

CHAPTER I

INTRODUCTION

This chapter presents topic the associated with the study. Those are background of the study, formulating research question, purpose of the study, formulating of hypothesis, significance of the study, scope and limitation of the study and the definition of key term.

A. Background of the Study

English has become one of the most widely used international languages, serving as a primary medium of communication in education, technology, business, science, and global interaction. In Indonesia, English is taught as a foreign language (EFL) from elementary school to higher education to prepare students for academic and global communication. Consequently, students are expected to develop English language skills that enable them to access, interpret, and communicate information effectively. Among these skills, reading and viewing have become increasingly important because today's learners are exposed to information presented not only in written texts but also through various visual representations in both printed and digital environments.

Reading and viewing are complementary literacy skills that enable students to construct meaning from both textual and visual information. Reading allows students to identify main ideas, locate specific information, make inferences, and evaluate written texts. Meanwhile, viewing enables

students to interpret and critically analyze information presented through visual representations such as pictures, symbols, diagrams, charts, tables, maps, infographics, and other multimodal texts. The integration of these skills helps students comprehend information more effectively, develop critical thinking, strengthen digital literacy, and make informed decisions in academic and everyday contexts.¹

In today's digital era, information is increasingly communicated through visual representations rather than written text alone. Textbooks, online learning platforms, websites, social media, advertisements, scientific reports, and assessment materials frequently combine written language with visual elements. Therefore, students need the ability to interpret visual information accurately, relate it to textual information, and construct meaning from multiple sources simultaneously. Students with well-developed reading and viewing skills are more capable of understanding multimodal texts, interpreting visual information critically, and integrating multiple sources of information to solve problems. Conversely, limited reading and viewing skills may hinder students from identifying important information, interpreting visual messages accurately, and achieving learning objectives across various subjects².

Despite their importance, many EFL students still experience difficulties in developing reading and viewing skills. Previous studies have

¹ Fei Victor Lim and Weimin Toh, "How to Teach Digital Reading?," *Journal of Information Literacy* 14, no. 2 (November 2020), <https://doi.org/10.11645/14.2.2701>.

² Ayaza Faqih Luthfia, "Digital Literacy for Developing Reading Skills in EFL Contexts: A Systematic Review," *Aplinesia (Journal of Applied Linguistics Indonesia)* 9, no. 2 (December 2025): 40–64, <https://doi.org/10.30595/aplinesia.v9i2.29838>.

reported that students often struggle to identify main ideas, locate specific information, make appropriate inferences, and interpret visual information presented alongside written texts. Similar conditions were identified during preliminary observation conducted at MTs PSM Tanen Rejotangan Tulungagung. Based on classroom observation and an informal interview with the English teacher, many seventh-grade students encountered difficulties in comprehending English texts, interpreting visual information, and connecting textual and visual elements to construct meaning. These findings indicate the need for learning strategies and instructional media that effectively facilitate the development of students' reading and viewing skills.

One instructional medium that has the potential to support the development of reading and viewing skills is the Digital Domino Card Game. Unlike conventional domino games, educational digital domino cards are designed by integrating learning materials into interactive matching activities. In this study, the Digital Domino Card Game combines written texts with visual representations, requiring students to identify information, interpret visual elements, establish relationships between texts and images, and construct meaning through collaborative problem-solving activities. Such characteristics are expected to facilitate students in processing both textual and visual information during English learning³.

Several previous studies have demonstrated the effectiveness of

³ Ng Lee-Luan and Rino Shafierul Azizie Shahrir Raghbir, "Learning English Vocabulary via Computer Gaming," *Issues in Language Studies* 10, no. 1 (June 2021): 93–109, <https://doi.org/10.33736/ils.2708.2021>.

domino card games in English learning. Research conducted by Fitria Cinta et.al showed that the use of domino card games improved students' vocabulary mastery and classroom participation⁴. In addition, other studies also revealed that domino-based learning media can increase students' learning motivation and learning outcomes.

Based on the previous studies above, the researcher believes that the domino card game is a potentially effective learning medium for English learning activities. Previous researchers have reported that domino card games provide various benefits, such as increasing students' motivation, participation, and vocabulary achievement. However, most previous studies primarily focused on vocabulary learning or employed conventional paper-based domino cards. Studies specifically investigating the effectiveness of the Digital Domino Card Game on students' reading and viewing skills remain limited, particularly at the junior high school level. This gap highlights the need for further investigation into the use of Digital Domino Card Game as a medium for improving students' reading and viewing skills.

Based on the explanations above, this study aims to investigate the effectiveness of the Digital Domino Card Game on seventh-grade students' reading and viewing skills at MTs PSM Tanen Rejotangan Tulungagung. The findings of this study are expected to contribute to English language teaching

⁴ Fitria Cinta, Asep Maulana, and Maskud Maskud, "Development Of Domino Card Media In Vocabulary Learning For Students At Islamic Junior High School State Of 2 Bondowoso," *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra* 10, no. 2 (April 2024): 1805–15, <https://doi.org/10.30605/onoma.v10i2.3611>.

by providing empirical evidence regarding the use of digital game-based learning media to support students' reading and viewing skills. In addition, this study is expected to serve as a useful reference for teachers and future researchers in implementing innovative learning media to improve English learning outcomes.

The researcher expects that this study can provide an alternative learning medium that supports students' comprehension skills and creates a more interactive English learning process. Based on the explanations above, the researcher is interested in conducting a study entitled **“The Effectiveness of Digital Domino Card Game on Seventh Grade Students’ Reading and Viewing Skills at MTs PSM Tanen Rejotangan.”**

B. Identification of the Problem

Based on the background of the study, several problems can be identified as follows:

1. Students still experience difficulties in comprehending English texts and developing their reading and viewing skills.
2. Students have difficulties in identifying main ideas, locating specific information, interpreting visual information, and integrating textual and visual information.
3. The use of instructional media that supports the development of students' reading and viewing skills is still limited.

4. Limited studies have investigated the effectiveness of the Digital Domino Card Game in improving students' reading and viewing skills, particularly at the junior high school level.

C. Research Question

Based on the identification of the problem above, the research question of this study is: “Is there any significant difference in the mean scores of students’ reading-viewing skills between students who are taught using the Digital Domino Card Game and those who are taught using conventional methods at MTs PSM Tanen Rejotangan?”

D. Research Objective

Based on the research question above, the objective of this study is to determine whether there is a significant difference in the mean scores of students’ reading-viewing skills between students who are taught using the Digital Domino Card Game and those who are taught using conventional methods at MTs PSM Tanen Rejotangan.

E. Significance of the Research

1. Research Contribution

The implementation of the Digital Domino Card Game significantly improved seventh-grade students' reading-viewing skills at MTs PSM Tanen Rejotangan Tulungagung. Students who learned through the Digital Domino Card Game achieved higher post-test scores than those who received conventional instruction. The use of interactive digital game-

based activities also increased students' participation, motivation, and engagement during the English learning process.

2. Theoretical Significance

The effectiveness of the Digital Domino Card Game strengthens the principles of Game-Based Learning by providing empirical evidence that interactive digital games can facilitate active participation, increase learning motivation, and improve students' learning achievement. In addition, the integration of textual and visual elements in the Digital Domino Card Game reinforces the concept of Multimodal Learning, which emphasizes that learning becomes more meaningful when students process information through multiple modes of representation. These contributions enrich the existing literature on English language teaching, particularly in the integration of digital game-based learning to develop students' reading-viewing skills.

3. Practical Significance

Practically, the effectiveness of the Digital Domino Card Game provides English teachers with an alternative digital instructional medium for teaching reading-viewing skills. The implementation of this learning media also supports schools in integrating technology into English language instruction to create more interactive and engaging learning environments. Furthermore, the empirical evidence presented in this research can serve as a reference for future researchers who intend to investigate digital game-based learning, multimodal learning, or the

development of other English language skills in different educational contexts.

F. Scope and Limitation of the Research

1. Scope of the Research

This study is directed to investigate the difference in the mean scores of students' reading-viewing skills between students who are taught using the Digital Domino Card Game and those who are taught using conventional methods. This research is conducted at MTs PSM Tanen Rejotangan involving seventh-grade students in the academic year 2025/2026. In this study, reading-viewing skills is focused on students' ability to understand written texts and interpret visual information presented during the learning process through the use of the Digital Domino Card Game.

2. Limitation of the Research

This study is limited to the use of the Digital Domino Card Game in teaching reading-viewing skills. The research focuses only on seventh-grade students at MTs PSM Tanen Rejotangan. This study does not discuss other English skills such as listening, speaking, or writing. The research is limited to classroom learning activities during the period of the study, therefore the findings may not be generalized to different educational levels or different learning contexts.

G. Definition of Key Terms

To avoid misunderstanding, ambiguity, and confusion regarding the concepts in this topic, the researcher needs to provide explanations and definitions of the key terms used in this study. Those are:

1. Digital Domino Card Game

Digital Domino Card Game refers to a digital learning medium adapted from the traditional domino game, in which students match, arrange, and connect cards containing written texts and visual elements. The game requires students to analyze information presented on each card, relate visual representations to textual content, and complete learning tasks through interactive activities⁵. In this study, the Digital Domino Card Game consists of domino cards containing pictures, maps, and short texts that students use to arrange meaningful dialogues and connect visual information with written content during English learning activities

2. Reading-Viewing Skills

Reading-viewing skills refer to students' ability to understand, interpret, and connect information presented in written and visual forms. These integrated skills involve comprehending short descriptive texts, identifying main ideas, finding specific information, interpreting visual elements such as pictures, and relating visual information to written content to construct meaningful understanding⁶. In this study, reading-

⁵ Raudah, Kustati, and Gusmirawati, "Penerapan Metode Pembelajaran Aktif Melalui Domino Card Learning Dalam Meningkatkan Partisipasi Belajar Siswa."

⁶ Dorteia Maria Woga Nay et al., "Pelatihan Pembuatan Media Belajar Inovatif Pada Kurikulum

viewing skills are measured through students' ability to comprehend descriptive texts and match visual information with the appropriate textual descriptions.

H. Structure of the Research

The structure of the research is a framework of research that provides guidance on the points to be discussed in the research. The systematic discussion in this thesis consists of three section, with the following details:

1. Preliminary Section

The preliminary section includes: a) cover page, b) title page, c) approval page, d) examiners' endorsement page, e) declaration of authenticity, f) motto page, g) dedication page, h) preface, i) table of contents, j) list of tables, k) list of figures, l) list of appendices, and m) abstract.

2. Main Section

Chapter I: Introduction, which consists of: a) background of the study, b) identification and limitation of the problem, c) research questions, d) research objectives, e) significance of the study, f) scope of the study, g) definition of terms, and h) systematic organization of the research.

Chapter II: Review of Related Literature, which consists of: a) theoretical foundations, b) previous studies, c) conceptual framework, and d) research hypothesis.

Chapter III: Research Methodology, which consists of: a) research design, b) research variables, c) population, sample, and sampling technique, d) instrument blueprint, e) research instruments, f) sources of data, g) data collection techniques, and h) data analysis techniques.

Chapter IV: Research Findings, which consists of: data description and hypothesis testing.

Chapter V: Discussion, which consists of: discussion of the first research question and discussion of the second research question.

Chapter VI: Conclusion, which consists of: conclusions and suggestions.

3. Final Section

The final section includes: references, appendices, and curriculum vitae.