

CHAPTER I

INTRODUCTION

This first section describes the background of the study, research questions, research purposes, research significances, research scope, conceptual framework, hypothesis, and previous studies.

A. Background of The Study

Reading is one of the essential skills in learning English, alongside listening, speaking, and writing. It serves as a foundational ability that supports learners in accessing knowledge, developing language proficiency, and improving academic achievement. According to Nunan (2003), reading is a fundamental language skill that facilitates vocabulary acquisition, grammatical understanding, and comprehension of cultural contexts. Even though it is essential, many students still face challenges in reading, particularly in understanding the content of the texts they read. Several studies have shown that students often struggle with low reading interest, limited vocabulary, and difficulties in identifying main ideas and making inferences (Kustati, 2020). These problems can affect the difficulty in understanding text in their academic performance.

Therefore, reading comprehension is considered a crucial focus in English language teaching. According to Nunan (2003), reading is a set of skills that involves making sense and deriving from printed word. It involves not only decoding words but also interpreting meaning, analyzing information, and drawing conclusions (Patel & Jain, 2008). It means effective reading comprehension enables students to actively engage with texts, extract relevant information, and apply it in real-life contexts. However, students often struggle in reading comprehension. According to Sari and

Wahyudin (2019), many junior high school students in Indonesia are unable to grasp the main ideas of a text, infer meaning, or connect ideas across paragraphs, resulting in low reading comprehension achievement.

These reading challenges in Kustati (2020) studies and reading comprehension challenges in Sari and Wahyudin (2019) studies are closely related. Students who cannot read fluently are less likely to comprehend texts deeply. Consequently, these interconnected problems negatively impact their academic performance, particularly in tasks that involve reading.

Moreover, there are still significant challenges in reading English, especially narrative texts in Indonesia. Specifically in the context of junior high school students, reading comprehension remains a major issue. Based on research conducted by Azral & Kher (2023), 11th grade of senior high school faced difficulties while recognizing textual references (67.5 %), understanding vocabulary (58.8 %), determining main ideas (52.5 %), recognizing generic structures (50.8 %), finding factual information (50 %), and making inferences/moral values (46 %). To overcome the challenges and difficulties students face when comprehending narrative texts, integrating digital learning tools such as Quizalize may help students more effectively and present a promising solution to support their learning process.

Quizalize is a game-based assessment platform that improves student engagement and motivation in reading activities through interactive features such as immediate feedback, differentiated tasks, and progress tracking. It supports students in practicing key reading skills like identifying main ideas, understanding event sequences, and interpreting implicit meanings in narrative texts. According to Mukaromah (2019), Quizalize is digital quizzes are user-friendly and quite interesting. Additionally,

teachers can customize the content, enabling repeated and focused practice to improve students' critical reading skills.

There are several previous studies related to the use of Quizalize in improving students' reading comprehension skills. Firstly, Widiyanto (2024) found that Quizalize significantly improved students' comprehension of descriptive texts at the senior high school level. The present study shares similarities in using Quizalize as the main instructional media. However, it differs in the text genre and educational level, as it focuses on narrative texts at the junior high school level. Secondly, Hasanah (2023) demonstrated that integrating Quizalize with Mobile-Assisted Language Learning (MALL) strategies improved students' motivation and overall English skills. While both studies utilize Quizalize to support English learning, Hasanah's research focused on general language development with MALL. In contrast, the current study explores explicitly the effectiveness of Quizalize in teaching reading comprehension in narrative texts. Thirdly, Kartika (2023) examined the effectiveness of Quizalize in teaching reading to eighth-grade students and found significant improvements in their reading performance. This study aligns with Kartika's in terms of the application used, the target skill (reading), and the educational level. However, the key distinction lies in the reading focus: Kartika's study addressed general reading, while this research concentrates on narrative texts, offering a more genre-specific analysis.

This study aimed to fill in the gap, it provided the current challenges that junior high school students engage in understanding English narrative texts and the support findings from previous studies on the use of Quizalize. This study intends to examine the effectiveness of Quizalize as a learning tool in improving students' reading comprehension, especially in narrative texts.

B. Research Questions

This research focuses on the effectiveness of using the Quizalize application to improve students' reading skills in English. This study investigates three issues. First, difficulty understanding texts. Second, lack of interest in reading text. Third, there is difficulty identifying the main ideas or important information in texts. For this reason, three research problems are formulated as follows :

1. What are students' reading comprehension scores in narrative text before using Quizalize as a learning media?
2. What are students' reading comprehension scores in narrative text after using Quizalize as a learning media?
3. How effective is the Quizalize as a learning media to improve students' reading comprehension in narrative texts?

C. Research Purposes

This research explains how the effectiveness of using Quizalize application in improving students' reading skills in narrative texts. According to the research questions above, the specific purposes of this study as follows :

1. To identify the students' reading comprehension scores in narrative text before using Quizalize as a learning media.
2. To identify the students' reading comprehension scores in narrative text after using Quizalize as a learning media.
3. To investigate the effectiveness of the Quizalize as a learning media to improve students' reading comprehension in narrative texts.

D. Research Significances

This section explains the research's significance. The following are the research significances based on this study :

1. Theoretical Significances

This research supports educational technology by showing that Quizalize improves students' reading skills in English narrative texts. It strengthens reading pedagogy theory through Game-Based Learning and provides a foundation for future studies using similar tools in various contexts or abilities.

2. Practical Significances

This study highlights the practical significance as follows :

a. For Students

Students are expected to improve their ability in reading comprehension.

b. For Teachers

Teachers are encouraged to develop effective learning and create more engaging assessment tools using the Quizalize application.

c. For Researchers

This research is expected to serve as an additional source of reference for researchers looking to investigate related subjects/similar topics about the implementation of the Quizalize application.

E. Research Scope

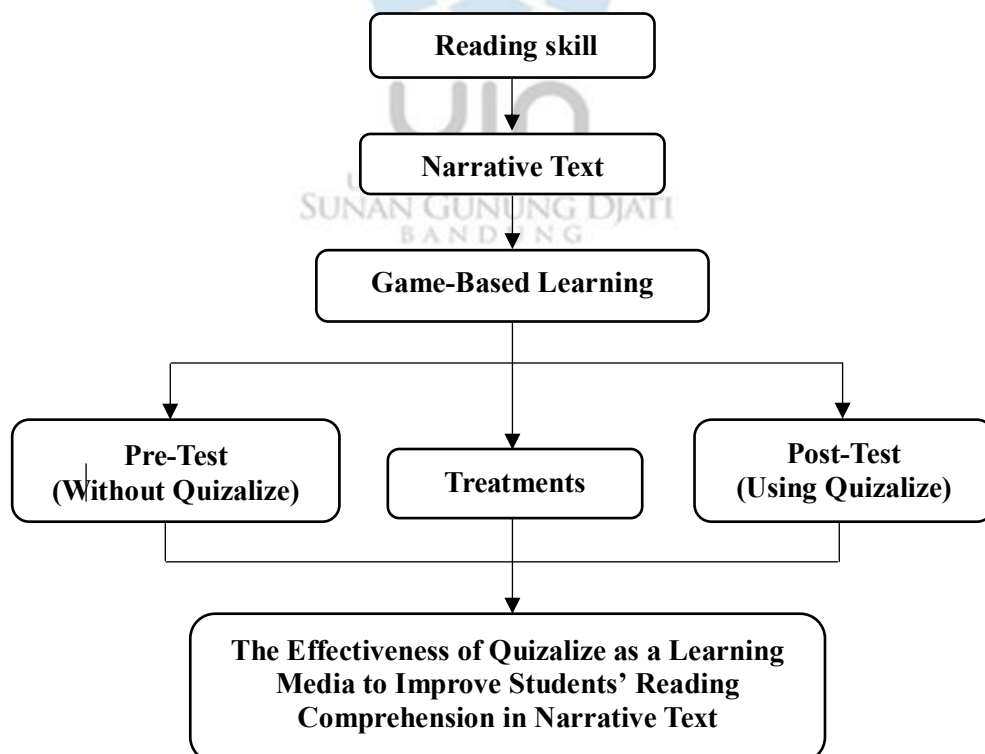
The English language is one of the courses used in school. Especially for reading skills, many materials in several form of text in English. The researcher limited this

scope to only narrative text for VIII-C grade students of SMPN 72 Bandung. This research aims to assessing the impact of Quizalize as an educational platform to improving students' reading comprehension in narrative texts in the Indonesian context.

F. Conceptual Framework

This study aims to ascertain how well the Quizalize application works to improve students' skills of reading comprehension in narrative texts. A conceptual framework explains how the connections between the concepts that will be developed and their application will improve students' skills in reading English narrative text with the Quizalize application. This part of this study covers the reading skill and Quizalize application, as shown in the conceptual framework in the following table, as follows :

Figure 1.1 Conceptual Framework



Based on the schema above, reading is one of the essential skills in English language learning, especially in the context of academic accomplishment. It is described as a process of constructing meaning from written texts through interaction between the reader and the text (Grabe & Stoller, 2013). Reading enables learners to acquire new vocabulary, comprehend various text genres, and improve their overall language proficiency. According to Anderson (2003), reading is deeper than decoding words but involves active comprehension, prior knowledge, and the ability to analyze and evaluate information. On the EFL context, reading comprehension becomes even more important because it helps students understand texts in a language that is not their mother tongue. Based on the journal by Kendeou, McMaster, & Christ (2016), it can be summarized that reading comprehension requires readers to comprehend the meaning of a sentence, one must visually recognize the words, decode their sounds, spellings, and meanings, and then link them together by applying grammatical rules. Hence, it is recommended that teachers use effective strategies and media to fostering students' reading abilities.

Furthermore, based on this research, the material in reading comprehension is narrative text. The type of Narrative text is a common genre used in junior high school. Narrative text is composed to entertain, convey experiences, and contain moral lessons. Anderson (2003), defined narrative text usually consists of three main components: orientation (introducing characters and settings), complication (presenting problems), and resolution (solving problems). In addition, the writer uses narrative text because the writer found some issues with reading in narrative text. According to Nunan (2003), students often face difficulties comprehending narrative texts because of limited vocabulary, lack of background knowledge, and difficulty in identifying text structure.

Thus, understanding narrative texts usually involves students' comprehension of how the text is structured, the sequence of events, and moral messages.

In addition, to supporting the use of learning tools in the study of narrative texts, Game-Based Learning is considered an engaging and practical approach. It is important to gain an understanding of Game-Based Learning in the practice of Game-Based Learning, which serves as the basis for integrating game elements into the educational environment. Game-based learning is an interesting method that transforms ordinary learning into a fun experience by inserting educational content into a game. Students can learn through games, competitions, and interactive challenges. Skinner (1958) states that Game-Based Learning this is demonstrated in game features that offer instant, corrective responses to correct or incorrect actions, encouraging positive behaviors through systems like points, levels, or rewards—common in language learning applications, such as Duolingo, Quizizz, Quizalize, Kahoot, and others are widely used. This research chooses the Quizalize application to apply the Game-Based Learning approach, as it provides feedback and rewards to motivate continued practice.

The above research scheme means this study will investigate the effectiveness of using Quizalize through three kinds of activities. The pre-test activity was conducted to measure the students' narrative text comprehension without using Quizalize. Furthermore, the researcher utilizes treatment to introduce students' narrative text learning activity using Quizalize. Finally, the effectiveness of Quizalize will be concluded in the students' post-test results.

G. Hypothesis

This study's hypothesis emphasizes the effectiveness of using the Quizalize application as a learning media to improve students' reading comprehension in narrative texts. The current research includes two variables, variable X and variable Y. Where variable X is Quizalize as a learning media and variable Y is students' reading comprehension.

The hypothesis aims to explore the relationship between these two variables, the application of Quizalize as a learning media and the improvement of students' reading comprehension. A hypothesis is a formal statement of the researcher's prediction of the relationship that exists among the variables under investigation (Creswell, 2012). As a result, the hypothesis for this research as follows :

1. Ha (Alternative Hypothesis) :

The Quizalize application as a learning media is effective to improve students' reading comprehension in narrative texts.

2. Ho (Null Hypothesis) :

The Quizalize application as a learning media is not effective to improve students' reading comprehension in narrative texts.

The alternative hypothesis implies that the Quizalize application does significantly contribute to the development of students' reading comprehension. For example, if students regularly use the Quizalize application, they will likely show improved understanding and retention of narrative texts. Conversely, if the application is not used, their reading comprehension may not improve as expected.

On the other hand, the null hypothesis states that the Quizalize application does not significantly influence on students' reading comprehension. In other words, students who use the Quizalize application may not necessarily demonstrate better or

improved reading comprehension compared to those who do not use it. According to Creswell (2018), hypotheses in quantitative research are predictive statements about the expected relationships between variables. These hypotheses are formulated from theoretical frameworks and evaluated through data collection and statistical analysis. In particular, a hypothesis assists researchers in refining the scope of their study and assessing whether a relationship exists between the variables being examined.

H. Previous Studies

Some previous studies have discussed the relationship between certain aspects that related to the efficiency of Quizalize in improving students' reading comprehension skills. Firstly, research by Widiyanto (2024) conducted a comprehensive study of investigating the effect of Quizalize on students' mastery of reading comprehension. Their research involved students who engaged with reading materials through the Quizalize platform. The findings indicated that the interactive and gamified nature of Quizalize significantly improved students' comprehension levels, as evidenced by higher test scores and increased engagement during reading activities. The study emphasized the importance of interactive learning environments in fostering a more profound understanding and retention of reading content.

Secondly, a related study by Hasanah (2023) explored the integration of Quizalize with mobile-assisted language learning can be called the methods is MALL that to teaching reading comprehension of senior high school students. This research highlighted how the mobile platform facilitated access to reading materials and assessments, allowing students to learn independently. The results showed that students who utilized Quizalize in conjunction with MALL strategies demonstrated notable improvements in their reading skills and heightened motivation and

participation in the learning process. Hasanah's findings suggest that combining traditional reading instruction with innovative technology can lead to more effective learning outcomes.

Lastly, another study by Onasanya (2020) examined the study on undergraduates' perception of regarding the use of the Quizalize application for conducting formative assessments in online learning programs. This research at the University of Ilorin, Nigeria, examined undergraduates' perceptions of utilizing the Quizalize application for online-based formative evaluation processes education. The findings highlighted that those students perceived Quizalize as an easy-to-use, effective, and beneficial tool for improving their learning process.

In conclusion, these studies illustrate the multifaceted benefits of using Quizalize in language education. By improving reading comprehension, Quizalize is a valuable tool that engages students and supports diverse learning needs. The positive outcomes reported across these studies suggest that integrating technology into language instruction can improve students' educational experiences and outcomes.