

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is considered one of the most important skills in English language learning because it enables students to acquire information, expand their knowledge, and understand messages conveyed through written language. Reading is not only about recognizing words and sentences, but also involves understanding, interpreting, and constructing meaning from a text. According to Grabe (2009), reading is an interactive process in which readers combine textual information with prior knowledge to construct meaning. Similarly, Nunan (2003) explains that reading requires learners to understand the content, structure, and communicative purpose of a text. Therefore, reading plays a crucial role in supporting students' academic achievement and language development.

In junior high school, students are required to study various types of texts, including descriptive texts. A descriptive text is a type of text used to describe a person, an animal, or specific object in detail. Through descriptive texts, students are expected to identify specific information, understand the characteristics of the described object, and develop their reading comprehension skills. However, many students still struggle to understand descriptive texts, particularly when identifying detailed information and interpreting unfamiliar vocabulary.

Based on preliminary observations conducted at MTsN 2 Medan, the researcher found that the worksheets commonly used in the classroom are still dominated by printed materials consisting of reading passages accompanied by

comprehension questions. Such worksheets provide limited opportunities for students to actively engage with the learning material. As a result, students often show low motivation and limited participation during reading activities.

The advancement of educational technology has encouraged teachers to integrate digital resources into the teaching and learning process. Technology-supported learning can create a more engaging environment and foster active student participation. Arsyad (2017) states that technology-based media can increase student attention and facilitate their understanding of the learning material. Furthermore, Smaldino, Lowther, and Russell (2015) emphasize that the integration of technology can increase student engagement and create meaningful learning experiences. Therefore, digital learning resources can be considered an appropriate

One example of technology integration in education is the use of digital worksheets. Different from conventional worksheets, digital worksheets can include multimedia elements such as images, videos, links, and interactive activities. These features allow students to participate more actively in the learning process and provide more flexibility in accessing educational content. Therefore, digital worksheets have the potential to increase students' interest and engagement in reading activities.

Most of the students have not met the Minimum Competency Criteria (KKM) of English Subject. Therefore, it is necessary to develop more interactive and engaging worksheets to improve students' reading comprehension skills. Students' score on the descriptive text reading comprehension test is as follows:

Table 1.1 Table of Students' Achievement Categories

Score Range	Categories	Number of Students	Percentages (%)
90 – 100	Excellent	4	13.33
75 – 89	Good	5	16.67
60 – 74	Enough	9	30.00
40 – 59	Poor	8	26.67
0 – 39	Very Poor	4	13.33
Total		30	100%

Based on the analysis of students' scores using a Minimum Competency Criteria (KKM), set by the school which is 70.00. It was found that 9 out of 30 students 30.00% achieved the minimum standard, while 21 students 70.00% did not meet the required criterion. This result indicates that the majority of students have not yet achieved satisfactory learning outcomes.

In terms of achievement categories, the largest proportion of students was classified as enough 30.00%, followed by those in the poor category 26.67%. These results show that many students were close to the minimum standard but still lacked sufficient mastery of the material. Meanwhile, 5 students 16.67% were categorized as good, and 4 students 13.33% achieved an excellent level. A smaller group of students fell into the very poor category 13.33%, indicating the need for intensive support. This condition suggests improvements in worksheets to enhance students' achievement and help them reach the expected learning.

Based on the phenomena above, students' reading achievement results indicate that many students have not yet met the Minimum Competency Criteria (KKM) set by the school. These findings suggest that students need more engaging and interactive learning materials that can help them improve their reading comprehension skills, particularly with descriptive texts.

To address this issue, researcher propose the development of digital worksheets using QuizWhizzer. QuizWhizzer is a game-based educational platform that allows teachers to create interactive quizzes and learning activities. Through features such as avatars, leaderboards, points, ad game boards, QuizWhizzer can make the learning process more enjoyable and encourage students to participate actively. The integration of game elements with educational content is expected to increase student motivation and support the development of their reading comprehension skills.

From the explanation above, this study proposes the use of *QuizWhizzer* as a digital worksheet to support the teaching of reading descriptive texts. Therefore, this research focuses on developing an interactive digital worksheet using the *QuizWhizzer* application to address the limited use of interactive digital worksheets and students' reading achievement remains below the Minimum Mastery Criteria (KKM).

B. The Problem of the Study

Based on the background of the study above, the problem of the study is: "How is the development of digital worksheet in reading descriptive text by using *QuizWhizzer* application?"

C. The Objective of the Study

Based on the problem of the study above, the objective of the study is: To develop a digital worksheet in reading descriptive text by using *QuizWhizzer* application.

D. The Scope of the Study

Based on the background of the study above, this study will be limited only for the descriptive text. The focus of this research is to design and develop an interactive digital worksheet that can help students improve their understanding and interest in reading descriptive text. This study is administered for the Seventh Grade Students at MTsN 2 Medan academic year 2025/2026.

E. The Significances of the Study

The findings of this study are expected to be able to give important contributions from both theoretically and practically.

1. Theoretically

Theoretically, this study is expected to give further information and theories about developing digital worksheets in reading descriptive text by using the *QuizWhizzer* application for Seventh Grade students at MTsN 2 Medan.

The findings of this study will expand and enrich theories related to this era, and furthermore, provide commitment and contribution to the improvement of instructional research in Indonesia by utilizing digital technology to support students in reading.

2. Practically

The findings are expected to be useful for teachers, students, and the next researchers practically, as follows:

- a) For the Teachers: it is hoped that they knew students' problems and needs in reading descriptive text. Try to make a creative students' worksheet related to students' needs by using *QuizWhizzer*. It is also

expected to inspire and motivate the teachers to be more creative and innovative in creating inventive and effective students' worksheets by using *QuizWhizzer* in reading descriptive text.

- b) For the Students: this study aims to help the students to have an understanding of students' worksheets by using *QuizWhizzer*, so it can assist them with working their capacity and enhance their knowledge in reading descriptive text.
- c) For the next Researcher: the results of this study may serve as a useful reference for designing other forms of interactive digital worksheet, especially in descriptive text.

