CHAPTER I

INTRODUCTION

1.1. Background of the Problem

The ability to use English is one of the important skills that must be possessed by students in the current era of globalization. English not only functions as a communication tool but also as a means of accessing information and knowledge from various sources around the world. As a subject, English consists of four main skills: listening, speaking, reading, and writing. In this research, the researcher focuses on reading, because is an essential skill that enables students to obtain information, develop knowledge, and broaden their understanding of various topics. According to (Diyanni, 2002), reading is an active process of interpreting and constructing meaning from written texts. This means that reading involves not only recognizing words but also understanding ideas and connecting information with prior knowledge. In addition, Jeremy Harmer (2001) states that reading supports language acquisition because it exposes learners to language use in context. Therefore, effective reading requires students to identify the main idea, find specific information, and interpret the writer's message within a text.

According to (Pang 2003), reading comprehension refers to the process of making sense of written texts by understanding words, sentences, and connected ideas in a passage**.** It means students take a role as the readers of the text who are able to comprehend the reading passage. Based on Pang's explanation above, the researcher can say that the main point of reading is comprehension, where

students act as readers who understand the content of the text. In the eleventh grade of vocational high school, there are many materials used in the reading comprehension learning.

A common type of text taught in English language learning is descriptive text. Descriptive text aims to describe a person, place, or object in vivid detail so that readers can clearly imagine what is being described According to (Masruroh and Mazidah 2023), descriptive text provides information about specific people, places, or things by presenting their characteristics and details. Descriptive texts generally have a clear structure consisting of identification and description. In writing descriptive texts, students use various language features such as adjectives, simple present tense, and figurative language to create clear mental images for the readers. Therefore, mastering descriptive writing is important for students because it helps them express ideas, feelings, and observations effectively in written form.

Gemini, as a AI language model, can help students break down linguistic complexity, interpret context, explain vocabulary, and offer guided comprehension support. By integrating Gemini into reading instruction, this study intends to fill the existing research gap by determining whether AI-assisted learning improves students' understanding of descriptive texts more effectively than traditional instruction.

Based on informal interviews conducted by the researcher with several students in the second semester of the English Language Education Program at Batanghari University, it was found that students experienced difficulties in reading comprehension, particularly in understanding descriptive texts. Many students struggled to interpret vocabulary, identify the main idea, and connect

detailed descriptions to the overall meaning of the text without additional guidance from the lecturer. As a result, students often found it difficult to comprehend the text independently, which indicates a gap between the expected learning outcomes and the students' actual reading performance. This condition affects students' ability to understand information and learn effectively from English texts. Similar findings were reported by (Megister, 2023), who stated that students frequently face comprehension difficulties due to limited vocabulary and lack of reading strategies in digital learning environments.

This study aims to analyze the effect of Gemini-Assisted Learning on students' reading comprehension of descriptive texts at the second semester of Batanghari University. The results of this study are expected to provide an overview of students' reading comprehension achievement after the implementation of Gemini Assisted Learning and offer insights for second semester students of the English Language Education Program at Batanghari University.

1.2. Identification of the Problem

Based on the background of the study, several problems can be identified in the process of learning reading comprehension among students. First, many students still experience difficulties in understanding the meaning of English texts, especially descriptive texts. They often struggle to identify the main idea, specific information, and detailed descriptions contained in the text. Second, students' limited vocabulary mastery also affects their ability to comprehend reading materials effectively. As a result, they find it difficult to interpret the information presented in the text. Third, the learning process in the classroom sometimes still uses conventional methods which make students less motivated and less actively involved in reading activities. In addition, the use of technology and artificial intelligence in reading learning

activities is still limited, even though it has great potential to support students in understanding texts more easily. Therefore, it is necessary to implement innovative learning media, such as artificial intelligence tools like Gemini, to help improve students' reading comprehension of descriptive texts

1.3. Limitation of the Problem

Based on the problems above, the limitation of this research is to find the effect of Gemini-assisted learning on students' reading comprehension of descriptive texts at second semester of Batanghari university, focusing on identifying the main idea, finding specific information, making inferences, understanding vocabulary in context, and determining the overall meaning of the text.

1.4. Formulation of the Problem

Based on the background and identification of the problem above, the research question is formulated as follows: "is there a significant effect of Gemini-assisted learning on students' reading comprehension of descriptive text at the second semester of Batanghari University?"

1.5. Purpose of the Research

This research aims the objective of this study is to find out whether there is a significant effect of Gemini-assisted learning using Google Gemini on the ten grade students' reading comprehension of descriptive text at at the second semester of Batanghari University.

1.6. Significant of the Problem

1. Theoretically

   This result of research contributes to the development of knowledge in English Language Teaching, particularly in the area of reading comprehension and

technology-assisted learning. This study provides empirical evidence regarding the effectiveness of AI-assisted learning, specifically through Google Gemini, in improving students' reading comprehension of descriptive texts.

2. Practically

a) Lecturers: The results of this study are expected to provide practical insights for lecturers in designing more innovative and technology-integrated reading instruction. By implementing AI-assisted learning through Gemini, teachers can create interactive and student-centered reading activities that encourage independent learning and active engagement with texts.

b) Student: For students, this study is expected to help students improve their reading comprehension skills, especially in understanding descriptive texts. Through Gemini-Assisted Learning, students may improve their ability to identify main ideas, find specific information, understand vocabulary meanings, and comprehend the generic structure of descriptive texts. In addition, this learning method is expected to increase students' motivation and confidence in reading English texts.

c) For Institution: This study is expected to provide educational institutions with information about the implementation of AI-assisted learning in English language teaching, especially in reading comprehension. The findings of this study may support the development of more innovative, interactive, and technology-based learning methods in higher education.

d) For Other Researchers: This study is expected to serve as a useful reference for future researchers who are interested in AI-assisted learning and reading comprehension skills. The findings of this study may provide additional

information regarding the use of Gemini in teaching reading comprehension. Furthermore, future researchers may develop this research in different educational contexts, research designs, or language skills.

1.7. Definition of the Key Terms

1. Reading

   Reading is the cognitive process of decoding written or printed symbols to extract meaning from a text. It involves the interpretation and comprehension of written language, allowing individuals to access information and gain knowledge, and engage with various written materials such as a book, articles, and other textual sources (Grabe 2009).

2. Reading Comprehension

   Reading comprehension refers to the ability to understand, interpret, and construct meaning from written texts. According to (Snow 2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction with written language.

3. Descriptive Text

   Descriptive text is a type of writing that aims to describe a person, place, object, or event in detail. It uses sensory details (sight, sound, smell, taste, and touch) to create a vivid picture in the reader's mind (Stainlus 2018).

4. Gemini

   Gemini-Assisted Learning refers to the use of Google Gemini as an instructional support tool in the learning process. Gemini is an artificial intelligence model developed by Google that can provide explanations, summaries, vocabulary clarification, and guided responses to users' questions (Baskara 2025).