

CHAPTER I

INTRODUCTION

This chapter addresses several topics. It begins with a background of the study, delimitations, research questions, purposes, significance, and definition of key terms.

A. Background of the Study

English is considered a global language that connects people from various cultural and linguistic backgrounds. It plays a significant role in fields such as education, business, and international relations. In education, English plays an important role as the primary medium of communication in many schools and universities worldwide. In Indonesia, English is categorized as a Foreign Language, and it is important in the educational system. While it is not used as the primary language of speaking in daily activities, English is a compulsory subject in school. As stated by Asriyani et al. (2024), all students are required to acquire English, which has been taught since elementary school. For academic and professional reasons, a lot of students are interested in reading English materials. English is taught in Indonesia from elementary to high school, with a rising focus on practical language skills like reading, writing, listening, and speaking. Among these four language skills, reading is one of the language skills that students must master.

Reading is critically important in English education as it is the foundation for acquiring other language skills. Through reading, students expand their vocabulary and comprehension and gain exposure to various

sentence structures and writing styles that improve their overall language proficiency. By reading, students are involved in looking at writing and understanding the contents of the text. Reading is classified as a receptive language skill through which individuals acquire information, broaden their knowledge, and gain new insights and experiences. As stated by Setiyawan and Amumpuni (2019), Reading helps students learn a lot of current information and expand their knowledge over time. Additionally, reading allows the reader to construct meaning and take information from the text by combining and interacting with previously acquired knowledge. According to Febriana et al. (2022), One of the key competencies in the English language acquisition process is reading, which also has numerous advantages for readers. Reading is one of the languages skills that all students have to master. Especially in English, students have to understand the meaning of the text. Sari and Almunawaroh (2020) stated that reading is one of the crucial skills that can help enhance English vocabulary and earn knowledge about learning English. It means that by reading, students can enhance their abilities in language to get an understanding and meaning in the learning process.

Related to the English learning process, many students face difficulties and challenges. One of the most common challenges is a lack of vocabulary, which hinders comprehension and makes it difficult for students to understand the texts they are reading. Lisniyanti et al. (2023) stated that Students still had trouble understanding the content of reading texts, making reading a challenging language skill. Additionally, some teachers fail to

employ efficient and successful teaching reading strategies. Students are still not paying attention, even though most of them still use traditional teaching tools like books and whiteboards to present the content. Because they are bored, students refuse to read. They find it difficult and impossible to grasp English texts. Additionally, most students score badly on reading comprehension evaluations. Students may also struggle with unfamiliar sentence structures and grammatical forms in English, which can slow down their reading speed and affect their confidence. Some students also find it hard to stay motivated or engaged with the reading materials, especially if the texts are irrelevant to their interests or daily experiences. These challenges can significantly affect students' ability to fully comprehend and engage with English texts, making the learning process more difficult. To address these challenges, blended Learning is an effective method for teaching English, particularly in improving students' reading skills.

Blended Learning is a learning method that combines conventional (face-to-face) learning with online Learning. According to Endangsari and Sapriya (2019), Blended learning is a teaching approach that combines the benefits of three primary learning resources: in-person instruction, computer-based instruction (offline), and online or mobile learning. Furthermore, Venkateswari (2022) argues that the approach that facilitates the fusion of traditional and online learning is known as blended learning. Traditional education, then, is the process of learning that requires in-person interactions between learners and teachers. Apart from that, the term "online education"

describes the process of learning that requires the use of computers, mobile laptops, and other devices. It is referred to as Blended learning when elements of online learning are included with traditional classroom instruction. From this, teaching reading through Blended learning combines the personal interaction of face-to-face instruction with the flexibility and interactivity of online education. This method improves reading comprehension and enhances student engagement and motivation. Developing teaching methods by implementing technology to support the teaching and learning process is necessary. A teacher should provide interesting ways to encourage students to learn English more enthusiastically. To solve these problems, the use of technology, such as media, in the learning process can help students to engage their interests and improve their skills. One of the ways is through Kahoot as a medium in the teaching and learning process.

Teachers and students can use Kahoot in the learning process. By integrating this media into the classroom, Kahoot helps students to have fun and interactive Learning. Amuati et al. (2024) stated that the educational technology Kahoot, which is a game-based learning platform, is utilized in schools and other educational institutions. Web browsers and apps can be used to directly access this game. It is possible to play Kahoot with students in class. Kahoot has three features: quiz, discussion and survey. The quiz can be used during the pre-test before learning begins to bridge the new material, do training, give post-tests, strengthen the material, do remedial, do enrichment and others. Kahoot has several benefits, including the ability for

teachers to create quizzes, debates, and assessments that use various components, including videos, graphics, and text (Alawiyah et al., 2023). Thus, using Kahoot applications as digital tools can increase students' reading skills.

Kahoot as a medium to teach reading has a positive impact on learning English, especially in the reading context. Previous studies conducted by Nugroho (2021) investigated the use of Kahoot to enhance seventh-grade students' reading comprehension abilities at SMPN 2 Tegalorejo, Indonesia. Classroom action research (CAR) is used in study. This approach was selected because it tackles issues that come up during the teaching-learning process in the classroom, enabling educators to evaluate and enhance their methods. Tests, document analysis, and observation interviews were used to gather data. As a result, by involving students in an interactive and targeted learning process, Kahoot effectively improves their reading comprehension abilities. It is evident from the most recent average score, which exceeded the 75.00 minimum achievement requirement.

Therefore, researchers are interested in conducting further research on the application of Kahoot as the media in the learning process to teach students in reading. This research aims to describe the application of Blended Learning and Kahoot in teaching reading for the Eighth-grade students of MTS Negeri 3 Magetan. In conclusion, it will assess whether applying blended Learning and Kahoot can help students face challenges in reading an English text.

B. Delimitations of the Study

The researcher limited the scope of this study to focus specifically on the application of Blended Learning and Kahoot in teaching reading comprehension among eighth-grade students at MTS Negeri 3 Magetan and will occur over a set period. The researcher will not address other aspects of English language learning, such as speaking, listening, or writing skills.

C. Research Questions

The research problems that need to be answered in this study are formulated as follows:

1. How does the application of Blended learning and Kahoot in teaching reading to eighth-grade students of MTS Negeri 3 Magetan?
2. What are the advantages of Blended learning and Kahoot in teaching reading to eighth-grade students of MTS Negeri 3 Magetan?
3. What are the disadvantages of the application Blended earning and Kahoot in teaching reading to eighth-grade students of MTS Negeri 3 Magetan?

D. Purposes of the study

The researcher will conduct this research with the primary purpose written below:

1. To describe the application of Blended learning and Kahoot in teaching reading to eighth-grade students of MTS Negeri 3 Magetan
2. To identify the advantages of Blended learning and Kahoot in teaching reading to eighth-grade students of MTS Negeri 3 Magetan.
3. To explore the disadvantages of Blended learning and Kahoot in teaching reading for eighth-grade students of MTS Negeri 3 Magetan.

D. Significance of the Study

The researcher considers that this research will be beneficial for:

1. Theoretical Significance

The results of this study are expected to contribute to future research, especially for those considering applying game-based learning applications in teaching English. The researchers hope this study will be valuable in future research on improving reading comprehension and incorporating technology into language teaching.

2. Practical Significance

The researcher hopes that this study will be helpful to teach students in teaching and learning English. Especially as follows:

a. For Schools

This study provides Provides insights into integrating technology for effective English teaching.

b. For Teachers

This study offers strategies for using Kahoot to improve student engagement.

c. For Students

For students, this study encourages active participation and improves reading motivation.

d. For Subsequent Researchers

This study can serve as a reference for for similar studies on blended learning models.

E. Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward :

1. Blended Learning

Blended Learning is a learning method that combines conventional (face-to-face) learning with online Learning. A learning method that integrates technology to create fun and enjoyable Learning. This utilizes technology to support the learning process so students can learn flexibly with a combination of direct and independent interaction via digital platforms.

2. Kahoot

Kahoot is a game-based online learning platform that can be used by teachers and students in the teaching and learning process. Teachers, students, or other users can create or take quizzes in a fun and competitive format. Users only need a device such as a mobile phone, tablet or computer to join the game by entering a unique code.

3. Teaching Reading

Teaching reading is an essential process that requires teachers to employ a variety of strategies to help students develop their comprehension and vocabulary skills. The purpose of teaching reading is to allow students to understand the meaning of the written text. In teaching reading, Teachers can engage students to become active readers and provide comprehension strategies to improve their reading skills.

4. Reading

Reading is an activity that involves looking at writing and understanding the contents of the text. Reading is a type of language skill through receptive skills because, by reading, a person will gain information, knowledge, and new experiences that have never been known before.

5. Reading skill

Reading skill is the ability to understand and interpret written texts. It includes recognizing words, understanding vocabulary, reading fluently, and thinking critically about what is read. Good reading skills help people gain knowledge, analyze information, and enjoy an English text.

6. Narrative Text

This kind of text that tells a story follows the flow of time. The communicative goal is to entertain listeners or readers with real or imagined experiences. Narrative features are elements of conflict (problem) and resolution (problem-solving).