

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem of the study, objective of the study, hypothesis of the study, scope and limitation, significance of the study, and definition of the key terms.

A. Background of the Study

Reading is an essential language skill that plays a crucial role in learning English. In the context of junior high school or Islamic junior high school education, reading proficiency encompasses more than just the ability to pronounce written texts; it primarily involves reading comprehension, which refers to the skill of understanding, interpreting, and deriving meaning from written materials effectively. Grabe & Stoller (2019) state that reading comprehension is a multifaceted cognitive process that requires the interplay of linguistic knowledge, general knowledge, and critical thinking skills to grasp both explicit and implicit information in texts.

At the junior high level, students are expected not only to read literally but also to comprehend central ideas, key details, contextual meanings of words, make inferences, and understand the structure of texts. In the current age of information growth, the importance of reading skills has escalated since nearly all educational resources are text-based. Amsal (2020) highlighted that strong reading skills significantly influence students' overall academic performance because reading serves as a gateway to grasping other subjects. Thus, enhancing students' reading skills should be a key focus in English education.

One of the most important language acquisition skills is reading comprehension, which is heavily impacted by a student's vocabulary. According to Wulan Sari (2021), improving receptive vocabulary, a term that describes words one can comprehend when they come across them in reading or listening, is crucial to improving this ability.

In English language learning, particularly at the junior high school level, teaching reading is a vital component. The objective of reading instruction is not just to enable students to pronounce written texts correctly but, more importantly, to assist them in grasping the content, intent, and information found in different kinds of texts. According to Grabe & Stoller (2019), teaching reading involves aiding students in the development of the linguistic and cognitive skills needed for a thorough understanding of texts. In the realm of English language education, teachers are essential in creating a supportive learning atmosphere, encouraging engagement with texts, and providing guidance that helps students comprehend text organization and vocabulary, as well as both explicit and implicit meanings.

Nation (2017) highlights that reading instruction should prioritize enhancing vocabulary knowledge, understanding sentence structure, and grasping contextual meanings, as these three elements greatly impact students' reading proficiency. Furthermore, Richards & Renandya (2018) assert that reading instruction entails selecting reading materials tailored to students' skill levels to enrich the learning experience and boost their motivation. Therefore, teaching reading is not simply about conveying information from texts to learners; rather, it is an educational process that encompasses understanding, offering guidance, and

providing suitable materials to facilitate the ongoing development of students' reading skills.

Even though teaching reading is an important part of learning English, there are still issues in how it is taught. Problems occur with the comprehension of what they read because of insufficient vocabulary, lack of understanding in the structure of texts, and lack of interest in learning. Kurniawan's study in 2021 indicates that middle schoolers often have difficulty finding main points and important details from the material of reading. Such incidents occur because teachers usually use traditional methods, such as reading in silence and then answering questions without any meaningful interaction. Meanwhile, Sari and Putra discovered (2022), that the lack of modern, technology-based tools in learning made students less enthusiastic and tired when studying English texts. Moreover, teachers rarely provide various tasks that could enhance students' learning, such as systematic exercises of vocabulary, interesting language activities, or projects made in groups. Because of such a context, students find it more difficult to comprehend their reading, and the learning outcomes are not achieved. This situation indicates an urgent need for new and engaging teaching approaches that involve students, stimulate interaction, and make use of resources at their best.

In the curriculum for English language learning at junior high school/Islamic junior high school, recount text is one of the common text types taught to eighth-grade students because the content and structure of the text are in line with the understanding of those at this level of study. Recount text is a text which can retell the past events and experiences in a specific structure-retelling events, that is, orientation, events, re-orientation-using the past tense and time

connectors (Puspitasari, 2020). The instruction given by using Recount Text in reading subjects develops students' abilities in understanding information in a narrative form, knowing the time sequence, identifying text structures, and understanding vocabulary and tense meanings. Some studies explain that when students are guided in reading Recount Texts, their reading comprehension significantly improves (Fauziyah, 2019). Reading activities of authentic and relevant Recount Texts also improve motivation in students because personal and contextual texts make students be more interested and actively engaged in learning. Therefore, recount text is the proper text medium for improving the reading comprehension ability of the eighth graders.

The use of media is essential to raising reading comprehension since it helps students acquire the analytical and critical abilities necessary for in-depth text comprehension. Research has shown that students' reading comprehension abilities can be improved by using techniques like "reading between the lines." The use of media in education also grants access to a wide range of materials and tools that aid in the learning process, such as online learning platforms and interactive apps. As a result, students may learn in a way that is more interesting and productive. Dwiningtiyas (2020) stated that, the significance of integrating teaching techniques and media in contemporary education which demonstrates that appropriate teaching reading can enhance students' learning outcomes in reading comprehension.

Claimed that using media to improve language learning may increase student engagement in the classroom, provide an engaging learning environment for foreign language learners, and expand reading knowledge and understanding.

In addition, there are several advantages to the learning materials themselves. It keeps students' focus throughout the learning process, draws their attention, and boosts their positive attitudes. Therefore, using media to enhance reading and foster a learner-centered atmosphere is advantageous, Avisteva (2021).

Integrating media as a learning medium into the classrooms. Using cuttingedge technology to master a traditional education has been replaced by a novel language methods, Hajebi (2018). It also facilitates learning and teaching. more fascinating. Media also plays a key role in new reading learning, since it has a lot of it benefits. Additionally, it facilitates teaching reading acquisition and is simple. Media advancements often facilitate the. A number of research findings have demonstrated the application of media may be included in teaching reading for language learners.

Quizlet is an online tool that offers a range of engaging games and activities to help students learn teaching reading. Quizlet offers a wider variety of teaching reading learning tasks than comparable apps like Duolingo and Kahoot. Flashcards, tests, matching, gravity, writing, spelling, learning, and live are the eight language learning tools available in this app. Sanosi, A, B, (2018) stated, through Quizlet, students may communicate, work together, and establish a learning environment that will aid in their vocabulary acquisition. In addition, previous educational literature suggests that Quizlet as a teaching media has been used to improve nursing students' reading comprehension (e.g., Warsono,2020).

The effectiveness of Quizlet in enhancing reading comprehension can be attributed to the concepts of retrieval practice and spaced repetition. According to Dunlosky et al. (2013), planned repetition and recall exercises are among the most

potent learning methods for boosting long-term retention. Quizlet incorporates these strategies through its Learn and Review features, enabling students to strengthen their grasp of essential vocabulary required for reading. As students enhance their vocabulary recognition, they become better equipped to discern detailed information, main ideas, and inferences within texts.

From a teaching perspective, employing Quizlet as a learning tool aligns with Harmer's (2017) assertion that technology can boost student motivation and involvement when it is used to enhance classroom experiences. Game modes such as Match and Gravity make the process of vocabulary acquisition more enjoyable, encouraging students to engage actively in tasks that bolster reading comprehension. This is crucial, as Schmitt (2018) notes that active participation in vocabulary learning expedites the process of internalization and enhances comprehension of texts in the context of learning a foreign language.

As a result, this study is conducted. The goal of this study is to see how effective teaching reading is as a teaching technique for improving students' reading comprehension. The project, which will focus on reading comprehension, will look into how students' who grasp word meanings may better absorb literature. Additionally, the research will explore ways that assist students in expanding their receptive vocabulary in order to increase reading comprehension. As a result, the researcher would like to conduct research entitled **“The Effectiveness of Quizlet in Teaching Reading Comprehension to the Eight Grade Students at MTsN 1 Kediri”**.

B. Research Question

According to the background of the study above the researcher provides the research questions as follows: “Is Quizlet effective to teach reading to the eighth grade students at MTsN 1 Kediri?”

C. Purpose of The Study

This study intended to examine “Whether Quizlet is effective to teach reading to the eighth grade students at MTsN 1 Kediri”

D. Hypothesis

This study tries to test the effectiveness of Quizlet in improving the reading comprehension of eighth-grade students at MTsN 1 Kediri. The research hypothesis was therefore framed to predict the relationship between Quizlet usage and students' reading comprehension achievement.

Ha : There is a significant effect using Quizlet in teaching reading to the eighth grade students at MTsN 1 Kediri

Ho : There is no significant effect using Quizlet in teaching reading to the eighth grade students at MTsN 1 Kediri

E. Significance of The Study

This study aims to make significant contributions to the teaching and learning of English, particularly in enhancing students' comprehension of Recount Texts. The incorporation of Quizlet as a digital learning tool is anticipated to facilitate a more effective, engaging, and interactive educational experience. The outcomes of this research are expected to be beneficial for students, educators, and other researchers, as detailed below:

1. For the Students

It is expected that this research will enhance the reading comprehension skills of students, especially in understanding Recount Text. The use of Quizlet is an interactive media to help learning in reading comprehension, understanding text structure, and increasing interest and motivation in learning English. Thus, it is expected that students will be more active, confident, and independent during the process of learning to read.

2. For the teacher

This research can be used as a reference by English teachers in choosing effective teaching media. Teachers are expected to use the results of this study as one of the considerations for designing more interesting, interactive, and student needs-oriented teaching techniques, especially in improving reading comprehension through Recount Text. In addition, teachers can immediately get inspiration to make the best use of educational media.

3. For others researcher

This research is expected to give a new knowledge and reading comprehension to other researchers about how to compare students' English skill and also can be used as reference for other researchers if they want to do research about comparing students' English skill

F. The Scope and Limitation of Study

The focus of this research is on utilizing Quizlet as a digital tool for teaching reading comprehension among the eighth grade students at MTsN 1 Kediri. This study specifically investigates the students' understanding of main ideas, supporting details, vocabulary, and inference through Quizlet activities

like flashcards and quizzes. The participants consist of the eighth grade class, and the reading materials used are aligned with the school's curriculum. This research does not cover other language skills, digital tools.

G. Definition Of Key Terms

To prevent misunderstandings of the concepts in the title of this study, the researcher will clarify their meanings:

1. Recount Text

A recount text is a type of text that retells past events or experiences in chronological order. In this study, recount texts are used as the primary reading materials to measure students' reading comprehension, following the curriculum for eighth-grade students.

2. Quizlet

Quizlet is a multi-national American company that provides a range of tools designed to enhance studying and learning. Founded in October 2005 by Andrew Sutherland, who was just 15 years old at the time, Quizlet was released to the public in January 2007. It has since grown significantly, boasting over 500 million user-generated flashcard sets and more than 60 million active users as of December 2021. Quizlet is a clever flash card program that is perfect for self-paced learning and studying since it can handle graphics, graphs, several languages, and even audio uploads.

3. Duolingo

Duolingo is a language-learning media and website developed to assist users in learning several languages interactively and enjoyably. The media uses gamification, whereby learning is done through short exercises, quizzes, listening, reading, writing, and speaking practice, along with a system of points, levels, and rewards to keep users motivated to learn consistently. Duolingo is designed so users can learn languages independently, flexibly, and accessibly anytime via digital devices.

4. Digital Tool

A digital tool is defined as any technological instrument that is utilized to make certain actions easier and more efficient. Software, applications, or electronic devices fall under the category of digital tools. Digital tools enable users to accomplish their tasks faster while organizing their information better.