CHAPTER I

INTRODUCTION

This chapter examines the research background, questions, purposes, significances, scope, conceptual framework, hypothesis, and previous study of this research.

A. Background

As it is known, reading is the most effective method of acquiring information, as it allows one to gain a wealth of knowledge and skills. According to Brown & Abeywickrama (2019), reading involves an interchange of meanings. Urquhart & Weir (2014) define reading as the acquisition and interpretation of data in language. Furthermore, as Mastoah (2017) stated, reading is a communication that entails extracting information from the text being read. Moreover, reading comprehension is essential for the reading process to ensure no errors in understanding what has been read. Thus, Reading is regarded as a skill that must be developed for the reader to comprehend the intended objectives of a passage and grasp its main ideas, according to numerous reasons provided above.

The basic purpose of reading is to actively seek and obtain information, including the material and comprehension of the text. According to Ismail et al. (2017), developing comprehension skills in English is critical for students' success in learning English and other subjects that involve reading in English. Thus, reading comprehension is important for students in countries where English is studied as a foreign language, such as Indonesia. English subjects are mainly concerned with texts and reports written in English, which students must read and understand to develop good reading comprehension.

Based on the researcher's observation of teaching and learning activities at SMK YPF Bandung, it was found that students face several problems regarding reading comprehension and motivation in learning English. The first problem was the students' lack of vocabulary and limited

ability to comprehend texts. Due to their limited familiarity with most of the vocabulary, they need help to understand the text thoroughly. Limited language skills hindered and impacted their reading ability. According to Nagy & Scott (2000), students with limited vocabulary struggle to understand and translate texts, resulting in reading difficulties and a lack of exposure to unfamiliar terms.

The second problem was that reading comprehension activities and the media used in reading instruction still used textbooks. This results in boredom and disinterest, resulting in a lack of student interest in reading lessons. Keller (1987) argued that effective learning media should attract learners' attention, demonstrate relevance to their interests or needs, build their confidence through achievable objectives, increase their satisfaction to create a positive and motivating learning experience, and encourage further engagement.

To address the abovementioned issues, teachers can employ learning media to help students improve their reading skills. Budiyanto (2015) states that teachers should employ learning media to facilitate language acquisition since it can boost student motivation. Media is needed for students with learning problems to facilitate the learning process. In addition, teachers can efficiently present the material by utilizing media. Kemp & Dayton (1985) define media as any physical tool that delivers content and supports learning, particularly when it improves the effectiveness and efficiency of education.

Furthermore, using digital learning media significantly boosts students' reading abilities and interest (Reinking & Watkins, 1996). Language educators increasingly embrace digital learning media to facilitate language acquisition since they show a potential strategy for embodying language learning in situated meaning. Most of the studies' findings give empirical proof that when digital learning media are integrated into the educational context, considerable improvements in reading comprehension can be achieved.

Integrating digital learning media has been shown to play a crucial role in enhancing students' reading comprehension by creating a more interactive and supportive learning environment. According to Ciampa (2012), digital media transforms the reading experience into an enjoyable activity, fostering a fondness for reading that subsequently improves reading comprehension outcomes. Moreover, Qureshi & Khatoon (2023) argue that digital learning platforms facilitate the development of reading proficiency by promoting active participation, providing immediate feedback, and cultivating an error-tolerant atmosphere conducive to learning. Furthermore, Istikhari (2024) states that digital media significantly enhances students' enthusiasm, motivation, and engagement, all critical factors in strengthening reading comprehension. This implies that digital learning media can help students improve their reading comprehension.

There is an extensive array of learning media available, one of which is *Educaplay*. *Educaplay* is one of the game-based digital platforms that can be used in learning. It is a free online learning platform that allows users to design and play educational games for teacher-student interaction (Páez-Quinde et al., 2022). This platform enables users to make quizzes more interesting because it has game modes. In *Educaplay* media, many game modes that can be applied during learning, so learners can enjoy learning in a different and more fun way (Batitusta & Hardinata, 2024). In addition, *Educaplay* can be used for tasks, evaluation material, homework, and more. Furthermore, Istikhari (2024) discovered that utilizing Educaplay greatly boosts students' excitement, motivation, and involvement, which are essential elements in improving reading comprehension. This platform was never used to teach English in SMK YPF Bandung. Therefore, this research aimed to determine the effect of the *Educaplay* Website as a medium to improve students' reading skills.

Although numerous studies have investigated the impact of the *Educaplay* Website on students' reading comprehension, a notable research

gap remains, as none of the studies have focused explicitly on students' comprehension of report texts. To address this gap, the present study aims to provide insights into the potential advantages and limitations of using the *Educaplay* Website as an English learning medium for report texts, particularly concerning its impact on students' reading comprehension.

B. Research Questions

Considering the research issues outlined previously, this problem has been structured into these specific research questions:

1. What is the students' reading comprehension before using the *Educaplay* Website?
2. What is the students' reading comprehension after using the *Educaplay* Website?
3. How significant is the difference between the students' reading comprehension before and after using the *Educaplay* Website?

C. Research Purposes

The objectives of the study are articulated in the following manner:

1. To determine the students' reading comprehension before using the *Educaplay* Website.
2. To determine the students' reading comprehension after using the *Educaplay* Website.
3. To determine the significant difference between the students' reading comprehension before and after using the *Educaplay* Website.

D. Research Significances

The significance of this study is multidimensional, as it focuses on key issues in the field of English language education, particularly those related to efforts to improve reading comprehension skills among vocational high school students.

a. Theoretical Significances

This research extends the theoretical understanding of website-based learning media in the context of students' reading comprehension. It provides evidence supporting the effectiveness of integrating digital platforms such as *Educaplay* to improve students' reading comprehension.

b. Practical Significances

This research makes a valuable contribution practically. Practically, this research is significant to:

a) For the students

This research helps students significantly improve reading comprehension in a fun and stress-free environment, which improves their overall language skills by using *Educaplay*. The interactive and game-based nature of *Educaplay* helps maintain students' interest, making learning enjoyable and boosting their reading comprehension.

b) For the teachers

This research provides a reference for teachers to use *Educaplay* as an engaging tool to make English teaching interactive and practical. It also provides evidence-based guidelines for implementing website-based learning media to engage students.

c) For other researchers

This research provides a solid foundation for exploring the use of specific digital platforms such as *Educaplay* in language education, encouraging further investigation with diverse methodologies and populations. Furthermore, the findings in this study are expected to contribute empirical data supporting further exploration of websites as viable tools for educational purposes.

E. Research Scope

This study examines the impact of the Educaplay Website as a learning medium on improving students' reading comprehension. The subject, object, material, method and research location for this study are all included in its scope. The subject of this study is the Educaplay Website as a learning medium. The object of this research is tenth-grade students. This research examines the improvement of reading comprehension of tenth-grade students using the Genre-Based Approach (GBA) as the learning method and reports text as the teaching material. This research used a quantitative method and a pre-experimental design. This research was conducted at SMK YPF Bandung, Indonesia.

F. Conceptual Framework

The diagram below illustrates the conceptual framework of this study:
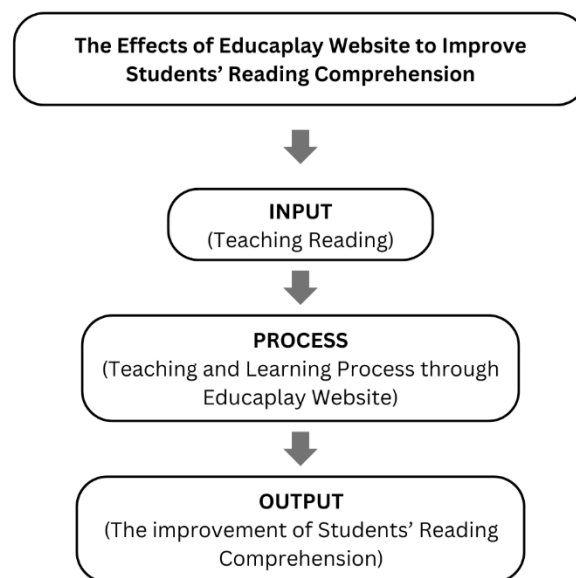

Figure 1.1 Conceptual Framework

The conceptual framework of this research illustrates the use of the *Educaplay* Website in the learning process that can improve students' reading comprehension. Day & Bamford (1998) define reading as deriving meaning from written or printed material, which requires learners to integrate the information presented in the text with their prior knowledge to achieve comprehension. In addition, Snow et al. (1998) state that reading comprehension significantly predicts academic achievement across disciplines and emphasize that students who engage in frequent reading tend to demonstrate higher academic performance. However, the researcher observed that many students face challenges in this area, often due to a lack of English vocabulary and low interest in reading comprehension activities. Hence, developing reading comprehension is an important aspect of language learning, and finding effective learning media to enhance it is critical.

Learning media are important tools in the educational process, functioning as physical means—such as equipment and materials—used to convey instructional content effectively (Heinich et al., 2004). They act as intermediaries, facilitating knowledge transfer from educators to learners, enhancing the learning experience. According to Hikmah (2019), learning media support students in better understanding and accepting the subject matter presented to them. Furthermore, Kandia et al. (2023) emphasize that learning media not only aid comprehension but also contribute to developing students' critical thinking skills, establishing them as valuable educational resources that enrich cognitive engagement.

Therefore, the *Educaplay* Website, one of the game-based digital platforms, will be used as a medium for teaching English. *Educaplay* is a website that enables teachers to build free educational games or innovative activities that improve professional outcomes (Becerra, 2022). Students will use the *Educaplay* website to read text on their mobile phones and complete quizzes in a variety of game formats. *Educaplay* Website promotes a fun, efficient, and meaningful learning experience, which

contributes to a deeper understanding of educational content (Utami et al., 2023). This method is intended to engage and motivate students to read report texts. By utilizing the *Educaplay* Website, students' understanding and enthusiasm for learning English will be expected to improve.

In short, this conceptual framework describes a theory to support the present research. This framework served as a guide in conducting research on using the *Educaplay* Website as a learning medium to improve students' reading comprehension.

G. Hypothesis

The use of *Educaplay* is the "x" variable in this research, and reading comprehension of the students is the "y" variable. The hypothesis of the research is formulated as follows:

a. H0: *Educaplay* Website has no significant effect on students' reading comprehension.

b. Ha: *Educaplay* Website has a significant effect on students' reading comprehension.

H. Previous Studies

Numerous earlier studies have examined English language skills and the utilization of the *Educaplay* website. These studies are described as follows:

Firstly, the research by Istikhari (2024) studied the effectiveness of using the *Educaplay* platform to enhance reading comprehension among 8th-grade students at MTs Negeri 1 Magelang. The research employed a quasi-experimental design, involving a population of 127 students, with 22 students selected as the sample. The study aimed to determine whether the use of the *Educaplay* platform had a significant effect on students' reading comprehension. The findings indicated a statistically significant difference, confirming the effectiveness of the intervention.

Secondly, the research by Cahyani & Adityas (2024) investigated the enhancement of young learners' vocabulary through the use of *Educaplay* games among students in grades 3 to 5 at Pendampingan Belajar Lantips Yogyakarta. The study adopted a Classroom Action Research (CAR) approach and aimed to determine whether *Educaplay* could increase learners' vocabulary. The findings showed that *Educaplay* successfully improved young learners' vocabulary. Furthermore, observations and test results indicated that *Educaplay* also boosted students' learning motivation.

Thirdly, the research by Ayuningrum (2024) examined the effectiveness of using *Educaplay*-based teaching media to teach vocabulary to tenth-grade students at SMA Negeri 2 Bae Kudus during the 2023/2024 academic year. The study employed a pre-experimental design with a population of 360 students, from which 36 students were selected as the sample. The research aimed to determine whether the use of *Educaplay*-based teaching media had a significant impact on students' vocabulary mastery. The results indicated that students' vocabulary competence improved after being taught through *Educaplay*-based teaching media.

Fourthly, the research by Páez-Quinde et al. (2022) investigated the use of the gamification tool *Educaplay* and its impact on the academic performance of elementary school students. The study utilized an experimental-exploratory design with a qualitative-quantitative approach and involved a population of 70 seventh-grade students. The research aimed to determine whether the *Educaplay* collaborative tool could enhance students' academic performance through virtual learning. The findings revealed that academic performance improved with the use of gamified resources, which encouraged active participation and collaborative learning. Additionally, the study highlighted that teachers created their resources based on students' specific needs.

Fifthly, the research by Becerra (2022) explored the impact of educational websites, specifically *Educaplay*, on the English vocabulary learning of 9th-grade "A" students at Unidad Educativa Sagrada Familia. The study adopted a qualitative-quantitative approach and involved a population of 22 students. The research aimed to determine whether educational websites influenced students' vocabulary acquisition. The findings revealed that students significantly improved their vocabulary through interactive activities implemented in each class using the *Educaplay* platform.

Nevertheless, the present study differs from previous research in that it focuses on examining the effect of using the *Educaplay* platform to improve the reading comprehension of 10th-grade students by employing a pre-experimental design. It contrasts with the first study, which targeted 8th-grade students, used a recount text as the teaching material, and applied a quasi-experimental design. Furthermore, it differs from the second study, which focused on enhancing students' English vocabulary through Classroom Action Research (CAR) conducted by teachers at Pendampingan Belajar Lantips.

Moreover, this study differs from the third research, which focused on students' English vocabulary. It also differs from the fourth research, which examined elementary school students and employed a qualitative-quantitative approach. Additionally, it is distinct from the fifth research, which investigated students' English vocabulary, targeted 9th-grade "A" students, and also used a qualitative-quantitative approach. Therefore, this study seeks to address the gap in terms of research design, research objects, and the teaching material of the research.