CHAPTER 1

INTRODUCTION

This chapter aims at presenting background of the study, the research question, the objective of the study, scope and limitation, theoretical framework, definition of key terms, significance of study, assumption and thesis organization.

Background of the Study

Learning English nowadays is becoming one of the most important parts to almost everything in our daily life. Learning itself can be executed everywhere. However, there is an institution named school that conducts the learning more pedagogically and comprehensively. Sadly to say, nowadays, some students are suffering difficulty in understanding and applying English well. Even though the notion of integrating reading and writing in L1, L2 literacy in education is not new; only until recently has the reading-writing connection received enough attention and been implemented in the teaching of L1 and L2. David (2007)

said that English is an irregular language that in fact makes difficult to learn for non-native learners and this is also hard to teach as well. Thus, it is important, especially to the students in this era who are so eager to know their materials in more fun way. In addition, engagement and motivation of the students have been the obstacles in teaching English to students who are applying it as foreign language. Moreover, in some schools, the classrooms where the delivery of the materials is considered old-fashioned and repetitive would have bad impacts on the students in the future. Thus, integrating education and entertainment are widely observed over the last few decades as an innovation to increase student motivation. Zala'i (2006) said that the combinations of both learning and entertainment called "edutainment" is now being used as a media to educate students better, especially for generation Z. In the United Kingdom, for example, David (2007) has a research that using game approach in delivering the materials increased student's motivation and enjoyment in achieving their aspirations or score.

In order to enhance students' motivation to read English texts and their score on the test for students with low levels of motivation of reading skills in some classes on tenth grade students of senior high school, the experimental research was conducted to practice applying reading strategies with "Kahoot!" as an online media.

Research Question

Based on the background explained above, an online media is chosen for this study. An online media called:"Kahoot!" was used to develop English language learners literacy, motivation, and confidence in understanding reading comprehension text as a media of communication in English and to measure their engagement in the classroom setting. Knowing the background and media used, the research questions of the study was "Will the use of online learning media called "Kahoot!" be effective for improving the reading comprehension scores of senior high school English learners compared to Jigsaw teaching technique?"

The Objective of the Study

According to the facts found about the motivation to read is low and the result of reading comprehension test in traditional class is still under the expectation of the school, the writer who is also an English teacher of a senior high school wanted to apply an online media to know students' score in reading comprehension after using the online media and the effects of applying the online media called "Kahoot!".

Scope and Limitation

This study is concerned with the teaching of English reading skill on tenth grade students as the research population. However, only two classes at the tenth grade of Gloria 2 Senior High School Surabaya were chosen as the samples. The control and treatment group were chosen from two different classes. The result of this research is limited to the schools that apply similar curriculum.

Theoretical Framework

Some theories are applied to support the process and
result of the research. The first theory is *Affective Filter
Hypothesis Theory*. Krashen (2009) defined this theory
on its emphasis regarding its variety of affective
variables to success in second language acquisition
which is leading to motivation, self-confidence and
anxiety. They are related because students might be able
to accomplish the learning objectives by the application
of those three. The first theory is applied to help related
theory called *ConnectivismTheory*. Siemens (2005)
states that the account of trends in learning with the use
of technology and network, and the diminishing half-life
knowledge which combine relevant elements of many
theories, social structures, and technology to create a
powerful theoretical construct for learning in this
advanced digital era helps learners to empower
themselves to explore the knowledge more because they
are doing the learning by using their way of life
nowadays. When the technology and psychology are
applied, the effect on learners must also be adapted and

applied. Thus, *Behaviorist Theory* is applied. Parkay (2000) emphasized on the changes in behavior that come from stimulus-response association made by learner. The theories above were used to support the investigation of the effects of edutainment in teaching reading at Gloria 2 Senior High School Surabaya.

Definition of Key Terms

To avoid misunderstanding and misinterpretation of the content of the study, the writer defines key terms as follows:

➢ **Reading comprehension:** the ability to process text, understand its meaning, and to integrate with what the reader already knows.

➢ **Online media:** digital media, which includes photos, video and music, distributed over the Internet, which are either non-copyrighted or copyrighted materials provided either freely or for a fee.

➢ **Kahoot:** an online media for using technology to administer quizzes, discussions or surveys that are

game based classroom response system played by the whole class in real time.

Significance of the Study

This study has practical and theoretical contributions. The aim of this study is to describe the effects of Kahoot! in teaching reading on tenth grade students at Gloria 2 Senior High School.

Practically, the data and information obtained from this study are expected to provide useful contributions for students, English instructors and future researchers. The result of the research is then expected to be a basis to decide the use of kahoot! in reading comprehension learning for English teachers who choose reading as the material to be taught at particular time.

Theoretically, the result of this study provides additional insights concerning the teaching of English reading skill and its experience on the use of edutainment methods at the secondary level. Moreover, this research was held to support the underlying theories

so that the data could give more supportive data on the theories.

Assumption

This study is based on some assumptions. The first assumption is that there is reading material to be taught to support English learning on one of the four skills. It is also assumed that the teacher know what Kahoot! is and how to use Kahoot! for teaching the students in the classroom. The last assumption is that the teacher is an English teacher so that particular learning objective on learning reading is achieved.

Thesis Organization

The writer arranged this study into five chapters. The chapters represent the contents needed so that this study can be clearer for its contents that related from one to another chapter in this study.

Chapter One is introduction. It illustrates the background of the study, the research question, the objectives of the study, scope and limitation, theoretical

framework, definition of key terms, significance of the study, assumption, and thesis organization.

Chapter Two is review of related literature. This chapter is divided into two parts. First, related theories explain the nature of reading and edutainment, role of motivation on reading skill, and impact of the edutainment in teaching reading. Second, related previous research explains the previous studies which have relation to the writer's research.

Chapter Three is research method. This chapter is divided into six parts. Those are; research design, research data, treatment, population and sample, teaching materials, instruments, data collection procedure, data analysis technique.

Chapter Four is reports on the result of the research. It consists the results of students' reading tests' scores' analysis and hypothesis testing. Further explanations about the findings are explained in this chapter.

Chapter Five is the discussions and suggestions. The details of the discussions and suggestions are explained more specifically at this part.