

CHAPTER I

INTRODUCTION

This chapter will elaborate on the background of the study, research questions, research purposes, research significance, the framework of thinking, and research methodology.

A. Background

Language is one of the most crucial components of communication, which is used as a tool for international communication. Being an international language, English is crucial and has numerous connections to different facets of human existence. The four components of English language proficiency are speaking, listening, reading, and writing. In education, reading comprehension is becoming increasingly crucial, and students must practice and receive instruction to become proficient readers. Making sense of a text is the process of reading comprehension. Therefore, rather of trying to deduce meaning from individual words or sentences, the objective is to get a general comprehension of what is described in the text.

According to Hamra & Syatriana (2010), the majority of students, regardless of educational level, need help understanding English texts because English is a foreign language in Indonesia. According to Kweldju (2021), many kids are hesitant readers because they lack the reading desire necessary to become proficient readers.

Another fact contributing to the students' worse reading abilities was the fact that many of them disliked reading texts written in English. because they didn't think reading was a fun pastime. Unless the teacher gave them a reading assignment, the student would not practice reading. Furthermore, the majority of the reading assignment was controlled by the teacher, which made the students obedient and reliant on them for comprehension.

Indonesian students frequently struggle to read English texts because English is not their native tongue and is considered a foreign language. Junior high school students also have trouble understanding English texts. Reading English texts is not a strong suit for the students at this institution. Although every student is literate, very few of them are able to absorb or make sense of what they have read, particularly in English texts. It's due to a variety of issues, including the fact that kids find English to be a very challenging subject and are scared of it because the letters and meanings are different. The teacher's constant employment of the direct approach, or any other method, to teach English is the other component.

Thus, reading does not arouse students' interest. Instead of trying to uncover the meaning themselves, they often ask the teacher to translate texts such as narrative texts and others for them or wait for the teacher to translate them. This is influenced by the lack of enthusiasm of students in reading texts written in English. Sometimes, without looking at the reading text, students just repeat what the teacher says. Students with low reading motivation have worse reading abilities.

According to S. Hornby, he defines narratives in the Oxford Advanced Learner's Dictionary as "a description of events, especially in a novel or story, the act or process of feeling a story" (Hornby, 1995). Narration is when a writer narrates the account of something that happened. We make our point obvious by telling in detail something that has happened to us (Lubis, 2016). Furthermore, Anderson & Anderson (1997) defined a narrative as a piece of writing that tells a tale and entertains or instructs the reader or listener. To increase their reading abilities, pupils must apply strategies to overcome obstacles. Given the facts stated above, the technique of teaching English is critical for improving pupils' reading abilities.

Currently, there are many media that make learning easier, including learning media such as Quizziz. Quizziz is an educational web tool and game-based application created by Deepak Hox Cheernaath in 2015. As noted by Winingsih

(2022), Quizizz is described as a "game-based educational application with multiplayer activities that adds a fun element to classes." When utilizing Quizizz in the classroom, students can engage in exercises using their electronic devices. Moreover, according to Zhao (2019), Quizizz is like a game but for learning. It's different from other learning apps because it has fun things like funny memes, cool themes, and entertaining music that students really like. Basuki & Hidayati (2019) say Quizizz is a fun game for doing quick quizzes in class. So, basically, Quizizz is a tool on the internet that teachers use to make fun quiz games for checking how well students are learning in school.

Some of the problems that students face in junior high school include: firstly, students do not understand the phrases in writing, making it difficult for them to read, such as words and terms that are difficult to understand; secondly, students lack motivation in literacy; and thirdly, teachers teach them using traditional methods to facilitate reading. Students do not love modern learning, and many teachers still do not comprehend how technology may be used as a learning tool. So, with this dilemma, the researcher employed Quizizz as a medium of learning to read in narrative texts for research.

There are several research results regarding the use of Quizizz to assess the reading abilities of students. The first is from Mei et al., (2018), they declared the implementation of Quizizz as Game-Based Learning in the Arabic Classroom. Second, Ngui et al., (2022) stated teachers' perceptions of E-Portfolio as an authentic assessment to assess Indonesian EFL students' reading skills. Last, Puspitayani et al., (2020) declared the development of online formative assessment using Quizizz for assessing reading competency. Fitriyani et al., (2017) presenting questions in an interactive way, you can increase the variety of the topics and potentially even remove student boredom. Interactive questions pique students' interest more than traditional or paper-based test questions do. Students' involvement in assessing learning outcomes and their level of interactivity can both

rise when quizzes are used in the classroom as a technique for assessing student learning (Chaiyo & Nokham, 2017).

While the previous research focuses on the analysis of Quizziz in several media, this research focuses on describing and analyzing the significance of Quizziz to assess the students' reading comprehension ability in narrative text.

B. Research Questions

From the description above, this research is intended to answer the following questions:

1. What is students' reading ability in narrative text before using Quizziz as learning media?
2. What are students' reading ability in narrative text after using Quizziz as learning media?
3. How effective is the use of Quizziz to assess students' reading ability in narrative text?

C. Research Purposes

From the research questions above, this study is aimed at obtaining the following purposes:

This study contains a rationale that includes three unique aims that correspond to the research issues that led the route of inquiry. The major goal is to thoroughly describe how students learn to read in class using the Quizziz program in narrative texts. to discover how students learn to read in narrative text before and after using Quizziz, the second goal is to discover how students read in narrative text before and after using Quizziz, and the third goal is to discover the effectiveness of Quizziz in testing reading ability in narrative text.

D. The Significances of The Research

This research is expected to give significance both theoretically and practically

Theoretically, this research can be beneficial for teachers and students, especially to make the learning process pleasurable for both students and teachers.

Practically, this research gives significance to:

1. Teachers

This research will contribute the teacher in varying learning media in reading comprehension activities through quizzes by knowing their problems through their experiences and perspectives.

2. Students

This result of the research is expected to enhance students in better learning reading comprehension activities through Quizizz.

D. Theoretical Framework

This study focuses on improving students' reading comprehension in narrative text through Quizizz. As the media of learning, Quizizz supports the teacher in interestingly improving students' reading skills. According to Harmer (2008), reading media helps language learning. If students comprehend the material they read, their comprehension will improve with increased reading. The ability to read comprehension is multifaceted and nuanced. The two primary categories of these processes—lower-level and higher-level processes—were determined by equal difficulty Grabe & Stoller (2002). Therefore, since reading is important, in improving students' reading comprehension, English teachers need supporting equipment such as Quizizz that is appropriate in nowadays technology.

This study investigated the effectiveness of using Quizizz in improving students' reading. Quizizz is an educational game that incorporates multiplayer activities into the classroom and makes learning more engaging and pleasant. Quizizz allows students to use their smart devices to accomplish classroom activities. Quizizz is a fun multiplayer classroom exercise that enables all

students to practice simultaneously using PCs, iPads, tablets, and smartphones. Additionally, it provides students with iOS, Android, and Chrome apps (Mei et al., 2018). However, in addition to increasing reading comprehension, Quizizz entertains students with its function and features.

Moreover, a fantastic method for creating an assessment-focused learning environment in the classroom is Quizizz. Student test responses are thoroughly analyzed by Quizizz, which can be utilized as a tool for learning assessment and possible improvement. Students are enthusiastic about using Quizizz to finish exams. Then, the user-friendly, interactive interface of this application motivates you to complete the test.

The researcher, in this study, concentrated on using Quizizz in learning Narrative text to enhance the result of effectivity. Narrative text as a genre in teaching reading according to Meyers (2005), narrative is one of the most successful methods for engaging with others. A well-written story helps the reader to respond to an event in their life as if it were their own. They not only understand but can almost feel the incident. The action, details, and language transport the listener into these scenarios and make them come true. Furthermore, Lacey (2000) defines that the word narrative comes from the Latin *narre*, which means "to make known," hence narratives are usually used to impart information. Narrative differs from other formats in that it conveys information through a continuous sequence of events. This section defines narrative, narrative text, and its functions. From the definition above, it can be concluded that a Narrative is a simple type of text that needs to be comprehended in each part significantly.

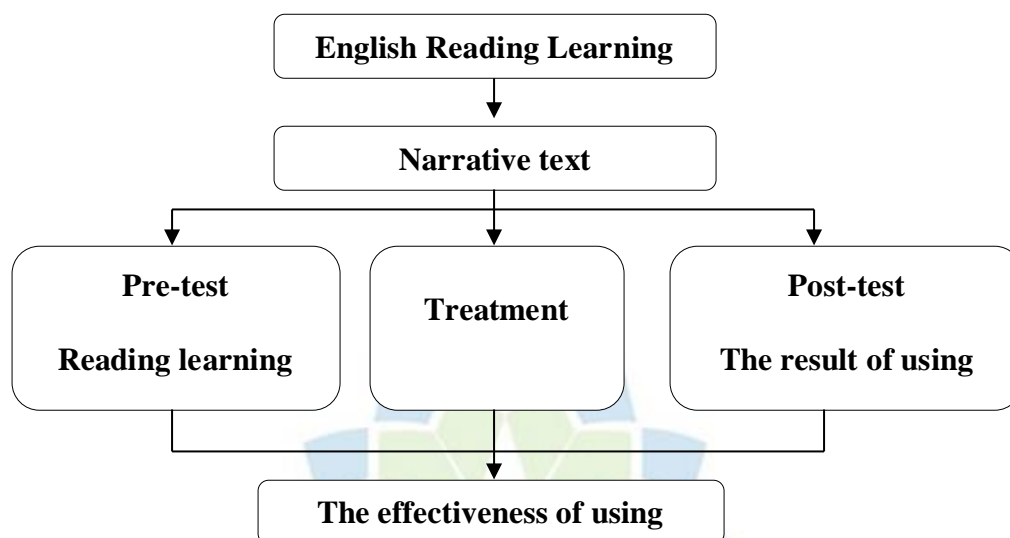
In addition, students who have not previously been exposed to stories may require more particular teaching when learning about the components of a narrative. According to Caldwell & Leslie (2009), correctly teaching a narrative needs considerable classroom training as well as reading comprehension

abilities that allow students to fully participate in the narrative material. Students must be encouraged to interact with the text to develop proficient and innovative interpretation abilities. Furthermore, such tactics allow pupils to understand and enjoy the prescribed tale on a personal level, making reading more rewarding and pleasurable.

Anderson & Anderson (1997) define narrative text forms as those that use either spoken or written language to tell a tale. It is distributed by radio, television, books, newspapers, and computer files. Images, facial expressions, and camera angles can all be used to convey a message. A storyteller usually recounts a narrative. This person presents his or her point of view to the audience and determines the order in which the story's events will be told. This section discusses how to teach reading narrative material according to Caldwell and (Caldwell & Leslie, 2009).

By the definition above, teachers, on the other hand, can use the Quizizz tool to create more precise tests or evaluations. Despite this, efficient use of the Quizizz application as a tool for effective learning media is possible when the teacher pays attention to the students' or learners' requirements, inadequacies, and differences. Additionally, the focus is not solely on the Quizizz application but also on empowering other applications to assist the learning process's continuity. As a result, Even in the worst-case scenario, equitable distribution of education can be felt by the community at large, including high school students, who take on as young people talented heirs to the nation's golden generation, both educationally, economically, socially, and politically. Thus, the educational goals and values established can be fulfilled in the manner in which they should be accomplished.

The scheme of the research based on the conceptual framework underlying this research is given in the following diagram.



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

E. Hypothesis

Hypothesis in research is very important to find the relationship to know the significant difference between variables. It also aims to provide research direction and build relationships between variables so it can help discuss findings and conclusions in research. In this study, research hypothesis (H_i) is the hypothesis that states that there is a significant difference between the independent (X) and dependent (Y) variables being studied, while the null hypothesis (H_o) is a hypothesis that states that there is no significant difference between variable

independent (X) and variable-dependent (Y). The hypothesis in this study is formulated as follows:

H1: There is a significant difference in the mean score of reading comprehension achievement between before and after using Quizizz.

Ho: There is no significant difference in the mean reading comprehension achievement before and after using Quizizz.

F. Previous Study

Several previous studies have used the Quizizz application, such as Leony et al., (2019) which utilizes the Quizizz application as an effort to increase student learning concentration in physics chemistry courses and concluded that learning evaluation using Quizizz helps improve student learning concentration. Moreover, Darmawan et al., (2020) incorporated the Quizizz application in an attempt to enhance completeness in learning physics, employing the problem-based learning method. The study reported conclusive findings regarding the effectiveness of this approach. The difference between this research and the research conducted by the author is that the difference lies in the subjects used and the objects used as research in this article. The subjects used are physics subjects and the objects are also students, whereas in the research conducted by this author the subjects are English language education with the narrative text genre is also the object of students' research.

Research conducted by Mulyati & Evendi (2020) with the title "Mathematics Learning Through the Quizizz Game Media to Improve Mathematics Learning Outcomes at SMP 2 Bojonegoro". From the results of this research, it is known that Quizizz media can improve mathematics learning with learning outcomes that have increased learning outcomes, the average learning outcome in the first study was 63% and in the second study was 78%. The similarity in this article is the use of Quizizz media as a subsequent learning media. The difference is that the author in

this article places more emphasis on research on learning outcomes, then the subjects studied are mathematics subjects, whereas in the author's research, English subjects also focus on how quizizz influences students' abilities.

Research conducted by Salsabila et al., (2020) with the title "Using the Quizizz Application as a Learning Media in the Midst of the Pandemic for High School Students" from the results of this research it is known that the Quizizz media is very effective for use in the learning process during the pandemic. The similarity in this article is that they both examine the use of Quizizz media as a learning medium. The difference is, in this article the object of research is high school students, whereas in my research the object is middle school students and in this article the subjects used as media material are not listed, whereas in this author's research the educational subjects that will be included are listed.

In another study, Gonzalez (2019) explored the use of Kahoot!, Plicker, and Quizizz for learning assessment in his master's dissertation. The results show the promising potential of this application in improving student grades and increasing satisfaction with lesson understanding. The similarities between this research and the author are of course using the Quizizz application, but there are many differences with the author's research, such as Quizizz for assessing, while the author researched Quizizz as a learning medium.

Furthermore Bal (2018), conducted research validating that Quizizz can effectively increase students' vocabulary. The similarity with this article is that the authors both use Quizizz, while the difference with the author is that Quizizz is used as a medium for learning narrative text, not for vocabulary. In addition, Mei et al., (2018) utilized Quizizz as a game-based learning tool in Arabic language classes, showing its effectiveness in improving student learning. The similarity between the author and this article is that they both use Quizizz and its effectiveness, while the difference with the author is that the course of this article examines Arabic while the author examines English.

In addition, Zhao (2019) examined the study looks at how students felt about using Quizizz in an accounting classroom and concludes that it improves their learning. Pupils concur that Quizizz is user-friendly; utilizing Quizizz for in-class exercises is enjoyable, facilitates subject review, and piques their curiosity about accounting. The input from students in two class sections—where Quizizz is used differently in terms of frequency—is also compared in the study. More often using Quizizz users concur more strongly that the app is user-friendly, sparks their curiosity, improves their ability to focus in class, and lessens the distractions brought on by technological gadgets. The gap between the study to this study is the implementation of Quizizz's function as media in learning. While the study obtained the Quizizz to seek students' feedback, this study proposed the Quizizz to assess their reading ability in Narrative text.

Additionally, students who use Quizizz more frequently during the semester provide their instructors with higher assessment scores, particularly for the criteria concerning visual examples, passion, and emphasizing crucial material the features of this software, particularly the leaderboard that encourages kids to study by displaying the real-time ranking of their performance. They all concur that Quizizz lessens their test anxiety and helps them focus in class. Students would rather use Quizizz for in-class exercises than paper-based ones.

Therefore, this research differs from previous research in terms of focus. This research focuses on the effectiveness of Quizizz as a learning medium to improve ninth grade junior high school students' ability to understand narrative texts.