

## CHAPTER I

### INTRODUCTION

This chapter presents the background of study, research question, research objective, scopes and limitation, significance of the study, and key of the terms.

#### **A. Background of the Study**

In the era of globalization, English is an international language that has been involved in the world of technology, education, politics, trade, and so on. It is considered as one of the international languages that are most widely used all over the world. In the world of education, English has long been used as a subject, starting from the elementary school level, even from kindergarten, children have been introduced to English. As a student, learning English is something that must be done because it is to prepare and keep up with the times in the era of globalization. It is undeniable that until now the first international language that is widely used is English. English is widely taught in many countries around the world. Richards & Rodger (1986) mentions that many people in various countries use English as a means of communication in various important international meetings. Nurhayati (2020) English language in Indonesia has taken a special attention due to the fact that people's awareness on the importance of English as the main means of communication in the global era is getting increased. Mastery of English is very important because almost all global sources of information in various aspects of life use this

language. Crystal (2000:1) mentions that English is a global language. This statement represents the meaning that English is used by various nations to communicate with nations around the world. So, English is an international language as well as a global language. Learning and understanding English is a necessity that cannot be avoided. By learning English, a person would open his horizons and knowledge internationally.

Brown (2001) stated to learn English there are four skills that students must have, namely: listening, speaking, reading, and writing. In learning English, reading skills have an important role that focuses on one's skills. Nurhayati (2018) states reading skills is important because it can help the students to find information about the general knowledge or the subject of school. Through reading the students or the people can improve their own knowledge, experience and develop new concept and broaden their horizon of thinking which are needed to ensure the continuation personal growth and adapt the changes in the world. Grabe (1991) mentions that reading is the most important skill for foreign language learners to master the academic context. With reading skills, students can understand information or gain knowledge from a text they read. Reading strategies are important to help students in reading activities. Garner (1987: 1224) mentions reading strategies show the ways or actions used to extract meaning from reading texts. With teaching in the classroom that involves learning processes, contextual, and textbooks, educational systems and expected competencies, it helps students understand text reading.

Nurhayati (2022) states delivery teaching materials used need to be considered properly in supporting the course of good learning. Learning or teaching and learning activities cannot be separated from the understanding of the educational process itself which is an effort and journey or is carried out by someone whose goal is to obtain the development of his overall behavior. In addition, teaching reading in the classroom requires students to achieve the goal of learning to read, namely that students are accustomed to reading and understanding the meaning of texts and summarizing and representing them in their own language. Students are accustomed to compiling systematic, logistical texts, and through text preparation exercises, students are known to be effective in the appropriate text rules so that they are not confused in composing texts (according to the situation and conditions: who, what, where), and students learn to be able to express themselves and their knowledge in the expected language spontaneously.

In the context of Indonesian education, English reading skills are part of English subjects taught in an integrated manner with other English skills since students study in kindergarten and elementary school. Iftanti (2012) states English subjects are then taught continuously in junior high school, high school and college. However, although students have been taught English reading since kindergarten and elementary school, it does not guarantee good English reading habits. Nurhayati (2018) states that in Indonesia, English is the foreign language taught at the formal schools. Furthermore, the teaching of the language starts from the kindergarten.

Lutfia (2022), according to her research conducted, students' motivation in reading texts and materials provided by the teacher is still low, causing the teaching objectives not to be achieved. Some students find English difficult. In this study, there are several problems in reading comprehension, students who find it difficult to learn English would repeat themselves to catch and understand it. Such assumptions dominate students' thinking, resulting in a lack of interest and motivation to learn to read texts. Ruston (2006: 3 - 5), stated the factors can be categorized into two main factors; from the student and others around the student. Factors from outside the student are related to teaching factors, materials and media, while students are related to vocabulary, interest, and reading strategies. In this study, there are several problems in reading comprehension, namely students find it difficult to understand the content of the text. Such assumptions dominate students' thinking, resulting in a lack of interest and motivation to learn to read texts. Nurhayati (2014) according to her research conducted, some students get difficulties to understand the text for themselves because they lack of vocabulary. It relates to the fact that they rare read any books that is why they lack of vocabulary. Most of them say that they are lazy to look for the unfamiliar words in the dictionary. On the 2013 curriculum, the basic competency of English is the ability to understand and create various short and functional monologue and essay texts in the form of procedure, descriptive, recount, narrative, and report.

From the results of interviews with English teachers and observations before the research at MTsN 1 Tulungagung, some students had difficulty in terms of vocabulary and understanding the content of the story. Another factor is that some students have a low interest in reading due to a lack of vocabulary and are bored with the learning media used so that students' reading comprehension is low. A solution is needed in the process of teaching and learning reading. One of the applications used in learning is Quizizz. Beside that, Nurhayati (2018) states that teaching reading for junior high school students must be different from children in elementary school because of their different characteristics of psychological background. Peer approvals maybe considerably more important for the students than the attention of the teacher which, for younger children is so crucial. It is important for considering their classmates as the motivation in deep learning of improving teaching learning process of reading. In addition, the selection of learning media also has an effect so that students do not get bored during the learning process. With Quizizz application, it can encourage students to learn in a fun way. So, teacher can use various features and create quiz questions easily in the application. Tedjasaputra (2017) stated educational games are games made specifically in the realm of education. Educational games consist of several components such as sound, graphics, video, and animation. Quizizz is an application that can be opened via the web or downloaded on the play store. This application is suitable because of its

attractive features and appearance. By giving quizizz, students can indirectly pay attention to the text. The use of the quizizz application can help to improve learning outcomes.

Iftanti (2015) mentioned Quizizz as part of technological tool is provided to advantages to build goal habit in reading english. This indicates that using technology help students improve their reading comprehension. The use of quizzes as learning media in schools can help teachers to increase student interest and also improve learning outcomes. Nurhayati (2019) by having competence in operating technology and instructional media is also necessary especially living in industrial 4.0. the modern or innovative teaching models used in teaching English. With game-based applications, students feel more fun and enjoy. Samet BAL (2018) states that quizzes are web-based learning that significantly affects the learning process among foreign language learners. Quizizz is the right digital media because it has attractive features and appearance. By giving quizzes, students indirectly pay attention or repeat the material that has been learned and students are taught to think carefully and quickly in working on questions in the Quizizz media. Mei, Ju, and Adam (2018) mentioned Quizizz is a digital game that is a fun multiplayer classroom activity, which allows all students to practice together with computers, iPads, tablets, and smartphones. Quizizz also has an iOS app, Android app, and Chrome app for students. When students know that these quizzes can increase their points, they are subconsciously self-motivated.

Some previous studies related to the role of using Quizizz, Pahamzah, et al (2020) The results of the study show that the use of quizzes as a learning media makes students able to focus and maximize mobile phones so as to help students' reading comprehension skills in learning English. Meanwhile, according to the results of Nanda's research (2018) using the Quizizz application can design appropriate learning objectives with the use of digital learning media in improving students' reading comprehension skills. Yuniarto (2021). The result of this research is the use of Quizizz as a learning media in a class can make students enthusiastic to engage in the classroom. The concept of maximum learning helps the students to improve their reading comprehension skill in learning English. The difference from this study is the research objectives. In this study only focuses on reading comprehension in recount text.

Based on the explanations above, the researcher wants to see how to improve students' reading comprehension using quizizz application for the eighth grade at MTsN 1 Tulungagung. Therefore, the researcher conducted a study entitled **“Using Quizizz Application to Improve the Eighth Grade Students' Reading Comprehension at MTsN 1 Tulungagung”**.

## **B. Research Question**

Research question of this study is how to improve the eighth grade students' reading comprehension using quizizz application at MTsN 1 Tulungagung?

### **C. Research Objective**

Research objective of this study is to improve the eighth grade students' reading comprehension using quizizz application at MTsN 1 Tulungagung.

### **D. Scope and Limitation**

The scope of the study is the teaching of reading comprehension of eighth grade students at MTsN 1 Tulungagung, where researchers use the Quizizz application. This study only limits the scope of measuring students' reading comprehension ability, and does not capture other abilities.

### **E. Significance of the Study**

The author hopes that this research can provide the following benefits:

#### 1. Teachers

The researcher hopes that this study can provide new experiences for teachers. The results of the study are expected to provide an idea of learning media that improve reading comprehension. This research is expected to inspire teachers to implement effective learning in the classroom.

#### 2. Students

This study would give students a new experience in reading comprehension as well as improve students' reading comprehension. The researcher also hopes that this research can motivate students in learning English.