

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher discusses about : (1) The concept of Teaching; (2) The concept of Reading Skill; (3) Reading Comprehension; (4) Descriptive Text; (5) Quizizz Application; (6) Scoring Rubric of Multiple Choice Scoring; (7) Previous Studies.

2.1 Theoretical Framework

2.1.1 The Concept of Teaching

1. Definition of Teaching

Teaching is a scientific process majors in it's content, the way of communication and the feedback (Rajagopalan, 2019). By teaching teacher transfer their knowledges through communicating with students in order that students can get new informations about something they have learned. In order to deliver it well to the students, teacher needs to try to develop tehir ways of communicate till students can receive all of the informations nicely and also orderly. Students also have to give feedback after receive all of the knowledges from teacher with ask question when they don't understand some part of the materials. They can also answer teacher's question and a feedback wether they understand the materials or not. Effective teaching necessitates the expertise of a skilled and experienced teacher.

2. The Categories of Teaching.

According to Ismail, H. (2017), The nation of teaching is devided into three categories by the International Encyclopedia of Teaching and Teacher Education:

- a. The term “teaching success” refers to the fact that learning is a component of teaching. Teaching entails learning and is defined as an action that has a direct impact on learning.
- b. Teaching as a deliberate action implies that, while it may not logically imply learning, it can be expected to result in learning.
- c. Teaching as a normative behaviour refers to actions made with the goal of assisting others in learning.

3. Teaching Reading in Junior High School

The debate on teaching English reading in junior high school is the main topic of this section. The teacher must know the process’ goals and what they should do while teaching English reading in a junior high school. The teacher should also be able to name the students who are the process’ intended audience. According to the instructors’ tactics in teaching reading in junior high school, teachers employ various methods to ensure that students learn both how to read in English and how to comprehend the reading material (Pandiangan et al., 2021). Teachers carry out the preparation, activities, and evaluation steps in the teaching learning process.

With reading aloud techniques, teachers can help students improve their thoughts and knowledge of texts and how to read affectively in English. Technically, teachers integrate multiple tactics. The goal was to make it simple for teachers to aid students in mastering reading-related courses. To assist pupils in learning to read, various tactics should be used. According to the material, teachers must focus on basic competence and indicators of competence achievement.

2.1.2 The Concept of Reading Skill

1. Definition of Reading

Reading skill is an individual's position on a task in reading (Perfetti, 2001: 128). Furthermore, Bonjovic (2010: 1) defines reading skills as a cognitive ability in which a person is able to communicate with written text. In other words, reading skills are the ability of readers in reading activities such as being able to determine main ideas, interpret meaning, activate prior knowledge or experience from readers and be able to summarize based on the text read.

2. Theory of Reading Skill

Reading skill is an individual's position on a task in reading (Perfetti, 2001: 128). Furthermore, Bonjovic (2010: 1) defines reading skills as a cognitive ability in which a person is able to communicate with written text. In other words, reading skills are the ability of readers in reading activities such as being able to determine main ideas, interpret meaning, activate prior knowledge or experience from readers and be able to summarize based on the text reading.

The ability to read comes from other professionals. The table below shows the reading abilities that (Mukulecky, 1990) also suggests.

| No. | Skilss | Purposes |
|------------|---------------------------------|--|
| 1. | Computerized decoding | Students are able to quickly identify worrds. |
| 2. | Both a preview and a prediction | Students can infer the topic of the book by taking a cursoy peek at the text. |
| 3. | Purpose identification | Students are able to anticipate the format and setting of the material |
| 4. | Defining Objectives | Students can understand the purpose of reading the book |
| 5. | Scanning | Students can quickly scan a text to determine the exact information it contains. |
| 6. | Identifying topics | Once they have read and understood the content, students are able to determine what it is about. |

| | | |
|-----|---|---|
| 7. | Sentences related to the issue | A topic sentence can be located by students in a text. |
| 8. | Drawing conclusions from the evidence | Students are able to extrapolate the text's primary themes and provide evidence back up their deductions. |
| 9. | Determining the meaning of words from context | Students can infer a unknown word's meaning from its context. |
| 10. | Skimming | Students can quickly process a text at many levels to obtain a broad understanding of it |
| 11. | Paraphrasing | To better grasp the content, students can paraphrase it in their own words. |
| 12. | Summarizing | By keeping and restating the essential idea while excluding supporting elements, students can make the writing shorter. |
| 13. | Forming an opinion | Students are able to combine the knowledge from several book sections and generate fresh or additional thoughts. |
| 14. | Critical Reading | Students are able to determine whether the material is accurate in light of the reader's prior knowledge and to differentiate between facts and opinions. |
| 15. | Read more quickly | Students can read quickly enough for the brain to assimilate the information. |

Table 2.1 Reading Skills and The Purposes

3. Types of Reading

According to Patel and Praveen (2008), there are several types of reading such as intensive reading, extensive reading, aloud reading, and silent reading.

A. Intensive reading is a type of reading that focuses on vocabulary that is usually found in poetry, novels, or other sources. For example, students focus on linguistic or semantic details of reading and focus on structural details such as grammar.

B. Extensive Reading is a type of reading that involves students to develop text reading skills in general. For example: like journals, newspapers and magazines as much as possible, especially for fun.

C. Reading aloud is reading loudly and clearly. Example: Reading poetry, dialogues, and other types of text.

D. Silent reading activities are activities to train students to read silently so that students can focus their attention or mind on understanding the text. For example, students read the text silently.

2.1.3 Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is the ability to understand, interpret, and derive meaning from written text. It involves the active process of constructing meaning by interacting with the words and ideas presented in a passage or document. Reading comprehension encompasses various skills, including understanding the main idea, identifying supporting details, making inferences, drawing conclusions, recognizing the author's tone and purpose, and evaluating the overall message of a text. (Stoller et.al., 2002:17). Reading comprehension refers to the ability to understand and interpret written text. It involves various cognitive processes, including understanding vocabulary, making inferences, recognizing main ideas, identifying supporting details, and drawing conclusions. Reading comprehension goes beyond merely decoding the words on a page and involves actively engaging with the text to extract meaning, analyze information, and construct a coherent understanding of the material.

2. Reading Comprehension Related to Curriculum in Junior High School

Reading comprehension is the ability to understand, and reflect on what we read (Duke, N.K, 2002). Reading comprehension skills have an increase in students' reading

comprehension scores significantly. Reading comprehension is one of them while learning how to comprehend descriptive text.

| Basic Competencies | Indicator |
|--|--|
| 3.7 Analyzing the social function, text structure, and linguistic elements of simple descriptive text about people, places, tours, and famous historical buildings, according to the context of their use. | Analyze students are able to identify generic structure and language features from descriptive text. |

Table 2.2 Competences of Lesson Plan

2.1.4 Descriptive Text

1. Definition of Descriptive Text

According to (Wilbur, 1996), descriptive text is a genre of writing that aims to provide a detailed and vivid description of a person, place, object, or event.

According to (Gerot, 1994), a descriptive text is social function describe a confident person, place, or thing. It means that a text that defines a person, place, or something is explicitly descriptive.

Descriptive text refers to writing that aims to provide a detailed description or description of a person, place, object, event or concept. The purpose of descriptive text is to present information by describing something in descriptive text. By using descriptive language, such as adjectives, adverbs, descriptive text tries to convey about the subject to be discussed or to be described.

2. Generic Structure

The following is a generic framework for descriptive text:

a Identification

This section introduces the description's subject.

b Description

This section delves into the specific characteristic of the subject. It could be used to describe parts, attributes, characteristics, size, physical appearance, aptitude, daily routine, and so on.

3. Descriptive Text Grammatical Features

- a Focus on small number of people. This indicates that single object can only be described in a descriptive text.
- b It is to employ attribution and identification techniques. To define the position, use an adjective, noun, or phrase before a noun. A way of determining details about an object that will be described, such as its history or what it is, is known as an identifying process.
- a. Classifiers and epithets are widely used in nominal groups.
- b. The present tense is in the simple form.

4. The example of Descriptive Text

My Best Friend, Hanni

Identification: Let me introduce you to my best friend. Her name is Hanni. She is my classmate in Junior High School. She is thirteen years old.

Description: Hanni is so pretty. She has an oval face, rounded eyes, pointed nose and beautiful black long hair. Her skin color is fair. Also, she has a slim body and is quite tall. She is 155 centimeters tall. Hanni really loves to sing and dance. She joins the dance club as her extracurricular activity at school. She is smart and friendly. She often helps me to do my homework and always respects the elders. Everyone loves her.

2.1.5 Quizizz

1. Definition of Quizizz

Djamarah (2002: 140) states that the purpose of learning media is related to several things, namely auditive media, visual media, and audio-visual media. Quizizz is included in audio-visual media because it uses elements of images and sounds.

Quizizz is an online assessment tool that allows teachers and students to create and use it. It is very clear that the teacher can make the desired quiz questions according to the material to be used. In making quiz questions, Quizizz makes it very easy for teachers, where questions that are input into Quizizz can be saved and edited. And the teacher doesn't need to use a print out to present the quiz questions.

2. Purposes of Quizizz media

Quizizz is an excellent medium that allows you to create online quizzes, similar to Kahoot. Students can actually see the questions on the gadget, and it's much less competitive than Kahoot. Timer settings can be changed, and each student works at his own pace. This prevents students from feeling bored while working on the questions and avoids feeling stressed when they look at the scoreboard. You can set Quiz as homework or have students work on it in class. The program records data, and you can easily export the results to an Excel file. You just need to use your (Google) email address to sign in. This reduces the anxiety students experience when they find out they are the last. It's also quite simple to design your own quiz from public quizzes created by other people. This saves a lot of time on assessments. (Medvedovska, et.al., 2016).

3. The Implementing of Quiziz

Quizizz is a web tool that creates interactive quiz games in quiz activities. Students can easily and happily learn and easily understand the material. Here are some steps on how to run the Quizizz Application:

1. Students can search <https://Quizizz/> via Google or Chrome.
2. Students have searched for Quizizz on Google search. Students are expected to choose 'Join Quiz'.
3. After students select 'Join Quiz'. On the top menu there are 3 choices, then students will choose the option 'Enter Code'. Students will choose 'Enter Code', so that students can enter the code that will be given by the researcher, and can join the quiz room.
4. After students select 'Enter Code', students will enter a new page, where students will start entering the code that will be given by the researcher.
5. When students after get the code from the researcher, students will enter a new page. On this page, students are asked to write their full name. After students have written their full name. Students can select the 'Start' button.
6. After pressing the 'Start' button, students will enter a new page, where students will wait for other friends to enter the quiz room and wait for the researcher to start the quiz.
7. After the researcher has started the quiz, students will start working on the time allotted by the researcher.
8. Lastly, the value and the number of questions that are wrong and correct will appear at the end of the quiz, and Quizizz will display the 3 children with the highest scores.

2.2 Scoring Rubric of Multiple Choice

| Number of Question | Scores | Criteria |
|----------------------|-----------|-----------------------|
| 1 – 20 | 1 | The answer is correct |
| | 0 | The answer is wrong |
| Maximum score | 20 | |

Table 2.3 Scoring of Multiple Choice

In this study, reading comprehension skills were tested using multiple choice questions via Quizizz. One question has several possible answers, including a correct answer and several wrong answers. It consists of 20 multiple choice questions in cycle 1 with a time of 40 minutes and in cycle 2 with a time of 30 minutes. And the score for 1 number is 1 point.

2.3 Previous Study

Some related studies become the references for this research. The first related study by N.W.I Priyanti in 2019 conducted research entitled *Effect of Quizizz Towards the Eleventh-Grade English Students' Reading Comprehension in Mobile Learning Context* (Case study at SMA Negeri 4 Singaraja in 2018/2019). The test results showed that the influence of Quizizz dominated the aspect of literal recognition. It can be concluded that mobile learning using the Quizizz application has an effect on increasing students' reading comprehension skills.

The second similar research also conducted in 2022 by Yulia Udin Safitri, entitled *The Effect of Quizizz Application in Reading Comprehension Toward the Second Grade Students at Smp Negeri 1 Tellu Siattinge* (Case study for grade eight at SMP Negeri 1 Tellu Siattinge). the test results showed that the researcher concluded that there was an increase in students' reading comprehension skills through the Quizizz application.

Considering the two previous related studies, it proved that quizizz, which had been implemented in English learning classes, had an impact as a web-based educational tool. Researchers of this study tended to know the effectiveness of quizizz in students' reading comprehension. The difference between this study and previous research lied in the place, time and learning environment.