

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading comprehension is a fundamental skill that underpins academic success across all disciplines, enabling students to extract meaning from written texts and engage critically with information. However, many students particularly in foreign language contexts, often struggle with reading comprehension due to various factors, including limited vocabulary, lack of motivation and support, ineffective reading strategies, difficulty in understanding complex texts and difficulty with fluency and decoding (Selvathurai & Ismail, 2024). Limited background knowledge may create challenges in reading comprehension because it reduces readers' ability to link the ideas and information in a text to their own experiences and previous understanding (Ramadhianti & Somba, 2023). This challenges are particularly prevalent in English as a Foreign Language (EFL) settings, where students may encounter difficulties that hinder their ability to fully grasp the content of texts. Therefore, educators consistently seek effective methods to improve students' ability to comprehend diverse types of texts, moving beyond rote memorization to deeper understanding.

Recognizing the persistent challenges in reading comprehension, innovative instructional strategies are continuously explored to enhance

student engagement and learning outcomes. The Know - Want to Know - Learned (KWL) strategy is a well-established metacognitive tool designed to actively involve students in the reading process by activating prior knowledge, setting reading goals, and reflecting on newly acquired information (Susana & Rojabi, 2025). This strategy encourages students to become more strategic readers, fostering active participation and deeper processing of textual content. Integrating the KWL strategy can significantly improve students' reading comprehension achievement by guiding them through a structured approach to learning (Sari et al., 2023). By prompting students to consider what they already know, what they want to know, and what they have learned, KWL provides a framework for meaningful interaction with academic material. Through these strategy, students become more active in constructing meaning from texts and are encouraged to participate in classroom discussions.

The success of reading comprehension is also influenced by students' motivation and engagement throughout the learning process. Reading motivation plays a vital role in encouraging learners to engage meaningfully with texts, particularly in EFL contexts, as increased motivation contributes to a deeper understanding of written materials and supports academic achievement across disciplines (Guthrie & Wigfield, 2000 as cited in Kheang et al., 2024). Teachers need not only appropriate reading strategies, but also engaging learning media that can create an interactive and student-centered learning environment. The integration of

technology-based learning media in reading instruction can serve as an effective and practical approach for teachers who seek innovative ways to engage students in reading activities (Hakim & Wahyuni, 2024). In English language teaching, digital platforms are widely utilized to enhance students' motivation, engagement, and classroom interaction. The integration of technology has gained substantial attention as an effective way to support instructional strategies and improve learning outcomes.

Game-based learning, or gamification, specifically through platforms like Kahoot!, has emerged as a promising approach in various educational settings. Kahoot! is a game-based student response system (GSRS) that turns the classroom into a game show (Zhang & Yu, 2021). The implementation of a game-based approach through Kahoot!, showed significantly higher achievement in literary comprehension across a range of skills, indicating the positive impact of the platform's interactive and engaging features (Gonzales, 2024). Kahoot! provided students opportunities to contribute actively and collaborate as a community of practice (Mdlalose et al., 2021). Its appealing design and competitive elements often increase student motivation and engagement, which are critical factors in the learning process. The platform allows for immediate feedback, which can help students identify areas for improvement in real-time, thereby supporting a more effective learning cycle. Through interactive quizzes, comprehension checks, classroom discussions, and

engaging game-based features, Kahoot! has strong potential to enhance reading comprehension instruction in EFL classrooms.

Combining KWL strategy with Kahoot! may provide a more interactive and meaningful learning experience for students. The combination of a structured reading strategy like KWL with an engaging technological tool such as Kahoot! holds significant potential for transforming reading comprehension instruction. Licorish et al. as cited in Mdlalose et al. (2022) stated Kahoot! is effective in enhancing students' academic achievement, motivation and engagement in the classroom. Kahoot! can serve as an effective assessment tool that measures students' understanding of texts in an interactive format, complementing the self-monitoring aspects of KWL. Kahoot! can be used for pre-tests, post-tests, or quick comprehension checks, providing a fun and motivating way to gauge learning outcomes (Hasanah et al., 2024). This dual approach addresses both the cognitive processes involved in comprehension and the affective factors related to student motivation and enjoyment. The interactive nature of Kahoot! can also reduce the perceived difficulty of reading tasks, making the learning environment more positive and supportive.

Previous studies have explored the effects of Kahoot! on reading comprehension in EFL contexts. Students easily understand the learning materials the teacher delivers through Kahoot!, which can enhance their reading comprehension and vocabulary (Pahamzah et al., 2022). Kahoot!

could substantially enhance students' reading comprehension skill along with six components such as main idea, vocabulary, inference, reference, facts and opinions, and scanning for detail (Manurung & Sari, 2023). Another study also revealed that the effective use of educational game-based tools such as Kahoot! can contribute to a more dynamic English learning experience while at the same time facilitating the development of students' collaborative competencies (Korkmaz & Öz, 2021). There can be negative opinions regarding its use purely as a testing tool. Therefore, careful consideration of its application is necessary to maximize its benefits in an instructional setting.

Previous studies have reported positive findings regarding the use of KWL strategy and Kahoot! in reading instruction, but most of them investigated these approaches separately and primarily focused on their effectiveness in improving students' achievement. Limited attention has been given to how the integration of a metacognitive reading strategy such as KWL and a game-based learning platform such as Kahoot! can be implemented in actual classroom practice. This gap is particularly evident in Indonesian EFL contexts, especially at Islamic senior high schools such as MAN 4 Madiun. Tenth-grade students often experience difficulties in comprehending reading texts, activating prior knowledge, maintaining learning motivation, and participating actively during reading activities. While KWL strategy can help students organize their thinking and construct meaning from texts systematically, it may not fully address

students' engagement and motivation. Kahoot! can increase students' motivation and participation through interactive learning activities, but it requires an appropriate instructional strategy to support deeper comprehension. Therefore, integrating KWL strategy with Kahoot! is considered a promising approach to address both cognitive and motivational aspects of reading comprehension. Further investigation is needed to explore how this integration is implemented in classroom settings, the challenges encountered during the process, and how students respond to its implementation.

B. Scope of the Study

The researcher limits the scope of this study to focus specifically on the implementation of the KWL strategy integrated with Kahoot! in teaching reading comprehension to tenth grade students at MAN 4 Madiun. This study is conducted within a particular time frame and classroom setting, involving only one group of students at the tenth-grade level. The researcher concentrates solely on students' reading comprehension achievement and does not examine other English language skills such as speaking, listening, or writing. This study does not explore other teaching strategies or digital learning tools beyond the integration of KWL strategy and Kahoot!.

C. Problems of the Study

This study also aims to reveal various problems that could arise during the application of these strategies, including:

1. How is the implementation of Teaching Reading Comprehension through KWL Strategy Integrated with Kahoot! for Tenth Grade Students at MAN 4 Madiun?
2. What challenges are encountered in Teaching Reading Comprehension through KWL Strategy Integrated with Kahoot! for Tenth Grade Students at MAN 4 Madiun?
3. How do the students responses the challenges in Teaching Reading Comprehension through KWL Strategy Integrated with Kahoot! for Tenth Grade Students at MAN 4 Madiun?

D. Objectives of the Study

To provide a more profound understanding of the teaching of reading comprehension through KWL Strategy integrated with Kahoot!, the researcher can provide effective solutions in overcoming the problems that arise, among others:

1. to describe the implementation of Teaching Reading Comprehension through the KWL Strategy Integrated with Kahoot! among Tenth Grade Students of MAN 4 Madiun.
2. to identify the challenges encountered in Teaching Reading Comprehension through KWL Strategy Integrated with Kahoot! for Tenth Grade Students at MAN 4 Madiun.
3. to investigate the students responses the challenges in Teaching Reading Comprehension through KWL Strategy Integrated with Kahoot! for Tenth Grade Students at MAN 4 Madiun.

E. Significance of the Study

The findings of this study offer several benefits, including:

1. For English Teacher

This study provides empirical insights into integrating KWL and Kahoot!, empowering teachers to cultivate more dynamic and effective reading comprehension instruction, fostering deeper student engagement.

2. For Students

The findings are expected to enhance students' reading comprehension capabilities and foster a more positive, active engagement with English learning, thereby nurturing their overall academic growth.

3. For Future Researchers

This study serves as a foundational reference, inspiring further inquiry into innovative pedagogical blends and contributing to the scholarly understanding of technology-enhanced language acquisition.

F. Definitions of Key Terms

This section defines the key terms used in this study to ensure clarity and avoid misunderstanding. These definitions explain how the terms are understood within the context of this research.

1. Reading Comprehension is the process of understanding and interpreting written text. It involves constructing meaning from text, which goes beyond simply decoding words to include understanding

vocabulary, sentence structure, and the overall message conveyed by the author.

2. Teaching Reading is a systematic instructional paradigm design to cultivate students' capacity for extracting and synthesizing information from textual materials, ultimately enhancing their overall reading comprehension and analytical abilities.
3. K-W-L Strategy represents the acronym for Know, Want to Know, and Learned. It constitutes a structured, three-column graphic organizer designed as a metacognitive reading strategy to empower students in activating their existing knowledge (Know), establishing explicit purposes for their reading engagement (Want to Know), and concisely synthesizing the new understandings they have acquired (Learned).
4. Kahoot! is an innovative, game-based learning platform that leverages interactive multiple-choice quizzes, dynamic discussions, and insightful surveys to foster profound student engagement.