CHAPTER I
INTRODUCTION

This chapter consists of background of research, research questions, purposes of the study, and contribution of the study. Each sub-chapter were explain in detail about this study.

1.1 Background of Research

Reading skills are one of the important skills for understanding language. By practicing this skill, vocabulary and grammar comprehension improves. In addition, reading is an important skill for English language teaching (ELT) because it is the foundation for knowledge and proficiency and helps develop other skills. However, many learners have difficulty with higher-level reading skills, such as inferential comprehension (Saeedi et al., 2016). This skill requires them to understand the deeper meanings of a text by analyzing and interpreting information that is not explicitly stated. With the rapid development of technology, the effect of gamification on inferential reading skills has not been explored further. Therefore, this study investigates this topic for several reasons.

In terms of theory on this study topic, there are still many theories that have not been explored in depth. Compared to research related to reading comprehension, inferential reading skills are still not widely explored. According to McNamara (2007), inferential reading skills refer to the ability to go beyond the literal meaning of a text to understand implied meanings, draw conclusions, interpret underlying messages, and make connections between ideas. From this theory, there is a slight difference between inferential reading skills and reading comprehension skills where reading comprehension focuses on understanding and interpreting the meaning of a text by engaging with its explicit and implicit content (Grabe & Stoller, 2019). In addition, the theory related to gamification being able to improve inferential reading skills has not been explored much. However, exploring the topic of whether gamification can improve inferential reading skills is one of the reasons this study requires to be conducted.

In terms of practice, many schools face problems related to the use of gamification technology in ELT. Huseman (2022) stated that implementing gamified tools requires robust technological infrastructure. Inadequate access to necessary technology or technical issues can hinder seamless integration. His study was conducted in India. In Indonesia, there are still many schools that have not been integrated with gamification, let alone technology. A study by Mali et al. (2023) explored the use of technology in schools across Kalimantan, Nusa Tenggara, and Papua islands. The research identified significant challenges, including limited access to technological facilities and inadequate infrastructure, which hinder effective technology integration in these regions.

However, there is a gap between theory and practice so that this research needs to be conducted. Many theories reveal that gamification can help improve student learning, both in terms of other subjects and English Language Teaching. For example, Chan and Lo (2024) found that gamified approaches enhanced English proficiency and positively influenced learners' attitudes and emotional engagement. Still, the use of gamification to improve inferential reading skills in the context of ELT needs to be explored further. In practice, implementing gamification technology to improve inferential reading skills still needs to be studied. Many challenges and obstacles may occur. Schools that are less integrated with technology, teachers lack sufficient training and confidence in using technology for teaching, are two of the problems that may occur. Arzal et al. (2023) investigated teachers' perceptions of ICT integration in Indonesian secondary schools. The study found that many teachers lack sufficient training and confidence in using technology for teaching, impacting the successful adoption of digital tools in classrooms. However, their research is still at the secondary school or junior high school level. Based on their research, this research targets higher education, more precisely at the university student level.

Another reason why this study is necessary is because of the ambiguity of this topic in the Indonesian context. Several previous studies have conducted research on this topic. Matyakhan et al. (2024) conducted a study with Thai EFL students, revealing that gamified learning environments significantly improved

reading comprehension and engagement compared to traditional methods. Students reported that gamification made learning more enjoyable and interactive. Although the study they conducted showed positive results, it is not necessarily applicable to the Indonesian context. Because Indonesia and Thailand are two different countries with different populations. The students are certainly different. In Europe, more precisely in Spain, Domínguez et al. (2013) investigated the effects of gamified e-learning platforms on university students in Spain. The study found that while gamification increased motivation and engagement, its impact on deeper cognitive skills, such as inferential reading, was less pronounced. In addition, there are currently many gamification platforms that can be used such as Kahoot!, Quizziz, Battlejungle, Duolingo and others. However, this study only uses one of these platforms.

Quizziz is the platform that was used in this study. According to Deterding et al. (2011) gamification elements include leaderboards, points, badges, performance graphs, and others. Quizziz has the elements mentioned. Quizziz is also easy to use for both teachers and students. Ease of access, a free platform is also one of the reasons for using this platform. Even Amalia (2020) stated that one of the reasons Quizziz was used in her research was because of its ability to make assessments more engaging while aligning well with language learning needs, such as vocabulary reinforcement.

Based on the reasons mentioned above, research related to improving inferential reading skills using gamification in ELT needs to be conducted. With the research entitled "The Effect of Quizziz on Students' Inferential Reading Skills and Their Perceptions of Its Use in EFL Classroom" aims to investigate how Quizziz as gamified platform can improve inferential reading skills in students and explore students' perception on its implementation in English language learning. By using mixed-method methodology, it is expected that this research provide a deeper understanding of this topic

1.2 Research Problem

Many students out there have difficulty with inferential reading skills. In fact, this ability is a crucial ability in understanding English. This is also proven by

a study conducted by Hall et al. (2020). They explored the impact of small-group inference instruction on the inference-making skills and reading comprehension of sixth and seventh grade students who had difficulty in reading comprehension. The results showed that students who received inference instruction showed significant improvements in inference-making skills and reading comprehension compared to the control group. In addition, Martinez-Lincoln et al. (2021) showed that adolescents who had difficulty in reading comprehension had difficulty making inferences that required readers to connect parts of the text and integrate background knowledge needed to understand the text. In Indonesia, Laili (2020) also found a similar problem.

In addition, the problem of students' perceptions regarding the use of gamification platforms in EFL classroom also needs to be studied further. There is a reason why this problem needs to be solved. Amalia (2020) stated that exploring students' perceptions is essential to understand not only the observable improvements in inferential reading skills but also the subjective experiences, motivations, and attitudes that shape the effectiveness and sustainability of Quizizz as a digital learning tool. Therefore, this exploration can provide valuable insights into how Quizizz can be further optimized to enhance student engagement and learning outcomes in various educational contexts

1.3 Research Questions

To research the effect of Quizziz in students' inferential reading, several research questions need to be completed

1. How is the development of students' inferential reading skills before and after using Quizziz in English language learning?
2. How are students' perceptions of the implementation of Quizziz in developing their inferential reading skills?

1.4 Purposes of Study

Therefore, this study has two main purposes:

1. To report students' inferential reading skills before and after using Quizziz in English language learning

2. To explore students' perceptions of the implementation of Quizziz in EFL classroom

1.5 Contribution of Study

This research contributes to the ever-growing literature on Quizziz in education, as it narrows down its scope to Quizziz of inferential reading skills in ELT. This study tries to achieve the following:

1.5.1 Empirical Contribution

This research, therefore, undertakes an empirical examination of whether Quizziz, at best, improves inferential reading skills understanding implied meanings, logical inferences, and ideas connected across texts. By using a one-group pre-test/post-test design, this research assigns quantitative measurements to the changes gamified reading activities generate within one research gap, for much prior research on this subject has been somewhat insensitive regarding exactly what is accomplished for high-level reading abilities. The results will give insights into how Quizziz can achieve higher-order thinking and learning in ELT

1.5.2 Practical Contribution

This research makes useful recommendations for teachers, other researchers, reference, and curriculum designers with respect to the integration of gamified strategies in reading instruction. By specifying which of these game elements best support inferential reading—that is, feedback loops, narrative-based tasks, or collaborative challenges—the study puts forward a useful framework in the design of engaging and effective gamified activities. It shall be useful in assisting teachers to make changes to their approaches to improve motivation and the development of critical thinking that will eventually lead to improved reading comprehension among learners in different settings. This study can also be used as an example for other researchers who are interested in the field of gamification or inferential reading and can be used as a reference for writing articles in this field.

1.6 Research Scope

This study was conducted with the aim of exploring the effect of Quizziz in students' inferential reading skills and their perception of its use. In addition, by

using a mixed-method design, students' perceptions of the implementation of Quizziz in EFL classroom will be explored further. Because this study focuses on inferential reading, other reading comprehension skills, such as literal reading or evaluative reading, will not be studied even though the two skills are interconnected. The gamification application that will be used is also a popular one, Quizziz.

This study was conducted at MAN Bandung Barat, where this school is the closest to be studied. In addition, this school has also been integrated with technology, making it easier for this study to be conducted. Grade 11 were the participants because their English skills are the highest among the other lower classes. This study took approximately 12 weeks, where six weeks are used for research and the other six weeks are used for writing. In the six weeks of research, the first week will be used to conduct a pre-test. The next four weeks will be used to apply the treatment to the class. This treatment will be in the form of every time there is a practice question, the questions will be moved into Quizziz. Every time there is a practice question, the Quizziz platform will be used. Then the last week is used for post-tests and interviews.