

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher principally deliberates about background of the study, identification of the problems, statement of problems, objectives of the study, significances of the study, scope and limitation of the study, and operational definitions.

#### **1.1 Background of the Study**

Reading is an integral part of daily activities and is always performed by someone to obtain relevant or specific information. Reading is a word game in which a reader finds the information in a passage and writes about it in a new way, with a different perspective. When reading, you should pay attention to the text and focus on what you are reading in order to gain information. Next, you should go beyond the text to get the writer's intended meaning. The reading process means a cognitive system that is active on printed material as it attempts to comprehend the text, whereas writing requires the writer to use background and linguistic knowledge to create meaning (Chastain, 1988, p. 176; in Umaroh, 2015, p. 14). It is implied reading is a process where readers go through various mediums like words, images, and writing to extract a message from authors. You can understand this because reading is a process that's used by readers to discover messages that use the words or written language written by the author.

An emphasis on reading is central to all formal learning skills. As a result of their reading skills, the students' future will have an impact on everything else they do. The value of reading extends far beyond just acquiring

information and knowledge. Skilled readers can greatly improve their English-language skills. Students who can read well will be exposed to a new world, have an expanded vocabulary, and will begin to write in a variety of styles. English language teaching is important in today's globalized world, where reading skills have reached new heights. As part of the English reading course, students learn to understand the meaning and answer questions. Although students in the education system are never encouraged to process the information from texts on their own, throughout the educational system, teachers are in the habit of having students analyze and interpret the texts. In teaching science, we do not adequately convey the importance of reading. It is not likely that teachers will have relevant training for this. Haque (2006, p. 133; in Ratnasari, Hikmawati, & Ghifari, 2019) truly points out teachers fail to distinguish the potentiality of reading, and they disregard and/or ignore it in the classroom. It is argued the responsibility of this failure goes to the attitude of the teacher and then of the students.

Thoughtful the information from the text can be completed by uniting the contextual knowledge of the readers and the content of the text where this process is acknowledged as a comprehension of reading. Comprehension is a goal of reading skill. Consequently, reading and comprehension should be done concurrently in understanding the deeper meaning of the text. According to Neufeld (2005), reading comprehension is the process of building up an understanding of a text that has two considerable factors comprised in comprehension which are the appropriate previous acquaintance used by the

reader in understanding the text and the reader actively get elaborate in the text by focusing on the text being read. It is explained reading comprehension is process of the reader's thinking to attain the whole content or information from the passage text. Furthermore, there are several factors are included in comprehension such as knowing the meaning of words used by the author, identifying the author's purpose, constructing ideas, knowing the connection among words and ideas, and giving judgement and evaluating (Ratnasari, Hikmawati, & Ghifari, 2019, p. 1333).

By preliminary research towards the conditions of the 9<sup>th</sup> grade students of SMPN 44 Surabaya as the setting of this study, it showed most of the students had difficulties in comprehending the information from reading texts due to the fact that lack of students' vocabulary, the lack of students' opportunity to express their opinion when conducting the teaching-learning activity, and the students can't share the main idea from the reading text. The problems above-mentioned make the students unapproachable the standard of minimum completeness or KKM (Kriteria Ketuntasan Minimal) has been decided in education curriculum 2013 (KKM > 75 for English subject). Most of the students got the lower scores of KKM. So, if the problems continuously happen, the goals of education will never be achieved. Therefore, the English teacher is expected to find out the solution of the students' problems in understanding the content of text.

Based on the 2013 junior high school curriculum, it is anticipated that by the time they are in high school, the goal of reading comprehension will be

for them to understand the text. In order to make the information accessible, the readers must understand the text. Most of the patterns discovered in Junior High are related to the difficulties the students have in interpreting and comprehending texts. The research by Pan and Wu (2013) also argues that the traditional methods of teaching reading comprehension are still heavily relied on in English as a Foreign Language (EFL) learning contexts. Centered lecturing is used in large lectures to encourage student reading. Using the reading course, with text explanation, vocabulary illustration, grammar instruction, and intensive drills on language forms, the teachers apply the reading course to their students. Students in EFL classrooms frequently find their lessons mundane and meaningless due to teachers who dominate the language learning, who also make passive learners, instead of helping students become more autonomous learners (Ratnasari, Hikmawati, & Ghifari, 2019). The integration of technology becomes a necessity in education to meet the requirements of 21<sup>st</sup> century learning by using an online learning platform.

A huge collection of information is just a fingertip away, now that so many students are immersed in technology (Egbert, 2009). Additionally, the pedagogy community believes that technology integration is important, as it promotes the school's overall success. Nonetheless, there are a significant number of teachers who refuse to adapt, and many students are unwilling to try. Access to the world's information is available from a number of devices in the modern information era. Prior to the 21st century, expensive technology was only accessible to a select few. As of the 21st century, technology has gotten

much cheaper (Edwards, 2009; in Francis, 2017, p. 1). Students have grown up with technology being thrust upon them, and teachers must find new ways to teach students who have grown up immersed in it. Teachers who live in this new age will have to find creative ways to use these new forms of technology in both the motivational and instructional levels of their lessons.

By bringing the diverse learning approaches together, technology provides the framework for creating a sense of community while at the same time allowing students to connect and develop their own learning styles (Futurelab, 2009; in Francis, 2017, p. 2). Technology is often said to be advantageous in classroom implementation because it can motivate students in every discipline, including English subjects. Students who have found a need for support in learning activities may be best served by integrating technological tools that enable the students to access the information and follow along with a classroom instruction setting. So, the school needs to integrate innovative media and technology. Quizizz is an online learning platform that functions as a media.

Quiz is one of the classroom activities that cannot be abandoned which is a competition through a game where the students answer questions given by the teachers. In digital era, the advancement of ICT (Information and Communication Technology) has shifted the teaching-learning paradigm rapidly (Jamil, Tariq, & Shami, 2012, p. 4). Therefore, e-learning has emerged from traditional learning Quizizz, as a e-learning media, is kind of e-learning web-apps commonly used in conducting online quizzes in daily teaching-learning practices in the classroom. Quizizz is one of many awesome tools for

class quiz games that is as a fun multiplayer game platform or application classroom activity for quiz-games which students become a controller of their pace on game classroom activity. Quizizz also has some features are very noticeable and provides students' answer pace to appear on each students' screen, so they can answer questions at their own pace and review their answer at the end. Research on online quizzes as a teaching and assessment tool strictly conclude the combination of quizzes with instructional activities/teaching strategies is favorable (Basuki & Hidayati, 2019, p. 1). It helps students appertain to quiz appreciation, learning effort, learning motivation, activities involvement and academic achievement.

Dealing with those problems, the researcher is going to propose Quizizz as an e-learning media to improve the students' skill in reading comprehension regarding Quizizz application becomes an alternative approach for teaching English especially in reading comprehension. This study is aimed to investigating the implementation of Quizizz application to bridge students in teaching reading comprehension. The significance of this research is practically having relation with improving the students' reading skill and students' achievements in teaching learning process using this application. In conclusion, the researcher entitled this research "*The Implementation of Quizizz in Teaching Reading Comprehension for the 9<sup>th</sup> Grade Students at SMPN 44 Surabaya*".

## **1.2 Statements of the Problem**

In regards to the background of this research, the researcher identifies two formulated problems: specifically, they are issues that arise as a result of the findings:

- 1.2.1 How is the implementation of Quizizz in teaching reading comprehension for the 9<sup>th</sup> grade students at SMPN 44 Surabaya?
- 1.2.2 How is the students' achievement in reading comprehension skill by implementing Quizizz for the 9<sup>th</sup> grade students at SMPN 44 Surabaya?

## **1.3 Objectives of the Study**

Related to the problems formulated, this research has two determinations, namely:

- 1.3.1 To describe the implementation of Quizizz in teaching reading comprehension for the 9<sup>th</sup> grade students at SMPN 44 Surabaya.
- 1.3.2 To describe is the students' achievement in reading comprehension skill by implementing Quizizz for the 9<sup>th</sup> grade students at SMPN 44 Surabaya.

## **1.4 Significances of the Study**

A positive contribution for the teacher, students, and researcher is expected to result from the study. Below is how it is described:

#### 1.4.1 Teachers

This study is expected to produce a result that will assist teachers in adapting their lesson plans for different students. Students' reading comprehension skill can be improved by using the Quizizz application, as well as by making students easier to read the text. If all goes well, this Quizizz app could help teach reading and the students truly comprehended the material.

#### 1.4.2 Students

The students should be able to find more engaging reading comprehension activities because of this expectation. If students improve their reading ability by using a web app, they'll be able to broaden their horizons. Thus, improving reading comprehension is made more simple because of it.

#### 1.4.3 Other Researchers

This study can be referred to by other researchers working on using Quizizz to help students better comprehend their lessons. The study's findings will provide knowledge for others in teaching reading and learning processes, especially in using Quizizz. It can also be used as a new reference when talking about the media's effect on learning in general, especially with regard to teaching students to read.



## **1.5 Scopes and Limitations**

This section provides information on the scope and limitations. Then, the scopes of the research were the students at the second semester of the 9<sup>th</sup> grade at SMPN 44 Surabaya. From the identification problems mentioned, limitations of this research focused only on the implementation of Quizizz toward students' reading comprehension skill at SMPN 44 Surabaya in the academic year 2020/2021.

## **1.6 Operational Definitions**

In order to avoid possible misunderstandings and deep research, this researcher delivers explanations about the terms used in this research.

- 1.6.1 Quizizz is a fun multiplayer game platform or application that helps students exert control over their pace in the classroom, encouraging them to take pride in their accomplishments, be interested in their learning, and be dedicated to their education.
- 1.6.2 Reading is the process of understanding what is written, both verbally and visually, and the ability to make new meaning using written words and sentences.
- 1.6.3 Reading comprehension skill is the ability of reading to understand a text, to analyze the information, and to interpret correctly what the writer states.