

CHAPTER I

INTRODUCTION

A. Background of the Problem

One of key skills in the age of globalization is the ability to communicate in English. In addition to being a required topic in schools, English is the primary language used for international communication, technology, and information access. Therefore, in order to enhance academic success and future life, learners must master the four language skills: speaking, listening, reading, and writing.

Reading is one of the abilities that is crucial to the learning process. Reading is a great way for students to acquire new concepts, knowledge, and experiences that will improve their comprehension of the English language (Ningsih, Rahmawati, & Lubis, 2024). Students who are proficient readers are better able to comprehend a variety of books, expand their perspectives, and develop their critical thinking abilities. Reading comprehension is the foundation for comprehending the information found in textbooks, test questions, and other educational material.

Based on a preliminary observation and interview conducted with the English teacher at SMP Negeri 6 Pariaman in Agustus 2025, several problems related to students' reading comprehension were identified. The teacher stated that the majority of eighth-grade students struggled to understand English reading texts, particularly in identifying the components of reading.

Furthermore, the teacher noted that students had limited in reading comprehension, lacked confidence when answering reading questions, and

showed low enthusiasm during reading activities in the classroom. The teacher also mentioned that the instructional methods currently used in the classroom were predominantly conventional, relying on teacher-centered explanations and printed worksheets, which resulted in low student engagement and motivation during reading lessons. Therefore, an innovative and technology based learning medium is needed to address these challenges.

Teachers must create engaging and successful teaching methods in order to help students overcome the difficulties associated with reading comprehension. Using technology to enhance the learning process is one strategy that can be used. The use of online learning platforms has become increasingly popular worldwide as more people become aware of their potential to improve education for students at all levels, (Chotimah & Cahyani, 2021).

Quizizz, an educational tool that lets teachers make and distribute interactive tests in an entertaining multiplayer manner, is one well known game based platform. Quizizz use gamification features that have been shown to improve student engagement, like leaderboards, timers, and points. According to earlier studies, Quizizz has been shown to encourage students to use it instead of the conventional system because it is engaging and successful (Ali & Asari, 2024).

Quizizz has been shown to improve students' academic performance in a number of studies, particularly in the area of reading comprehension. According to Temel and Cesur (2024), participants in the enjoyable

multiplayer games offered by Quizizz, an online student response system, can work at their own leisure. Quizizz is widely recognised as an excellent tool that is essential to the teaching and learning of the English language, among other domains.

In addition to the findings above, classroom observations also reveal that when lectures and Q&A sessions are used in the classroom, students seem less engaged and pay less attention. To increase student interest, more dynamic and captivating teaching techniques must be used and motivate them to participate more in class. Quizizz has a unique role as a learning tool, 'Quizizz offers a distinctive approach to formative assessment and gamified learning. According to Plass, Homer, & Kinzer (2015), gamification elements such as points, leaderboards, and immediate feedback all of which are core features of Quizizz are theoretically grounded in motivational psychology, as they activate intrinsic motivation and foster a sense of competency in learners. This aligns with Self-Determination Theory (Deci & Ryan, 1985), which posits that learners perform better when they experience autonomy, competence, and relatedness conditions that Quizizz uniquely facilitates through its self-paced, competitive, yet low-stakes quiz format. Furthermore, Mayer (2009), in his Cognitive Theory of Multimedia Learning, emphasizes that learning is more effective when information is presented through multiple sensory channels simultaneously. Quizizz uniquely integrates visual stimuli, instant corrective feedback, and game mechanics in a single platform, which supports dual-channel processing and reduces cognitive overload compared to traditional paper-based assessments.

Several empirical studies further support the effectiveness of Quizizz in improving reading comprehension scores. According to Annisa and Susanti (2024) the t-test, the average score increase from 64.41 to 81.12, indicating that the students scores after the treatment were higher than their pre treatment levels. In support of this conclusion, Priyanti, Santosa, and Dewi (2019) the study's findings indicate that the mean score of the experimental group ($M=83,08$) was higher than that of the control group ($M=80,77$), with a p-value of $0.018(<0.05)$. Although its impact was relatively modest, Quizizz still had a significant effect on students' reading comprehension, particularly in literal interpretation.

The researcher is interested in carrying out a study to further investigate the effect of using Quizizz on students reading comprehension given the mounting evidence and the educational setting. Since there are currently few comparable studies conducted in the setting of SMP Negeri 6 Pariaman. This research is considered essential. Additionally, the study hopes to aid in the creation of creative teaching methods that can successfully raise students reading proficiency. In order to make sure that teaching and learning procedures are not only educational but also motivating and empowering for students, the field of education must adjust to technological developments as we continue into the digital age.

Even though Quizizz has been shown to enhance reading abilities, the majority of studies concentrate on high school with superior infrastructure, and its application in Junior High School like SMP Negeri 6 Pariaman is not

as well studied. Consequently, more research is required to examine Quizizz possible effects on students reading comprehension in this specific setting.

Considering the need for measurable and objective data, this study employs a quantitative approach to examine whether there is a significant difference in students reading comprehension before and after the use of Quizizz. It is expected that the findings of this research will provide empirical evidence on the effectiveness of gamified learning platforms and offer practical recommendations for English teachers, curriculum developers, and education stakeholder in promoting technology enhanced instruction that supports student achievement in the 21st century. This study focuses on examining the effect of Quizizz on the reading comprehension of junior high school students at SMP Negeri 6 Pariaman.

This study focusses on junior high school pupils in a relatively understudied situation, in contrast to earlier studies that mostly concentrate on senior high schools or general reading skills. Additionally, this study uses a quantitative quasi-experimental approach to particularly look at reading comprehension indicators including identifying the main idea, vocabulary, inference, detail information, reference. It is therefore anticipated that this study will offer empirical data that is both practically helpful and culturally relevant for English teachers working in comparable educational environments. Based on the background above, the researcher proposes a study entitled **“The Effect of Quizizz on Students' Reading Comprehension at Junior High School 6 Pariaman”**

B. Identification of the Problem

Based on the background of the research, several problems have been identified:

1. Many pupils at SMP Negeri 6 Pariaman find it difficult to comprehend English language reading materials.
2. The pupils lack excitement, have a limited vocabulary, and show no interest in reading.
3. Traditional teaching methods might be dull at times and fail to hold students interest.
4. There is a dearth of research on the use of quizizz to enhance reading comprehension in junior secondary schools, particularly at SMP Negeri 6 Pariaman.

C. Limitation of the Problem

This study examines the effect of Quizizz on students' reading comprehension skills, particularly in understanding descriptive texts. The study was conducted exclusively at SMP Negeri 6 Pariaman and involved eighth-grade students. This study does not address other English language skills, such as speaking, listening, or writing, nor does it compare Quizizz with other educational applications

D. Formulation of the Problem

Is there a significant effect of using the Quizizz application on students' reading comprehension at SMP Negeri 6 Pariaman?

E. Purpose of the Research

The purpose of this research is to see the significant effect of using the Quizizz on the reading comprehension of the eighth-grade students at SMPN 6 Pariaman..

F. Significance of the Problem

This research is expected to provide benefits for teachers, students, and future researchers. For teachers, this research is expected to provide an alternative gamified learning medium, namely the Quizizz application, to improve students' reading comprehension, particularly in teaching descriptive texts, and to create a more engaging and interactive learning environment. For students, this research is expected to increase their motivation, engagement, and enthusiasm in reading English texts while improving their reading comprehension, especially in identifying the main idea, vocabulary, inference, detailed information, and reference.

Furthermore, this research is expected to enrich knowledge in the field of English language teaching, especially regarding the use of gamified learning platforms such as Quizizz in teaching reading comprehension. It is also expected to serve as a useful reference for future researchers who are interested in conducting similar studies on the use of Quizizz or other technology-based learning media to improve students' reading comprehension of descriptive texts.

G. Definition of key Terms

1. Effect

Effect refers to measurable changes in student learning outcomes that can be statistically analyzed before and after an instructional intervention (Fatimah, S. 2025). In this study, effect refers to the significant difference in students' reading comprehension scores as measured through pre-test and post-test results after receiving instruction using the Quizizz application at SMP Negeri 6 Pariaman.

2. Quizizz

Quizizz is a multiplayer online learning medium and assessment tool designed to make learning enjoyable and engaging through gamification features such as points, leaderboards, timers, and interactive quizzes (Ulum, 2025). In this study, Quizizz is used as a learning medium during reading comprehension instruction for eighth-grade students at SMP Negeri 6 Pariaman, specifically through quiz activities based on descriptive texts.

3. Reading Comprehension

Reading comprehension is the ability to understand, evaluate, and interpret information contained in a text, which involves not only decoding written language but also actively connecting the text with the reader's prior knowledge and reading goals (Fatimah, S. 2025). In this study, reading comprehension is measured based on students' ability to identify the main idea, vocabulary, inference, detail information, reference in descriptive texts.