

The Effect of Kahoot toward Students' Reading Comprehension at the Tenth Grade Students of SMAN 8 Muaro Jambi

Rimeira Nadya Pratiwi, Khidayatul Munawwaroh, Ridho Praja Dinata

English Education Study Program, Faculty of Teacher Training and Education, Batanghari University

ABSTRACT

This study aimed to find out whether or not there was any significant effect of kahoot toward students' reading comprehension at tenth grade students of SMAN 8 Muaro Jambi. This research used quantitative research method with quasi-experimental research design which implicated experimental class and control class. The total population in this research was tenth grade students of SMAN 8 Muaro Jambi which consisted of 253 students. The samples of this research were chosen by using cluster sampling. The samples were divided into two classes, experimental class which consisted of 35 students and control class which consisted of 36 students. The technique of data collection in this research was pre-test, treatment, and post-test. The data were analyzed by using t-test. The researcher found that the mean score of pre-test at experimental class was 61,85 and the post-test was 81,71. Meanwhile the mean score of pre-test at control class was 60,00 and the post-test was 70,13. The result of t-test analysis presented that observation was higher than t-table ($7,75 > 1,994$). Therefore, H_1 was accepted and H_0 was rejected. As the result, there was any significant effect of kahoot toward students' reading comprehension at tenth grade students of SMAN 8 Muaro Jambi

Keywords: Kahoot, Reading, Students' Reading Comprehension

INTRODUCTION

Reading is a crucial skill that students should acquire and it affects students' performance in learning English. Through the use of words, reading is intended to help the readers comprehend the writer's concept and point of view. Furthermore, reading can improve students' vocabulary, spelling, and writing skills which are important for their reading comprehension.

Reading comprehension is an ability that readers or students should acquire. It helps the readers catch the information or idea that conveyed by the writer and also to make the readers understand contained meaning and implied meaning from the text. In other words, reading comprehension requires that readers get the author's overall meaning from the text.

In learning reading comprehension, learners are faced with the difficulties of reading text especially in comprehending the text. Besides that, learners' lack of interest in reading is also being a problem. This habit tends to bring negative impact for their reading comprehension and influences other skills such as listening, speaking and writing.

Based on researcher's observation in SMAN 8 Muaro Jambi in 2022, the researcher found that several students tend to not understand reading text well. They only read the text without knowing the idea or information that contained in the text. Other

students found the difficulties in comprehending the text and answering the questions about the text given. Moreover, they were less interested in reading text because the method used by the teacher in teaching reading comprehension was still conventional method. Therefore, to assist students to get better comprehension in reading, teachers should use the proper methods or techniques.

One technique that can be used is game-based learning. Game-based learning is one of the most useful techniques for teaching, particularly for keeping students motivation to study continuously, developing their critical thinking, and assessing their progress. One of the technological innovations that will be used to assist students to get better comprehension in reading narrative text is Kahoot.

REVIEW OF RELATED LITERATURE

The Concept of Reading

Reading is a method of comprehending written messages. Pang (2003) defines reading as "understanding written texts." He claims that reading is comprised of two interconnected processes: word recognition (the process of determining how written symbols correspond to spoken language) and comprehension (the process of determining the meaning of words, sentences, and linked text).

Reading can be defined as the immediate recognition of various written symbols with existing knowledge, as well as comprehension of the information and idea communicated. It means that when readers communicate with printed text, they attempt to obtain written information or meaning from the writer by comprehending the text.

Reading Comprehension

Reading comprehension is the process of generating meaning through the coordination of completed processes such as word meaning, and world knowledge. It refers to the capability for interpreting words, comprehending their meanings, and recognizing the connections between the ideas expressed in a text.

There are three elements that are required for comprehension. The first is the reader who is doing the comprehension, the second is the text that needs to be comprehended, and the third is the activity that comprehending is a part of. These three components will interact with one another to improve students' comprehension.

Process of Reading Comprehension

Carrel (1995) stated that the reader employs five brain processes that serve as an information processing organ during reading. The first step is initiation recognition, which is the process by which the brain recognizes a graphic display in the visual field as an initiate reading of written text.

The second process is prediction, which requires the brain to predict the meaning of data collected from the text. The third process is confirmation, which occurs when the brain verifies the assumption made as a result of the response to the text's information. The next process is correction; the brain corrects inconsistencies or unconfirmed predictions with the intended meaning throughout the correction process.

The fifth process is contract termination process, when the reader is notified of the expected text, this process typically happens. The processes taken to understand the content of a reading text are known as the reading comprehension process.

Strategies in Teaching Reading

According to Dymock and Nicholson (2010), high five techniques are an easy-to-use strategy designed to improve students' all-around skills. These high five strategies include:

Activating Background Knowledge, making connections between what readers already know and what they are reading is much easier when relevant background knowledge is activated.

Questioning, the students have three choices for question types: right there, think and search, and beyond the text. For example, what are the facts here? What does the author want the reader to conclude based on the fact? What is not being said in the text that the reader should check by doing some background research?

Analyzing Text Structure; depending on the genre and purpose of the text, the text structure serves as an organizational tool within a paragraph or longer text.

Creating Mental Image; comprehension is improved when a person can mentally picture the text being read (or can see how texts are organized). In order to create a diagram of the structure, it is beneficial for students to image the structure first or visualize it while reading. Students use diagrams to create structural concrete.

Summarizing; retelling the key points of the passage in a much shorter form is the process of summarizing. Readers can use diagrams verbally, visually, or in writing to summarize the main idea.

Kahoot

Chaiyo and Nokham (2017) defined kahoot as an online game and media which was developed to address the challenges in learning process that make students more concentration, more collaboration, comfortable and increase students' motivation in learning.

Kahoot is a technological tool for administering and demonstrating quizzes, discussions, surveys, and jumbles (Kulkarni and Takawale, 2016). Teachers can use these features and set the time and questions for the quiz in kahoot. Then, the system will give a rank from first to third place at the end of the quiz. Another feature is discussion, which allows students to respond by selecting an answer to a topic. Then, in survey mode, it is

used to create a survey with multiple choice questions, similar to a quiz but without the use of points. Meanwhile, jumble is another feature of kahoot that provides questions to order the answers into the correct answers.

Narrative Text

A narrative text is one that tells the story of a series of events in the past. Narrative is one of the most effective ways of communicating with others. The purpose of narrative text, according to Barbara, as cited in Khusnul (2017), are to entertain, express feelings, inform, and persuade readers. It also has another function that deals with actual or various experiences in various ways. Therefore, according to the definitions above, narrative text is a text that tells a story an event that happened in the past, it can be a fiction story or a legend, and it can be a way of communicating with others.

METHODOLOGY

This research used quantitative research method. a quantitative research method is one that employs numbers to clarify findings. It means that the researcher must be well-versed in descriptive and inferential statistic.

This research uses quasi-experimental as a research design. quasi-experimental as a type of experimental study in which the subjects are not divided randomly into groups. This current study used two group namely experimental and control group. Pre- and post-tests are provided to both groups, but only the experimental group receives the treatment.

The population in this research is the total students at the tenth grade of SMA N 8 Muaro Jambi in academic year 2022/2023. There are seven classes at the tenth grade of SMA N 8 Muaro Jambi and the total populations are 253 students. The sample in this research is students from X Science 1 and X Science 2 in academic year 2022/2023. Cluster sampling is used by the researcher in determining the sample of this research.

The research instrument used to collect the data was a test. The test used as an instrument in this research was in form of multiple choices of 20 questions with four answer options. Materials taught to experimental class and control class were adapted from the English Textbook entitled

“Erlangga Straight Point Series English for SMA/MA Grade X”. The aim of this research was to collect the data.

In collecting the data, the researcher used pre-test, treatment and post-test as explained below:

1. Pre-Test

The pre-test distributed to the students in experimental and control class. Students were given 20 questions of narrative text in form of multiple choices with four answer options. The pre-test was investigated to identify the level of students’ reading comprehension and their mean score of narrative text before conducting the treatment.

2. Treatment

After giving the pre-test, the researcher gave a treatment for students. The researcher first introduced about *kahoot*, how to use it and the rules of kahoot. In experimental class, the researcher taught the students by using kahoot as a media for teaching reading comprehension. While in control class, the researcher did not use kahoot in teaching reading comprehension. The researcher focused to teach about the narrative text to both class.

3. Post-Test

After giving treatment for both students in experimental and control class, the researcher administered the post-test. The students were asked to answer 20 questions of narrative text in form of multiple choices. The purpose of this test was to investigate the significant effect of students’ reading comprehension in a narrative text after conducting the treatment. The researcher then compared the result of pre-test and post-test to decide whether or not students have progress after being taught through kahoot.

In analyzing the data, the researcher uses the formula as follows: First, scoring the students’ answers for pre-test and post-test. Then the students’ scores will be classified into students’ score classification. After that, the researcher calculated the students’ mean score. Next, finding out the deviation standard and calculating the frequency and the percentage of students’ scores. Then, the researcher uses homogeneity test to find out whether or not the sample is homogenous. Next, finding out the significant effect between both experimental class and control class after conducting the

treatment by using t-test. Last, hypothesis testing,

FINDINGS AND DISCUSSIONS

This research was conducted in SMA Negeri 8 Muaro Jambi. The researcher selected two classes as sample of this research, those were X Science 1 and X Science 2. There were 35 students in X Science 1 as an experimental group, and 36 students in X Science 2 as a control group. This research was completed totally in six meetings. The research was started since January, 16th until February, 8th 2023.

In collecting the data, the researcher administered a pre-test, treatment, and post-test to both classes. To obtain the score, the researcher used a test in form of multiple choices with 20 questions. The reading test was adapted from English textbook entitled "Erlangga Straight Point Series English for SMA/MA Grade X".

After Finding, calculating and arranging the students' score tabulation, the researcher described the students' score percentage as follows:

From the total 35 students at experimental class, there were no one who obtained high scores category at pre-test which presented by 0,00%, it means that the low category number was greater which showed by 100%. While at post-test, there were 31 students who gain high scores category which presented by 88,57%, it means that the high category number was much greater than low category which showed by 11,43%.

From the total 36 students at control class, there were no one who got high scores category at pre-test which showed by 0,00%, it means that the low category number was much greater which showed by 100%. While at post-test, there were 30 students who gain low scores which presented by 83,33%, it means that the low category number was much greater than high category which showed by 16,67%.

After calculating the students' score in both experimental class and control class, then the researcher tabulated the summary of students' score, as follows:

The data showed that pre-test score of the samples in experimental class gained 50 for minimum score and 70 for maximum score with number of mean was 61,85. Meanwhile,

post-test score gained 70 for minimum score and 90 for maximum score with number of mean was 81,71. Moreover, the number of variants in pre-test was 30,91 and in post-test was 30,69. The score for standard deviation in pre-test was 5,56 and in post-test was 5,54.

On the other hand, pre-test score of the samples in control class gained 50 for minimum score and 70 for maximum score with number of mean was 60,00. Meanwhile, post-test score of the samples in control class gained 60 for minimum score and 80 for maximum score with number of mean was 70,13. Moreover, the number of variants in pre-test was 29,92 and in post-test was 27,77. The score for standard deviation in pre-test was 5,47 and in post-test was 5,27.

From the calculation of normality test, it was found that the value of Kolmogorov-smirnov observation in the pre-test was 0,17. This score was smaller than the value of Kolmogorov-smirnov table which was 0,23. It means that the data was normal. Meanwhile, in the post-test, it was found that the value of Kolmogorov-smirnov observation was 0,13 while the value of Kolmogorov-smirnov table was 0,23. Consequently, it could be concluded that the data was distributed normally.

Based on the calculation of normality test in control class, it was found that the value of Kolmogorov-smirnov observation in the pre-test was 0,09 while the value of Kolmogorov-smirnov table was 0,22. It means that the data was distributed normally. Meanwhile, in the post-test, it was found that the value of Kolmogorov-smirnov observation was 0,08. This score was smaller than the value of Kolmogorov-smirnov table which was 0,22. Consequently, it could be concluded that the data was normal.

Homogeneity test used F-test to find out whether or not the data was homogenous. At the pre-test, it was found that $F_{\text{observation}} < F_{\text{table}}$ or $(1,03 < 1,76)$, it can be concluded that the variants were homogenous. Then at the post-test, it was found that the number of F_{table} was 1,76. Because of $F_{\text{observation}} < F_{\text{table}}$ or $(1,10 < 1,76)$, it can be concluded that the variants was homogenous.

This data was analyzed by using t-test to confirm the hypothesis of the research. Based on the calculation of the t-test, it showed that $t_{\text{observation}} (7,75)$ was higher than $t_{\text{table}} (1,994)$. From the result above, it

can be stated that null hypothesis (H₀) was rejected. The null hypothesis formulated as “There is no significant effect of students’ reading comprehension toward narrative text after being taught through kahoot. This means that kahoot significantly influenced students’ reading comprehension.

In addition, the researcher found that there was a high significant effect of kahoot toward students’ reading comprehension at tenth grade students of SMAN 8 Muaro Jambi which was proven by the result of the t-test analysis. The result showed that the number of co-efficient of observation (7,75) was higher than t-table (1,994). This data revealed that the utilization of kahoot gave a significant effect toward students’ reading comprehension. This had been mentioned in chapter 2 that kahoot could assist students to get better comprehension in reading because this media allows students to develop their critical thinking by focusing on the material taught through kahoot. In other words, this media is effective to improve students’ skills particularly in reading comprehension.

Furthermore, kahoot gains a lot of benefits for both teacher and students. From its implementation, the teachers are able to create new learning atmosphere which is more effective and enjoyable for the students. This learning media makes the teachers easier in teaching, explaining and encouraging students to become more active and creative during learning process.

On the other hands, kahoot enhances students’ interest in learning since kahoot provides several features that make students be focused on the material taught by the teacher. The researcher determines that the students were enthusiastic about the utilization of kahoot during the lesson. This also had been mentioned in chapter 2 that the students will feel enthusiastic and compete to answer the questions because quiz in kahoot are interesting. As a result, it encourages students to be more engaged in the learning process. Moreover, this media increases the students’ curiosity. The students were active questioning about the material taught through kahoot. They asked the reason about why their answer of the reading text was wrong and why was correct. Then, this question can be answered through discussion. From this point on, the material

taught can grow and their reading comprehension can be improved.

CONCLUSIONS

The students’ reading comprehension score at experimental class got mean score 61,85 in pre-test, with the minimum score was 50 and maximum score was 70. Meanwhile, the students’ reading comprehension score after being taught through kahoot got mean score 81,71 in the post-test, with the minimum score was 70 and the maximum score was 90.

The students’ reading comprehension score at control class got mean score 60,00 in pre-test, with the minimum score was 50 and maximum score was 70. Meanwhile, the students’ reading comprehension score after being taught through conventional teaching method got mean score 70,13 in the post-test, with the minimum score was 60 and the maximum score was 80.

There was a significant effect of using kahoot toward students’ reading comprehension which was proved by the t-test. The coefficient of observation was 7,75 and the coefficient of t-table was 1,994. This finding means that the H₁ was accepted and H₀ was rejected. Consequently, the data above presented that there was a significant effect of kahoot toward students’ reading comprehension at tenth grade students of SMAN 8 Muaro Jambi.

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