

CHAPTER 1

INTRODUCTION

This chapter consists of seven sub-chapters. They are (1) Research Background, (2) Formulation of the Research Problem, (3) Research Objective, (4) Research Hypothesis, (5) Research Significance, (6) Research Scope and Limitation, (7) Definition of Key Terms.

A. Research Background

The industrial revolution 4.0 is about increasing the achievement of artificial intelligence and has changed new challenges in teaching and learning activities. However, Hussin (2018, p. 92) states that education was influenced by the industrial revolution 4.0 which is called Education 4.0. To follow this era, the role of technological media in teaching and learning activities is very necessary. The use of technology in the field of education is used to support the learning process so that learning will become more interesting and students will be more enthusiastic about participating in learning.

Technology-based learning media that teachers often use should be two-way so that interactions between students and teachers can be formed. One example of learning media that can be used is Kahoot!. Kahoot! is a learning medium that teachers can use for the evaluation process of game-based learning in school. According to Adipat et al. (2021), game-based learning is the use of digital games to support participants (teachers and students) in achieving goals for learning.

Kahoot! game includes visual learning media that have an interesting function to engage students in the class to become more concentrated and attentive when learning English. According to Sharples (2000), games can be beneficial for academic achievement, motivation, and classroom dynamics. So, it can be concluded that games also can help to achieve students' reading comprehension better. In line with that,

reading comprehension is an important aspect to learn because it can develop students' thinking skills and expand their knowledge. One of the basic competencies of reading comprehension is that students can understand and respond to the meaning of a text with the aim of students being able to read effectively and efficiently.

In terms of reading, based on the Merdeka Curriculum used at SMAN 1 Ngunut, particularly for students in the eleventh grade. There are several types of reading texts must be studied: narrative, exposition, and discussion (Kemdikbud, 2022). Then, Mulya (2010, p. 95) describe that analytical exposition is text that persuades the reader or listener that something happened, presents a point of view, and proves what is stated.

From preliminary observation at SMAN 1 Ngunut, especially in eleventh grade, researcher found that: (1) some students feel bored when study English in class; it can have impact on students' understanding of the learning material and learning objectives; (2) most of students' still struggled at comprehending on analytical exposition text. In line with that, Sigalingging (2017) stated that analytical exposition text is more difficult than other types of text. Unlike many other types of texts, the vocabulary and interactions between concepts in analytical exposition texts are not easy to understand and not popular (Duke and Kay, 1998).

There are several studies related to Kahoot! implementation in teaching English. Marsa et al (2021) found that Kahoot! gives a high impact on engagement, perceptions and motivation, and positive attitude. Furthermore, the other studies come from Fajar (2020). He found that Kahoot! application as a media is able to improve comprehension of students reading in narrative text. Another previous study comes from Maharani et al (2022). They found that Kahoot! has influenced students' reading comprehension and can motivate students to learn English more. Besides that, UD Sibatuara (2021), RP

Prawira and M Mukhaiyar (2020), and Amalia et al (2022) proved that Kahoot! is also effective for learning vocabulary, grammar, and writing.

Even though there has been a lot of research on the Kahoot! implementation in teaching reading comprehension, those researchers did not specifically discuss certain text of reading comprehension that are the focus at the high school level. Therefore, it is important to do research whether Kahoot! would be effective in reading comprehension of the analytical exposition text or not. This research also helps the teacher to know students' improvement in reading comprehension in analytical exposition text. Based on this reason, the researcher interested to conduct research in order to enhance students' reading comprehension by using Kahoot! as a medium to help students more easily understand analytical exposition text so that students' reading comprehension increased.

B. Formulation of Research Problem

Based on the background that had been explained above, formulation of the research problem can be formulated as:

Is there any significant difference score in students' reading comprehension who were taught with and without Kahoot! game in SMAN 1 Ngunut?

C. Research Objective

Based on the formulation of the research problem, the objective of the research can be formulated as:

To find out the significant difference score toward students' reading comprehension score in SMAN 1 Ngunut who use and without using Kahoot! game in learning reading comprehension.

D. Research Hypothesis

There are two kinds of hypotheses that will be used in this research:

1. Null Hypothesis (H_0)

There is no significant difference in reading comprehension with and without using Kahoot! game in the eleventh-grade students at SMAN 1 Ngunut.

2. Alternative Hypothesis (H_a)

There is a significant difference in reading comprehension with and without using Kahoot! game in the eleventh-grade students at SMAN 1 Ngunut.

E. Research Significance

1. Theoretically

This research provides benefits for English language teaching as a reference for finding the right learning media, and students can use this research as a reference for finding the right media for learning English themselves. The researcher also hope that this research can become a field of information and reference for other researchers who observe the effectiveness of using the Kahoot! game on students' Reading Comprehension.

2. Practically

The present research's findings are expected to contribute to the students, teachers, and other researchers.

a. Students

Hopefully, the use of Kahoot! game in teaching analytical exposition text really helps students to improve their reading comprehension and is expected to facilitate students in achieving the goals of learning English.

b. Teacher

By conducting this research, the teacher provides a strategy for using Kahoot! game to develop their ways when they are teaching.

c. Other Researcher

The researcher hopes that the result of this research can give advantages to other researchers and become appropriate references for those who will conduct the research.

F. Research Scope and Limitation

The scope of the research is focused on the *Kahoot!* as media used in teaching reading. The researcher limits the research on the effectiveness of Kahoot! game toward students' reading comprehension. It conducted in the eleventh grade of SMAN 1 Ngunut, especially in reading analytical exposition text.

G. Definition of Key Terms

1. Kahoot!

The term Kahoot! in this context it means a game-based learning platform that temporarily changes the classroom atmosphere between teacher and students to become more fun and have good interactions like a game show.

2. Reading Comprehension

Reading comprehension is the process of comprehending words of a written text by reconstructing its meaning using previously acquired information and world knowledge.

3. Analytical exposition text

Analytical exposition text is a text which tries to provide a comprehensive explanation of a problem by presenting supporting opinions carefully; usually presenting one side arguments from the author.