CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language used by many people in some aspect of life, therefore English is taught from elementary school to university. There are four language skill to be learn such as listening, speaking, writing, and reading. The learners should possess all of the skills mention to master English. Reading is one of the important language skills that play significant role in helping students understand some kinds of text, get the knowledge, and improve their vocabulary. Reading also engage students to learn new information, new concept, and develop a broader worldview. In the context of language learning in Indonesian schools, reading is introduced early and considered a fundamental skill that supports other language abilities. However, reading is also involve understanding and interpreting the meaning behind the text, known as reading comprehension.

Reading comprehension is important to learn for the students. Retno and Kurniasih (2018) found that reading comprehension is one of the abilities should be prioritized because it allows students to learn more independently. Reading comprehension is the ability to understanding the implied information and the author's intended meaning in view of their past knowledge (Nur, 2024). Reading comprehension helps students extract important information from a text, identify main ideas, and understand supporting details (Erlidawati, 2023). This process enhances their overall

grasp of the material and aids in interpreting the author's intentions. By developing these skills, students can analyze texts more effectively, improving their ability to understand the whole text. Recount texts play a pivotal role in this process as they provide a structured and chronological narrative that helps students identify main ideas and supporting details. These texts, which recount past events, offer relatable and clear contexts that make it easier for students to connect with the material, improve comprehension, and develop critical thinking.

However, in reality some students have difficulties in mastering reading comprehension which can affects their overall performance in English. Many students struggle with reading comprehension, particularly when faced with texts that require critical thinking and deeper analysis. Students more struggle when they don't have ability in reading comprehension (Lestari, 2023). Since reading is seen as difficult, educational institutions must give it a lot of attention.

Based on a pre-research interview conducted with an English teacher at SMP Negeri 13 OKU, it was known that many grade eight students experienced difficulties in reading comprehension. According to teacher, students generally have difficulty finding the main idea of the text and answering questions that require drawing conclusions. Struggles like these reveal gaps not only in their reading comprehension abilities but also in their engagement with text analysis skills. If reading comprehension is low, it will affect the low level of knowledge and insight of students. This can

lead to a sense of frustration, causing students to lose motivation and view reading as a bored activity rather than a valuable skill.

These challenges in reading comprehension are often compounded by traditional teaching methods, which may rely heavily on rote memorization or passive reading drills. Teachers frequently struggle to select the best teaching strategies, technology or media to address students' reading difficulties and keep students interested. For the students to not become easily bored when reading, teachers must know how to apply the proper strategies, methods, or learning tools that make reading interesting and enjoyable.

Teacher always develops innovative and upgrades learning media in order to attract students attention and ensuring students feel motivated and excited to learn. Puspitarini and Hanif (2019) stated that a learning media is a piece of software or hardware in order to support learning activity and achieve the learning goal. Using interest learning media can make the student encourage to participate in their lesson and make them clearly understand about material given. In the current era of technology of course there are many interesting technology learning media that can use in learning process.

As stated by Raja and Nagasubramani (2018) found that technology improves education in several ways: interactive learning in the classroom, allowing students to work in groups, supporting innovation, and sharpening critical thinking. This advance technology make the learning more dynamic

and help the student who always feel bored with traditional method. Additionally, the technology provide some platforms for teacher to design interactive learning media in making learning process more interesting and engaging students motivation. Implementing technology in education also helps make learning more student-centered and make the student active. By using technology based learning, students are exposed to various ways of processing information that can increase their enthusiasm and curiosity.

One of the emerging trends in educational technology is gamification. Gamification is the use of elements of game-playing in another activity, usually, in order to make that activity more interesting (Oxford, 2024). Gamification is a powerful tool for enhancing learning activities by incorporating game elements and principles into nongame contexts. In educational contexts, gamification is frequently utilized to increase student engagement and interaction. It encourages students to participate actively in lessons and promotes skill development (Nur, 2024) . Gamification involves using game elements such as points, badges, and leaderboards in education to enhance motivation and engagement. It transforms traditional teaching by making learning more enjoyable and interactive, this because the implementation is light and fun, so students will not bored (Sulistian and Isna, 2024).

In language learning, gamification boosts students' motivation and participation by making the process more dynamic. Applying this approach to reading activities creates a sense of challenge and accomplishment,

encouraging students to engage more actively. In reading, it is not only motivates them to read more but also improves comprehension by presenting content in a more engaging and appealing way. Gamification in education is utilizing game aspects to enhance learners' skills and interactions (Alsawaier, 2018).

Various studies have demonstrated the effectiveness of different gamification tools in improving students' reading comprehension. For instance, Elvinna and Artika (2023) explored the use of the Kahoot application, revealing a significant improvement in students' reading skills, particularly in areas such as vocabulary, inference, identifying facts and opinions, referencing, scanning for details, and understanding main ideas. Similarly, Reski et al. (2018) found that the Quizizz application created an enjoyable learning environment, helping teachers design activities tailored to students' language levels, ultimately enhancing their reading comprehension skills especially identifying main idea in the passage. Furthermore, Lifana et al. (2024) reported a significant increase in students' reading comprehension after using Google Classroom as a mobile learning medium. These findings underscore the potential of gamification tools to make learning more engaging and effective. Building upon these successful implementations, the current study focuses on the use of Blooket, an innovative gamification platform designed to enhance student engagement and comprehension.

Blooket is an online gamification platform that combines instructional content with game components. It enables teachers to build a variety of game modes in which students may answer questions and accomplish activities linked to their teaching. Blooket allows you to create quizzes and exercises that focus on comprehension, vocabulary, and textual analysis. Reading may become an exciting challenge because to the platform's interactive nature, which includes real-time feedback and visual components. Blooket meets the criteria as a game-based learning tool that is effective in improving students' language skills. Nur (2024) found that teaching with the Blooket application can improve students' reading comprehension.

The aim of this research is to determine the effect of Blooket application on english learning achievement in reading comprehension especially in eighth grade. Researcher are interested in knowing whether there is an effect of using Blooket on students' reading comprehension. Therefore, researcher are interested in research with the title, **"The Effectiveness of Blooket as a Gamification Tool in Enhancing Students' Reading Comprehension of Eight Grade Students at SMP Negeri 13 OKU"**

B. Problems of the Study

Based on the background above, the formulation of the problems of this study were:

1. Is it effective the use of Blooket as a gamification tool in enhancing students' reading comprehension of eight grade students at SMP Negeri 13 OKU?

2. What are students' perception of using Blooket in reading comprehension activities compare to traditional method?

C. Objectives of the Study

Based on the problem statements above, the objectives of study were:

1. To know the effectiveness of Blooket as a gamification tool in enhancing students' reading comprehension of eight grade students at SMP Negeri 13 OKU.

2. To know the students' perception of using Blooket and traditional method in reading comprehension activities.

D. Significance of the Study

1. For the teacher

   The result of this study for the teacher is help to design modern and interactive teaching strategies using Blooket.

2. For the students

   The result of this study hopefully improve students reading skill using media that stimulate their interest in learning.

3. For the researcher

   The result of this research can be researcher now how to use Blooket in teaching reading in the classroom because it provides practical insights into the implementation of gamified learning tools.

4. For the next researcher

Future researchers can build on this study by exploring other skills or long-term effects of gamification.

E. Limitation of the Study

This research focuses on reading comprehension in recount texts, which narrate past events with a structured format of orientation, events, and reorientation. It examines how students identify main ideas, details, and sequences within this genre. This narrowed scope evaluates Blooket's effectiveness in enhancing comprehension of recount texts, rather than addressing broader reading skills or text types.

F. Hypothesis of the Study

Based on the objective of this study there are four hypothesis:

1. Ha : There is effectiveness of blooket in enhancing students' reading comprehension of 8th-grade students at SMP Negeri 13 OKU

   Ho : There is no effectiveness of blooket in enhancing students' reading comprehension of 8th-grade students at SMP Negeri 13 OKU.

2. Ha : Students have a positive perception of using Blooket in reading comprehension activities.

   Ho : Students do not have a positive perception of using Blooket in reading comprehension activities.