CHAPTER I

INTRODUCTION

A. Background of the Study

In English learning, reading is an important skill every student needs to master.[1] In Indonesia, reading is important in measuring students' understanding of English language competency.[2] Reading can trigger students' success in other abilities because by reading, students can increase vocabulary and develop communication to produce writing and speaking skills. According to Douglas Brown, linguistic competence, vocabulary, grammar, and writing are essential skills students must develop in reading skills.[3] Competent students use a variety of skills and strategies to extract information as efficiently as possible to achieve reading goals. The students also expected to know how to apply these skills when faced with various types of reading.

However, there are still many students who have problems in understanding reading. There are several aspects of reading that are difficult for students to understand. Based on a previous study related to Annisa[4], it was concluded that as many as 57.98% of students had difficulty in understanding reading, several aspects are difficult to understand, including difficulty in finding the main idea of the text, difficulty in understanding vocabulary in the text and difficulty in understanding and making

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[1] La Ode Hampu and Mildan A. Fidinillah, "The Corelation Vocabulary Mastery Toward The Result of Reading English," *SCOPE : JOURNAL OF ENGLISH LANGUAGE TEACHING* 8, no. ISSUE 01 (September 2023): 117–20.

[2] Diska Fatima Virgiyanti et al., "Online and Offline Reading Materials from Students' Perspective," *SAGA: Journal of English Language Teaching and Applied Linguistics* 5, no. 1 (January 9, 2024): 29–34, https://doi.org/10.21460/saga.2024.51.181.

[3] H Dougles Brown, *Teaching by Principles*, second (california: Longman Pearson Education, 2000).

[4] nurul annisa, "INVESTIGATING THE STUDENTS' READING DIFFICULTIES IN UNDERSTANDING ENGLISH TEXT" 3 (April 2023).

conclusions from the text. Supported by research conducted by Mahmudah[5], there are four difficulties in reading comprehension. First, students have difficulty in understanding the complexity of grammar. Second, students have difficulty in knowing particular vocabulary when understanding reading. Third, students have difficulty using reading strategies and students have difficulty in concentrating. Also, research conducted by Nisak[6] revealed that vocabulary comprehension is the highest difficulty faced by students with results (23.1%), and detailed information is the lightest reading difficulty with results (15.3%). The Qarqez study showed that reading comprehension difficulties in EFL learners were greater than in native speakers.[7] In his research, he calculated the number of difficulties in reading comprehension, which was 77%. In another survey conducted by Anwar[8] on higher education students, it was found that students, especially EFL learners, as many as 43% of students had difficulty translating and understanding difficult and formal words in reading comprehension. In this case, it cannot be denied that many students in university have issues understanding reading.

In the preliminary study done by the researcher, several factors affected first-semester students' reading comprehension; students often experienced obstacles or difficulties. When the learning process takes place, some students considered the learning difficult, so they are not motivated to be active during learning. The difficulty is experienced when the lecturer asks students to read and understand the reading text, but a lot of new vocabulary is not understood. Students considered reading less attractive because the material presented and the assessment were not varied. The level of students' reading ability is still low, and this can be seen from the results of the

[5] Wahyuni Fitria and Faiqah Mahmudah, "Students' Difficulties on Reading Comprehension; A Case Study," n.d.

[6] Anggun Khoirun Nisak, "(An Undergraduate Thesis)," *LAMPUNG UNIVERSITY*, 2021.

[7] Mohammed Qrqez and Radzuwan Rashid, "Reading Comprehension Difficulties among EFL Learners: The Case of First and Second -Year Students at Yarmouk University in Jordan," *Arab World English Journal* 8, no. 3 (September 15, 2019): 421–31, https://doi.org/10.24093/awej/vol8no3.27.

[8] Indry Widyasti Anwar and Sartika Putri Sailuddin, "ACADEMIC READING DIFFICULTIES IN HIGHER EDUCATION," *Journal of Languages and Language Teaching* 10, no. 2 (April 19, 2022): 309, https://doi.org/10.33394/jollt.v10i2.4849.

practice questions given after the students have finished reading. So, it can be concluded that three primary factors influence students' reading abilities: the lack of vocabulary, the lack of motivation to learn reading, and the lack of exciting learning media. This means that expectations regarding reading comprehension are still far from the target.

There are many ways to overcome the problem of reading comprehension, one of them is using digital learning tools. Digital learning tools play a vital role in helping the learning process. Some academicians mention that learning a foreign language is difficult because it requires practice in several skills, such as listening, writing, reading, and speaking.[9] Because English is a foreign language in our country, a unique and exciting learning method is needed so students can understand it well.[10] Therefore, reading comprehension requires suitable media to increase motivation and help students understand the learning material. Learning media that is often used in this era is computer-based information technology that is accessed online.

In the English learning process, the existence of digital learning tools plays a very important role. Digital learning tools are part of technology development that helps learning activities achieve their goals. Digital learning tools are learning media designed to achieve specific learning objectives, such as learning modules, game-based learning programs, online web learning programs, and all learning programs specifically designed to help students learn that can be accessed via computers, laptops, smartphones, etc. [11] By clarifying the presentation of messages and information, learning media can attract attention and motivate students, thereby facilitating and

[9] Durratul Hikmah, "Media For Language Teaching and Learning in Digital Era," *International Journal of English Education and Linguistics (IJoEEL)* 1, no. 2 (December 30, 2019): 36–41, https://doi.org/10.33650/ijoeel.v1i2.963.

[10] Diska Fatima Virgiyanti, "The Use of Extensive Reading to Encourage Students' Reading Ability," *International Journal of English Learning and Applied Linguistics (IJELAL)* 1, no. 1 (December 15, 2020): 78, https://doi.org/10.21111/ijelal.v1i1.5016.

[11] ketut I sudarsana et al., *Learning Media The Development and Its Utilization*, first (sulawesi selatan: Yayasan Ahmad Cendikia, 2020).

improving the learning process and outcomes. It can increase students' attention, cause more direct interaction and learning motivation, overcome the limitations of the senses, space and time, and teach about utilizing technology in the learning process.[12]

One of the most popular learning media compared to other media is the interactive and quiz-based learning platform.[13] In the era of rapidly developing technology today, interactive and quiz game-based learning media will make it easier for educators to convey information to students more innovatively. According to Nuci, the use of quiz game-based learning media positively impacts learning and increases interaction between educators and students.[14] There are many kinds of interactive and quiz game-based learning media that are often used for learning media in the classroom, one of which is Quizalize

Quizalize is one of the learning media based on digital quiz learning. Quizalize is an app that provides teachers with a fun and engaging way to conduct innovative learning, formative assessments, gather data on student achievement in real time and quickly customize instruction.[15] This platform can be accessed through various devices such as computers, laptops, tablets, or smartphones. Through this platform, educators can prepare or choose from various quizzes and exercises available with various language options. The quiz formats are diverse, including multiple-choice, word matching, and image display. From the explanation mentioned by the researcher above, this researcher predicted that Quizalize can be used as a digital learning tool in reading comprehension. According to the researcher's hypothesis, this requires innovative

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[12] Tri Hesti Shinta Dewi, "THE IMPORTANT OF LEARNING MEDIA BASED ON ILLUSTRATED STORY BOOK FOR PRIMARY SCHOOL," 2018.

[13] Titin Tohiroh, "Pengembangan Platform Quizalize Terintegrasi Google Classroom Sebagai Media Pembelajaran Bahasa Indonesia," *Logat* 9 (November 2022).

[14] Krenare Pireva Nuci et al., "Game-Based Digital Quiz as a Tool for Improving Students' Engagement and Learning in Online Lectures," *IEEE Access* 9 (2021): 91220–34, https://doi.org/10.1109/ACCESS.2021.3088583.

[15] Onasanya Temitayo O., "Perception of Undergraduates on the Utilization of Quizalize App for Formative Assessment in Online Educational Programme in the University of Ilorin.Pdf," *West African Journal of Open and Flexible Learnig* 9 (July 2020).

learning media, such as Quizalize, to improve reading comprehension. Quizalize is a new, effective learning media compared to other learning media.

Therefore, in this study Quizalize is suggests because has significant influence based on the results of previous related studies entitled "Examining Quizalize's Impact on Students' Reading Comprehension Mastery" by Poppy Carolina[16], and others entitled "Integrating Quizalize with MALL to Teach Reading for Senior High School Students." by Maulidia Hasanah. It is proven that Quizalize has a significant influence on students' reading comprehension skills by using Quizalize.

In this study, the researcher believes that Quizalize is an effective digital learning tool in improving reading comprehension for first semester students of the English Language Teaching Department at University of Darussalam Gontor . The research focused on reading skills, especially in reading comprehension. This research applied Quizalize in teaching reading by focusing on reading texts. Quizalize has not been utilized in classroom settings for first semester student of English Language Teaching Department. This can provide a new experience for students to learn reading more interactively by using an education-based web tool that allows all students in the class to play together in learning activities. Quizalize provides new experiences for students on how to activate Quizalize effectively to learn reading. Language learners will not only analyze the text they read but will also be given appropriate analysis. Thus, students will quickly analyze, find important points, and understand the contents of parts of the text in reading activities.

This research used quasi-experimental research as a research method. This is a way for the researcher to understand the positive points of Quizalize compared to Genially in reading comprehension and find out the extent to which students gain macro skills

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[16] Poppy Carolina Widianto et al., "Examining Quizalize's Impact on Students' Reading Comprehension Mastery," *Jurnal Pendidikan : Riset Dan Konseptual* 8, no. 2 (April 30, 2024): 338, https://doi.org/10.28926/riset_konseptual.v8i2.983.

of reading through implementing Quizalize in the classroom. This research was carried out to determine the effectiveness of the application of digital learning tool on reading comprehension. For this reason, in preparing this thesis, the researcher took the title **"The Effectiveness of Quizalize for Improving First Semester Students' Reading Comprehension."**

B. Statement of the Problem

As stated in the background of this research, this research investigate the use of Quizalize in reading comprehension for first semester student of English Language Teaching department. Therefore, this research aims to answer the following question: " Do first-semester students majoring in English Language Teaching achieve better reading comprehension through using Quizalize compared to using Genially?"

C. Purpose of the Study

Based on the questions described above, the purpose of the study was to find the effect of Quizalize for first-semester students' reading comprehension of the English Language Teaching department at University of Darussalam Gontor.

D. Significant of the Study

1. Theoretical Benefits

   This research is expected to increase insight and knowledge about Quizalize learning media, provide convenience for teachers in facilitating reading comprehension, and become one of the choices and variations of learning.

2. Practical Benefits

   A. To the readers, the result of this research is expected to be a reference for conducting other related research.

   B. To the English Language Teaching Department, the result of this research is expected to encourage other students of English Language Teaching to conduct similar research with a different focus.

C. To the English teachers, this research is expected to give additional knowledge and experience on how to improve the student's reading comprehension.

D. For the students, improving their reading comprehension may be a positive effort.

E. System of the Study

The following is a systematic discussion to help readers understand this title:

CHAPTER I: Introduction discussing the background, problem formulation, research objectives, and research significance.

CHAPTER II: Literature Review discussing the study of Concept of Reading, Digital Learning Platforms and Quizalize .

CHAPTER III: Research method discussing the approach and type of research, research variables, population and sample, data and data sources, research instrument, data collection techniques, validity and reliability tests, data analysis, and research procedures.

CHAPTER IV: Discussion of research results discussing data analysis on the influence of Quizalize in reading comprehension, presentation of data on students' reading comprehension achievement after using Quizalize, and data analysis on the influence of Quizalize in reading comprehension students of the English Language Teaching study program, University of Darussalam Gontor.

CHAPTER V: Closing containing conclusions and suggestions. Here, the researcher concludes by briefly explaining the influence of the Quizalize on reading comprehension of first-semester students of the English Language Teaching Department at University of Darussalam Gontor.