

**AN ANALYSIS OF KAHOOT AS ASSESSMENT TOOL TOWARD
STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT
OF FIRST GRADE SCIENCE AT SMAN 14 PEKANBARU**



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2020**

THESIS

AN ANALYSIS OF KAHOOT! AS ASSESSMENT TOWARD STUDENTS'
READING COMPREHENSION ON NARRATIVE TEXT OF FIRST
GRADE AT SMAN 14 PEKANBARU

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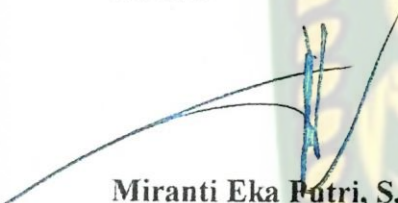
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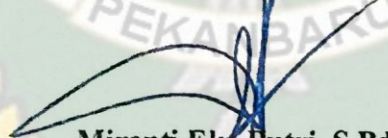


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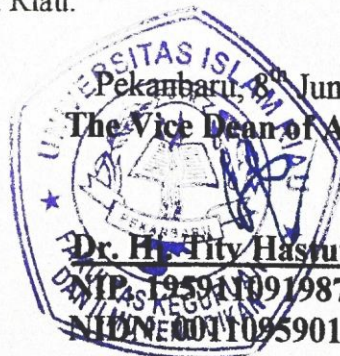


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No	Date	Guidance Agenda	Signature
1.	November, 23 th 2019	Revised Chapter I	
2.	November, 28 th 2019	Revised Chapter II	
3.	December, 09 th 2019	Revised Chapter III	
4.	January, 28 th 2020	Revised Chapter, I, II III	
5.	January, 31 th 2020	Acc for Seminar Proposal	
6.	February, 17 th 2020	Joined Seminar Proposal	
7.	March, 28 th 2020	Took the Data	
8.	April, 16 th 2020	Revised Format of Thesis	
9.	May, 05 th 2020	ACC join to Thesis Examination	

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THE LETTER OF NOTICE

The head advisor and vice advisor here by notice that:

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DECLARATION

This under signed researcher :

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I truly confess that this paper writing derived from my own ideas, except some question (directly or indirectly) which were adopted or taken from various sources included in the “References”. Scientifically, I took responsible for truthfulness of the data presented in this paper.

Pekanbaru, 8th June 2020

The Writer



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ACKNOWLEDGEMENT

Praise belongs to God the almighty, the Lord of universe, by His guidance and blessing. Finally, the researcher can finish and complete this academic requirement.

In completing this paper, the researcher got a lot of valuable helps and supports from many people. Therefore, in this occasion, the researcher would like to express her deepest and sincere gratitudes to:

1. The researcher's beloved parents; Ir. Reinold Silalahi and Marsinta Murni Batubara, S.Pd who have put all our love and affection and attention to moral as well as material. May Jesus Christ always bestow grace, health, gifts and blessings in the world and in the hereafter over budi good that has been given to the author.
2. Prof. Dr. H.Syafrinaldi,SH.,MCL., the Rector of Islamic University of Riau,
3. Drs. Alzaber., M.Si., the Dean of Education and Teacher Training Faculty and all staffs of Islamic University of Riau,
4. Dr. Sri Amnah,M.Si, the Vice Dean of Education and Teacher Training Faculty and all staffs of Islamic University of Riau,
5. Miranti Eka Putri, S.Pd., M.d, the Head of English Study Program and the Researcher's Advisor. Gratefully thank you for your suggestion, support, advice, guidance and kindness in completing this Thesis.

6. Muhammad Ilyas, S.Pd., M.Pd, the Secretary of English Study Program
7. All lecturers who have given their knowledge and information through learning process in the class.
8. The researcher's beloved big families they are researcher's friends The members of Class D, Masterpiece, FKIP Squad who always prays, supports, motivates, and helps the researcher with many things during her study and life.

Finally the researcher really realizes that there are many weaknesses on this paper. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May God the Almighty, the lord of universe blesses you all. Amin.

Pekanbaru, 8th 2020



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ABSTRACT

Silalahi, Yohana. 2020. An Analysis of Kahoot as Assessment Tool Toward Students' Reading Comprehension on Narrative Text of First Grade Science at SMAN 14 Pekanbaru. Thesis, English Education, FKIP, UIR. Advisor Miranti Eka Putri, S.Pd., M.Ed.

Keywords: Kahoot as Assessment, Students' Reading Comprehension, Narrative Text.

Evaluation tool or evaluation instrument is a measuring tool to assess and know more deeply the extent of the learning process conveyed to students. Based on the results of the questionnaire by using Kahoot as a measurement tool for students 'assessment is one of the efforts to foster students' learning interest so that it can be concluded that the teacher has been able to use Kahoot as an evaluation tool in taking scores on students.

The purpose of this research is to find out how is Kahoot! as Assessment Students' Reading Comprehension on Narrative Text of First Grade Science at SMAN 14 Pekanbaru. The researcher looked for how Kahoot could assess students in their reading comprehension. This type of research is quantitative research with descriptive methods. This research was conducted at the 14th High School in Pekanbaru City. The research sample was 33 students in class X IPA 1 at SMAN 14 Pekanbaru. Sampling is done by Non-Randomized (Purposive Sampling) technique. Data collection techniques used by the author is a questionnaire.

Based on the results of the study it can be concluded that the level of use of Kahoot as an assessment by students of class X IPA 1 SMA Negeri 14 Pekanbaru as much as 97.57% Very high. The level of benefits of using Kahoot by students of class X IPA 1 in SMA Negeri 14 Pekanbaru is 100.0% which is very high. The level of the weakness of the use of Kahoot as an assessment by students of class X IPA 1 of SMA Negeri 14 Pekanbaru as much as 91.06% is very high. Obtained the overall result is 96.21% with very high-level measurements. Students with high levels of internet media use, the interest in learning also becomes high so Kahoot! is an appropriate application as an assessment tool by students.

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

The world is entering the era of the industrial revolution 4.0 where technology has become the basis in human life. Everything becomes infinite and unlimited due to the development of the internet and digital technology. This era has influenced many aspects of life both in the economic, political, cultural, artistic, and even to the world of education. The use of technology plays an important role in aspects of human needs from parents to young people, this makes technology a basic human need. At present, technology has developed rapidly with all the information that has been contained therein.

The development of information and communication technology is very rapid, in developed countries and in developing countries like Indonesia. One of the developing information and communication technology is the internet. The presence of the internet has changed most of the ways of life and human activities. The internet as an interactive media can be used by anyone to get information from all over the world. One of the users is a student. Students can use the internet as an alternative learning source besides books to get more information.

Before the internet, the main problem faced by education was access to information sources. Conventional libraries are not cheap sources of information. Books and journals must be bought at high prices. Good management is also not easy, as a result, many places in various locations in the world do not have

complete libraries. The existence of the internet allows access to information sources that are becoming widely available. In other words, the problem of access should not be a problem anymore. Therefore, technology is very important to make a significant change in the world of education in Indonesia and can produce young people who are creative and innovative in this 4.0 era.

The role of e-learning in the 4.0 era is very good to help learning process to find out a various information from different people's opinions on the provision of information on the internet it can affects learners to develop and engage their mind ideas in assessing information. Information technology in education can be understood as a complex process because it involves ideas, tools, and organizations in analyzing problems, finding ways to overcome problems, implementing, and managing problem-solving in aspects of student learning in education. Currently, the regulations issued by the government have also facilitated the use of e-learning as a substitute for the learning process. Decree of the Minister of National Education No. 107 / U / 2001 clearly opens a corridor to organize distance education, where e-learning can enter to play a role to help the learning process between teachers and students. The six principles are very important to remember and it makes e-learning can be right on target and able to arouse students' enthusiasm for learning in navigating the ocean of science.

In the world of education, the use of technology is very helpful for teachers to develop teaching styles in the learning and teaching process. With the help of technology, teachers can find many references to develop quality teaching methods. In addition to teaching, teachers have also discovered many

technological tools that can help teachers get student assessments more quickly and practically. In learning, assessment is important and must be carried out by an educator. Assessment can be done on learning planning, assessment of learning implementation, and assessment of learning outcomes.

The importance of assessment can increase efforts to produce a maximum assessment of learning outcomes, a quality assessment process needs to be done. A quality assessment process is synergized with the quality of the assessment results, meaning that if the assessment process is quality, then the assessment results are also quality. The quality assessment process must pay attention to several things, including assessment planning, aspects, and components being assessed, assessment instruments, and the media used for the assessment. Along with the rapid development of this technology, it is expected that the assessment used by information technology educators. Technological progress greatly benefits various sectors.

Therefore, in learning in which there is a process of evaluating learning outcomes, it is appropriate that the assessment is information technology. Information technology assessment is an assessment that is no longer done manually. This is in line with the condition of students faced by educators who are not technologically illiterate. Students faced at this time are the millennial generation. The millennial generation is the generation that is very understanding, mastering information technology. Therefore educators must develop creativity to innovate in the assessment of learning outcomes.

One of the assessment tools developed in learning English is the Kahoot Application. Kahoot! has the advantage of among others, the problems presented in the Kahoot! and has a limited time allocation. Because, due to time constraints, students are trained to read quickly, think quickly and correctly in solving problems with Kahoot!. another advantage of Kahoot's! that is, the answers to the questions given will be represented by pictures and colors and the display on the teacher's device and the student's device will automatically change according to the number of the problem being displayed.

In Kahoot! we can use it in our classrooms to make our learning more interesting and enjoyable. Kahoot! provide suitable learning situations for inquiry-based learning and games combining. In addition, Kahoot! in learning can also help teachers to gather informal feedback from students, assess students' understanding of learning, and make polls about matters relating to learning that occur in class. In terms of creativity, Kahoot! allows students to not only answer questions but can also practice their own reading speed.

Kahoot application can facilitate teachers in the assessment. It is undeniable that the existence of technology can become an interesting learning and utilizing learning applications can make it easier for teachers to manage and deliver messages to students. After that a positive impact on using Kahoot! application in learning English tend to be more understanding and more effective than not using technology's teaching tools. It makes students no longer feel afraid, difficult or bored in learning English in class. This learning tool emphasizes the

learning process which provides opportunities for students to experience directly and meaningfully in developing their thinking patterns.

Considering the discussion above, the writer tries to make a study on reading comprehension achievement at SMAN 14 Pekanbaru, with the title: “ An Analysis of Kahoot! as Assessment toward Students’ Reading Comprehension on Narrative Text of First Grade at SMAN 14 Pekanbaru”

1.2. Identification of the Problem

Identification of the problem is needed in a study so that the problem under study is correct at the research goal to be achieved. Problems obtained by researchers based on observations made by researchers to the field directly to see the deficiencies presented by the object of research. Researchers look for problems or difficulties faced by students at SMAN 14 Pekanbaru so that researchers know the limits of students' abilities that can be achieved. Therefore, the difficulty is analyzed by researchers to find out how to overcome the problems faced by students. Problem identification is needed in a study so that the problem under study is correct at the research goal to be achieved.

Based on the background of the study, the researcher identified the following problems based on preliminary observations at SMAN 14 Pekanbaru. Educators do not use technology as a quick and practical student assessment tool, there are no assessment tools that can increase student interest in learning, and there are no technological tools available that can be used as student learning and assessment tools. In addition, the tendency of students to use smartphones does

not support learning, student learning activities in learning are still not optimal, and students still work individually even though the teacher has formed a group.

1.3. Focus of the Problem

This research is focused on reading comprehension ability at SMAN 14 Pekanbaru. This study is focused on finding out whether there is an influence on students' reading comprehension through Kahoot! As assessment tool in the classroom leading to student reading learning achievement. The final focus is to find out what difficulties students face in understanding the narrative text of the questions given by the teacher by using Kahoot! as assessment tool. Researchers focus on Kahoot! as assessment tool on students' reading comprehension in interpreting messages from narrative text. The researcher focuses on student responses in using Kahoot! as an assessment tool in the process of learning and teaching narrative text and reading because in this case, researcher wants the students to see the resolution of their own difficulties to retrieve the information mentioned in the text readings provided by the researcher.

1.4. Research Question

1. The researcher need to formulate this research problem as follow, how the process of Kahoot! as Assessment Tool in Students' Reading Comprehension on Narrative Text of First Grade Science at SMAN 14 Pekanbaru?

2. What are the benefits of Kahoot! as Assessment Tool in Students' Reading Comprehension on Narrative Text of First Grade Science at SMAN 14 Pekanbaru?

1.5. Objective of the Problem

1. The researcher arranges the objective of the research as follow, to find out the process of Kahoot! as Assessment Tool in Students' Reading Comprehension on Narrative Text of First Grade Science at SMAN 14 Pekanbaru.
2. To know the benefits of Kahoot! as Assessment Tool in Students' Reading Comprehension on Narrative Text of First Grade Science at SMAN 14 Pekanbaru.

1.6. Significant of the Research

This study is expected to bring benefits and advantages for the teacher and the students. The researcher wants to provide some information about how is Kahoot! as assessment in student reading comprehension on narrative text. Therefore, the researcher assume that this research will make a significant contribution to the problems of teachers in schools in developing reading comprehension skills for students, especially in narrative texts by using assessment tool. For the students, they are able to increase their skills in reading indirectly and can increase student's interest in English because Kahoot! as assessment tool is more enjoyable and understood. Finally, the results of this study can provide alternative reading choices especially through narrative text.

1.7. Definition of the Key Terms

In this section the writer would like to give the definition of terms that may help readers understand as a whole.

1.7.1. Assessment Tool

The formative assessment process is very helpful by supporting an effective classroom environment and allows students and teachers to assess learning and provides a mechanism for presenting information about student learning during the teaching sequence. According to Irving (2015)

1.7.2. Reading.

Reading is an important role for students to find information from texts when they have mastered vocabulary and the use of text structures using skills, knowledge and strategies so that they can deduce the entire text using its own language. According to Sinambela, Erika. Et al (2015).

1.7.3. Reading Comprehension.

Understanding of reading is the process of making the whole meaning of the text to get understanding and information from what has been explained in the text. Woolley, G. (2011).

1.7.4. Kahoot!

Kahoot! is an online question-based online learning media used in teaching and learning activities in the context of evaluating the results of student learning processes, repeating subject matter and stimulating student interest in conducting discussions both in groups and classically about the questions given by Kahoot!. Krista Graham, (21).

1.7.5. SMAN 14 Pekanbaru.

It is one of High Schools in Pekanbaru City. It is located at Jl. Tengku Bey
Jl. Sei Mintan No.1, Simpang Tiga, Kec. Bukit Raya, Kota Pekanbaru,
Riau 28282.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Relevance Theories

According to Arif, M.I & Syafi'I, A (2018) Most students acquire reading skills at unequal levels so they feel that reading is very boring and they become difficult to understand when reading text. Students need to practice reading from the activities carried out so that they easily understand how to read well. Game-based learning is the best medium for reading activities and finding ways to do it integrates competitive games in the classroom. Therefore using Kahoot in training students' understanding is positive and supportive in improving student skills. According to Nguyen, T.T.T, & Yukawa., T (2019) Testing teachers to be able to integrate technology in the teaching process and it can produce taxonomies of the use of new technologies in the future and provide efficiency to students after that the learning and teaching process looks faster and easier, besides that the use of technology brings positive use of social networking for teachers and the student. Olatoye, F (2015) according to this study Evaluating various formative online assessment tools can provide insight into the strong and weak points of many positive things about using Khoot when it comes to formally assessing students. Kahoot remains the leading online formative assessment for every instructor in training students' abilities. Prieto, M.C., Palma., L.O., *et al* (2019) The purpose of Kahoot in this study is to analyze and compare the level of student satisfaction, in terms of their opinions about how Kahoot's use has helped them in the learning

process. To achieve this, the results obtained after assessment are very positive. Globally, students assume that they have been able to evaluate their own learning processes who have been more active and experienced and they have the possibility to show better what they have learned, which is very interesting from the standpoint of metacognitive processes. Sabandar., G.N.C. (2018) The use of Kahoot as an assessment shows that the participants have positive enthusiasm for Kahoot! games in class and they also show their satisfaction by making and creating their own games on Kahoot! In addition, the use of Kahoot in the process of learning and teaching makes students' learning motivation increased and that they become active in responding to a learning. Kahoot! is recommended in this research be presented future empirical studies. Cetin., H.S (2018) . This study suggests that In this study, it aims to investigate the application of Kahoot!, a digital assessment tool, in primary schools. According to the results, students' general thoughts about Kahoot! The application is fun, informative, useful, and it was the perfect application. The teacher's general thoughts about Kahoot! found positive effects because the use of the Kahoot app as a student assessment helps teachers to find practical tools that are in accordance with student interests.

Based on the theories already mentioned, it is obtained that through the Kahoot app! educators can carry out exercises that have been made through computers to assess students' abilities in reading comprehension learning materials. Using technology in evaluating student evaluations makes the assessment process effective and practical.

2.1.1. Kahoot! as Assessment

2.1.1.1 Concept of Kahoot! as Assessment

One game that appears on the learning platform used in educational institutions is Kahoot. Kahoot! was founded in 2012 by Johan Brand, Jamie Brooker and Morten Versvik on a joint project with the Norwegian University of Science and Technology. Kahoot is an online application where quizzes can be developed and presented in a "game" format. Points are awarded for correct answers and participating students will immediately see the results of their responses so that they can be motivated to develop and want to learn to correct mistakes experienced when playing Kahoot as a learning assessment tool. Game-based learning has the potential to be an effective learning tool because it stimulates visual and verbal components According to Darren H. Iwamoto *et al*, (2017).

Kahoot has four features namely game, quiz, discussion, and survey. For games, types of questions can be made and determine the answer and the time used to answer the question. Uniquely, the answers will be represented by images and colors. The students are asked to choose a color or picture that represents the right answer. In addition to searching for the right answer, participants must ensure that they do not touch (click) when choosing an answer.

2.1.1.2 Purposes of Kahoot! as Assessment

The "Kahoot!" The platform can be used for a number of forms of assessment including online quizzes, surveys, and discussions in which the three have various ways to play. An internet connection is required to play this game. "Kahoot!" It can be played individually, however, the main design is a group game. Here are some purposes for using kahoot! for students:

1. Stimulate Student Interest

Because these games are interesting and can increase the enthusiasm of students to answer or work on the games that have been given by the teacher to them, make the students enthusiastic and compete to answer them, because of their curiosity about the next question or games. therefore, it encourages students to be more active in learning.

2. Used to Monitor Student Interest

In this game used to see the extent to which students understand and understand the learning that has been given by the teacher to them, as well as see student progress towards learning objectives, identify strengths and weaknesses, and to identify areas where students will benefit more from teaching, more challenging learning opportunities or reviewing learning.

3. Learning Process becomes interesting

So through these games can awaken students' knowledge, stimulate their reactions to teacher's explanations, and help them concretize abstract things and so on.

2.1.1.3 Characteristics of Kahoot! as Assessment

Use Kahoot! usually used for formative assessment, to monitor each student's progress towards learning objectives, identify strengths and weaknesses, and to identify areas where students will benefit from more one-to-one teaching, more challenging learning opportunities, or a review of basic knowledge for that subject. More experienced users also integrate Kahoot into their curriculum to introduce new topics, increase the retention of new facts, revise before exams, challenge classes around the world, survey opinions, gather insights, facilitate discussion, or to value and restore student energy in study.

Play the game Kahoot! designed for social learning, with students gathered around public screens. In a typical classroom environment, this will be a SmartScreen, interactive whiteboard, or computer monitor. Many Kahoots are also played using various screen tools such as Skype, Zoom, and Google Hangouts.

2.1.1.4 Components of Kahoot! as Assessment

The teacher can learn while playing with the Kahoot application. First, the teacher makes kahoot, then this is how to use it and also the pieces of

equipment that must be used are: a) Main Laptop, used to open questions and control the teacher; b) Projector used to display the problem display on a laptop to the screen to be able to be seen by many students; c) Student devices can be laptops, smartphones or tablets, used to answer choice questions; c) The last, the Internet Network.

2.1.1.5 Procedures of Kahoot! as Assessment

Kahoot is available for free, a real-time game-based learning platform that has received wide acceptance globally with more than 30 million users worldwide. This allows the teacher to make quiz-based games, surveys, and several other things. The top responders for each question listed and the overall winner will be displayed at the end of the session. The scoreboard at the end of the game will display the winners. The good thing about kahoot is that the results of descriptive analysis data can be exported and saved by users for future reference. To make a kahoot game a user is required to enter the kahoot web (<http://getkahoot.com>). After having a kahoot account, users can create questions using the available features. It will automatically receive a code to run kahoot. Using a laptop or smartphone, students can test the game by using the kahoot application or by browsing the website www.kahoot.it. Learners need to enter the code that appears on the screen and register a name. After the kahoot game starts, students will get points based on if the correct answer is given for the fastest answerer According to Ismail MA-A, and Mohammad JA-M, (2017)

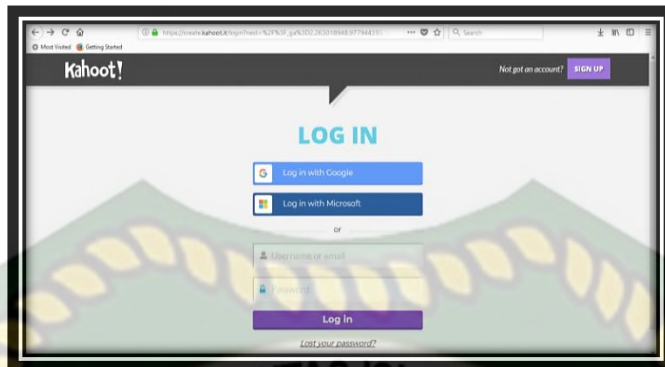


Figure 2.1. Display Kahoot Login

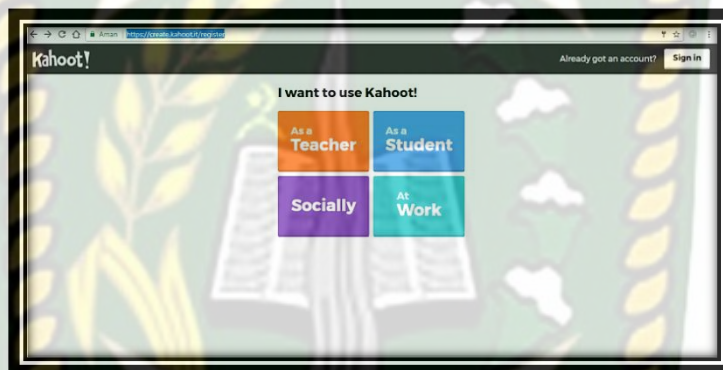


Figure 2.2. After logging in the image will appear as above, for make a quiz select one.



Figure 2.3. After that there are some features provided, we just choose as needed.

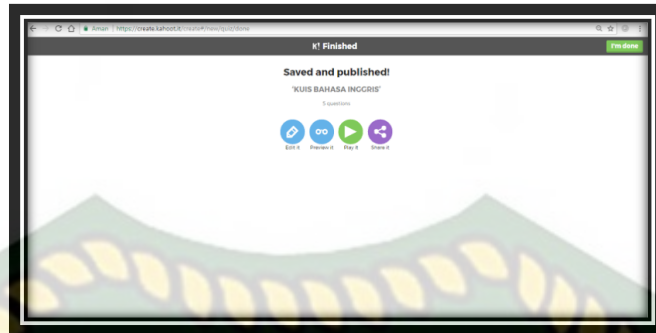


Figure 2.4. After finished making, please save and publish



Figure 2.5. For example to join enter the user pin

2.1.2. Features on Kahoot! As Assessment

2.1.2.1. Quiz

This quiz game can be used during the pre-test before entering into new material, exercises, post-tests, reinforcement material, remedial, enrichment, and others, which is certain as a variation in delivering the material so that students stay focused and interested in learning.

2.1.2.2. Jumble

Jumble is a new game menu from Kahoot. So if translated in the game that is matched, arrange or sort random answers from questions asked.

The way to play it is very simple, students are asked to press the choice of answers and shift them in order.

If this game is applied in an English lesson it can be a game of sorting words into correct sentences. For example, there is the sentence This is a Book, students are asked to arrange into question sentences with answer choices a. Book; b. Is; c. A; and D. This then students will arrange them in order b. (is), d (This); c. (A), and finally a. (Book) becomes Is this a Book ?.

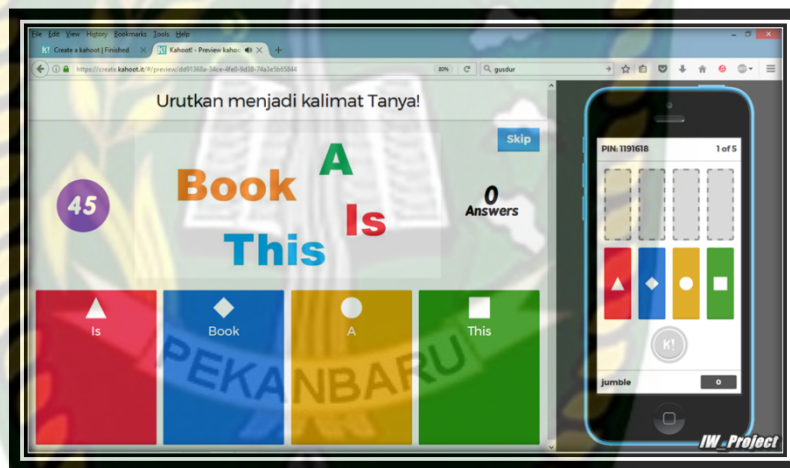


Figure 2.6. Jumble

2.1.2.3. Discussion

By using Kahoot! students are required to exchange ideas, ideas and opinions between 2 (two) or more people, which aims to find answers to some questions raised by the teacher. But not all activities that exchange ideas are called discussion because the discussion is a process of exchanging ideas or ideas in a directed manner so that this discussion is carried out if there are

problems that want to find a solution and the problem is used as the discussion material.

2.1.2.4. Survey

Kahoot is a multiple choice quiz or discussion and survey that can be created by anyone and is not limited to the level of age or subject matter. By using Kahoot media, the teacher can display quiz questions to the screen in front of the class using a projector and students will be given +/- 30 seconds to choose their answers on their laptops, tablets or smartphones. Students get points for the correct choice and additional points for clicking faster. During the answer period, Kahoot issued an interesting countdown song. Answers to student questions can be displayed in front of the class both right and wrong. Furthermore, the program will calculate the ranking of the top five students based on the points accumulated.

2.1.3. Web on Kahoot Application

Kahoot! brings engagement and fun to more than 1 billion players every year at school, at work, and at home. How do Kahoot! Work; a) Create, It only takes minutes to create a learning game or trivia quiz on any topic, in any language; b) Host, Host a game with questions on a big screen to engage students, colleagues, your friends or family; c) Play, Game on! Join a kahoot with a PIN provided by the host and answer questions on your device.

2.1.4. Reading Comprehension

2.1.4.1. Concept of Reading Comprehension

In reading a text, the reader needs an understanding to be able to obtain information correctly. Reading is the process of getting ideas listed in the text by the author by observing word symbols, taking notes and evaluating from what is observed. Then, understanding in reading is obtained if the reader can understand the mindset in the text of the author and has the experience and knowledge that has been obtained, according to Muhafidin (2016).

David Pearson,P. & Fielding, L.G. (2014) contend that a successful program of comprehension instruction should include four components:

- a. Large amounts of time for actual text reading,
- b. Teacher-directed instruction in comprehension strategies,
- c. Opportunities for peer and collaborative learning, and
- d. Occasions for students to talk to a teacher and one another about their responses to reading.

These components will help students to increase the attractiveness of reading and provide intrinsic motivation for continuous learning. The explanation shows that the main concern of reading comprehension is understanding of the contents of the reading text. Understanding is done by interpreting the meanings that are in words and sentences so that the reader understands or knows the message conveyed by the author through the

reading. By understanding the readings of the author, the reader can also conclude and create new thinking and new knowledge from the reading text that the author arranges. Therefore, the ability to read comprehension is the ability of a person to understand the sentences in reading with all their abilities and knowledge.

2.1.4.2. Purposes of Reading Comprehension

Reading comprehension activity is an activity that aims to get in-depth information and an understanding of what is read. The purpose of reading comprehension is to gain success in a full understanding of reasonable arguments, ethical order or text patterns, symbolic patterns, additional notes that support emotions and also the linguistic means used to obtain the goal According to HG Tarigan, (1986).

In addition to the objectives, there are also principles of reading comprehension according to McLaughlin and Allen in Farida Rahim (2008), stated as follows:

- a. Understanding is a social constructivist process.
- b. Literacy balance is a curriculum framework that fosters understanding.
- c. Reading should occur in a meaningful context.
- d. Vocabulary development and learning affect reading comprehension.
- e. Reading strategies and skills can be taught.
- f. Dynamic assessment informs reading comprehension learning McLaughlin and Allen in Farida Rahim, (2008)

2.1.4.3. Characteristics of Reading Comprehension

Reading is a complex skill that involves a series of other smaller skills. So students can reach a level of understanding, they should experience a fairly long process. Therefore, students need to recognize and master several characteristics in reading comprehension which include; (1) Understand simple notions (rhetorical, grammatical, lexical), (2) Understand the significance or meaning (the intent and purpose of the author of the relevance/state of culture, the reaction of the reader, (3) Evaluation or assessment (content, form), and (4) Reading speed that is flexible and easily adapted to the circumstances.

In reading comprehension, the reader is not only required to merely understand and comprehend the contents of the reading, but he must also be able to analyze or evaluate and relate it to the experiences and initial knowledge that they have.

2.1.4.4. Components of Reading Comprehension

Components of Reading Activities, According to Farida Rahim (2008: 12) provides reading activities consisting of two components, namely:

1. Reading Process

Farida Rahim (2008: 12) discusses the reading process consisting of 9 aspects, namely sensory, perceptual, sequence, experience, thoughts,

learning, associations, attitudes, and thoughts. The visual sensory process according to Farida Rahim (2008: 12) is obtained by the introduction of graphic symbols through the sense of sight. Children learn to visualize graphic symbols (letters or words) used to present oral material.

Perceptual activities discuss Farida Rahim (2008: 12) as an activity to recognize a word to a meaning based on past experience. Aspects of the order of activities follow the lines of writing arranged in a linear fashion, which is displayed on one page from left to right or from top to bottom.

Experience is an important aspect of the reading process. Farida Rahim (2008: 12) Tells about children who have more experience will have greater opportunities in developing an understanding of the vocabulary and concepts they face in reading compared to children who have limited experience. To understand the meaning of reading, the conversation must first be understood the words and sentences that it faces. Then read conclusions by connecting the contents of the proposition that is in the reading material. For this process to run smoothly, we must think systematically, logically, and creatively.

2. Product Reading

The second component of reading activities is the reading product. Farida Rahim (2008: 12) explains that reading products are a communication of thoughts and talks between the writer and the reader. Communication can also be done from the construction of readers who are equipped with the

knowledge that has been owned by the reader with the information presented in the text. Reading in communication depends on the reading process.

2.1.5. Narrative Text

2.1.5.1. Concept of Narrative Text

Narrative text is one type of text that tells the story of an event or event in the order of time. Even more clearly, narrative texts are all texts that are not dialogue in nature and their contents are a historical story and a sequence of events. Narrative text is a form of discourse whose main target is actions that are woven and arranged into an event that occurs in a unity of time. Narrative text can also be concluded to be a form of discourse that seeks to describe as clearly as possible to the reader an event that has occurred.

Narrative text can be in the form of paragraphs or real stories that actually happened or only fictional essays, such as novels, romances and short stories based on the previous description, that narrative texts are texts that tell about a series of events that occur. Narratives are often equated with stories or fables. Narration comes from the Latin *narre*, which means "to know". Narration relates to efforts to tell something or event, but not all information or notifying events can be categorized as narration. Signposts, train schedules in newspapers, and job advertisements, although they are informational in nature, cannot be called narratives (stories).

According to Purba, R. (2018) Narration is a form of story that brings the reader to feel entertainment while reading text. The nature of the

text being told is a story that tells a story that has happened in a long period of time and is retold. The narrative text also tells the problem and the solution of one's experience so that the text can bring the reader to contribute in developing opinions and ideas.

Narration is a representation of events or series of events. A new text can be called a narration if there are several events or series of events. Narrative discourse is a type of discourse that contains stories, narrative discourse includes important story elements such as time, actors, and events. Narrative discourse must have an element of time, even the element of time shift is very important. The actor or figure element is the subject discussed, while the event element is the things experienced by the actor.

Narrative discourse is generally intended to move aspects of emotions. The recipient can form an image or imagination. Intellectual aspects are not widely used in understanding narrative discourse.

2.1.5.2. Purposes of Narrative Text

Narration is explained as a type of paragraph development with storytelling style. Narration is defined as a sequence of meaningful events with a flow forward. Narration is basically a story or telling of an event or event as well as a story or description of an event or event. So the narrative is also almost similar to the description.

What distinguishes narrative from description is that it lies in "time" as the narrative only conveys to the reader an event or event, so it appears that

the narrative will be difficult to distinguish from the description because each event or process can also be presented using the description method. Therefore there is another element that must be taken into account, namely the element of time. Thus the notion of narrative includes two basic elements, namely actions and actions that occur in a time series. If the description describes an object statically, then narration tells a dynamic life in a time series.

Narration is a depiction of events or processes that pay attention to the element of time. Meanwhile, from the above understanding, it can be seen that there are several things related to narration. These include: 1.) in the form of stories or narratives, 2.) accentuating actors, 3.) according to developments over time, 4.) systematically arranged.

Therefore there are several purposes in the narrative text for the reader are; 1) Willing to provide information or insight and expanding knowledge, 2) Providing an aesthetic experience to the reader. With these goals, the narrative text requires the reader to think critically in finding various problems contained in the text, besides that the narrative text can train the reader's thinking power to be able to find a way to solve a problem that occurs in the text.

2.1.5.3. Characteristics of Narrative Text

The main purpose of a narrative text is to be able to entertain and attract the reader's interest. By being able to present a plot or story or an event

that has a beginning on a problem which then also causes a conflict and finally at the end of the story there is a resolution or a happy or even sad ending.

According to Sari, D.P., & Sabri, M (2017) there are several characteristics of narrative text; There are several characteristics of narrative texts; 1) Purpose (Social Function), The purpose of narration is to provide an entertaining air, teach and provide information to enable the reader to reflect an opinion or idea on one's experience, and to preserve and expand the reader's imagination. 2) Organizational Text; a) Orientation: contains the introduction of characters, the place and time of the story (who or what, when and where) b) Complications: (Problems arise / begin to occur and develop) c) Resolution: Problem solved, either "happy ending" or bad "bad ending".

Sometimes the generic structure of a narrative text can contain: Orientation, Complication, Evaluation, Resolution and Reorientation. Although "Evaluation" and "Reorientation" are optional; can be added and can not be. Evaluation contains an assessment / evaluation of the course of a story or conflict. While Reorientation contains the conclusion of the final contents of the story. 3) Language Features; a) The subjects that play a role in the story are usually humans or animals that have human characteristics. The subject becomes the main character told in the narrative text. b) Especially the action verb (material process), the verb used to refer to what someone said, or felt, or thought of the human participant (verbal and mental processes). c) The grammatical structure used is "past tense" because the stories told are in the form of stories that have been experienced in the past. d) Time is the main

point that must be included in the narrative text because time is a big influence for the reader to interpret the text well. e) Descriptive language can be used to enhance and develop stories by making images or introductions more specifically about objects in the reader's mind. f) Can be written on the first person (me, us) or third person (he, he, they)

2.1.5.4. Components of Narrative Text

There are several components of narrative form. These kinds are based on the story types. The types of narratives are; a) Folklore or folktale which is one type of story of belief that has long existed in society. This story comes from the ancestors and which is conveyed by word of mouth. This folklore is still told until now era. The example of legend in narrative text are; Sangkuriang, Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba lake. b) Legend (legend), is a story that has long been widely spread in the community and can be believed as a history or believed to be something that actually happened in the past, generally believed because of all the evidence of relics that still remain. c) Myth, is a story related to the occult, which tells the origin of a culture, which is usually associated with supernatural beings such as gods and so on. d) Fable, is a story that uses animal figures in it. The purpose of fables is to be able to entertain readers only, besides that fables also contain a variety of moral values to be conveyed, for example, the attitude of helping to help and others. The example of fable in narrative text are; Mousedeer and crocodile, The Ants and the Grasshopper, The smartest parrot, The story of monkey and crocodile. e) Fairy Tale, is one

type of story that is fictional or only in the form of fantasy. Anyone can make a story in the form of a short story because it comes from a variety of results of one's imagination. The example of fairy tale in narrative text are: Cinderella, Snow white, Pinocchio, Beauty and the beast, and The story of Rapunzel.

2.1.6. Generic Structure on Narrative Text

The outline of the narrative text is the main idea of each text that will be compiled. This process will be very important because systematic and good or bad essays will depend on this process. Essay frameworks are guidelines for making essays. An outline will make the essay content still on the desired path, clear and directed according to the main topic.

Essay structure of narrative text includes orientation, complication, resolution, and reorientation. Orientation is an opening paragraph of a text that introduces who the characters are involved in (who) and the setting of the time (when) and the place behind the event (where). This orientation is located in the first paragraph of narrative text.

Complication is located after the orientation is complete. Complication consists of paragraphs that explain the beginning of the problem. The beginning of this problem also began a series of plots (story lines) which would then continue to conflict, climax, and anti-climax of the story. Complication contains interactions between actors, these interactions that cause a conflict or conflict.

Resolution is the paragraph that ends the story. In this section, a settlement occurs which makes the storyline end. Every problem that arises must have a solution, it can be closed with a pleasant ending or tragic or sad ending. Text structure is a separate part that builds text into complete text. Reorientation is the closing sentence which tells the last condition of the character in the story or the moral message of the story.

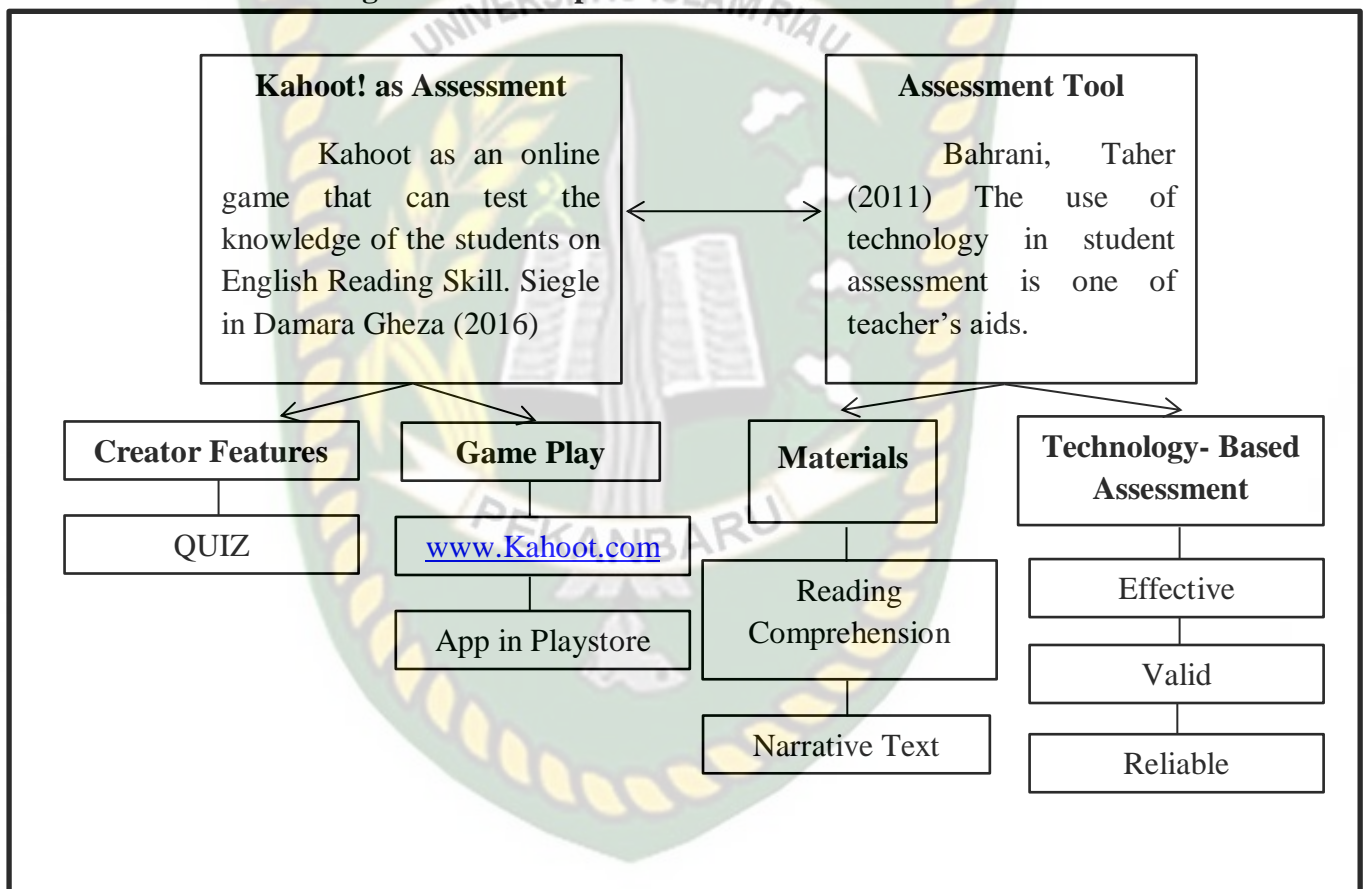
2.2. Conceptual Framework

The learning process will run smoothly if accompanied by student understanding when exploring a material provided by educators. The understanding of the material from students, the students will focus their attention on the learning activities. Use Kahoot! in the process of learning English is one of the efforts to practice the students' understanding of learning skills, especially in reading a text. The internet is one of the learning media. The internet is already in schools, including the state high schools in Pekanbaru City. Internet media is expected to help students in the learning process such as, sharing information on the subject matter and making it easier to find various references quickly, but there are still many students who use the internet not for learning purposes, for example, online games and accessing social media. The use of the internet is not for learning needs as this is feared it actually affects the learning interest of students.

The teacher focused on technology as a student assessment tool that Kahoot! as an assessment tool used by teachers. In the conceptual framework, it is stated that Kahoot has one creator features as a teacher evaluation tool, namely

quiz. Teachers and students can access Kahoot through the website or download the application through the AppStore. Teacher material to evaluate students by using Narrative Text for teachers to know student achievements in their Reading Comprehension. With technology, it can make the teaching and learning process effective, valid, and reliable.

Figure 2.7. Conceptual Framework Of This Research



CHAPTER III

RESEARCH METHOD

In research, a method is needed to solve the problems that exist in research. Research is an activity carried out systematically to process and conclude data using certain methods to find answers to the problems encountered. With the implementation of research that can run systematically, the method used must be in accordance with the object under study and in accordance with the research objectives to be achieved. In this chapter, covers all matters relating to research methods, namely Types of Research, Research Design, Location and Time of the Research, Population and Sample of the Research, Research Variable and Paradigm, Instrument of the Research, Data Analysis Technique, and Data Collection Technique.

3.1. Types of Research

Research is an activity to observe an object carried out by researchers. When researchers conduct research the most important thing in observing research objects is to use research design procedures. Creswell, (2012) states the research design is a specific procedure involved in the research process: data collection, data analysis, and report writing.

In this study the researcher was used quantitative According to Seno H Putra (2001), Quantitative research is a study that produces data obtained from samples, informants, and objects that must be calculated through statistics because the analysis uses numbers or formulas.

The research method is an attempt to find, develop, and test the truth of knowledge using scientific methods. The things that must be considered in research are the methods used must be adjusted to the object of research and the objectives to be achieved so that the research will run systematically.

This type of research is used by researchers to conduct research under the title "An Analysis of Kahoot! as Assessment in Students' Reading Comprehension on Narrative Text of First Grade Science at SMAN 14 Pekanbaru. " included in quantitative research.

3.2. Research Design

The research design used in this study is a descriptive percentage research design. Sugiyono, (2015) states that the descriptive research that analyzes by describing an object from data that has been collected through sample data and making conclusions that apply to the public. Quantitative descriptive research is research used to answer problems through careful measurement techniques on certain variables, so as to produce conclusions that can be generalized, regardless of the context of time and situation as well as the type of data collected, especially quantitative data.

The primary goal of this study was to test the research question that relates to how Kahoot! as assessment students' reading comprehension on narrative text of first grade science at SMAN 14 Pekanbaru as stated in Chapter One.

3.5. Location and Time of the Research

Due to distance limitations, the researchers decided to use the help of the google form application where this application is useful for distributing questionnaires quickly and broadly through links that are distributed to research subjects X IPA 1 SMAN 14 Pekanbaru it is located at Jl. Tengku Bey Jl. Sei Mintan No.1, Simpang Tiga, Kec. Bukit Raya, Kota Pekanbaru, Riau 28282.. The time of this research starts from March - April 2020.

3.4. Population and Sample of the Research

3.4.1. Population

The population is a generalization area that consists of: Objects / Subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions are drawn. According to Sugiyono, (2019) population is a region that consists of an object, subject or other natural objects which include all the characteristics possessed by that object and subject. The population is not only people but also objects and other natural objects. The population in this study were students of class X IPA 1 of SMA Negeri 14 Pekanbaru, which consisted of 5 classes.

**Table 3.1. The Distribution of Population of the First Year Science
 Students at SMAN 14 PEKANBARU**

NO	Classes	Semester	Total of Student
1.	X Science 1	II	33
2.	X Science 2		35
3.	X Science 3		35
4.	X Science 4		34
5.	X Science 5		32
SUM			169

3.4.2. Sample

Sugiyono, (2019) states that sample is a portion of the amount owned by the population and must be truly representative so that the conclusions can be applied to the population. To determine the sample that will be used in research is the Nonprobability Sampling technique. Nonprobability Sampling is a sampling technique that does not provide equal opportunity for each element or member of the population to be selected as a sample. It is said that Nonprobability Sampling because the sampling technique taken by the researcher is based on the order of the population that has been given a serial number by the educator at school, then the technique used by the researcher is called the Systematic Sampling technique. Selected sample as contained in the table. This study was taken 33 students as the sample of the research in X IPA 1. The description of sample can be seen in the following table:

Table 3.2. Sample of the Research

NO	NAME	CLASS
1.	Abdul Rahman Hakim	X IPA 1
2.	Adinda Patricia	X IPA 1
3.	Anggi Dyas Santika	X IPA 1
4.	Annisya Dwi Anggraini	X IPA 1
5.	Asri Januatri	X IPA 1
6.	Dhea Bernadeth	X IPA 1
7.	Dion Pramudia	X IPA 1
8.	Divo Arya Putra	X IPA 1
9.	Elsa Ade Riani	X IPA 1
10.	Fardan Rizalul Haq	X IPA 1
11.	Fathia Raisya	X IPA 1
12.	Fatmariani	X IPA 1
13.	Fenny Kusuma	X IPA 1
14.	Firda Adinda	X IPA 1
15.	Ghazi Pratama Himendra	X IPA 1
16.	Ignasius Yoris Doniarto	X IPA 1
17.	Jonathan	X IPA 1
18.	M.Raid Asyraf	X IPA 1
19.	M.Zaki	X IPA 1
20.	Margaretha Debora Eugenia S	X IPA 1
21.	Naomi Paulina	X IPA 1
22.	Netti Apriliyanti	X IPA 1
23.	Nur Alif Ramadhan	X IPA 1
24.	Nurmala Salsabila	X IPA 1
25.	Nurul Fadila	X IPA 1
26.	Raisya Nurul Savana	X IPA 1
27.	Raja Putra Reyhan	X IPA 1
28.	Riski Ananda Milqa	X IPA 1
29.	Sefia Misgiani	X IPA 1
30.	Sri Artha Dwi A	X IPA 1
31.	Suparno	X IPA 1

32.	Yola Fabiola	X IPA 1
33.	Yusuf Samudra	X IPA 1

3.5. Research Variable and Paradigm

3.5.1. Research Variable

Sugiyono, (2015:38) states that variable is an object around is studied and determined to be studied after that information can be obtained and conclusions are drawn.

In the research, there is only one variable (single variable), namely Kahoot! as assessment for students' reading comprehension on narrative text.

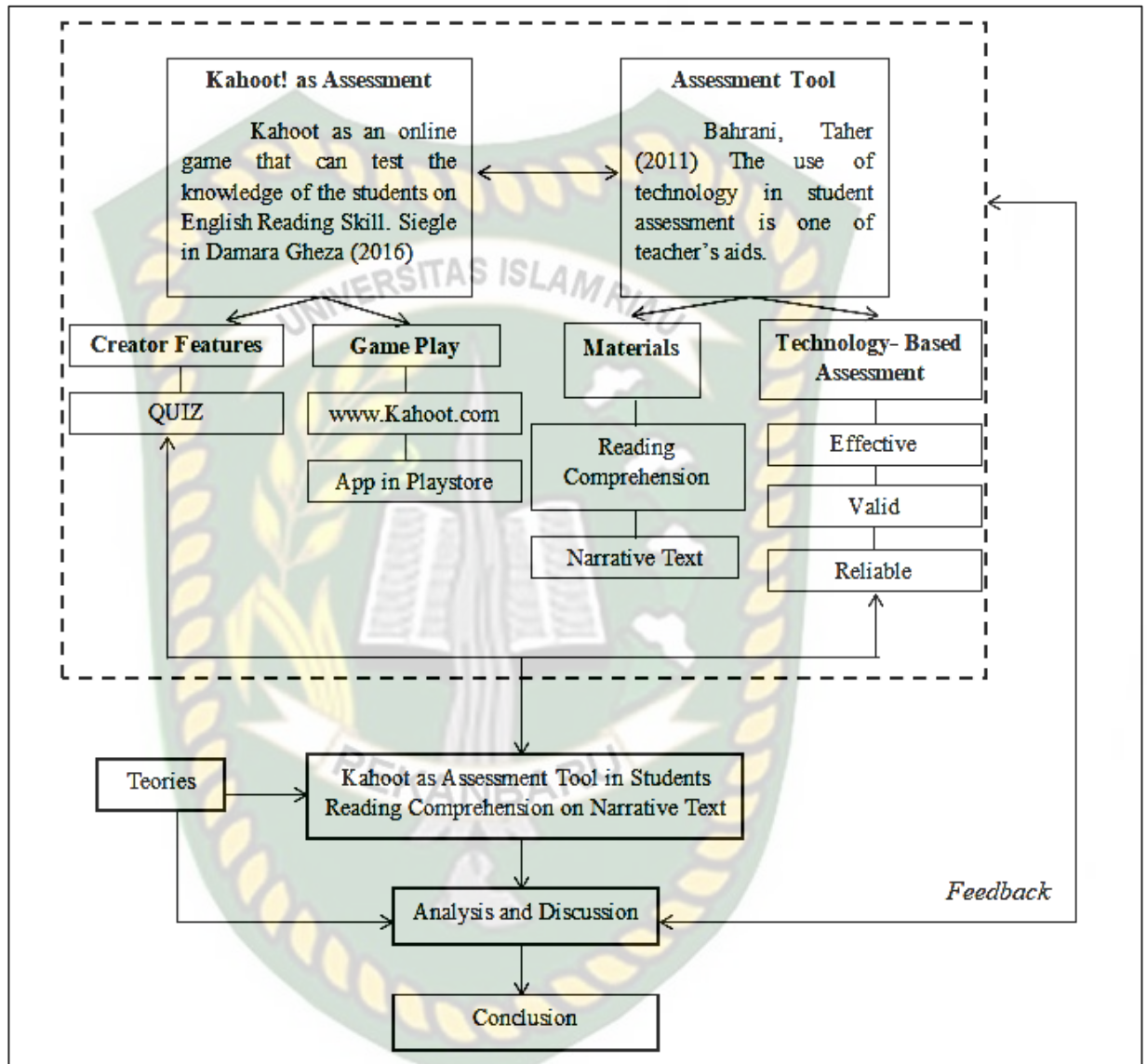
3.5.2. Research Paradigm

The research paradigm aims to facilitate the stated research objectives. Sugiyono (2016: 42) explains that:


A mindset that shows the relationship between variables to be examined which also reflects the type and number of problem formulations that need to be answered through research, the theory used to formulate hypotheses, types, and amounts of hypotheses, and statistical analysis techniques to be used.

Paradigm is a basic concept and the flow of thought that underlies research and connects the variables studied. The research framework formulated by the author is as follows:

Figure 3.1. Research Framework



Explanation

 = Research Scope

3.6. Data Collection Technique

The data collection techniques that the author uses in this study

3.6.1. Questionnaire

The questionnaire is a data collection technique that is done by giving a set of questions or written statements to the respondent to answer. According to Creswell, (2012) the questionnaire is a data collection technique where the participant or respondent fills in a question or statement which after being filled in completely will be returned to the researcher. The distribution of questionnaires in this study was used to collect data about Kahoot! as a means of student assessment of students' reading comprehension in the narrative text during the learning process of class X IPA 1 of SMA Negeri 14 Pekanbaru.

The type of scale used in this research is a *Likert Scale*. According to Sugiyono, (2016) Likert Scale is used to measure a research object that will be measured based on indicators and then used as a starting point to arrange instrument items in the form of questions or statements. Data collection instruments used in this study were questionnaires in thesis writing. Question items compiled by researchers based on aspects of distress. The statement contained in this inventory consists of *Favorable* statements and *unfavorable* statements, favorable statements are appropriate behavioral concepts or support the measured attributes or variables. While unfavorable statements are behavioral concepts that are not appropriate or do not support the measured variable.

This questionnaire provides 5 alternative answers, namely Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) to increase response variability According to Sugiyono, (2016). The scoring for each alternative answer for each statement item in this instrument is in table 3.3

Table 3.3. Scoring Norm

Statement	Favourable Score	Unfavourable Score
Strongly Agree (SA)	5	1
Agree (A)	4	2
Neutral (N)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

Respondents were asked to answer the statements contained in the questionnaire by selecting one of the alternative answers provided. Scoring is done by adding up the respondent's answers on each item.

The total of questionnaires are twenty statements based on the indicators written by Barus and Soedewo (2014 : 591) they are, (1) Asking their opinion about Kahoot's media as Assessment, (2) Asking about the benefits of Kahoot in reading and (3) About the weaknesses of Kahoot as Assessment. Further data are suggestions or comments submitted in

writing. The items are design in five points as scale, Sugiyono (2016), such as score 5 if the respondent answers Strongly Agree (SA), score 4 if the respondent answers Agree (A), score 3 if the respondent answers Neutral (N), score 2 if the respondent answers disagree (D), score 1 respondent answered Strongly Disagree (SD).

Table 3.4. The Blueprint Indicator of Reading through Kahoot.

Indicator	Sub-Indicator	Items	Total Number of Questionnaire
Students' Reading Comprehension through Kahoot as Assessment Tool	1. Kahoot's Media as Assessment Tool	1, 2, 3, 4, 5, 6, 7, 8, 9	9
	2. Benefits of Kahoot in Reading	10, 11, 12, 13, 14, 15, 16	7
	3. Weaknesses of Kahoot as Assessment	17, 18, 19, 20	4
	Total		20

3.6.2. Interview

Sugiyono (2018) the interview is a conversation between two or more people and takes place between the source and interviewer. Interviews are used as data collection techniques if you want to do a preliminary study to find problems that need to be investigated, and also if researchers want to know things from respondents that will be more in-depth and the number of respondents is small. The interview used is an unstructured or open interview which means it is a free interview where

the researcher does not use guidelines that have been arranged systematically and completely for the collection of data. The guidelines used are only in the form of outlines of the issues to be asked.

3.6. Data Analysis Technique

Analysis of the data used in this research is to use quantitative descriptive methods. Data were analyzed descriptively to determine the use of Kahoot! on reading comprehension in the narrative text of students of class X IPA 1 of SMA Negeri 14 Pekanbaru. The stages of analyzing data in this research are:

Convert data suspension from the use of kahoot assessment questionnaire as an assessment and reading comprehension of students using Kahoot. In order to analyze the data further, each answer from this questionnaire was converted into a numeric form.

The score is given to each statement, for positive statements:

1. Score 5 if the respondent answers Strongly agree
2. Score 4 if the respondent answers Agree
3. Score 3 if the respondent answers disagree
4. Score 2 if the respondent answers disagree
5. Score 1 respondent answered Strongly disagree

Scores for negative statements:

1. Score 5 if the respondent answers strongly disagree
2. Score 4 if the respondent answers disagree

3. Score 3 if the respondent answers disagree
4. Score 2 if the respondent answers Agree
5. Score 1 respondent answers Strongly agree

Next, calculate the frequency of each category of answers in each variable. To find out Kahoot in students reading comprehension after collected the data with questionnaire, the score obtained is then calculated and entered into the percentage descriptive formula, Sugiyono (2006):

$$P = \frac{F}{N} \times 100\%$$

Information :

P = Percentage

F = Frequency of the certain score

N = Total number of sample

Based on the formulation in taking percentage of the data, it is need to identify the mean for each category that absolutely has different value in every items in the questionnaire. The formulation of mean score as follow:

$$Me = \frac{\sum x}{N}$$

Where:

Me = Mean

N = Number of Cases

Σ = Epsilon

x = Total Score , Sugiyono, (2019)

Researchers use SPSS to ensure that data processing has accurate results. The results of the questionnaire in the form of data will be stored in Excel format and immediately used as raw data for analysis with SPSS software. Next from the results of the descriptive analysis then a decision is made, whether to use Kahoot! The reading comprehension of English students is very high, High, Medium, Low or Very Low. Data analysis using descriptive quantitative techniques utilizing percentages is only the first step of the entire analysis process.

Based on this, the calculation results in the form of a percentage are converted into a predicate, including (Sunyono, Journal of Chemistry Education and Learning 2015)

Table 3.5. Indicator for Mean Score

Mean Score	Frequency
80.1% - 100.0%	Very High
60.1% - 80.0%	High
40.1% - 60.0%	Medium
20.1% - 40.0%	Low
0.0% - 20.0%	Very Low

CHAPTER IV

RESEARCH FINDINGS

4.1. Description of Data

After collecting to analyze about Kahoot in Students' Reading Comprehension of the first grade science one students that consisted of three indicators, they are; kahoot's media as assessment, benefits of Kahoot in reading, weaknesses of Kahoot as assessment.

Table 4.1. The Presentation of the Students' Perception in Answer the Questionnaire

Sample	Items																				Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	2	1	2	1	82
2.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	2	1	2	1	82
3.	4	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	1	1	5	1	85
4.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	2	1	2	1	82
5.	4	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	1	1	5	1	85
6.	4	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	80
7.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	2	1	2	1	82
8.	4	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	1	1	5	1	85
9.	4	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	80
10.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	81
11.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	2	1	2	1	82
12.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	2	1	2	1	82
13.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	81

14.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	81
15.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	81
16.	4	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	1	1	5	1	85
17.	4	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	1	1	2	1	82
18.	4	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	1	1	5	1	85
19.	4	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	80
20.	4	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	80
21.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	2	1	2	1	82
22.	4	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	1	1	5	1	85
23.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	81
24.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	81
25.	4	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	80
26.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	81
27.	4	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	80
28.	1	3	5	5	5	5	1	5	5	5	5	5	5	5	5	5	2	1	2	1	76
29.	4	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	80
30.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	81
31.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	81
32.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	81
33.	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	1	2	1	81
Total Score																				2.693	
Score Max																				85	
Score Min																				76	
Mean																				81,60	

Based on the table 4.1 it can be seen that the students' responses about Kahoot as Assessment tool in Students' Reading Comprehension on Narrative Text questionnaire has the highest score is 85, indicates that the student almost agree if Kahoot will apply as assessment tool in reading for the teacher. However, the lowest score is 76. It means the student almost disagree if Kahoot will apply as assessment tool in reading. Finally, the researcher found that mean score is 81,60. The following mean is obtained:

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{2.693}{33}$$

$$Mx = 81,60$$

After the data has gathered and processed. Detail information about the frequencies of Kahoot as assessment in reading can be seen in the following explanation:

Table 4.2. The score is given to each positive statements

No	Items	Score	X	Sample	Total	Score Max
1.	Strongly Agree	5	x	33	165	165
2.	Agree	4	X	33	132	
3.	Neutral	3	X	33	99	
4.	Disagree	2	X	33	66	
5.	Strongly Disagree	1	X	33	33	

$$P = \frac{F}{N} \times 100\%$$

Information :

P = Percentage

F = Frequency of the certain score

N = Total number of sample

Table 4.3. Kahoot's Media as Assessment Tool

No Items	SA	A	N	D	SD	Total	Percentage	Level
1.	18	14	0	0	1	147	89.09%	Very High
2.	32	0	1	0	0	163	98.78%	Very High
3.	33	0	0	0	0	165	100.0%	Very High
4.	33	0	0	0	0	165	100.0%	Very High
5.	33	0	0	0	0	165	100.0%	Very High
6.	33	0	0	0	0	165	100.0%	Very High
7.	0	0	7	0	26	151	91.51%	Very High
8.	33	0	0	0	0	165	100.0%	Very High
9.	33	0	0	0	0	165	100.0%	Very High
The Overall Percentage							97.70%	Very High

4.1.1. Kahoot's Media as Assessment Tool

Kahoot is one application that can help teachers improve the quality of teaching to students. With the understanding of technology, teachers can make teaching and learning classes look fun because with Kahoot technology makes students interested in using them. With many features, images, and colors students love the learning and teaching process because it looks fun and comfortable. Teachers can also use Kahoot as an evaluation tool for students because Kahoot can summarize all scores obtained by students quickly and practically, so from that, the teacher can also obtain students' abilities from the scores obtained from Kahoot!

4.1.1.1. Questionnaire Results

Table 4.3 shows the percentage of the students' responses about Kahoot's media as assessment tool, the percentage of item number 1 is $P = 89.09\%$. It is in Very High level because there are 18 students who strongly agree to work in team when they use Kahoot. Furthermore, 14 from 33 students choose Agree from the statement and there is only 1 student who choose Strongly Disagree when He/She work in team as the answer from the statement. With the amount obtained as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{147}{165} \times 100\%$$

$$P = 0.8909 \times 100$$

$$P = 89.09\%$$

The percentage of the item number 2 is $P = 98.78\%$. It is in Very High level because there are 32 students who choose Strongly Agree when they collaborate with teams to answer questions and only 1 student choose neutral. In short, most of the students choose Strongly Agree as we can see in the highest percentage.

The percentage of the item number 3 up to 6 have the same level of the score that is $P = 100.0\%$. All students choose Strongly Agree as the answer of the positive statement. They strongly agree when the rating system increases their ambition to become a top scorer through Kahoot's Application. Other than that, all students like the "competition" contained in this game therefore they choose Strongly Agree of the item number 4. All students rather feel challenged when playing Kahoot and feel happy when they are in the top 5 positions.

The percentage of the item number 7 is $P = 91.51\%$. It is in Very High level in negative statement because there are 26 students who choose Strongly Disagree as the answer and 7 students who choose Neutral as the answer. Most of the students prefer to choose Strongly Disagree in negative statement because they think Kahoot's Application does not lose interest when their team do not enter the top 5 positions.

The percentage of the item number 8 and 9 have the highest percentage that is $P = 100.0\%$. It is in Very High level, all students choose Strongly Agree as the answer because the questions given in the game are in accordance with the topics given and the questions have variations.

Finally, the researcher can conclude from the items number 1, 2, 3, 4, 5, 6, 7, 8, and 9 that the overall percentage is 97.70% is in Very High level. Because, almost the students choose Strongly Agree in the statement that Kahoot's media can be used as Assessment. With the amount obtained as follows:

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{879.38}{9}$$

$$M_x = 97.70\%$$

4.1.1.2. Interview Results

The interview was carried out using a purposive technique of 6 key informants conducted through online interviews (WhatsApp). The interviewees who were successfully interviewed online by name using initials, namely J, GPH, FR, DB, NF, and NP. Interviews with 6 resource persons with initials carried out at Wednesday, June 10, 2020. All data from this study are described based on the focus of the research questions as follows:

1. Is the Kahoot app! suitable for the assessment?

Researchers conducted interview techniques to obtain data from students. According to J, GPH, DB, NF, and NP Kahoot are suitable as an assessment tool. Interviewee J stated that:

"In my opinion Kahoot! is a very fun and good application to be used as a rating ". (Wednesday, June 10, 2020)

While FR speakers stated more on tools to increase students' interest in learning explained:

"On using Kahoot! as an assessment tool is very fast and practical, but in my opinion Kahoot! more focus on developing students' interest in learning ". (Wednesday, June 10, 2020).

Based on the results of the interview it can be concluded that Kahoot! the application can be used as a student assessment because by using Kahoot as a teacher's assessment it will be easier, faster, and practical in processing students results in understanding reading comprehension. In addition to assessment, Kahoot can also be used as an attraction for students to be able to collaborate actively in class because of the use of Kahoot! as an assessment tool is very fun and looks attractive to students.

And the following table is the students who responses the questionnaire about benefits of Kahoot in reading:

Table 4.4. Benefits of Kahoot in Reading

No Items	SA	A	N	D	SD	Total	Persentase	Level
2.	33	0	0	0	0	165	100.0%	Very High
3.	33	0	0	0	0	165	100.0%	Very High
4.	33	0	0	0	0	165	100.0%	Very High
5.	33	0	0	0	0	165	100.0%	Very High
6.	33	0	0	0	0	165	100.0%	Very High
7.	33	0	0	0	0	165	100.0%	Very High
8.	33	0	0	0	0	165	100.0%	Very High
The Overall Percentage							100.0%	Very High

4.1.2. Benefits of Kahoot in Reading

The use of kahoot as a learning tool is still very rarely used in learning activities in schools, especially in Indonesia, but it does not rule out the possibility of technological developments that continue to experience significant changes. The use of kahoot as one of the learning tools will be the primary choice of teachers in teaching, by using kahoot the teacher can create an atmosphere of active and fun teaching and learning. Kahoot is a free learning platform based game, as educational technology. Kahoot is designed to be accessible for classrooms and other learning environments throughout the world, Kahoot's can be made by anyone and is not limited to age or subject level.

The benefits of Kahoot that can be used are that the classroom atmosphere can be more fun, students are trained to use technology as a medium for learning, and students are trained in their skills in operating kahoot.

4.1.2.1. Questionnaire Results

Table 4.4 shows the percentage of the students' responses about Benefits of Kahoot in Reading, the percentage of the item number 10 up to 16 have the same level of percentage that is P = 100.0%. It is in Very High level toward positive statements. All the students Strongly Agree to response about Benefits of Kahoot in Reading, there are statements which they agreed, there are; 1) The students can actively participate in answering questions, 2) There is a collaboration with the team in answering questions, 3) Kahoot can increase the spirit in reading a narrative text with the "teamwork" method, 4) Kahoot application can increase students' motivation in learning English, especially in reading comprehension, 5) Kahoot can increase students' interest in improving English reading comprehension skills, 6) Kahoot can help in understanding the material that has been given, and 7) Kahoot can increase your knowledge about the material that has been given.

In the end, the researcher can conclude from the items number 10 up to 16 that the Total Percentage is P = 100.0% is in Very

High level. Because, all students choose Strongly Agree in the positive statement that kahoot have a benefits in students' reading comprehension.

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{700.0}{7}$$

$$M_x = 100.0\%$$

4.1.2.2. Interview Results

The interviewees who were successfully interviewed online by name using initials, namely DP, AJ, NAR, SM, RAM, MZ, FK, MDE, NA, and IYD. Interviews with 10 resource persons with initials carried out at Thursday, June 11, 2020. All data from this study are described based on the focus of the research questions as follows:

1. Do you agree that Kahoot has many benefits? Why?

Researchers conducted interview techniques to obtain data from students. According to DP, AJ, NAR, and SM Kahoot are suitable to have many benefits. The DP resource person stated that:

"I strongly agree that Kahoot does have many benefits to use in the classroom because Kahoot is a very fun learning tool!"
(Thursday, 11, 2020)

AJ's guest speaker explained that:

"I agree that Kahoot has benefits, through Kahoot we can understand the times that can improve student learning styles." (Thursday, 11, 2020)

The NAR resource person explained that:

"Agree, because it can help teachers to convey material easily." (Thursday, 11, 2020)

SM informants explained that:

"Yes, I agree. Because Kahoot provides many benefits. Because using Kahoot in the classroom makes the relationship between students and teachers closer." (Thursday, 11, 2020)

In this question, 4 Speakers said that Kahoot has many benefits including Kahoot being able to improve learning styles in accordance with the times using technology. With the use of Kahoot technology, making the relationship between teachers and students become close and intimate due to Kahoot! has fun features. By using Kahoot, it is easier for the teacher to control the class and deliver the material easily and practically so that students understand the material presented by the educator.

2. Is using Kahoot a clear and appropriate topic?

Researchers conducted interview techniques to obtain data from students. According to RAM, MZ, FK, MDE, NA, and IYD Kahoot is suitable to have many benefits. The RAM resource person stated that:

"Yes miss, if you use Kahoot, learning in class will be easy to understand."

The MZ resource person stated that:

"Yes, by using Kahoot the topic is easier and clearer so that we are not confused to digest the material from the teacher. Because usually, the teacher makes confusion in teaching students because there is no tool that can give an image to students so we do not understand how it looks than what the teacher says. "

FK speakers stated that:

"I am very grateful to know Kahoot, I love learning to use Kahoot. Starting from what I did not understand what is Narrative text, I came to understand how to use Narrative Text because of clear explanations and images. The text that was given was easy to understand and grouped so that I understood the part -part of Narrative Text. "

An MDE resource person stated that:

"I agree if Kahoot is used as a material delivery tool because it is easy to understand and fun."

NA resource person stated that:

"Kahoot gives students a good understanding of reading Narrative Text because having the picture provided makes me understand how the story takes place."

The IYD resource person stated that:

"I totally agree that Kahoot can deliver material easily because the development of the times makes the classroom situation more modern."

In the 6th explanation, the resource persons have the same response when explaining that Kahoot can convey the topic clearly and in accordance with the material. Kahoot makes the material delivered to students well because Kahoot provides several features so the teacher can create it well to take a picture for students to understand how the

material works well. With the picture provided by the teacher, the story is made as if real with many colors so students have a good response when watching it. With the material delivered through Kahoot, the material presented also looks simple so students can get information well.

By using Kahoot, students have open, creative, and critical thinking because they can get to know the technology that is developing at the present time. Students become curious about technological developments that can make a difference.

And the following table is the students who responses the questionnaire about the weaknesses of Kahoot as Assessment:

Table 4.5. The score is given to each negative statements

No	Items	Score	X	Sample	Total	Score Max
1.	Strongly Agree	1	x	33	33	165
2.	Agree	2	X	33	66	
3.	Neutral	3	X	33	99	
4.	Disagree	4	X	33	132	
5.	Strongly Disagree	5	X	33	165	

Table 4.6. Weaknesses of Kahoot as Assessment

No Items	SA	A	N	D	SD	Total	Persentase	Level
17.	0	0	0	8	25	157	95.15%	Very High
18.	0	0	0	0	33	165	100.0%	Very High
19.	6	0	0	27	0	114	69.09%	High
20.	0	0	0	0	33	165	100.0%	Very High
The Overall Percentage							91.06%	Very High

4.1.3. Weaknesses of Kahoot as Assessment

There are so many advantages that can be used from the use of Kahoot in the learning and teaching process. In addition to students being able to understand technological developments in er 4.0, students can also gain much clearer knowledge from the use of Kahoot in the learning and teaching process. Kahoot really helps both parties between students and teachers because they both provide good feedback. But besides the advantages, the lack of the Kahoot learning system is that not all internet facilities are available (maybe this is related to the problem of the availability of electricity, telephone or computer).

4.1.3.1. Questionnaire Results

Table 4.6 shows the percentage of the students' responses about the weaknesses of Kahoot as Assessment in negative statement. There are 4 items that included of negative statements, because questions in the questionnaire are written in the form of statements that are not in accordance with the expectations of researchers. The percentage of the item number 17 is $P = 95.15\%$. It is in Very High in negative statement, there are 25 students choose Strongly Disagree and 8 students choose Disagree, they choose disagree because their internet network connection is not broken.

The percentage of the item number 18 is $P = 100.0\%$. It is in Very High level of negative statement, because all students choose Strongly Disagree. There are 33 students choose Strongly Disagree because their internet network is always accessed to the internet from the start.

The percentage of the item number 19 is $P = 69.09\%$. It is in High level of negative statement, because most of students choose Disagree as the answer. There are 27 students choose Disagree because their smartphone can connected to the game again after the internet connection has been lost and 6 students choose Strongly Agree because their smartphone cannot be connected to the game again after the internet connection has been lost.

The percentage of the item number 20 is $P = 100.0\%$. It is in Very High level of negative statement, because all students choose Strongly Disagree. There are 33 students choose Strongly Disagree because they think this Kahoot game does not waste time learning but rather trains them to capture information and make this opportunity as a benefit in the learning and teaching process.

Finally, the researcher can conclude from the items number 17, 18, 19, 20 that the overall percentage is 91.06% is in Very High level. Almost the students choose Strongly Disagree in the statement that Weaknesses of Kahoot as Assessment because the statement used refers to negative information, therefore students choose strongly disagree so that the meaning obtained that Kahoot does not have weaknesses in the assessment. With the amount obtained as follows:

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{364.24}{4}$$

$$M_x = 91.06\%$$

4.1.3.2. Interview Results

1. Is the internet connection adequate when using Kahoot?

Researchers conducted interview techniques to obtain data from students. According to F, YF, YS, RPR, and SA students have obstacles when joining Kahoot. F stated that:

"In my opinion, when I played Kahoot the internet connection went smoothly and there were no obstacles," she said. "Is playing Kahoot in the classroom a waste of student time?" said the researcher. "It is very wasteful of time because the material provided is very simple and clear so that students absorb a lot of information and knowledge more easily and practically." She said.

The YF, RPR, and YS have the same response, YF stated that:

"I don't feel burdened by using the internet when playing Kahoot." he said. "Can you give a reason why?" said the researcher. "Because Kahoot has easy and practical access and does not make the process of playing slow. So the teaching and learning process can be done well." he said.

According to YS is different from other respondents. He said that:

"In my opinion, it is not difficult to access Kahoot but in my group, there are indeed difficulties to use Kahoot using my friend's smartphone. We cannot connect to the game again when the internet has a bad connection and exit the game. Because of that, we cannot continue the process of playing well." he said. "Do you think Kahoot is just wasting time studying?" said the researcher. "No, Kahoot provides many benefits because the material presented is interesting, enjoyable, and simple so I can easily understand what the teacher is saying. But by playing Kahoot there are some friends who are difficult to access easily because of the lack of facilities such as Wi-Fi in schools." he said.

From the statement delivered by the resource person, it has a different message. 4 of them responded well when using Kahoot as a teaching and learning tool. But 1 of them said that to access Kahoot needed good quality internet. Therefore, when teachers use technology to implement it in the classroom, teachers need to see the situation and conditions of the classroom environment whether it is suitable to apply the Kahoot system in the learning and teaching process because it greatly affects the learning process. The teacher must prepare several facilities to make the learning and teaching process run smoothly,

namely by facilitating the Internet to students who do not have the Internet so that students can follow the learning process properly using Kahoot.

2.1. SPSS Results and Analysis

Table. 4.8. SPSS Results and Analysis

NO	QUESTIONS	INTERNATIF JAWABAN					N	Score	Mean	TCR(%)	CTG
		SA	A	N	D	SD					
	Kahoot's Media as Assessment Tool	5	4	3	2	1					
1.	You prefer to work in a team. <i>(Anda lebih senang bekerja dalam team)</i>	18	14	0	0	1	33	147	4,4545	89,0909	VERY HIGH
2.	Can collaborate with teams to answer questions. <i>(Dapat berkolaborasi dengan team untuk menjawab pertanyaan)</i>	32	0	1	0	0	33	163	4,9394	98,7879	VERY HIGH
3.	The rating system increases your ambition to become a top scorer. <i>(Sistem penilaian meningkatkan ambisi anda untuk menjadi top scorer.)</i>	33	0	0	0	0	33	165	5	100	VERY HIGH
4.	You like the "competition" contained in this game. <i>(Anda menyukai "kompetisi" yang terdapat di game ini.)</i>	33	0	0	0	0	33	165	5	100	VERY HIGH

5.	You feel challenged when playing this game. (Anda merasa tertantang saat bermain game ini.)	33	0	0	0	0	33	165	5	100	VERY HIGH
6.	You feel happy when you are in the top 5 positions. (Anda merasa senang ketika berada di posisi 5 teratas).	33	0	0	0	0	33	165	5	100	VERY HIGH
		1	2	3	4	5					
7.	Loss of interest when your team does not enter the top 5 positions. (Kehilangan minat ketika team anda tidak masuk posisi 5 teratas.)	0	0	7	0	26	33	151	4,5758	91,5152	VERY HIGH
Benefits of Kahoot in Reading		5	4	3	2	1					
8.	The questions given in the game are in accordance with the topics given. (Pertanyaan-pertanyaan yang diberikan di game sesuai dengan topik yang telah diberikan.)	33	0	0	0	0	33	165	5	100	VERY HIGH
9.	The questions given in the game have variations. (Pertanyaan yang diberikan dalam permainan bervariasi.)	33	0	0	0	0	33	165	5	100	VERY HIGH
10.	Can actively participate in answering questions.	33	0	0	0	0	33	165	5	100	VERY HIGH

	<i>(Dapat berpartisipasi dengan aktif dalam menjawab pertanyaan.)</i>										
11.	There is a collaboration with the team in answering questions. <i>(Ada kolaborasi dengan tim dalam menjawab pertanyaan.)</i>	33	0	0	0	0	33	165	5	100	VERY HIGH
12.	Increase the spirit in reading a narrative text with the “teamwork” method. <i>(Meningkatkan spirit dalam membaca sebuah narrative teks dengan metode “teamwork”.)</i>	33	0	0	0	0	33	165	5	100	VERY HIGH
13.	It can increase your motivation in learning English, especially in reading comprehension. <i>(Dapat menambah motivasi anda dalam belajar Bahasa Inggris terutama dalam pemahaman membaca.)</i>	33	0	0	0	0	33	165	5	100	VERY HIGH
14.	Can increase your interest in improving English reading comprehension skills. <i>(Dapat membentuk minat anda dalam meningkatkan</i>	33	0	0	0	0	33	165	5	100	VERY HIGH

	<i>skill pemahaman membaca Bahasa Inggris.)</i>										
15.	Can help in understanding the material that has been given. <i>(Dapat membantu dalam pemahaman materi yang telah diberikan.)</i>	33	0	0	0	0	33	165	5	100	VERY HIGH
16.	Can increase your knowledge about the material that has been given. <i>(Dapat menambah pengetahuan anda tentang materi yang telah diberikan.)</i>	33	0	0	0	0	33	165	5	100	VERY HIGH
Weaknesses of Kahoot as Assessment		1	2	3	4	5					
17.	The internet network connection is sometimes interrupted. <i>(Koneksi jaringan internet kadang-kadang terputus.)</i>	0	0	0	8	25	33	157	4,7576	95,1515	VERY HIGH
18.	Your smartphone cannot be accessed to the internet from the start. <i>(Smartphone anda tidak dapat terakses dengan internet dari awal.)</i>	0	0	0	0	33	33	165	5	100	VERY HIGH
19.	Your smartphone cannot be connected to the game again after the internet connection has been lost.	6	0	0	27	0	33	114	3,4545	69,0909	HIGH

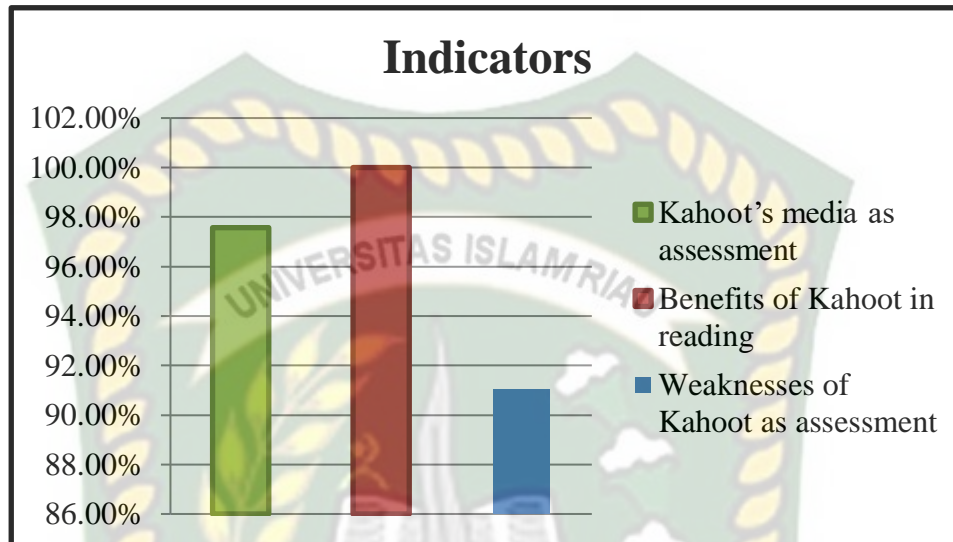
	(<i>Smartphone anda tidak dapat terhubung dengan game kembali setelah koneksi internet terputus.</i>)										
20.	This game just wastes learning time. (<i>Game ini hanya membuang waktu belajar saja.</i>)	0	0	0	0	33	33	165	5	100	VERY HIGH
		MEAN						3207	81,60	97,1818	

A further analysis of the data according to the three indicators of Students' Reading Comprehension through Kahoot as Assessment Tool:

Table 4.7. Indicator of Students' Reading Comprehension through Kahoot as Assessment Tool

Indicator	Mean	Level
Kahoot's media as assessment	97.70%	Very High
Benefits of Kahoot in reading	100.0%	Very High
Weaknesses of Kahoot as assessment	91.06%	Very High
The Overall Mean Score	97.18%	Very High

Figure 4.1. Indicator of Students' Reading Comprehension through Kahoot as Assessment Tool



By seeing the table 4.4, there are three indicators and in order to know the students' overall students' reading comprehension through Kahoot as assessment tool mean score calculated the mean students by using this following formula:

Mean :

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{288.76}{3}$$

$$M_x = 97.18\%$$

Further, this result shows that students generally had Very High level whether Kahoot as assessment will apply in class to increase students' reading comprehension. The average for each indicator in the questionnaire showed which

statements that the students most agree if Kahoot as assessment will apply in class to increase students' reading comprehension.

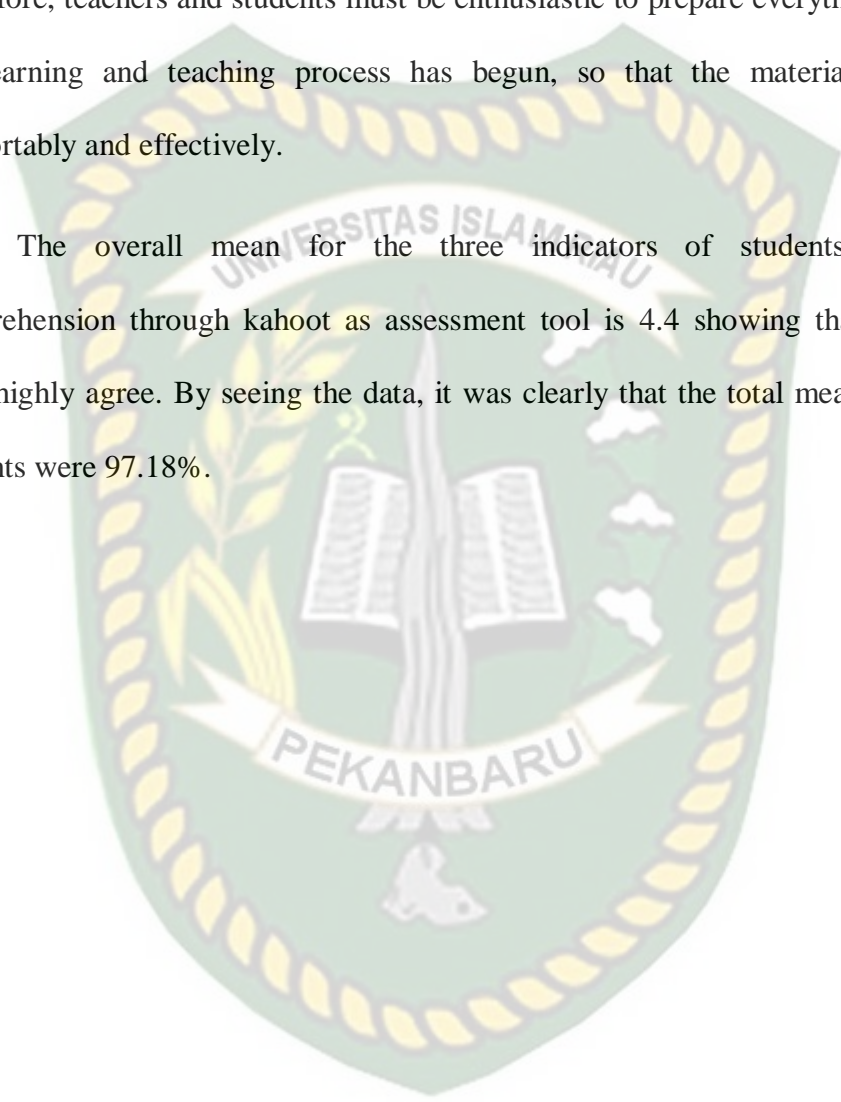
Among the three indicators, the most agree was benefits of Kahoot in Students' reading comprehension (M = 100.0%). It can be concluded that students can take advantage of the Kahoot application as a tool to practice learning progress, especially in reading texts. With all the benefits that the Kahoot application has in addition to training in practice, students can explore the information available in the Kahoot application and students can get to know how sophisticated the internet is in training students' learning processes today. therefore, with Kahoot interaction or the relationship between teachers and students can be more effective.

Followed by Kahoot media as assessment that have the mean score (M = 97.70%) It can be concluded that teachers and students can use the application Kahoot as an evaluation or assessment tool to measure the extent of the learning process conveyed to students in reading comprehension. Therefore, the development of evaluation tools using the Kahoot application is very appropriate for teachers to evaluate the level of understanding of students towards the material that has been delivered.

Next about Weaknesses of Kahoot as assessment (M = 91.06%) meaning if Kahoot has some weaknesses, such as internet network facilities that must be provided by educators when using online applications (Kahoot) in the classroom. With an internet connection, students can easily access the application so that they

do not lag behind the material discussed in groups. Some children feel that when the network is disconnected they can no longer be connected to the game. Therefore, teachers and students must be enthusiastic to prepare everything before the learning and teaching process has begun, so that the material can run comfortably and effectively.

The overall mean for the three indicators of students' reading comprehension through kahoot as assessment tool is 4.4 showing that samples were highly agree. By seeing the data, it was clearly that the total mean score of students were 97.18%.



CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

The present study which aimed at finding out the Kahoot as assessment tool toward students' reading comprehension on narrative text of first grade came up with the finding below.

The finding of the study, it could be concluded that the students are agree that Kahoot as assessment tool toward students' reading comprehension in class. Based on the result of the data analysis in chapter IV, the researcher make some conclusions.

The conclusion obtained from the development of evaluation tools using the Kahoot application is getting a final percentage of 97.57%, the benefits of Kahoot in reading get a final percentage of 100.0% and weaknesses of Kahoot as assessment to get a final percentage of 91.06%. So the evaluation tool with the Kahoot application is very feasible to use. In conclusion, the percentage in all indicators of students' reading comprehension through kahoot as assessment tool are in Very High level.

The overall mean score of indicators of students' reading comprehension through kahoot as assessment tool is 97.18%. It means, the first grade students at SMAN 14 are agree that students' reading comprehension by applying kahoot as assessment tool.

5.2. Suggestions

Suggestions that can be conveyed from the results of research into the development of assessment tools using the Kahoot application in improving the understanding of high school students as follows:

1. English learning using assessment tools such as the Kahoot application can be used by teachers in evaluating the level of understanding of students towards the material that has been delivered.
2. The teacher can develop an evaluation tool using the Kahoot application with different question material.
3. Evaluation tools using the Kahoot application are very well applied to students in addition to adding to the learning experience also makes students not bored in following mathematics lessons.
4. The Kahoot application is a practical assessment tool that can be used by the teacher because the results of the test can be saved and downloaded.
5. Kahoot application is an appropriate assessment tool for high school students because it is in accordance with the understanding of technology in the 4.0 era.
6. The Kahoot application also has a variety of questions so the teacher can choose questions that are in accordance with the understanding of the students and Kahoot! is also a challenging game for students to be more agile in critical thinking.

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