

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading comprehension is one of the most important skills in learning English because it enables students to understand, interpret, and respond to written texts effectively. According to expert views, reading comprehension is not only about reading words on a page, but also about constructing meaning, identifying main ideas, drawing conclusions, and connecting information within a text. This skill is essential for academic success since students are required to read various learning materials in almost every subject.

However, in reality, many students at MAM Saning Bakar Solok still experience difficulties in reading comprehension. Based on the school data, students' reading comprehension ability is still low, as shown by their unsatisfactory scores in exercises and examinations related to reading. This condition indicates that students have not yet mastered the reading skills needed to understand English texts properly. The low achievement also shows that conventional learning methods may not be sufficient to support students' understanding and engagement in reading activities.

One promising solution to this challenge is the use of Kahoot, a game-based learning platform that transforms traditional learning into an interactive and enjoyable experience. Kahoot allows teachers to create quizzes that focus on reading comprehension, presenting them in a fun and competitive format that can significantly enhance students engagement. The Gamification Theory

proposed by Deterding et al. (2019) supports this approach, suggesting that incorporating game elements into learning can boost students' intrinsic motivation and engagement levels. By utilizing Kahoot, students can learn from their mistakes in a low-pressure environment, which can lead to a deeper understanding of the texts they encounter.

Research on the application of Kahoot to improve reading comprehension at MAM SANING BAKAR SOLOK is not only timely but also essential. Drawing on Piaget's Constructivism Theory (2013), which posits that students construct knowledge through active experiences, this study aims to explore the effectiveness of Kahoot in enhancing reading comprehension skills. Furthermore, it seeks to identify the factors that contribute to the successful implementation of this platform in the classroom setting.

In summary, the integration of gamified learning tools like Kahoot presents a unique opportunity to address the reading comprehension challenges faced by students at MAM SANING BAKAR SOLOK. By fostering a more engaging and interactive learning environment, educators can help students develop the skills necessary to navigate English texts effectively, ultimately improving their academic performance and confidence in using the language. This study will provide valuable insights into the potential of Kahoot as a transformative educational tool, paving the way for more innovative teaching practices in the future.

B. Identification of the Problem

Based on the issues described in the background section above, several problems can be identified, including:

1. Low students on reading comprehension ability. Many students at MAM SANING BAKAR SOLOK struggle to understand English texts. This affects their academic performance and their ability to grasp key information from the texts they read.
2. Lack of interactive media in learning. The use of less innovative learning media in the teaching process of reading comprehension causes students to lose interest and participate less actively. Conventional teaching methods fail to motivate students to engage in learning.
3. Lack of technology integration in learning. At MAM SANING BAKAR SOLOK, the use of technology in English learning, particularly in reading comprehension, has not been fully optimized. As a result, students are not familiar with modern learning methods, such as Kahoot, which can enhance their engagement.

By identifying these problems, this study aims to explore the effectiveness of using Kahoot to improve reading comprehension at MAM SANING BAKAR SOLOK. Through a more gamified and interactive approach, it is expected that students will become more interested and motivated to learn.

C. Limitation of the Problem

Based on the problem identification previously described, the researcher establishes the scope of the study to maintain focus on the subject and objectives to be achieved. This study will only discuss the effectiveness of using the Kahoot website in improving reading comprehension among Grade XI students at MAM SANING BAKAR SOLOK. Furthermore, the study will focus solely on specific reading materials relevant to the taught curriculum. Thus, it will not cover other aspects of English learning such as speaking, writing, or listening. Additionally, this study will not address the use of other learning platforms or teaching methods besides Kahoot. With these limitations, it is expected that the research will provide relevant and beneficial results in the context of using Kahoot to improve students' reading comprehension at MAM SANING BAKAR SOLOK.

D. Formulation of the Problem

The author focuses on researching the effectiveness of using the Kahoot website in reading comprehension learning. Therefore, the research question is: "Does the use of the Kahoot website give significant effect on english reading comprehension among Grade XI at MAM SANING BAKAR SOLOK?"

E. Purpose of the Study

Based on the research questions above, the research objective is to determine the effectiveness of using the Kahoot website in improving reading comprehension in class XI students at MAM SANING BAKAR SOLOK.

F. Definition of Key Terms

1. Kahoot

Kahoot is a learning game platform that allows students and teachers to create quizzes, surveys, and interactive discussions online. According to Ranjan (2021), Kahoot not only facilitates a fun learning process but also can enhance students participation and engagement in understanding subject matter.

According to Nuttall (2005), reading comprehension is defined as the process of extracting and constructing meaning from written language. In this process, readers are required to master key comprehension skills, including identifying main ideas, understanding supporting details, making inferences, and drawing conclusions based on the information presented in the text. Consequently, reading comprehension encompasses both lower-order skills, such as vocabulary recognition, and higher-order thinking skills, such as critical analysis and interpretation.

2. English Reading Comprehension

English reading comprehension is the ability to understand, interpret, and construct meaning from texts written in English. According to Snow (2002), reading comprehension is the process of extracting and constructing meaning through interaction with written language. Grabe (2009) adds that it is a complex and interactive process in which readers combine their linguistic knowledge, background knowledge, and reading strategies to understand a text. In this study, English reading

comprehension refers to the ability of Grade XI students at MAM Saning Bakar Solok to understand English reading texts. It is measured through pretest and posttest scores on five indicators: identifying the main idea, finding detailed information, understanding vocabulary in context, making inferences, and drawing conclusions.

3. Effectiveness

Effectiveness refers to the extent to which an intervention achieves its intended objectives and produces the expected outcome. In educational research, a teaching medium is considered effective when it leads to measurable improvement in students' learning outcomes. Creswell (2012) explains that experimental research examines the effect of a treatment on an outcome by comparing groups. In this study, effectiveness refers to the extent to which the use of the Kahoot website improves students' English reading comprehension. It is indicated by a statistically significant difference ($p < 0.05$) in posttest scores between the experimental class, which is taught using Kahoot, and the control class, which is taught using conventional methods.