

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Reading has always been an essential part of learning a language, especially when studying a language like English. It does not matter if the goal is to perform better on academic activities, acquire more familiar with a subject or develop linguistic abilities; reading is the most effective approach for autonomous learning, according to Grabe and Stoller (2011:187). As Fauziati (2010:138) puts it, "Reading is the ability to add textual information to one's knowledge by interpreting the text."

Brown (2004:185) stated that reading skill was the most essential skill for success in all educational context; reading is also paramount importance as we create assessment for general language ability. However, students often face some challenges while comprehending a text. New vocabularies, working memory, absence of extensive reading, difficulty to distinguish the type of text were some challenges faced by students, Shehu (2015). Giving a worksheet for the understudies subsequent to learning is needed in purpose to know understudies' understanding about the subject, particularly in reading skill. The terms of test were a procedure to quantify understudies' capacity, knowledge, or performance in given in dominant, Brown (2004:3). Students' worksheet is a sheet of work containing the tasks should be finished by the understudies. The exercises in the worksheet were normally conduct with some directions and steps to finish it. The

worksheet could be in the form of multiple choices or quizzes to test the students through questions related to the subject.

By using technology in the modern era could help the teacher in the teaching and learning process, particularly in teaching reading. Teachers could make teaching materials easily and more interesting. Besides, it would attract the students to participate in answering the questions and enjoy the learning activity.

Teaching activities that were academic in nature and have clear objectives for students. Given that modern learners were increasingly connected to technology, and that education could no longer ignore the idea that games could be one of the platforms for learning that is more effective than traditional methods, Games could be one of the ways that technology could be used in education. Because of the incentive, games were very appealing to students. Aside from being enjoyable, games encourage students to compete, which may improve students' creativity, problem-solving skills, and teamwork. These abilities were extremely beneficial to students. As a result, adding gamified designs that consider the element of motivation to learning spaces could result in a more effective learning process. According to Malone theory in Lieberoth (2016) there were three categories of intrinsically motivating instructions that make things fun to learn: Challenge (goals with uncertain outcomes), Fantasy (captivate through intrinsic or extrinsic fantasy), and Curiosity (sensor curiosity through layouts, and audio, and cognitive curiosity). Games could be used as supplemental tools to assess participants' accomplishments and progress in learning.

Based on preliminary observations of grade eight students at SMP Kemala Bhayangkari 1 Medan, conducted by interviewing an English teacher about teaching learning, particularly in recount text, the teacher revealed that most of the students were having difficulty comprehending text due to a lack of vocabulary. The teacher stated that it could be proven by their knowledge when the teacher asked them a few questions to determine how far the students' comprehension, particularly in reading, had progressed after learning the subject. Sometimes printed media is given to students to help with instruction and learning, but the educator claims that it is insufficient because students need to understand the topics.

By seeing these issues, the researcher proposes Kahoot! to help the teacher develop an attractive worksheet in teaching Recount text. In collaboration with the Norwegian University of Technology, Johan Brand, Jamie Brooker, and Morten Versvik designed this game-based application. This app is released to the public in September 2013 after being launched in March 2013. Kahoot! is a quiz game that could be accessed through a web browser, smartphone, or the app itself.

Kahoot! is highly suggested for large classes with little opportunity for student-student and student-teacher interaction. Additionally, it is a strong recommendation for online teaching and learning procedures. Kahoot! also has a beneficial effect on the teaching and learning of languages. Several evaluations of the literature asserted the benefits of Kahoot! and its beneficial effects on student learning, including Hunsu, Adescope, and Bayly (2016), who note that

Kahoot! delivers immediate feedback, boosts class involvement, and improves recollection of the focal material. Kahoot! could be a solution for teachers in developing worksheets for eighth-grade students at SMP Kemala Bhayangkari 1 Medan on reading comprehension of recount text.

### **B. The Problem of the Study**

Based on the background, the problem of the study is formulated as “How does Kahoot! develop as students’ worksheet in teaching reading comprehension of recount text for eight grade students at SMP Kemala Bhayangkari Medan?”

### **C. The Objective of the Study**

The study's goal is to create a worksheet for teaching reading comprehension of recount text to grade eight students at SMP Kemala Bhayangkari Medan.

### **D. The Scope of the Study**

Worksheets were teaching tools that could assist teachers in the teaching and learning process by serving as a tool for measuring students' comprehension, particularly in reading skills. The understudies at SMP Kemala Bhayangkari Medan would study three types of texts for grade eight students. Interpersonal, Transactional, and Functional Text (Short Functional Text and Long Functional Text). This study would be focused on Long Functional Text. In the syllabus of Curriculum 2013, only 2 genres that would be learned in Long Functional Text.

This study mainly focuses on developing students' worksheet for reading comprehension of recount text, especially about personal recount by using Kahoot! for eight grade students at SMP Kemala Bhayangkari 1 Medan.

#### **E. The Significances of the Study**

There were so much benefit that could be gained by doing this research. Hopefully, the study result would contribute positively to the general and educational term. The significance of this study is designed as follow:

1. Theoretically, this study is expected to add knowledge and references, particularly in the teaching of reading. Furthermore, by using online tools to assess students, this study would be able to strengthen similar previous research and make a contribution to educational research.
2. Practically, the findings of this research were useful for:
  - a) For students, this research is expected that the students could learn how to improve theirs in reading comprehension and motivation using e-learning.
  - b) For teacher, this study is expected to provide an effective and fun way in designing the questions for assessing the students. The teacher could get to know modern learners in the classroom and also have the chance to practice using the online application to create and prepare quiz for modern learners to do.
  - c) For other researchers, this research is expected to serve as a reference and provide the sources of information from this study.