

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is crucial since students need it for everything; obviously in education, such as reading books or text, they will need it to absorb as much knowledge as possible for life [1] because it is used as the primary foundation for learning. There are several reasons underlying the importance of reading, namely knowledge acquisition, language development, critical thinking, empathy and understanding, stress reduction, personal growth, cognitive stimulation, and entertainment.

Learning depends on student involvement and being able to focus on existing educational activities [2]. It is essential to know whether prior engagement in active and enjoyable learning contributes to later interest when controlling prior interest. Such an effect shows that active and enjoyable learning is a potential mechanism of action that contributes to the development of interest, especially in reading.

The significance of students actively participating in the learning process and acquiring practical application of newly acquired knowledge was highlighted by Liu et al. [3]. According to Ahmad et al., the present generation of students, known as Generation Z, needs a change in educational procedures that prioritizes technology and e-learning tools [4]. According to Mahyoob, present-day English language teachers may benefit from e-learning, formally described as online learning employing various technologies, including game-based activities like Blooket [5]. Blooket is an app that helps people learn English via games. It is worth noting that students have control over the game, unlike in real life, and digital games can capture students' interest and motivate them to push themselves to participate in activities resembling games [6], [7].

New difficulties in education have emerged in the age of Revolution 5.0. Because we, the stuck-in-the-schools teaching profession, must be ready for a new literacy and perspective. Technology that develops rapidly every year requires

adaptation to stay caught up with the times. Teachers and students must be able to prepare themselves to face the era of 5.0 by utilizing technological sophistication.

However, reading skills among students still need to improve. A positive correlation exists between students' reading interests and reading skills, especially at the junior high school level. Using Blooket can help teachers in facilitating students' reading. Incorporating Blooket into the learning process can explore students' reading skills, interests, and engagement. Using Blooket, teachers can create a more interactive and exciting learning environment, fostering students' interest in reading and supporting their comprehension abilities. Skills in using digital technology can make it easier for someone to learn independently, Bullock [8]. Through these reading skills, teachers can develop and create appropriate digital media to reduce low-ability students' reading because of a lack of teacher creativity in the types of learning media to build students' reading skills.

The researcher chose SMP Terpadu Darul Dakwah as the research location because the school was driving, and the class level chosen was class 7. This level has already implemented a Merdeka Curriculum.

Based on the results of observations at the driving school at SMP Terpadu Darul Dakwah, the researcher applied Blooket to the seventh grade with a research entitled "INVESTIGATING STUDENTS' READING SKILLS, INTEREST, AND ENGAGEMENT THROUGH BLOOKET MEDIA AT JUNIOR HIGH SCHOOL".

1.2 Formulation of the Problems

Based on a research background, these research problems are formulated as follows:

1. How does implementing Blooket media affect students' reading skills, interest, and engagement?
2. How do the students' reading skills, interest, and engagement by applying Blooket media?

1.3 The Purposes of the Study

1. To describe the implementation of Blooket media used by the teacher in reading skills, interest, and engagement for the seventh grade at SMP Terpadu Darul Dakwah.
2. To investigate students' reading skills, interest, and engagement by applying Blooket media.

1.4 Significances of the Study

Theoretically

Using Blooket as a learning media, I hope to grow students' interest and engagement in reading skills.

Practically

For Students

The research to be carried out is expected to provide benefits and add insight into science and technology for students.

For Teachers

The research to be carried out is an input on whether Blooket can be used as an alternative learning media for teachers.

For Researcher

The results of this study are expected to be helpful as a learning medium, especially in English.

1.5 Limitations of the Study

Based on the above problem formulation, the researcher limits the existing problems. So, the focus of the research to be studied was to investigate students' reading skills, interests, and engagement with seventh-grade students of SMP Terpadu Darul Dakwah.

1.6 A Systematic Overview of the Study

Systematics used by the author in conducting this study are as follows:

The first chapter is the introductory chapter, which contains the initial foundation of research, which includes background, problem formulation, research objectives, research benefits, research limitations, and systematic discussion.

The second chapter is closely related to the literature review, which contains various references to the research to be carried out by the author.

The third chapter is the research method used by the author in conducting this study. The author used this type of qualitative research.

Chapter four discusses the research results, including observation and interviews.

Chapter five is the conclusion, which contains the author's findings and suggestions.