

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is a primary skill that must be learned and mastered by everyone. The first verse revealed by Allah SWT to the Prophet Muhammad SAW is the commandment verse to read because reading is the gate of knowledge. The Prophet Muhammad SAW also emphasized the importance of reading in his sayings. He said:

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا، سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

The above hadith reminds us that the command to read (to seek and continue to increase knowledge) is not only very important but crucial.

Reading is an essential skill to English for foreign language students. It is reasonable because many of those processes are done in reading form in the classroom learning and teaching process. Besides, reading includes a whole skill set. With reading, students can learn the other aspects of language, such as grammar, punctuation, vocabulary, and how to contrast texts, paragraphs, and phrases.

Reading is more than just recognizing letters and pronouncing them; it is also about grasping what is read. The major purpose of reading is to comprehend. Students must manage every text element when reading because the ideas conveyed will be readily understood if the readers can

examine the text's organization. Comprehension is a skill that develops through time by connecting meaning to various texts, starting at the same level and progressing to a higher level (Wahyuni, Ritonga, & Anastasya, 2019).

Although reading comprehension is a crucial skill, students in Indonesia still have poor reading motivation for several reasons, including a deficiency in reading comprehension. In accordance with UNESCO data from 2020, reading interest is quite low in Indonesia, which is ranked second-to-last internationally in terms of literacy. The statistics show that just 0.001 percent of Indonesians are intrigued in reading. In other words, just one Indonesian out of a thousand is a voracious reader (Pitoyo, 2020). Indonesia was ranked 62 out of 70 nations in the 2019 results of the Program for International Student Assessment (PISA), which was published from the Organization for Economic Cooperation and Development (OECD). It shows that even though they have been studying English, most Indonesian students may not understand what they read in various English literature (Wahyuni, Ritonga, & Anastasya, 2019). Based on observations conducted by Yadav and Zhou (2017, cited in Priyanti et al., 2019) in a senior high school in North Bali, Indonesia, one of the troubles students meet in learning English is the term of reading. This condition presents a barrier and a problem for students learning English, explicitly reading comprehension. In addition, Indonesian Junior High School and Senior High School students often have difficulty

understanding the details conveyed in the text (Jayanti, 2016). In contrast, in accordance with the curriculum, Indonesian Junior High School and Senior High School students must effectively comprehend various English texts, such as a report, recount, descriptive and narrative.

Furthermore, rather than holding and reading a book, students nowadays use their smartphones (Kavlu, 2015). Generation Z, children who born between 1995 and the first month of 2020, is emerging as digital users who live in the digital world (Santosa, 2017). It indicates that generation Z was created in a technological society when everything is already at their fingertips through the internet, smartphones, laptops, open networks, and digital media. One of the most apparent characteristics of the young generation is social networking (Sigh & Dangmei, 2016). It indicates that learning should be integrated into the usage of technology.

It is necessary to adopt the usage of technology and creative media in the classroom. A mobile phone is utilized as a part of the MALL method for learning current languages. It is a subtype of both mobile learning (m-learning) and computer-assisted language learning (CALL). Mobile handheld devices are part of the MALL strategy to support or improve language acquisition. MALL defined as a subgroup of m-learning and CALL (computer-assisted language learning) (Juniarta, Dewi, Mahendrayana, & Swandana, 2020).

An online quiz tool that was particularly helpful in helping students improve their reading comprehension is 'Quizalize.' Quizalize is a web-

based study program that allows students to absorb knowledge via games and learning tools. Teachers and students can open it in a browser on www.quizalize.com or a Smartphone or tablet computer with a mobile application. This program included features for both teachers and students. Teachers could create multiple-choice quizzes and enter the answers following the teaching materials. This application also has a timer to track how long each question took to respond to. If the students answer incorrectly, they will be given the correct answer immediately. It also includes an explanation of the correct answer and the time it took the students to respond to the question. Moreover, this application's direct evaluation feature allows teachers to view student achievements during and after online tests (Mukaromah, et al., 2019).

Many pieces of research have indicated that MALL benefits language education, notably in teaching English as a foreign language. Prasatya (2019) found a significant difference in students' reading comprehension between classes taught using the MALL technique paired with Padlet and those conducted using a conventional teaching strategy for students in the tenth grade at SMA N 4 Singaraja. The mean score from the experimental group was higher compared with the control group's. Through the Quizizz application, Juniarta et al. (2019) examined how the MALL Strategy affected Undiksha Singaraja students' reading comprehension. The findings indicated that learning using the MALL strategy via Quizizz was one of the creative teaching methods to help

students improve their English skills, particularly reading comprehension. However, no research has been done on using the MALL strategy through Quizalize to enhance students' reading comprehension.

In accordance with the problem and description above, the researcher conducted research entitled "Integrating Quizalize with MALL to Teach Reading for Senior High School Students."

B. Definition of Key Terms

Some key terms are employed in this research to avoid any unwanted misunderstandings. They are as follows:

1. Teaching

Teaching conveyed knowledge from the teacher to the student. It can also mean offering directions, demonstrating something for someone, and assisting them in understanding it. It also means bestowing knowledge or understanding (Brown, 2001).

2. Reading Comprehension

Reading comprehension is understanding written ideas through thoughtful interpretation of and engagement with language. The skill to comprehend is cumulative; it is based on the mastery of other understandings. In this study, reading comprehension skills include identifying main ideas, scanning for details, guessing word meaning from the context, and making inferences (Heilman, Timothy, & William, 1981).

3. Mobile-Assisted Language Learning

Mobile-Assisted Language Learning (MALL) is a language learning technique in which handheld mobile devices enhance or augment language learning. MALL is a language learning strategy that can be added with fun quiz platform components. Adding these components to MALL has been shown to positively impact student participation, motivation, and behavior. Students can take online tests for assessment through an online platform partnered with MALL (Juniarta, Dewi, Mahendrayana, & Swandana, 2020).

4. Quizalize

Quizalize is a mobile and web-based study program that helps students absorb knowledge through games and learning tools. It can be used in a browser on www.quizalize.com or a Smartphone or tablet computer with a mobile application (for iOS and Android).

5. Learning Achievement

Learning achievement is students learning outcomes after following a learning process that the teacher gives. Notably, in this study, learning achievement is the students' test score on the reading comprehension test after they have given the treatment (Hamdani, 2011).

C. Research Questions

This research attempts to answer the question, “Is there any significant improvement in students’ reading comprehension achievement of students who are taught using the MALL strategy integrated with Quizalize at the tenth-grade students of SMAN 1 Gambut academic year 2022/2023?” to achieve the researcher’s goal and as the focus of the researcher’s investigation.

D. Objectives of Study

In accordance with the above question, this research aims to determine if there is a substantial improvement in students' reading comprehension achievement when taught using the MALL technique combined with Quizalize at the tenth-grade students of SMAN 1 Gambut in the academic year 2022/2023.

E. Hypothesis

The hypothesis of this study can be formulated as follows:

1. Null Hypothesis (H_0)

There is no remarkable improvement in the students' reading comprehension achievement of students taught using the MALL strategy integrated with Quizalize at the tenth-grade students of SMAN 1 Gambut academic year 2022/2023.

2. Alternative Hypothesis (H_a)

There is a remarkable improvement in the students' reading comprehension achievement of students taught by using the MALL strategy integrated with Quizalize at the tenth-grade students of SMAN 1 Gambut academic year 2022/2023.

F. Significance of Study

In this study, the researcher intends that the results of this study will be helpful for many people, including teachers, students, and other researchers.

1. It is expected that the result of this study will provide input and suggestions for learning English, especially in reading skills, which includes information about the technique that can be applied to improve students' reading comprehension. In this study, the suggested strategy is the MALL strategy, and the other media is Quizalize.
2. It is expected that the result of this study will be an additional reference source for other researchers who wish to research a similar topic.