

CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading serves as a foundational skill in English language acquisition, enabling students to gather information, expand vocabulary, and build overall language proficiency. Developing reading abilities alongside listening, speaking, and writing requires systematic practice and proper instructional implementation Sari & Abdulrahman, (2019) as cited in Widya Ningsih et al. (2024) Engaging with written texts demands both intrinsic interest and active motivation, as regular reading practice improves word recognition, pronunciation, and text comprehension Sihombing, et.al (2022). Mastery of reading comprehension ultimately plays a pivotal role in shaping a student's long-term academic success.

Allah explains about reading in the Qur'an surah al-alaq Paragraph 1-5

أَفْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَفَرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Which mean: (1).Read with (mentioning) the name of your Lord who created, (2).He has created humans from a clot of blood. (3). Read, and your Lord is the Most Gracious, (4).Who teaches (humans) with the pen. (5). He taught man what he did not know.

Surah Al-'Alaq verses 1–5 represent the first revelation granted to Prophet Muhammad SAW, carrying a divine mandate to read and seek

knowledge. Ordering humanity to read in the name of God indicates that educational pursuits must be guided by noble intentions and divine awareness. While human beings originate from a humble state, Allah ennoble humanity through knowledge, symbolized by the use of the pen for writing and recording ideas. In Islam, reading extends beyond merely deciphering written words; it encompasses critical thinking, understanding, and continuous intellectual growth.

Reading comprehension itself is a dynamic, iterative, and constructive cognitive process aimed at deriving meaning from a written passage Mukamillah, et.al (2024). Readers interpret texts based on their cognitive frameworks, yet many students encounter persistent difficulties arising from biological, cognitive, or behavioral factors. In the context of Indonesian secondary education, high school and junior high school students frequently struggle with reading due to text complexity, limited vocabulary, lack of genre awareness, ineffective reading strategies, and low reading motivation Hakim, et.al (2022).

Compounding these comprehension challenges leads to multiple academic consequences in classroom settings. Students often achieve low scores on standardized assessments, struggle to infer contextual meanings, and experience difficulty grasping main ideas in analytical or expository texts Hakim, et.al (2022). Student engagement remains a critical determinant of reading achievement. Disengaged learners extract minimal meaning from texts, whereas motivated students demonstrate deeper comprehension.

Effective reading instruction requires teachers to go beyond teaching isolated mechanics like skimming and scanning by linking texts to interactive discussions, language tasks, and follow-up activities jeremy harmer (1998).

To address these instructional challenges, modern educators increasingly utilize technology-based learning media, specifically gamified digital platforms Nur Hismarliza, et.al 2024). Integrating technology into 21st-century classrooms transforms traditional, paper-based assessments into interactive learning experiences Lutvita, et.al (2025). Among various digital tools, Quizizz has emerged as an effective educational application that enhances student interest and reading outcomes. Featuring gamified elements such as customizable avatars, background music, themes, and real-time leaderboards, Quizizz creates a playful yet instructional environment Annisa, et.al, (2024) Replacing rigid paper tests with interactive online quizzes boosts student motivation, encourages active participation, and ultimately strengthens text comprehension Pahamzah et al., (2020), as cited in Annisa, et.al, (2024)

Considering the crucial role of reading comprehension and the pedagogical benefits of gamified learning tools, further empirical investigation is necessary to evaluate the practical impact of interactive media in English EFL classrooms. Therefore, the researcher conducts a study entitled: **“The Effect of Quizizz Application To Students' Reading Comprehension Ability at MTsN 1 Solok Selatan.”**

B. Identification of the Problem

Based on the background above, several problems make it difficult for students to understand English texts, especially narrative texts. Many students can read aloud easily, but they do not understand the real meaning of the text. This issue is caused by several factors, such as limited vocabulary, low knowledge of narrative text structure, and lack of interest in reading. Furthermore, traditional and less interactive teaching methods make students feel bored and passive during the reading process.

C. Limitation of the Problem

This research is limited to the use of the Quizizz application on the reading comprehension Ability of eighth-grade students in narrative texts at MTsN 1 Solok Selatan during the semester of the 2026/2027 academic year.

D. Formulation of the Problem

Based on the background of the problem, formulation of this research “Is there a significant effect of using the Quizizz application to students’ reading comprehension Ability At MTsN 1 Solok Selatan?”

E. The Objective of the Problem

The purpose of this study is to determine whether there is a significant difference in reading comprehension skills, particularly in understanding narrative texts, between eighth-grade students at MTsN 1 Solok Selatan who are taught using the Quizizz application and those who learn through conventional teaching methods. Additionally, this study aims to determine

whether the use of Quizizz can help improve students' ability to comprehend English reading texts.

F. The Significance of the Problem

This research is supposed to have two advantages, those are theoretically and practically.

1. Theoretically

This study may contribute to the development of knowledge in the field of English language teaching, especially in reading comprehension, by providing insights into the use of interactive digital media such as Quizizz as an effective learning tool.

2. Practically

- a. For teachers, the result of this research is expected to offer an alternative and innovative strategy in teaching reading, especially to improve students' engagement and comprehension through the use of Quizizz.
- b. For students, this study is expected to provide a more enjoyable and interactive learning experience that helps them improve their reading comprehension skills, particularly in understanding narrative texts.
- c. For future researchers, the findings of this research are expected to serve as a reference or starting point for further studies related to the use of technology in enhancing reading skills in EFL contexts.

Definition of Key Term

Some terms are defined to give basic comprehension, Those are:

1. Quizizz

According to Zhao, (2019). Quizizz is an application that uses games to make learning in the classroom more fun and interactive. Students can answer questions using their own devices, and the app includes features like avatars, music, and memes that make the learning process more enjoyable. It also has a leaderboard, so students can see their ranking and feel more motivated to participate. At the same time, teachers can check students' progress and download the results to see their performance. Because of this, Quizizz is not only used for testing, but also helps increase students' interest and involvement in learning.

2. Reading Comprehension

Brown, (2004). stated that reading is considered a fundamental skill that plays a significant role in supporting learners' success across various educational contexts. He further emphasizes that reading is an essential component of language proficiency assessment because it cannot be separated from the evaluation of overall language skills.

3. Narrative Text

Knapp, et.al, (2005). stated that narrative is a complex genre that extends beyond the purpose of entertainment. It also serves important social functions, such as conveying values, shaping public opinion, and influencing readers' attitudes. Narrative is regarded as a macro genre because it can encompass and integrate various other genres within a single text structure.