

CHAPTER I

INTRODUCTION

A. Background of Problem

Reading is one of four important skills in English. Reading is activity observed as a clarification skill, that is understanding codes into ideas. According to Harras (2014), reading is pronouncing or speaking a string of printed characters, ranging from letters to words, phrases, sentences, and so forth. Put differently, we presume that the writer has certain communication intentions that the reader is trying to grasp. People consider reading as an important activity, so that people usually say that reading is the window of the world. It is a means to see the world. By reading, people can get the information generally without going anywhere.

Furthermore, reading ability is the part of the reading course that is focused on reading ability of the subject matter. In the other hand, reading ability is meant as the act of grasping the reading content with the mind. Through reading, people can improve their own knowledge which ensures the enduring personal developments and adapts the change in the word. According to Aini (2020), reading ability cannot be obtained spontaneously; rather, learning is required. The meaning is children's reading ability and spelling skills never get a perfect and instead they always grow and develop.

In teaching reading, teachers should provide alternative materials to build a structured and systematic situation for students in the classroom. Such materials can be used together with media that can stimulate students' motivation during the teaching and learning process in the classroom. On the other hand, that the use of

various teaching materials and supporting media is very useful to improve the quality of reading learning.

Based on the mentioned argument, the researcher attempts to adopt an interactive media in teaching. A media can assist students since it is a more effective learning strategy for students than learning without it. According to Zulaidah (2018), digital interactive media are the components are easy to learn and comprehend, they are the best and most successful approach to delivering information. From digital interactive media can be used to organize learning in the classroom in the form of one of the examples of online digital interactive, in addition through online digital interactive can collect materials, and also to give assignments to students.

In fact, based on the researcher's observation at SMPN 33 Padang on 14th August 2023, there were many problems related to learning English especially in reading comprehension. First, the students quickly get bored and lazy to pay attention learning to read English because the learning or material is less interesting. When the teacher teaches, students are very bored because they only see and do the student worksheets that have been provided. Then the teacher asks students to answer the question. Then the teacher asks students to answer or asks to re-explain the question. In answering the questions, students always have many mistakes and often cheat because students do not understand what is in the text. This condition due to the students do not on the topic of the text deeply, and then they are lack of vocabulary. It can be seen how they often fine unfamiliar work on sentence in the sentence.

Therefore, the students have lack attention in learning. In teaching reading, the teacher introduces the topic, then asks the students to make exercises in worksheet book. It makes most of the students are passive, bored a not interested in studying English as especially reading. As the result, in makes the purpose and goal of teaching and learning process does not reach criteria minimum score (KKM) is 75 points cannot be gotten by the students.

In this case, the researcher uses Flipbook and Interactive Gamification at second grade of junior high school, so that students can reading well, the study goals to explore how the introduction of Flipbook and Kahoot (independent variable) affects the development of reading ability (dependent variable) in second grade. In simpler terms, it is trying to see if using these types of media can improve how well second graders can read.

B. Identification of Problem

Based on the problem in the background, researcher found that there were several problems faced by students. First, the content being learned is less attractive, students quickly lose interest in it and become too slow to pay attention while learning to read in English. Students are so bored when the lesson starts that all they do is look and complete the worksheets given. The researcher then requests that the class respond to the question. The researcher then requests an answer from the class or a rephrase of the question. Because they do not comprehend the content in the text, students frequently cheat and consistently make a lot of mistakes when answering the questions. This situation results from the students' low understanding

of the text's subject and their following vocabulary shortage. It is evident how frequently they discover unfamiliar work in the sentence.

Therefore, the students' focus on learning is missing. When teaching reading, the instructor presents the material and then assigns homework in the form of worksheets. The majority of students become unmotivated, bored, and uninterested in learning English, particularly in reading. As a result, students are unable to meet the minimum score (KKM) of 75 points, which defeats the purpose and aim of the teaching and learning process.

C. Limitation of the Problem

Based on the many problems in reading which have been identified above, the researcher limited the problem of this research on the using Flipbook and Kahoot Media at the second grade of SMPN 33 Padang. The researcher assumes that using Flipbook and Kahoot Media can help students to reading well, and more excited to learn English especially in reading ability.

D. Research Questions

Based on the problems above, the researcher formulated the problem of the research as follow:

1. How did the use of Flipbook and Kahoot affect the second grade SMPN 33 Padang students' reading ability?
2. Is there any significant improvement of students' reading ability after using Flipbook and Kahoot at the second grade SMPN 33 Padang?

E. Purpose of the Research

Based on the research questions above, so the purpose of the research as follow:

1. To examine the impact on reading ability after using Flipbook and Kahoot at the second grade SMPN 33 Padang.
2. To investigate the effect of using Flipbook and Kahoot on students' reading ability second grade SMPN 33 Padang.

F. Significant of the Research

The finding of the study would be expected to be significant in two ways, they are theoretically and practically:

1. Theoretically

The theoretically of the research is in the following:

- a. Teacher

Can use of the role of Flipbook and Kahoot in learning and can examine teachers' technology-based reading instruction strategies to overcome learning barriers.

- b. Students

This study can understand the benefits of Flipbook and Kahoot to improve reading ability and gain technology-based insights.

- c. Researchers

Future research can enrich the findings by testing different Flipbook and Kahoot contribute to the development of further research on improving reading skills through technology based interactive learning media.

2. Practically

The research are results are expected to be useful in the following areas:

a. Teacher

The teacher can use this strategy and get facilitate the development of teachers' professional competence in teaching reading.

b. Students

This study can be applied to advancing learning and student achievement in developing reading skills.

c. Researchers

The research is expected to facilitate improvements the quality of design and implementation of future research.

G. Definition of Key Terms

1. Reading

Reading is a linguistic process that is connected to all other forms of communication and thought.

2. Reading Ability

Students who can make connections between and within sentences are better equipped to comprehend the entire text. Students can improve their reading abilities by reading aloud and discussing their experiences.

3. Flipbook

Utilized as a creative release, a teaching tool and test out simple animation as help learning more advanced.

4. Kahoot

Game-based learning platform and used as a tool to conduct comprehension tests or quizzes to students in this study.