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## The effect of kahoot application towards students' reading comprehension at the Eleventh Grade of SMAN 1 Cijaku Lebak Banten in Academic Year 2023/2024

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**Abstract:** This research paper aims to investigate the effect of *kahoot* Application towards students' Reading Comprehension at the Eleventh Grade of SMAN 1 Cijaku Lebak Banten in Academic Year 2023/2024. The method used in this research was quantitative method. The design of this research was quasi-experimental design and cluster random sampling: the researcher has chosen two classes are a control class and an experimental class. The technique in choosing the sample is cluster random sampling; the researcher used XI IPS 1 (31 students) as class control and XI IPA 2 (36 students) as class experimental. The experimental group was taught recount text in Reading comprehension used *kahoot* application, whereas the control group was taught used wordwall. In analyzing the data, the researcher used independent sample t-test by SPSS 25.0 statistical computation to analyze the hypotheses test. The researcher has found the result t-count (1.727) and Significant two-tailed =  $0.044 < \alpha 0.05$ . From these data could be interpreted that there is a significant difference between the two groups in obtaining scores, because the result is a significance value of less than 0.05, which means  $H_a$  is accepted. According to the criteria of the test, it could be concluded that there was progress in the effect of *kahoot* Application towards students' Reading Comprehension at the Eleventh Grade of SMAN 1 Cijaku Lebak Banten.

**Keywords:** *Kahoot Application, Reading Comprehension, Recount text.*

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## 1. Introduction

English is a widely spoken international language that is used by the majority of people worldwide. English, being an instrument of global communication, is essential for those residing in countries where it is considered a foreign language, such as Indonesia. According to Ismail et al. (2017) state that English is a global language that is becoming more commonly utilized for printing information at the information processing stage the required subject of English imparts its abilities throughout four categories: hearing, speaking, reading, and writing. Reading is a fundamental ability in language acquisition that pupils must become proficient in to understand the lesson. Proficiency in English reading. According to Setiawan & Rohimajaya (2014) said; 'Reading is an activity to capture the reading of information expressed or implied in the form of literal, inferential, evaluative, and creative of reading comprehension by drawing on the experience of learning to read'.

Demirbilek & Kesr (2022) argue that a proficient educator must possess expertise in digital literacy in order to effectively adapt to the demands of the modern day. The focus of education for generation Z is to promote the development of 4C skills, which include Creativity, Collaboration, Critical Thinking, and Communication. With the progression of technology, educators are now integrating online games into foreign language instruction to enhance student engagement, improve focus, and foster an interactive learning atmosphere. The student's in class XI SMAN 1 Cijaku experienced the problem difficulties experience by students in learning to read, Particularly in the case of class XI, it was seen that a significant number of students struggled to comprehend texts, particularly descriptive ones. This was mostly due to their limited vocabulary and their inability to grasp key concepts, which hindered their understanding of the content. Consequently, the issue lies in the fact that teachers possess insufficient expertise in utilizing technology-based media, resulting in their continued reliance on traditional approaches. An effective technological innovation for improving students' reading skills in this study was the utilization of *Kahoot*. According to Rueb et.al (2018) asserted that the utilization of educational games and media facilitates the development of interactive and meaningful learning processes.

### **Kahoot Application**

*Kahoot* is a website presented in the form of an online game such as a quizz. The *kahoot* application is currently popular, engaging students and teachers through learning materials like games, quizzes, surveys, and opinion polls. According to Iwamoto & Darren (2017), Game-based learning has the capacity to serve as an exceptional learning instrument due to its ability to engage both visual and verbal faculties. Teachers can utilize Kahoot as a means of initiating engagement and enhancing students' motivation at the outset of the learning process.

Teachers can utilize *Kahoot* as an evaluative instrument to gauge students' comprehension of the subject matter. Consequently, educators have the ability to evaluate students' understanding by utilizing quiz, discussion, or survey functionalities.

#### 1. The Purpose of *Kahoot*

There are several purposed of *kahoot*. According to Jamiludin *at.al* (2020:8), the goal of utilizing *Kahoot* in teaching pupils is as follows:

- a) Stimulating students' interest entails fostering their enthusiasm and motivation to actively participate and compete in answering questions due to the engaging nature of the activities.
- b) The *kahoot* is utilized to gauge students' engagement, evaluate their comprehension of the material taught by teachers, and track their progress towards learning objectives.
- c) The learning process becomes more engaging and stimulating while using Kahoot.

### **Reading comprehension**

Samsu (2011) stated that reading comprehension is a multifaceted cognitive process that encompasses two primary skills: the capacity to comprehend meaning and analyze linguistic concepts. The main objective of reading comprehension is to enhance students' proficiency in comprehending the



English language as it is employed in written texts. Dalman (2013) defined reading comprehension as the process of comprehending the content of a written text. The objectives encompassed acquiring specific information and facts, grasping the central concept, comprehending the structure and sequence of the text, deriving a conclusion, identifying a classification, and analyzing comparisons or inconsistencies.

### 1. Types of Reading Comprehension

According to Fahmi (2022: 82) categorizes reading performance into four distinct kinds: perceptive, interactive, intensive reading, and extensive reading.

Based on the statement above, the research indicates that there are four categories of reading comprehension: perceptive, interactive, intense, and extended reading. Researchers primarily focus on utilizing intensive reading and extensive reading as methods to enhance students' reading comprehension, based on the aforementioned forms of reading comprehension. Intensive reading is employed when focused concentration is necessary to get precise details about the topic or issue under examination. Meanwhile, considerable reading is employed when a thorough or superficial understanding of a subject is needed.

### 2. The Purpose of Reading Comprehension

- a) Engaging in reading to get basic knowledge for research purposes. When we engage in reading to search, our usual approach involves scanning the text to locate a particular piece of information or a certain phrase.
- b) Reading to skim quickly
- c) to learn from text
- d) Reading in order to assimilate information, compose, and evaluate written works

### 3. Strategies in Teaching Reading Comprehension

Dymock and Nicholson (2010) state that high five approaches are a user-friendly solution specifically developed to enhance students' overall skills. The following five techniques are included:

- a. Activating Background Knowledge Questioning
- b. Analyzing Text Structure
- c. Creating Mental Image
- d. Summarizing

Based on the strategy of reading comprehension above, the research has used questioning and summarizing for students reading comprehension.

## 2. Research of the Method

The researcher employed a quantitative technique in this study. Creswell (2014) asserts that in quantitative research, the researcher exercises control over the subject of investigation. Request participants to provide precise and focused responses to a specific issue. Gather measurable data from them. Analyze these numerical values using statistical methods in an unbiased and impartial manner. Variables and hypotheses are intrinsically linked to quantitative research objectives, which are quantifiable. Variables are abstract ideas that might have several values, while hypotheses are unverified assertions or claims concerning the interaction between variables.

The study used a quasi-experimental approach with two independent variables. This study employed a sample consisting of two classes, which were divided into two distinct groups: the experimental group and the control group. White & Sabarwal (2014:2) state that quasi-experimental procedures, which entail the establishment of a comparison group, are commonly employed when it would be impractical to divide subjects into independent groups for the purposes of treatment and control.

The researcher was conducted from mei until june, the population on this research is the Eleventh Grade of SMAN 1 Cijaku Lebak Banten in Academic year 2023/2024, and the sample was taken for two classes, wich is XI IPA 2 as an experimental class & XI IPS 1 as a control class. Both of them given the pre-test and post-test while class XI IPA 1 given the instrument and reading test, it does for proving whether the instrument valid or not.

**Table.1 Sample of the research**

No	Class	Group	Students
1	XI IPA 1	Experimental group (Kahoot)	36
2	XI IPS 1	Control group (wordwall)	31
	Total		67

**Table.2 Respondent of Validity and Reliability test**

No	Class	Respondent
1	XI.MIPA 2	37

Based on the table above, the author taken two classes to measure this study. The researcher took two classes The researcher decided that the XI IPA 1 class to be used as the experimental group with the implementation of the *Kahoot* Application, while the XI IPS 1 will use the control group with the implementation of a wordwall teaching technique. So the sample of this research is 67 students, and the respondent for validity and reliability is 37 Students.

### 3. Results and Discussion

The pre-test and post-test consisted of 35 students and the following table describes the outcomes of the students' pre-test and post-test scores for the experimental class and control class, the following are:

**Picture 1. Descriptive statistics**

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pre-test Control	31	25	50	75	1.795	62.00	4.062	9.083	82.500
Post-test Control	31	15	60	75	2.025	67.00	2.500	5.701	32.500
Pre-test Experimental	36	15	60	75	2.210	67.00	3.391	7.583	57.500
Post-test Experimental	36	10	65	75	2.475	69.00	1.871	4.183	17.500

From the picture of the descriptive statistics result, the numbers of respondents are 35 students. In the pre-test of experiment the maximum is 75, minimum 60, the range 15, mean 67.00 and the Std. Deviation is 7.583, while the minimum value of post-test of experimental class is 65, maximum 75, range 10, mean 69.00 and standard deviation 4.183. Furthermore, the minimum value of pre-test of control class is 50, maximum 75, range 25, mean 62.00 and standard deviation 9.083, while the minimum value of post-test of control class is 60, maximum 75, range 15, mean 67.00 and standard deviation 5.701.

In this research, the analysis of data used analysis t-test. The author used normality test and homogeneity test before calculated the T-test. The purpose of both of analysis is as pre-requirement of research analysis. Based on the calculation of SPSS 0,25 programe, the data was distributed normally and homogenous, therefore to find out the hypothesis (T-test) this research used parametric statistics, and the output of T-test by SPSS 0,25 programe are below.

Picture 2. Paired sample T-test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
pre-test experimental class	.254	36	.200*	.803	36	.086

Based on the output of PSS 0,25 version above, it could be seen that sig. value  $<.001 = <0.05$  so  $H_a$  is accepted and  $H_o$  is rejected. It means, there is any significant effect of using kahoot Application towards students reading comprehension.

Picture 3. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
The Result of <u>Studen's</u> Reading Test	Based on Mean	1.556	1	65	.217
	Based on Median	1.694	1	65	.198
	Based on Median and with adjusted df	1.694	1	62.641	.198
	Based on trimmed mean	1.520	1	65	.222

Picture 4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance			Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference		Lower	Upper
The Result of <u>Studen's</u> Reading Test	Equal variances assumed	1.556	0.217	1.727	65	0.044	0.089	3.427	1.985	-0.537	7.392
	Equal variances not assumed			1.701	58.000	0.047	0.094	3.427	2.015	-0.606	7.461

The results of the Levene test above show that the Levene test value is  $0.217 > 0.05$  which means it is not significant or in other words the variance of the two groups is the same. Therefore, what must be seen is the t value in the first line (Equal variances assumed), namely: 1.727 with Df 65 and a significance two-tailed is 0.044, This implies that the significance level (Sig) of the two-tailed test is 0.044, which is less than 0.05. Therefore,  $H_a$  has been accepted. Put simply, the Kahoot program has a notable the effect on the reading comprehension of eleventh-grade pupils at SMAN 1 Cijaku.



#### 4. Conclusion and Discussion

Based on the study results presented in the preceding chapter, the researcher had the conclusion of the research, there are: First, the author tries to converse with students in English in both classes in order to gauge their proficiency in the language. After chatting with the students, the researcher found that most of them struggle with reading. The pre-test average for both classrooms was 67,00, indicating that most students' reading in both the experimental and control class was still below average. The research found a number of issues that lead to students' below the Standard English reading comprehension. The issues include boring instruction that made students lose interest in their studies, lack of motivation to learn English because they think it's one of the hardest subjects to learn, and the fact that most of them find it hard to communicate in English because many words have different pronunciations and forms.

Second, the author found that after studying English reading comprehension using kahoot Application, the students had improved based on the research findings. The effect of kahoot Application towards students' reading comprehension is employed to help student learn how to talk appropriately. The result of post-test in the control class indicated that while many students had improved their reading, but they had not done as well as the experimental class. Out of 35 students in each class, the experimental class received a total score of 69.00, while the control class had a total score of 67.00. Students in XI IPA1 who took the experimental class had an average post-test score of 2.475, which is above average. In contrast, the control class's average post-test score for students in XI IPS1 was 2.025. The aforementioned result demonstrated that the students' pre-test reading score fell short of expectations. Reading in the experimental class significantly improved in the post-test. It is evident from the results that there is a significant difference between the pre-test and post-test. While the control class did show some improvement, it was not as noticeable as the experimental class. It proved that students may enhance their reading comprehension by using the kahoot Application.

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