CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Based on Competence-Based of 2013 Curriculum, students are supposed to adept four skills to able in using English communicatively. The four skills are reading, writing, listening, and speaking. Reading is one of the most crucial skills in learning English.

Hesham (2005) states reading as an engagement in which the reader interacts with the text in order to obtain knowledge or something from it. Reading can be thought of as a intuitive interaction between a peruser and a text that prompts automaticity. Reading can be thought of as a "intuitive" interaction Besides, Grabe (2000) describes reading is the method involved with getting a message and deciphering data that is composed by the essayist through a message in the text.

On the other hand, Haris (2009: 4) believes that reading has an exceptionally mind boggling process and significant subject to instruct for the students. This gives the instructor a vital job to work with English understanding examples. They ought to have the option to plan intelligent and creative examples to make understudies more excited in understanding exercises.

In the Tenth Grade, several kinds of genres are needed to be learned such as recount, narrative and descriptive text. Narrative text is one of type that can be given to senior high school students to practice reading skill on narrative topics.

Rebecca (2003) states a narrative text is a text which relates a progression of sensibly, and sequentially related occasions that are caused or experienced by factors. Furthermore, assessment is required in learning activities in order to ensure that the teaching and learning process runs smoothly. Assessment is an important compenent of any action involving learning and teaching process. Assessment helps to diagnose students' strengths and weaknesses in the material. Besides, Brown (2004) says assessment is a broad phrase that encompasses any deliberate effort on the part of the teacher or students to draw some conclusion based on performance.

Besides, to ensure educating and learning cycle can run well, assessment is required in learning activities. Assessment is a crucial piece of any learning and instructing movement. Assessment assists with diagnosing understudies' qualities and shortcomings in the material. Furthermore, Brown (2004) states that assessment is an expansive term covering any cognizant exertion with respect to educator or understudies to make some determination dependent on execution.

Pierce (2002) states assessment is a pivotal piece of any learning and educating movement. It doesn't just illuminate educational choices made on an everyday premise and assist with diagnosing understudy qualities and shortcomings identified with homeroom guidance, yet additionally gives explicit input to understudies on the side of their learning. As expressed by Levyn (2015), assessment is a piece of educating and learning process, it is utilized to determine whether the instructing and learning cycle can operate well and arrive at the normal destinations.

Moreover, Biggs (2003) believes assessment is additionally utilized in choosing, controlling, or propelling understudies, and fulfilling public assumptions as guidelines and responsibility. In addition, Dunsmuir (2003) states appraisal is a perplexing cycle that is fundamental for expanding picking up, thinking and speaking with others.

Furthermore, Brown (2010) states there are four quality of assessment they are practically, alternatively, reliability, validity, washback effect. Practically referes to the usability of a test, it means it is easy to administer and score. Alternatively means relevant, meaningfull, reliable means consistent and dependable, validity means content-related evidence or the ability of the test to measure what must be tested such as what to test, how to test, and how far the result can be related to the real abilities of student, and washback means that students have ready access to discuss the feedback and evaluation that teacher have given.

Based on those statements, the author concluded that assessment is important in education because through an appropriate and decent assessment, teachers can arrange and grade their students, motivate students, give input, and construction their educating in like manner.

The reason of assessment is to accumulate significant data about understudy execution or progress, or to decide understudies' requirements to make decisions about their learning interaction. Surveying understudies is the way educators can assess the understudies over the material they are learning in the class, and in this manner must be done reasonably to oblige understudy's

necessities. This is the reason teachers should utilize a wide range of assessment in their learning process. Likewise, by utilizing an assortment of assessment the educator oblige to all various understudies' learning styles and offer them the chance for decision. This will make learning more invigorating for the understudies, and will assist them with bettering comprehend the material being taught.

Moreover, the teacher should make an interactive and innovative students' assessment.Assessment should integrate grading, learning, reviewing, and motivation for the understudies. Well-designed assessment techniques give important data about understudy learning. They let us know what understudies realized, how well they learned it, and where they struggled. While the assessment makes it simpler for students to understand the material being upheld, they can enrich their abilities and know how far they comprehend and understand the material.

Unfortunately, the assessment that is used by the English teacher of SMK Seni Budaya Raya is not enough to stimulate students' reading ability. It is upheld by the preliminary data that was done by the researcher through interviewing the English teacher. The teacher did not use various students' assessments. The teacher used homework, assignment, quizzes-paper, and some exams as assessments in the learning process. The teacher in SMKN Seni Budaya Raya ever used Kahoot in the class before, but the procedure of using Kahoot still did not approriate yet because the teacher did not gave any pictures that can attract students motivaton and the quizess were not based on Scientif Approaches.

While online learning due to the Covid-19 Pandemics, in every meeting teacher gives assignments through Google Classroom. The assignments are commonly in the type of multiple-choice or essay questions that teacher shares via Google Classroom or WhatsApp Group.

Unfortunately, there are still some students who are late in collecting the assignments. It is because there is no deadline time in assignment collecting. Moreover, the teacher stated that the students become more passive in online learning, because online learning is a new experience. The students complained that it is hard for them to understand the material through online learning.

Furthermore, the assessment is used cannot reach the goals of learning reading. The teacher added that the assessment not yet able to attract students in learning process. The assessment does not give enough in-depth discussion and assessment practice about the narrative text so that students' understanding of narrative text is still below standard.

Based on students' questionnaire, the researcher found that students need an improvement or innovation in doing the assessment. However, they said that the assessment should use or add any pictures, sounds, or videos that can motivate students in doing the assessment. And it was better if there are many kinds of way for doing assessment, such as Multiple Choice, True and False and Essay.

The resume of the preliminary data above shows that the assessments have not been able to attract students in learning process. In this respect, the assessment can not motivate students in learning process. It can be seen by the reading score obtained by each student.

Most of the students did not attain the Minimal Criteria of Achievement (KKM) of English subject. As the result, the teacher needs a new students' assessment that can be involved by the students in reading narrative text.The students' scores of reading narrative text can be seen in Appendix D.

As the result, most of the students did not reach the Minimal Criteria of Achievement (KKM) score, set by the school which is65.00. Meanwhile, their average reading score is 63.3. It means that most of the students got a score below the KKM.

From those problems, the researcher presents Kahoot as an interactive assessment tool to estimate students understanding about the narrative text. Kahoot is a type of game-based learning that teachers may employ in the classroom.Kahoot gives a reasonable learning circumstance to consolidating request based learning and games.

Jamie Brooker, Johan Brand, and Morten Versvik collaborated with the Norwegian University of Technology to create Kahoot. Kahoot was launched in March 2013 and made available to the general public in September of same year.Kahoot is a multiple-choice quiz that permits user-generated and can be accessed via internet browser, cell phone, or the application itself. Kahoot applied playful and colorful designs and sounds to enrich the quality.

Furthermore, through Kahoot the teacher can use or add any pictures, sounds, or videos that can motivate students in doing the assessment. In addition, the teacher can add a period limit for noting tests or studies that have been offered so that the right response is required as well as practicality is the central matter in

noting the test or study given by the instructor. They should attempt to have complete consideration to respond to the inquiries since they have restricted time.

Granic, Lobel, and Engels, (2014) state that Kahoot has intellectual, inspirational, enthusiastic, and social advantages of gaming. Additionally, different benefits of Kahoot are instructively applicable games that create understudies can learn scholastic substance while havingfun, it likewise gains some particular scholarly accomplishment benefits, constructs scholarly certainty, and furthermore advances collaboration and participation (Siegel, 2015).

Previous researches have been conducted by some experts. They are Mansur (2019) did a concentrate by applying Kahoot in Senior High School. Through his exploration, Mansur found that Kahoot application may help understudies improve their English Vocabulary, notably in the area of introducing themselves. Likewise, the understudies gave an uplifting outlook toward the utilization of Kahoot in jargon learning, for this situation, they were more stimulated and delighted in learning English through Kahoot.

The impressive of Kahoot has been confirm by a study led by Wibisono (2019) in his research, Kahoot is effevtive to enrich the reading comprehension scores contrasted with Jigsaw educating strategy. Kahoot is relied upon to cause the great realationship between teachers and students in SMA Swasta Muhammdiyah 7 Serbelawan and enrich students' interest in reading activity.Although there are several similar studies regarding Kahoot, this study has some aspects which make it different from the other. First, this study will be focus on students' assessment.

Second, this study will be teaching one kind of genre, namely narrative text. The last, this students' assessment will be intended to the tenth-grade students of Fashion Design Program at SMK Seni Budaya Raya.

From the explanation above, the researcher presented Kahoot as students' assessment that will developed to teach reading narrative text. Therefore, the title of this study is Developing Students' Assessment in Reading Narrative Text based on Kahoot for the Tenth Grade Students. Hopefully, developing students' assessment based on Kahoot can be a solution for the teacher's problem.

1.2 The Problem of the Study

Based on the background of the study above, the problem of the study is:

How is students' assessment developed based on Kahoot in reading narrative text for the Tenth Grade students?

1.3 The Objective of the Study

Based on the problem of the study above, the objective of the study is:

To develop students' assessment based on Kahoot in reading narrative text for the Tenth Grade students.

1.4 The Scope of the Study

Based on the background of the study above, this study will be limited only for the narrative text. The reading skills assessment developed based on Kahoot. This study is administered for the Tenth Grade Students of Fashion Design Program at SMK Negeri Seni Budaya Raya academic year 2020/2021.

1.5 The Significances of the Study

The findings of this study are expected to be able to give valuable contributions both theoretically and practically.

1. Theoretically

Theoretically, this study is expected to give further information and theories about developing students' assessment in reading narrative text based on Kahoot for the Tenth Grade students at SMK Negeri Seni Budaya Raya.

The findings of the study will extend and enrich the horizons in theories related to the area, and furthermore, provide a commitment and contribution to instructive research improvement in Indonesia by utilizing online tools in assessing students.
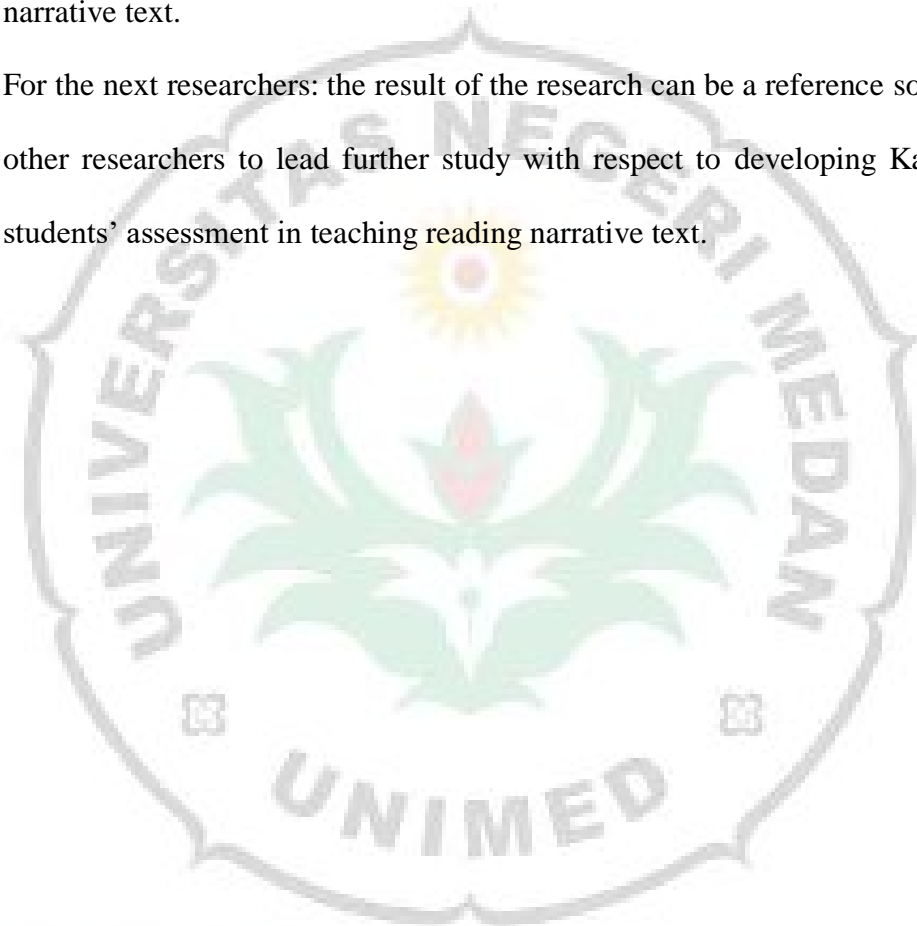
2. Practically

The findings are expected to be useful for lecturers, students, and the next researchers practically, as follows:

a) For the Lecturers: it is hoped that they knew students' problems and needs in reading narrative text. Try to make a creative students' assessment related to students' needs based on Kahoot. It is also expected to inspire and motivate the lecturers to be more innovative and creative in creating innventive and effective students' assessments based on Kahoot in reading narrative text.

b) For the Students: this study aims to help the students to have an understanding of students' assessment based on Kahoot, so it can assist them with working their capacity and enhance their knowledge in reading narrative text.

The findings of the study can be the recommended reading media in reading narrative text, as it motivates their enthusiasm and willingness in reading narrative text.

c) For the next researchers: the result of the research can be a reference source for other researchers to lead further study with respect to developing Kahoot as students' assessment in teaching reading narrative text.