

**THE EFFECTIVENESS USING KAHOOT ON STUDENT'S
READING COMPREHENSION AT EIGHT-GRADE OF SMP
WAHID HASYIM**

*(In partial fulfilment of the requirement for the degree of sarjana in English
education faculty of education and teacher training Maulana Malik Ibrahim
state Islamic university Malang)*

Thesis

By :

NURIL UMAMI
NIM. 17180030



**MAULANA MALIK IBRAHIM STATE UNIVERSITY MALANG
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTEMENT**

2024

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Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for
the Degree of English Language Teaching (S.Pd.) in the English Education
Department

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2024

LEGIMITATION SHEET

**THE EFFECTIVENESS USING KAHOOT ON STUDENTS' READING
COMPREHENSION AT EIGHT GRADE OF SMP WAHID HASYIM**

THESIS

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Nuril Umami (17180030)

Has been defended in front of the board of examiners at the date of 26 June 2024
and declared

PASS

Accepted as the requirement for the Degree of English Language Teaching (S.Pd.)
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The Board of examiners

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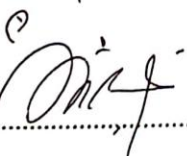
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To the Dean of Faculty of Education and Teacher Training
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In Malang

Assalamu'alaikum Wr. Wb.

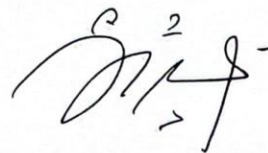
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Wassalamualaikum Wr. Wb

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Declare that:

1. This thesis never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any person, nor does it include, without due acknowledgment, the result of any other person.
3. Should it later be found that this thesis is product of plagiarism. I am willing to accept any legal consequences that may be imposed on me.

Malang, June 3, 2024

The Researcher



Nuril Umami

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DEDICATION

First and foremost, praise and gratitude to Allah, who has bestowed His blessings and guidance so that the researcher could complete this thesis. Blessings and peace be upon Prophet Muhammad SAW, who illuminated this world with the religion of Islam.

This thesis titled “The Effectiveness using kahoot on student reading comprehension at eight-grade in SMP Wahid Hasyim Malang” is dedicated to the researcher's parents, M. Yanto and Fatimah. Thank you for your endless love, affection, and unwavering support. Without them, the researcher would not have experienced the happiness in this life. Furthermore, thanks to the researcher's second parents and teachers, Dr. KH. Sutaman, MA, and Hj. Quroti A'yun, S. Ag, who have nurtured both physically and spiritually all this time. Without them, the researcher would not have experienced the sweetness of pursuing knowledge.

MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ

بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

(QS. Al-Alaq:1-5)

ACKNOWLEDGMENTS

Alhamdulillah rabbil alamin, praise is graced upon Allah SWT. for all the grace and affection given the researcher for completing her thesis entitled “The Effectiveness using Kahoot on student’s reading comprehension at eight grade of SMP Wahid Hasyim”, which was then handed over as a final duty requirement to get a bachelor’s degree (S.Pd). Sholawat and salam may always be given to our Prophet Muhammad SAW.that has guided us from the dark ages into the bright ages, that is Islam rahmatan lil alamin.

The researcher realized that the completed thesis had not escaped with support and help from the different sides. Accordingly, in gratitude, the researcher wishes to extend her infinite gratitude to:

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2. Dr. H. Nur Ali, M.Pd, as a Dean of Faculty of Education and Teacher Training in Maulana Malik Ibrahim State Islamic University of Malang.
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5. The writer’s Advisor, Ima Mutholiatil Badriyah, M. Pd
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8. The writer’s beloved friends, Ika suci Ciptaning Setyowati, Putri Syahriah Ramadhani, and Devina Rosida Dewi.

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Regarding the contents of the thesis, the researcher was kneeled aware that there were many flaws and mistakes that needed to be corrected. Therefore, constructive criticism and advice are expected by the researcher to correct such flaws. With this thesis the researcher hopes that can benefit the readers, especially in the field of education.

The Researcher

ARABIC TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on joint decision of the Minister of Religion of the Republic of Indonesia and The Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

ا	=	a	ز	=	Z	ق	=	q
ب	=	b	س	=	S	ك	=	k
ت	=	t	ش	=	Sy	ل	=	l
ث	=	ts	ص	=	Sh	م	=	m
ج	=	j	ض	=	Dl	ن	=	n
ح	=	h	ط	=	Th	و	=	w
خ	=	kh	ظ	=	Zh	ه	=	h
د	=	d	ع	=	'	ء	=	`
ذ	=	dz	غ	=	Gh	ي	=	y
ر	=	r	ف	=	F			

A. Long Vowel

Vowel (a) panjang = â

Vowel (i) panjang = î

Vowel (u) panjang = û

B. Diphthong

أو = Aw

آي = Ay

أو° = U

إي = I

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ABSTRACT

Umami, Nuril. 2024. The Effectiveness Using Kahoot on Student's Reading Comprehension at Eight Grade of SMP Wahid Hasyim. Thesis, Department of English Education, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Advisor: **Ima Mutholliatil Badriyah, M.Pd**

Keywords: Effectiveness, Kahoot, Reading Comprehension

This research focuses on finding out whether or not there is the effectiveness of Kahoot! on students' Reading Comprehension among the eighth-grade students of SMP Wahid Hasyim. This study is quantitative approach with experimental research. The data was collected from pre-test and post-test provided by 20 students. To determine the effectiveness of the Kahoot!, the data was analyzed by using T-test. The findings showed that the value of T-test is $0.000 < 0.05$, then hypothesis 0 (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Thus, based on the processed data obtained from the collection, calculation, and analysis, it can be concluded that the use of the Kahoot! application can provide effectiveness on reading comprehension of students in class VIII A SMP Wahid Hasyim Malang.

الملخص

أومامي، نوريل. ٢٠٢٤. فعالية استخدام كاهوت في فهم القراءة لدى الطلاب في الصف الثامن في المدرسة الثانوية وحيد هاشم. أطروحة، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: إيما موطليباتيل بدرية، الماجستير

الكلمات المفتاحية: الفعالية، كاهوت، فهم القراءة.

تركز هذه الدراسة على معرفة ما إذا كان هناك فعالية أم لا لبرنامج كاهوت! في فهم القراءة لدى طلاب الصف الثامن في المدرسة الثانوية وحيد هاشم. هذه الدراسة هي نهج كمي مع بحث تجريبي. تم جمع البيانات من الاختبار القبلي والبعدي الذي قدمه ٢٠ طلاب. لتحديد فعالية برنامج كاهوت!، تم تحليل البيانات باستخدام اختبار. أظهرت النتائج أن قيمة اختبار هي $0.05 < 0.000$ ، ثم يتم رفض الفرضية H_0 وقبول الفرضية البديلة (Ha). وبالتالي، بناءً على البيانات المعالجة التي تم الحصول عليها من الجمع والحساب والتحليل، يمكن أن نستنتج أن استخدام تطبيق كاهوت! يمكن أن يوفر فعالية في فهم القراءة لدى طلاب الصف الثامن (أ) في المدرسة الثانوية وحيد هاشم.

ABSTRAK

Umami, Nuril. 2024. Efektivitas Penggunaan Kahoot terhadap Pemahaman Membaca Siswa Kelas Delapan SMP Wahid Hasyim. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Ima Mutholiatil Badriyah, M.Pd

Kata Kunci: Efektivitas, Kahoot, Pemahaman Membaca

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan Kahoot! terhadap pemahaman membaca siswa kelas delapan di SMP Wahid Hasyim. Penelitian ini menggunakan pendekatan kuantitatif dengan rancangan penelitian eksperimental. Data dikumpulkan melalui pre-test dan post-test yang diberikan kepada 20 siswa. Untuk menentukan efektivitas Kahoot!, data dianalisis menggunakan uji T. Hasil analisis menunjukkan bahwa nilai T-test adalah $0.000 < 0.05$, sehingga hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Dengan demikian, berdasarkan data yang dikumpulkan, dihitung, dan dianalisis, dapat disimpulkan bahwa penggunaan aplikasi Kahoot! efektif dalam meningkatkan pemahaman membaca siswa kelas VIII A SMP Wahid Hasyim Malang.

CHAPTER I

INTRODUCTION

This chapter presents introduction of the study of the research. It presents background of the study, research question, research objectives', significance of the study, limitation, hypothesis and definition of key terms.

1.1. Background of the Study

English is one of the international languages, and anyone needs to learn it because English is the language used by most countries in the world. Some countries use English a second language after their native language. In addition, English is generally used in international forums; with this, communication will run smoothly and strengthen relations among nations. As it is written in the Quran.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَالِدَاتُ لِآبَائِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

“And of His signs is the creation of the heavens and the earth, and the difference of your languages and colours. Lo! herein indeed are portents for men of knowledge”.(Ar Ruum:22)

In addition, English occupies the most important position in Indonesia; as we know, in the world of education, English is one of the subjects taught from elementary school to university level. This is unavoidable because most science and technology is written in English, so mastering English will provide a way for the Indonesian people to develop or spread the knowledge that develops in Indonesia.

In this era, reading has become a habit for everyone. So many people make reading a hobby to fill certain times. Reading activities make us much more effective in obtaining information at this time. According to Brown (2003:185), reading is the essential skill for success in all educational contexts; it remains the most critical skill when we assess language skills in general. In this case, reading is crucial in English. In addition, the ability to read is also essential in school because students become more active in obtaining information, making it easier for students to achieve success.

Without realizing it, many of us can read but cannot understand the meaning of the text, and it is even difficult to explain what we read. Some people can only explain stories without analyzing and drawing conclusions. This difficulty in reading comprehension causes many children to find learning to read. According to Woolley (2011), reading comprehension is a method of finding the author's essence in written form rather than defining word for word in a text that the reader understands and gets information from the text. The statement above means that reading comprehension is a person's ability to process a reading text understand its meaning, and integrate it with what the reader knows.

Reading comprehension is a top priority that students must master because students who can understand reading will easily absorb the information contained in the reading. Students will also gain a lot of knowledge. In this case, reading lessons must be considered. Teachers must have learning strategies to streamline the learning process. Through reading

lessons, a teacher must be able to direct students to understand the contents of a reading. This is in line with Kalsum et al. (2019); teachers can help to develop students' reading comprehension skills in the classroom and provide students with support, assistance, and confidence.

The difficulty in understanding the text and explaining the text has been read are caused mainly by students' reading comprehension. Many students of schools or educational institutions face this problem, as do the students of SMP Wahid Hasyim. Many students have difficult in learning English, especially reading. This is due to the lack of strategies in learning English. Teachers did not use learning media. The teacher implanted conventional method in teaching reading, so students felt bored and were lack of enthusiasm. The English teacher said that students often did not pay attention to the teacher's explanation during the learning process. This can lead to a decrease in student grades. Therefore, using engaging learning media that increase students' interest in learning is needed.

To improve students' learning ability, students need an attractive learning model. One of the learning models most favored by students is the game. Game learning models can make students continue to follow the learning enthusiastically. The application of games can be made using a medium, one of which is Kahoot!. Kahoot! media has the same characteristics and elements as games, so the media is beneficial in understanding learning. It is supported by Huang (2011) and Dellos (2015) that game-based learning is one of the effective tools that can help students in teaching, especially to maintain motivation for continuous learning,

improve critical thinking and make an assessment in the learning process. According to the kahoot.com page, Kahoot! is a game-based learning platform that makes it easy to create, share and play fun learning games or trivia quizzes in minutes. Kahoot! is software that can be used in electronic game-based education that has excellent features that can allow a teacher to create questionnaires, conduct discussions, and administer online exams Sera & Wheeler (2017). The features in Kahoot! allow teachers to engage all students in the learning process in the classroom.

There are some previous studies have been done by the previous researchers. First, research by Marwah & Sari (2021) entitled "The Effectiveness of Kahoot Application Interactive Quizzes in Science Learning in Elementary Schools". The results of the study stated that the use of Kahoot! application is a form of innovation in technological development that had a positive impact on student motivation in science learning and minimized student boredom. Therefore, the Kahoot! application was considered worthy of being an innovation in learning so that students' interest in the learning process increased

Second, research by Daryanes & Ririen (2020) with the title "The Effectiveness of Using the Kahoot Application as an Evaluation Tool for Students". The results of this study indicated that the Kahoot! application as an evaluation tool was very effective in terms of indicators of student motivation and attention. The average effectiveness of the Kahoot! application as an evaluation tool was 82.6% based on the motivation indicators and 80.6% based on the attention indicators.

Third, Research by Sakdah, Prastowo, & Anas (2022) entitled "Implementation of Kahoot as a Game Based Learning Media Against Learning Outcomes in Facing the Era of the Industrial Revolution 4.0". The results of hypothesis testing using Paired Samples T-Test showed that the value of Sig (2 tailed) was 0.000, meaning that the value of sig was < 0.05 . So that H_0 was rejected and H_a was accepted. So, it can be concluded that Kahoot! application affected the learning outcomes of fifth grade students on Ecosystem material at SDIT Permata Cendekia, Simalungun Regency. Furthermore, this research also stated that Kahoot! application was one of the effective learning media that could improve student learning outcomes. The use of Kahoot! could affect student learning motivation so that it affected learning outcomes.

Based on the previous study results, Kahoot! has been proven to be effective in increasing students' understanding of each lesson. For this reason, the researcher wants to prove the effectiveness of Kahoot! on English reading comprehension especially recount text for SMP Wahid Hasyim students. The researcher selected the students of SMP Wahid Hasyim, because Kahoot! application has never been applied as a learning media in the classroom. Even though Kahoot! has many advantages that can be utilized as a learning media in the classroom. By introducing Kahoot! to the students, it is expected that students will be more enthusiastic about learning new things and can make the learning process less boring. In addition, it can increase students' motivation to learn English. Based on the background above, the researcher is interested in conducting research

entitled **"The Effectiveness Using Kahoot on Student's Reading Comprehension at Eight Grade of SMP Wahid Hasyim"**

1.2. Research Question

Is Kahoot! effective on student's Reading Comprehension?

1.3. Research Objective

To find out the effectiveness of Kahoot! on student's Reading Comprehension.

1.4. Significance of the Study

The results of this study are expected to be able to give theoretical and practical contributions for several parties as follows:

1. For students

The results of this study can motivate students to learn English, and to enhance reading comprehension skills and to provide new experience in learning English.

2. For teachers

The results of this study are expected to provide some fun and creative learning media so that students can be motivated and more enthusiastic to learn English. So, it can also be used in the teaching learning process.

3. For the other researchers

The result of this research is expected to be a reference for the other researchers and provide a source of information from this research, so that they can conduct a deeper research, more advanced research in other fields of study and better techniques in implementing Kahoot!

1.5. Limitation of the Study

This research focuses on teaching English by using the Kahoot! application on Reading Comprehension. This research is conducted at one of three classes of eight grade students of SMP Wahid Hasyim Malang.

1.6. Definition of Key Term

To avoid misconceptions about keywords and key concepts of the study, researchers define some terms found in the following headings:

1. Reading

A set of skills that involves making sense and deriving meaning from the printed word.

2. Reading Comprehension

A developed understanding comes from the interaction between the text and the reader's response to the text

3. Kahoot!

A free online digital media for teacher and students where the teachers can get an evaluation for their class. Kahoot! is a game application that makes students more enthusiastic in learning, answering and can increase student motivation.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter comprises some related and relevant theories that are applied in this study.

2.1. Reading

Reading is an important skill that everyone should develop. Most of the information we get by reading. This is a skill that must be developed at an early age. According to Sari (2017) The act of reading involves the acquisition of information conveyed through various mediums such as written text, images, and illustrations. Furthermore, it involves the aptitude to comprehend and interpret the meaning of the written material. Upon finishing a piece of writing, the reader has gained new knowledge from it. Therefore, comprehension is an essential aspect of reading, as it facilitates effective communication between the author and the reader.

According Yunanda (2018) To comprehend a text, readers need to engage in an active process that includes several cognitive activities such as guessing, predicting, checking, and questioning. These skills are essential as they aid in understanding the message that the writer is conveying through the text. Therefore, reading requires readers to make predictions about the text, check their understanding, and ask questions to enhance their comprehension. In essence, reading is not a passive activity but an interactive process that demands readers to employ critical thinking skills. To facilitate this interaction, various strategies are designed to bridge the gap between written and oral language models. Reading is not a passive

activity but an interactive process, where the reader engages in a purposeful exchange of ideas with the writer through the text. The exchange of ideas takes place within a specific context or setting, and the reader is required to comprehend and interpret the information conveyed by the writer.

2.1.1. The Importance of Reading

According to Grabe (2009), reading is a crucial ability in a variety of settings, particularly within educational contexts. Students are taught to become familiar with reading tasks as all information is conveyed in written form. Adequate reading skills are necessary for students to effectively comprehend the contents of a text. Additionally, The development of such abilities forms the basis for the cultivation of emotional, moral, and verbal intelligence, which in turn shapes the type of person one becomes. Therefore, reading is an essential aspect of student learning, facilitating the development of their knowledge and thinking abilities, as well as their emotional, moral, and verbal intelligence.

2.1.2. Reading Process

As defined by Spratt et al. (2005), reading involves the process of responding to, comprehending, and connecting the text with the reader's existing knowledge. The reader employs their pre-existing understanding to describe and interpret the new knowledge obtained from the text. The act of relating new information to one's prior knowledge is thought to enhance long-term retention of the new knowledge. Thus, the act of reading involves interaction between the reader's mind and the text being read.

The interaction activity between thought and text can be considered an active process because it involves the reader's background knowledge Pang et al, (2003). Readers bring their knowledge of the world to understand the text. Their minds will move dynamically following the flow of ideas presented in the text. In interpreting ideas, several processes occur in the minds of readers. The reader begins to process sound words as a basis for understanding the more significant part. The recognition process starts from the good word as a small unit of meaning to the largest one, the knowledge of the world and the knowledge of language structure.

Gregory (2008) explained that the top-down process is the opposite of the bottom-up process. In a top-down process, the reader proceeds from the general to the specific. Readers use their knowledge of the world and understanding of the structure of language to identify individual words. In this process, most readers follow a bottom-up process in which the reader recognizes the sound of the word first to form the basis for most understanding, but input from the top-down process will be used if necessary.

In short, the reading process is a thought process in which the reader's mind engages with the text. In committing their minds to the text, readers use their background knowledge to understand the ideas presented in the text. In interpreting ideas, readers go through several processes. These processes are bottom-up, top-down, and interactive processes.

2.2. Reading Comprehension

Reading comprehension is a series of processes by readers to find information and understand the information contained in a reading text. According to Smith, reading is a constructive and creative activity that encompasses four critical elements: purposefulness, selectivity, anticipation, and comprehension, all of which require the reader to exert control.

According to Meylana (2019) reading comprehension is a text that students use to help them improve their reading skills by it and answering questions relating to the text. Sometimes used as a test or examination of reading skills. Comprehension is the ability to understand something with full knowledge and meaning.

In other words, reading comprehension is a process of relating the reader's background knowledge to the text's information to get the text's message. Reading comprehension is not only the matter of knowing and remembering the meaning of all words in the text, but it is more about how the students build and construct the meaning of the text.

2.2.1. Reading Comprehension Ability

Language is a complex system that requires the coordinated action of three interacting subsystems. There are several things in reading comprehension skills, namely as follows:

1. Vocabulary Knowledge

Vocabulary is essential to the reading process, but it is not enough. Reading is building meaning. Vocabulary is the key to understanding, but skill in identifying words does not ensure understanding.

2. Identify the Main Idea

The main idea is the idea that is the subject of paragraph development.

The main idea is contained in the main sentence. In other words, the main idea is the ability to read comprehension.

3. Understanding Context

Understanding context is significant for a good reader. A reader must know the context of the context he is reading. Therefore, it is easier to understand the context of the text in reading. In other words, the context of reading comprehension is an ability that must be achieved.

4. Identify the Communicative Purpose of the Text.

The ability to read comprehension is to identify the purpose of the text. Someone must possess this ability. Therefore, the reader when reading the text, the reader must know the meaning of the text.

From the above statement below, reading comprehension has some skills to be achieved between vocabulary knowledge, main idea, context understanding, and the purpose of the text. These components are critical in reading comprehension and understanding the content of a text.

2.2.2. Reading Comprehension in Junior High School

In the 2022/2023 school year Most junior high schools still use Curriculum 13 as the curriculum in teaching VIII grade students. Thus, teaching reading at the junior high school level follows the K13 syllabus. The author of the K13 English book from the ministry of education and culture said that learning English for Class VIII SMP/MTs is structured to improve students' English language skills. The presentation uses a text-

based learning approach, both spoken and written by placing English as a means of communicating, thinking, and processing feelings. Understanding of the types, rules, and context of a text is emphasized so that it is easier for students to grasp the meaning contained in a text and present information, ideas, thoughts, and feelings in contextual text form so that others can easily understand it.

In classroom learning context especially in reading comprehension section, the materials are complex. There are many kinds of text that students need to comprehend. After they read the texts, still they deal with comprehension, questions, vocabulary question, reference, etc. In solving the questions related to the text, students need to use their reading comprehension skills.

2.2.3. Strategies of Reading Comprehension

Qizi (2021) states that Effective reading strategies are considered as significant skills that have received the special focus on students' reading comprehension proficiency.

According to Salmiah (2019) reading comprehension is one of the skill that student must have to enrich their knowledge. There are two kinds of reading strategies: Top-Down strategies and bottom-up strategy. The reading strategy used by each student is certainly different according to their comfort and habits. But whether the strategies they use are in accordance with the reading text and they can get the information or understanding they want.

Dwiningtyas (2020) state that The strategies that were used by the teacher could develop the idea which readable. Technically, the strategy was combined by the teachers with the others strategies like games and some jokes. It was meant to make the teachers easier in helping the students to master the subjects. Not only the meaning of the words, but also the contents of the texts with funny way but serious. The combination of strategies was very important to apply in order to help students in learning comprehension.

2.3. Definition of Kahoot!

Kahoot! is a web-based learning media platform that contains quizzes in the form of games. Educators can also use Kahoot! in teaching and learning activities such as conducting pre-test, post-test, practice questions, mastery of the material, remedial, enrichment, and others. Kahoot! is a game application with two websites in it, namely <https://kahoot.com/> for teachers and <https://kahoot.it/> for students.

According to Krista Graham, Kahoot! is a free online learning media that is used in teaching and learning activities to evaluate the results of the student learning process, repeat the subject matter, and stimulate students' interest in conducting discussions both in groups and classically about the questions given by Kahoot!. Besides for learning, Kahoot! can also be used in training to provide a pleasant atmosphere.

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 well-known game-based learning platform that is easy to use for both educators and students.

Kahoot! is a software that can be used in electronic game-based education that has excellent features that allow a teacher to create questionnaires, conduct discussions, and administer online exams. Sera & Wheeler (2017).

Kahoot! is an educational game application that teachers can use to help students learn. Students can enjoy the learning process because Kahoot! creates competitive environment in the classroom.

Kahoot! is a technological tool for administering and demonstrating quizzes, discussion, 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 correct answers.

2.3.1. The advantages and disadvantages of Kahoot!

As a learning media Kahoot! has several advantages and disadvantages to be implemented as learning aids. According to Yuniarti (2021) The advantages of Kahoot! are:

First, the class atmosphere can be more fun. Kahoot! can make the classroom atmosphere more exciting and motivate students to learn. This game effectively improves student learning outcomes because games can create enthusiasm, activity, and excitement so that student learning motivation grows.

Second, Kahoot! helps to determine students' understanding of the material being studied. In the Kahoot! application, there are exciting features. This application can see the value of all participants after entering Kahoot!.

Third, children are trained to use technology as a medium of learning. In the current state, everyone is required to be able to develop technology; in the world of education, technology is needed for the learning process. So that teachers and students are trained to be able to operate it. In addition, it teaches children motor skills in using the Kahoot! application.

The last, Kahoot! facilitates the teacher in teaching the class. The Kahoot! application can make teachers more competent in developing technology-based education and learning based on digital games in the classroom.

On the other hand, Kahoot! also has some disadvantages. The disadvantages are: first, not all teachers can use technology. In today's era, all activities use technology a lot. Teachers are required to master information and communication technology in carrying out learning. Therefore, teachers should not be fixated on the face-to-face learning model in the classroom but must also be able to use media that make it easier for

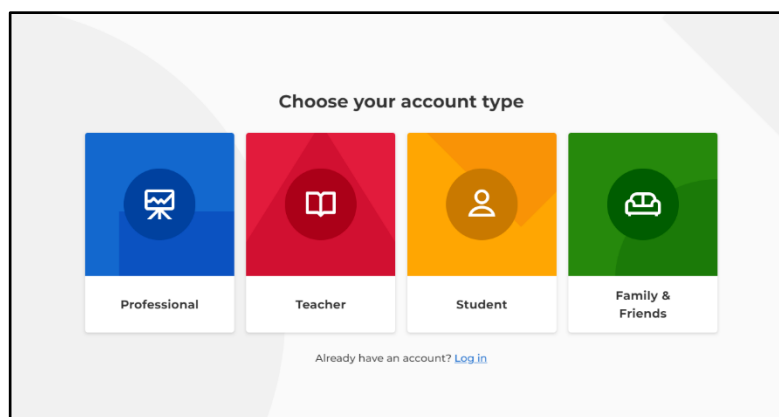
them to deliver learning materials. Second, inadequate school facilities. A media device such as a smartphone, laptop, desktop, or computer is required to access Kahoot!. The obstacle to this problem is that not all schools facilitate the existence of smartphones, laptops, or computers. In addition, some schools sometimes prohibit using smartphones or laptops to bring students to school. And currently, not all students have laptops or smartphones. The last is internet facility. Accessing the Kahoot! application requires high-speed internet, but the problem is that not all schools have an internet network.

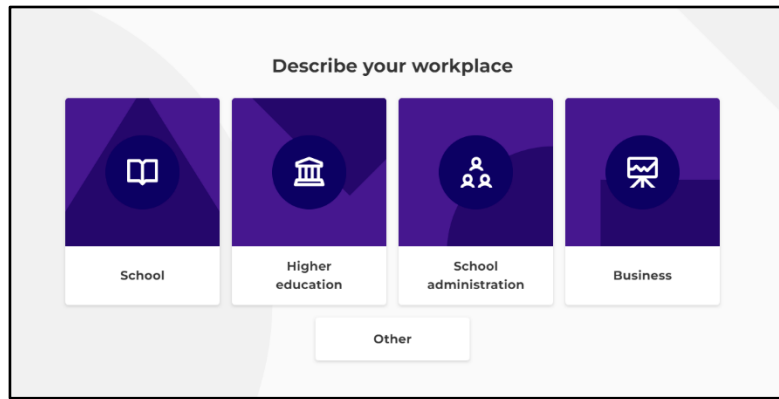
2.3.2. Steps Using Kahoot!

Kahoot! is one of the applications in digital gamification-based learning which is presented in several forms of online games in the form of quizzes that are presented directly. The steps for using the Kahoot! application as a learning media, as follows:

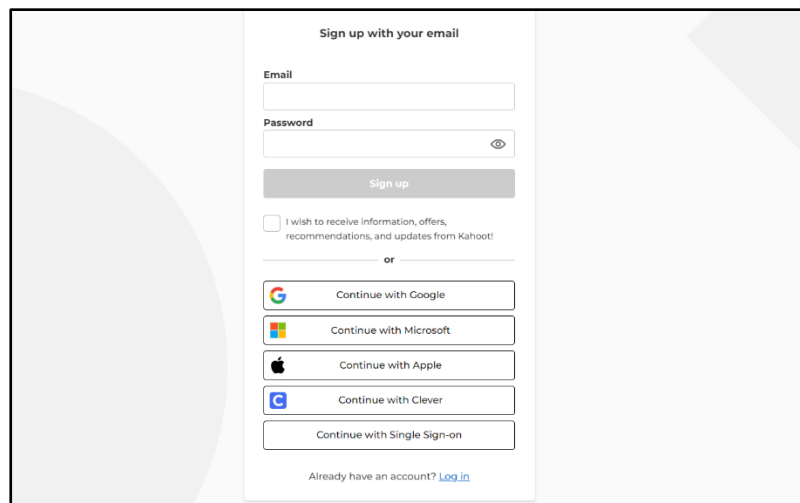
Before students access the Kahoot! application, first teachers register by accessing the link, <https://www.kahoot.com>, then choosing the type of account according to their needs as follows:

Figure 2.1
How to Operate Kahoot!

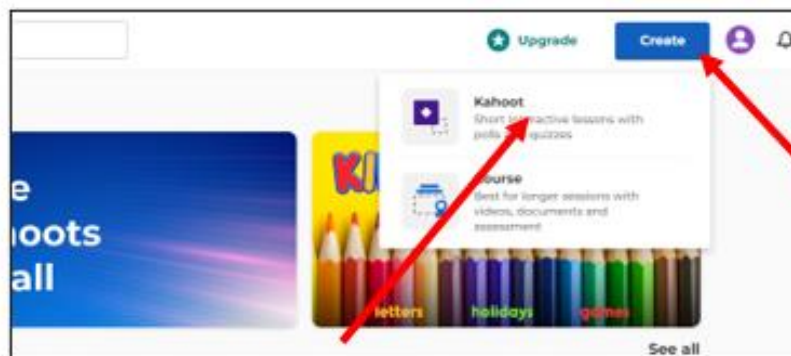


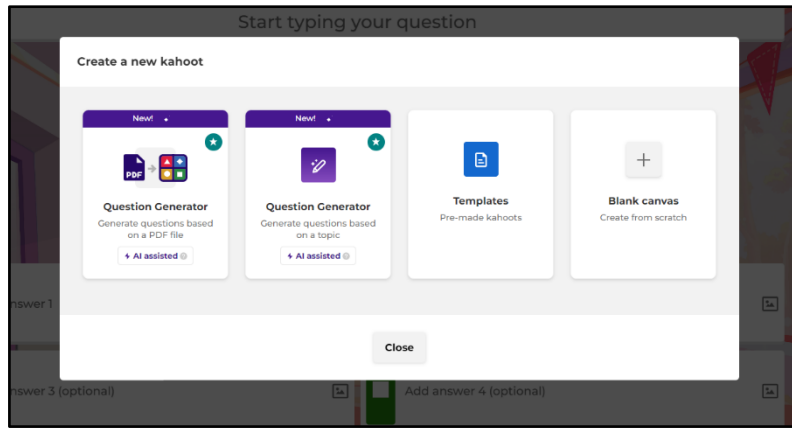


Following, log in using e-mail by entering a new e-mail or using a google account.

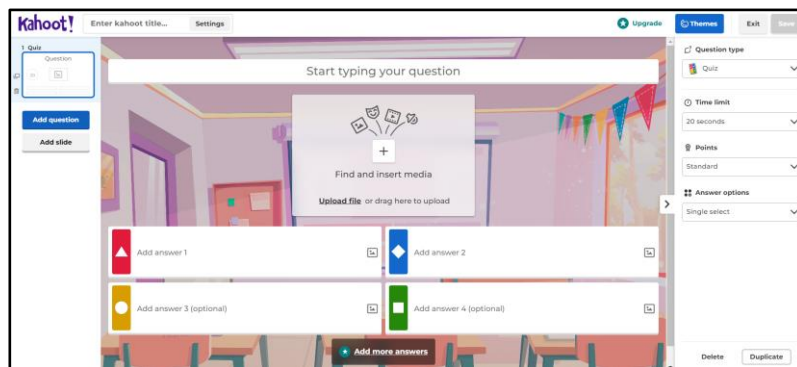


After successfully logging in and entering the Kahoot! application page, then click “create” and then choose “Kahoot”. Next, create a new Kahoot! as needed.

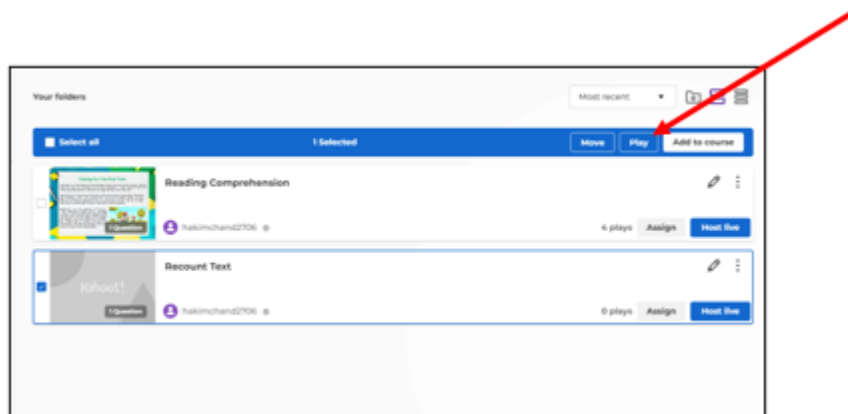




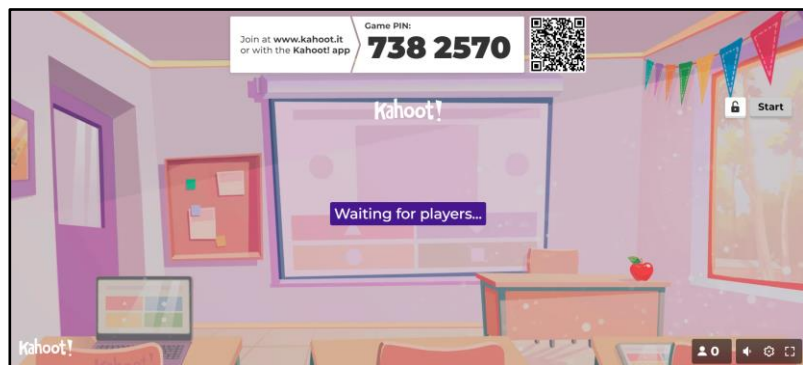
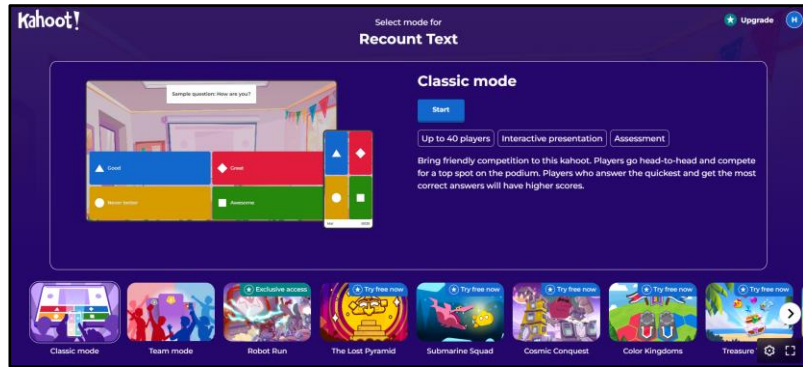
Next, start to type your questions and add all the answer options. Then, choose one correct answer. You can also specify the quiz type, answer time limit, score, and answer options type.



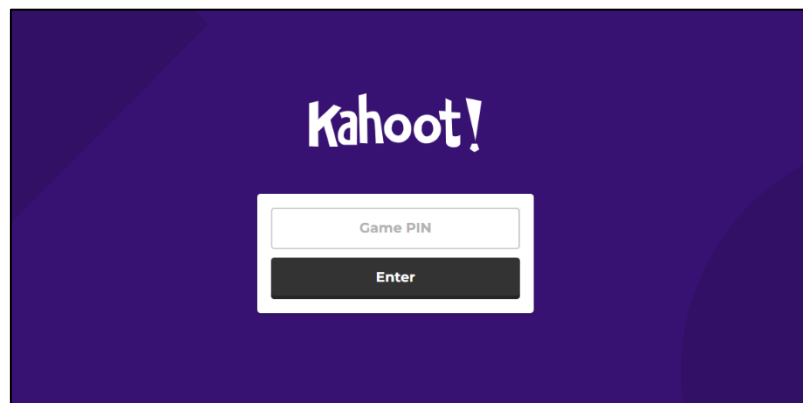
If all the questions and answers have already done, then click save. Add the finishing touches by entering title and description, then click continue. Start the quiz by clicking the selected title, next click Play.



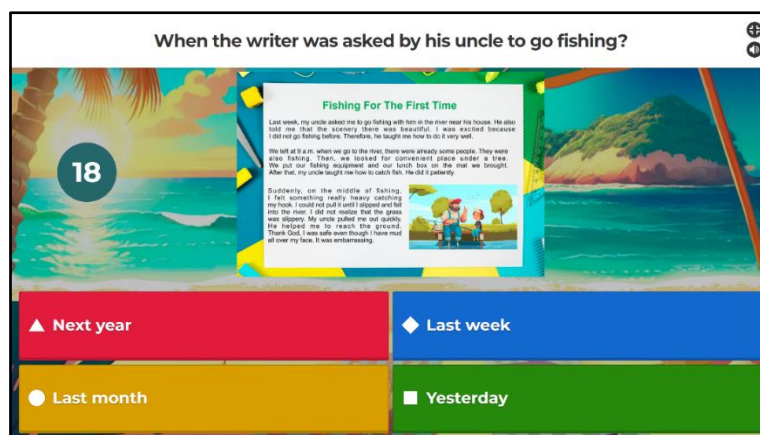
Subsequent, choose the modes (classic mode or team mode), then click start. After clicking the “start”, a barcode and game pin will appear as access for students to take the quiz.



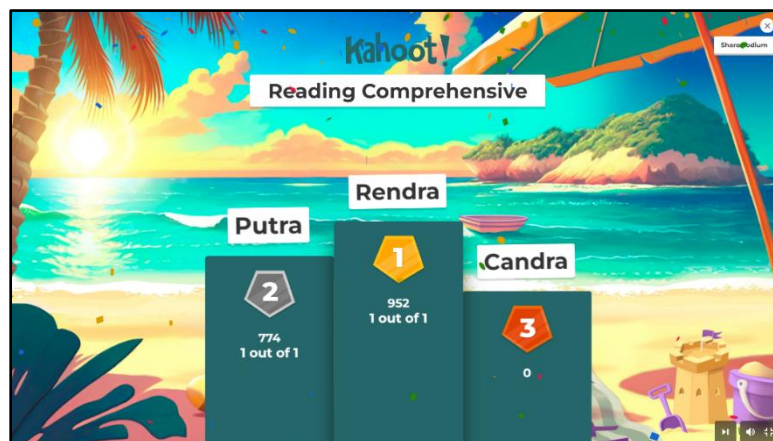
Students can then take the quiz on the Kahoot! application by scanning the barcode or using the game pin. Participants accessed the internet link, <https://www.kahoot.it/>, then entered the appropriate game pin in the column provided.



Once students have found the game pin page, the students will be asked to enter a nickname. After completing the nickname, the quiz page will appear.



Students can start working on the quiz that has been given in the Kahoot! application and answer all questions by selecting one of the "shapes" with the most correct answer. When the answer is correct then the student will get a score, otherwise if it is wrong then it does not get a score at all. After students complete the quiz, the results will appear in the ranking system.



2.4. Previous Studies

To ensure the originality of this research, the researcher will present several previous studies related to current research, such as:

Research is written by Wibisono (2019) entitled “The Effects of Kahoot! in Teaching Reading to Tenth Grade Students.” From this research,

it was found that the students' reading comprehension test scores were higher when they were taught using Kahoot! on the learning process. Besides, their learning attitudes on cognitive, psychomotor and affective showed some significant positive effects. From these findings, it can be suggested that online media like Kahoot! is strongly recommended to be used in the teaching and learning process of English reading.

Another research conducted by Khotimah & Rafi (2018) the title "The effectiveness of Using Kahoot! as Media in Teaching Reading." After knowing all of them are valid and reliable, giving pre-test, treatment, and post-test was done to get the research data. After that, the researchers analyzed the data by using ANCOVA. The result shows that the significant value is 0.02, it is lower than the significant level of 0.05. It means that the use of Kahoot! as a medium for the English Department students of STKIP PGRI Jombang influences their reading skills.

A thesis is written by Yunanda (2018) under the title "Improving the Junior High School Students Reading Comprehension by Using Mind Mapping Technique." This classroom action research was conducted in two cycles because the results in cycle 1 showed that the percentage of students who got ≥ 75 was 45.71% or 16 of 35 students. Then, the researcher and the English teacher revised some aspects that made Cycle 1 fail. As a result, Cycle 2 was successful. The results of the Cycle 2 showed that there were 28 of 35 students who scored ≥ 75 or 80%. The conclusion of this research is that the number of students whose original comprehension under the target improved from 45.71% to 80%. Moreover, the results of the

observations by using field notes showed that the teaching and learning process by using the mind mapping technique could give some good effects to the students in learning reading comprehension.

Table 2.1
The Similarities and the Differences
Previous Research and the Researcher’s Study

No.	Researcher’s name and title	Similarities	Differences
1.	Research is written by Dimas Wibisono (2019) entitled “the effects of kahoot in teaching reading to tenth grade student”	a. Identify the effect of kahoot in reading skill b. Using quantitative research	a. The previous research tenth grade at senior high school b. The treatment use jigsaw teaching technique
2.	Another research conduct by Ima Chusnul Khotimah and M. Farhan Rafi (2018) the title “ The effectiveness using Kahoot as media in teaching reading”	a. Using kahoot in reading b. Using quantitative research (quasi-experimental design)	a. The previous research for English department student of STIKIP PGRI Jombang
3.	A thesis is written by Lucy Rizky Yunanda (2018) under the title “Improving the junior high school students reading comprehension by using mind mapping technique”	a. Reading comprehension b. Eight grade at junior high school	a. The previous researcher use mind mapping media b. Use classroom action research (CAR)

It can be seen that all previous researchers presented different approaches to test the effectiveness of using learning media to improve reading comprehension. Therefore, this systematic review focuses on the effectiveness of using the Kahoot! application on reading comprehension at eight grade of junior high school.

CHAPTER III

RESEARCH METHOD

This chapter highlights the research methods applied in this research. It covers the research design, subject of the research, research instruments, data collection, also data analysis.

3.1. Research Design

To answer the question about the effectiveness of Kahoot!, the approach used in this research is a quantitative approach with experimental research. According to Sugiyono (2011:8), Quantitative research method is a research method based on the philosophy of positivism, used to examine specific populations and samples, data collection using research instruments, and statistical data analysis, with the aim of testing hypotheses that have been applied.

The researcher focuses on using a pre-experimental research. The reason the researcher employs this methodology is to investigate the effects of using the Kahoot! application in reading comprehension learning. In this case, the researcher utilizes a one-group pretest-posttest design. This design constitutes an experiment conducted solely on one group without a comparative group. The method involves a pre-test administered before the treatment and a post-test conducted after the treatment. Consequently, the treatment results can be comprehended more accurately as they can be compared with the conditions before the treatment was administered.

Table 3.1
The Illustration of One Group Pretest-posttest Desain

O1	X	O2
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In Which:

O1 = Learning outcomes before using Kahoot!

X = Treatment

O2 = Learning outcomes after using Kahoot!

Regarding the illustration above, this design involves three steps: first, conducting a pretest to measure the dependent variable; second, applying the treatment to the subjects; third, conducting a posttest to measure the effect of the treatment on the dependent variable. In this study, the researcher chose this design to provide appropriate results because it illustrates quite well how external variables may operate to reveal the internal validity of the design.

3.2. Subject of the Study

According to Creswell (2012) population refers to a set of people with similar characteristic. The population in this study are students of eighth grade of SMP Wahid Hasyim Malang in academic year 2023/2024. There are three classes at the eighth grade of SMP Wahid Hasyim Malang. Total of the populations are 64 students.

Table 3.2
Population of the Research

No.	Class	Population
1	VIII A	20
2	VIII B	22
3	VIII C	22
Total		64

Source: Administration of SMP Wahid Hayim Malang

Creswell (2012) stated that sample is a subset of target population that researcher intends to analyze. The sample in this research are students from VIII A in academic year 2023/2024. Total of VIII - A class are twenty students. The researcher chosen VIII A as sample because the English score of this class is lower than the other classes especially in reading comprehension. Besides that, they rarely use electronic media in learning English.

3.3. Research Instrument

The research instrument used to collect the data was a test. The test used as an instrument in the research was in the form of questions with four multiple-choice answer options. Multiple choices question is the question which has several alternative answers which one must be chosen as a true answer.

The reading test was adopted from the undergraduate thesis entitled “Improving the junior high school students’ reading comprehension by using mind mapping technique”, written by Lucy Rizky Yunanda. The test covered word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

Table 3.3
Indicator of Reading Comprehension Instrument Test

No	Types of Comprehension	Number of Items
1.	Word comprehension	4, 5, 14, 15
2.	Sentence comprehension	1, 2, 3, 11, 12, 13
3.	Paragraph comprehension	6, 7, 8, 16, 17, 18
4.	Text comprehension	9, 10, 19, 20

3.4. Research Variable

According to Sugiyono (2011), research variables are everything in the form of whatever is determined by the researcher to be studied so that information is obtained, then conclusions are drawn. In this study, there are two variables, the dependent and the independent variables.

1. Independent variables (X) are variables that affect or are the cause of changes or the emergence of the dependent (bound) variable. The independent variable of this study is the Kahoot! application as the learning media used on the student's reading comprehension.
2. According to Sugiyono (2015), the dependent variable (Y) is the variable that is influenced or becomes the result of the independent variable. The dependent variable of this study is reading comprehension.

3.5. Technique of Data Collection

Data collection techniques in this research will be described as follows:

1. Tests (pretest and posttest)

A test is a form of a written question that is used to obtain information from respondents. The tests will be used are in the form of written questions to get information on how the students' understanding about the material given during learning. Pre-test will be given before the students receive the treatment in reading class by using Kahoot!. It is used to determine the students' score before the treatment. It consists of 20 questions in the form of multiple choice.

After giving the pre-test, the researcher gave a treatment for students. The researcher first introduced about Kahoot!, about how to use it and the rules. Whereas post-test will be given after the students receive the treatment. The questions consist of 20 of multiple-choice questions. The both tests given have the same level of difficulty and genre. The questions of the pre-test and the post-test consist of main idea, vocabulary and detail questions about recount text. The students' answers represent the students' understanding of the text they read.

2. Documentation

According to Irawan, documentation is a data collection technique aimed at research subjects. Documentation can be in videos, photos, and so on.

Documentation in this study is used as evidences of the data obtained, such as documentation of lists of the students' scores and the students' pictures during the teaching and learning process.

3.6. Data Analysis

According to Sugiyono (2011), data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing it into units, synthesizing, compiling it into patterns, selecting what is essential and what will be studied, and draw conclusions so that they can be understood by themselves and others.

The researcher employs quantitative data analysis techniques. The method used aims to determine students' reading comprehension scores after using the Kahoot! application. Data is collected based on pre-test and post-test scores to assess the effectiveness of Kahoot! on students' reading comprehension. Subsequently, the researcher utilizes a statistical tool (SPSS) to analyse the data obtained from these tests.

3.6.1. Descriptive Analysis

Descriptive statistical analysis is used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations Sugiyono (2015).

1. Mean score

The average score or mean can be interpreted as a data group divided by the number of respondents. The formula is:

$$M = \frac{\Sigma FX}{N}$$

In Which:

M= Mean

F = Frekuensi

Σ = The sum

X = The score

2. Measuring the sum of standard deviation

$$SD = \sqrt{\frac{\Sigma D^2}{N} - \frac{(\Sigma D)^2}{N}}$$

In Which:

SD = Standard deviation

ΣD = The square deviation sum of experimental group

N = The total of respondent

3. Categorization

The students' scores will be classified into several categories.

Thus, the table for categorization of student learning outcomes both in pre-test or post-test is as follow:

Tabel 3.4

Category of the Students' Score

No.	Interval	Category
1	93 – 100	Excellent
2	85 – 92	Very Good
3	77 – 84	Good
4	69 – 76	Fair
5	61 – 68	Poor
6	0 – 60	Very Poor

3.6.2. Statistical Analysis

1. Normality Test

A normality test is an examination of the normal distribution of data. This test is the most comprehensive one conducted through parametric statistical analysis. Because normally distributed data is typically a prerequisite for parametric testing. Normality checking is necessary to determine whether the data is normally distributed in this test using the Kolmogorov-Smirnov test, as this is intended to examine and ensure whether the distribution of experimental class and control class data aligns with expectations. In this study, the authors used IBM SPSS 16, employing the Kolmogorov-Smirnov test to analyze normality. Data is considered normal if the p-value is less than or equal to the significance level of 0.05.

The normality test hypothesis is:

- a. H_0 : Data is usually distributed
- b. H_a : Data is not normally distributed.

The normality test hypothesis shows that if H_0 is accepted, then the data is usually distributed; if H_a is accepted, then the data is not normally distributed. When the significance value is more significant than 0.05 ($\alpha=5\%$), H_0 is accepted; when the significance value is less than 0.05 ($\alpha=5\%$), H_0 is rejected.

2. Hypothesis test

Analyse and calculate the pre-test and the post-test data by using t test (significance level of 0.05) on the SPSS 16 *for windows*. Data from the two comparison categories: the experimental category

is the X variable, and the control category is the Y variable. The formula is as follows:

$$t_0 = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

In which:

M_x = average value of variable X

M_y = average value of variable Y

SE = standard error

The statistical hypothesis of this study can be seen as:

$t_0 > t_t$, H_0 is rejected and H_1 is accepted

$t_0 < t_t$, H_0 is accepted and H_1 is rejected

The criteria used as follows:

- a) If the t-test (t_0) > t-table (t_t) at the significant level of 0.05, then H_0 (null hypothesis) is rejected. Kahoot! is effective on students' reading comprehension.
- b) If the t-test (t_0) < t-table (t_t) at a significant level of 0.05, then H_0 (null hypothesis) is accepted. Kahoot! is not very effective on students' reading comprehension.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents finding and discussion of this study. The finding covers the teaching strategies and Pre test and post test result.

4.1. Research Finding

This research was conducted in SMP Wahid Hasyim Malang located in Jalan Mayjen Haryono 165 Kelurahan Dinoyo Kecamatan Lowokwaru, Kota Malang. The researcher selected one class as a sample of this research, it was VIII A. There were 20 students in VIII A as an experimental group.

In collecting the data, the researcher administered a pre-test, treatment, and post-test to the class. To obtain the score, the researcher used a test in form of multiple choices with 20 questions. The reading test was adapted from the undergraduate thesis entitled “Improving the junior high school students’ reading comprehension by using mind mapping technique”, written by Lucy Rizky Yunanda. The test covered word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

4.1.1. Teaching Strategies

The steps of learning using the Kahoot application were that the researcher first explained The researcher informed the students that the lesson to be delivered would be about recount text. After that, the researcher administered a pre-test using a paper-based test. After that, the reading competence material about recount text in English subjects using any

method, either lecture or discussion. Students were expected to listen to the material given well because the material were going be presented in the form of questions on the Kahoot! application.

The quiz consisted of 20 with several elements of questions and answers that were arranged to test the students' knowledge based on their understanding of the material given. Each question was displayed randomly. The assessment obtained by students was strongly influenced by the speed and accuracy of students in answering each question presented. The more students answer questions correctly and quickly, the greater the assessment will be. Each student competed in answering questions from the quiz presented in the Kahoot! application. Furthermore, the researcher found out the results of student work based on the ranking system in the Kahoot! application. Students were expected to compete optimally to be the best participant in the quiz.

After implementing learning using the Kahoot! application, according to the author, Kahoot! can be used as a digital gamification-based learning media. Based on the learning experience, the advantages of learning by using Kahoot! application are making the classroom atmosphere more interactive, more participatory, besides developing students' motivation and interesting in learning. Furthermore, using Kahoot! trains the students in the use of digital technology as a media utilization for learning, trains their hard skill and soft skill abilities, and also trains their motor skills.

4.1.2. Pre-Test and Post-Test Result

The learning outcomes of students of VIII – A SMP Wahid Hasyim Malang on reading comprehension are divided into two, those are pre-test result and post-test result. The pre-test consisted of 20 questions of a recount text in form of multiple choices. This test was used to collect the students' score. The time given to finish the pre-test was 40 minutes. The students answered the questions on an answer sheet given by the researcher.

Meanwhile, the post-test was conducted after the pre-test. The post-test consisted of 20 questions of a recount text in form of multiple choices. This test was used to collect the students' score. The time given to finish the post-test was 40 minutes. The students answered the questions by using the Kahoot! Application that had been designed by the researcher.

The following are the pre-test and post-test result of the implementation of Kahoot! as a media for assessing student's reading comprehension shown in table 4.1:

Table 4.1
Pre-test and Post-Test Scores

No.	Name	Students Score	
		Pre-test	Post-test
1.	Brian	40.00	65.00
2.	Alyssa	40.00	60.00
3.	Gadiza	55.00	70.00
4.	Eka	55.00	60.00
5.	Evan	75.00	80.00
6.	Gio	65.00	80.00
7.	Nauval	75.00	85.00
8.	Zada	55.00	80.00

No.	Name	Students Score	
		Pre-test	Post-test
9.	Ubaidillah	60.00	75.00
10.	Nidhom	40.00	80.00
11.	Nada	55.00	65.00
12.	Elsa	55.00	70.00
13.	Kirani	55.00	65.00
14.	Bintang	60.00	85.00
15.	Faisal	40.00	75.00
16.	Revaldi	40.00	85.00
17.	Zidan	45.00	70.00
18.	Lika	40.00	55.00
19.	Mada	45.00	70.00
20.	Amalia	45.00	70.00

4.1.3. The Category of Students' Score

After arranging the students' score tabulation, the researcher described the students' pre-test score percentage as follows:

Table 4.2
The Score Category of the Pre-Test

No.	Interval	Frequency	Percentage (%)	Category
1	93 – 100	0	0%	Excellent
2	85 – 92	0	0%	Very Good
3	77 – 84	0	0%	Good
4	69 – 76	2	10%	Fair
5	61 – 68	1	5%	Poor
6	0 – 60	17	85%	Very Poor
Total		20	100%	

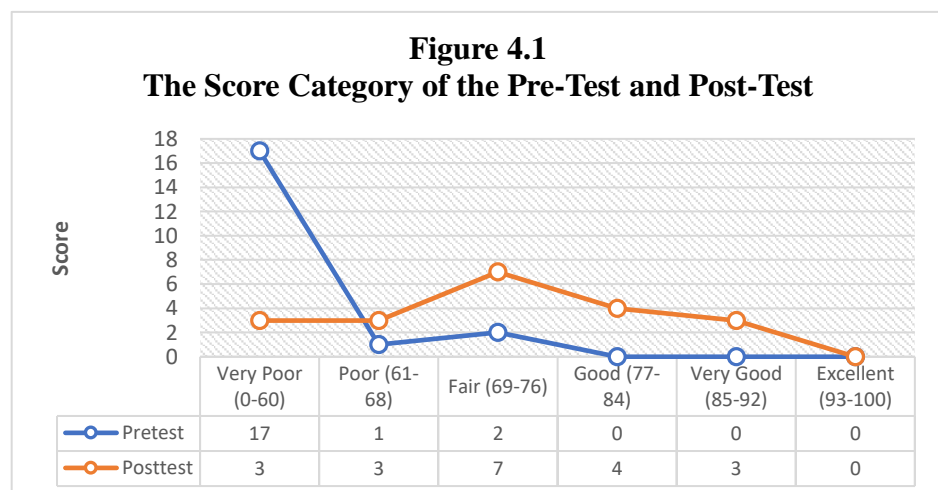
The table showed that 17 students got very poor, 1 student got poor, 2 students got fair, 0 student got good, 0 student got very good, and 0 student got excellent. This shows that during the pre-test class 8A students on average still scored poorly.

The students' post-test score percentage as follows:

Table 4.3
The Score Category of the Post-Test

No.	Interval	Frequency	Percentage (%)	Category
1	93 – 100	0	0%	Excellent
2	85 – 92	3	15%	Very Good
3	77 – 84	4	20%	Good
4	69 – 76	7	35%	Fair
5	61 – 68	3	15%	Poor
6	0 – 60	3	15%	Very Poor
Total		20	100%	

The table showed that 3 students got very poor, 3 students got poor, 7 students got fair, 4 students got good, 3 students got very good, and 0 student got excellent. After using Kahoot during the post test, it can be seen that there was an increase in scores for class 8A students.



4.1.4. N-Gain Score Analysis

Furthermore, data on the average pretest score, average posttest score, and N-gain score of students' reading ability in English subjects are presented. The improvement of students' reading comprehension can be calculated using the N-Gain Score test using the formula as follows:

$$N - Gain\ Score = \frac{Score_{post-test} - Score_{pre-test}}{Score_{maximum} - Score_{pre-test}}$$

The normalized N-Gain Score test categories are shown in table 4.4 below:

Table 4.4
Normalized N-Gain Score Categories

N-Gain	Categories
$g < 0,3$	Low
$0,3 \leq g \leq 0,7$	Medium
$g > 0,7$	High

The results of the N-Gain Score test of student's reading comprehension of class VIII - A SMP Wahid Hasyim in English subject, as follows:

Table 4.5
N-Gain Score Test

Group	Score			
	Mean Score of Pre-test	Mean Score of Post-test	N-Gain Score	N-Gain Score (%)
Experiment	52	72.25	0.41	40.85%

Table 4.8 shows that the mean score of the pre-test is 52 and the mean score of the post-test is 72.25. The increase in score is shown through the N-Gain Score. The N-Gain Score shows a percentage of 40.85% or 0.41. Thus, the improvement of students' reading comprehension in English subjects is in the medium category.

A learning media is effective if the N-Gain Score obtained is > 0.3 or at least in the medium category. The N-Gain Score obtained from the pretest and posttest results is 0.41 which is in the medium category. Based on the N-Gain Score, it can be concluded that the use of the Kahoot! application is effective as an assessment of students' reading comprehension in English subjects.

4.1.5. Summary of Students' Reading Comprehension Score

After calculating the students' score, then the researcher tabulated the summary of students' score, as follows:

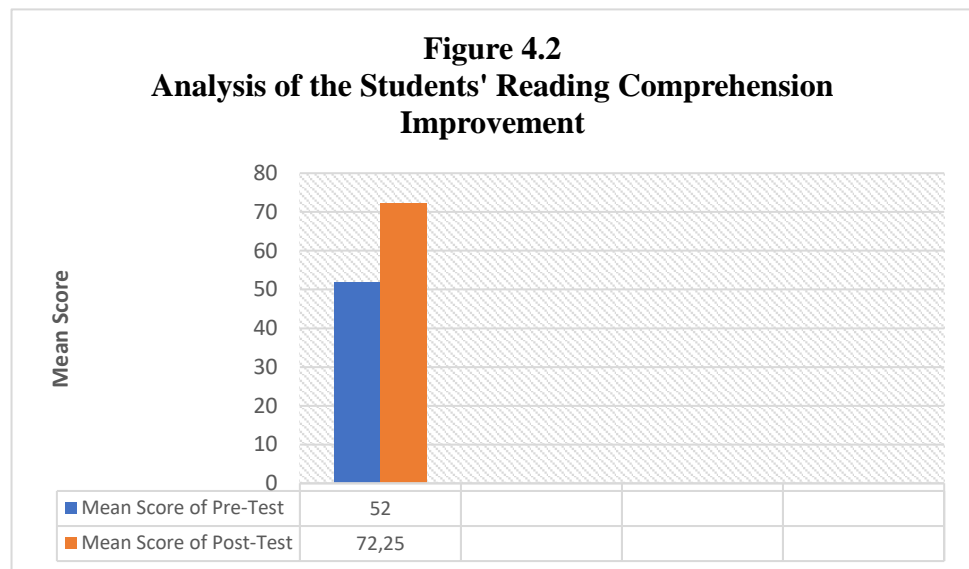
Table 4.6
Summary of Students' Reading Comprehension Score

Type of Test	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	20	40,00	75,00	52,00	11,29
Post-test	20	55,00	85,00	72,25	8,96

From the table 4.6, it showed the comparison of reading comprehension score between pre-test and post-test. The data showed that the pre-test score gained 40 for minimum score and 75 for maximum score with number of means was 61,85. Meanwhile, post-test score gained 55 for minimum score and 85 for maximum score with number of means was

72,25. Moreover, the score for standard deviation in pre-test was 11,29 and in post-test was 8,96.

Furthermore, the improvement of students' reading comprehension in English subject after using Kahoot! is shown in the diagram below.



Based on the analysis of students' reading comprehension improvement, the mean score of pre-test and post-test showed an increase from 52 to 72.25.

4.1.6. Statistical Analysis

a. Normality Test

The normality test aims to test whether the dependent and independent variable data has a normal distribution or not. A good data is normal or near normal data distribution. Normality test can use the One Sample Kolmogorov Smirnov Test method. The basis for the decision is if the t-statistical probability value $>$ Level of Significant = 0.05, then the regression model fulfills the normality assumption. Based on the results of data processing, it was obtained as follows:

Table 4.7
Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Pretest	Posttest
N		20	20
Normal Parameters ^{a,b}	Mean	52.0000	72.2500
	Std. Deviation	11.28576	8.95530
Most Extreme Differences	Absolute	.182	.157
	Positive	.182	.149
	Negative	-.155	-.157
Test Statistic		.182	.157
Asymp. Sig. (2-tailed)		.080 ^c	.200 ^{c,d}
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			

Based on the results of the normality test with the One Sample Kolmogorov Smirnov Test above, it shows that the significance value (Asym.Sig. (2-tailed) > Level of Significant = 0.05, then the data satisfied the assumption of normality. Thus, the posttest and pretest variables had a normal distribution, which means that the data was good data because it was normally distributed or close to normal. With the normal distribution data, the Paired Sample T-Test can be conducted.

b. Paired Sample T-Test

The t-test was conducted to prove the hypothesis that the use of Kahoot! application media is effective on students' reading comprehension. The following are the results of testing VIII A students using the t-test of 2 paired samples.

Table 4.8
Paired Sample T-Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-20.25000	10.93943	2.44613	-25.36981	-15.13019	-8.278	19	.000

Based on table 4.8, the significance of 0.000 is less than the significant level = 0.05, so H_0 is rejected. It means that there was a significant difference between the main score before using Kahoot! and the main score after using Kahoot!. In the t-table, a negative t is obtained, namely -8.278, which means that the mean score before using Kahoot! was lower than the main score after using Kahoot!. Thus, it can be concluded that there was an increase in reading comprehension of students in class VIII - A at SMP Wahid Hasyim from pre-test to post-test.

4.2. Discussion

4.2.1. Application of Kahoot! on Students' Reading Comprehension

The Kahoot! application is one of the learning media that functions as an assessment tool. With the existence of a media in digital-based

learning so that students can utilize their smartphones for learning purposes. In this research, Kahoot! was used to assess students' reading comprehension in English subject.

Educational games contained in the Kahoot! application aim to foster interest and enthusiasm for learning in students towards understanding the material presented by the teacher. In its implementation, learning is accompanied by playing, thus creating a learning environment that is fun and not boring.

In the Kahoot! application, students can answer the questions in the form of quiz directly through their smartphones. Kahoot! can be an alternative to online learning in the performance of some learning evaluation processes through fun quiz games. Through the use of Kahoot application as a learning media, students are able to follow the learning actively in answering a question.

After implementing learning using the Kahoot! application, according to the author, Kahoot! can be used as a digital gamification-based learning media. Based on the learning experience, the advantages of learning by using Kahoot! application are making the classroom atmosphere more interactive, more participatory, besides developing students' motivation and interesting in learning. Furthermore, using Kahoot! trains the students in the use of digital technology as a media utilization for learning, trains their hard skill and soft skill abilities, and also trains their motor skills.

The disadvantages of using Kahoot are that it requires stable internet access with high speed. In addition, not all teachers are technologically literate, so until now there are still many teachers who do not recognize the Kahoot! application. Besides they have difficulty in designing the learning process with the Kahoot! application. Another weakness is that when using the Kahoot application, there are still many students who use their smartphones to open other things outside of the learning process.

4.2.2. Effectiveness of Using Kahoot Application on Students' Reading

Comprehension

This study examines the effectiveness of using the Kahoot! application on students' reading skills in English subjects. The research with the experimental model used a sample in which the experimental class consisted of 20 students of class VIII - A at SMP Wahid Hasyim Malang.

To determine the effectiveness of using the Kahoot! application on students' reading skills, researcher gave a pretest and posttest to the experimental class. This pretest and posttest are classified as a test type learning evaluation. As stated by Matondan in Ina Magdalena et al, that the pre-test is used to measure the extent to which the materials taught has been mastered by students. Meanwhile, the post-test is used to measure the extent of students' understanding of the material that has been taught. From the results of both two tests the teacher can compare which one is better. If the students understand the materials better after the learning process, then the learning program or learning media is considered successful.

Before conducting hypothesis testing to find out the problem of research, first researcher conducted a normality test. The result of normality test showed that the data in this research was distributed normally. So, to find out the difference between the means of two paired samples (between pretest and posttest), researcher used the Paired Sample T-Test Test.

The results of the Paired T-Test test with the help of the SPSS 16 for windows showed that the Asymp Sig (2-tailed) was 0.000. Because the data indicated that $0.000 < 0.05$, then hypothesis 0 (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means there was a significant difference between the average results. Therefore, it can be stated that H_0 which states that there is no effectiveness of using the Kahoot! application on students' reading comprehension of class VIII - A SMP Wahid Hasyim Malang is rejected. Meanwhile, the alternative hypothesis stating the effectiveness of Using the Kahoot! application on students' reading comprehension of class VIII - A SMP Wahid Hasyim Malang is accepted.

Thus, based on the processed data obtained from the collection, calculation, and analysis, it can be concluded that the use of the Kahoot! application can provide effectiveness on reading comprehension of students in class VIII A SMP Wahid Hasyim Malang. Furthermore, the results of this study can be a hypothesis to prove that the use of Kahoot! can affect student learning motivation which affects learning outcomes, as well as validate theories and previous studies by Wibisono (2019) that assumed the kahoot be effective on student reading comprehension.

Furthermore, the results of this study also support the theory which states that the high level of student learning outcomes is influenced by many factors, both internal and external. These factors greatly affect student learning outcomes and support the implementation of learning process activities, so that learning objectives can be achieved.

According to Purwanto (2020), the learning outcome is the changes in the behaviors of students due to the process of teaching and learning activities, these are cognitive, affective, and psychomotor aspects. According to Alisuf Sabri (2010), the factors are Internal factors affecting students include their physical health, sensory conditions, and psychological aspects such as interest, talent, intelligence, motivation, and cognitive abilities. External factors are divided into environmental and instrumental categories. Environmental factors encompass natural elements like temperature and location, and social elements like human interactions and culture. Instrumental factors cover physical classroom facilities, learning tools, media, teachers, and the curriculum or learning strategies.

The improvement of the students' learning outcomes in class VIII - A SMP Wahid Hasyim Malang is influenced by several internal and external factors, one of the most influential factors is using of Kahoot! as a learning media. The impact of using Kahoot! is influenced students' interest and motivation to participate in learning.

In addition, visual-based media in the Kahoot! application has a significant role in the English learning process for class VIII - A SMP Wahid Hasyim Malang. Visual media can facilitate students' understanding of the

material and also help students remember the material. Visualization of information or concepts which will be delivered to students are developed in various forms, such as photos, illustrations, sketches/line drawings. Beside that, using of appropriate colors in learning multimedia can stimulate students' motivation, feelings, attention, and willingness to learn. Therefore, a good understanding of color selection is necessary.

Based on this research, the advantages of visual media in the Kahoot! application could facilitate and accelerate students' understanding of the information presented because students see it concretely, equipped with colors. Thus, it attracted the students' attention. However, the weakness of visual media is that it requires specific skills in graphic design.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion and suggestions of this study. The conclusion is drawn from the research findings and discussion. The suggestions were intended to next research which related to this study.

5.1. Conclusion

After analyzing the data, it can be concluded that the use of Kahoot! application as a learning media and an assessment media on the students' reading comprehension of class VIII A of Wahid Hasyim Malang is effective to use. It can be described as follows:

1. The average students' reading comprehension score of class VIII A SMP Wahid Hasyim Malang increased from 52.00 in the pre-test to 72.25 after using Kahoot! application.
2. Based on the result of N-Gain Score test showed that the score was 0.41 which is in the medium category. Meanwhile, the value of $0.41 > 0.3$ which means that the use of the Kahoot! application is effective.
3. Hypothesis testing through Paired T-Test obtained a significance of 0.000 less than the significant level = 0.05. This finding means that H_0 is rejected and H_a was accepted. Consequently, there was a significant difference between the average score before using of Kahoot! and the average score after. Thus, it can be concluded that the use of the Kahoot! application can provide effectiveness on reading comprehension of students in class VIII A SMP Wahid Hasyim Malang.

5.2. Suggestions

Regarding to the conclusions above, the researcher would deliver several suggestions as follows:

To improve the reading comprehension, students are supposed to read more various kinds of English texts. By reading, students can practice critical thinking, and expand their knowledge. To build students' reading motivation, teachers should create a fun learning atmosphere in the classroom through various appropriate media and method. Therefore, the researcher recommends Kahoot! application to use as a learning media, especially in teaching reading comprehension.

The researcher expects further researchers to apply this research to several other aspects in English subject. This research can be conducted to improve other comprehensions such as listening, speaking, and also structure and written expression.

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Appendix



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Nomor : 318/Un.03.1/TL.00.1/01/2024
Sifat : Penting
Lampiran : -
Hal : Izin Survey

26 Januari 2024

Kepada

Yth. Kepala SMP Wahid Hasyim
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan tadaris bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Nuril Umami
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Tahun Akademik : Genap - 2023/2024
Judul Proposal : **The Effectiveness Using Kahoot on Student's Reading Comprehension at Eight Grade of SMP Wahid Hasyim**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

an. Dekan,
Wakil Dekan Bidang Akademik



Muhammad Walid, MA
19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip



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Hal : Surat Keterangan Penelitian

Lamp : -

Kepada Yth.

Dekan

Fakultas Ilmu Tarbiyah dan Keguruan

UIN Maulana Malik Ibrahim Malang

Di Tempat

Assalamu'alaikum, Wr. Wb.

Menindak lanjuti surat dari Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang, dengan nomor : 324/Un.03.1/TL.00.1/01/2024 tertanggal 29 Januari 2024 tentang Izin Penelitian, maka dengan ini saya selaku Kepala SMP Wahid Hasyim Malang, menerangkan bahwa :

Nama : **Nuril Umami**
NIM : 17180030
Fakultas/Jurusan : Tadris Bahasa Inggris (TBI)
Universitas : UIN Maulana Malik Ibrahim Malang
Judul Penelitian : "The Effectiveness Using Kahoot on Student's Reading Comprehension at Eight Grade of SMP Wahid Hasyim Malang "

Yang bersangkutan diatas telah melakukan Penelitian di SMP Wahid Hasyim Malang pada tanggal 29 dan 31 Januari 2024 dalam rangka menyelesaikan Skripsi.

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum. Wr.Wb.

Malang, 22 Juni 2024

Kepala sekolah

Dra. SITI MASRUOH

Appendix



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Nama : Nuril Umami
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 Judul : THE EFFECTIVENESS USING KAHOOT ON STUDENTS' READING
 COMPREHENSION AT EIGHT GARDE OF SMP WAHID HASYIM
 Dosen Pembimbing : Ima Mutholiatil Badriyah, M. Pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1	26/11/2021	Konsultasi Judul	
2	08/12/2021	Konsultasi bab 1	
3	5/10/2022	<ul style="list-style-type: none"> • Revisi Bab 1 • Konsultasi bab 2 dan 3 	
4	14/2/2023	<ul style="list-style-type: none"> • Konsultasi Instrumen • Revisi bab 2 dan 3 	
5	24/2/2023	Revisi Bab 2 dan 3	
6	4/6/2024	Konsultasi Bab 4 dan 5	
7			

Menyetujui,
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Appendix



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Nomor : B-~~224~~/Un.03/FITK/PP.00.9/06/2024 03 Juni 2024
Lampiran : -
Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.
Ima Mutholliatil Badriyah, M.pd
di -
Tempat

Assalamualaikum Wr. Wb.

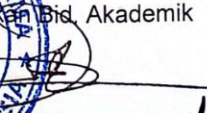
Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Nuril Umami
NIM : 17180030
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : The Effectiveness using kahoot on students' reading comprehension at eight grade of MTS Wahid Hasyim Malang
Dosen Pembimbing : Ima Mutholliatil Badriyah, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan
Wakil Dekan Bid. Akademik

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Appendix

Text 1

My Holiday in Jogjakarta

Last week, my family and I went to Yogyakarta. We visited many places there. First, we visited Prambanan Temple. Prambanan temple was a beautiful temple. We took some photos there. After that, we went to Gembira Loka zoo. We saw many kinds of animals there such as tigers, snakes collection, butterfly collections, etc. We looked around in that zoo, and also took some pictures of those animals. After visiting Gembira Loka zoo, we went to Sahid Raya hotel to take a rest. Sahid Raya was a famous hotel in Jogjakarta, the facilities made me comfortable during our stay there.

In the next day, we went to Siung beach. Siung beach was a very beautiful. I played in the white sands, swam there and also saw some people practicing rock climbing. Siung beach was in Gunung Kidul, about 2 hours from the center of Jogjakarta. I played for some hours until I felt tired and decided to go back to our car. After that, we went to Malioboro to buy some souvenirs. Malioboro was about 30 minutes from Sahid Raya hotel. Malioboro is a busy street, there were many sellers who sold many kinds of souvenirs. Then, we felt hungry, so we went to a Chinese restaurant. After we finished our dinner, we decided to go home.

For me, that was a good moment because I could spend my time with my family. We really enjoyed it.

Answer the following questions by crossing (x) a, b, c, or d as the best answer based on the text above.

1. Where is the first place that the writer and his family go to Jogjakarta
 - a. Siung beach
 - b. Borobudur temple
 - c. Prambanan temple
 - d. Gembira Loka zoo
2. Why did the writer and his family go to Sahid Raya hotel?

- a. Because they felt hungry
 - b. Because they wanted to take a rest
 - c. Because Sahid was a famous hotel in jogjakarta
 - d. Because the wanted to buy souvenirs
3. What did the writer do during in Siung Beach?
- a. The writer played black sand
 - b. The writer saw people practiced volley ball there
 - c. The writer took a boat
 - d. The writer swam in the beach
4. “Sahid raya was a famous hotel...” (line 8)
- What is the similar meaning of the underlined word above?
- a. Good
 - b. Pretty
 - c. Well known
 - d. Forget
5. “...comfortable during I stayed there” (line 9)
- What is the opposite meaning of the underlined word above?
- a. Uncomfortable
 - b. Enjoy
 - c. Pleasant
 - d. good
6. How many places that the writer visited in the paragraph 2?
- a. 1 place
 - b. 4 places
 - c. 2 places
 - d. 3 places
7. Which of the following statement is NOT TRUE based on paragraph 2?
- a. The writer and his family went to Prambanan temple
 - b. There were so many kinds of animal in Gembira loka zoo

- c. The facilities of Sahid hotel made the writer comfortable
 - d. After visited Prambanan temple, the writer go back to the Sahid hotel
8. How did the writer feel in the paragraph 3?
- a. happy
 - b. sad
 - c. embarrassing
 - d. terrible
9. What does the text tell us about?
- a. Holiday to Prambanan temple
 - b. Holiday to Jogjakarta
 - c. Holiday to Siung beach
 - d. Holiday to Gembira loka zoo
10. What is the purpose of the text?
- a. To describe the writer's hobby
 - b. To retell the writer's holiday
 - c. To inform the writer's plan for holiday
 - d. To explain how is jogjakarta looks like

Text 2

Fishing for the First Time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there was beautiful. I was excited because I did not go fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. when we went to the river, there were already some people. They were also fishing. Then, we looked for convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it patiently.

Suddenly, on the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me to reach the

ground. Thank God, I was safe even though I have mud all over my face. It was embarrassing.

11. When was the writer asked by his uncle to go fishing?

- a. Next year
- b. Last week
- c. Last month
- d. Yesterday

12. Why did the writer slipp and fall into the river?

- a. Because the writer could not pull his hook
- b. Because the writer wanted to swim in the river
- c. Because there was something catching the hook
- d. Because there was big fish around him

13. What were the things that the writer brought to the river?

- a. fishing equipment, mat, and blanket
- b. fishing equipment, lunch box, and fish
- c. lunch box, mat, and umbrella
- d. lunch box, mat, and fishing equipment

14. “We looked for convenient place...” (line 6)

What is the similar meaning of the underlined word above?

- a. suitable
- b. inconvenient
- c. beautiful
- d. bad

15. “I could not pull it until...” (line 11)

What the opposite meaning of the underlined word above?

- a. bring
- b. take
- c. push

- d. put
16. What does the main idea of paragraph 1 tell about?
- a. The writer tell about his bad experience
 - b. The writer's uncle asked him to go fishing in the river
 - c. The writer went fishing alone in the river
 - d. The writer slipped in the river
17. Which of the following statement is TRUE based on paragraph 3?
- a. There was something small catch his hook
 - b. The writer swam in the river after fishing
 - c. The writer slipped and fell into the river
 - d. His uncle pulled out the hook from the river
18. Which of the following statement is NOT TRUE based on paragraph 2?
- a. The writer and his uncle went to the river at 9 a.m.
 - b. The writer put the fishing equipment and our lunch box on the mat
 - c. His uncle taught him how to catch crab
 - d. The writer and his uncle looked for convenient place under a tree
19. What is the purpose of the text?
- a. To retell about the writer go fishing for the first time
 - b. To describe how to fishing
 - c. To inform about the writer go holiday in the river
 - d. To retell about the writer slip and fell into the river
20. What is your opinion about the story above?
- a. the story is fun
 - b. the story is sad
 - c. the story is scary
 - d. the story is embarrassing

*(Adapted from "Improving the junior high school students' rading
comprehension by using mind mapping technique"
Lucy Rizky Yunanda, 2018)*

Answer Key

- | | |
|-------|-------|
| 1. c | 11. b |
| 2. b | 12. a |
| 3. d | 13. d |
| 4. c | 14. a |
| 5. a | 15. c |
| 6. d | 16. b |
| 7. d | 17. c |
| 8. a | 18. c |
| 9. b | 19. a |
| 10. b | 20. d |

Table of text specification

No	Types of comprehension	Number of items
1.	Word comprehension	4, 5, 14, 15
2.	Sentence comprehension	1, 2, 3, 11, 12, 13
3.	Paragraph comprehension	6, 7, 8, 16, 17, 18
4.	Text comprehension	9, 10, 19, 20

Appendix

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	6	30.0	30.0	30.0
	45.00	3	15.0	15.0	45.0
	55.00	6	30.0	30.0	75.0
	60.00	2	10.0	10.0	85.0
	65.00	1	5.0	5.0	90.0
	75.00	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55.00	1	5.0	5.0	5.0
	60.00	2	10.0	10.0	15.0
	65.00	3	15.0	15.0	30.0
	70.00	5	25.0	25.0	55.0
	75.00	2	10.0	10.0	65.0
	80.00	4	20.0	20.0	85.0
	85.00	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

Descriptives

Notes

Output Created		09-MAY-2024 12:57:20
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax	DESCRIPTIVES VARIABLES=Pretest Posttest /STATISTICS=MEAN STDDEV MIN MAX.	
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,00

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	40.00	75.00	52.0000	11.28576
Posttest	20	55.00	85.00	72.2500	8.95530
Valid N (listwise)	20				

NPar Tests

Notes

Output Created		09-MAY-2024 12:57:37
Comments		
Input	Active Dataset	DataSet0
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	Split File	<none>
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each test are based on all cases with valid data for the variable(s) used in that test.
Syntax	NPAR TESTS /K-S(NORMAL)=Pretest Posttest /MISSING ANALYSIS.	
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,00
	Number of Cases Allowed ^a	629145

a. Based on availability of workspace memory.

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		20	20
Normal Parameters ^{a,b}	Mean	52.0000	72.2500
	Std. Deviation	11.28576	8.95530
Most Extreme Differences	Absolute	.182	.157
	Positive	.182	.149
	Negative	-.155	-.157
Test Statistic		.182	.157
Asymp. Sig. (2-tailed)		.080 ^c	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

T-Test

Notes

Output Created		09-MAY-2024 12:59:43
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST PAIRS=Pretest WITH Posttest (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.	
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,00

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	52.0000	20	11.28576	2.52357
	Posttest	72.2500	20	8.95530	2.00247

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-20.25000	10.93943	2.44613	-25.36981	-15.13019	-8.278	19	.000


Appendix





⊕
⊖

When the writer was asked by his uncle to go fishing?




18


Fishing For The First Time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there was beautiful. I was excited because I did not go fishing before. Therefore, he taught me how to do it very well.

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▲ Next year

◆ Last week

● Last month

■ Yesterday

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Malang, June 10, 2024

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