CHAPTER I

INTRODUCTION

This chapter provides the background of the research, research question, objective of the research, research hypothesis, scope and limitation of the research, significance of the research and definition of key terms.

A. Background of The Research

According to Harmer (1998) reading is an extraordinary active work, reading must require understanding the meaning of words, understanding words painted on pictures, understanding reading arguments and doing it if we agree with the arguments. By reading texts, the readers learn language skill, including vocabulary, grammar, punctuation, sentences, paragraphs and how texts are organized. UNESCO mentioned the reading interest in Indonesia is very low, with only 0,001% of the population or 1 in 1.000 people like to read. The low reading interest has a direct impact on reading comprehension skills in Indonesia. In 2011, Progress in International Reading Literacy Study (PIRLS) ranked Indonesia 45th out of t48 countries, with a score of 428 compared to the global average 500. Based on the information, it can be suggested that many Indonesian students struggle to understand, use and reflect on information from the texts they read.

Lisniyanti et al, (2023) stated that reading was a difficult language skill for students who still struggled to understanding the content of reading texts. This difficulty can stem from a variety of factors, including limited

vocabulary, lack of prior knowledge on the subject matter, and inadequate reading strategies. For many students, the process of decoding words and making sense of complex sentences can be overwhelming, leading to frustration and a lack of confidence in their reading abilities (Arini and Sulistiyarini, 2021).

The reader must be able to comprehend the text when reading. Reading comprehension is an examination of learning materials to assess their context, value, function and impact (Tarigan 2008). In the world of literacy and education, the ability to comprehend text is indispensable. This skill ensures that readers can engage with and derive meaning from the material they read. Nugroho (2021) stated that reading comprehension is one of the foundational pillars of the act of reading. Reading is a receptive talent which is critical to a learner's intellectual and practical growth (Arini and Sulistyarini, 2021). It plays a crucial role in ensuring that readers are not just able to decode and recognize words, but also to understand, interpret, and engage with the text in a meaningful way.

Based on the preliminary study conducted by interviewing the English teacher at MTsN 2 Kediri, it was revealed that many of the students had significant difficulties in reading comprehension. The students struggled to fully comprehend texts, which resulted in their inability to grasp and interpret the information presented comprehensively. The English teacher mentioned that usual approach to teaching reading involved traditional methods, such as providing reading materials or using a textbook. Typically, the teacher would ask students to read the text and answer

questions based on the text, without offering sufficient strategies or guidance to help them comprehend the text properly. This traditional approach likely contributed to the student's lack of enthusiasm and engagement during reading lessons. Consequently, it is crucial to find a solution to address and overcome this issue to enhance the student's reading comprehension skills and make the learning process more engaging and effective. Introducing innovative teaching methods and interactive tools could potentially revitalize the students' interest and improve their ability to understand and retain the information they read.

According to Anggraeni et al, (2023) suggested that the new information, knowledge and the use of technology in Indonesia education is grow very fast. Because of this rapid growth, it's important for teachers to help students become innovative and competitive. Teachers need to use new technological tools and resources in their teaching. This includes using digital platforms, interactive software, and online resources to make learning more interesting and effective. By doing this, teachers can help students develop critical thinking, creativity, and problem-solving skills, which are essential for their future success.

One of the effective technological platforms for enhancing teaching and learning is Kahoot (Anggraeni et al, 2023). Utilizing Kahoot can significantly boost student's engagement levels and enhance their motivation during the learning process. Kurnia et al, (2020) stated that playing e-quizzes with Kahoot! significantly increased student's behavioral engagement in reading comprehension activities. The competitive element

of Kahoot, such as leaderboards and rewards, can also encourage students to actively participate and strive for improvement, there by fostering a positive learning environment. Arini and Sulistyarini (2021) demonstrated that using Kahoot! not only improved student's critical reading abilities but also enhanced their learning autonomy and participation.

Based on the previous study according to Anggraeni et al, (2023) indicated that using Kahoot can enhance student's active participation and improve their reading comprehension achievement. Based on these results, it is recommended that English teachers incorporate Kahoot into their teaching strategies to make reading comprehension easier and more engaging for students. Additionally, future researchers facing similar challenges in teaching reading comprehension can use this study as a reference to explore different research designs, text genres, and participant levels. However, it is important to ensure a stable internet connection to facilitate the effective implementation of Kahoot in educational settings. The same as research according to Lisniyanti et al, (2023) found that Kahoot! effectively enhances student's learning of reading comprehension. Observations and questionnaires revealed that using Kahoot! led to increased student activity, concentration, and motivation in learning English. However, some drawbacks were noted, including dependence on an internet connection, excessive competitiveness, and the anxiety caused by the music and time limits in Kahoot. Wang (2020) found that Kahoot became the alternative media that could engage student's motivation in teaching reading comprehension. Nugroho (2021) also confirmed that the

students who were taught by using Kahoot had a better reading achievement especially in identifying main ideas, reference, vocabulary, implicit and specific information.

From the previous studies above, it can be concluded that using Kahoot is an effective tool for enhancing student's reading comprehension achievement. Therefore, the researcher conducts the research entitled "The Effectiveness of Using Kahoot Application as a Supporting Tool in Teaching Reading Comprehension"

B. Research Question

Based on the background of the research above, the question in this study can be formulated as follow: "Is there any significant difference between students taught by Kahoot Application and those taught by Google Forms as supporting tools in their reading comprehension?"

C. Objective of The Research

Based on the formulation of the question above, the objective of the research is "to know whether there is any significant difference between students taught by Kahoot Application and those taught by Google Forms as supporting tools in their reading comprehension".

D. Research Hypothesis
The following is the hypothesis of the research:

1. (H0): there is no significant difference between students taught by Kahoot Application and those taught by Google Forms in their reading comprehension.

2. (Ha): there is significant difference between students taught by Kahoot Application and those taught by Google Forms in their reading comprehension.

E. Scope and Limitation of The Research

This study focuses on examining the effectiveness of using the Kahoot application in teaching reading comprehension, specifically in procedure texts. The researcher conducted at MTsN 2 Kediri, involving 8th grade students as participants.

This study is limited to the effectiveness of Kahoot in improving students' reading comprehension of procedure texts. It does not cover other language skills, text types or grade levels. Additionally, the findings are specific to the selected sample at MTsN 2 Kediri and may not be generalizable to different educational context.

F. Significance of The Research

1. For English teacher

This study may help English teachers understand how using the Kahoot application can teach student's reading comprehension, especially in procedure texts. It offers a new way to make lessons more interactive and fun, which can increase student participation and engagement. Teachers can use this information to try out Kahoot in their classrooms, making reading lessons more effective and enjoyable for their students.

2. For students

This study may benefit students by giving them a more exciting and interactive way to improve their reading comprehension. Using Kahoot in the classroom can make learning more enjoyable, helping students better understand procedure texts and participate more actively in lessons. It can also increase their motivation to learn, making reading easier and less stressful.

3. For other researchers

This study may be useful for other researchers who are interested in studying the use of technology in education. It provides important information about how Kahoot can be used to improve reading comprehension and highlights some challenges that might come with using this tool. Future researchers can use this study as a reference for exploring different ways to use Kahoot or similar tools in other areas of language learning or with different groups of students.

G. Definition of Key Terms

1. Reading

Reading is one of four important skills that students need to develop because it affects the way they can learn English. Reading is an extraordinary active work, reading must require understanding the meaning of words, understanding words painted on pictures, understanding reading arguments and doing it if we agree with the arguments.

2. Reading Comprehension

Reading comprehension is the ability to understand, interpret, and derive meaning from a written text. It involves not just decoding words, but also grasping the main ideas, details, vocabulary, and making inferences based on the content. Reading comprehension is often challenging for students, particularly when it comes to understanding different text structures.

3. Kahoot Application

Kahoot is a game-based learning platform that allows teachers to create interactive quizzes and activities to engage students in learning. The platform is used to promote active participation and motivation during lessons. Kahoot can enhance student's active involvement and improve their reading comprehension skills by making the learning process more enjoyable and competitive.

4. Google Forms

Google forms is a web-based application developed by Google that allows users to create and distribute surveys, quizzes and forms for data collection. It is part of the Google Workspace suite and integrates seamlessly with other Google sevices, such as Google Sheets, where responses can be automatically stored and analyzed.