

CHAPTER I

INTRODUCTION

1.1 The Background of The Study

The majority of nations utilize English as their primary language, making it a universal language. One of the most crucial foreign language to study or master is English. Despite being foreign language in Indonesia, English plays a significant role in daily life of our society. This is seen in Indonesia educational system. The most popular foreign language taught in Indonesian school is English, which was taught as the first foreign language in secondary education. This means that all Indonesian student need to be fluent in English, and proficiency in the language requires mastery of for essential skill; speaking, writing, listening, and reading.

Reading is one of the most fundamental language skills that junior high school students must master in English language acquisition. It is not merely a passive activity of pronouncing written symbols, but rather an active, interactive process of constructing meaning between the reader and the text. According to the reading comprehension theory proposed by Nuttall (1996), successful reading involves several crucial sub-skills, such as identifying the main idea, understanding vocabulary, locating references, making inferences, and finding detailed information. Mastering these aspects allows students to grasp the comprehensive message or information conveyed by the author. In the Indonesian educational curriculum context,

students need to learn the types of text, such as descriptive, recount, and narrative text. Among various genres, the narrative text holds a significant position in the Indonesian curriculum (Kurikulum Merdeka/K-13), as it requires students to understand social functions, text structures (orientation, complication, and resolution), and linguistic features.

Narrative text is an imaginative or factual story designed to entertain and engage readers through a chronological sequence of events. It contains key textual elements including an orientation, a complication where a conflict arises, and a resolution where the problem is resolved. Beyond entertainment, narrative text plays a vital pedagogical role because it carries essential moral values and cultural wisdom that students can implement in their daily lives. However, comprehending a narrative text is a complex task for young learners. To fully digest the story, students cannot just read line-by-line; they must be able to recognize unfamiliar past-tense vocabulary, track character pronoun references, and infer the hidden messages embedded in the conflict.

Despite its paramount importance, reading classes at the junior high school level frequently face major pedagogical issues. Based on preliminary observations and discussions regarding English instruction at Nur Ihsan Junior High School, students often exhibit low motivation and poor comprehension when dealing with narrative texts. Many students struggle to understand the meaning of context-specific words, causing them to lose track of the plot. This difficulty is heavily accelerated by conventional,

teacher-centered teaching methods. The English teacher typically relies on a monotonous routine: assigning a text from the textbook, asking students to read silently, and forcing them to answer the comprehension questions at the end of the chapter. This dull learning cycle causes students to become passive recipients, creating boredom and a disinterest in reading.

During teaching and training at Nur Ihsan Junior High School, researcher found that the teacher used Quizlet media in teaching reading process.

R	Good morning, Miss. Thank you for your time. First, I want to ask about your experience. What are the common difficulties that students face when learning reading comprehension, especially narrative text, here?
T	<i>Good morning. In my experience, the biggest obstacle is their vocabulary. Students easily get frustrated and lose interest when they see a long narrative text because they do not know what the words mean. Most of them have a very limited vocabulary, so when they read a story, they cannot follow the plot or find the moral value because they get stuck on unfamiliar words.</i>
R	I see. Then, how do you usually teach reading narrative text before? What methods or media do you use?
T	<i>To be honest, I used to rely heavily on the textbook and LKS. Usually, I ask them to read the text and then we translate it together sentence-by-sentence. After that, I ask them to answer comprehension questions at the end of the chapter. If I just ask them to look up words in a physical dictionary, it takes too much time and makes the class incredibly boring. The learning process became very monotonous and teacher-centered, but I had limited time and tools were practical enough to use.</i>
R	What motivated you to start choosing and implementing Quizlet in your reading class now?

T	<i>I felt an urgent need to change my strategy because today's kids are digital natives with their smartphones. I discovered Quizlet and found it very practical. I converted past-tense vocabulary from the narrative text into flashcards with visual pictures. I used a feature called Quizlet Live where they can play in teams. I hope by shifting to this digital platform, the reading class will become alive, and they can master the text structure without feeling bored.</i>
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Table 1. Preliminary data Teacher Interview

Based on preliminary data obtained from classroom observation and informal interviews with an English teacher. The English teacher recognizes that students need additional method in reading English, because many students still struggle to comprehend reading in narrative material. The teacher applied Quizlet as media in teaching and learning narrative text.

According to the English teacher, the use of learning media Quizlet offers a new approach, instead of just passively reading the text, students can use Quizlet to enrich the vocabulary found in the story, understanding the narrative flow, and even test their understanding independently. The interactive flashcards and games make studying more engaging and enjoyable, which can improve motivation and retention.

To bridge the gap between traditional reading difficulties and active text engagement, the integration of Computer-Assisted Language Learning (CALL) through gamified educational platforms has emerged as a promising solution. One digital media platform that has gained significant attention is Quizlet. Quizlet is an online learning application designed to facilitate vocabulary drilling and conceptual reviews through interactive study sets. It features various engaging digital modes such as Flashcards for

sensory word-association, Match for interactive word recognition, and Quizlet Live, a collaborative team game that introduces healthy competition into the classroom. By shifting from physical worksheets to interactive screens, Quizlet has the potential to transform a monotonous reading class into a dynamic, highly participatory space, enabling students to tackle Nuttall's reading components specifically vocabulary acquisition in an enjoyable manner.

At Nur Ihsan Junior High School, the English teacher has started implementing Quizlet as an alternative instructional medium to revitalize the reading class for narrative texts. Since this classroom intervention marks a fundamental shift from paper-based routines to digital-based activities, a comprehensive qualitative inquiry is highly necessary. A descriptive qualitative investigation allows the researcher to capture the naturalistic reality of this technological shift, documenting exactly how the teacher orchestrates the platform and how the students react to it. Despite many studies focusing on student learning outcomes, there is a noticeable research gap concerning the teacher's challenges during the implementation phase. Most studies emphasize what students achieve, but few investigate how teachers actually manage the tool in a real-world classroom setting. The pedagogical and technical challenges faced by teachers are often overlooked. Implementing a digital tool is not as simple as logging into a website; it involves curriculum alignment, classroom management, and navigating technical hurdles.

Previous studies mostly focus on the effectiveness of Quizlet in improving vocabulary mastery and students' motivation, while limited research has explored how Quizlet is applied in real classroom settings and the problems faced by teachers during its use. Reflecting upon these conditions, the researcher recognizes the urgency of capturing a vivid, systematic depiction of this digital integration in a real-world classroom environment. Therefore, the researcher intended to conduct study entitled "The Implementation of Media Quizlet in Teaching Reading Narrative text at Nur Ihsan Islamic Junior High School".

1.2 The Problems of The Study

Based on the background of the study, the problem of the study where formulated as follows:

- How does Quizlet Implemented in teaching reading narrative text for Grade VIII at Nur Ihsan Junior High School?

1.3 The Objectives of The Study

- To investigate how Quizlet media implemented in teaching reading comprehension narrative text at Nur Ihsan Junior High School

1.4 The Scope of The Study

The scope of this study has been determined by the researcher in relation to the topic as stated above. This study is limited to the use of Quizlet as a learning media in teaching reading comprehension of narrative text for Grade VIII Nur Ihsan Junior High School. The study focuses on the

application of Quizlet in teaching reading narrative text and the problems faced by teachers in using Quizlet during reading instruction. This study does not examine students' achievement scores statistically but emphasizes classroom practices and teachers' experiences.

1.5 The Significances of The Study

The significances of this research expected to give benefit both theoretically and practically :

a. For the Teacher

This study expected to enhance the knowledge about teaching reading narrative text by using Quizlet media, it can be two way to help teacher and students to know the suitable strategy that can be use in by students in learning English to improve their reading skill. The teacher will be enriched with variety of media to teach the students

b. For the Students

The result of the study was this research can be an alternative source that will be very helpful in understanding the use of Quizlet media and how it is applied in teaching reading comprehension of narrative text.

c. For Other Researchers

The result of this research may be helpful and hopefully this thesis can be provided some information for the next researcher about learning media Quizlet in reading narrative text. The result if the research was expected to contribute to future researcher, teachers, and students. The researcher will be able to implement this media at another school