

CHAPTER I

INTRODUCTION

In this part, the researcher wrote about the research background of why she conducted the study, the investigated problems, the research questions with the objectives, the theoretical framework, the significance, the definition of the terms mostly used in this research, and the organizational structure of this research.

1.1. Background of the Study

English as a lingua franca (ELF) is primarily used for communication purposes. In Indonesia, English is compulsory in formal education. Teaching and learning English involves four kinds of language skills: listening, speaking, reading, and writing (Pearson, n.d.) Students should possess all skills mentioned to master English. However, the realities show that some students have difficulties in possessing all skills in English, especially, reading. It is supported with a study conducted by Saraswati et al., (2021) which found that students face difficulties in comprehending five (5) aspects in reading. Another study conducted by Zuhra (2015) found students have difficulties in answering reading comprehension questions because of some factors: weakness in differentiating reading texts and the types of reading comprehension questions, and inadequate knowledge of vocabulary and sentence structure. The difficulties in reading lead to other serious problem: the assumption that English is very difficult, low motivation in learning English, negative attitudes in learning English, low learning outcomes. Therefore, some improvements are needed in teaching- learning English.

Teachers take a big role in solving this problem. According to Mayo (2000), a teacher can provide interesting way to increase the students' motivation and improve the students' quality in reading. When conducting the teaching-learning process, teachers need to establish a teaching strategy that is appropriate for the material. On the other hand, teachers also need to choose the right media to support effective teaching and learning. Teaching and learning English can be effective if it is taught in a fun way. One strategy to create fun teaching and learning is by utilizing digital learning tools to deliver the materials. The integration of digital learning tools into the teaching-learning process will help the students to enjoy the activities and comprehend the materials targeted.

There are thousands of digital learning tools available to support the teachers in conducting fun teaching and learning. In this study, the researcher focuses on Blooket and

Nearpod as the digital learning tools are chosen. Blooket as game-based learning and Nearpod as a collaborative application is considered tools that can be used to enhance the teaching and learning process. Nearpod enables the teacher to design interactive activities to increase the students' learning attitudes. The students can be included in the teachers' explanation through PowerPoint slides by answering questions and giving their opinions through their own devices. So, there will be no students doing other things which are not related to the lessons: all students will be actively participating in the class. Blooket, on the other hand, is a game-based website that enables teachers to create a question set that can be visualized into some unique game modes: racing, gold quest, battle royale, etc.,

The utilization of digital learning tools is very important. Therefore, it attracts the researcher to discover the effects of digital learning tools on students' learning attitudes which is associated with the students' learning outcomes. In this study, the learning outcomes will be focusing on students' reading comprehension.

1.2. Statement of the Problems

In-line with the background of the study, these are the following research problems formulated:

1. What is the effect of using digital learning tools (Blooket and Nearpod) on students' reading achievement?
2. What is the effect of using digital learning tools (Blooket and Nearpod) on students' learning attitudes?

1.3. Theoretical Framework

This study is based on the concepts of English teaching and learning, digital learning tools, learning attitudes, learning outcomes, and reading comprehension. According to Richards & Rodgers (1986), teaching learning process is defined as the organizational instructions given by the teacher to the learners in delivering the materials effectively. In the process of teaching and learning in this era, the teacher should use the best strategy to create an effective teaching and learning design in order to increase the students' learning attitudes and the students' learning outcomes. One strategy that can be used is by utilizing the digital learning tools. The integration of digital learning tools may support the learners to enjoy the classroom activities, and maximally accomplish the reading comprehension.

1.4. Hypothesis

This study is conducted on the basis of the following assumptions:

1. What is the effect on the use of Nearpod and Blooket on the students' reading achievement before and after the treatment?
 - H0: there is no significant effect on the use of Nearpod and Blooket on the students' reading achievement before and after the treatment.
 - H1: there is a significant effect on the use of Nearpod and Blooket on the students' reading achievement before and after the treatment.

1.5. Objective of the study

The purpose of this study is to investigate the students' reading achievement after using the digital learning tools (Blooket and Nearpod), and to examine the students' learning attitudes towards digital learning tools (Blooket and Nearpod).

1.6. Significance of the Study

a. Teacher

This study is expected to raise the teachers' awareness about the importance of using digital learning tools in teaching and learning process. Moreover, it is also expected that teachers can be more creative in integrating the digital learning tools to design the classroom activities.

b. Other researchers

This research is expected to be the reference for the other researchers to find out the other digital learning tools as the resources for education.

1.7. Definition of terms

There are some terms used in this research. To make it clear and avoid misconception, they are clarified as follows:

a. Teaching Learning

- According to Brown (2007), teaching is the complex set of activities to guide and facilitate learning.
- Learning is a process involving students, teachers, and school builders to acquire information and skills operationally and efficiently Hamalik (2008) as cited in Puspitarini & Hanif (2019).

b. Reading

Richards & Schmidt (2010) define reading is an ability to understand main ideas, order sequences of events, recognize specific details, make inferences, make comparisons, and predict the events.

c. Reading Comprehension

Reading comprehension is understanding the valuable information from a written text by extracting it as efficiently as possible Grellet (1983).

d. Learning Outcomes

According to Cedefop (2009) as cited in Harris & Clayton (2019), learning outcomes are defined as the results of the students' understanding after completing the learning process.

e. Digital Learning Tools

Based on references from Digital Tools ITILT Mini-Guide Interactive Teaching in Languages with Technology (2017), digital learning tools are the educational programs and platforms associating with text, images, and video that are accessible via computers or mobile devices.

f. Blooket

Blooket -like Kahoot! And Quizizz- is a game-based learning platform that allows the teacher to create a customizable set of questions and host live games with various game modes. In addition, the students can join the quiz using the generated code and play it with their friends Brunnmeler (2021)

g. Nearpod

Hakami (2020) states Nearpod as a web-based learning application which facilitates active learning, interactivities, and collaboration between teacher and learners in the classroom.

h. Learning Attitudes

Farooq et al., (2008) explained that attitude can be formed as students' interest or participation as the predictor of successful teaching and learning process.