

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides a review of related literature as well as a discussion of the definition of reading, teaching reading, Quizizz, recount text, and previous study.

A. Definition of Reading

Reading is a process of building the meaning of words that aims to understand a text to get information. According to Pang (1986: 6), reading is about comprehending written text. Reading is the most important thing in learning English to understand written content. Students can develop their language through reading. Reading also stimulates the mind, which aids in the generation of concepts and ideas to apprehend the condition in the story or the problem at hand. It is a difficult activity that requires both perceptions and assumptions. Furthermore, Moreillon (2007: 10) states that reading is the process of deriving meaning from print and visual information. However, reading is not easy. Reading is an activity that takes a lot of practice and skill. According to Patel and Jain (2008:114), reading is not only an information source, but also an effective process that requires acknowledgement and comprehension skills.

Reading is beneficial for language acquisition, with the assumption that students understand the text, the more people read, the more effectively they will understand it (Harmer 2008: 8). Reading comprehension is done gradually from simple techniques to more complex ones. Various abilities and skills are needed to

discuss the meaning and complexity of the ideas presented to achieve a certain piece of information, and solve a problem through reading.

According to Wolley (2011) cited in Asrifan, Nadira and Haedar (2018), states that reading comprehension is a process of understanding a text that aims to gain an understanding of what is explained in the text rather than the meaning of the words or sentences that are separated. Reading involves an exchange of meaning between the reader and the writer. The act of reading is an empty event without (comprehension), the text contains signs that assist the reader in constructing meaning (Solikhah, 2018). Readers use many different text comprehension strategies to develop reading comprehension. This includes monitoring for understanding, answering and generating questions, summarizing and realizing and using text structure to aid understanding. This includes monitoring for understanding, answering and generating questions, summarizing and realizing and using text structure to aid understanding

B. Teaching Reading

Reading is one way to help students understand the teaching and learning process in the classroom. In reading, there is a transaction between the mental activity of the reader and the reading text. There are various methods, media, and strategies in teaching reading to make students interested. According to Brown (2004) cited in Dwiningtiyas, Sofyan and Puspita (2020), the main goal of teaching techniques is to make it simpler by combining various methods and techniques. The use of technology in creating collaboration can create an effective and interactive environment as a learning strategy. The teacher teaches students to become proficient readers by providing material or reading material that is poured into

interesting media. The strategy implemented by the teacher will really help improve student abilities. Creative teachers do not only use one method in their learning but apply strategies.

According to Patel and Jain (2008), the following precautions should be taken during the early stages of great teaching reading:

1. When teaching reading, the teacher should emphasize accuracy of pronunciation rather than speed of reading.
2. The teacher should not ask more than one student to read at a time and should pay personal attention to each student in the class.
3. The teacher should be extremely careful to point out and correct the pupil's mistakes in spelling, articulation, and intonation.
4. When teaching reading, the teacher first must try to identify the sources of students' errors and then correct them by eliminating the source of the error.
5. The teacher should be aware of the appropriate sitting or having to stand posture for reading while teaching reading.

C. Problem in Teaching and Learning Reading

According to Solikhah (2018), the problem stems from several factors, including: (1) they believe that when they recognize text, they must understand every word in the text, so they keep looking for these words in the dictionary to find out the meaning of those words, (2) students lack motivation to read because the text is not interesting, the teaching technique is boring, or the text is too difficult (3) they read loudly which slows them down which can hinder comprehension, and (4) they have very limited reading techniques and strategies.

When it comes to teaching and learning reading, students face a variety of challenges. The first issue was with the students themselves, such as a lack of vocabulary and a lack of motivation to learn English. Second, the problems are caused by the teachers themselves. According to some teachers, one of the factors affecting the achievement of learning objectives is the use of tactics that do not correspond to the student's level. Students become bored, uninterested, and unmotivated to learn as a result, and the classroom feels empty.

D. Recount Text

In this section, the researcher discusses some theories related to recount text, such as the definition of recount text, its general structure, and its language features.

1. Definition of Recount Text

There are many types of text in reading: descriptive, procedure, report, recount, narrative, and so on. Recount text is one of the selected texts for this study. According to Durriyah (2017), recount text is a text that tells the experience of a series of events of a character about an action or event that someone did by retelling a true story that happened in the past. Recount text social function to entertain readers with real experience. Usually the text begins with where the event occurred, who was involved, when the event occurred, and the reasons why the event occurred in detail, then continues with a series of events or incidents and finally repeats the story of all the stages that have occurred. Recount text forms consist of personal recount, factual recount, and Imaginative Recount (Rojas, 2010).

2. The Generic Structure of Recount Text.

According to Wardiman (2008: 61), there are some common recount text structures:

- a. Orientation: The introductory part of the text consisting of what, who, where, when.
- b. Events: The core of the story sequentially from beginning to end.
- c. Reorientation: Contains the conclusion of the story and can be called the closing of the story.

3. Language Features of Recount Text

According to Paramitha (2022), to know and understand the meaning of recount text students must first study the generic structure and language features of the recount text. These are: (a) focus on the personal participant, (b) use of action verbs, (c) use of the past tense, (d) use of chronological conjunctions and adverbs of time and place.

E. Reading Techniques

English reading comprehension is one of the skills that students must have because the national exam in Indonesia places more emphasis on reading a lot (Yusuf and Fauzan, 2016). There are several techniques that can be learned:

1. Skimming

The skimming technique is a useful tool to help students extract from the text keywords that permit them to infer the general sense of a text, which lets them interpret a text faster in the reading process (Allen, 1997). According to Abdelrahman and Bsharah (2014), in reading using the skimming technique there

are three steps, such as: a.) reading the first sentence of the paragraph, b.) key words in between, c.) and reading the last sentence of the paragraph.

2. Scanning

Scanning is a skimming technique to find certain information in text accurately and quickly. There are three steps scanning technique, first only certain information will be found, second determine which clues will help you find the information you need. the last opened the page with a hasty glance for clues (Olson and Ames, 1972; Thamrin, 2014). In doing this the reader must concentrate on being able to carry out the above procedure by looking for words in bold, italic or underlined which may contain certain words (Sutz and Weverka, 2009).

F. Web-based Learning Media

Web-based learning media is defined as learning that necessitates the use of technological tools, particularly technological devices such as computers and internet accessibility. In practice, web-based learning makes use of internet resources such as e-mail, websites, mailing lists, and news groups to deliver information (material) learning (Puspitasari, Surjono and Minghat 2018). Web-based learning media that make use of information and communication technology can greatly assist teachers in carrying out learning activities. Furthermore, students can benefit from easy access to learning activities via the Internet. so that instruments in the form of modules, job sheets, models, or additional instructional materials can be part of E-Learning to help students understand lessons more easily and can be learned by students at any time and from any location (Dewy, Ganefri and Kusumaningrum 2016).

According to Alghizzi and Elyas (2022) there are several platforms and applications for learning English available to students at any time in the modern era, including:

1. Webtoon

Webtoon is a Korean comic application, popular among millennials today, because of its interesting stories, webtoons offer various genres that can keep readers interested and entertained, there are various language options to choose from (Erya and Pustika 2021). They can improve their reading comprehension skills and be motivated to do so by using Webtoons. According to Ziska (2021), webtoons are expected to be more effective when used to teach reading comprehension, students can see interesting texts and stories with colorful graphics.

2. Edmodo

According to Figueroa (2015), Edmodo is an educational platform that can be used as a virtual communication site or student groups on the web. This application can be managed directly by the teacher to be able to share files, messages, links, work schedules, assignments, activities, quizzes, etc. Edmodo's features include a Quiz Tool with creative multiple choice, short answer, correct or wrong, fill in the blank, or match quizzes, a post assignment tool, links to video and audio posts, groups for collaborative learning, and post comments (Pratama, 2015).

3. WhatsApp

WhatsApp is an application used by smartphone users to exchange messages, video calls, voice messages, create group chats, and also share locations. WhatsApp application can be used to send additional explanations via audio recordings and

videos so that learning materials in the form of PPT or videos uploaded by researchers on Google Classroom can be conveyed not only by getting feedback in the form of text but also through oral concepts (Sunardi, 2021).

There are several benefits that can be felt in learning to read in the application, including:

1. Fun games can be integrated with learning materials so as to invite students to actively contribute to teaching and learning activities.
2. Online learning materials can be accessed through educational applications so students can choose to study, practice questions, and take quizzes.
3. Train students to read using skimming and scanning techniques with a set time
4. Make it easy for students to read anywhere and anytime, so that their interest in reading can increase.

G. Quizizz

Quizizz is a platform that provides instructors with a large database of online quizzes, consisting of quizzes, surveys, games and discussions. in the learning process Quizizz can help students in checking students' understanding and improvement in learning. To start using Quizizz as a teacher, you must register first. Quizizz has a leaderboard, but instructors can turn it off if the competitive element of the board is detrimental to kids. According to Ningrum (2022), there are advantages to using Quizizz, the use of Quizizz can make students grow more active, a more innovative learning environment, and an interesting learning experience.

Students can use Quizizz to complete in-class activities on their electronic devices. Unlike other educational applications, Quizizz incorporates game elements

such as avatars, themes, memes, and music to make learning more enjoyable. Quizizz also allows students to compete against one another, which motivates them to study. In the Quizizz application the results of the quiz can be exported to an excel spreadsheet.

In the Quizizz application, students can learn to practice skimming and scanning techniques with directions from the teacher who gives time for each question students work on.

H. Google Form

Google Forms is a web-based integrated application that makes it easy to create online questionnaires, quizzes and surveys (Chaiyo, and Nokham, 2017). Anyone can create Google Forms, as long as they use Google's email service. The results of the surveys used can be stored in a Google spreadsheet that leads to Google Drive. Google Forms does not limit the number of participating students and the number of survey forms that can be created. There are several features built into Google Forms including pre-filling fields, adding images, and even embedding surveys within websites (Haddad and Kalaani, 2014). During the exam the teacher can add time by clicking Add-ons and downloading the form limiter. Google Form can be used as a medium to help reading comprehension by practicing skimming and scanning techniques with a predetermined time.

I. Previous Study

There are some findings from previous research that are relevant to this study. The first study is conducted by Priyanti, Santosa, and Dewi (2019). This study aims to investigate the effect of the Quizizz application on the reading comprehension of class XI students in learning English. The data collection method

uses multiple choice tests. The findings of this study indicate that there is a significant effect between before and after. In addition, this is indicated by changes in student scores. In other words, there is a difference after being taught to use Quizizz. The results of this study concluded that the use of mobile learning using the Quizizz application has an effect on reading comprehension students.

There is a similarity and difference between the previous studies conducted by Priyanti, Santosa, and Dewi (2019) and this study. The similarity of this research is the research design, namely quasi-experimental. The difference in this research is the type of text, this is using hortatory exposition text, and the researcher is using recount text. Then, the education level is using Senior High School, and the researcher is using Junior High School.

The second is research by Juniarta et al., (2020). The purpose of this study to determine whether using a MALL-based learning strategy through the Quizizz application in a literal reading class can improve students' reading comprehension. Data collection was carried out by observation, giving tests, and questionnaires to collect data on student perceptions. The results of this study are that there is a significant increase in differences after being taught Quizizz, and students' perceptions of Quizizz have a positive impact so that students' reading comprehension in applying MALL-based learning strategies through the Quizizz application can help improve students' reading comprehension.

There is a difference between the previous studies conducted by Juniarta et al., (2020). The difference in this study is the research design, this study used CAR, the researcher uses quasi-experiments. Then, the education level is using Undiksha Singaraja campus students, and the researcher is using Junior High School.

The third study was conducted by Pahamzah and Juniardi (2020). This study aims to determine whether the use of the Quizizz application as an online learning media based on smartphone games is effective in class XI at SMK Dwi Putra Bangsa Cimanggu Pandeglang Banten. The findings of this study revealed that using Quizizz as a learning medium can motivate students to participate in learning activities, allowing them to focus and maximize their mobile phones as a fun learning medium.

There are differences with previous research conducted by Pahamzah and Juniardi (2020). The difference in this research is the research design and research subjects, this research uses descriptive qualitative research with the application of case studies and the subjects are teachers and students, and the researchers use quasi-experiments and the subjects are students. Then the level of education is using Dwi Putra Bangsa Vocational School, and the researcher is using junior high school.