

## CHAPTER 1

### INTRODUCTION

This chapter presents the background of the study, including the research questions, the purpose of the study, its significance, the scope and limitations, and the definitions of key terms.

#### 1.1 The Background of the Study

In this era of technology, teachers need to be aware of the abundant resources available to enhance students' learning interests and ensure that they understand the materials. This is because teachers still employ traditional learning methods, such as using a blackboard and reading books. The impact on students is that they become bored with the learning process, especially in English. Therefore, teachers require a variety of learning methods. One application for learning is called *Quizizz*. *Quizizz* is a great tool for improving reading skills, especially for learning English. With its many features, students can increase their enthusiasm for reading (Hadi et al., 2022).

In this application, teachers from all over the world can create and develop thousands of amazing quiz questions. This is the result of collaborative efforts and is accessible to everyone. Deepak Joy Cheenath and Ankit Gupta founded and created *Quizizz* in 2015. Many *Quizizz* users claim that this application is a dynamic and entertaining game-based education. In addition, *Quizizz* also offers scores and a high degree of flexibility. Students can compete with each other on the *Quizizz* application, which can encourage enthusiasm for learning because they can immediately see their scores on the scoreboard (Wiwin et al., 2021).

Fang (2019) stated that the *Quizizz* application is a game-based teaching tool that incorporates interactive learning activities into the classroom, providing students with a fun learning environment. In this instance, students can use their laptops, smartphones, or other electronic devices to complete the questions related to their learned material. They can even

get a competitive atmosphere when taking *Quizizz* with their friends (Dian, 2021). In addition, according to Fang (2019), teachers can monitor progress and obtain a summary after they complete the test to assess student performance.

With the role of *Quizizz* in learning, teachers will easily monitor each activity. In this application, there are also various features that teachers can use to help with learning. Teachers can also change the order of questions in the *Quizizz* program and choose whether or not to use the timed function. It also features a leaderboard that displays the list of right answers once the quiz is over. More significantly, *Quizizz* provides teachers with excellent performance feedback for their students. Additionally, research has been conducted to find out how *Quizizz* helps children become better readers. *Quizizz* produces greater results than traditional methods. This application will motivate students to learn, especially in their English learning.

Using the *Quizizz* application will help students learn to read, and they will not feel self-conscious because, at the end of the quiz, they can view their scores. Therefore, students feel safe and maintain their privacy when working on this *Quizizz*. They will also not be pressured by other friends, and *Quizizz* will encourage them to continue learning to read.

One of the essential English skills that students must acquire is reading. With this exercise, students can improve their language skills and overall experience. They will get the information and concepts they need. Additionally, they will be able to learn topics that they were previously unaware of and receive the new knowledge that is becoming available to students. Reading can provide a person with more information (Arbi, 2020). Reading comprehension, in particular, is the process by which readers and texts interact during a reading session. Understanding the meaning or purpose of reading through writing is known as reading comprehension. The goal of comprehension reading exercises is to gain in-depth knowledge and comprehension of the material that is read. (Ardhian et al, 2020).

In a previous study by Wijaya Tardik Arbi, (2020) titled *The Teaching English Reading Skill to Senior Vocasional School Students in Samarinda*, the author made an effort to look into the reading programs at SMK Negeri 15 Samarinda. What we needed to know was which reading instruction tactics are employed in schools and how they are put into practice. In this study, qualitative descriptive research was employed. The four English instructors at SMK Negeri 15 Samarinda served as the study's subjects. Interviews and documentation served as the research tools in this study. Each instructor uses a distinct teaching approach and has a different strategy for teaching pupils in the classroom. The teacher uses the agreed-upon semester program, syllabus, and lesson plan as teaching resources in the classroom.

In her second study, *Using the Quizizz Application for Learning and Evaluating Grammar Material* (2021), Fadhilawati Dian used the *Quizizz* application to help students learn relative pronouns while also improving their grammar skills. 24 second-semester students at Blitar Islamic University who are enrolled in an intermediate grammar in English course serve as the research subjects. Planning, acting, observing, and evaluating are the four primary steps in the classroom action research design. To gather data for the study, the researcher employs a test and a questionnaire. As students learn the content and are assessed using the *Quizizz* application, their proficiency with relative pronouns increases, according to the research findings. Additionally, they express support for using *Quizizz* to study and assess relative pronouns.

The third previous study, by Zhao Fang (2019), *Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom*, examines how well *Quizizz* can enhance students' educational experiences in an accounting classroom. Students can engage in entertaining multiplayer class activities with *Quizizz*, an educational tool. Students who use *Quizizz* for in-class exercises reports that the app has a favorable impact on their learning experiences. Higher

ratings for the application usability and higher ratings for the instructor's teaching evaluation are reported in the class sections where *Quizizz* is used more frequently.

The difference between my research and other research is that my research focuses on class 11 social studies students at SMA Laboratory UM Malang, where they tend to lack the ability to understand questions and the ability to read in English. According to Fang (2019), there is a positive impact from using this application, namely that students are more active, the class atmosphere is more enjoyable for accounting class students in their learning experience, and they also get high grades. This is supported by Dian (2021) at Blitar University, who says that *Quizizz* can help students understand the material and questions given by lecturers and can help lecturers make teaching more enjoyable. Based on the opinion above, the research wants to know the relationship between high school students and the *Quizizz* application in English reading.

## 1.2 The Research Question

The following is the research question, and this is based on the study's background:  
What are the roles of the *Quizizz* application for teaching English reading, according to the teacher?

## 1.3 The Purpose of the Study

The purpose of this research is to find out the role of the *Quizizz* application in English reading.

## 1.4 Significance of the study

Following the background of the study, the researcher expects that this study can contribute to the following:

a. Teachers

The existence of this *Quizizz* application may be an inventive new teaching strategy for teachers to use during the reading instruction process. Students will receive feedback and grades directly from the *Quizizz* application, and teachers will receive a summary of the grades each student earned. Furthermore, this method will be able to make the class atmosphere more enjoyable.

b. English Department

In this research, the English Department can help the teacher's role in learning English using the *Quizizz* application. By implementing new technology-based teaching strategies that all students can access through the teacher's link, the classroom environment can become more enjoyable. Teachers can use a variety of features in the *Quizizz* application to support their students' comprehension of the provided material. Students will not get bored quickly, especially when it comes to reading. The benefit of this research is that it can increase students' interest in English and provide information for the department as a forum for student learning.

### 1.5 The Scope and Limitations

The scope of this research is the role of the *Quizizz* application in learning carried out at UM Malang Laboratory High School in the 11th IPS class.

### 1.6 The Definition of Key Terms

This thesis needs to define the following terms to avoid misinterpretation: The terms are defined as follows:

## **The Roles of *Quizizz* for English Reading**

*Quizizz* is an educational application that employs games to make learning engaging and enjoyable for students in the classroom. Students can access the *Quizizz* application at <https://quizizz.com/admin>. In this study, the role of *Quizizz* means that the use of *Quizizz* can benefit students from the teaching-learning process. Learn the material easily and improve students' reading skills in English in class.

## **Teacher Perspectives**

A teacher's perspective is the point of view or perspective of a teacher in understanding, interpreting, and applying various aspects of education and teaching. This perspective is influenced by various factors such as educational background, teaching experience, personal values, and social and cultural context.

