

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Student learning experiences are a variety of student activities carried out to acquire new knowledge and skills in line with the learning objectives to be attained [1]. Students' learning experiences are student activities undertaken to acquire new knowledge and skills by the learning objectives to be met both within and outside the classroom by making use of all available resources [1]. So, it can be said that the learning process is a collection of activities and events that each person, especially students experiences within a specific context. Technology is employed as a tool for both teaching and learning since it has the potential to mediate educational processes and make students active participants in their education.

Today, technology is incorporated into almost every aspect of our lives. The use of technology can change the way we learn, work, play, and live. Including education, the Internet is home to millions of computers and is used to obtain all kinds of information, both to and from other computers. References [2] Technology is a demand in the 21st-century era and education world. With the rapid development of technology, technology is no longer foreign to all circles, especially students. Most of them are familiar with technology, especially mobile phones and laptops. In research references [22], 72.9% of students use digital media (computers and internet) daily. Technology has become necessary in learning, can manage time efficiently, and can increase students' attention in providing material. This is similar to the research of [4] Their findings show that learning through digital media has a positive impact on students, including motivation and success.

According to research by references [25] Students require technology in the classroom for several reasons, including: (1) When used

appropriately, technology can help students prepare for their future careers. (2) Using technology in the classroom is a terrific way to engage students with different learning styles. (3) Technology gives students the possibility to improve their interactions with teachers and peers through collaboration. (4) Students can easily and quickly access the latest information thanks to technology. A teacher can use digital learning material in the classroom, such as e-learning, podcasts, virtual reality (VR), and gamification, by integrating technology. We can extrapolate from frameworks for game-based learning, like the Experiential Gaming Model, to understand the potential effectiveness of gamification as a learning tool.

Although the term "game" is unclear, academics and teachers have used a variety of game styles. References [38] gamification, which enhances learning in situations other than entertainment, can be defined as using game elements. Gamification has increased significantly since 2014 [38]. The idea of gamification is used in several educational materials to promote student involvement in in-class learning. Although "gamification" may be new, its idea has existed for a while. As a result, games have been employed in various educational contexts at various educational levels, proving they can enhance learning results [38] Playing video games has been shown to boost IQ by activating our brains. By piquing people's curiosity, games can help improve involvement and motivation. By employing the aesthetics and features of games, gamification draws in, educates, and inspires pupils. A training technique called gamification in learning environments uses gameplay and aesthetics to motivate students. All users are participating actively, and their growth is tracked and ranked. Some people also award rewards in the form of digital badges. When the questions employed provide the students a sense of control, including their competencies, and make it easier to communicate with other students, gamification can improve intrinsic motivation. With the use of games in higher education, it has been discovered that disengaged students can be effectively motivated through incentives and punishments throughout the semester [37]. Moreover, failure

is viewed less negatively by students thanks to gamification and more as a learning opportunity.

It is true that in New Zealand institutions it can be challenging to keep students' attention and engaged during information science because the classrooms are often teacher-centered and there is little opportunity for on-task peer interaction. References [1], teachers frequently have little knowledge about the individual or even collective knowledge of their pupils. As a result, students get restless and exhibit off-task behavior like doodling on their notes and surfing social media on their laptops and mobile devices. It is conceivable that using gamification during learning to assess and teach students' course knowledge will improve their engagement, learning, and on-task mobile use behavior. Video games and other educational games are effective teaching tools for fostering students' social, emotional, and cognitive growth [16].

One of the interactive learning tools that apply the gamification idea is Kahoot! Kahoot is among the top 100 new educational apps [13]. Users of any age can use Kahoot! And other free game-based learning resources for any subject on any device. Games improve the quality of the learning process in the classroom as they increase student engagement, motivation, fun, and focus [13]. Kahoot! was created to increase learning enjoyment and is appropriate for learning outside the classroom. Based on previous research conducted by references [24] With, Kahoot! influence the creation of a comfortable and comfortable space. An attractive environment that's all motivation academic performance and Results have a significant impact on testing scores. Kahoot is used by millions of individuals. Every month with countless diverse settings, including classrooms, business meetings, charity fundraising events, award ceremonies, and other occasions. References [6] suggest Kahoot as a promising tool to improve student concentration can learn and adapt to different learning styles. Because of its visuals, substance, and features that let us design the game on our own, Kahoot! is distinctive. If we do not have time to create it from scratch, we can adapt one of the Kahoot! Games that are available in the public library area. References [24]

examined student perceptions As a gamification approach case study by Kahoot! Distributed questionnaires to 65 students Department of early childhood education. The result is that gamification increases student interest and ambition to achieve results.

Kahoot! can be useful in teaching and learning in class. 21st-century learning is a new way of learning designed so that students are ready to face challenges and opportunities in the digital era. The use of game media as an alternative learning media can be used by teachers [26]. Kahoot! also has advantages as a learning medium, namely the class atmosphere can be more fun, students are trained to use technology as a medium for learning, and students are trained in their motor skills in Kahoot! Operations. We believe that using games as a learning medium provides both challenge and enjoyment to individuals who play games [26]. Kahoot! is a game-based learning medium widely used by teachers to improve students' reading skills. Many researchers have examined this phenomenon. In research references [34], Kahoot! improving reading skills and vocabulary mastery provides excellent benefits for the participants. The information provided not only improves the participants' abilities but indirectly can also make learning English at English tutoring institutions in the South Jakarta area more practical.

References [13] conducted research aimed at knowing the perceptions of students in Turkey about using Kahoot! in the learning process. Kahoot! was used as the object of research because it is one of the most widely used technology-based games in Istanbul, Turkey. The research results show that Kahoot! can increase student motivation in the learning process and indirectly increase the effectiveness of the learning process.

Similar research was also conducted by references [22] from the results of the data analysis and its findings, and students could infer the following: Students in Class VII at SMPN Cilacap have enjoyed utilizing Kahoot! for reading games. Students feel satisfied, interested, focused, attentive, and never bored after reading the entire instructional content. The

students' reading comprehension had improved, according to the paired sample exam and sig.

Reading is done to understand the text and gather knowledge [12]. Reading comprehension is one of the reading tasks kids complete [12]. Specific language abilities, including the ability to express oneself through both receptive and productive language, are expected of students. A cognitive connection called reading comprehension enables the reader to conceptualize what has been read which has stated that reading is unquestionably one of the most crucial language-learning skills. It is evident from numerous examples across the globe that reading is the most crucial foreign language skill, particularly in situations where students must read English-language content for their specialized subject but may never actually need to use the language. Understanding the meaning of the words offered in reading involves more than just looking at them [5]. Text that tells a story is one kind of reading. A narrative text is one that readers have embellished with fantastical elements, fairy tales, or actual events. References [5] Students should focus on the main idea or content of orientation, difficulty, resolution, and reorientation in narrative texts. Students must be familiar with the setting and participants for orientation.

In one of the Islamic schools in Mojokerto, there are still lots of teachers that do not focus as much on students' reading comprehension, even though reading is one of the most essential things in learning. Reading is an activity or cognitive process that seeks to find various information contained in writing. Where the methods used by teachers were not enough to increase student motivation, one of the students at Islamic schools in Mojokerto said that the methods and teaching methods used by their teachers were very dull. Learning saturation is a certain period, of time used for learning that does not get results. Therefore, according to researchers, action is needed for a study that examines Students' Experience in Using Kahoot! To Learning Reading Narrative Text. References [13] state that Students' learning motivation rises as they prepare material for testing, resulting in immediate feedback from Kahoot that is highly effective in

correcting errors. This study uses a qualitative case study method and focuses on students' experiences using Kahoot! in the context of narrative text.

1.2 Formulation of the Problem

Based on the background above, this study focused on experiencing the use of Kahoot:

1. How is students' experience with the use of Kahoot! Application in teaching reading comprehension in the narrative text?
2. How are the student's emotions by experiencing Kahoot! as a learning media application?

1.3 The Purpose of the Study

Referring to the background and the problems, the study aimed to know that:

1. To explain students' experience with the use of Kahoot! Application in teaching reading comprehension in narrative text.
2. To explore students' emotions by experiencing Kahoot! as a learning media application.

1.4 The Significances of the Study

This research is expected to contribute and bring practical benefits to the process of teaching and learning English for practical benefits:

1. For students

The use of Kahoot! The subject of the research would be motivated. It makes more sense to improve your reading comprehension and technical skills. The quality of education itself is expected to improve.

2. For teachers

It is hoped that it will enable teachers to carry out learning with greater efficiency and quality. An exciting aspect of the learning process

is that it can stimulate students' desire for interactive self-study and be used like other references to Increase students' reading comprehension.

3. For Schools

The results of this study will be expected to contribute positively as learning resources for students and as references.

1.5 Limitation of the Study

This research focuses on narrative text and reading comprehension. Besides that, this research is also limited to one Islamic school in Mojokerto. This study focuses on student's experiences:

1. The use of technology by students, especially the use of Kahoot!
2. The students' experience in answering questions through the Kahoot! with narrative text questions
3. The student's feelings and emotions in using Kahoot! to learn reading comprehension.

Students respond to Kahoot! in learning reading comprehension, focusing on interest and listening to the teacher's explanation when explaining narrative text material using Kahoot.

1.6 A Systematic Overview of the Study

The systematic discussion of the steps in the process for preparing this final project is as follows:

1. Chapter 1 INTRODUCTION

This chapter contains the background of the study, the formulation of the problem, the purpose of the study, the significance of the study, the limitations of the study, and a systematic overview of the study.

2. Chapter 2 LITERATURE REVIEW

contains a summary of the prior literature review, and the theoretical foundation is pertinent to and connected to the central idea of the thesis.

3. Chapter 3 RESEARCH METHOD

Includes a description of the researcher's specific research method and the explanation for each, the context of the study, data, and source of the data, instrument of the study, techniques of data collection, procedures of the study, the validity of the data, and analysis of the data.

4. Chapter 4 RESULT AND DISCUSSION

research results and discussion which include, exposure data, and research findings

5. Chapter 5 CONCLUSION AND SUGGESTION

Contain conclusion and suggestion