

CHAPTER I

INTRODUCTION

A. Background

Reading comprehension is a core competency that serves as the foundation of English language learning, particularly for students learning English as a foreign language (EFL). This skill is not only essential for understanding written texts but also reinforces other language competencies such as writing, speaking, and listening. Therefore, it plays a crucial role in determining students' academic success. A recent study by (Husna et al., 2025) A study published in the UNNES Journal revealed that cognitive and metacognitive strategies significantly influence EFL students' reading comprehension, with a reported improvement of 43.8% following the implementation of these strategies. This underscores the importance of teaching active and reflective reading strategies in the context of modern English language education.

Furthermore, metacognitive awareness, as an integral part of reading strategies, has also been shown to be a key contributing factor. (Kusumawardana & Akhriyah, 2022) in their study published in *UMMAT Journals*, they emphasized that students' awareness and use of metacognitive reading strategies greatly affect their reading comprehension outcomes. However, their findings also indicate that many students have not yet

utilized such strategies effectively due to a lack of understanding of how to implement them appropriately.

Expanding upon this, (Yulita & Napitupulu, 2023) , through a systematic literature review published in the *Indonesian Educational Research Journal* concluded that the consistent use of metacognitive strategies enhances reading behaviors and comprehension outcomes among EFL learners across different educational contexts.

In summary, current literature confirms that reading comprehension is not merely a passive skill but a complex cognitive process that involves reflective thinking and self-regulated learning. Therefore, strengthening students' reading comprehension is essential for enhancing the overall quality of English language instruction, particularly at the secondary education level, where students are expected to interpret and analyze various types of academic texts critically and effectively

In secondary education environments such as *Madrasah Aliyah*, mastering reading comprehension is essential because students are required to understand a wide variety of English texts. However, in practice, many students still struggle to comprehend texts fully. Factors such as limited vocabulary, lack of reading strategies, low interest in reading, and monotonous teaching methods become the main obstacles (Suwanto, 2021).

To address these issues, the use of digital technology has emerged as an innovative alternative in education. One increasingly popular platform is Quizizz, a web-based

application that provides interactive quizzes with a gamified approach. This platform enables teachers to create engaging quizzes that feature elements such as automatic scoring, leaderboards, and virtual rewards, thereby enhancing students' participation. According to (Pahamzah et al., 2020) The use of Quizizz has been proven to increase student engagement and motivation for learning, particularly in reading activities.

Furthermore, (Suwarto, 2021) found that the use of Quizizz in teaching reading comprehension can improve students' attention and focus, as well as help them better understand text content through real-time evaluation provided by the system. This shows that a digital, enjoyable, and competitive learning approach can have a positive impact on students' reading skill development.

"Nevertheless, the effectiveness of a learning medium should not be evaluated solely through academic outcomes, but also through students' perceptions as its primary users." Nevertheless, the effectiveness of a learning medium cannot only be assessed through academic outcomes but also students' perceptions as the direct users. Students' perceptions reflect how helpful, enjoyable, or even challenging they find the use of a platform during the learning process. (Kholid, 2025) In her study at MAN 2 Banyumas, she emphasized that students' positive perceptions of using Quizizz are a key indicator of the successful implementation of technology in education.

Although many studies have explored the use of Quizizz in English language learning, most of them have focused on aspects such as learning motivation, vocabulary acquisition, or online learning in general (Tallita et al., 2022). Studies that specifically investigate students' perceptions of the effectiveness of Quizizz in improving reading comprehension remain limited, especially in madrasah contexts such as MAN 2 Kota Bengkulu. Therefore, this gap highlights the need for further research to explore the use of Quizizz more deeply, particularly from the students' point of view.

Hence, this study aims to investigate students' perceptions of the effectiveness of the Quizizz platform in enhancing their understanding of English reading texts. The findings are expected to contribute to the development of more effective, interactive, and technology-integrated learning strategies that align with students' needs in the digital era.

B. Identification of the Problem

Based on the background of the problem, as the author has described above, the problem identification is as follows:

Reading comprehension is an essential competency in English language learning for EFL students, especially at the secondary education level. Although Quizizz has been shown to increase learning motivation, students' perceptions of its effectiveness in reading comprehension have not been explored in depth, especially in the context of MAN 2 Bengkulu City. The

use of digital platforms such as Quizizz has emerged as an innovative alternative to increase student engagement through gamified approaches.

However, the effectiveness of this platform has not been widely examined from the students' perspective as primary users, particularly in relation to its impact on reading comprehension.

The limited number of studies exploring students' perceptions of Quizizz in the context of madrasahs, such as at MAN 2 Kota Bengkulu, highlights the need for further research in this area.

C. Limitation of the Research

For the researcher's discussion to be focused, the researcher limits it to "Investigating Eleventh-Grade Students' Perceptions of Quizizz's Efficacy in Developing English Reading Comprehension at MAN 2 Kota Bengkulu".

D. Research Questions

1. How do the eleventh-grade students at MAN 2 Kota Bengkulu perceive the use of Quizizz in developing their English reading comprehension skills?
2. What challenges do the eleventh-grade students at MAN 2 Kota Bengkulu face in using Quizizz as a learning medium for English reading comprehension?

E. The Purposes of the Research

1. To analyze the eleventh-grade students' perceptions of using Quizizz in developing their English reading comprehension skills at MAN 2 Kota Bengkulu.
2. To identify the challenges faced by the eleventh-grade students of MAN 2 Kota Bengkulu in using Quizizz as a learning medium for English reading comprehension.

F. The Significance of the Research

The purpose of this research is to examine the perceptions of eleventh-grade students at MAN 2 Kota Bengkulu regarding the effectiveness of the Quizizz platform in developing their English reading comprehension. It also seeks to determine the extent to which Quizizz, as a technology-based learning tool, can support and enhance students' reading skills within the context of English as a Foreign Language (EFL). The researcher hopes that after conducting this study, several benefits can be obtained as follows:

1. Theoretical Benefits

This research is expected to contribute to the theoretical framework of English language teaching, particularly regarding students' perceptions of digital learning platforms, such as Quizizz, in enhancing reading comprehension. It may also serve as a reference for future studies on gamified learning in EFL contexts.

2. Practical Benefits

a. Benefits for Teachers

The study may assist English teachers in developing more interactive and engaging strategies by incorporating digital tools like Quizizz to support students' reading comprehension

b. Benefits for Students

It is expected to raise students' awareness of the benefits of using educational technology, encouraging more active participation in English reading activities.

c. Benefits for MAN 2 Kota Bengkulu

The findings may provide valuable insights for decision-makers in adopting effective, technology-based learning solutions tailored to students' needs in the digital age.

G. Operational Definition of Key Terms

In this study, several key terms are defined to provide a clear and precise understanding of the concepts examined. These terms include Students' Perceptions, Quizizz, Efficacy of Quizizz, and English Reading Comprehension, which are operationally defined as follows:

- 1) Students' Perceptions In this research, students' perceptions refer to the cognitive and affective responses of eleventh-grade students toward the use of Quizizz in

English reading comprehension activities. These perceptions are operationalized through four dimensions: perceived learning benefits, learning motivation, ease of use, and student engagement, as indicated in the questionnaire.

- 2) Quizizz is defined as a web-based, game-based learning platform that allows teachers to design and deliver interactive quizzes for both classroom and independent learning activities. In the context of this study, Quizizz is used as a digital learning tool to support and enhance English reading comprehension engagingly and interactively.
- 3) The efficacy of Quizizz refers to the extent to which the use of Quizizz contributes to improving students' English reading comprehension skills. This concept is measured through students' perceptions of Quizizz's ability to foster engagement, increase motivation, and provide meaningful learning benefits.
- 4) English reading comprehension is defined as students' ability to understand, interpret, and analyze written texts in English. In this study, the scope is limited to descriptive and narrative texts, as stated in the eleventh-grade English curriculum at MAN 2 Kota Bengkulu.