

CHAPTER II

REVIEW OF LITERATURE

This chapter provides an overview of the previous research on reading abilities. Expected to English learners, especially Junior High School students for the Eighth Grade, including reading skills for Junior High School, teaching reading for Junior High School, teaching reading blended learning and Kahoot, relevant research, assessing reading, and the last theoretical framework.

A. Reading Skills for EFL Students

Reading skills refer to the ability of students to understand and interpret written text. By reading, students can get information from what they read. As stated by Husain et al. (2024), one of the most important receptive skills to acquire in language learning is reading. Reading not only involves decoding written words but also understanding and interpreting the meaning behind those words. In the context of EFL students, reading skills are very important because this skill is the basis for other academic fields.

In education, the ability to understand and retain information from reading a text is important. According to Ramadhianti, et al. (2023), Students need to put in more effort to pay attention to the meaning of the words and phrases since they are reading with the intention of learning some information, an explanation, or detail. They employ techniques and skills to determine the texts' meaning. Thus, developing reading skills in EFL students requires a comprehensive approach that combines cognitive strategies and consistent practice.

EFL students are expected to understand the meaning of the text, such as narrative and descriptive text, and to recount text in written and oral forms. In addition, they must know the elements of those types of text, whether they are grammatical features or generic structures. Furthermore, Fitri et al. (2024) outlined the five components of reading comprehension that students need to grasp in order to fully understand a text: identifying the main idea, locating specific material, drawing conclusions, recognizing references, and comprehending the meaning of words or detailed information. These aspects are important for helping students develop comprehensive reading skills, which are helpful for their academic success and practical communication.

However, there are still problems faced by students in learning to read. Students still have difficulty understanding the contents of reading texts, which makes reading a challenging language skill. Because they are bored, they refuse to read and find it difficult to understand English text. Additionally, most pupils score badly on reading comprehension assessments (Lisniyanti et al., 2023). Many students seem bored or less enthusiastic about learning. They also have poor understanding. These problems may be associated with the acquisition of difficult words, limited vocabulary or receipt of inadequate or inappropriate resources (Fansury et al., 2020).

Nada and Savitri (2024) stated that when studying English, students frequently lack vocabulary. The researcher identifies a few key consequences of a lack of vocabulary, including trouble following directions, poor comprehension, low involvement in class activities, communication

difficulties, and writing difficulties. When students are requested to do a job on a certain page of their English books, it is evident that they are having trouble understanding the instructions. The teacher had to translate the instructions into Bahasa and repeat them numerous times since they were still not understanding the task (written instruction) or the teacher's instructions (verbal instruction). These challenges highlight that lack of vocabulary and lack of motivation are significant barriers to students' reading comprehension and overall language learning.

To overcome this problem, EFL students must be able to use appropriate reading strategies; in other words, they must be familiar with some reading strategies. Research has been done in the past to find solutions for reading difficulties by researching various reading strategies. Dara (2019) states that One of the most common reading strategies is scanning, which involves examining the title, tables, graphs, and other elements of the passage in order to gather specific information. Next, skimming is a reading strategy that enables one to swiftly grasp the passage's main idea without reading the full text. A further strategy is to use the reader's prior knowledge to forecast the meaning; inferencing is another popular strategy that involves reading each line in order to draw a conclusion. The last strategy is to examine or paraphrase the passage in order to summarize it.

In terms of teaching strategy during the reading lesson, skimming and scanning techniques is an effective method to help students grasp the main idea quickly. Based on Abdelrahman and Bsharah (2014), the procedure of

the skimming technique is divided into three steps: read the first sentence of the paragraph. Secondly, read the last sentence of the paragraph. Third, read keywords in between.

In addition, Yusuf et al. (2017) said that scanning techniques consist of three primary steps. First, focus only on the specific information that has to be discovered. Select the hints that will help you find the necessary information next. Finally, use a rush view and swiftly scan the page to uncover the hints. Read that section to obtain the necessary information if the clues are located. While following the above processes, EFL students should be able to scan for the two or three search keywords that define the information needed and look for specific words that might convey specific information in the text. They should read with whole concentration as well.

Based on the explanation provided, it can be concluded that reading skills are crucial, particularly for EFL students. In terms of learning English, students have to master five aspects of reading, including determining the main idea of the text, finding specific information, making inferences, identifying references, and understanding the meaning of words or detailed information. These are crucial when students are learning to read in language learning as EFL learners. All in all, reading skills have to be mastered by EFL students not only while they study at school but also in their daily lives.

B. Teaching Reading to EFL Students

Teachers play an important role in shaping students' educational process, especially in reading instruction. As highlighted by Maulizan (2015), teachers significantly influence students' competency development through effective learning strategies. According to Murati (2015), with his professional skills, the teacher plays a significant role in organizing and carrying out work on student learning as well as in training and the creation of didactic and methodical plans. This implies that educators need to keep learning new things. As a result, he will broaden his knowledge as a provision, fulfill his responsibilities as a teacher, and demonstrate what he has taught in a didactic manner, ensuring that the student fully understands what is being taught.

Teaching reading is an important component of education, especially for EFL students. Students are making the transition from learning to read to reading to learn. The focus shifts from basic decoding skills to comprehension, interpretation, and critical analysis of texts. Teachers must employ a variety of strategies to accommodate different learning styles and reading levels. Therefore, teachers need to create strategies that actively involve students and make reading learning more effective and meaningful. Based on Budiharso (2014), there are three types of reading strategies that need to be taught: interactive, top-down, and bottom-up. When reading challenging texts, readers use bottom-up strategy, figuring out word meanings and integrating them to comprehend phrases, sentences, and paragraphs,

eventually arriving at the text's complete meaning. Readers need baseline information, linguistic proficiency, and an awareness of print cues that activate content schemata (textual features) in order to understand text via top-down techniques. Combining top-down and bottom-up techniques, interactive reading strategies enable readers to comprehend a book in two ways: interactively and concurrently.

Teachers need to create activities in order to develop EFL students' reading ability in the classroom. Brown (2015) divides three categories of teaching reading phase. Firstly, in pre-reading, the Teacher spends some time introducing a topic that encourages skimming, scanning, predicting, and activating schemata. Students can bring the best of their knowledge and skills to a text when they have been allowed to "ease into" the passage. Secondly, while reading, there may be specific facts or rhetorical devices that students should take note of while they read. Giving students a sense of purpose for reading rather than just reading because you ordered it. Third, post-reading, comprehension questions are just one form of activity appropriate for post-reading. Also, consider vocabulary study, identifying the author's purpose, discussing the author's line of reasoning, examining grammatical structures, or steering students toward a follow-up writing exercise. Therefore, teaching reading, especially for EFL students, requires careful planning and thoughtful strategies.

In terms of teaching reading for EFL, teachers can take several aspects to help students develop their reading skills. Natsir and Anisati (2016) stated

that they can be done through: (1) the curriculum used in teaching reading, (2) their preparations for teaching, (3) proper methods of teaching, (4) proper instructions, (5) authentic materials, (6) the perception of the teachers toward the reading attitudes of their students, (7) barriers in teaching reading and (8) teaching strategies for poor readers. As a result, teachers should make preparations by obtaining appropriate texts and materials that relate to their students' knowledge, backgrounds, needs, and interests because students learn better when their reading lessons are based on their own experiences. Furthermore, giving instructions and selecting authentic materials are regarded as critical components in teaching reading, as proper instructions may reduce the difficulties in teaching reading. Teachers also preferred to help students who were struggling in reading with personal approaches and some strategies. This process allowed the teachers to identify the types of difficulties these students were experiencing as well as the topics that would be of interest to them.⁹⁴

Previous studies have been conducted on the topic of teaching reading, particularly in EFL Students. Research conducted by Ghazizadeh & Fatemipour, (2017) entitled "*The effect of blended learning on EFL learners' reading proficiency*" the purpose of this study was to find out how blended learning teaching methods affected Iranian EFL learners' reading skills. The outcome demonstrates that blended learning considerably improves Iranian EFL learners' reading performance. Both inside and outside of the EFL classroom, the study's findings can be implemented.

In conclusion, teaching reading to EFL Students is an important part of their education. Teachers need to guide students from learning to read to understanding and thinking critically about what they read. Good reading instruction involves three phases of activities: before, during, and after reading, which keep students engaged.

C. Teaching reading by using blended Learning and Kahoot in EFL Classroom

Blended Learning, which combines face-to-face and online Learning, has emerged as a modern and innovative teaching approach. According to Pinandhita et al. (2022), this method integrates in-person instruction with digital technology, both online and offline, and is widely used to enhance learning outcomes while reducing educational program costs. Normawati (2021) highlights that when teaching English as a Foreign Language (EFL), including reading instruction, blended learning is commonly used. Teachers should use effective tactics throughout the learning process and provide curriculum-relevant resources to help students improve their reading comprehension. Furthermore, teachers play a crucial role in creating a fun and active learning environment, and one effective method to achieve this is through blended Learning.

In implementing Blended learning during reading lessons, teachers should balance online and face-to-face activities to maximize student engagement and understanding. According to Harianti et al. (2023), there are

several procedures or steps to implement blended Learning in the classroom.

Here is as follows:

1. Teachers employ both in-person and online instruction.
2. The lesson plan, RPP, and materials must be prepared by the teachers.
3. The presentation phase, which includes pre-, during-, and post-activities, comes next.
4. The first meeting's pre-activities included greetings, group prayer, checking the attendance list, going over the prior information, asking the students about today's material, and outlining the goal and advantages of learning. Pre-activities, or online meetings, include welcoming each other, praying together, looking over the attendance list, and going over the prior material.
5. In contrast to the first meeting's activities, which included group division, text distribution, and reading assignments, students are working on the exercise as a group, checking it together, receiving marks, awards, and homework.
6. The post-activities for the first and second meetings include greeting, providing a conclusion, and the teacher conducting the evaluation.

In blended learning, teachers should clearly organize offline and online lessons. Each part of the lesson—before, during, and after—should help students stay active and understand the material. Group work, discussion, and using tools like Kahoot can improve reading skills. If planned well, this method makes learning more fun and effective.

Below are some procedures conducted in blended Learning according Meliawati et. al. (2014). This study divides the steps into 3 phases. The procedure will be described as follows:

1. Pre-Activity (face to face learning)

In order to get students ready to accept reading material, the teacher gives them instructions and openings in this step. It could take the form of conducting a group prayer before outlining the learning goals of the subject matter being studied. On the other hand, online learning allows teachers to engage in pre-activity.

2. In this stage, the Teacher provides several steps. This step is divided into primary activities, namely:

- a. Exploration (offline Learning)

In order to practice speaking English orally, the teacher can offer a stimulus in the form of pictures that can be translated into the language.

- b. Elaboration (offline and online learning)

- c. English teachers in offline Learning can provide reading texts to students, discuss the contents of the reading texts, and answer questions based on the reading texts provided. Then in the online learning stage, the English Teacher can instruct students to open a website such as Google Classroom, or other learning resources, enter the site, look for reading material/text, read the text, and answer

quizzes or questions related to the text individually, then discuss the results.

3. Confirmation (offline Learning)

Following a discussion of the quiz results from the online learning, the English teacher will give students feedback on the content they have studied in-person and give them a chance to ask questions and engage in discussion. Additionally, assigning homework that may be completed online comes next.

4. Post-Activity (Face to face learning)

At this time, the English teacher will go over the key conclusions drawn from the earlier content and get ready for the following lesson.

Based on the explanations provided, the researcher chooses the blended learning approach as implemented by Harianti et al. (2023) and Meliawati et al. (2018). The researcher will integrate and adapt the *activity* steps from both studies to develop a comprehensive lesson plan (RPP) that aligns with the research objectives. This combination will allow the researcher to create a more effective and structured blended learning implementation for teaching reading in the EFL context.

In order to create a fun learning atmosphere, teachers should integrate technology to support blended learning models. One of the technologies that students and teachers can use is Kahoot. Based on Rochmawati et. al. (2023) there are several steps in conducting Kahoot in the EFL classroom. There are four stages in conducting this study, namely

the planning stage, the action stage, the observation stage, and the reflection stage.

1. Planning the research.

Before the teaching-learning process began, the teacher created a lesson plan; created teaching materials; created a test instrument; and prepared the necessary resources, including setting up their internet connection device, as this media relies on online connectivity.

2. Action on the research.

The researcher used the strategic design in this stage in accordance with the prepared lesson plan. Among the planned (scenario) activities are

- a. Teachers registered for an account on the website <https://KAHOOT.com//>;
- b. The teacher selected or created learning materials related to narrative text using the available features on Kahoot
- c. After preparing the appropriate materials, the multiple-choice questions were displayed on the teacher's main device;
- d. The teacher instructed students to take out their smartphones and ensured all devices were connected to the internet;
- e. The teacher provided the game code so that students could access and join the Kahoot session;
- f. Students, within each group, responded to the questions on their devices within the allotted time.

3. Observation.

In this step, the researcher was involved in various activities such as Conducting open observation of student responses during the learning process using Kahoot; Administering a post-test to determine students' progress in understanding narrative texts after being taught with the help of Kahoot.

4. Reflection.

This stage focused on reviewing all actions that had been implemented. The collected data were analyzed and evaluated to identify areas of improvement for future implementations.

In addition, another research has been conducted on implementing Kahoot media in classrooms. Research conducted by Mala et. al. (2023) highlighted the importance of skimming and scanning techniques in reading comprehension. There are several steps to conduct Kahoot in teaching reading. The explanation will be described as follows:

1. Preparation of Material and Activity

- a. The Teacher prepares a simple report text and divides it into seven paragraphs.
- b. The text is distributed across ten slides with the same level of difficulty on each slide.
- c. The Teacher explains the purpose of the activity to the students to avoid confusion.

2. Introduction to Kahoot

- a. The Teacher provides a brief explanation of Kahoot and how to play it.
- b. Students understand the features of Kahoot after the explanation.

3. Game Setup

- a. The Teacher shares the Kahoot site link and game code to connect students to the game.
- b. The Teacher uses the Zoom *share screen* feature to display the game from their perspective.

4. Game Execution

- a. Once all students have joined the game, the Teacher starts the activity.
- b. Each slide contains three parts: Question: Shown first before the timer begins. Secondly, a paragraph is presented simultaneously with the answer choices as a picture above the options. Lastly, students have 20 seconds to skim and scan the paragraph and answer the question.

5. Class Management

- a. The Teacher motivates the students and maintains a fun and engaging classroom atmosphere throughout the game.
- b. After each slide, the student's scores are displayed in a ranking format.

6. Activity Schedule and Repetition

The activity is conducted three times a week using different texts, following the English class schedule.

7. Final Results

After all slides are completed, students can view their final scores and rankings.

Based on the steps and procedures outlined by Rochmawati et al. (2023), and Mala et al. (2023), the researcher has chosen to integrate the strategies provided by these three experts. A combination of both methodologies will be applied as the foundation for designing the lesson plan (RPP) in the upcoming research. This integration ensures a comprehensive and effective approach to utilizing Kahoot to teach reading comprehension.

D. Relevant Research

In the literature review, researchers examine various previous studies that are relevant to the topic being studied. This review aims to obtain references that support, complement, and provide a comparative perspective so that the research framework becomes stronger and the thesis writing becomes more comprehensive.

In addition, the qualitative approach used in this research respects the diversity of perspectives and differences in views on certain subjects. Therefore, any similarities or differences in the research are natural and to be able to complement each other. This approach allows the current research to

not only strengthen the argument but also make a broader contribution to the understanding of the relevant field of study.

Numerous research studies have been conducted on the topic of reading, particularly focusing on teaching reading by using Blended learning and Kahoot. Some previous research which is relevant to this field of study is as follows: research conducted by Lisniyanti et al. (2023) entitled *Improving Students' Reading Comprehension by Using Kahoot!* The study finds that after using Kahoot in their English learning, students react favourably. Kahoot is helpful in the teaching and learning process, according to the majority of pupils. It is because Kahoot was simple for students to use and understand, Kahoot can increase students' concentration, and most importantly, Kahoot can help students with their reading comprehension. It is proven by looking at the students' mean scores improved from pre-test to post-test. The difference between the previous review of research with this study is the approach. Previous research approaches used quasi-experimental methods. Meanwhile, the researchers used qualitative descriptive types of describing the learning process.

Another study also explores the use of Kahoot in improving students' reading comprehension. Previous study conducted by by Nugroho (2021) entitled *Using Kahoot! to Improve the Reading Comprehension Skill of the Seventh Graders of SMPN 2 Tegalrejo*. The difference with the previous review of the study is the method. The previous research used Classroom Action Research (CAR) meanwhile, the researcher used qualitative

descriptive methods. The findings indicate that students were better at developing in identifying main ideas and implicit information. Most of them could determine specific information. They also could determine the reference. Besides, there is improvement in understanding vocabulary context. The average students' scores also improved as indicated by their average writing scores on the Preliminary Test, Cycle 1, and Cycle 2 tests which were 58.04, 66.52, and 78.69, respectively. The last average score was higher than the minimum achievement criteria of 75.00. It succeeds in reaching a minimum achievement score. It could be summarized that using Kahoot improved the reading comprehension skills of the seventh-graders of SMPN 2 Tegalrejo.

Some studies also explores how Blended learning and digital tools support the development of students' reading skills. Research conducted by Endangsari and Sapriya (2019) entitled *The Application of Blended Learning Through Edmodo and Kahoot on Civic Education to Form 21st Century Skills in Secondary School*. This study aims to provide an overview of the application of blended Learning through Edmodo and Kahoot on civic education to develop 21st Century Skills. The difference with this previous research is the participants. This study analyzed civic education teachers and students at the undergraduate level. Meanwhile, the researchers analyzed the English teachers and students at Junior High School level. The findings show that incorporating platforms like Edmodo and Kahoot into learning processes can enhance and develop student skills, including communication,

collaboration, critical thinking, and creativity. The study concludes that online learning motivates students to engage with their peers in activities that involve solving problems and addressing information gaps. Additionally, they collaborate effectively in computer-supported tasks, utilizing both computer-mediated and in-person communication.

Another study investigates the relationship between Blended learning and students individual characteristics. The research that is conducted by Husain et al. (2024) entitled *Blended Learning Intervention on The Students' Reading Comprehension Achievement with Different Personality Traits*. This study aims to identify the effectiveness of blended Learning and conventional learning instruction in improving EFL students' reading comprehension with different personality traits and to explore the differences in students' impressions regarding integrating blended learning instruction in the EFL class. The difference from the previous review is the approach. This research employs a mixed-method approach. Meanwhile, the researcher used a qualitative descriptive approach. The finding shows that the average learning outcomes of mixed introverted-extroverted students who use blended Learning were higher compared to those of mixed introverted-extroverted students who use traditional learning models. As seen from the interview result, blended learning models were regarded as multi-way instructional models that accommodated students' needs despite an inadequate internet connection, enhanced reading comprehension, fostered students' technological proficiency, and provided efficiency and adaptability.

Lastly, another research was conducted by Normawati (2021) entitled *The Implementation of Blended Learning in Teaching Reading*. This study explores the implementation of blended Learning in an Engagement Reading class within the English Language Education Department at Universitas Nasional Karangturi. Data were collected through Observation, interviews, and documentation. The findings reveal that the class employed stages such as building knowledge of the field, modelling the text, joint construction of the text, and independent construction of the text. To support the teaching and learning process, tools like Google Classroom, WhatsApp, Zoom, Mozilla Firefox, and Chrome were utilized. By the end of the course, students expressed a positive perception of blended Learning in the reading class, citing the integration of technology as beneficial for enhancing communication, interaction, engagement, and collaboration. The difference lies in the participants: while this research focused on English Language Education Department students, the researchers involved EFL teachers and the Eighth-grade students at SMP H. Isriati Semarang.