

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is very important to encourage creativity and higher knowledge. Reading aims to understand the writing and conclude what has been read. This skill is not just about reading letters into words or sentences, but also about being able to understand the content of the text (Zila and Septiana, 2024). According to Balgoma (2024), reading is one of the most basic skills that every individual needs to possess, as it is very important in daily life. Therefore, reading is a great way to gain new ideas, information, and experiences, helping students to expand their knowledge. Additionally, reading is also a challenging activity that depends on the level of reasoning and language ability of the students. As a result, reading becomes one of the most important skills in language learning (Pradnyadewi and Kristiani, 2021). People read for various reasons; they might read just for pleasure, as when reading storybooks, or merely to gain knowledge. In other words, the purpose of reading is to guide readers in selecting texts and processing the information contained in the texts into their minds (Astari and Sutrisno, 2024).

The method for obtaining information from written texts is known as reading comprehension. Reading comprehension is an approach to linking students' ideas as readers with the reading material at hand. It can support students in deepening their understanding and assessing what they have read. According to Takaloo and Ahmadi (2017), reading comprehension is not an easy process as learners need to be able to read the text, understand the terms, and recognize the meaning of the

words so that they can gain information and insight into the text. Reading comprehension is an active and communicative interaction between the student, the text, and the reading activity. Various studies have been conducted on reading comprehension, which show that the text and prior knowledge have important contributions in understanding the reading text. When doing reading activities, students are expected to actively engage with the texts they read. In addition, reading comprehension is also important for students to recognize the different types of texts available, as there are many variations in them.

The reading ability and interest in reading among students today are very concerning. This is due to the lack of methods provided to students, making learning unenjoyable for them. The low reading interest among students today results in a decrease in reading habits (Rosanti, 2019) . That is also what makes students have difficulty understanding the reading. According to Tiwery and Ritiauw (2022), There are several factors that contribute to students' failure in understanding reading. These components can be divided into two categories: the students themselves and the people around them. Factors related to the students themselves include vocabulary, interest, and reading techniques, while factors related to the people around them include monotonous and boring teaching methods, limited interactive learning media, and a lack of technology utilization in learning.

Because English is taught as a foreign language in Indonesia, students may have difficulty understanding what they read. According to Hayati and Puspitaloka (2022), students often face challenges in understanding reading materials because English is a foreign language in Indonesia, which means they do not frequently

interact with it, making it more difficult for them to learn it quickly. Based on a preliminary study at SMP Negeri 15 Tanjungpinang through interviews with teachers, students at SMP Negeri 15 Tanjungpinang face several challenges in their literacy skills. Spelling and understanding texts haltingly indicate that most students are still not proficient in reading texts. The limited mastery of vocabulary becomes the main obstacle that causes students to struggle in understanding the meaning of the texts they read. This situation is further exacerbated by their inability to understand English, which undoubtedly negatively impacts the students' ability to engage in the learning process and achieve optimal academic performance. To address this issue, the use of interactive learning media such as QuizWhizzer can be an effective solution. QuizWhizzer is a game-based learning platform that presents educational material in the form of engaging interactive quizzes. Through QuizWhizzer, teachers can design various forms of reading exercises packaged in an enjoyable format, thereby enhancing students' reading comprehension.

Education and technology are two fields of life that continue to develop simultaneously. Both can also help the development of other fields simultaneously to drive human progress (Susilo, Sulisworo, and Beungacha, 2023). Technology has become a transformational force in education, changing traditional teaching methods and paving the way for new learning opportunities (Tabasi et al. 2024). The current educational situation, both globally and nationally, demands that educators be able to implement the use of technology in the teaching and learning process (Ambarwati et al. 2024). In various fields, especially education, science and technology are very influential, human creativity and innovation make technology

increasingly sophisticated over time. digital technology helps teachers and students in education. Learning is increasingly evolving with the innovation of e-learning, which makes education easier. In terms of teaching, teachers can develop various concepts, starting from creating quizzes, assigning tasks with images, engaging presentations, making videos, and so on, all done to make learning not monotonous and boring (Arridho et al. 2023).

QuizWhizzer can not only be used to deliver learning materials, but it can also be used to conduct learning evaluations in an engaging and enjoyable manner. Educators can achieve academic goals by using easily accessible learning media like QuizWhizzer. Game-based learning media like this can make classroom learning more enjoyable and interactive by incorporating activities that involve multiple players. Additionally, QuizWhizzer also has the advantage of comprehensive features and can provide opportunities for both students and teachers to play and assess during the learning process. This shows that this educational game application can be used to create new methods in the teaching and learning process (Wahyuningsih et al. 2021). QuizWhizzer is designed as a tool to create exercises in the form of games with various question creation options. According to Atika and Ady (2024), QuizWhizzer can have a positive influence on students in the learning process. This shows that learning methods involving interactive game elements, such as QuizWhizzer, have the potential to enhance students' understanding.

The effectiveness of using QuizWhizzer as a learning media has been proven through various previous studies. The research conducted by Adawiyah and Yani

(2024), found that the use of QuizWhizzer can improve students' ability in subject-verb agreement, as evidenced by the increase in students' average scores from 6.1 initially to 39.6 in Cycle I and rising again to 74.3 in Cycle II. In line with these findings, the study conducted by Oktika et al. (2023) shows that the use of QuizWhizzer media in vocabulary teaching significantly improves students' vocabulary mastery. This is evidenced by data analysis using SPSS, where the t-test results showed a value higher than the t-table ($8.504 > 1.695$), indicating a significant difference between before and after the use of QuizWhizzer. Meanwhile, research from Felix et al. (2024) also proved that QuizWhizzer is effective in improving students' reading comprehension in recount text learning in the tenth grade at SMAN 1 Blitar, with an increase in the average score from 74.74 to 83.63. Seeing this success, QuizWhizzer is considered to have great potential as an interactive learning medium to support the improvement of teaching quality and student learning outcomes. This is supported by research conducted by Faijah et al. (2022) which shows that QuizWhizzer, with the indicator of conceptual understanding ability, received positive responses from students in both small and large class trials, with average scores of 55 and 57 respectively, which fall into the Good category.

Therefore, the use of the educational game QuizWhizzer is deemed practical for use in learning. Based on the above description, the researcher is interested in conducting a study entitled **“Implementing QuizWhizzer as Learning Media to Improve Students' Reading Comprehension: A Classroom Action Research at SMP Negeri 15 Tanjungpinang”**.

1.2 Identification of Problem

Based on the above background, the researcher found some problems in English learning, especially in reading comprehension among students:

1. Students' low interest in reading makes them uninterested in reading activities, so they rarely practice this skill, and do not have good reading habits. as a result, their ability in reading comprehension is low.
2. Students' difficulties in reading comprehension that make students often face difficulties in understanding the content of reading, either due to limited vocabulary, lack of understanding of text structure, or lack of effective reading strategies.
3. The limited interactive learning media that makes learning often relies on conventional methods that are less interesting for students, making learning boring and less effective.
4. The lack of utilization of technology in learning to read has not been maximized in education, even though the use of digital media and interactive platforms can make reading activities more interesting and easier for students to understand.

1.3 Limitation of Problem

In this study, the researcher focused on the implementing QuizWhizzer as learning media to improve students' reading comprehension in 8th grade at SMP Negeri 15 Tanjungpinang.

1.4 Research Question

Based on the background of the problem above, the research questions is: "How

can QuizWhizzer as learning media improve student's reading comprehension in 8th grade at SMP Negeri 15 Tanjungpinang?"

1.5 Objective of study

Based on the question above, the purpose of this research is to improve students' reading comprehension by implementing QuizWhizzer as learning media in 8th grade at SMP Negeri 15 Tanjungpinang.

1.6 Significant of study

1. Theoretically

Theoretically, this research contributes to the development of knowledge about the use of digital learning media in language education, particularly regarding effective and enjoyable approaches in learning through QuizWhizzer to improve reading comprehension.

2. Practically

a. For the Students

This research can helped students improve their reading comprehension. Students found it easier to understand gradually during the reading process, which helped them comprehend the content of the reading material.

b. For the English Teacher

The results of this research can help teachers improve students' reading comprehension, and it is also expected to be applicable in the teaching and learning process.

c. For the Other Researcher

This research can provide information or serve as a reference in fulfilling research tasks.

1.7 Definition of key Terms

a. Reading Comprehension

Reading comprehension is an activity to capture and understand the information contained in the text being read.

b. Learning Media

Web-based learning media is a method in education that uses the internet and web pages as a means to present teaching materials and information to learners.

c. QuizWhizzer

QuizWhizzer is a digital-based learning medium presented in the form of a website that offers quiz games as part of its learning process.

d. Recount Text

Recount text is a text that recounts events or experiences that have occurred in the past.