

CHAPTER I INTRODUCTION

A. Background of Problem

In era marked by the rapid flow of digital information, reading skills are no longer viewed merely as an academic ability, but also as an essential tool for self-protection amid the proliferation of digital content from social media, online news, articles, and interactive applications. Students are required to possess strong reading comprehension skills in order to filter and understand accurate information, thereby avoiding the pitfalls of hoaxes and disinformation.

Therefore, research on literal reading comprehension becomes increasingly relevant when considered in the context of digital media, as these media not only make learning more engaging and interactive but also serve as assessment tools that provide authentic digital texts aligned with the latest technological advancements. Thus, this study is expected to enhance students' reading comprehension while preparing them to meet the challenges of digital literacy in the 21st century.

According to this understanding students' need to acquire literal reading comprehension skills is inextricably linked to the fundamental nature of reading, which provides the basis of many types of language learning knowledge acquisition. One of the most important tools for investigating knowledge in a variety of fields is reading, which is a basic

educational ability understanding the meaning and context of the information offered in the text is just as important to the reading process as being able to identify letters, words, and punctuation. Grellet (1981) assert that reading is complicated process that calls for the utilization of a variety abilities, such as letter recognition, vocabulary understanding, and the capacity to infer and draw conclusions from the text being read. Thus, reading is an essential prerequisite for effective learning and academic success, with reading comprehension playing a highly strategic role in educational context.

In addition to the basics of reading, reading comprehension is not merely about understanding the literal meaning of sentences. According to Afflerbach et al. (2008), it also entails the capacity to assess, integrate, and interpret the information found in a text. This procedure is crucial because it fosters students' academic success as well as the development of critical and analytical thinking abilities that are necessary in everyday life. According to Snow (2002), a student's capacity for comprehensive reading comprehension forms the basis for learning in a variety of more difficult subject.

Given the complexity of reading comprehension, assessment serves as a crucial tool for measuring reading comprehension skills. Assessment of reading comprehension are used to determine how effectively student comprehend a material. This evaluation techniques can take many different forms, from multiple-choice and essay to presentations or group

discussions. According to Baker (2004), It's critical to keep in mind that assessment functions as both a measurement tool and source of constructive feedback for student, assisting them in identifying their strengths and areas for progress. In this context, emerging educational technologies such as digital platforms have the potential to enhance the efficiency of learning and assessment processes.

One such emerging digital learning platform is Edbot, an AI-powered interactive assessment platform specifically designed to evaluate students' reading comprehension through an innovative and adaptive approach. As an educational chatbot, Edbot not only present reading text accross various genre but including narrative, descriptive, and procedural texts and also integrates an interactive questions system capable of providinng immediate and detailed feedback to students. Edbot's key strength lies in its ability to analyze students' responses in real time and deliver personalized evaluations based on each individual's level of comprehension.

In addition to its core capabilities, Edbot's features include an intuitive and user-friendly interface, an automated assessment mechanism, and a feedback system tailored to each student's learning needs. Furthermore, Edbot adopts gamification principles into its assessment design, transforming the evaluation experience from a potentially anxiety-inducing activity into an enjoyable and motivating learning processes. With these characteristics, Edbot offers a new approach to assessment that not

only measures reading comprehension but also facilitates active and collaborative learning, while providing comprehensive analytical data that teachers can use to design more effective pedagogical interventions.

Despite the potential of tools like Edbot, at the junior high school level, teaching reading skills faces a number of challenges. This is due to various factors, such as differences in ability among students and often low reading interest among them. Krashen (2004) notes that low reading interest can negatively impact the development of reading skills, which in turn affects students' performance in other subjects. Good reading skills are essential at this stage, as a strong foundation will set the groundwork for their academic success at higher education levels, as stated by Hirsch (2003).

In line with these challenges, various studies have shown that although various teaching methods have been applied, there are still a number of students who experience difficulties in reading comprehension. This suggests that the various learning needs of kids can occasionally be unmet by conventional methods of teaching reading. A statement by Pressley (2000). Field observations reveal that many students feel overwhelmed when faced with lengthy and complicated texts, highlighting the need for more creative methods of teaching and evaluating reading comprehension.

Based on the results of previous research, the utilization of technology in the learning process has been proven to increase student motivation and engagement (Miller, 2015). Nevertheless, most existing studies have not specifically explored the effectiveness of EdBot in the context of reading comprehension assessment. Therefore, this study aims to investigate the extent to which EdBot can help improve literal reading comprehension among seventh-grade junior high school students. By implementing EdBot in the classroom for the assessment, it is hoped that a new method can be created that not only improves students' comprehension but also encourages greater reading interest among students who are generally less motivated to engage in reading activities.

Through addressing this gap in research, it is expected that the findings of this study can make a significant contribution to the development of better teaching and assessment methods and provide a new perspective on the utilization of digital technology in education. Furthermore, through this study, more in-depth empirical data will be obtained, which is expected to provide new insights for the development of effective teaching and assessment methods, thereby improving student learning outcomes and performance in further education. Specifically, this research is expected to generate empirical evidence regarding the effectiveness of EdBot as a technology-based assessment instrument capable of measuring literal reading comprehension objectively, efficiently, and comprehensively, while

contributing to the literature on the integration of artificial intelligence in educational assessment practices.

B. Identification of the Problem

Based on the background description previously described, several main problems in the process of learning English reading in grade seventh can be identified:

1. Difficulties experienced by students in understanding reading texts.
2. Uninteresting learning methods and media that reduce students' interest and participation.
3. Assessment and feedback tools that are not yet effective in describing students' abilities as a whole.
4. Students' limited experience in using digital media as part of the learning process.

C. Limitation of the Problem

Based on the identification of problems that have been described previously, the researcher provides limitations to maintain the focus of this study so that it remains relevant to the objectives to be achieved. This study will only examine the effect of using Edbot as a reading comprehension assessment media for seventh grade students in Junior High School. The limitations include: this study only discuss literal reading comprehension in English, focusing exclusively on reading comprehension. In addition, the research participants are limited to seventh grade in one school, so the result

cannot be generalized to all students in other school. The focus of this study will also only be on the use of Edbot, without comparing with other media or assessment methods. The study be conducted over a period of time, so the result will only cover the period. The data to be collected is limited to post-test only as well as feedback from students, which may not cover all aspects that affect reading comprehension. Through these limitations, the study is expected to provide a clearer picture of the effectiveness of Edbot in the assessment of reading comprehension in seventh grade students.

D. Formulation of the problem

This study focuses on examining the effectiveness of using Edbot as a literal reading comprehension assessment tool for seventh grade students in junior high school. Taking into account the predetermined boundaries, the research question posed is: “Does Edbot give significant effect on students’ as a media for literal reading comprehension assessment for seventh grade in Junior High School?”

E. Purpose of the Problem

Based on the above research questions, the purpose of this study is to investigate the effectiveness of using Edbot as a media literal reading comprehension gives significant effect for students seventh grade in Junior High School. This study aims to provide insights into the extent to which Edbot can improve students' comprehension of reading texts, as well as provide recommendations for more effective teaching in the future.

F. Significance of the Problem

Researcher hope that this research can be useful for explaining teaching media in order to provide a better understanding for teachers and students. Teachers are expected to benefit from the use of EdBot as an interactive assessment tool to improve students' literal reading skills. This technology provides a more engaging and efficient way for teachers to evaluate students' comprehension in real-time.

Additionally, the English Tadris Department can utilize this research as a supplementary resource for curriculum building, instructional strategies, and upcoming studies concerning educational technology and language evaluation. The goal of this research os to improve understanding of how cutting-edge technological tools, such as Edbot, may support English Teaching and learning by making it easier for student to understand texts, extract information efficiently, and cultivate critical reading abilities. It is envisaged that students will gain greater seld-assurance and proficiency in reading texts, better equipping them for a variety of academic tasks.

G. Definition of the Key Term

In this study, there are several key terms that need to be defined to provide a clearer understanding of the context and purpose of the study. These definitions are important so that readers can understand the concepts used in this study and how they relate to the effectiveness of using Edbot as a reading comprehension assessment tool.

1. EdBot

EdBot is an interactive learning media application designed to enhance the learning process and assessment of students' reading comprehension. With interactive features like games, and instant feedback, Edbot enables users including educators and students to engage with educational content. It is anticipated that using Edbot will improve students' comprehension of reading texts and boost their involvement in the learning process. Based on previous research, digital media such as Edbot can improve student motivation and learning outcomes (Gonzalez & Cunnings, 2019).

2. Assessment of Literal Reading Comprehension

Reading comprehension assessment is an evaluation process designed to measure the extent to which students successfully comprehend, analyze, and interpret the texts they read. It involves various forms of assessment by using multiple-choice tests. The importance of this assessment lies in its ability to provide a clear picture of students' comprehension and assist educators in determining the right steps to improve students' reading ability (Shin & Kang, 2021).

3. Learning Assessment

The methodical process of measuring, assessing, and giving feedback on students' accomplishment is known as learning assessment. This procedure is used to improve and eleavate the quality of the

learning process in addition to being a tool for assessing learning results. As a result, learning evaluation becomes a crucial component of the educational process allowing teachers to determine areas that still need to improvement as well as the degree to which learning objectives have been met. Brown (2004)

4. Student Engagement

The extent to which students actively participate in the teaching and learning process, including their motivation, enthusiasm, and contribution to class discussions and activities, is referred to as student engagement. It is anticipated that high involvement will greatly enhance student learning result. According to research, pupils who are engaged typically comprehend the information better. Wang & Chen (2022)

5. Digital Media Integration

Digital media integration is the use of digital technologies and tools in the learning process to support teaching. To improve learning effectiveness, it involves implementing a variety of digital platforms and applications in the classroom. In the current digital age, when students must prepare for global issues, this integration is particularly crucial. Research shows that the application of technology in education can offer richer and more relevant learning experiences (Yoon & Lee, 2020)

6. The Effectiveness of Using Edbot

In this context, "The Effectiveness" refers to the degree to which EdBot can successfully serve as a digital assessment medium to improve students' literal reading comprehension skills. Effectiveness is quantitatively measured through the comparison of students' scores on post-tests, indicating measurable academic progress.

According to Hattie (2009), the effectiveness of an educational intervention is determined by its impact on student achievement, which learning. In line with this theory, if the use of EdBot results in significant and consistent gains in reading comprehension scores and active participation, it can be regarded as an effective instructional tool. Furthermore, the incorporation of immediate feedback within EdBot aligns with the principles of formative assessment advocated by Black and Wiliam (1998), which demonstrate that timely feedback enhances learning by enabling students to recognize their weaknesses and make necessary adjustments, thereby fostering self-regulated learning and deeper comprehension.

This measure of effectiveness also considers the extent to which the learning process becomes more dynamic, motivating students to actively participate and engage with reading materials. An effective method, according to educators and researchers, is one that not only

yields improved test scores but also promotes intrinsic motivation and autonomous learning, laying a foundation for long-term educational success.

