11.11%). Fourth, students with Almost Fair qualifications with a range of 46-55 amounted to 4 people (44.44%).

Furthermore, data on the mastery of fact and opinion sentences in news texts of students who have low reading interest in class VII UPTD SMP Negeri 1 Kecamatan Harau who are taught using conventional learning models in table 4.18 are depicted in the following histogram.
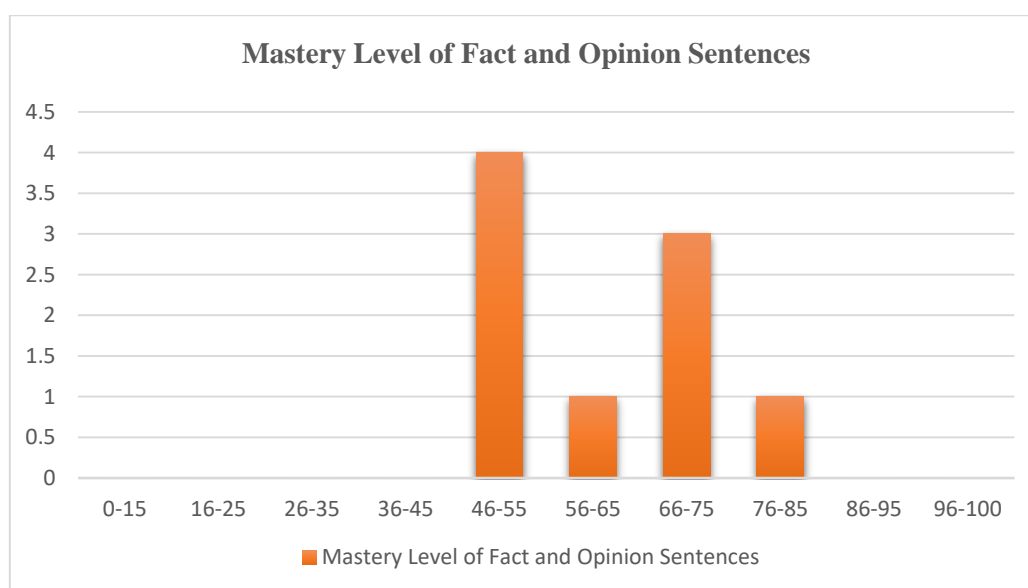
Figure 6. Frequency Distribution Histogram of Mastery of Fact and Opinion Sentences in News Texts of Low Reading Interest Students in Control Class

Based on the histogram above, it can be seen that the level of mastery of factual and opinion sentences in news texts in control class students with low reading interest is the highest with a value range of 46-55. While the lowest is with a value range of 56-65 and 76-85.

Discussion

Mastery of Fact and Opinion Sentences in News Texts Taught with Problem Based Learning Model Assisted by Quizizz Media and Conventional Model

The results of testing the first hypothesis show that there is an effect of using the Problem Based Learning learning model assisted by Quizizz media on the mastery of fact and opinion sentences in news texts of class VII UPTD SMP Negeri 1 Kecamatan Harau. This is evidenced by the acquisition of the tcount of 3.607 which is greater than the ttable value of 1.669 (3.607> 1.669) and a significance value of 0.001 which is smaller than the significance level of 0.05, meaning that H0 is rejected. This shows that the use of the Problem Based Learning learning model assisted by Quizizz media has an effect on the mastery of fact and opinion sentences in news texts. Other evidence that shows the effect of using the Problem Based learning model compared to the conventional model, namely the mastery of fact and opinion sentences in news texts taught in the conventional model in the control class, the statistical data shows differences compared to being taught with the Problem Based Learning learning model assisted by Quizizz Media in the experimental class. This can be seen in the average test conducted at the end of the meeting, where the average for the experimental class is 80, 23 while for the control class is 68, 75.

The results of statistical data analysis show that the application of the Problem Based Learning learning model assisted by Quizizz media can have a real impact in improving students' mastery of fact and opinion sentences in news texts. According to Syamsidah & Suryani (2018: 13) the Problem Based Learning learning model not only improves students' ability to identify text, but also involves students trying to solve problems with several stages of the scientific method so that students are expected to be able to learn knowledge related to the problem and be able to have skills in solving

problems. In line with this opinion, Meilasari et al. (2020) explained that the Problem Based Learning learning model that presents problems in the context of everyday life, especially problems that are close to students' lives, is unique in itself so that it fosters students' desire to solve these problems.

In their research, Zuhara et al. (2020) stated that Quizizz media which is used as an aid in the Probelm Based Learning learning model has a positive influence in creating an active and fun learning environment. The main advantage of using Quizizz media in the Problem Based Learning learning model is its ability to motivate students to learn actively and engage in the learning process. The activeness of the students is supported by the presence of games from Quizizz so that students avoid the tension in solving the main problem. Students enthusiastically want to be actively involved in the entire learning process presented in group collaboration. Research conducted by Priyatno et al. (2024) shows the impact of action on the application of learning steps obtained from the results of student surveys carried out in learning obtained the results that the learning that has been carried out becomes fun, it can be seen that students do not feel tense during the learning process, enthusiastic in participating in every activity carried out.

This is different from the conventional model applied in the control class. Daily learning that is fixated on textbooks and LKPD does not generate student activeness, especially students are not stimulated in solving problems but just answering questions as tasks on LKPD. Purnomo et al (2022: 87) explained that in conventional learning models, teachers focus on pouring knowledge to students so that students are not critical in finding this knowledge themselves.

Conventional learning models often lead to a monotonous learning process, where students become passive in learning. They lack the opportunity to actively participate in discovering lesson concepts independently. This is also supported by not creating a warm and interactive classroom atmosphere, especially presenting learning with the latest things that arouse students' motivation in learning.

The results of this study are in line with research conducted by Sukartini (2022) with the title "Application of Problem Based Learning Model Assisted with Quizizz Evaluation to Improve to Improve Social Studies Learning Outcomes". The research conducted is said to be successful if the average value of the results.

The minimum learning score is 76 with a minimum classical completeness of 85%. The research results in cycle I obtained an average value of learning outcomes of 79 with classical completeness of 77%, while for cycle II, the average value of social studies learning outcomes was 82 with classical completeness of 87%. In cycle II, the success criteria of this research had been achieved. The average value of student learning outcomes increased from cycle I to cycle II. The results showed that the application of Problem Based Learning model assisted by Quizizz evaluation can improve students' social studies learning outcomes in class VIII.E.

Further research that is also in line with the results of this study is research conducted by Pangabean & Sinambela (2023) with the title "Application of Problem Based Learning Model with Quizizz Media Assistance to Improve Mathematics Problem Solving Ability of Private SMP Students R.A Kartini Tebing Tinggi". Data analysis of the research conducted showed that the results of the student's mathematical problem solving ability test had increased from the initial test of cycle I and cycle II. In the initial test classically obtained 3 students (10%) were complete and the average initial test ability was 46.39 with a very poor category ability level. In the first cycle test, there was an increase in classically obtained 16 students (53.33%) were complete and the average ability was 69.44 with a sufficient category ability level. Then in cycle II, there was also

an increase in classically obtained 27 students (90%) completed and the average ability was obtained 86.67 with a very good category ability level. Thus it can be concluded that the application of the problem-based learning model with the help of Quizizz media can improve the mathematical problem solving skills of VII grade students of SMP Swasta R.A Kartini Tebing Tinggi.

From the discussion above, it can be understood that the Problem Based learning model assisted by Quizizz media is able to create a dynamic learning environment and arouse students' interest in achieving deeper mastery of fact and opinion sentences in news texts. As a result, significant improvements in learning outcomes can occur and strengthen the effectiveness of problem-based learning approaches.

Mastery of Fact and Opinion Sentences in News Texts of Students with High Reading Interest Taught with Problem Based Learning Model Assisted with Quizizz Media and Model

Learning to master fact and opinion sentences in news texts by applying the Problem Based Learning model assisted by Quizizz Media in the experimental class shows better results than learning to master fact and opinion sentences in news texts that apply conventional approaches in the control class. Learning using the Problem Based Learning model assisted by Quizizz media can make students have a high reading interest in mastering fact and opinion sentences in news texts better. This is because the Problem Based Learning model assisted by Quizizz media combines components that make students think critically to solve problems but still have fun in learning.

Based on hypothesis 2 testing, the tcount value is 3.862 which is greater than the t table value of 1.745 (3.862> 1.745) and a significance value of 0.001 which is smaller than the 0.05 significance level. Therefore, H0 is rejected and H1 is accepted. Thus, it can be concluded that for students with high reading interest who are taught using the Problem Base Leraning learning model assisted by Quizizz media are able to maintain their reading interest, so they can master fact and opinion sentences better than students with high reading interest who are taught using conventional models who are able to maintain their reading interest.

Learning by applying the Problem Based Learning learning model assisted by Quizizz media shows an influence in improving the mastery of fact and opinion sentences of students with high reading interest. This is not only based on the results of this study, but also supported by various previous studies, such as research conducted by Marlisa et al. (2020) with the title "The Effect of Problem Based Learning Model and Reading Interest on Narrative Writing Skills of Class X Students of SMA Negeri 4 Payakumbuh". In this study, it was found that the test results of students' narrative essay writing skills who had a high reading interest who were taught using the Problem Based Learning model were higher than students who had a high reading interest who were taught using the conventional model. This is because students who have a high interest in reading have knowledge and rich vocabulary that they get from their reading material, so that it can help these students in following all stages of learning using the Problem Based Learning model.

Aviana et al. (2022) in their research concluded that students' reading interest has a significant influence on learning outcomes. Similar findings were also found in a study by Sari et al. (2020) which confirmed that the higher a person's reading interest, the higher the achievement of learning outcomes. In other words, students' active and positive involvement in reading activities can be a key factor in achieving good achievement in the learning process. These findings provide a deeper understanding of

the close relationship between reading interest and sentence mastery, providing a basis for developing educational strategies that can motivate and increase students' reading interest to achieve optimal learning outcomes.

The effect of the Problem Based Learning model cannot be separated from the Quizizz media that is assisted in the learning process. The Problem Based Learning learning model combined with the use of learning media can improve the critical thinking skills of students with high reading interest. This is in line with research conducted by Rahman et al. (2020) who found an understanding that through Quizizz media it is expected to foster and increase student learning motivation because it has interesting features. The student-centered Problem Based Learning model requires students to find solutions to the problems given then combined with game-based Quizizz media with interesting features will be able to foster students' interest and ability in critical thinking.

In contrast to the experimental class that applied Problem Based Learning assisted by Quizizz media, the control class with the application of the conventional model showed test results below the experimental class in mastering fact and opinion sentences in the news text of students with high reading interest. This is because the application of conventional models does not bridge the learning activities of students who have a high interest in reading so that the theories for mastering fact and opinion sentences in news texts that are learned are less developed and cannot last longer in students' memories.

Marlisa et al. (2020) in previous research concluded that in the control class with the application of the conventional model, students who have a high interest in reading find and understand the theories in mastering sentences of fact and opinion are very limited, because the learning process is dominated by the teacher. When students find the theory of sentences of fact and opinion in the learning process, students listen more and accept what is rehearsed by the teacher. Furthermore, according to research by Taufik & Santosa (2022), in the conventional model, despite clear explanations from the teacher, students are often not given the opportunity to explore their ideas freely. They are more likely to imitate the patterns that have been taught and less willing to take risks in solving problems. Therefore, although students with high reading interest may have a lot of information, they are not always able to organize the information so that they can solve the problem of mastering fact and opinion sentences in news texts.

Overall, the application of Problem Based learning model assisted by Quizizz media for students with high reading interest proved to be more effective in improving the mastery of fact and opinion sentences in news texts. This model gives students the freedom to explore and find solutions to the problems they find, and provides space to collaborate with their friends through fun learning with Quizizz media. Meanwhile, the conventional model that relies more on direct teaching from the teacher cannot provide the same opportunities for students to solve problems in mastering fact and opinion sentences in news texts. Thus, for students with high reading interest, the application of the Problem Based learning model assisted by Quizizz media not only improves their mastery of fact and opinion sentences in news texts, but also strengthens their critical and analytical thinking skills in analyzing fact and opinion sentences in news texts.

Mastery of Fact and Opinion Sentences in News Texts of Students with Low Reading Interest Taught with Problem Based Learning Model Assisted with Quizizz Media and Model

Based on the results of testing the third hypothesis, it shows that there is an effect of using the Problem Based Learning model assisted by Quizizz media on the mastery of fact and opinion sentences in news texts for class VII UPTD SMP Negeri 1 Kecamatan Harau students who have low reading interest. That is, the mastery of fact and opinion sentences in news texts for low reading interest students taught using the Problem Based Learning model assisted by Quizizz media is higher than the mastery of fact and opinion sentences in news texts for low reading interest students taught using conventional models. This is evidenced through the acquisition of the tcount value of 2.158 which is greater than the ttable value of 1.745 (2.158> 1.745) and a significance value of 0.046 which is smaller than the significance level of 0.05. Therefore, H0 is rejected and H1 is accepted.

The results of testing the third hypothesis show that the Problem Based Learning model assisted by Quizizz media is more effective in improving the mastery of fact and opinion sentences in news texts for students with low reading interest compared to the conventional model. This result indicates that even though students have low interest in reading, the application of the Problem Based Learning learning model assisted by Quizizz media is able to stimulate their interest in reading and ultimately has a positive effect on students' ability to master fact and opinion sentences in news texts. Therefore, the alternative hypothesis (H1) is accepted which confirms that the Problem Based Learning learning model assisted by Quizizz media has a positive impact on students' mastery of fact and opinion sentences with low reading interest.

Previous research conducted by Indriani et al. (2022) concluded that the use of the Problem Based Learning learning model assisted by Quizizz media has a significant impact in improving critical thinking skills because it requires students to find solutions to existing problems. The Problem Based Learning learning model combined with interesting Quizizz media can foster students' interest and ability to think critically. This is in line with research conducted by Mahyoni et al. (2024) which explains that the Problem Based Learning learning model provides challenges for students to solve relevant problems so as to ensure students use cognitive abilities optimally. The use of Quizizz media in the Problem Based Learning learning model also supports the theory of cognitivism by facilitating students' active interaction with learning materials. Quizizz media provides opportunities for students to engage in critical thinking and analysis. Not only that, the results of research conducted by Liando & Tatipang (2023) also get positive feedback from students who feel happy and interested when learning is done through learning techniques that involve games. Students' liking and enthusiasm for learning can be considered as an indicator of the success of the Problem Based Learning learning model assisted by Quizizz media in creating an interesting learning environment and stimulating student interest.

The relationship between reading interest and sentence mastery can be considered as a link between two aspects that significantly affect students' reading comprehension ability. Low reading interest is believed to be a trigger for limited sentence mastery. In other words, students with low interest in reading tend to have limitations in mastering sentences in reading. Fitri (2016) explained in her research that the impact of low reading interest is also reflected in the declining level of students' reading comprehension skills. Low reading interest has a significant impact on students' ability to analyze sentences from the reading they read. This is due to the fact that

students with low reading interest tend to read aimlessly and without internal motivation. As a result, this reflects that a person's reading interest level has a direct influence on their reading ability (Kaharuddin et al., 2023). Marlisa et al. (2020) showed in their research that in the learning process using the Problem Based Learning model, students who have low reading interest can be helped in learning to write narrative essays. With this Problem Based Learning model, students will collaborate with their partners. When they work together there will be an exchange of ideas and together solve the problems they face. So that the problem will become lighter. This is in accordance with one of the characteristics of the Problem Based Learning model, namely collaboration.

Meanwhile, in conventional learning, the activities are more structured and dependent on the teacher's instructions, so they tend to be less effective in stimulating the reading interest of students with low reading interest. In the conventional model, students are often positioned as passive recipients of information so they have little opportunity to interact or explore the topic in depth. This certainly inhibits students' motivation to engage further in learning. Moreover, the material taught is not able to attract students' attention. As shown by Marlisa et al. (2020) that in the conventional approach, students who have low reading interest are more likely to feel pressured by the material taught and are less eager to complete the assigned tasks. This model also lacks space for students to think critically in problem-based learning so that it does not improve mastery of fact and opinion sentences in news texts.

Overall from the discussion above, it is concluded that learning with the Problem Based Learning learning model assisted by Quzizz media shows better results in improving mastery of fact and opinion sentences in news texts for students with low reading interest compared to conventional models. The Problem Based Learning learning model assisted by Quzizz media can create a learning environment that can stimulate students' reading interest and at the same time improve students' critical thinking skills in analyzing fact and opinion sentences in news texts. The integration of games and technology in learning provides added value to motivate and increase student participation in the learning process, creating opportunities for better development of critical thinking skills.

Interaction between Problem Based Learning Model assisted by Quizizz Media and Reading Interest in Influencing the Mastery of Fact and Opinion Sentences in News Texts.

Interaction occurs when the effect of one factor depends on the other in influencing something, this is in accordance with the opinion of Irianto (2004) This means that each factor between the Problem Based Learning learning model assisted by Quizizz media and reading interest depends on each other in influencing the mastery of fact and opinion sentences in news texts.

The fourth hypothesis test was conducted to prove the hypothesis that had been proposed, namely to determine whether or not there was an interaction between the Problem Based Learning learning model assisted by Quizizz media with reading interest on the mastery of fact and opinion sentences in news texts of class VII UPTD SMP Negeri 1 Kecamatan Harau. The analysis was carried out with the help of the IMB SPSS Statistics 25 application program and applying ANOVA-2 Road, it was concluded that the proposed hypothesis was rejected. This is evidenced through the acquisition of F count (Class * Interest) = 0.990 and a significant value of 0.445 > 0.05, meaning that there is no significant difference so it can be concluded that H0 is accepted and H1 is rejected. Thus,

there is no interaction between the Problem Based Learning learning model assisted by Quizizz media with reading interest on the mastery of fact and opinion sentences in news texts of class VII UPTD SMP Negeri 1 Kecamatan Harau.

The absence of interaction between the use of Problem Based Learning model assisted by Quizizz media and reading interest on the mastery of fact and opinion sentences in news texts of students in class VII UPTD SMP Negeri 1 Kecamatan Harau can be explained as a finding that the combination of these variables does not have a significant synergistic impact on students' mastery of fact and opinion sentences. Although the Problem Based Learning learning model assisted by Quizizz media can improve the mastery of fact and opinion sentences in news texts as a whole, while the level of students' reading interest does not provide a striking difference in mastery results between groups of students with high and low reading interest. Students' reading interest does not play a dominant role in contributing to the variability of the results of mastery of fact and opinion sentences in student news texts.

The research finding that there is no interaction between the Problem Based Learning model assisted by Quiziz and reading interest can also be seen from the average objective test results of mastery of fact and opinion sentences in news texts of experimental classes with the Problem Based Learning model assisted by Quizizz media and control classes with conventional models. The average objective test scores of mastery of fact and opinion sentences in news texts of high and low reading interest students in the experimental class are higher than those of high and low reading interest students in the control class.

Several other factors or variables not identified in this study also play a role in understanding the broader context. According to Salsabila & Puspitasari (2020) factors that can affect student understanding are first, internal factors including physical health, psychological aspects including intelligence, student talent, interest, and creativity, and motivation. A stable psychoemotional condition also plays a role in this influence. Second, external factors involve the physical environment of the school, the social climate in the classroom, and the social environment of the family.

Based on the explanation above, it can be concluded that each factor, both the Problem Based Learning model assisted by Quizizz media and reading interest, are not interdependent on each other in influencing students' mastery of fact and opinion sentences in the experimental and control classes. However, the Problem Based Learning model assisted by Quizizz media appears to be effectively applied to students who have high reading interest and students who have low reading interest in the experimental class. Thus, the Problem Based Learning learning model assisted by Quizizz media can be applied to students who have high reading interest and can also be applied to students who have low reading interest.

Conclusion

Based on the research results, it can be concluded as follows. First, the mastery of fact and opinion sentences in news texts for students taught using the Problem Based Learning model assisted by Quizizz media is higher than the mastery of fact and opinion sentences in news texts for students taught using the conventional model. Second, the mastery of fact and opinion sentences in news texts for high reading interest students taught using the Problem Based Learning learning model assisted by Quizizz media is higher than the mastery of fact and opinion sentences in news texts for high reading interest students taught using the conventional model. Third, the mastery of fact and

opinion sentences in news texts for low reading interest students taught using the Problem Based Learning learning model assisted by Quizizz media is higher than the mastery of fact and opinion sentences in news texts for low reading interest students taught using the conventional model. Fourth, there is no interaction between the Problem Based Learning learning model assisted by Quizizz media and reading interest in influencing student learning outcomes on mastery of fact and opinion sentences in news texts. Furthermore, students who have high or low reading interest can be taught using the Problem Based Learning learning model assisted by Quizizz media.

From the description above, it can be concluded that the Problem Based Learning learning model assisted by Quizizz media independently has been able to have a positive impact on the mastery of fact and opinion sentences in news texts. This can be the basis for further optimizing the application of innovative learning models in developing students' understanding of language and literature at the junior secondary education level. Hopefully, these findings can make a positive contribution to the development of more effective and enjoyable Indonesian language learning methods.

Acknowledgment

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