

CHAPTER TWO

THEORETICAL FRAMEWORK

2.1 Previous Study

There are some previous studies that have a similar topic which investigated in this study, the writer found five studies that become references in conducting this study. The first previous study is entitled “Implementing Quizizz as Game Based Learning in the Arabic Classroom” conducted by Mei in 2018. The purpose of this study is to is evaluating the effectively interesting of students for Arabic class by implementing of Quizizz as a game-based learning in the Arabic classroom of Sultan Idris Education University Malaysia. This study uses quantitative research methods to collect data and analyze it in this research study. To obtain research data using questionnaires, 85 students are selected as samples in this study. The findings revealed that Mei's work shows all students were very active in answering the questions which provided by researchers and more concentrated on the topic. And the results of the questionnaires show that using Quizizz during the Arabic class is significantly applicable as a teaching tool to make students more interested and focused on the class.

Then, the second study is entitled "The Use of Quizizz Application in Improving Students' Reading Comprehension Skill at SMKN 3 Takalar". This study is conducted by Nanda (2018). This research uses a descriptive quantitative approach. The purpose of this study is to investigate the use of Quizizz application in improving students' reading comprehension skill. This study also focuses on students' learning abilities. To obtain research data using pre-test and post-test, only

one class of the tenth graders at one school Kab.Takalar are select as samples in this study. The findings show improvement in students' reading comprehension after Quizizz Application was implemented.

In addition, the third previous study is entitled “An Analysis of Reading Comprehension Question by Using Revised Bloom’s Taxonomy Through Quizizz Application” by Yasya Indilah in 2020. The aim of this study is to find out the level of the cognitive domain that was used in reading comprehension questions based on Revised Bloom's Taxonomy through the Quizizz application. A descriptive qualitative approach is used as a method in this research. Data collection is taken from the Quizizz application; 35 questions were found in that quiz. The findings show that the most dominant cognitive domain level found on the reading comprehension question in the Quizizz application based on Revised Bloom Taxonomy was remembered level, which was categorized as the lowest level of the cognitive domain.

As for the fourth study that was conducted by Priyanti in 2019, entitled “Effect of Quizizz Towards the Eleventh Grade English Students’ Reading Comprehension in Mobile Learning Context”. This study aims to at investigate the effect of Quizizz towards the Eleventh grade students’ English study. The method in this research used Quasi-experimental design. The research population included eleventh graders at one school in SMA Negeri 4 Singaraja. The sample in this study was 37 students of XI IPS 1 as the experimental group who were treated through Quizizz and 36 students of XI IPS 2 as the control group who were treated through conventional

teaching strategy. Data collection is carried out through pre-test and post-test only control group was employed for data gathering .The findings of this study show that the used Quizizz application was affected students' reading comprehension.

The last previous study is entitled “ Quizizz Website as an Online Assesment for English Teaching and Learning: Students Perspectives” by Dinda Firly Amalia in 2020. This study aimed to investigate the students’ perspective toward the use of Quizizz a anonline assessment tool for English teaching and learning, especially on formative one. The method used in this research is descriptive qualitative research and qualitative approach. This research was conducted at Dynamic English Course. The population of the research consists of 20 students. The students were given questionnaire. The findings in this study show that the students strongly agreed that Quizizz has an attractive display which is interesting and fun, students can’t cheat during the test, Quizizz creates a competitive atmosphere in the classroom, and Quizizz is better than the offline traditional test.

From the previous studies that have been conducted, the differences between the study which is conducted and the previous one are obvious. In this study, a writer not only focuses on students’ reading comprehension but also related to the implementation of Quizizz in reading class and then the previous study was implemented for Senior High School, but in this case the sample participants in this study are Vocational Senior High School.

2.2 Theoretical Framework

2.2.1 The Definition of Reading

Reading is an activity that is important for skills in the world of formal education and one's success in society. This can be seen from the theory which Day (1998, p.99) states that "reading is a way to become a good reader, develop good writing potential, broad vocabulary knowledge, adequate grammar, and one of the ways to us to be knowledgeable". Then the definition in the dictionary, reading can also be interpreted as "a skill and activity to get information from books" Walter (2008 in Arini 2018). When people read more often, the more knowledge and information people get and are able to make a big contribution to life, such as getting achievements and success in school for students. Reading also another part of receptive language ability. Because these literacy abilities need more complicated micro-skills, such as recognizing and understanding as much vocabulary as possible, this ability can be trained apart from listening and speaking skills. According to Harmer (2008), writes that reading is useful for language acquisition. Assuming that learners mainly understand what students read, the more students read, the more will comprehend it. Furthermore, reading comprehension is a complicated language skill that can be gradually learned through simple to complex tasks. According to Anderson et al. (2016), reading was described as the process of deriving understanding from written materials. It necessitates the synchronization of huge informational sources. Many educators, textbook authors, and language test creators believe that reading consists of a variety of abilities and aspects. It is frequently asserted that sets of reading

components offer effective frameworks for course design, instruction, and test building (Liu, 2010).

Moreover, one of the essential skills for acquiring language is reading. It should not be separated from other aspects of language development such as writing, speaking, and listening. English language students must learn all of these abilities. Reading allows readers to broaden their knowledge and understand the book's purpose, which helps the author effectively deliver the message students want to get through. DeBruin-Parecki et al. (2015) states that reading allows learners to become self-sufficient in comprehending complicated text structures while also enhancing their academic and professional skills. Based on the statements, successful readers will be able to derive messages or ideas from the material students have already read.

2.2.2 Kinds of Reading

In reference to the conception of reading comprehension highlighted in the preceding discussion, there are four types of reading (reading aloud, silent reading, intensive reading, and extensive reading) according to Petel & Jain, (2008, p 117-123) :

a. Reading Aloud

Reading aloud is a fundamental aspect of discipline and structure in the classroom. The children encounter written statements that have never been uttered while reading aloud. The objective of reading aloud to students is to improve their pronunciation and speaking skills.

b. Silent Reading

In the teaching of English, the ability to read silently is important. To improve students' reading skills, this reading should be used. A lot of information is obtained through silent reading. The student's chosen material must be the basis for silent reading. Students who read silently are able to do it without making any noises or moving their lips. Students' reads more quickly, fluidly, and easily as a result. It helps the learner understand and increases their vocabulary.

c. Intensive Reading

The teacher's direction and continued language acquisition are tied to intensive reading. Intensive reading will give students a foundation for understanding structural challenges and for expanding their vocabulary and idiomatic knowledge. The foundation of class activities will be reading-intensive content. Along with being read, it will also be thoroughly discussed in the target language, occasionally examined, and the foundation for writing assignments. Text or passage reading constitutes intensive reading. The reader's goal in this reading was to gain knowledge or perform analysis. This reading's objective is to read simplicity. This reading is being done to obtain precise information.

d. Extensive Reading

A general comprehension of a subject is attained by extensive reading, which also involves a leisurely reading of lengthy materials. The reader is interested in learning more. After reading, the reader has lost interest in essential or special details. People typically read to stay informed.

2.2.3 Concept of Teaching Reading

Teaching is a complex process of activities, which does not only provide information from the teacher to students. Throughout the teaching and learning process, English instructors provided continuous guidance, direction, and information to students (Ariandika, 2018). There are many activities that can be carried out during the teaching and learning process, particularly during teaching and learning activities in the classroom. According to Harmer (2002), teaching is not an easy job; it is one of the most rewarding positions when the instructor can observe the progress of the learners and understands that learners have been assisted in reaching their academic goals. While it's true that some learners might be challenged and stressed out, the best teaching can also be a lot of fun (Harmer, 2008).

From various definitions of teaching, the writer concludes that teaching includes activities and maintaining a good environment to create and provide opportunities for students in the learning process to achieve their goals. The teaching of reading typically consists of two phases. First of all, it can be utilized to teach pupils who are just beginning their reading education. Teaching students who are literate in their native language is the second component of teaching. Using the right teaching techniques with the right learning resources and media can help teachers enhance the efficiency of their teaching in accomplishing learning objectives. Teaching strategies are a crucial component of learning activities.

This is in accordance with the findings of research conducted by Widayati, et al., (2011 in Gunawan et al. (2017) that one of the factors that affect student achievement is the learning strategy used by the teacher. Education in Indonesia has implemented a learning system with the 2013 Curriculum; in the 2013 Curriculum process, educators must implement a scientific method into their learning activities. The scientific approach is a learning process designed in such a way that students actively construct concepts, laws, or principles through the stages of observing (to identify problems), formulating problems, proposing or formulating hypotheses, collecting data with various techniques, analyzing data, drawing conclusions, communicate the discovered concepts, laws or principles.

In the process of teaching reading with the 2013 curriculum system, which requires teachers to use a scientific approach so that students are motivated and active in learning activities in the classroom, in addition to the scientific approach in teaching reading activities, teachers are required to be able to implement other learning strategies that are adapted to the characteristics of the material and subjects. Learning communities, active, creative, and enjoyable learning are all components of the learning technique. Reading is one method used in classroom learning activities to help students comprehend what is being taught and learned. Since every student is unique, the instructor must be able to present a variety of approaches to make learning engaging for the class.

2.2.4 Reading Comprehension

According to Mayor (2015, p.236) Reading comprehension is the process of "constructing meaning" from a text that involves all of the elements of the reading process working together when a text is read to build a representation of the text in the reader's mind. Lower-level and higher-level processes were identified as the two most demanding types of processes (Stoller, et al 2002). The higher-level abilities included syntactic, semantic, and other processes, while the lower-level abilities included word recognition, graphophonic, and others. A person must be aware of reading methods, know how to apply them in the processing of the material, be familiar with the text structure and topic in order to understand what learners have read. Students also need to be able to recognize words (Pang, 2008).

The ability to comprehend a text, examine the information and accurately interpret what the author is saying can all be referred to as reading comprehension. Although no single process can accurately describe reading comprehension on its own, when taken together, students provide a reasonably accurate view of the procedures needed for fluent reading. (Stoller et al 2002, p.17). In other words, students are successful in reading comprehension activities, students need to actively process what students read. The skills of the comprehension process activities require students to have reading skills as well as fluency in thinking, the required vocabulary, and the appropriate background knowledge of the text. Successful comprehension is augmented when students have practiced with strategies and media to monitor their understanding, increase their motivation in understanding the text, and create goals and objectives for their reading. To do a comprehension

or understanding of a text clearly, it is necessary to have points that can become a workflow. According to Haeri (2017) these important points are referred to as aspects of reading which include :

1. Identifying Main Idea

Main idea is the main idea or core of a discourse. Determining the main idea we usually start by reading the title, looking at the picture in the text, and reading the sentences in the first paragraph which usually represent the whole idea.

2. Understanding Vocabulary

The second stage is getting an understanding of the vocabulary. Understanding the words written makes us all understand better the meaning of the text as a whole. However, the problem is when we don't find a dictionary, and then have to understand a vocabulary, then it is a difficult situation.

3. Identifying Details

After looking for difficult words and then understanding them, the next thing to do is to understand the various details of the information. Of course, this information is important information such as the characters in the text, the location of the events, and the sequence of events themselves.

4. Identifying Reference

Reference means a reference where a reader must know who the owner of the pronoun or pronoun is in the text. An example of a reference can be found in the sentence, "Frendika is a student of Junior High School and he never comes late." The

pronoun he is used to replace Frenrika. Thus, he refers to or has a reference to Frenrika.

5. Making Inference

Making inference is making assumptions about various things about the text. For example, about what events happened next, what was the purpose of the author in making the text, and what if one of the events was changed. All the presumptions that people have to guess are basically intended to improve understanding of the text.

In the important points above, reading comprehension is an activity of reading a text by not just reading, but doing other activities in the form of interaction with the text, for example finding the main idea and writing events in the text with the aim of getting a much better understanding. Consequently, drawing the meaning of the text from a text requires a number of different brain processes, each of which interacts with the others. The reader, the text, and the action are mostly responsible for those elements. The relationships between such elements ought to be positive. Reading will be challenging if there is an interference developing between them.

2.2.5 Concept of Narrative Text

One type of text that high school students study in the 2013 curriculum is narrative text. Narrative text is a type of text that describes a fictional or non-fiction sequence of events. According to Anderson (1993) narrative text is a text that tells a story that can entertain the reader. In addition, the main purpose of narrative text is to inform

a story or story written by the author and provide a moral message to be conveyed to the reader through the content of the story. Meanwhile, Shintia (2019) states that narratives are events arranged in a schematic structure, and readers can predict the moral message contained in the story. The structure of narrative text there are orientation, complication and resolution. The following is an example of a narrative text :

Title : The Legend of Lake Batur

Orientation : Orientation is also known as introduction.

A long time ago, on the island of Bali, there lived a giant-like creature known as Kbo Iwo. Bali's people used to say that Kbo Iwo was everything, both a destroyer and a creator. He was content with his lunch, but for the Balinese, it represented enough food for a thousand men.

Complication : Complication is a description of the emergence of crises or problems experienced by the characters in the story.

Difficulties arose when the barns were nearly empty for the first time, and the new harvest was still a long way off. Kbo Iwo became enraged as a result of this. In his rage, he leveled all of the buildings, including the temples. The Balinese became enraged as a result.

Resolution : The resolution is the part that contains how the characters from the story solve the problem.

As a result, they banded together to devise a strategy for combating this mighty monster by exploiting his folly. They requested that Kbo Iwo construct a deep

well for them and reconstruct all of the buildings and temples he had demolished. Kbo Iwo began digging a deep hole after they fed him.

He fell asleep in the pit one day after eating too much. The locals began to toss the limestone they had collected previously into the pit when the village's eldest man gave a signal. The limestone caused the water to boil within the hole. Kbo Iwo was still alive when he was buried. The water in the well then began to rise, eventually overflowing and forming Lake Batur. Mount Batur is the earthen mound dug by Kbo Iwo from the well.

Language features of narrative text :

- Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said," My name is Snow White). Direct speech uses the present tense.

The narrative text also has the type of text that describes fictional or non-fiction events that exist in the author's imaginary, factual, or a combination of both. For example, when a reader is a child, he reads Cinderella and Snow White, this is a type of non-fiction narrative text. Anderson (2003) classify the types of narrative, namely Myth, Fairy tales, History, fiction, romantic novels, mysteries, fables, legends, and fairytales.

2.2.6 The Implementation of Quizizz Application

In this digital era, learning can be more effective by using technology assistance. One of the technologies is Quizizz. According to Samet Bal (2018), Quizizz is a web-based learning platform that has a significant impact on foreign language learners' learning processes. Quizizz, a technology-based learning platform, may thus assist students to evaluate their understanding after reading and activate their basic knowledge prior to reading, creating a pleasant learning environment. To give students more practice, teachers can also distribute homework using Quizizz. Furthermore, each question should have two to four different answers and be multiple choice in Quizizz. Quizizz also adapts online formative assessment tools that support teachers in evaluating students' language skills and subject-matter knowledge (Bury, 2007).

Moreover, the implementation of Quizizz application in this research is adapted from Chandler (2015), there are some stages to be implemented in teaching reading by using Quizizz. First, Quizizz is a free tool that enables instructors to quickly turn review and introductory tasks into entertaining group projects for their students. This program, which works on any device with a browser, lets teachers create their own exercises. Usernames and passwords are not required.

Second, by going to the Quizizz website and entering the game code that was provided to them by their teacher, students can play Quizizz. Teachers are given a thorough summary of student responses when the quiz is over, which students may download and store. Teachers are also given a complete report of student responses

that can be kept.

Third, unlike most free gamification tools, Quizizz has several unique characteristics. Quizizz, for instance, is made to be student-paced rather than teacher-driven. Although the teacher dashboard allows teachers to create each learning activity, it also offers great real-time updates on student achievement. The opportunity to randomly order the questions, choose whether to utilize timers and leaderboards and even provide a list of correct questions and answers at the end of the quiz are all available to teachers. Quizizz adds some much-needed excitement to the process of taking quizzes. It also gives teachers very good feedback on how their students are performing, which is extremely important.

According to Kapp (2012), one of the many game apps that students can use to enhance their motivation, critical thinking, and problem-solving in learning is Quizizz, which is one of the learning media that can be implemented to great effect in the classroom to teach reading. Furthermore, both educators and pupils can advantage from using Quizizz. Teachers can assess their students' progress in their studies by using Quizizz to access and analyze data about their students' use of the platform and the results of the quizzes they administer (Mei, Yan Ju, & Adam, 2018). In the other hand, Chaiyo and Nokham (2017) mention that By generating questions at random, Quizizz encourages students to think for themselves and creates an environment where students cannot cheating on their answers with their classmates. Students can customize their reading experience in the Quizizz by selecting different backgrounds and characters.

Moreover, the current reading is not only engaging, but also accessible, so students read frequently to enhance their reading abilities. Another advantages also found by Priyanti et al., (2019), that by providing a fun and engaging learning environment, Quizizz encourages students to learn and retain information from narrative texts and strengthens their reading comprehension in language learning. There are two others advantages of online quiz by using Quizizz in teaching and learning reading (Puspitayani, Putra, & Santosa, 2020) namely (1) Quizizz relieves stress for students while students study. This is due to the fact that students can listen to music from within the Quizizz program as learners read and respond to the questions. Students have control over the music and can listen to it or switch it off as students see fit. Some students find that listening to music helps them concentrate better, so this is an option for them. Meanwhile, the student who prefers silence is able to accomplish this by switching the music off; (2) Students' interest in reading increases as a result of using Quizizz. This is due to the fact that students can view their standings on Quizizz once the exam has been completed. This will make the top students happy and encourage them to maintain their status. The students currently ranked lower will be encouraged to work on their reading comprehension in order to be promoted. There are a few disadvantages to the Quizizz program that should be highlighted as well.:

1. One downside is that the platform is only available in English, which makes it difficult for educators who do not understand the language to use it;
2. Another is that the platform can only be used online, so instructors and students both need access to the internet to create and take Quizizz;

- For each question in the test, only one of the possible responses can be approved and marked as the right one.

Features of Quizizz Application

Quizizz can be used by Laptop or Android

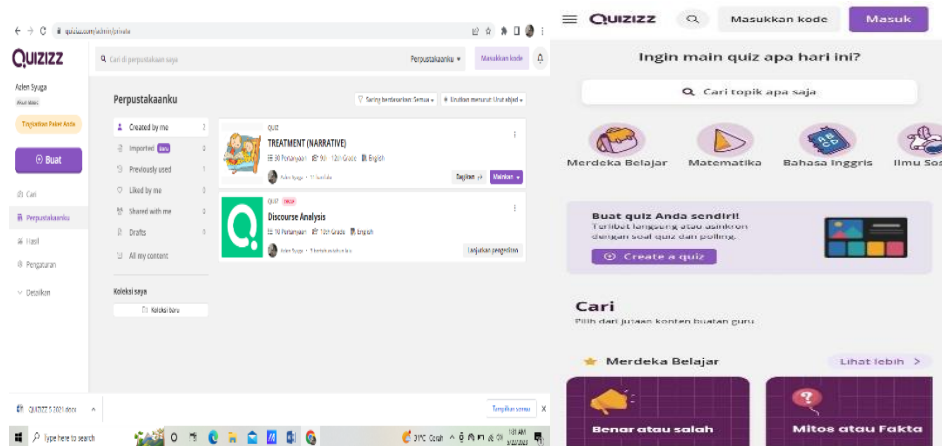


Figure 2.1 Quizizz Application Page

The Quizizz application can be used for teachers to make questions and for students

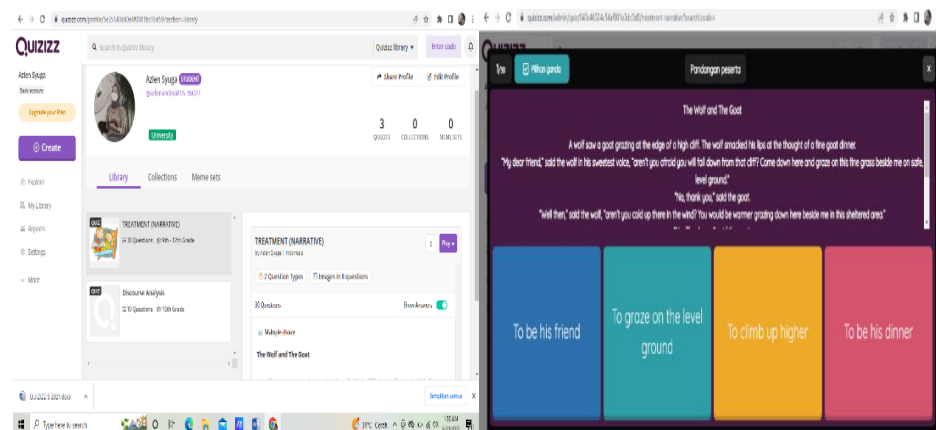


Figure 2.2 Quizizz Picture

Based on the features of Quizizz, this research then generates the procedure of employing Quizizz in the classroom, particularly in teaching :

1. Introduction to the Narrative text : Before do the Pre-test, writer introducing the concept of narrative text to the students. Explain that narrative text is a form of storytelling that includes characters, settings, and a sequence of events. Provide examples of narrative texts such as short stories, novels, or folktales. This helps set the context for the upcoming Quizizz activity. According to Anderson (2016), introducing the concept of narrative text at the beginning of a lesson can help students develop a better understanding of the genre and its elements.
2. For the Treatment, before starting the Quizizz activity, writer provide students with the narrative text or an excerpt from it. Allow them time to read the text individually or in small groups. Encourage students to underline or highlight important details, identify story elements, and discuss their interpretations. According to McKeown et al. (2014), providing students with guided reading and discussion opportunities before engaging in online activities like Quizizz helps develop their reading comprehension skills and enhances their understanding of the text. After that launch the Quizizz activity and provide students with the game code to join the session using their devices. Writer display the questions on a screen or interactive whiteboard and set a time limit for each question to keep the game moving at a reasonable pace also encourage students to answer the questions to the best of their ability. For the results will soon appear and be recorded as the effectiveness of the Quizizz as learning

media in improving students' reading comprehension skill.

3. For the last is Post-test to reviewing and discussing Quizizz results: Once the Quizizz activity is completed, writer review the answers as a whole class. Discuss the correct answers and provide explanations for any misconceptions. Writer encourage students to share their reasoning and engage in peer discussions about the narrative text. DiCerbo et al. (2018) suggests that providing immediate feedback and opportunities for reflection and discussion after Quizizz activities can enhance students' learning outcomes and promote deeper understanding of the content. To reinforce the learning, assign follow-up activities that further explore the narrative text. These can include writing a summary, creating a storyboard, or analyzing the character development or plot structure.

2.2.7 Hypothesis

According to Priyatno (2012, p.101) hypothesis testing using the SPSS Paired Sample T-Test program on the pre-test and post-test scores of the experimental class with a significance level 5%. This test is used to determine the difference between the average value before being given treatment (pre-test) and the average value after being given treatment (post-test). The hypothesis used are :

Ha : There is an improvement of students' reading comprehension through the use of Quizizz application in learning English at SMK Negeri 2 Bandar Lampung

Ho : There is no improvement of students' reading comprehension through the use of Quizizz application in learning English at SMK Negeri 2 Bandar Lampung.