CHAPTER I

INTRODUCTION

1.1 Background of The Study

Reading comprehension refers to one's ability to understand, interpret, and synthesize the information contained in a text. It involves recognizing primary information, detecting secondary ideas, identifying arguments, and drawing conclusions based on the text read. According to Edmundus and Siki (2022), students need to identify the gist, main ideas, and specific details and even make inferences about what they are reading. Comprehension of the text starts from letter and word recognition to understanding the meaning at the phrase, sentence, and paragraph level. Reading comprehension is also a talent that can be used both passively and actively. It requires the reader to exercise critical thinking, make assumptions, relate the material to their past knowledge, and pose pertinent queries. This skill is crucial for success in school, the workplace, and daily life because it allows people to acquire knowledge, participate in conversations, make wise decisions, and keep learning.

In English language learning, the types of reading texts can be divided into several categories based on their purpose and characteristics. The text types are descriptive text, expository text, procedure text, report text, argumentative text, recount text, narrative text, and analytical exposition. This research only focuses on narrative texts that involve reading comprehension skills. Narrative texts are texts with storylines about an event or incident involving characters who play a role in the story. The stories presented in narrative texts can come from the

author's imagination or can also be based on real-life experiences. The narrative text structure includes characterization, plot, conflict, setting, and resolution. In addition to entertaining readers, the narrative text also aims to educate readers by conveying the moral values contained in the story. Therefore, the ability to understand a text is needed to get the information and knowledge contained in the story.

Based on the researcher's observation in participating in the PLP at SMP N 7 Jambi City, it was found that in practice, many students face struggles in comprehending English reading texts. This can be caused by various factors, such as a lack of interest in reading, ineffective reading strategies, and limited time in the learning process. To overcome this problem, innovative and effective strategies in learning are needed. In addition, the implementation of English learning in grade VIII students using technological media is still rarely conducted. In this study, the researcher is interested in implementing EFL teaching techniques on narrative text, namely skimming and scanning techniques by using game-based technology media in the form of interactive quizzes through the Kahoot application. English teachers should pay attention to conditions and show enthusiasm when teaching English. The teachers suggested that prospective English teachers should know about the conditions for teaching students. They argued that to attract students' interest, it starts with the teachers themselves to make the learning conditions interesting (Arif et al, 2017). Kahoot is a game-based learning software platform designed to make learning more engaging, interactive, and fun. It is a tool used by learners, educators, and instructors to create and play online quizzes in a variety of formats, including

multiple-choice, true or false, and text questions. Using Kahoot requires internet access to participate in a lesson or quiz. Through this app, teachers can develop their class engagement and enjoyment while teaching the material. Many language skills are compatible with this app, one of which is reading with skimming and scanning techniques. The app offers teachers many types of exercises and duration options. Teachers can use multiple-choice, true-or-false questions, and even questions with essay answers (Mala, 2023).

The skimming technique is used for speed reading to get an overview of the text. In skimming, readers look at headings, subheadings, introductions, and opening paragraphs to figure out the main idea of each section of text. Skimming over a text, students can make the process of reading easier; they know how the text is organized, and it increases their understanding of the writer's tone or intonation. Skimming is a technique students can apply when they do not have enough time to read the passage. In the skimming technique, the students read the passage to determine the main idea. Skimming is the skill of reading without reading every word and line (Mokalu et al, 2021). Meanwhile, scanning techniques are used to find specific information in the text. In scanning, the reader scans the text by focusing on the keywords or information they are looking for, and it involves moving the eyes quickly over the text to find relevant information. Scanning can also assist students in extracting knowledge from a book while also allowing them to maximize their time. Sinaga (2017), states that scanning is a technique that means reading quickly to identify specific information that is appropriate to be applied in various types of texts.

Research on the effects of skimming and scanning techniques on students' reading skills has been widely discussed by previous researchers. One of the previous studies on "The use of skimming and scanning techniques to improve the reading comprehension achievement of junior high school students" This study showed significant results in the percentage of students' active participation in reading classes using skimming and scanning techniques. The researcher continued the research on the effect of skimming and scanning techniques on students' reading comprehension by using game-based technology. Educators or teachers can create interesting and fun learning by using technological media that can attract students' interest in learning so that it is easier for students to understand the learning material provided. The concept of this research refers to the effect of teaching techniques that use game-based applications (Kahoot!). According to Wang (2022) state most literature supports that education apps can effectively stimulate students' learning interests and efficacy. Furthermore, students can make fragmented online learning by using education apps. The learning opportunities for students increase, making independent study activities easier. The design, research, and development of mobile education apps provide new learning platforms and resources to traditional classroom teaching activities. According to Hadiyanto (2019) revealed that the lecturers successfully implemented blended cooperative eLearning, developed its strategies, and improved students' core competencies, which include soft skills, hard skills, and academic character. In this context, learning technologies, such as the Kahoot app, offer great potential to enhance the learning process, especially when it comes to reading skills. Kahoot is a

game-based platform that has been widely used in various educational environments to increase student engagement. However, there has not been much research investigating the impact of using skimming and scanning techniques through Kahoot on students' reading comprehension.

Based on the explanation above, the writer decided to continue the research entitled "**The effect of skimming and scanning techniques through Kahoot application on students' reading comprehension skills**". This research was conducted at SMP N 7 Jambi City, which is located at Jl. Jendral A. Thalib No. 76, Telanaipura, Jambi.

1.2 Research Question

Based on the problems that have been stated in the research background above, the following questions for this research can be identified: a. Is there any significant effect of skimming and scanning techniques through *Kahoot* on reading comprehension skills? b. Is there a significant difference in students' reading comprehension skills between skimming and scanning techniques through the Kahoot application and conventional learning?

1.3 Objective of the Study

Based on the research questions that have been presented previously, the objectives of this study are, a. To analyze if there is a significant effect of skimming and scanning techniques using Kahoot on students' reading comprehension, b. To analyze if there are significant differences between skimming and scanning techniques through the Kahoot application and conventional learning on students' reading comprehension skills.

1.4 Scope and Limitation

This study involves junior high school students who will conduct learning that focuses on implementing skimming and scanning techniques through Kahoot on students' reading comprehension of narrative texts. The writer uses Kahoot! as a tool for learning, and the research will be conducted at SMP N 7 Kota Jambi. This study was only conducted in two classes: namely class 8i as the experimental group and class 8j as the control group. This study has limitations on students' ability to use technology due to a lack of experience in using the Kahoot application as well as inadequate internet connections or devices. This study also only focuses on one type of reading text, namely narrative text, considering its relevance to the learning curriculum at the grade 8 level. Choosing curriculum-relevant texts helps to ensure that the research results have direct implications for students' literacy development by the applicable learning standards. In addition, narrative text allows the use of a variety of learning styles, including visual and narrative elements. This supported the game-based learning approach with images and helped the research identify how the use of skimming and scanning techniques through Kahoot could support a variety of student learning styles

1.5 Significances of the Study

This research is expected to be useful for teachers to improve teaching techniques in learning narrative text through the application of skimming and scanning techniques using game-based technology. This research can provide recommendations for teachers and curriculum development on how best to

integrate technology, especially the Kahoot app, in English language learning. This information can help to develop more effective learning strategies to improve students' reading comprehension. Hopefully, this research can provide insights into whether skimming and scanning techniques through the Kahoot app provide benefits specifically for students. This can support differentiation in learning, where a more personalized approach can be applied according to students' needs. The use of skimming and scanning techniques in an English context can help students develop essential reading skills. Students not only learn reading techniques but also practice them in English, improving comprehension and language acquisition. With improved learning quality and student learning outcomes, schools can gain a better reputation for implementing effective and modern learning methods. This can attract prospective students and parents who are looking for innovative schools. Additionally, this study can serve as a basis for further research or future studies involving additional variables or different methods.

1.6 Defenition of Key Terms

The key terms used in this research, entitled "The Implementation of Skimming and Scanning Techniques Through Kahoot Its Effectiveness on Reading Comprehension," are as follows:

Skimming Techniques

Skimming is a reading technique that involves looking at the text quickly to get a general idea of the content of the text without having to read every word. This

technique can be done by looking at the title and subtitle and reading the first stretch of the text.

Scanning Techniques

Scanning is a speed-reading technique that aims to find specific information without having to read the entire text by finding words or phrases relevant to a particular purpose.

Kahoot Application

Kahoot is a game-based educational platform for creating interactive quizzes and learning games. Learning using this platform can be accessed by learners through digital devices.

Reading Comprehension

Reading comprehension is the ability to understand the content of the text, interpret the meaning of the text, and make inferences from the text read.