CHAPTER I

INTRODUCTION

This chapter explains the background, why this research is important to be studied and how it is related to the topics in research fields. This chapter also elaborates several theories by the expert to justify the study of this research based on the problem.

A. Background of Research

Reading is making meaning to and getting meaning from printed or written material (Finocchiaro and Bonomo in Tarigan, 1973:119). In the way, teachers teach influence students ' enthusiasm in acquiring reading skills and understanding text content. It is often found that most teachers only use whiteboards and markers to teach reading skills. In this case, students are given only textbooks and must understand the contents of the text. The use of this media doesn't effectively develop the knowledge of reading students to read English subtitles. This issue is faced by students in junior high school. Also, it can be identified from the low interest and participation of students. Regarding the problem described, a teacher should be creative and effective in delivering material in class to understand the complex content of the text. To build an interesting learning atmosphere, teachers must provide interesting and

enjoyable media for the students. Interesting learning can make students interested in reading learning.

ITC benefits in learning as a learning presentation medium, e.g. in the form of power point slides and animations with flash programs. As a medium of self-learning or E-Learning, for example, students are given the task of reading or searching for sources from the internet, submitting answers to tasks, even trying and doing learning materials. Through E-Learning, learning is no longer limited by space and time. Learning can be done anytime and anywhere. This encourages students to analyze and synthesis knowledge, dig, process and utilize information, produce their own writing, information and knowledge. Students are stimulated to explore science. Facilities that can be utilized by students to learn through E-Learning include: E-Book, E-Library, interaction with experts, email, mailling List, News Group, and others.

Quipper is a London-based educational technology company aimed at improving student outcomes through compelling scroll and interactive technology. Teachers are attracted by the technology potentials in improving students ' capabilities with the support of international education communities. Using Quipper builds relationships with schools, parents, teachers, and students. Even in the Covid-19

pandemic teachers, students and parents can connect with learning through Quipper

There are some previous research relating to the use of Quipper application in an educational context. First, a study conducted by Rizky Rahmawati, Sudiyanto, Sri Mulyanti (2015) shows most students gave positive responses toward the use of quipper application is an appropriate media for improving students' accounting. Second, research from Bambang Surahmadi (2016) The Influence of Quipper School-Based Virtual Learning Media To Improve Learning Motivation And Learning Outcomes of Students Grade VIII SMPN 1 Temanggung.

Until recently, there is no specific research on the use of Quipper application as media for teaching to improve reading ability. Therefore, it is interesting to investigate whether or not the use of Quipper application can improve students' reading ability. To conclude, Quipper application are taken as the teaching media to improve students' reading ability.

Hence, the present study is intended to investigate THE USE OF QUIPPER APPLICATION AS MEDIA FOR TEACHING ENGLISH TO IMPROVE STUDENTS' READING ABILITY. And the hope of this research will be useful to the practice of reading learning in the future.

B. Research Questions

Based on the background explained above, here are the following specific problems as follows:

1. What is the students' reading ability before being taught by using Quipper application?

2. What is the students' reading ability after being taught by using Quipper applications?

3. How significant is the improvement of students' reading ability after using Quipper application?

C. Research Objectives

Based on the questions above, the purposes of research are as follows:

1. To describe the students' reading ability before being taught by using Quipper application.

2. To describe the students' reading ability after being taught by using Quipper Application.

3. To find the improvement of students' reading ability after teaching reading by using Quipper application.

D. The Significance of Research

The results of this study offer theoretical and practical significances Theoretically, this study can add the current theory dealing

with the implementation of multimedia teaching aids to improve the quality of reading ability. The findings of the study may give information about the usefulness of applying Quipper application as teaching media in the language learning to improve students' reading ability.

Practically, this study offers benefits to some parties. The result of the study gives new experience and knowledge for English teachers to be benefited from Quipper application in improving the quality of students' reading ability. Besides English teachers, this study can also be used for anyone who wishes to learn to speak English because it can be done outside the classroom. Furthermore, it motivates and encourages them to be involved more actively in improving their reading ability which is appropriate for classroom activities. Finally, the findings of this study can be used as a reference for further research of the relevant topic.

E. Rationale

As one of the four language skills in English, reading should be mastered by the students. According to Murcia (1991),

> "reading is the most important language skill for academic success. Reading has become the realization of knowledge and education. Reading comprehension is very important in our complex daily life. We always apply this skill every day in order to get information".

Alderson (1984:1) states that In many parts of the world a reading knowledge of a foreign language is often important to academic studies, professional success, and personal development.

That is why, in the language, also read as a means of information and fun activities, as well as a means to get to know something about the language. However, the second student (L2) has a difficulty level to read the language. Students have difficulty interaction and variation to understand. The reason is a difficulty, such as understanding, grammar, pronunciation, decoding, and vocabulary.

Quipper School is an online learning platform that involves teachers and students in learning and supporting teachers in classroom management in the classroom. Using technology, the Quipper School reduces teacher work. It allows teachers to provide and analyze work independently and give more attention to students in the classroom. Quipper School empowers teachers to focus on providing education for our future generations.

The use of application materials on the mobile phone especially Quipper Application can be a suitable media in teaching English for junior high school students since the Quipper application appears in interesting materials and contain several kinds of information which are

related to the fact about real life. All of the content of Quipper is usually interesting for the reader because of its appearance in full color, full picture, etc. and, usually young learners are interested in pictured or colored materials. So, it is assumed that the use of Quipper application as media for teaching English to improve students' reading ability.

To sum up, in finding out the effect of the use of Quipper application as media for teaching English to improve students' reading ability, the research framework is designed as follows:
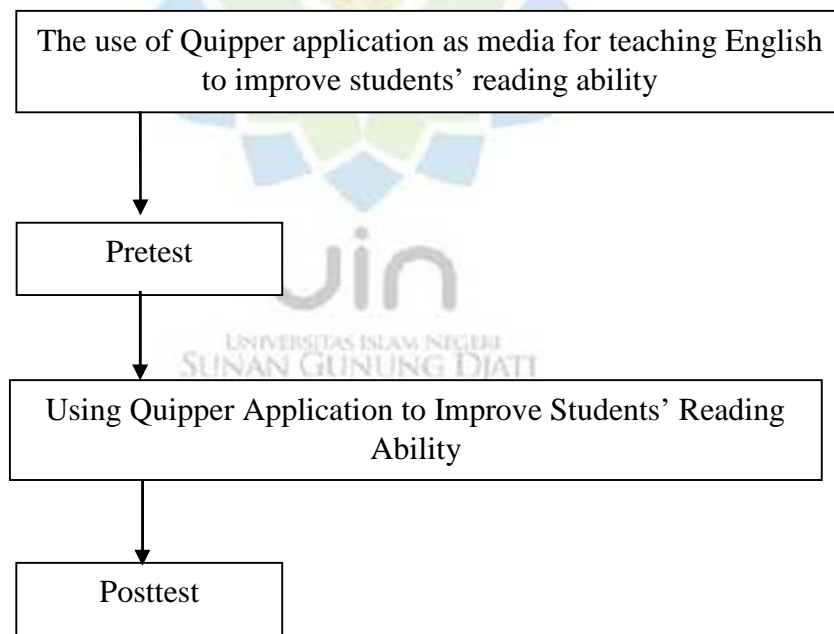
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Figure 1.1 Research Framework

F. Hypothesis

This study has two variables; using Quipper application as the independent variable and students' reading ability as the dependent variable. The relation of the research hypothesis is proposed as follow: "The use of Quipper application will improve students' reading ability."

"There are two forms hypothesis in this research: null (H_o) and alternative (H_a)" (Creswell, 2012). If the hypothesis is written in a certain formula, it will appear as follows:

1. Null Hypothesis (H_o); there is no improvement of students' reading ability after being exposed with Quipper application.

2. Alternative Hypothesis (H_a); there is an improvement of students' reading ability after being exposed with Quipper Application.

G. Previous Studies

The first research is a thesis with the title Pengaruh Penggunaan Media Pembelajaran Quipper School terhadap Hasil Belajar Siswa Kelas VIII Mata Pelajaran Matematika SMP Negeri 4 Semarang written by Masriati Lingga (2014). This study was about the influence of the use of Quipper in the mathematical achievement of students'. The writer tried to find out if using Quipper to teach a math lesson is effective or not. He

found a significant difference in students' performance before and after they were taught with Quipper. Therefore, Quipper was effective towards math achievement and it was suggested that it be used to teach a math lesson, especially to SMP Negeri 4 Semarang 8th grade students. The difference between theses is the material that students are taught. The previous thesis used Quipper for student grammar achievement in mathematics, and this thesis used Quipper to teach reading descriptive texts.

The second investigation is a journal titled "Keefektifan Penerapan E-Learning-Quipper School pada Pembelajaran Akuntansi di SMA Negeri 2 Surakarta" written by Rizki Rahmawati, Sudiyanto and Sri Sumaryati (2015). Quipper was used to develop students' reading comprehension. There was a significant difference between the SMA Negeri 2 Surakarta twelfth graders' reading comprehension before and after using Quipper. Quipper could be used as a medium in teaching reading material because it was shown to work well in improving students' reading comprehension. Students must motivate and improve their understanding so that they can perform the task well. The difference between theses is the material that is taught to students. The previous thesis used a hot potato questionnaire

to teach an accounting lesson, and this thesis used the Quipper School medium to teach reading descriptive text.

The third research is a thesis entitled "Pemanfaatan Quipper School di Kalangan Siswa SMA (Studi Deskriptif tentang Pemanfaatan Quipper School sebagai Media Pendukung Belajar Siswa di Madrasah Aliyah Negeri Jombang)" written by Elisa Rokhimatul Uma (2016). The purpose of this research is to describe the use of the Quipper School e-learning used by the students of Madrasah Aliyah Negeri Jombang (MAN Jombang) as a means of supporting learning activities. Based on the research analysis, it is known that MAN Jombang students have a relatively high level of performance expectations, effort expectation, social influence and the state of the facilities that they support, with an average value score of 4.05 for the performance expectations variable, 4.075 for expectations. from the effort variable, 4.00 for the social influence variables and 3.57 for the facility support conditions variable. The difference between the theses is the type of the research. The previous thesis used descriptive qualitative, and this thesis used experimental research.