

# CHAPTER I

## INTRODUCTION

### A. Background of Study

English, as Nurhayati (2016) state, is a valuable tool for both verbal and nonverbal communication, and its importance is increasingly recognized in the global era. The learning of English equips us with four essential skills: reading, writing, listening, and speaking. It is the ability to comprehend and produce written or spoken words. The integration of technology in language education offers a promising avenue for enhancing these skills and improving learning outcomes.

Reading is one of the English language skills that researchers will assess. According to Stoller (2011:187), reading is essential to language learning, especially in English. Whether the goal is to improve academic performance or to build language talents, reading is the most effective strategy for self-directed learning. Fauziati (2010:138) defines reading as adding textual material to one's knowledge through interpretation. Reading is a cognitive activity that seeks numerous pieces of information included in writing for the reader to receive the author's intended meaning. Brown (2004:185) argued that reading was the most important skill for success in all educational situations; reading is also critical for developing assessments for general language competence. According to Hameed (2009), reading comprehension is understanding the concepts offered in a text. Furthermore, reading is the process of understanding and interacting with language to comprehend written ideas. Reading comprehension necessitates the

capacity to understand and recall Information from a test. However, students frequently have difficulties in comprehending a book. Students experienced obstacles such as learning new vocabulary, working memory, lacking substantial reading, and trouble distinguishing the kind of literature, Shehu (2015).

Giving a worksheet to students after they have learned is necessary to determine their grasp of the material, particularly their reading skills. Brown (2004:3) defined a test as a technique for quantifying an understudy's capacity, knowledge, or performance in a dominating setting. Students' worksheets are worksheets containing tasks for the pupils to do. The exercises in the worksheet were completed with some instructions and procedures. The worksheet might take the shape of multiple-choice questions or quizzes to test students on the subject. Student worksheets are sheets with assignments students must complete (Abdul, 2012). According to Belawati (2007: 3:27), a student worksheet is a teaching material packaged so students are expected to learn it independently. Student worksheets also assist teachers in guiding students' understanding of ideas via their activities.

According to Arsyad (2005), the use of student worksheets is expected to benefit the learning process by 1) clarifying the presentation of messages and information so that the learning process runs smoothly and improves learning outcomes, 2) increasing student motivation by directing student attention so that it allows students to learn individually according to their abilities and interests, 3) the use of media can overcome the limitations of senses, and (4) Students will get

the same experience about an event and allow interaction with the surrounding environment. Furthermore, worksheets are meant to stimulate students to read.

Wahyuni (2021) defines live interactive worksheets as an internet platform that allows teachers to modify standard worksheets into interactive online student worksheets with automated corrections and grading. Live worksheets are created, developed, and executed on a computer with internet connectivity. These worksheets are designed to engage students in the learning process, fostering their sense of responsibility and commitment to their assignments. The digital worksheet is an innovation on printed worksheets, which is transformed into a digital or electronic form using computer technology. The application of interactive worksheets effectively educates students to be disciplined in completing their assignments. Students are responsible for doing assignments while they have an internet connection. The author developed a live worksheet with recount text using Kahoot to solve this challenge. Worksheets for students were prepared by modifying the information to their needs and essential competencies (Sitepu, 2022). As a result, the author will give a need analysis questionnaire to students, and the data gathered will be validated and evaluated to generate new worksheets. Two professionals will then review the updated worksheet using their professional judgment to determine what needs to be added or modified.

Based on the preliminary observation conducted by the researcher at SMP Gajah Mada Medan located on Jalan H.M. Said in the eighth-grade using interview. From the interview conducted with the English teacher for grade eight,

the students' reading comprehension is still relatively low. This is proven by the teacher's explanation, stated that students still had difficulty answering questions and finding the core or central idea of the text. Students still had difficulty understanding texts due to a lack of vocabulary. This is proven when the teacher asked questions to determine how far students' understanding has progressed, especially in reading after studying the topic.

According to the 8th-grade teacher at SMP Gajah Mada Medan, when blended learning, a pedagogical approach that combines traditional classroom teaching with online learning, was implemented, there are various obstacles; such as students only focusing on their smartphones. This was proven when teachers allow students to translate using digital dictionaries on their smartphones, but students looked for opportunities to do other activities. Teachers only used manual worksheets such as LKS (Student Worksheets) entitled Brilliant.

When in the classroom, teaching recount text, especially reading comprehension, has been done using blended learning, as evidenced by interviews with teachers below:

R: How was reading comprehension taught in the classroom, especially when learning recount text material?

T: I still use the old method. For example, there was a text, and I asked some students I chose to read the text in turn and then assigned them to translate it into Indonesian. I also asked students to show the generic structure of the text and then wrote down the complex vocabulary. Sometimes, if the students struggled to

translate some words, I would permit them to open their own dictionary or digital dictionary, like Google Translate, on their phone.

The researcher did the observations in the classroom and found that the teacher still used old methods in teaching reading comprehension, such as asked students to read texts, translated texts from English to Indonesian, showed generic structures in recount texts, and collected complex vocabulary from the text. SMP Gajah Mada still used conventional, namely used LKS (student worksheet) entitled brilliant, so students' reading comprehension is still classified as low. The observation also found that blended learning had begun to be applied, as evidenced by the teacher allowed students to use their smartphones to translate texts. However, implemented blended learning still not optimal because students would look for opportunities to do other activities on their smartphones.

Based on Permendikbud No. 69 of 2013, Curriculum 2013 aims to develop Indonesians with extraordinary life skills and character. As a result, the 2013 Curriculum must be supported by various learning technologies that actively engage students. Therefore, the teacher used technologies in the learning process from the interview, but only occasionally.

Using technology in the present period may assist the teacher in teaching and learning, mainly when teaching reading. Teachers should make educational materials more accessible and fascinating. Furthermore, it would encourage students to participate in answering questions and enjoy the learning experience. Academic-focused teaching activities with explicit student objectives and given that modern learners are more connected to technology and that education cannot

disregard the thought that games might be one of the more effective platforms for learning than conventional techniques, games could be one of the ways that technology could be employed in education. Lieberoth's (2016) Malone theory identified three types of intrinsically motivated instructions that make learning enjoyable: Challenge (goals with uncertain outcomes), Fantasy (captivate through intrinsic or extrinsic fantasy), and Curiosity (sensor curiosity through layouts and audio, and cognitive curiosity).

Kurniasih & Sani (2014) state that the curriculum 2013 encouraged students to have a responsibility, interpersonal skills, and critical thinking skills, and the teachers are supposed to be able to motivate students and create an attractive learning environment because it will give success and affect the learning process significantly. E-learning is a way to integrate technology into learning, which allows appropriate learning for each student in class by the 2013 curriculum. E-learning is recommended for school implementation because it is closely related to technological developments that students love.

Following these factors, the implementation of blended learning is still complex, and student textbook are still in physical form, not digital form, which often makes students bored when studying. The researcher recommended utilizing Kahoot to develop a live worksheet for teaching reading comprehension on recount text.

Susanti (2017) states that Kahoot is a game-based learning tool that includes questions such as quizzes, conversations, and a survey on a specific topic that the entire class may complete in a set period. According to Cameron and Bizo (2019),

Kahoot! is a popular online multiplayer real-time quiz package that allows students and lecturers to measure learning in an engaging, immediate, entertaining, and anonymous manner. Furthermore, media Kahoot focuses on student-centered learning information from a test. However, students frequently have difficulties in comprehending a book. Students experienced obstacles such as learning new vocabulary, working memory, a lack of substantial reading, and trouble distinguishing the kind of literature, Shehu (2015).

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

Based on the research background, the problem can be formulated as "How are live English worksheets teaching reading comprehension of recount text through Kahoot developed in SMP Gajah Mada Medan?"

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

This study aims to know live English worksheets in teaching reading comprehension of recount text through Kahoot developed in SMP Gajah Mada Medan.

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

This study is focused mainly on developing live English worksheets for teaching recount text through Kahoot at SMP Gajah Mada Medan. This English worksheet will be developed to help students achieve the learning objectives, with the content of the worksheet based on the competency required by the curriculum,

measuring students' understanding of their reading skills, and developing the worksheet based on the student's needs in learning reading. The research focused on the eighth-grade students at Gajah Mada Medan. Understudies at SMP Gajah Mada Medan would study three types of texts for eighth-grade students: interpersonal, transactional, and functional texts (short and long functional texts). This study will be focused on Long Functional Text. In the Curriculum 2013 syllabus, only two genres of long functional writing would be discussed: recount text and descriptive text. This research focuses on developing students' worksheets for reading comprehension of recount texts, especially personal recounts, using Kahoot! for eighth-grade students at SMP Gajah Mada Medan.

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

There are several benefits to conducting this research. Hopefully, the study will contribute positively to the general and educational terms. The study's significance is divided into two categories, theoretical and practical, as follows:

1. Theoretically: This study aims to enhance knowledge and references for teachers and improve researchers' usage of Kahoot to develop live English worksheets. By employing online media to assess students' reading comprehension, this study would strengthen similar previous research and contribute to educational research.
2. Practically, the study is expected to:
3. Through this study, the students can increase their reading comprehension using e-learning.



4. For the English Teacher: This study is expected to be useful for teachers at SMP Gajah Mada in Medan. This research may be used as an additional reference for teachers in adopting modern learning, and 8th-grade students at SMP Gajah Mada Medan can experience using an online application to generate quizzes for modern learners to do using Kahoot in an effective and engaging method.
5. For future researchers: The researcher hopes this study will give an overview of future research on worksheet development.

