CHAPTER I

INTRODUCTION

A. Background of the Problem

The ability to understand the text effectively was an important skill for students, especially in the context of learning English as a foreign language. English was not o nly studied because of the literature it contained, but also because of the diversity and richness of experience it provided because it was very important (Wijaya, 2019; Jaelani et al, 2019). Procedure text was often used in learning materials to provide clear instructions on how to perform certain tasks or processes, enabling students to follow a series of actions systematically. Therefore, the Indonesian Government had chosen English as the first foreign language and basic subject in the Indonesian education system. English was given as one of the main compulsory subjects from elementary school to university (Hassan et al, 2021).

When learning English, it was necessary to master four skills: reading, listening, speaking, and writing. Among them, reading was considered one of the important skills that everyone had to learn to expand their knowledge. Reading referred to the activities carried out by readers to obtain specific information or general ideas through written signs or symbols (Fadhilah, 2018). In everyday life, most people read a lot of sources that contained information written in English, such as journal articles, newspapers, advertisements, novels, magazines, and websites

(Hardyansyah, 2021). Procedure text was often embedded in such materials to provide step-by-step instructions for tasks, helping students follow clear directions to achieve a specific goal. To support students' reading skills at SMK Semen Padang, the researcher noted several problems that emerged in the learning process.

The researcher found this problem while teaching students at SMK Semen Padang. When teaching students, the researcher faced various challenges, especially in the area of reading comprehension. Many students had difficulty understanding and remembering sentence structures in general. Due to several factors, students often did not remember the structure of the text well. First, students' attention might have been distracted while reading, resulting in an incomplete understanding of the structure of the text.

In addition, if the topic was unfamiliar or complex, it might have been difficult for students to understand the overall structure. Texts with complex structures could make the task difficult, especially for students who were developing reading comprehension. Procedure text could help break down complex tasks into smaller, more manageable steps, making the overall process easier to understand. Information overload was also a common obstacle. Dense texts with a lot of information could overwhelm students and affect their ability to remember the structure. Procedure text, when used effectively, could present dense information in a clearer and

more structured manner, allowing students to absorb it in smaller, more easily digestible portions.

Lack of practice in analyzing and discussing different text structures also limited students' comfort and familiarity in understanding them. In addition, many students had difficulty finding the right words to express their understanding of a text.

There were several reasons why students had difficulty choosing the right words. First, it might have been difficult to express their thoughts clearly due to limited vocabulary and language skills. Things like perfectionism and fear of making mistakes could also affect the ability to think clearly and express ideas. If they were not confident in their reading comprehension, they might have hesitated to choose the right words. In addition, students might have had difficulty choosing the right words and phrases if they were unfamiliar with the topic or did not have a deep understanding of the topic. Finding the right words could also have been hampered by distractions and cognitive pressures, making it difficult for students to choose the right words. Teachers could have addressed these issues by providing vocabulary-building exercises, encouraging students to express their ideas confidently, and providing additional instruction.

Learning really had a big impact on students' learning ability. Organizing learning also affected students' knowledge and thinking skills, especially in reading. Reading skills had great benefits in finding

information from various sources and advancing reading skills. Therefore, students needed to improve their second language skills.

The importance of developing reading skills lay in the fact that this was the most complex and interactive process based on the individual's perception of a text (Blanka & Katarina, 2020). Reading comprehension played a fundamental role in academic success, as it allowed students to gain a deeper understanding of various subjects and acquire new information efficiently. However, many students faced challenges in developing these skills, especially when interacting with complex or unfamiliar English texts.

There were several learning applications that could be used as teaching media, such as Quizizz, Kahoot, Padlet, Word Wall game, Duolingo, and others. One way to overcome this problem was to integrate digital tools, such as Quizizz, into the learning process to make reading practice more interactive and engaging for students. There were many advantages that students got when using Quizizz, including increasing motivation and raising students' enthusiasm for learning English (Basuki & Hidayati, 2019).

The use of game elements such as points, leaderboards, and timers created a dynamic and competitive learning environment that increased student motivation and increased participation (Lee & Hammer, 2011). Quizizz encouraged active participation and reduced students' fear of making mistakes through an interactive and fun learning approach. The

platform offered a variety of features that not only increased motivation and enthusiasm, but also enriched the learning experience. Quizizz created a competitive atmosphere that kept students interested through gamification elements like points, timers, and leaderboards. By making learning feel like a game, Quizizz reduced students' anxiety and fear of failure, allowing them to learn from their mistakes in a supportive, low-pressure atmosphere. This approach was very beneficial in language learning because it encouraged students to try new vocabulary and sentence structures without fear of repetition. Quizizz's instant feedback feature allowed students to identify mistakes instantly and understand correct answers quickly, encouraging deeper learning and retention. Additionally, Quizizz was very flexible and accessible, allowing teachers to customize quizzes to suit specific learning objectives and difficulty levels, tailored to student abilities. This adaptability made Quizizz an effective blended classroom tool, ensuring meaningful participation and progress for all students, regardless of ability level.

Based on the description above, the researcher was interested in using Quizizz as a learning media to teach reading comprehension skills at SMK Semen Padang. Quizizz was an effective media for teaching reading because it allowed teachers to present materials interactively and interestingly and provide activities that involved students through game elements. The researcher hoped that the use of Quizizz could increase students' interest and enthusiasm for reading and introduce them to various

fun learning strategies. This study aimed to provide results after the introduction of Quizizz as a media to improve reading comprehension of eleventh-grade students at SMK Semen Padang.

B. Identification of the Problem

In relation to these issues, several problems had been identified in teaching reading comprehension to students at SMK Semen Padang. Many students had difficulty understanding and memorizing sentence structures, which affected their overall comprehension of English texts. These challenges were often caused by distractions, complex or unfamiliar topics, and information-dense texts that made it difficult for students to grasp the main idea and structure. In addition, students had difficulty finding the right words to express their understanding, mainly due to limited vocabulary and lack of confidence. This conflict was often exacerbated by fear of making mistakes and cognitive overload, which could hinder students' ability to communicate their understanding effectively. Additionally, students had limited experience in analyzing and discussing different text structures, which affected their familiarity and comfort with various forms of English texts.

Traditional reading methods also lacked the engagement and interactivity needed to engage students, which could reduce their desire to actively participate. As a result, many students were reluctant to try new vocabulary and sentence structures for fear of being criticized, limiting their English language development and fluency. Furthermore, current resources

did not fully account for these individual differences, as students had varying levels of reading comprehension and vocabulary, highlighting the need for tailored and customized learning materials. By identifying these issues, the researcher aimed to explore the potential of Quizizz as an interactive learning tool that could improve reading comprehension, motivation, and self-confidence of eleventh-grade students of SMK Semen Padang.

C. Limitation of the Problem

This study focused on improving the reading comprehension of eleventh-grade students of SMK Semen Padang by using Quizizz as an interactive digital tool. Its scope was limited to improving students' understanding of sentence structure, memorization, and ability to express their understanding without other English language skills such as listening, speaking, and writing. Although this study specifically investigated the impact of quizzes in the classroom, the results could not be generalized to other age groups, educational institutions, or independent learning contexts.

D. Research Question

According to the background of the problem, the research questions can be formulated as follows :

1. How does Quizizz improve students' reading comprehension in procedure text at the eleventh-grade students of SMK Semen Padang?

2.   Is there any significance effect in using Quizizz on students' reading comprehension at the eleventh-grade students of SMK Semen Padang?

E. Purpose of the Research

Based on the problems above, the researcher formulates the problems of the research as follow:

1.   To find out the improvement on students' reading comprehension in procedure text after using Quizizz at the eleventh-grade students of SMK Semen Padang.

2.   To determine the significance effect in using Quizizz on the reading comprehension at the eleventh-grade students of SMK Semen Padang.

F. Significance of the Research

This research is expected to provide several significance benefits across various stakeholders in the educational landscape. This research is divided into two significances. They are practically and theoretically.

1.   Theoretical Significance

The research expands knowledge in the field of digital learning by exploring how interactive platforms like Quizizz can enhance English reading comprehension. It contributes to the development of theories related to digital learning, engagement, and

comprehension, offering a foundation for future academic studies in these areas.

2. **Practically Significance**

The research provides valuable contributions to various stakeholders such as teachers, students, schools, and researchers. For teachers, it offers an alternative interactive learning method using the Quizizz application, improving student engagement and allowing real-time monitoring of progress. For students, it introduces an enjoyable and interactive approach to enhancing reading comprehension, fostering better retention, and encouraging collaboration. For schools, it highlights the potential benefits of integrating digital tools like Quizizz to enhance educational quality and encourages the adoptionof innovative teaching methods. For other researchers, the study serves as a reference for exploring the impact of digital tools on education.

G. Definition of Key Term

1. **Quizizz**

An interactive digital application in the form of an online quiz platform that can be used in learning. Quizizz provides various features such as multiple-choice, and can be accessed via mobile devices or computers. In this study, Quizizz was used as a reading learning tool for eleventh-grade students at SMK Semen Padang.

2. Reading Comprehension

Reading comprehension for eleventh-grade students at SMK Semen Padangrefers to their ability to understand and analyze the contents of various written texts. This includes not only the capacity to grasp the main ideas and themes but also the ability to identify and understand the structure of the text, such as recognizing the introduction, body, and conclusion. Additionally, students should be able to remember key information presented in the text and convey their understanding clearly and effectively, whether through discussion, written responses, or presentations.

3. Procedure Text

Procedure text is a type of writing that provides clear, step-by-step instructions on how to perform a task or process. The main purpose of a procedure text is to guide the reader through a series of actions to achieve a specific goal. In procedure text, the structure typically includes an introduction (which explains the purpose of the procedure), a list of materials or ingredients (if applicable), and a series of steps or instructions to follow. The instructions are usually presented in a clear, concise, and logical sequence to ensure that the reader can easily follow them. For example, a text procedure on how to assemble an electronic circuit for an automatic control system in industry might include steps such as preparing the tools, checking the circuit schematic, connecting the components according to the

sequence, and testing the circuit. Each step is usually written in command form (imperative), such as "Prepare the tools" or "Connect component C to terminal B".

4. **Eleventh Grade Students**

The population in this study specifically refers to the group of eleventh-grade students at SMK Semen Padang who participated in the research. These students were the subjects involved in utilizing Quizizz as a reading learning tool, and their reading comprehension abilities were analyzed as part of the study. The focus on this particular group is significant, as eleventh-grade students are typically at a critical stage in their education where they are expected to develop more advanced reading comprehension. By examining their engagement with digital tools like Quizizz, the research aims to assess how such tools can enhance their reading comprehension,, particularly in the context of Industrial Electronic Engineering, which is a key area of study at SMK Semen Padang. This focus allows for a targeted exploration of how reading comprehension can be developed in relation to technical subjects, preparing students for both academic and professional success in their future careers.