CHAPTER I

INTRODUCTION

A. The Background of the Study

Perception was influenced by a range of processes and reasons, as mentioned by Octovany (2018); it was not something that happens immediately. Despite this, each person has a different perspective even if they all experience or see the same incident. Perception was impacted by three aspects, according to Robbins (2003). The individual who offers perception was the first factor. When attempting to understand something, a person was influenced by traits including beliefs, views, motives, interests, experiences, expectations, cultural education, and cognitive structures. The goal or object can also be an event or perception of an object. The focus of perception was tied to the individuals involved rather than being determined conceptually, which leads to the grouping of comparable individuals, things, or events and a tendency to separate from other groups that are not similar. The likelihood of it being recognized as a group increases with the degree of similarity. It was important to take into account the context of the circumstance from which the perception is made because various aspects of the immediate surroundings can affect perception. A person's view is mostly influenced by the context, which includes the period, their place of employment, and their social surroundings.

Students' perception in order to raise learning passion and enhance learning quality (Koohang & Durante, 2003). The phrase "student's perception" relates to how pupils interpret reality as well as their individualized observations. The research's analysis of pupils' perceptions can be organized into Biggs' (1989) 3P models. According to this approach, personal and environmental factors may influence students to choose a particular learning method, which in turn has an impact on their level of academic success. The perception element (also known as the presage factor) of the learning environment may have an impact on the learning outcomes for students' perceptual skills. According to Kauffman (2015), students' can successfully learn the content as long as they have a comprehension of it. The achievement and talent of the student can be developed by a great students' perception. Otherwise, student views affect learning outcomes, which have a detrimental effect on learning motivation and persistence.

According to Rakhmat (2009), functional, personal, systemic, and cultural elements can also have an impact on a teacher perceptions. Requirements, instructor experience, creativity, goals, focus, feelings, and circumstances are only a few examples of functional or personal components that make up the first aspect. The stimulus's strength, volume, and contradiction are also structural characteristics. Cultural factors have an impact on a person's life as well. The teacher assesses the students' based on their experience. Teacher can discern what lessons kids need to learn through perception. A person's experience and how they regard other people are impacted by all of these factors and more. A teacher purposeful response to anything in the classroom is how they take in the

knowledge and integrate it into their mindset of judgment and action. Perceptions can have a favorable or negative impact on behavior in the classroom, including actions.

Reading was the first step in learning English and one of the four language skills. Making sense of text was the process of reading. Grabe (2009) argues that because all knowledge was written down, students were required to carry out high levels of reading activity. The words production and meaning were crucial here. Language learners can benefit from reading a variety of printed materials, including periodicals, newspapers, fiction or nonfiction books, to learn, enjoy, and find solutions to issues. Reading was an important ability for students learning English as a Foreign Language (EFL) or as a Second Language (ESL). According to the author, reading activities enable kids to broaden their viewpoints while also acquiring the knowledge they require. ESL and EFL readers also advance and get better in all academic subjects. Additionally, they can interact and converse with others from various linguistic and cultural backgrounds.

According to Phillips (2017), Roblox was a user-generated, multi-player social game platform, the biggest social network online, and has millions of users. These users, or so-called players, can create games and profit from them as well. According to an online survey, players log billions of hours per month (Smith, 2018). The statistical study (Knapp, 2018) states that children under the age of 13 spend 51.5 hours per month doing activities. These kids were in the elementary school age range. Roblox Corporation introduces action figures and playsets in 2017 because of its enduring child popularity (Baszucki, 2017).

According to a study by Evans et al. (2017), playing video games in science class helped students become more motivated. The report made note of technical issues that were present throughout the investigation. Technical issues were frequently anticipated for new users, but becoming familiar with how to overcome them was also a necessary skill. Video game play has been shown to aid in problem-solving, foster fresh understanding, and effect change, according to Schrier (2016).

Sousa (2016) concurred that playing video games has advantages. Video games, according to him, are distinct because they have predetermined rules, instant feedback, telltale signs of success and failure, and a clear objective. Video games have been shown to increase visual memory capacity and accuracy. He added that playing video games sharpens one's capacity to block out distractions and increases neuroplasticity. He advises the instructor to make advantage of them (Sousa, 2016).

Based on the results of an interview with one of the English teachers at SMPN 1 Pulau Rakyat on Juny 14 2023, interview results show that teachers have used roblox for vocabulary practice but not for reading comprehension. Previously, students only learned through online learning hampering the realization of learning media for students. Because of the current conditions where students do not have face-to-face interaction with the teacher for two people Over the years, their English reading comprehension were poor, and their motivation lacking learning. They are usually silent in class and refuse to participate in class discussion. Only a few of them are willing to speak up because they get extra

courses outside of school. Furthermore, the teacher believes that the media can used and may be a good suggestion for improving students' reading comprehension even though the teacher only uses it for vocabulary practice. Teaching The material only focuses on textbooks and has never included other learning media for reading comprehension activities in class. Even though the teacher has implement a learning system that involves reading dialogues and presentations them in front of the class, it is not effective in improving students' reading comprehension Skills.

In previous studies, the research was conducted by Ani Sartika Sari (2001) Based on the explanation, animated video was a medium of teaching reading for the students in MTs Negeri Prambanan since it can promote their reading interest. To achieve the conclusion, this study questions whether whether (1) animated video was effective in teaching reading comprehension, (2) students with high reading interest have better reading comprehension achievement than those with low reading interest, and (3) there was an interaction between the teaching media and the students' reading interest in teaching reading comprehension. Journal conducted by chintya (2018) using video animation in Reading comprehension The result of this journal showed; (1) Students were giving positive and good good perception on the use of animation video in teaching listening of narrative text, and (2) The advantage of using animation video in teaching listening of narrative text were; it helped the students in understanding the subject easily, it also helped them in guessing some unfamiliar vocabularies by watching the video, and it gave them some motivation to learn

English. So it can be concluded that the use of animation video in teaching listening of narrative text got the positive response from the students and it also gave them some advantages.

Based on the data obtained from the observations, it appears that most students have low scores and are unable to meet the minimum completeness criteria (KKM) in reading comprehension. As a result, the researcher concludes that students are less interested in reading comprehension because the teacher uses conventional learning media, such as textbooks, which results in low scores. To overcome this problem, the researcher introduces Roblox media as an interesting learning medium for students'. After give that roblox whether the student's score increases or not, if it increases then the perception obtained was good.

B. The Problems of Study

Based on the description of the background of the study stated above, the problems of the study is formulated as follows:

1. What were student's and teacher's perception towards reading comprehension through Roblox Video Game at class VIII SMPN 1 Pulau Rakyat?

2. Why did student's and teacher's have such perception when using Roblox in reading comprehension?

C. Objectives of the Study

Based on the research problems above, the objectives of this research are: To find out the perceptions of students' and teachers towards the Roblox Video

Game as interactive multimedia in reading comprehension in class VIII SMPN 1 Pulau Rakyat.

1. To find out students' perceptions by using the Roblox video game as reading comprehension at class VIII SMPN 1 Pulau Rakyat.

2. To find out students' and teacher's that increase reading comprehension through Roblox at class VIII SMPN 1 Pulau Rakyat.

D. Scope of the Study

Based on the problems identified, it is necessary to narrow the research problem to focus on students' and teacher perceptions of the use of the Roblox Video Game as an interactive multimedia tool in reading comprehension, especially in class VIII at SMPN 1 Pulau Rakyat. To achieve the research objectives, this research limits the problem to the following matters: This research will be conducted on class VIII students at SMPN 1 Pulau Rakyat. The student population is 20 students. The focus of the analysis is on students' and teachers' perceptions of reading comprehension through the use of Roblox Video Games.

E. Significances of the Study

This study was expected to provide contributions to language teaching and learning. Theoretically, this research can help students' in reading comprehension using Roblox videos. Practically, these findings will be useful for teachers to obtain information using Roblox video-based learning media in reading comprehension in the learning process. In addition, this will also be beneficial for students to provide reading comprehension benefits in using Roblox videos as a medium for learning English for class VIII students' at SMPN 1 Pulau Rakyat.