# CHAPTER I

## INTRODUCTION

This chapter presents an investigation and explanation of reading comprehension, especially for students. It covers the background of the study, the research question, the purpose of the study, the scope of the study, the significance of the study, the definition of terms, and the organization of the paper.

## 1.1 Background of the study

Reading and comprehension are two inseparable terms. To read, we must be able to interpret the actual text as well as comprehend what we read (Linse, 2005). It implies that readers use information from the text as well as their prior knowledge to construct meaning. According to Klingner, et al (2007), reading comprehension is an activity of engagement among readers and what they provide to the text, such as prior or background information and method application. However, many children who have excellent comprehension skills struggle to grasp what they are reading. These readers are frequently referred to as poor comprehenders (Snowling & Hulme, 2011).

Furthermore, most teachers use a conventional method since they simply teach students by asking them to have an assignment on their books or worksheets. In teaching reading, the teachers ask the students to find the answer to the questions based on the paragraph (Sari, 2017). According to Gomleksiz (2007), this method has made students lose interest in EFL classes because teachers are the primary sources, and students are taught as passive listeners rather than active learners.

Several factors can motivate students to read, such as interest, engagement, social interaction, and emotional achievement (Gambrell, et.al, 1996). Students can achieve the goals because they use intrinsic motivation to engage with a text, use cognitive abilities to comprehend, and share their knowledge by discussing with teachers and peers (Guthrie & Wigfield, 1997). The approach should increase students' interest in reading.

Gamification-based learning has been analyzed in depth as one of the components of the tools that could be beneficial for teachers in encouraging

students to pay greater attention to their teachings. Gamification is defined as the implementation of game elements to enhance learning and associated performance (Landers, 2014). It means that it is the way of forming current behaviors or classroom instruction into a game-like composition (Landsell & E. Hägglund, 2016). Gamification is commonly used digitally. On the other hand, teachers faced the difficulties such as technical obstacles and challenges with digital games, a lack of access to the internet and technology, and other issues (Demirbilek, et.al, 2022).

Gamification does not only happen when we use technology but also completely non-tech (Matera, 2015). Because of their ease of application to a variety of non-game contexts, points, levels, and leaderboards have emerged as the standard bearers of gamification (Hamari et al., 2014; Seaborn & Fels, 2015). Furthermore, previous research showed that increasing the students' motivation (Bali, 2019; Ding et al., 2018, Suharno, 2023; Qiao, et.al., 2023), enhances the students' engagement (Bali & Holilah, 2021; Lopez & Tucker, 2019) and a positive relationship between gamification and learning (Ertem & Arı, 2022; Suharno, et.al, 2023; Qiao, et.al., 2023) and increasing social interaction (Dikcius, et.al, 2021, Padilla-Zea, et.al, 2022).

However, in prior research little attention has been paid to the use of non-digital gamification in reading comprehension. Kerti Nitiasih & Budiarta (2021) observed 31 fifth-grade students towards the use of non-digital gamification on Balinese local stories in reading comprehension. The finding showed that there was a positive impact on students' reading comprehension. In addition, Qiao, et.al (2022) observed 104 secondary students towards the use of non-digital gamification to support collaborative morphological analysis. The finding showed that non-digital gamification increased students' satisfaction with the course. However, non-digital gamification was not more effective in increasing students' cognitive engagement.

Based on the previous study, it is imperative to investigate teaching reading comprehension in different contexts and methods. This study aims to describe the implementation of non-digital gamification in teaching-learning reading comprehension and find out what the student's perceptions of non-digital

gamification in teaching-learning reading comprehension are. Furthermore, investigating the integration and potency of gamification in the EFL classroom could be highly beneficial to English teachers.

**1.2 The research questions**

Regarding the problem mentioned above, the existing study attempts to address this question:

How does non-digital gamification affect junior high school students' reading comprehension?

**1.3 The aims of the study**

Due to the problem investigated, the study aims :

To describe how non-digital gamification affects junior high school students' reading comprehension.

**1.4 The scope of the study**

This study only focuses on analyzing the use of non-digital gamification in teaching reading comprehension among junior high school students in Bandung, which was taken from a class observation for about four weeks. The analysis centered on how non-digital gamification affects on junior high school students' reading comprehension. A case study was used in the study.

**1.5 The significance of the study**

The current study is significant, at least from perspectives :

**a. Theoretically**

This study can be used to support future research on describing the implementation of non-digital gamification in teaching-learning reading comprehension and the student's perception of gamification in teaching reading comprehension.

**b. Practically**

This research will aid with the practical methods taught in the classroom. Gamification will be beneficial for people who want to develop teaching and learning in an interesting environment to teach reading comprehension.

**c. Professionally**

Professionally, the research findings can be utilized as helpful references for other researchers interested in researching teaching reading comprehension.

**1.6 The clarification of related terms**
**Reading Comprehension**

Reading comprehension is a mental construct in which the reader represents what he or she has read (Van Den Broek & Espin, 2012). In addition, it is defined as the ability to identify specific textual information from a text (Cahyono, 2011).

**Non-digital Gamification**

Gamification is defined as the implementation of game elements to enhance learning and associated performance (Landers, 2014). In non-digital gamification, a conventional educational setting is constructed like a game without the use of technology, with students being awarded experience points rather than conventional scoring systems (Barata et al., 2013).

**1.7 Organization of the Paper**

This study has been divided into five chapters to make it easier to understand, as follows:

Chapter I: Introduction

The first chapter discusses the background of the study, the research questions, the aims of the study, the scope of the study, the significance of the study, the definition of related terms, and the organization of the paper.

Chapter II: Literature Review

The second chapter contains a theoretical foundation. This chapter also covers the definition of reading, reading comprehension, gamification, and other theories pertinent to the study.

Chapter III: Research Methodology

The third chapter then provides the methodology for carrying out the study as well as a description of the research procedures used to answer the research

questions posed in Chapter I. This chapter includes research questions, study objectives, research design, data collection, and data analysis.

Chapter IV: Finding and Discussion

The findings of the study are presented in this chapter. This chapter also includes a discussion of the findings.

Chapter V: Conclusion

This chapter summarizes the research findings.