

**THE EFFECT OF USING KAHOOT! MEDIA TO MEASURE THE FIRST
GRADE STUDENTS' READING COMPREHENSION AT SMAN 1
PANGKALAN KERINCI, PELALAWAN**



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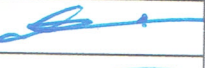


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FACULTY OF TEACHER TRAINING AND EDUCATION
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THESIS APPROVAL

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LETTER OF NOTICE

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**THE EFFECT OF USING KAHOOT! MEDIA TO MEASURE THE FIRST
GRADE STUDENTS' READING COMPREHENSION AT SMAN 1
PANGKALAN KERINCI, PELALAWAN**

It has been to be examined
This letter is made to be used as it is needed.

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DECLARATION

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THE EFFECT OF USING KAHOOT! MEDIA TO MEASURE THE FIRST GRADE STUDENTS' READING COMPREHENSION AT SMAN 1 PANGKALAN KERINCI, PELALAWAN

I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken from various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

Pekanbaru, October 2020
The Researcher



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This thesis is far from perfect, but it is expected that it will be useful not only for the researcher but also for the readers. For this reason, constructive thoughtful suggestions and critics are welcomed.

Pekanbaru, October 2020
The researcher



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ABSTRACT

Anggie Shevia Ramadhani, 2020. The Effect of Using Kahoot! Media to Measure the First Grade Students' Reading Comprehension at SMAN 1 Pangkalan Kerinci, Pelalawan. Thesis

Keywords: Kahoot!, Reading Comprehension

This research is about the effect of using Kahoot! media to measure the first-grade students' reading comprehension at SMAN 1 Pangkalan Kerinci, Pelalawan in the academic year 2020/2021. The purpose of this research is to find out the effects of using Kahoot! media to measure the first-grade students' reading comprehension, especially in descriptive text.

The design of this research is quasi-experimental research which used nonequivalent control group pretest-posttest design. In this design, the researcher will compare the results of the pretest-posttest of the experimental group with the control group to find out the effect of variable X on variable Y. The technique to analyze the data was using SPSS version 24. The sample consists of 72 students which were divided into two classes, where X MIA 3 as the experimental class and X MIA 4 as the control class.

The result of this research showed that there was an improvement in students' reading comprehension of descriptive text after used Kahoot! as a media in the learning process. It is analyzed by using a t-test referring to a significance of $\alpha = 0,05$ and also calculated the improved learning outcomes of both classes and calculated the differences in learning outcomes. The significance value of the experimental class is ($\text{sig.} = 0.000 < 0.05$) and the significance value of the control class is ($\text{sig.} = 0.173 > 0.05$), which emphasizes that there is an increase in learning outcomes in the experimental class from the pre-test and post-test results. The differences in learning outcomes of both classes are ($\text{sig.} = 0.035 < 0.05$), which means that there is a significant difference between the mean scores of the experimental class and the control class. And the total effect of giving learning with Kahoot! as a media for reading comprehension of descriptive texts is 27.15. This is revealed that there was statistical significance in the post-test result, which can be concluded that Kahoot! is effective at a moderate level on students' reading comprehension of descriptive text.

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

In this era, the technology revolution 4.0 dominated the world. Technology developed rapidly over time. As a generation Z (millennial), they cannot live without technology. Having knowledge or maybe following the new technology makes them more confidence to dive into the socialization. A lot of Z generations only know applying the technology for updating their activity, chatting, and so on to entertaining them. Besides that, the revolution of technology has some good side for their life.

Many technologies 4.0 can help and support students to improve their knowledge and skill. Not only the student, but teachers also can improve their skill to deliver knowledge by using the technology 4.0. Utilizing technology as a media is a right way to relieve the negative views from the technology revolution. Media is one of the important things to support teaching and learning activity, especially in language class.

Some students agree they feel bored when the teacher used lecturing method or everyday with presentation during language class. That is the problem in education program. As a prospective educator, the researcher thinks the educator must give the innovation in managing the classroom. From the

researcher view, language class must have a fresh and a lot of fun situation to motivate students. So what must the teacher do to motivate students in language learning? That's a challenge for teacher to improve their skill to manage the class, to motivate students, and to make students in love with language learning.

The multimedia learning phenomenon then developed into mobile multimedia learning, for example Kahoot! application. It is also a concept from the minds of IT for education. Kahoot! is an online application to make students more confidence and enjoy while they are learning. Kahoot! can be use in language class to motivate students and make them enjoy the learning.

Kahoot! can be used as a ice breaking for students and it also can be used as the other way to do quiz activity. When Kahoot! is used to do quiz activity, students must answer some questions with a certain time and it can measure the students' reading comprehension of the meaning from that question or maybe their comprehend of the materials that has been given by the teacher.

Other than that, the students score in the top 10 will be shown on the screen. So, students can know who is in the top 10. If this strategy is used in several times as the other way to do quiz activity, the researcher assumes students will feel embarrass and it can motivate students to more serious when study and also motivate them to improve their reading comprehension.

However, the limitation of teachers' upgrading the classroom management is a barrier to introducing Kahoot! to the student. Maybe some teachers from

several schools in big cities have introduced Kahoot! to their students and used that application as a media in teaching and learning activities.

However, the researcher assumes only 10% of teachers from several schools in the regency have been introducing and using Kahoot! as a media. The researcher also assumes using Kahoot! in language classroom have some effect to measure students' reading comprehension. The research result by Felton, et al. (as cited in Asyhar, 2011) showed that the use of media in the learning process can significantly increase learning achievement.

Finally, this research comes out with a title **“THE EFFECT OF USING KAHOOT! MEDIA TO MEASURE THE FIRST GRADE STUDENTS’ READING COMPREHENSION AT SMAN 1 PANGKALAN KERINCI, PELALAWAN”**.

1.2 Setting of the Research

Based on the background that has been written, media is an important aspect which can give some effect to students. The researcher identifies the problem that is the root of this research, namely the limitation of teachers' upgrading the classroom management. The teacher still used traditional strategy in teaching learning process which inhibits students' understanding of capturing material.

To solve the problem above, the researcher is interested to applying and using Kahoot! media to measure students' reading comprehension in the language classroom. The utilizing media and technology can build a fun learning while students learning English language and it can give some positive effect for students. By using Kahoot! application it will make the aims of utilizing media and technology is realize.

1.3 Focus of the Research

In managing language classroom, teachers should create and prepare the media to make students more enjoy and confidence during teaching and learning activity. In addition, learning media also can give positive effects for English skill. In this research, the researcher will focus on the effect of using Kahoot! media to measure the first grade students' reading comprehension at SMAN 1 Pangkalan Kerinci, Pelalawan.

1.4 Formulation of the Research

Referring to the focus of the research above, the researcher formulated the problem as the following question: Is there any effects of using Kahoot! media to measure the first grade students' reading comprehension at SMAN 1 Pangkalan Kerinci, Pelalawan?

1.5 Objective of the Research

Based on the research questions, the objective of the research is to find out the effects of using Kahoot! media to measure the first grade students' reading comprehension at SMAN 1 Pangkalan Kerinci, Pelalawan.

1.6 Significant of the Research

The finding of this research is expected to give contribution for the following:

1) The readers

The researcher hopes this research would be useful for the readers to improve their skill in managing language classroom and make the readers familiar with Kahoot! application and maybe can apply that application in teaching activity.

2) The other researchers

In this research, the researcher hope this research can give the motivation for the next researchers to look for using Kahoot! in another skill. On the other hand, the other researchers could use this research as a reference to get ideas to find new research and to broaden the other researchers' knowledge about the use of Kahoot! application.

3) The students

The researcher hope this research could motivate students especially for students to better understand an English text and improve their reading comprehend skill.

1.7 Definition of Key Terms

In order to avoid misinterpretation of this research, the researcher describes the definition of some key terms as follows:

1) Reading Comprehension

Reading is an activity to get information. In English learning, reading is one of the important skills. According to Catherine Snow (2002) Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (as cited in Satriani, 2017). So, we can conclude that reading comprehension is an activity to build understanding of the meaning of the text which can translate by someone using their own language. That activities focus on the meaning of the text.

English students should understand the meaning of the text before relaying back the information, so there is no misunderstanding. To improve reading comprehension must be supported by reading significantly and having a lot of vocabulary. Media in learning process also can motivate and affect the student in reading comprehension.

2) Learning Media

Media is an intermediary between the sender and the receiver. According to Ramdhani and Muhammadiyah (2015) learning media is a means for channeling learning messages and information. To sum up, learning media is an intermediary that used by the teacher in teaching and learning process to transferring information or knowledge to the student. Media in teaching and learning process

also can be called a communication tool because it can help the teacher to deliver information to students. As stated by Ali (2009), the function of media in teaching and learning is to increase the stimulation of the learners in learning activities (as cited in Ramdhani & Muhammadiyah, 2015).

3) Technology in Education

The explanation by Marshall (2002) the term “educational technology” often brings to mind the hard technologies – the tangible “stuff” – used for teaching and presenting content – in other words, the medium. Their development and evolution into the 21st century are punctuated with applications to traditional and nontraditional learning endeavors. The birth of technology-based learning coincides with audiovisual media being introduced into U.S. schools in the early 1900s.

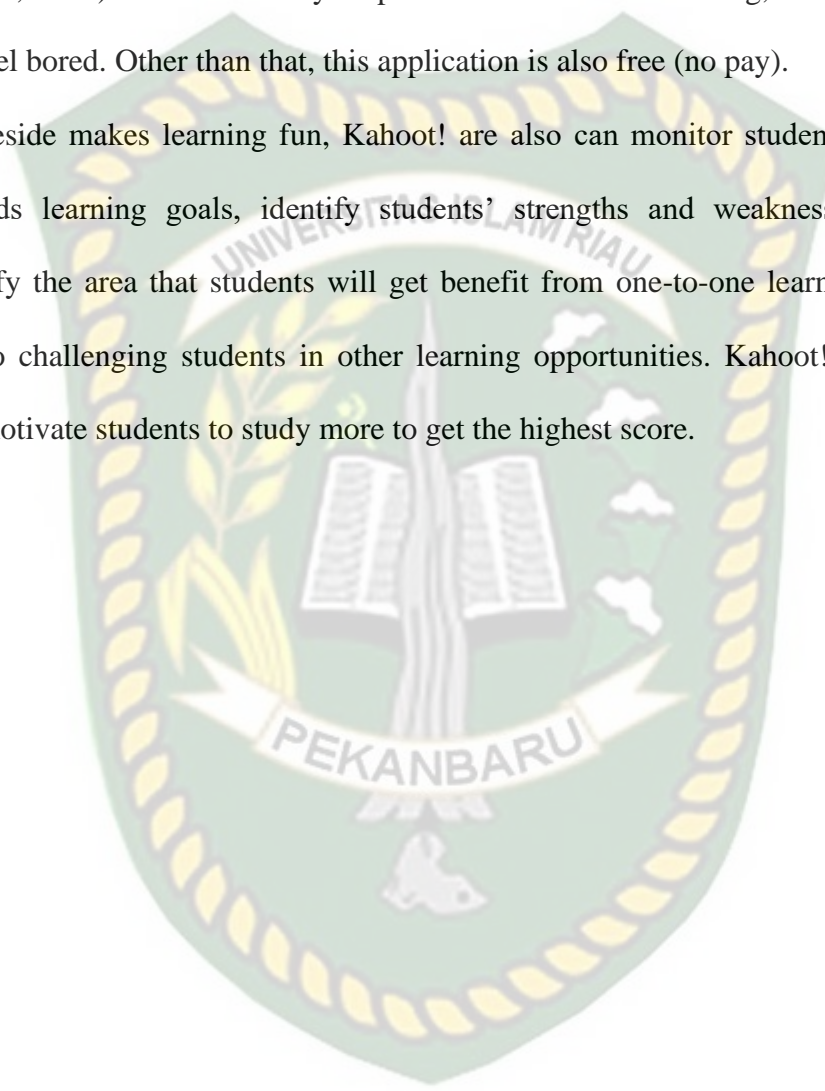
Over the time, this concept is evolved the 3.0 technology into the 4.0 technology. The fourth industrial revolution is an innovation of the third industrial revolution. It provides innovation in education to facilitate the teaching and learning process. The presence of 4.0 technologies also spurs the teacher creativity in managing classrooms and spurs creativity and motivates students in the learning process.

4) Kahoot! Application

Kahoot! launched on August, 2013 in Norway. Kahoot! is a game based learning platform and it a simple and interactive game. In 1984, Wright,

Betteridge & Buckby found that games in language learning can help the teacher to create contexts in which the language is useful and meaningful (as cited in Budiati, 2017). Kahoot! is very helpful for variations in learning, so that students not feel bored. Other than that, this application is also free (no pay).

Beside makes learning fun, Kahoot! are also can monitor student's progress towards learning goals, identify students' strengths and weaknesses, and to identify the area that students will get benefit from one-to-one learning process and to challenging students in other learning opportunities. Kahoot! also affect and motivate students to study more to get the highest score.



CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

In the previous chapter, it was mentioned the purpose of this study was to find out the effects of using Kahoot! to measure the first grade students' reading comprehension at SMAN 1 Pangkalan Kerinci, Pelalawan. Hence, in this chapter, the researcher discusses some related theories on reading comprehension; the nature of reading, technology in education and learning media, Kahoot! and several related studies are elaborated as follows.

2.1 Nature of Reading

2.1.1 Definition of Reading

According to Lauder (2008) English has played an important role in education as it is a compulsory subject in schools and it is unlikely that university students will complete their courses without being assigned at least some readings in English. Dardjowidjojo (2003) said that the reason for adopting English as the first foreign language is because science and technology are the world culture and the means to acquire and keep up with the development of science and technology in Indonesia is English (as cited in Rini, 2014).

Kurniasih (2011) said that Indonesian government's permission to start the teaching of English in primary schools since 1994, which hopefully will heighten Indonesians' English proficiency, is a good step because it is hypothesized that the earlier one studies English the more time one can have to

deal with it and the better one's proficiency will be. To learn a language in order to use it as a means of communication, the pupils need to deal with the four language skills – listening, speaking, reading and writing – and the language system – sound structure and vocabulary.

These four skills are interconnected. Because in practice using English, if there are two people who are communicate, for example the speaker is talking about a certain topic, then the speaker must pronounce it clearly and correctly. So is the interlocutor. They must listen carefully and grasp the meaning of the speaker. Then when the interlocutor wants to reply to the conversation, they might convey what is in their mind, and maybe the information they got from the text that they read before. Here the reader must understand a reading text properly and correctly to avoid misunderstanding about the meaning of the information conveyed by the author. Likewise for the writer, they must write a written text containing information with the correct word structure in English so that the information can be conveyed to the reader.

According to Ruddell (1992) reading is a complex performance mental operation where it forms with other language skills such as listening, speaking and writing a language system considered as one of the most prominent and important language system and individual depends on this system to acquire language use in lesson and life situations (as cited in Albdour, 2015). So it is the reason why reading is important for students.

Finochiaro and Bonomo (1973) said that reading is bringing meaning to and getting meaning from printed or written material (as cited in Tarigan, 2008).

According to Hunt (2004) reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs (as cited in Hermida, 2009). Reading enables learners to access information from many written texts and also contributes to one's self realization and the development of his personal-social adjustment (Kurniasih, 2011). So we can conclude that reading is the process of bringing and getting meanings from written text to be information and that information is affected by the reader's understanding.

According to Chaudron (2004) studying English is not easy for Indonesian students because the English language and the Indonesian language are very different in terms of spelling, sounds, pronunciation, vocabulary and culture (as cited in Muslaini, 2017). Mikulecky & Jeffries (1986) state that reading is important for someone when they are learning a new language. Here are some of the reasons:

- Reading helps you learn to think in the new language.
- Reading helps you build a better vocabulary.
- Reading makes you more comfortable with written English.

You can write better English if you feel comfortable with the language.

- Reading may be the only way for you to use English if you live in a non-English-speaking country.
- Reading can help you if you plan to study in an English-speaking country.

Based on the findings of the study by Gilakjani and Sabouri (2016), concluded that reading materials and activities should be very attractive to students in order to understand a text easily and they should be related to the

students' proficiency levels. Stated by Tarigan (2008) the main purpose in reading is to seek and obtain information, including content, understanding the meaning of the text. Reading is also a skill. Generally, there are two important aspects of reading, namely mechanical skills and comprehension skills.

2.1.2 Reading Comprehension

Different from reading in general, reading comprehension has a deeper meaning to elaborate. There are many definitions of reading comprehension accepted from some writers. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text (as cited in Gilakjani & Sabouri, 2016).

According to Snow (2002) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension can be defined as the ability to extract the required information from a written text and interpret this information properly (Grape & Stoller, 2002:17; Grellet, 1981) cited in (Alshammari, 2015). In other words, the reader takes a meaning or important information from a text, and then conveys that meaning or important information of the text in a new way without changing the meaning of that text.

Long and Chong (2001) said that without the ability to connect each new word, sentence, or page with those that came before, children cannot build a comprehensive understanding of the words they read (as cited in Willis, 2008).

Additional comprehension skills that must be taught and practiced include assessing and connecting with students' background knowledge, preteaching of new vocabulary, clarification of key concepts, linking to prior knowledge and personal relevance, instruction in strategies, teacher-guided and student-centered discussions about the content, previewing, predicting, summarizing, selecting main ideas, self-monitoring, and teacher feedback for understanding (Snow, Burns & Griffi, 1998) cited in (Willis, 2008).

2.1.3 Components of Reading Comprehension

Anderson (2014) also mentions three typical purposes for reading: reading for pleasure, reading for information, and reading to learn something new (as cited in Cheon & Ma, 2014). Based on the state from Anderson, that reading activity will be explored more in reading the understanding of a text. To achieve the purposes of the reading activity, it is needed a strategy. However, using the right strategy is not enough. The components in reading comprehension also take effect.

Hanum (2016) state that in the comprehension there are three elements. They are the reader who is doing the comprehending, the text is to be comprehended and the activity in which comprehension is a part. She also added that comprehension elements add in the socio-cultural context which mediates students' experiences and vice versa.

In reading activity, we will deal with vocabulary. Bianco, et al., (2014) state that the components involved in reading comprehension include decoding

and words identification, vocabulary, morphology, syntactic and semantic analyses of sentences, as well as inference making. We also need to examine how these components are related to non-verbal factors like cognitive efficiency and working memory, as well as other factors such as reading motivation, experience, and instruction (McNamara & Magliano, 2009) cited in (Bianco, et al., 2014).

According to Allen, et al., (2014) in their explanation of Kintsch's theory, reading comprehension relies not only on the background knowledge of the reader, but also on the cognitive processes necessary to capitalize on this existing knowledge. To sum up, components of reading comprehension are not only about linguistics, but also non-verbal factors such as the reader's reading motivation, experience, and instruction.

King and Stanley (2004) explain that there are five aspects in processing reading comprehension (as cited in Maizarah, 2018). They are; finding factual information, finding main idea, finding the meaning of vocabulary context, identifying reference, and making reference. The theory above can be described as follows:

1. Finding factual information

Factual information requires readers to scan specific details. The factual information questions are generally WH question word, such as question that asks the reason, purpose, result, comparison, means, identify, time and amount in which most of the answer can be found in the text.

2. Finding main idea

Recognition of the main idea of a paragraph is very important because it is not only to understand the paragraph on the first reading, but also helps students to remember the content later. The main idea of paragraph is what in the paragraph develops or the central point or the writers' thought.

3. Finding the meaning of vocabulary in context

By knowing the meaning of the vocabulary, students can achieve reading comprehension well. Vocabulary is more than a list of target language words. It means that students could develop their vocabulary which is not familiar with them, by relating the close meaning of unfamiliar words to the text that is read. The words have nearly equivalent meaning as another word.

4. Identifying references

In English, as in other language, words or phrases repeating for several times usually use reference words. It aims to not be clunky and boring. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reader passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

5. Making inference

Inference is a skill where the readers have to be able to read between lines. King and Stanley divide into two main attentions, draw logical inference and make accurate prediction.

2.1.4 Process of Reading Comprehension

Components in reading comprehension are factors that greatly influence the process of reading comprehension. A reader with poor background knowledge will have difficulty in understanding a reading. Conversely, for readers with spacious background knowledge, they will easily and more quickly grasp the intent of a reading text. To overcome this, the reader can use several strategies in reading comprehension. By using the right strategy, readers with poor background knowledge will be able to understand a reading text correctly. These good readers use comprehension strategies such as:

- Summarizing the ideas in their own words
- Identifying the main ideas
- Self questioning about the ideas in the text
- Using graphic and semantic organizers
- Monitoring their comprehension (cited in Caccamise & Snyder, 2009).

They also added these processes will update the reader's knowledge in memory, and thus deep comprehension and learning occurs. With applying these strategies, the reader can build their knowledge by using thinking process to create their own meaning of the text and they also can improve their thinking process to higher thinking process or critical to think about the bigger picture where that information will be delivered in new ways for new purposes.

2.2 Technology in Education and Learning Media

This section discusses about the short history of technology in education, the benefits of technology in education, the definition of learning media, and the functions of learning media.

2.2.1 Short History of Technology in Education

James D. Finn is “the father of educational technology”. Finn contributes to the development of educational technology. He was a pioneer of the movement to develop educational technology as a field of study in the United States, the Association of Educational and Communication Technology (AECT) in 1977. In addition, Finn also proposed the field of Audio Visual communication to be a learning technology.

Industrial technology itself has evolved 4 times. Miarso (as cited in his book *Menyemai Benih Teknologi Pendidikan*, 2004) explained that the 20th century could be considered as the start of technology in education because at that time electricity was also discovered. In the beginning of the 20th in the development of educational technology, there was the term “visual teaching”. Visual teaching is a teaching activity using visual aids namely pictures, models, objects, and others that can present concrete experiences through virtualization to students.

In the mid-20th century, technology continues to develop, starting from the invention of the radio, and then continued with the existence of wireless audio-visual transmission, which took the form of television broadcasts. It is called as

Industry 2.0. Then Industry 2.0 developed to Industry 3.0 which the industry utilizing electricity and information technology such as electronic computers. This technological development also supports education.

Technology and science have in common, which will continue to evolve with the times. If technological innovation is increasingly sophisticated, the discoveries in science will also develop. Along with the development of the times, industrial technology now evolved to Industry 4.0 where technology is integrated with human. That's mean the technology will helps all human work and makes it easier and makes more efficient and time-saving. One example in education is the existence of electronic learning (e-learning).

The definition of educational technology has grown 5 times. Early definitions of Educational Technology are definitions of audiovisual communication. The emphasis on instruction is more accentuated in more recent definitions offered by AECT, which employs the term instructional technology instead of educational technology. Last time, AECT (1994) defines that instructional technology is the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning (as cited in Miarso, 2004).

2.2.2 Benefits of Technology in Education

Technology such as can tablet devices or what we are familiar with gadget can share information in every sea and can build someone's emotional towards an

issue. Research on the impact of tablet devices on student learning indicates that such devices have the potential to support learners by offering them a context in which they can construct and share knowledge in media-rich and stimulating environments (Montrieux, et al., 2015).

We know that technology is aims to helps human work. Some studies have been done on the advantages of using technology in the classroom. Omodara and Adu (2014) argue that educators should endeavor to develop abilities and skills in the educational media and multimedia technology design and development for instructional purposes. They also added that efforts should also be made by the Federal Government (FG), State Governments, and all school administrators in ensuring that educational media and multimedia technology is included within the school curriculum in the elementary, middle and high school levels to increase the awareness of the essentiality of this concept to all learners. From this explanation we can conclude that technology plays such a strong role in education. It means that technology has many benefits in the teaching and learning process.

Raja and Nagasubramani (2018) explained that modern students of today much more interactive, as well as full of interesting areas, when aided by technology. The transfer of knowledge becomes very easy and convenient, as well as effective. They are state that our minds now tend to work faster when assisted with the use of modern technology, be it any part of life, here we talk about education. The application of technology has considerably changed English teaching methods. Technology provides so many options as making teaching

interesting and also making teaching more productive in terms of improvements (Patel, 2013).

Keser, Uzunboylu and Ozda (2011), there are 114 technology supported collaborative learning studies are published in the last six years. Accordingly this is confirming that the technology supported collaborative learning environments are being used and continuous innovations gave rise to new researches. Nowadays, the usage of technology for teaching and learning process such as multimedia learning, E-learning, blended learning, etc. more preferred by most students.

For example, the multimedia application that utilizes printed texts, film, and internet to enhance learners' linguistic knowledge. The use of print, film, and internet gives learners the chance to collect information and offers them different materials for the analysis and interpretation of both language and contexts (Arifah, 2014) cited in (Ahmadi, 2018). She also added the use of internet increases learners' motivation.

Interactive, multimedia content provides a great advantage of modern learning over traditional learning. With the application of educational technology, students can independently progress in mastering teaching materials, to choose the pace of work, to repeat the material that is not sufficiently clear, that after tests performed immediately get results and track their progress (Stošić, 2015).

The research result by Wardoyo (2016) related to developing learning media based on E-Learning on accounting subject for senior high school students, teachers said that e-learning media for learning process using moodle is good to

apply and can be used to support the learning process especially for material related to writing financial report for a service company and this application can also be applied for other learning materials.

According to Costley (2014) technology integration is shown to be effective in all age groups and is also shown to be helpful for students with special learning needs. To reiterate, technology integration has the following benefits: 1) increased student motivation; 2) increased student engagement; 3) increased student collaboration; 4, increased hands-on learning opportunities; 5) allows for learning at all levels; 6) increased confidence in students, and 6) increased technology skills.

In addition, the benefits of technology in education are make the learning process becomes more active and interesting, increase the creativity of students and teachers in managing classroom, technology also can as a source of learning for everyone, technology can build communication between teachers – students – parents, and with utilizing technology in learning media, the learning materials will easier to convey.

2.2.3 Definition of Learning Media

In general, learning media are tools or facilities for teaching and learning process. The term of teaching media consists of two words, namely teaching and media. By understanding the meaning of these two words, it will be able to help us in providing an understanding of the term learning media.

Terminologically, there are various definitions given about the meaning of learning media. According to Howard, learning is the process by which behavior (in the broader sense) is originated or changed through practice or training. Whereas according to Cronbach, learning is shown by change in behavior as a result of experience (as cited in Rusman, et al., 2013).

As well as the definition of media according to some experts, Gagne states that media are various components of the learning environment that facilitate learners to learn. Briggs argues that the media are as the physical things which are used to send messages to students as stimulation for them (as cited in Asyhar, 2011).

Laurillard (as cited in Inoue & Bell, 2006) classifies the learning media as follows:

- Audio-visual media: Include print (both text and graphics), audiocassette, audio-visual (an audio-cassette talking accompanied by separate visual material), broadcast television, and videocassette.
- Hypermedia: Computer-based software system for organizing and storing information to be accessed inconsequentially, such as hypertext and multimedia resources.
- Interactive media: Computer-based simulations (programs that embody some model of an aspect of the world, allow the user to make inputs to the model, run the model, and display the results).

- Adaptive media: The main difference between the tutoring system and the tutorial simulation lies in the fact that the teacher's conception is expressed explicitly in the former.
- Discursive media: Bring people together for discussion. They are grouped under the generic category "teleconferencing," or "conferencing at a distance."

Miarso (2004) defined that a learning media was everything used to distribute messages and could stimulate the mind, feelings, concerns, and the willingness to learn to encourage the process of learning in a deliberate, purposeful and controlled way. Schramm (1977) suggested that learning media is a messenger technology that can be used for learning purposes (cited in Amalia & Supriyadi, 2018).

Based on the definition of learning, media and learning media above, it can be concluded that learning media is a tool or everything that can be seen, heard and touched which can deliver information or learning material from the teacher to the student. Moreover, learning media can affect the students' attention.

2.2.4 Functions of Learning Media

Actually, teaching media are not only used as a means for teaching, but also used as a strategy in teaching. The functions of the teaching media will have an impact on the benefits of using teaching media.

A stated by Stocchetti (2014) diverse skills and competences for being media literate can be put forward, like sharing and taking part (to be full participants in the emerging participatory culture online), judging (ability to evaluate the reliability and credibility of different information sources), negotiating (ability to go from one community to another, discerning and respecting plural perspectives), and being motivated (to take part in public discussions), etc.

Hamalik (1986) bring up that the use of instructional media in the learning process can arouse new desires and interests, generate motivation and stimulation of learning activities and even bring psychological influence on the individual (as cited in Widiar, et al., 2018). According to Asyhar (2011) teaching media has many functions, as described below:

- a. As a source of learning; namely as distributor, transmitter, communicator of message or teachers' knowledge to students.
- b. Semantic function is the function which is the media in clarifying the meaning of a word, term, sign, or symbol.
- c. Fixative functions, the function which is related to the media's ability to capture, store, show an object or event that can be reused as necessary.
- d. Manipulative functions, the function which deals with to the ability of media to display an object or event in various ways, techniques, and forms.
- e. Distributive function, it means that all the appearances of an object or event can reach the very large observer in a vast area.

- f. Psychomotor function is the function of the media in improving the physical skills of students.
- g. Psychological functions, the function which is related to psychological aspects that include attention function (attract), affective function (arouse feelings or emotions), cognitive function (developing power of thought), the function of imaginative and function of motivation (encourage students to generate interest in learning).
- h. Socio-cultural function, teaching media can provide stimulation to the same perception to students.

From the functions of the use of instructional media above, it can be concluded that the media provides many benefits for learning activities and provides many positive impacts on students. The previous study in PPKn learning media developed using PowToon applications can improve learners' learning outcomes. Nurdiansyah, et al., (2018) published the results of his research which showed an increase in students' understanding of the lecture material, because PPKn materials are presented in audio visual form and accompanied by interesting templates, drawings, videos and narratives so that the PPKn learning process can become more interactive and students are motivated to continue to understand the material than ever before.

To sum up, using media will support the success of teaching learning. Other than that, the internet is becoming a common learning tool in many classrooms (Açıklan, 2009) cited in (Costley, 2014). Costley assume that means

provide a meaningful learning experience for all students and teachers today have many opportunities to use technology increasing the ways students learn.

2.3 Kahoot!

Kahoot! is one example of electronic learning (e-learning) which is it utilizing an electronic technology such as computer or smartphone and internet access. According to Sutopo (2012) e-learning is a form of web-based learning that can be accessed from the internet or intranet. Sutopo explained that e-learning was first introduced by Illinois University at Urbana-Champaign using the Computer-Assisted Instruction (CAI) system and a computer named PLATO (Nicholson, 2007).

Kahoot! is a free game-based learning platform which is a development of a web enhanced course. Web enhanced course is the utilizing of internet to support the quality of learning in the classroom (Aqib, 2013). Kahoot! aims to make learning fun. Why Kahoot! can make learning fun? Because, with Kahoot! teacher and students can learning while playing.

Related to reading skill, some games related to especially reading comprehension are aimed to help students become more enjoy in reading class activities (Klimova, 2015) cited in (Nurjanah, 2018). The research result by Nurjanah shows that although games are not proven to improve their ability in mastering vocabulary, it can help them enjoy the class better resulting a little improvement though it is not significant.

Constantinescu (2012) claims that learners can improve their understanding of written and spoken English via games. Games help learners learn words and structures in a context using correct pronunciation and spelling (as cited in Gozcu & Caganaga, 2016). Based on the explanation above it is important to provide students with the learning activities which involve playing activities.

Besides that, Cetin (2018) argues that Kahoot! application is also designed to be suitable for the students with learning disabilities and special educational needs. Since March 2016, Kahoot! has been used by 20 million of 55 million American primary and secondary school students. Wichadee & Pattanapichet (2018) said that Kahoot! is easily accessible via smartphones or PCs. Underdal & Sunde (2014) state that the Kahoot! plays an important role in gamification of the simple assessment programs and contributes to the success of the learners at different levels (as cited in Cetin, 2018). Teachers and students could create their own game related to the material. In language class, they can create that games like jumble word, question and answer, fill the blank in a sentence, and so on based on their creativity with some shapes and sound that raised us adrenaline.

However, students should answer the question quickly before the times over. The responding time to answering the question can be set in the Kahoot!. When the time is over, a sound is heard and the class panel immediately checks the correct and incorrect answers of the class (Cetin, 2018). And then, 5 or 10 students with the highest-score will displayed on the screen and so on until the last question. It can help students to improve their performances in answer the questions. Students in the top 3 with highest-score will be displayed on the screen

and come out as the winner. For the last, data can be downloaded by teachers (or student creators) and viewed in Excel (Susanti, 2017).

2.3.1 Advantages and Disadvantages of Kahoot!

According to Altun (2015) the use of technology in the teaching and learning process will improve the quality and experience in that process which can also be a media that can facilitate and support the process resulting in a great deal of advantages (as cited in Wibisono, 2019). Besides that, in the study by Raja and Nagasubramani (2018) there are the negative impacts of modern technology in education and their disadvantages. Some studies have been done on the advantage and disadvantage of using Kahoot! in the classroom.

The results of Ciaramella's study (2017) about the effects of Kahoot! on vocabulary acquisition and retention of students with learning disabilities and other health impairments indicate that using Kahoot! to help students with learning disabilities and other health impairments to acquire and retain vocabulary words is effective. The study shows that all (seven) students showed an increase in their mean scores from the baseline phase to the intervention phase for both vocabulary acquisition and retention.

The study by Damara (2016) showed that Kahoot! was beneficial to increase the students' motivation in learning the materials by using Kahoot! as the ice-breaker (as cited in Wibisono, 2019). Additional by Susanti (2017) Kahoot! can be used to monitor each student's knowledge and to identify areas where the students would benefit from more one-to-one teaching. She also suggested a 21st

century teachers or educators should try Kahoot! in their teaching in order to make their class more fun and attractive.

The research results by Sabandar, et al., (2018) show that the participants claimed that this game will be useful not only to review the materials that they will present later in the classroom but also will create a fun and interactive atmosphere. This is reflected by the enthusiasm of the participants shown throughout the quiz (100% fun/enjoyment).

Meanwhile according to Fathan and Syafii in their research (2018) they conclude that the benefits of Kahoot! are: 1. Make homework and leaning fun and engaging for students; 2. Boost homework completion rate; 3. Reinforce learning and support revision; 4. Save time on correcting assignment; 5. Get instant assessment of learning process.

From several studies above, we can conclude that Kahoot! give many impact for teaching and learning process. Here are the advantages of Kahoot! for teaching and learning process:

- 1) Kahoot! make the class more fun and attractive;
- 2) Kahoot! can improve the students' motivation in learning the materials;
- 3) Kahoot! can be used as the ice-breaker;
- 4) Kahoot! can be used to monitor each student's knowledge;
- 5) Kahoot! can identify areas the students' problems (what is the topic or material that students not understand);
- 6) Kahoot! would give benefit to students through more one-to-one teaching;

7) Kahoot! can improve teachers' and students' creativity in managing classroom;

8) Kahoot! can improve students' score;

Beside have many advantages in teaching and learning process, Kahoot! also have some disadvantages. Sabandar, et al., (2018) state that the downside of this game-based learning application is getting connected to the internet whether to create the game or to play the game in the classroom. So, educators must need to make sure the internet connection is stable before conducting the game. In addition, based on the explanation about Kahoot! in the previous sub-chapter before, Kahoot! is easily accessible via smartphones or PCs. It shows that Kahoot! need a device to access it. In this case, the school must provide computer hardware or laptop. If the school doesn't have the facility like that, maybe students must have or bring their own device such as laptop, smartphone, and tablet. Besides that, the school or students should provide the internet access (Wi-Fi) for students or other ways students should have data quota.

2.3.2 Procedures of Using Kahoot!

To using Kahoot!, there are two link. The first link is <https://kahoot.it/> for students or someone else who wants join in the game. The second link is <https://kahoot.com/> for teacher or someone else who wants create the quizzes or game. Here are the procedures to create the quizzes in Kahoot!:

- 1) Open the link <https://kahoot.com/> using Google Chrome, Mozilla Firefox, and so on. Then, register your profile here.

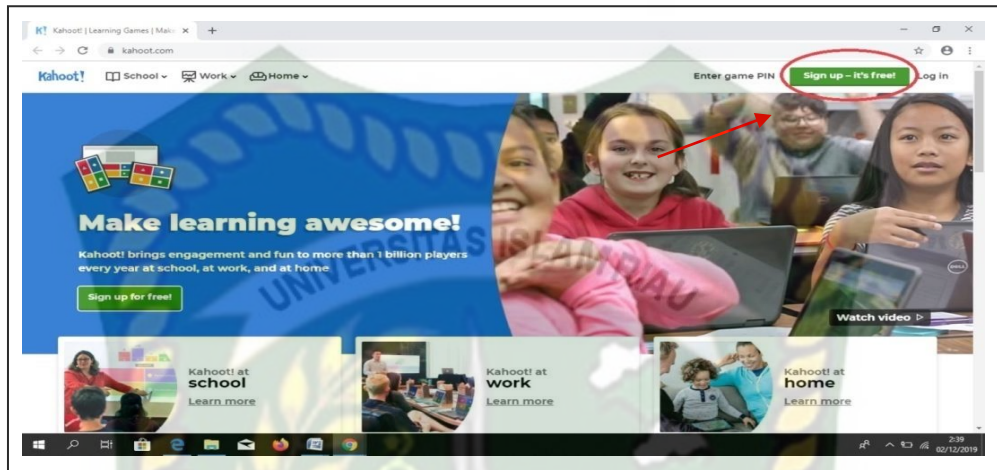


Figure 2.1 Procedures to create the quizzes in Kahoot!

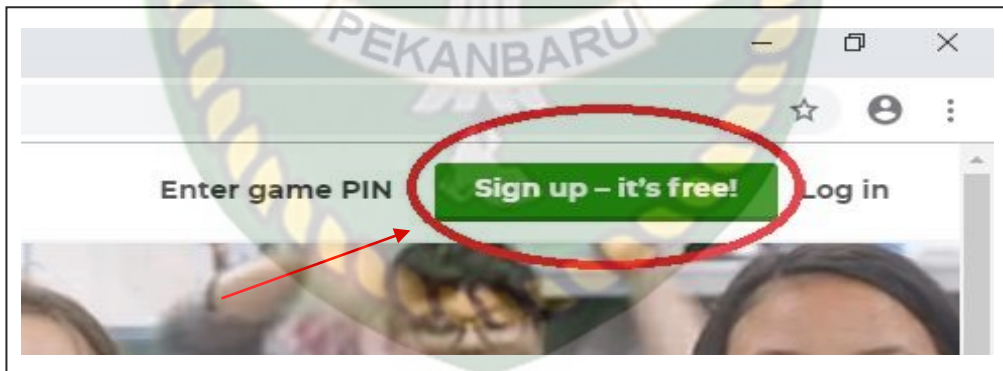


Figure 2.2 Procedures to create the quizzes in Kahoot!

2) Choose your role in using Kahoot!

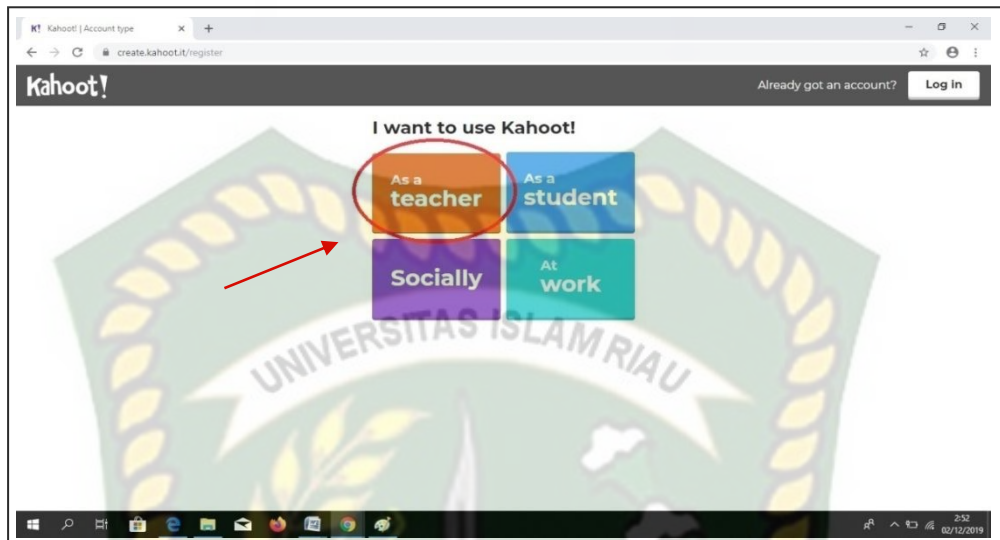


Figure 2.3 Procedures to create the quizzes in Kahoot!

3) Then, click “sign up”. There are 3 options that you can sign up with.

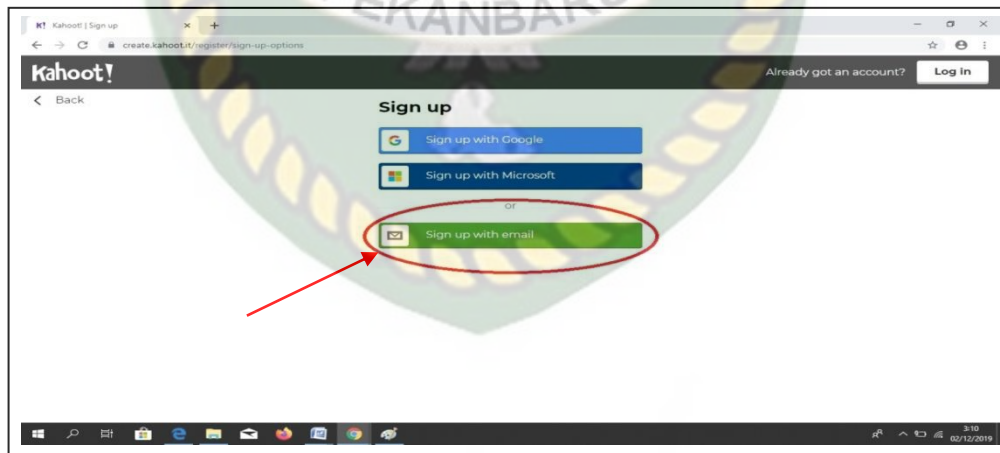
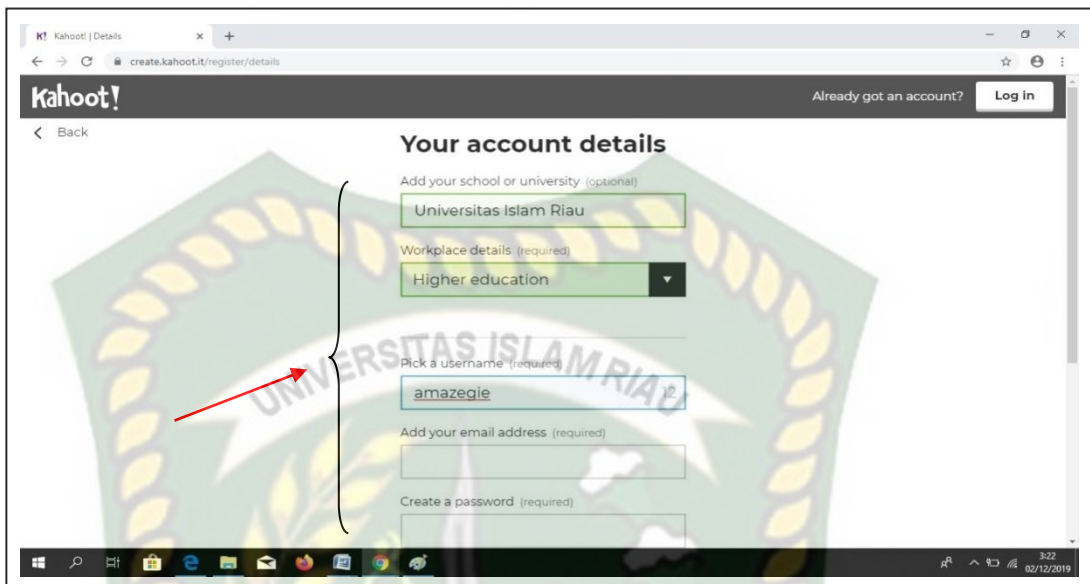


Figure 2.4 Procedures to create the quizzes in Kahoot!

4) Now, fill in your identity.



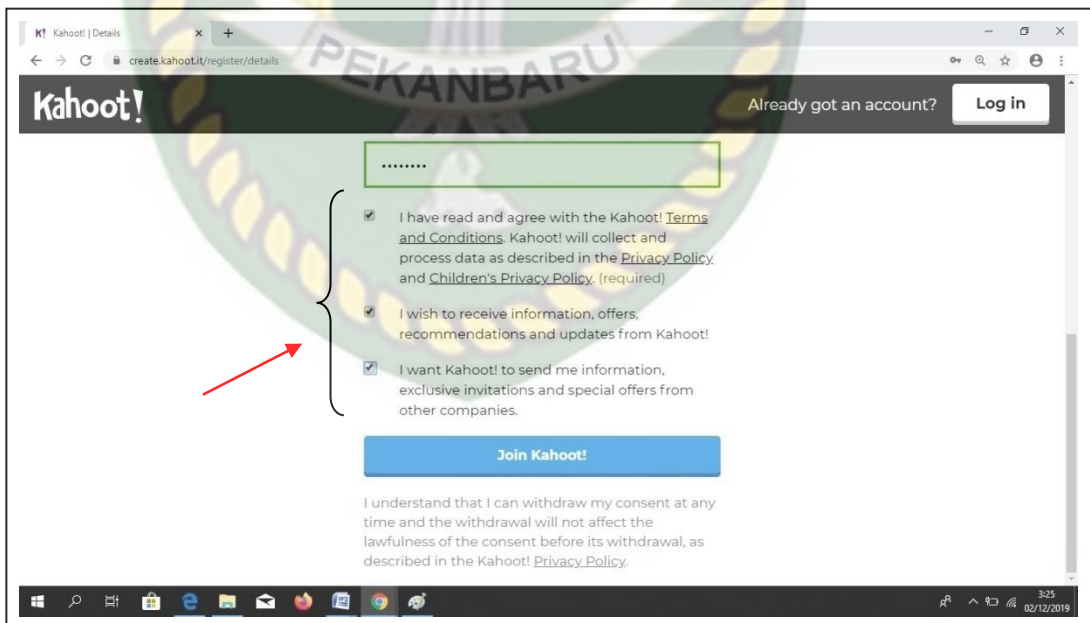
The screenshot shows the Kahoot! registration page with the following fields and values:

- Field: "Add your school or university (optional)" with value "Universitas Islam Riau".
- Field: "Workplace details (required)" with value "Higher education".
- Field: "Pick a username (required)" with value "amazegle".
- Field: "Add your email address (required)".
- Field: "Create a password (required)".

A red arrow points to the registration form area, and a bracket groups the first three fields.

Figure 2.5 Procedures to create the quizzes in Kahoot!

5) If you are done, do not forget to give the check sign of the three boxes.



The screenshot shows the Kahoot! registration page with the following terms and conditions:

- Field: "....." (password field).
- Checkbox 1: "I have read and agree with the Kahoot! [Terms and Conditions](#). Kahoot! will collect and process data as described in the [Privacy Policy](#) and [Children's Privacy Policy](#). (required)" - checked.
- Checkbox 2: "I wish to receive information, offers, recommendations and updates from Kahoot!" - checked.
- Checkbox 3: "I want Kahoot! to send me information, exclusive invitations and special offers from other companies." - checked.

A red arrow points to the three checkboxes, and a bracket groups them.

Figure 2.6 Procedures to create the quizzes in Kahoot!

- 6) After you register your account. Now, back to open the link <https://kahoot.com/> and the click “log in”.

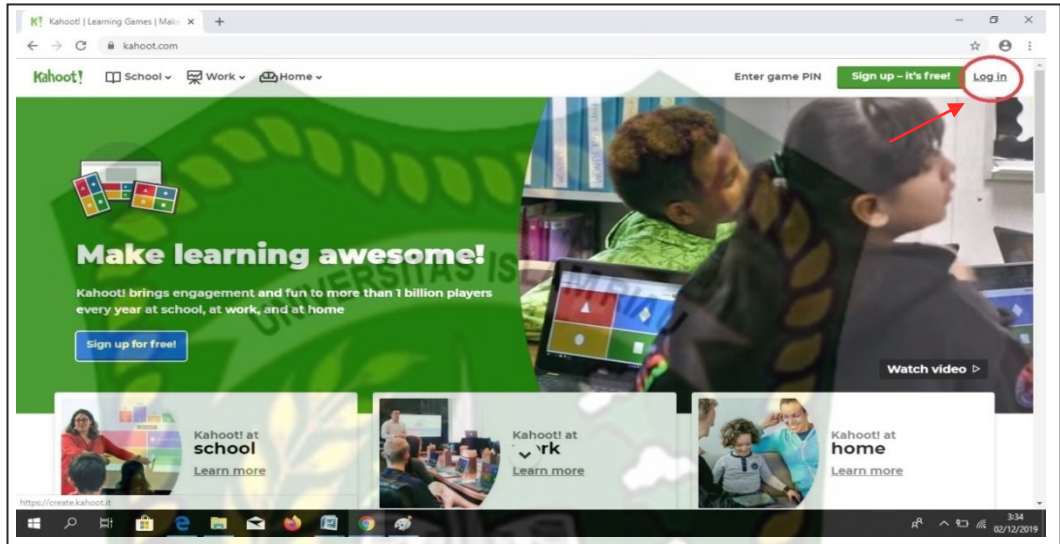


Figure 2.7 Procedures to create the quizzes in Kahoot!

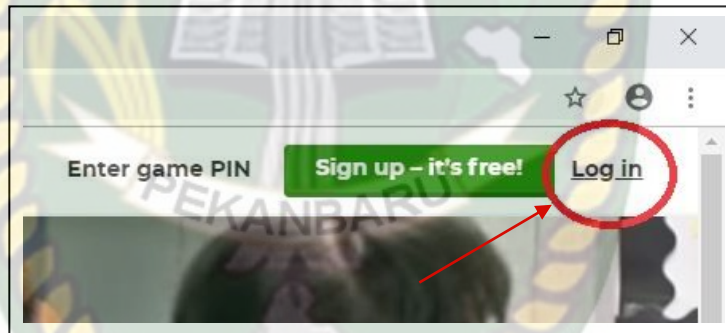


Figure 2.8 Procedures to create the quizzes in Kahoot!

- 7) Then log in using your registered account.

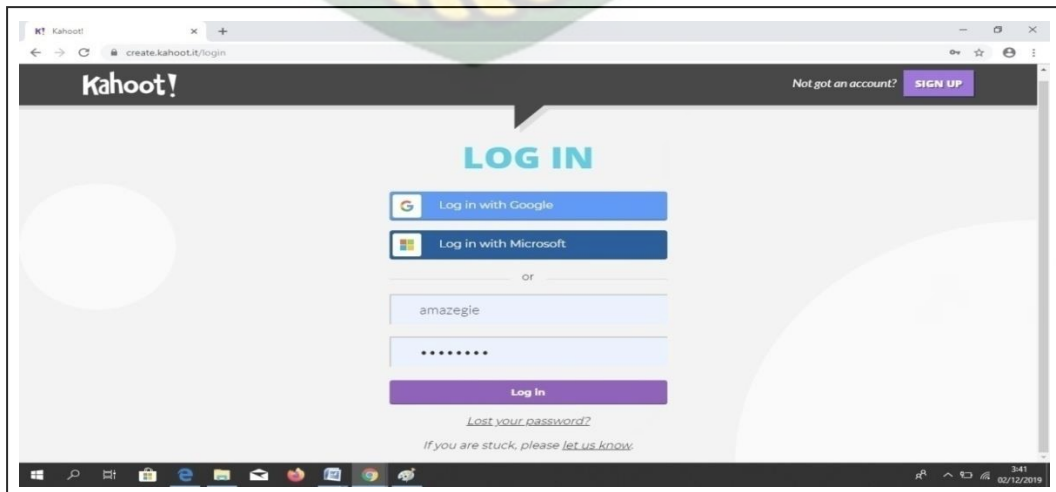


Figure 2.9 Procedures to create the quizzes in Kahoot!

8) Then click “create kahoot”.

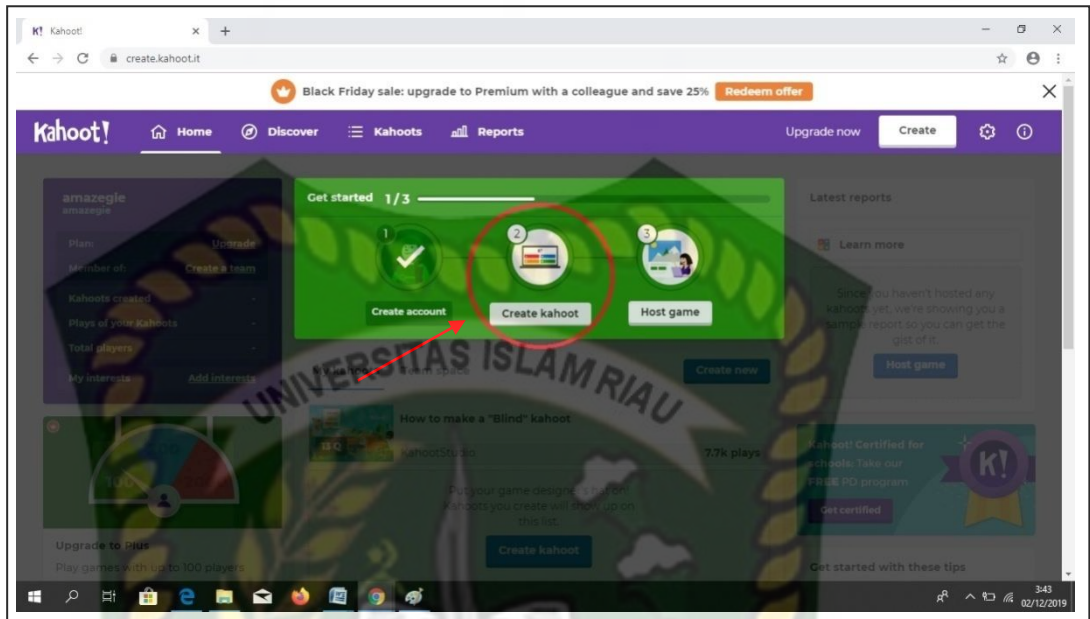


Figure 2.10 Procedures to create the quizzes in Kahoot!

9) Choose one the template that you want to use.

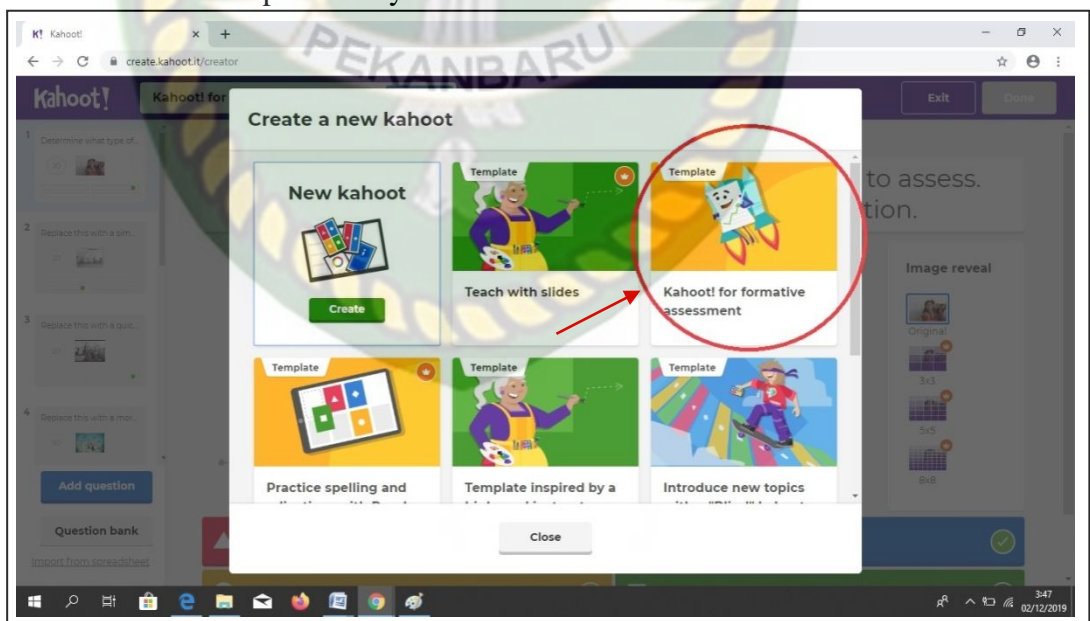


Figure 2.11 Procedures to create the quizzes in Kahoot!

10) Now you can create your quiz question. Tag your question in here. You can remove the picture if you do not use it in the question.

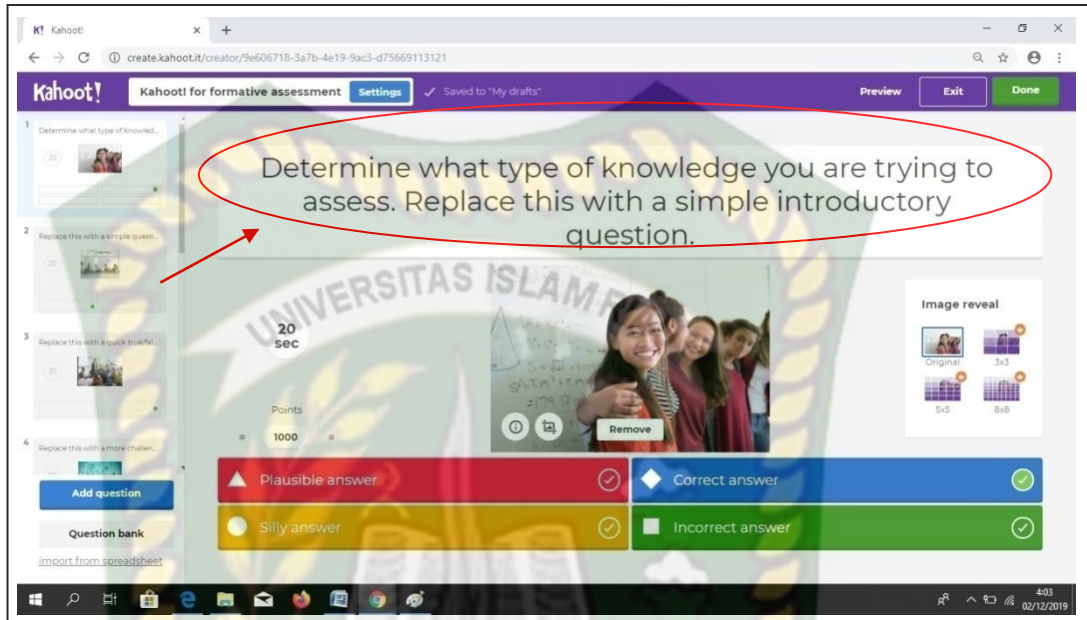


Figure 2.12 Procedures to create the quizzes in Kahoot!

11) Tag this for write the answer.

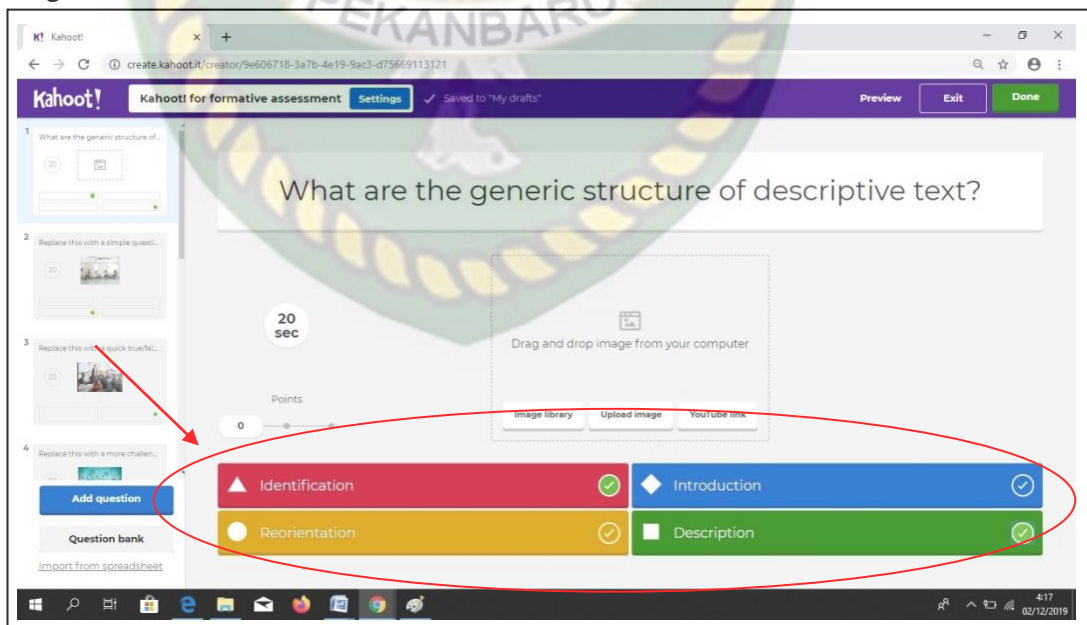


Figure 2.13 Procedures to create the quizzes in Kahoot!

12) Click the check sign for the correct answer. The correct answers can more than one option.

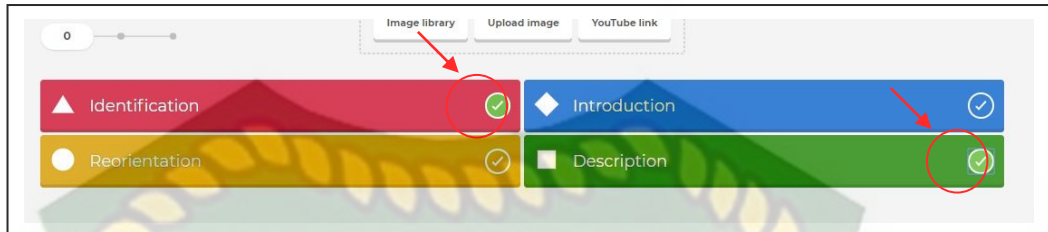


Figure 2.14 Procedures to create the quizzes in Kahoot!

13) Click this to set up the responding time.

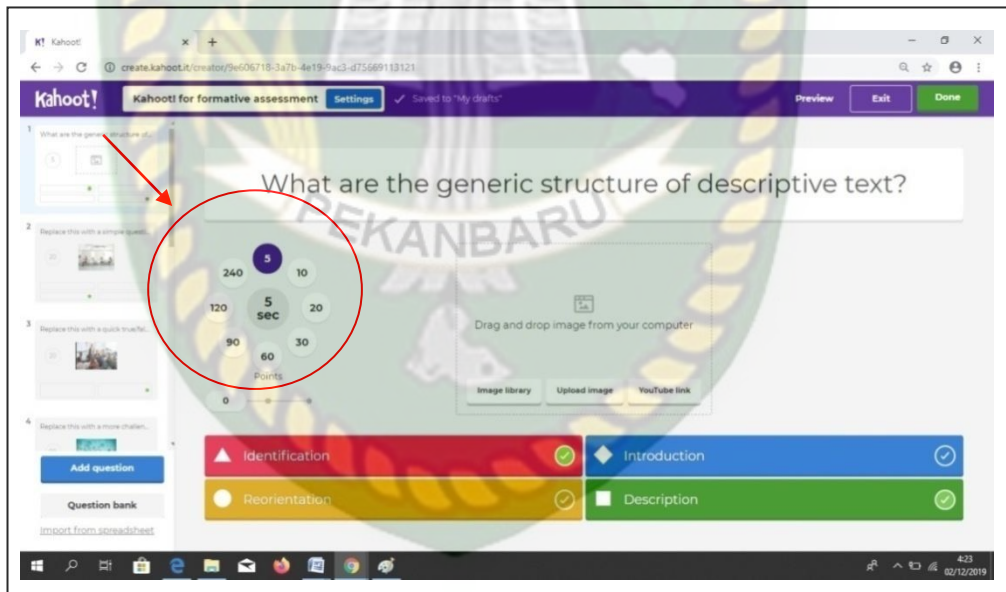


Figure 2.15 Procedures to create the quizzes in Kahoot!

14) Click this for the questions' points.

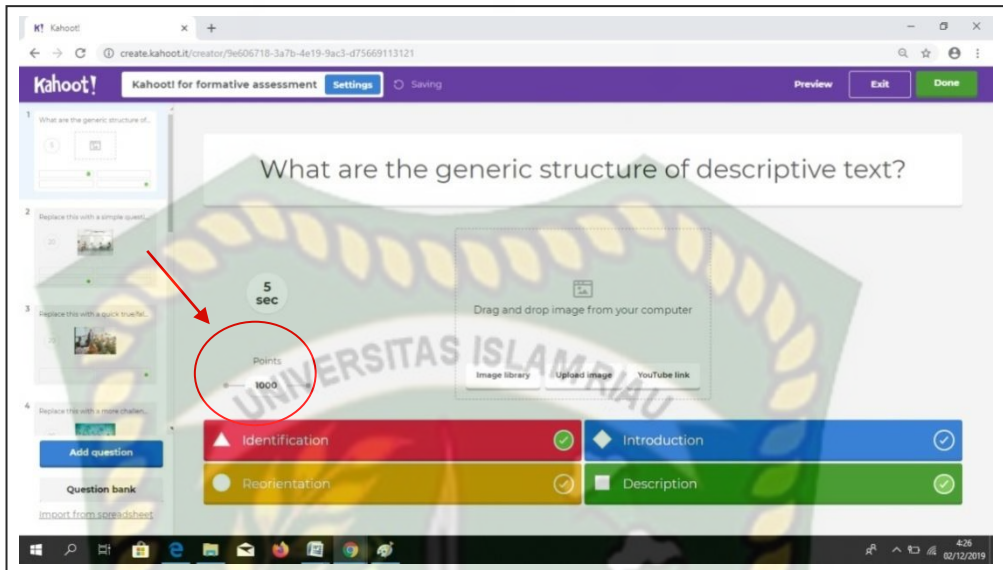


Figure 2.16 Procedures to create the quizzes in Kahoot!

15) You can add questions as you desired. If you are done, you can click “preview” to check your quiz and you can click “done” if the quiz questions completed. You also can try your quiz before share it with students.

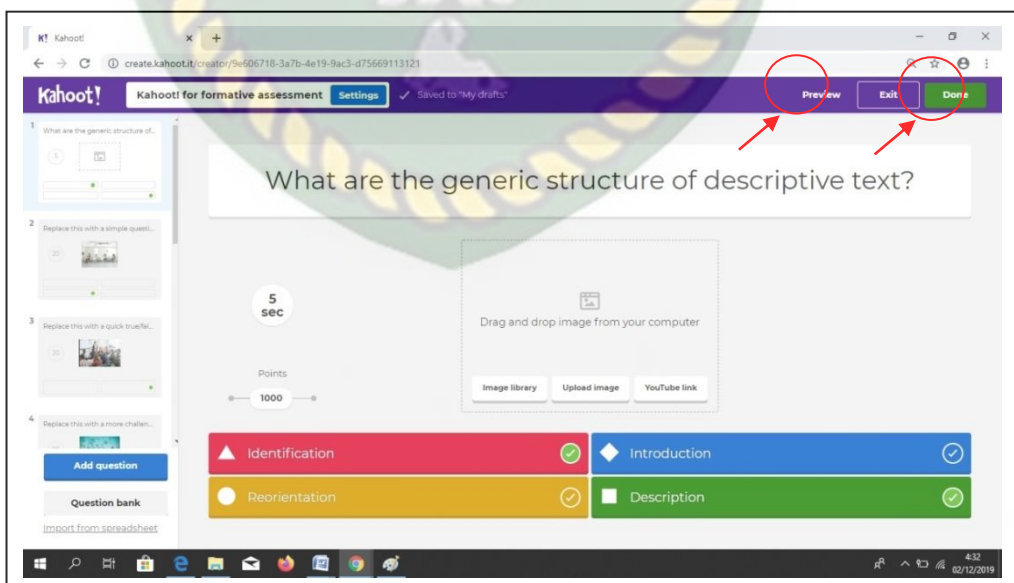


Figure 2.17 Procedures to create the quizzes in Kahoot!

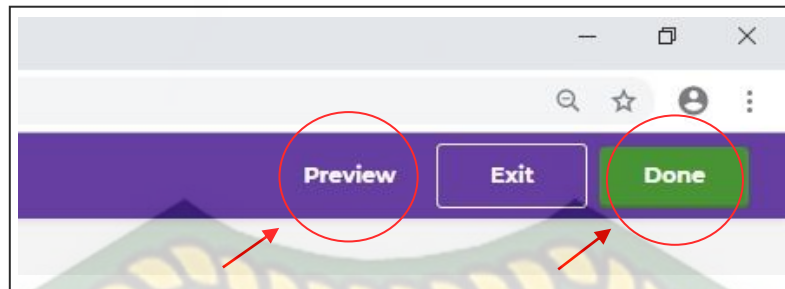


Figure 2.18 Procedures to create the quizzes in Kahoot!

16) To start quiz in your class, click your quiz under the My Kahoots draft.

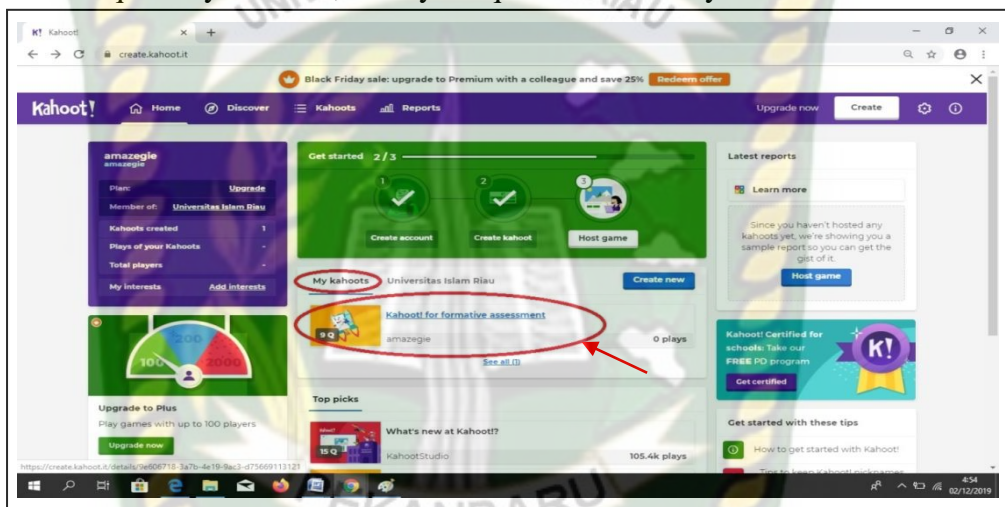


Figure 2.19 Procedures to create the quizzes in Kahoot!

17) Click “play” to start the quiz.

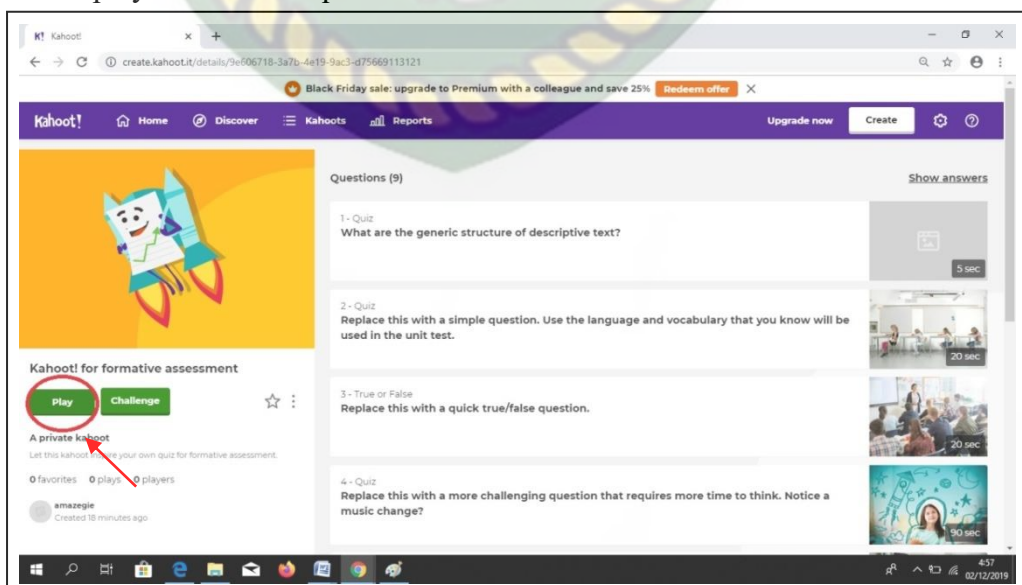


Figure 2.20 Procedures to create the quizzes in Kahoot!

18) Choose the players mode setting. You can set based on the teaching need.

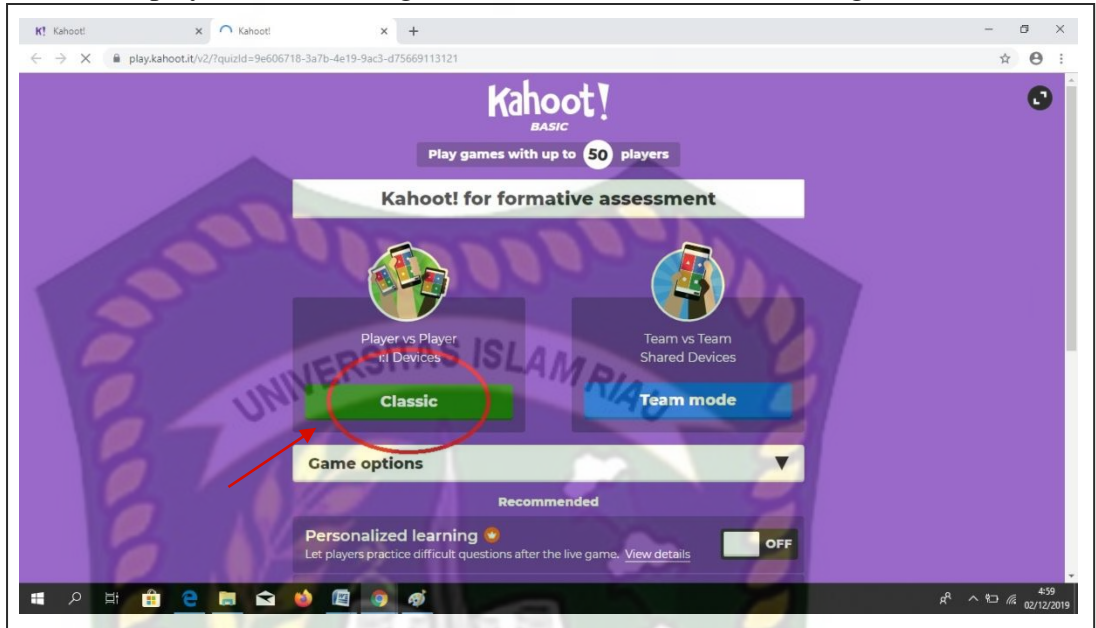


Figure 2.21 Procedures to create the quizzes in Kahoot!

19) Share the game pin. Now, everyone can join with the Kahoot! quizzes.

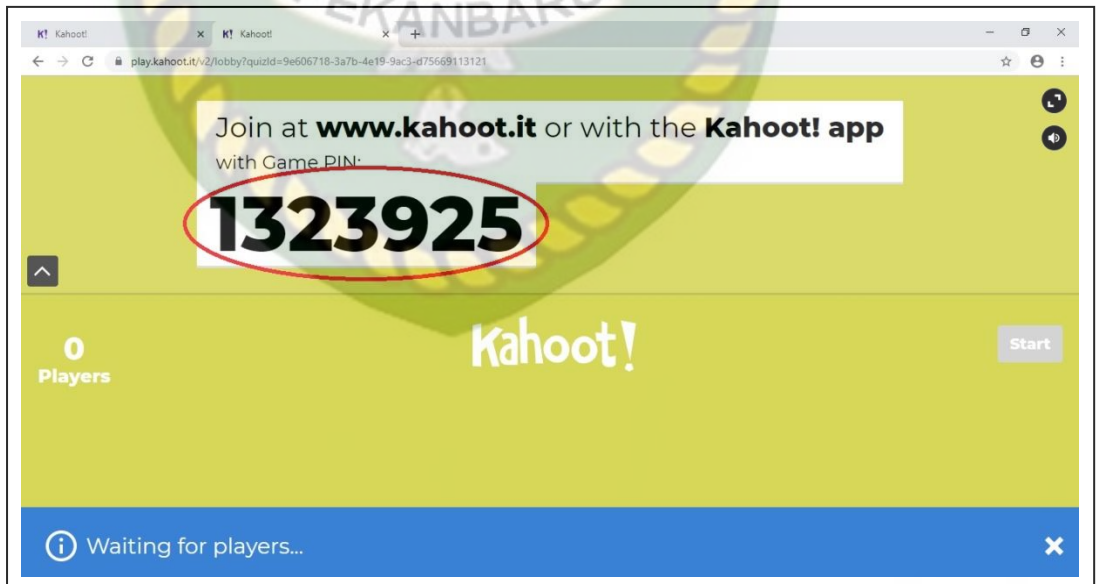


Figure 2.22 Procedures to create the quizzes in Kahoot!

20) If students already join as a player, now click “start”

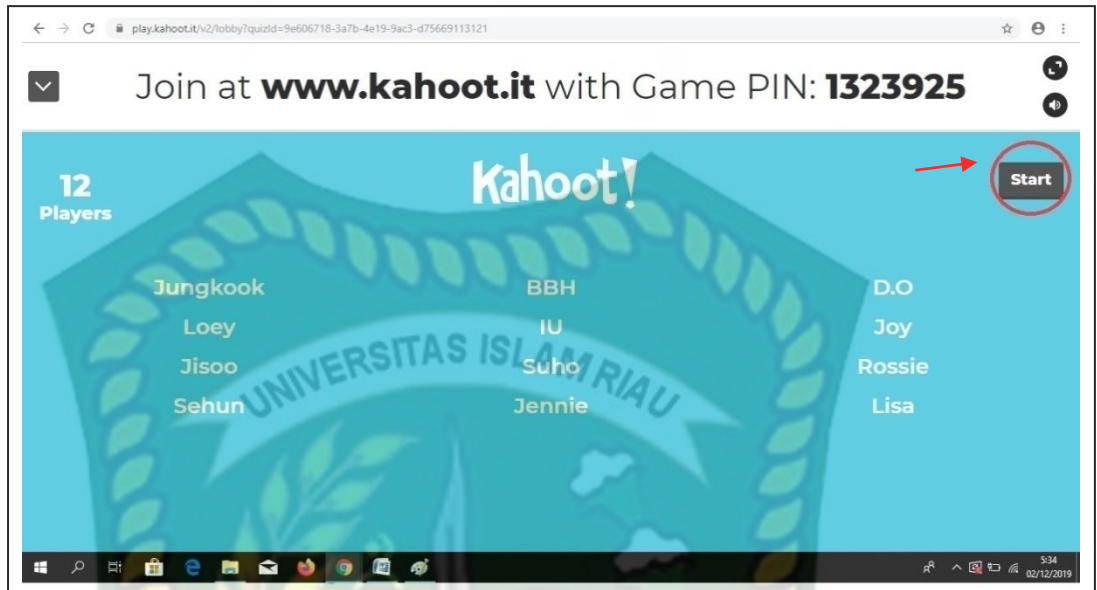


Figure 2.23 Procedures to create the quizzes in Kahoot!

Different with teachers, here are the procedures for students to join with Kahoot! quizzes:

- 1) Open the link <https://kahoot.it/> using Google Chrome, Mozilla Firefox, and so on in your device such as smartphone, laptop, tablet or computer. Then, enter the game pin here.

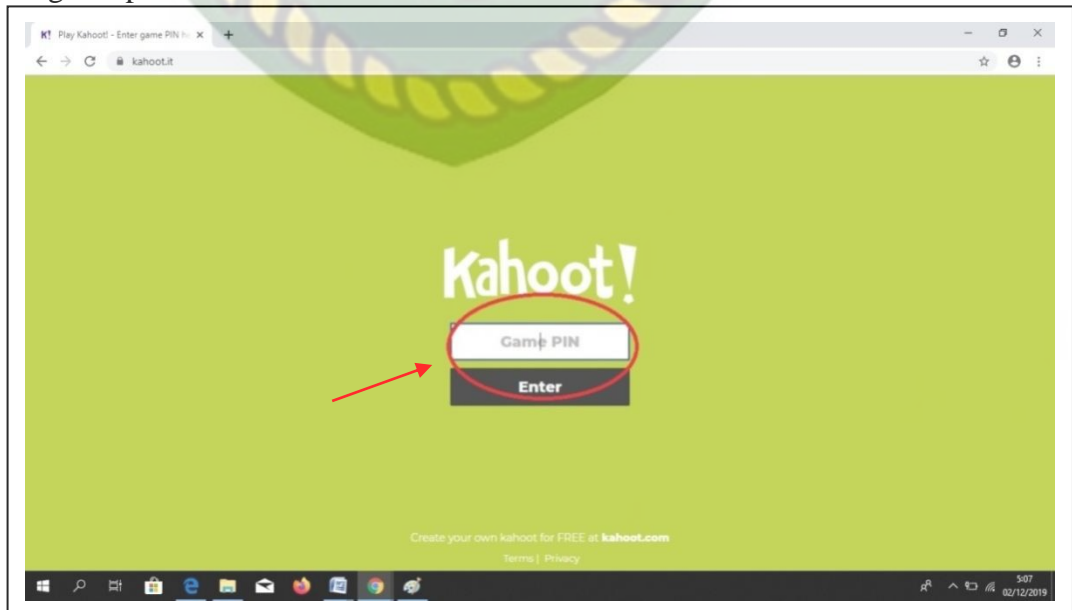


Figure 2.24 Procedures for students to join with Kahoot! quizzes

2) Then click enter to join the quiz.

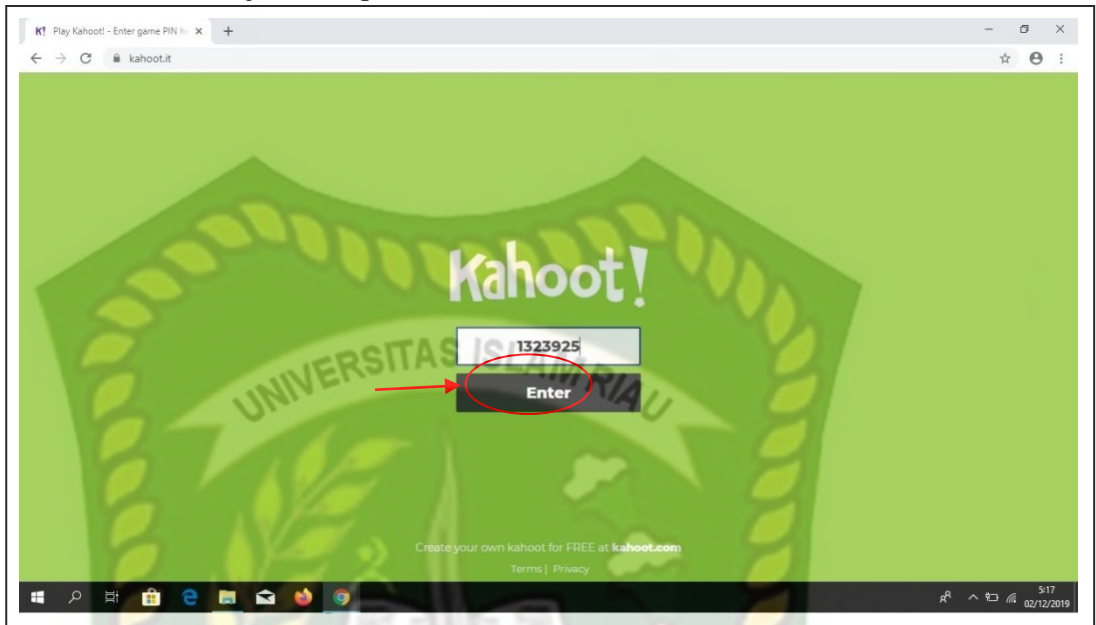


Figure 2.25 Procedures for students to join with Kahoot! quizzes

3) Put your nickname in here. Then click OK, go!

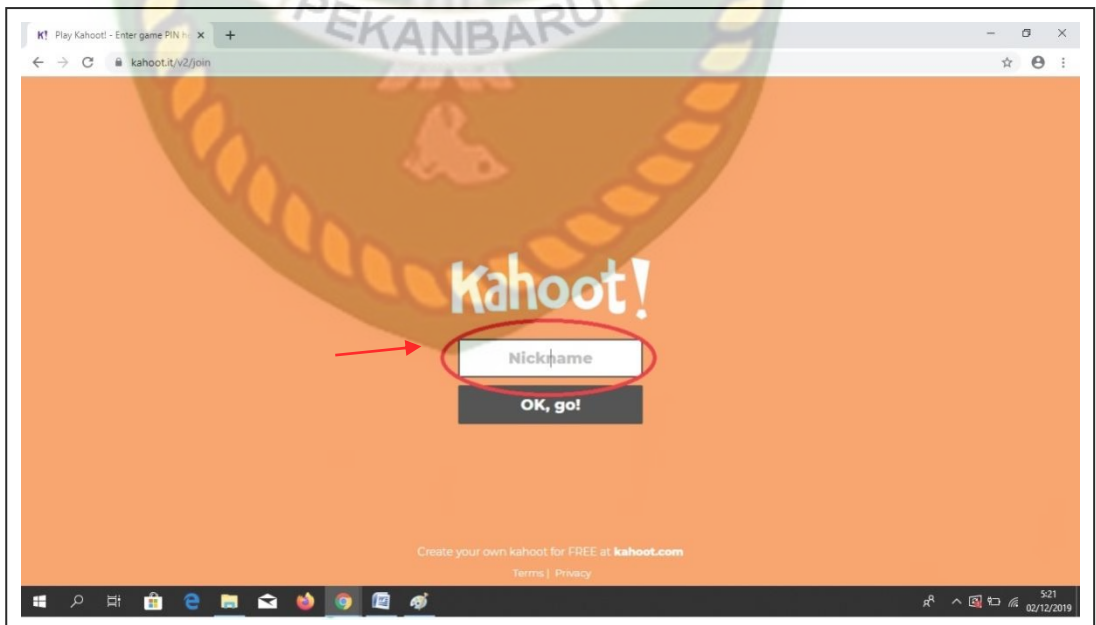


Figure 2.26 Procedures for students to join with Kahoot! quizzes

4) Now you are in the quiz.

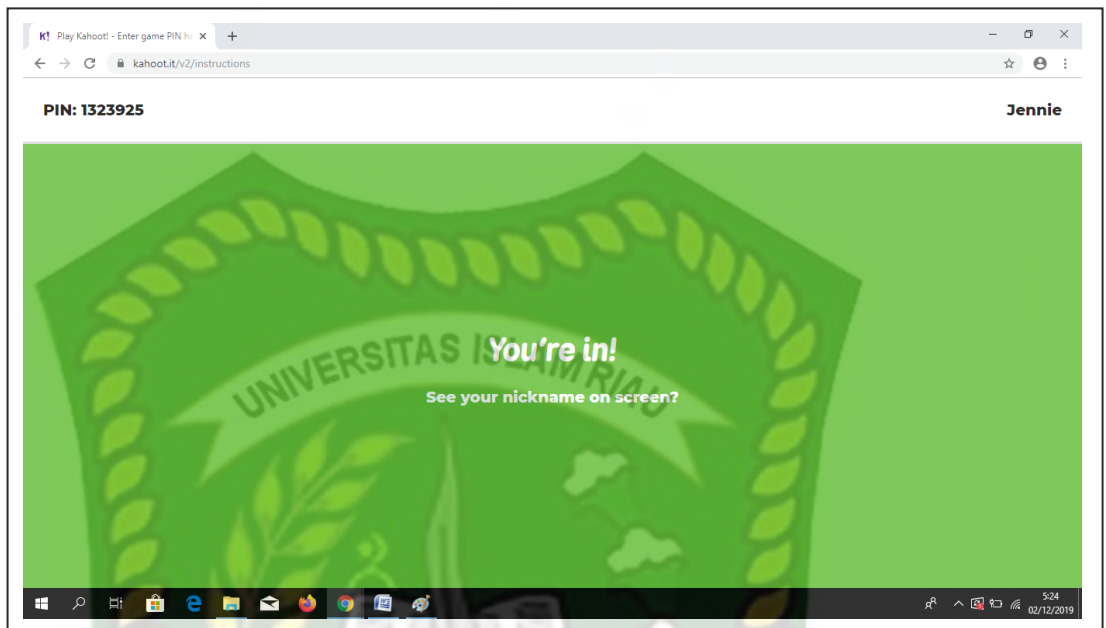


Figure 2.27 Procedures for students to join with Kahoot! quizzes

5) The projector screen will be like this. There are your nick name and other players nick name.



Figure 2.28 Procedures for students to join with Kahoot! quizzes

- 6) When the quiz starts, the question will be displayed on the projector screen and students' device will display the answer options. Students should answer the question before the time is up.

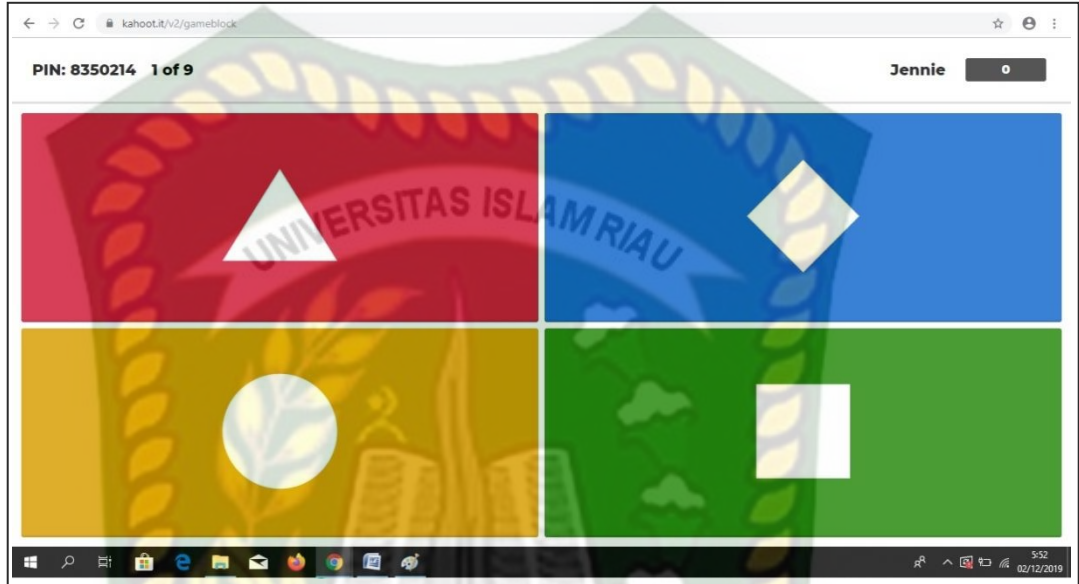


Figure 2.29 Procedures for students to join with Kahoot! quizzes

- 7) After answer the question, the students' device screen will be change to shows students' score and position.

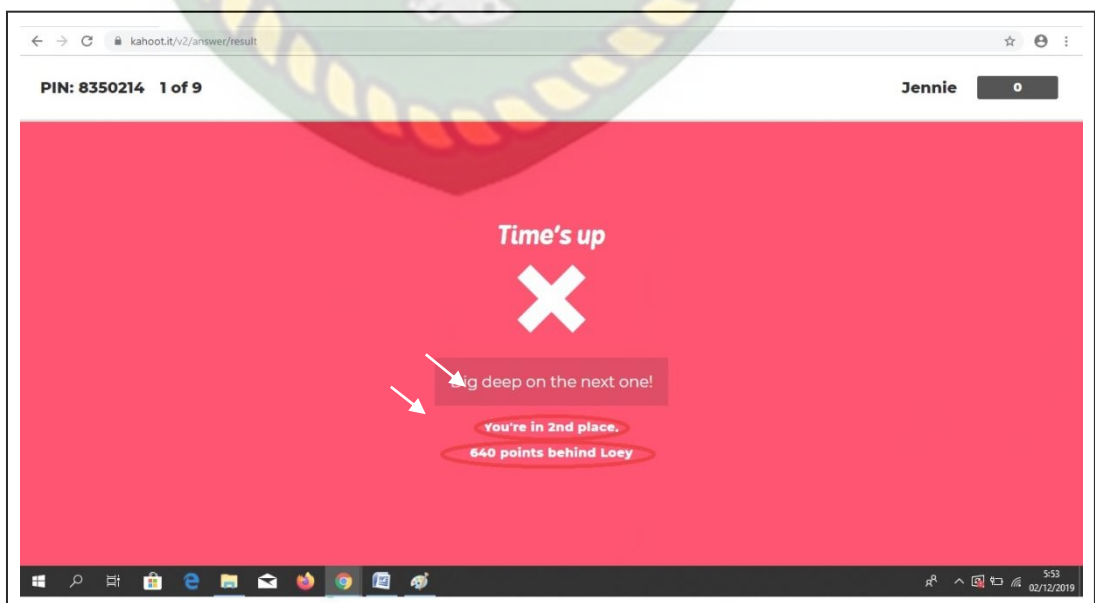


Figure 2.30 Procedures for students to join with Kahoot! quizzes

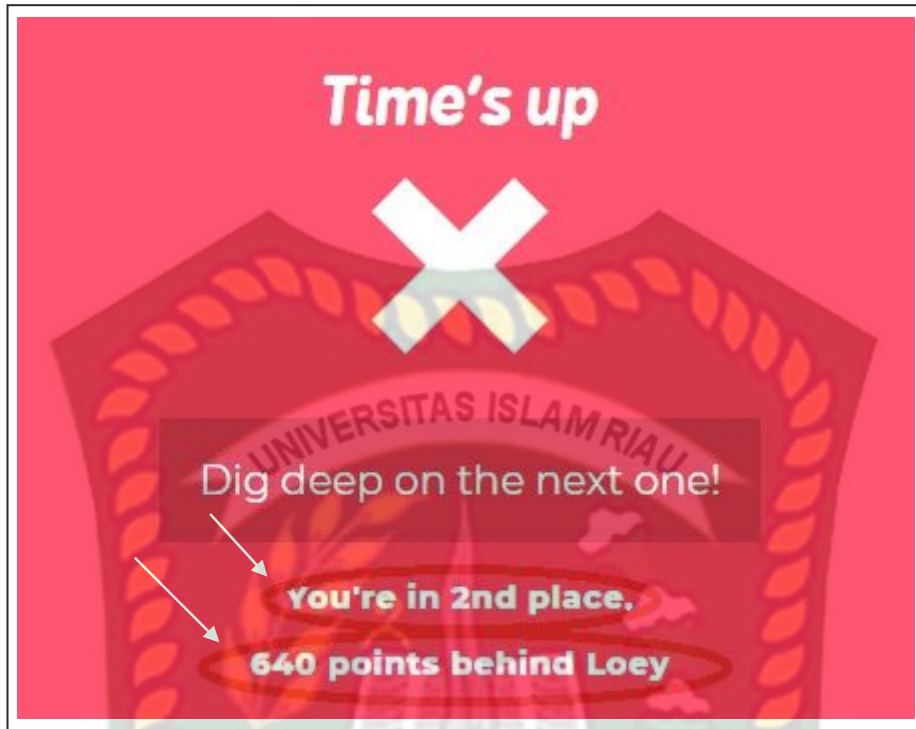


Figure 2.31 Procedures for students to join with Kahoot! quizzes

- 8) At the end of quiz, you will know your rank and other players rank. The top 3 with the highest-score will be displayed on the projector screen.

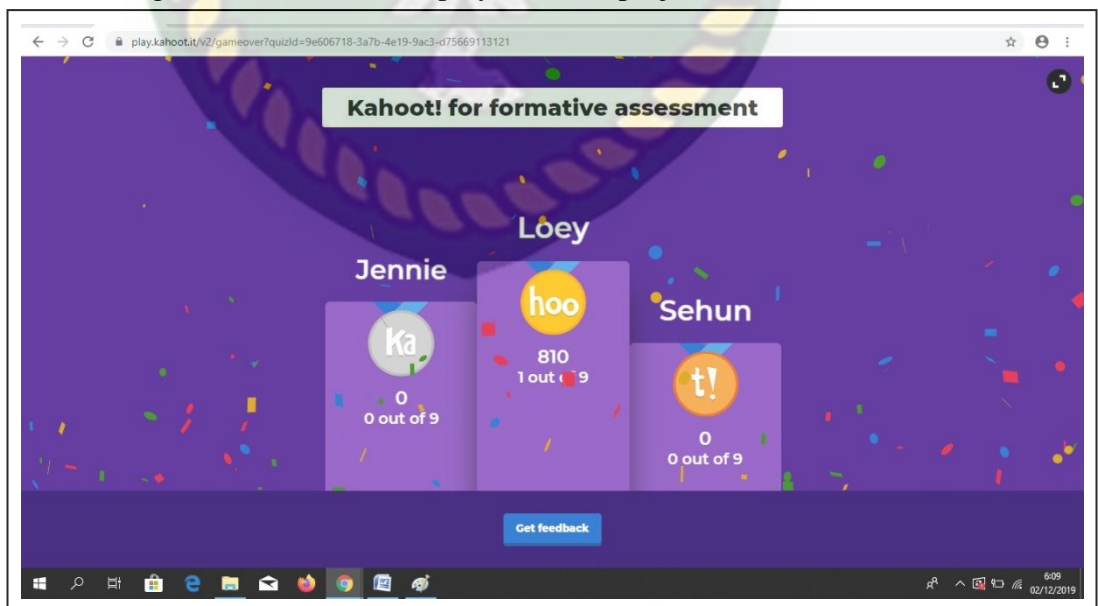


Figure 2.32 Procedures for students to join with Kahoot! quizzes

2.4 Related Studies

Based on the previous explanation about the advantage and disadvantage of Kahoot!, there are several previous studies about using Kahoot! in teaching and learning process. It shows that Kahoot! give contribute and positive effect for students, so that many researchers develop the study about Kahoot! for teaching and learning process.

From the research result by Tóth, et al., (2019) entitled *The Effect of the Kahoot Quiz on the Student's Results in the Exam* shows that the effectiveness of weekly Kahoot! quizzes was measured in a high-stakes test. Based on the gathered data, it is clear that the students that participated in Kahoot! quizzes reached a better overall result. This could be for several reasons. For instance, the students who participated in more Kahoot quizzes are more diligent students. Secondly, for them it was easier to recall the information because they had seen it before. Furthermore, the students who participated in the Kahoot quizzes tended to mark less incorrect answers in the exam, even if they did not answer correctly during the Kahoot quiz in class. In the True or False questions, the difference between the two groups was not significant. This shows that the Kahoot quiz is more useful for students in the multiple-choice setup. Moreover, even if in the Kahoot quiz the student did not mark the correct answer, they had a higher rate of recalling the correct answer during the exam. In conclusion, a Kahoot quiz done weekly at the end of each class tended to help students recall and choose the correct answers for the questions in the exam. Therefore, participating in Kahoot

quizzes raised the efficiency of the students' learning process (as cited in Tóth, et al., 2019).

That study related to the study by Licorish, et al., (2017) with title “*Go Kahoot!*” *Enriching Classroom Engagement, Motivation and Learning Experience with Games* and in 2018 with the title *Students’ perception of Kahoot!’s influence on teaching and learning*. Their study in 2017 shows that student conceded that Kahoot!’s use in the course had a positive impact on the knowledge and skills they attained. They also added Kahoot! gave students more opportunities to engage with the lecturer, peers and lecture content by providing a fun platform on which to engage, students felt that Kahoot! captured their focus and interest during the course, and then Kahoot! motivated students to be engaged, and encourage interaction in the classroom (as cited in Licorish, et al., 2017).

Then Licorish, et al. develops their research in 2018. They conducted interviews with university students to understand Kahoot! further, including how this technology informs learning, and the conditions under which it provides the most value to teachers and students. They outcomes show that Kahoot! motivated students to be engaged and encourage interaction in the classroom. Where students conceded that Kahoot!’s use in the course had a positive impact on the knowledge and skills they acquired. They also added that the use of Kahoot! it is an encouragement to increase their attention, focus and interaction and engagement strongly supported their learning. Their findings suggest that the use of educational games in the classroom is likely to minimize distractions, thereby

improving the quality of teaching and learning beyond what is provided in conventional classrooms (as cited in Licorish, et al., 2018).

Based on the related research result, the researcher uses that research as a guide for her study. The statement a Kahoot! quiz done weekly at the end of each class tended to help students recall and choose the correct answers for the questions in the exam and also can motivated students to be engaged and encourage interaction in the classroom can be a guide to find out the effect of using Kahoot! to measure students' reading comprehension. Added with the research result by Wibisono (2019) entitled *The Effects of Kahoot! in Teaching Reading to Tenth Grade Students* shows that “Kahoot!” is effective to improve the reading comprehension scores compared to Jigsaw teaching technique (as cited in Wibisono, 2019). So the researcher use that study as a guide and assume that it can contribute in her study to find out the effect of using Kahoot! to measure students' reading comprehension.

2.5 Hypothesis of the Research

Hypothesis of this study are:

Ho (Null Hypothesis): There is no significant effect of using Kahoot! media to measure the first grade students' reading comprehension at SMAN 1 Pangkalan Kerinci.

Ha (Alternative Hypothesis): There is any significant effect of using Kahoot! media to measure the first grade students' reading comprehension at SMAN 1 Pangkalan Kerinci.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study is a quasi-experimental research which used nonequivalent control group pretest-posttest design. In this design, the researcher will compare the results of pretest-posttest of the experimental group with the control group to find out the effect of variable X on the variable Y. There were two variables in this study: independent variable (variable X) and dependent variable (variable Y). This research was intended to identify cause and effect between both variables. In this case, Kahoot! media was used as the independent variable to know whether it influences dependent variable or not, while students' reading comprehension as the dependent variable. This research is focusing on quantitative approach.

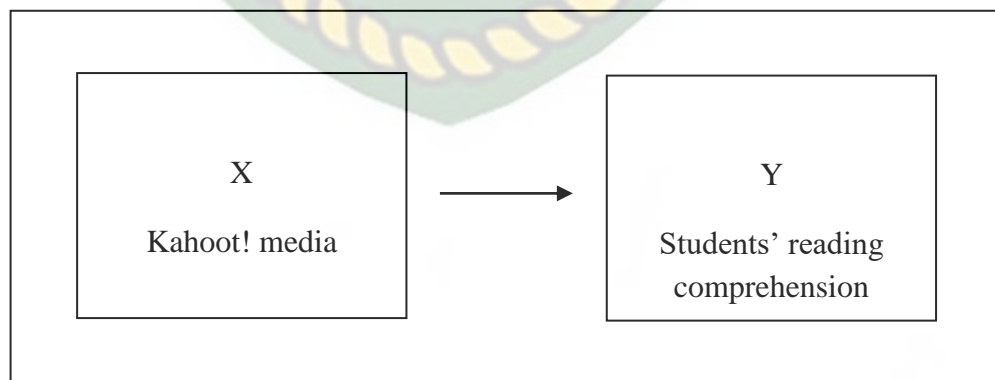


Figure 3.1 The research design

Note:

X: Independent variable

Y: Dependent variable

In conducting this research, the researcher involved two groups design, namely experimental group and control group. Pre-test and post-test designed at experimental group and control group. But, the treatment had been given to the experimental group about four meetings. They could be seen as follow:

Table 3.1 Sub Design of Research

Group	Pre-test	Treatment	Post-test
A	T1	X	T2
B	T1	-	T2

Note:

A : Experimental group

B : Control group

X : Treatment

T1 : Giving pre-test before treatment

T2 : Giving post-test after treatment

3.2 Location and Time of the Research

3.2.1 Location:

The study was conducted in class X MIA 3 and X MIA 4 at SMAN 1 Pangkalan Kerinci located on Jalan Maharaja Indra, Pangkalan Kerinci, Pelalawan.

3.2.2 Time:

Data collection was carried out in August with six meetings when students were in the learning process of English subject, within duration of 3x45 minutes for one meeting.

3.3 Population and Sample of the Research

3.3.1 Population:

Riduwan (2014) said that population is an object or subject that is in an area and contains certain requirements related to the research problem. The subjects of this study were the first grade students at SMAN 1 Pangkalan Kerinci, Pelalawan in the school years 2019/2020 who followed the learning process in English subjects.

3.3.2 Sample:

According to Trianto (2010) the sample is a part or representative of the population studied. The sample of this study was taken from 2 classes; they were X MIA 3 and X MIA 4. There are 36 students from X MIA 3 as experimental group and 36 students from X MIA 4 as control groups.

3.4 Research Instrument

The explanation by Arikunto, research instrument is a tool that chosen and used by the researcher to collect data, so it is facilitates the research and the research becomes systematic (as cited in Kriyantono, 2006). In this study, the researcher use questionnaire and reading test as research instruments. They were pre-test, Kahoot!, post-test and also questionnaire to know students' feeling toward using Kahoot! in teaching English. But, to make the researcher easier in conducting the study, the researcher needed supporting instruments such as internet access or Wi-Fi, computers or smartphone, LCD projector, and infocus screen.

3.5 Research Material

In this research, the researcher replaces English teachers in the learning process. This applies to experimental group and control group. The material of this research was taken from reading text of descriptive text, which that text is related to the material for the first grade students in Senior High School. The material was taught as follow:

Table 3.2 The Blueprint of Pre-test

No	Topics of Reading	Indicators	Item Number
	Comprehension Test		
1.	Betung Village	<ul style="list-style-type: none"> • Identify the main idea • Identify factual information 	1 2,3,5

		of the text	
		<ul style="list-style-type: none"> Identify vocabulary in context (synonym or antonym of word) 	6,7
		<ul style="list-style-type: none"> Identify references of word 	4,8
		<ul style="list-style-type: none"> Identify text inference 	9, 10

Table 3.3 The Blueprint of Treatment

No	Topics of Reading Comprehension Test	Indicators	Item Number
1.	Sayap Palace	<ul style="list-style-type: none"> Identify the main idea 	1
2.	Sultan Syarif Harun	<ul style="list-style-type: none"> Identify factual information of the text 	2,3,5
3.	Sultan Syarif Kamaruddin		
4.	Tenas Effendy	<ul style="list-style-type: none"> Identify vocabulary in context (synonym or antonym of word) Identify references of word Identify text inference 	6,7 4,8 9, 10

Table 3.4 The Blueprint of Post-test

No	Topics of Reading	Indicators	Item Number
	Comprehension Test		
1.	Bono Wave	<ul style="list-style-type: none"> • Identify the main idea • Identify factual information of the text • Identify vocabulary in context (synonym or antonym of word) • Identify references of word • Identify text inference 	<p>1</p> <p>2,3,5</p> <p>6,7</p> <p>4,8</p> <p>9, 10</p>

3.6 Research Procedure

In this research, the procedure of collecting data was divided into two phases; first is the procedure of collecting data for experimental group and the second was the procedure of collecting data for control group. The researcher gave the same material and length of time for two groups, but different treatment. There were three steps of the research procedure as follow:

1. Pre-Test

Before treatment intake, the researcher gives pre-test to students by using google form. The pre-test was given by the researcher in the first meeting. The aim of pre-test was to know the level of students' reading comprehension

abilities for descriptive text of the first grade students at SMAN 1 Pangkalan Kerinci, Pelalawan. The researcher used paper test for reading test. The text was about *Betung Village*.

2. Treatment

a. For experimental group:

After the students did the pre-test, the researcher gives treatment to students. There were four meetings of treatment. The researcher applied the Kahoot! application for students' treatment. Here the procedures of Kahoot! treatment:

First treatment: explained about descriptive text in webex meetings (online class) and give the example how to use Kahoot! application for reading comprehension test (face to face). The text was about *Sayap Palace*. Where students will get 10 minutes to read the text before doing Kahoot! quiz and after read the text, students will doing Kahoot! quiz by read and answer the questions with responding time about 10 seconds.

Second treatment: students used Kahoot! application for reading comprehension test. The text was about *Sultan Syarif Harun*. Where students will get 10 minutes to read the text before doing Kahoot! quiz and after read the text, students will doing Kahoot! quiz by read and answer the questions with responding time about 10 seconds.

Third treatment: students used Kahoot! application for reading comprehension test. The text was about *Sultan Syarif Kamaruddin*. Where students will get 10

minutes to read the text before doing Kahoot! quiz and after read the text, students will doing Kahoot! quiz by read and answer the questions with responding time about 10 seconds.

Fourth treatment: students used Kahoot! application for reading comprehension test. The text was about *Tenas Effendy*. Where students will get 10 minutes to read the text before doing Kahoot! quiz and after read the text, students will doing Kahoot! quiz by read and answer the questions with responding time about 10 seconds.

b. For control group:

After the students did the pre-test, the researcher not gives special treatment to students. The researcher not applied the Kahoot! application for students' treatment, but the researcher will gives paper test for reading test. Here the procedures of paper test:

First: explained about descriptive text in webex meetings (online class). The text was about *Sayap Palace*. Where students will get 10 minutes to read the text before doing quiz and after read the text, students will doing quiz by paper test (read and answer the questions).

Second: students used paper test for reading comprehension test. The text was about *Sultan Syarif Harun*. Where students will get 10 minutes to read the text before doing quiz and after read the text, students will doing quiz by paper test (read and answer the questions).

Third: students used paper test for reading comprehension test. The text was about *Sultan Syarif Kamaruddin*. Where students will get 10 minutes to read the text before doing quiz and after read the text, students will doing quiz by paper test (read and answer the questions).

Fourth: students used paper test for reading comprehension test. The text was about *Tenas Effendy*. Where students will get 10 minutes to read the text before doing quiz and after read the text, students will doing quiz by paper test (read and answer the questions).

3. Post-Test

After doing the treatment, the researcher gives post-test to students by using google form. The post-test was given by the researcher in the last meeting. The purpose was to find out the effect of Kahoot! media to measure the first grade students' reading comprehension for descriptive text of the first grade students at SMAN 1 Pangkalan Kerinci, Pelalawan. The researcher used paper test for reading test. The text was about *Bono Wave*.

3.7 Data Collection Technique

To get the data in this study, the researcher will use survey techniques and test techniques. The test technique in this study is quantitative in the form of students score (pre-test and post-test). Pre-test will be given before treatment and post-test will be given after doing treatment. This technique is used to determine the level of knowledge or cognitive of students in English learning,

especially in reading comprehension skill and to find out the effects of Kahoot! media to measure students' reading comprehension. The type of the test was used multiple choice for pre-test and post-test. Meanwhile the questionnaire will give to students before and after doing treatment. The survey techniques will do by experimental group. The survey technique is used to know students' feeling toward using Kahoot! in teaching English.

3.8 Data Analysis Technique

After teaching and getting the data, the researcher used SPSS statistics version 24 to analyze the data. This technique was used by the researcher to find a significant difference in the students' reading comprehension after being taught by using Kahoot! in students' treatment.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher shows the result of the tests that have been given to the students obtained from the research. The data is from both experimental class and control class. The test result consists of pre-test, post-test, and questionnaire. The questionnaire divides into two parts, the first one questionnaire before treatment and the last one questionnaire after treatment. The pre-test and the first questionnaire were conducted at the beginning of the research, treatments were conducted in the middle of the research (in the second until the fifth meetings), and the post-test and the second questionnaire was conducted at the end of the research. It was aimed to find out there is any significant effect of using Kahoot! media to measure the first-grade students' reading comprehension or not.

4.1 Data Presentation

Most of the important thing in research is the presentation of data. In this chapter, the researcher going to present the data that has been collected from the experimental class and control class of the first-grade students at SMAN 1 Pangkalan Kerinci. The first-grade students of SMAN 1 Pangkalan Kerinci were asked to answer 10 questions in multiple choices about descriptive text who related the material. Their answer would determine their reading comprehension of the descriptive text.

After administrating the pre-test, the researcher carried out the post-test to get the data of the research. Subsequently, it will show the students' scores increase from pre-test to post-test to find out whether there are significant differences between student learning outcomes on the two tests. Other than that, the researcher also shows the analysis of the questionnaire before treatment and after treatment which is conducted by the experimental class to know students' motivation or feeling in learning English.

4.1.1 Data Result of Experimental Class

In the experimental class, it submitted from 36 students the mean score of pre-test is 58.79 with the highest score is 90 and the lowest score is 10. Meanwhile, the mean of the post-test relatively ascended with 80.94 mean score which is for the highest score is 100 and 20 as the lowest score. The difference score between pretest and post-test showed that the post-test is higher than the pre-test with 22.90. For the detailed score result, it can be seen in table 4.1.

Table 4.1 Students' Score of Experimental Class

Students' ID	Experimental Class		Gained Score
	Pre-Test	Post-Test	
001	70	60	-10
002	50	-	-
003	50	100	50
004	70	70	0
005	40	-	-
006	-	30	-

007	40	100	60
008	50	80	30
009	40	50	10
010	-	-	-
011	60	90	30
012	50	100	50
013	-	-	-
014	70	80	10
015	10	100	90
016	70	90	20
017	90	80	-10
018	70	70	0
019	30	100	70
020	40	70	30
021	60	80	20
022	50	100	50
023	60	70	10
024	80	20	-60
025	70	90	20
026	70	80	10
027	80	70	-10
028	70	100	30
029	60	100	40
030	70	80	10
031	60	90	30
032	60	100	40
033	70	90	20
034	50	90	40
035	60	60	0
036	70	100	30

Σ	1940	2590	710
Average	58.79	80.94	22.90
Maximum Score	90	100	90
Minimum Score	10	20	-60

4.1.2 Data Result of Control Class

In the control class, it submitted from 36 students the mean score of pre-test is 76.11 with the highest score is 100 and the lowest score is 50. Meanwhile, the mean of the post-test relatively ascended with 71.11 mean score which is for the highest score is 90 and 20 as the lowest score. The difference score between pretest and post-test showed that the post-test is higher than the pre-test with -5. For the detailed score result, it can be seen in table 4.2.

Table 4.2 Students' Score of Control Class

Students' ID	Experimental Class		Gained Score
	Pre-Test	Post-Test	
001	70	40	-30
002	90	90	0
003	70	90	20
004	50	30	-20
005	60	60	0
006	100	60	-40
007	70	80	10
008	100	90	-10
009	90	60	-30
010	50	80	30

011	100	80	-20
012	100	90	-10
013	60	90	30
014	90	60	-30
015	90	80	-10
016	80	70	-10
017	60	90	30
018	60	60	0
019	70	20	-50
020	90	50	-40
021	90	80	-10
022	80	80	0
023	70	80	10
024	60	90	30
025	90	60	-30
026	60	60	0
027	90	80	-10
028	80	70	-10
029	60	80	20
030	80	70	-10
031	70	60	-10
032	80	90	10
033	60	70	10
034	70	80	10
035	60	80	20
036	90	60	-30
Σ	2740	2560	-180
Average	76.11	71.11	-5
Maximum Score	100	90	30
Minimum Score	50	20	-50

4.1.3 Data Result of Readings' Indicators

In the reading comprehension, there are 5 (five) indicators; finding the main idea, finding factual information, guessing vocabulary in context, identifying reference, and making reference. To know students' increasing of each reading indicator, the researcher presents table 4.3 and table 4.4 that has been summarized from the results of the study. (See appendix 11 & 12)

Table 4.3 Improvement of Each Indicator in the Experimental Class

No	Indicators	Pre Test	Post Test	Increasing
1	Finding the Main Idea	0.75	0.90	0.15
2	Finding Factual Information	2	2.18	0.18
3	Guessing Vocabulary in Context	0.81	1.84	1.03
4	Identifying Reference	0.96	1.43	0.47
5	Making Reference	1.33	1.71	0.38

Table 4.3 showed that increasing average of students' scores between pre-test and post-test in reading comprehension, such as finding the main idea, finding factual information, guessing vocabulary in context, identifying reference, and making reference, both before and after the experimental class received some treatments. From the table above, it could be seen that finding the main idea increases by 0.15, finding factual information increases by 0.18, guessing vocabulary in context increases by 1.03, identifying reference increases by 0.47,

and making reference increases by 0.38. This result showed the experimental students' prior knowledge in reading comprehension has improved.

Table 4.4 Improvement of Each Indicator in the Control Class

No	Indicators	Pre Test	Post Test	Increasing
1	Finding the Main Idea	0.86	0.72	- 0.14
2	Finding Factual Information	2.5	1.72	-0.78
3	Guessing Vocabulary in Context	1.08	1.83	0.75
4	Identifying Reference	1.5	0.97	-0.53
5	Making Reference	1.61	1.86	0.25

Table 4.4 not only shows the increase in the average score of students between the pre-test and post-test in reading comprehension but also the decrease in the average score in several aspects. From the table above it can be seen that there are only two aspects that have increased students' reading comprehension, namely guessing vocabulary in context which increased by 0.75, and making reference increased by 0.25. The other aspects have decreased the average, such as finding the main idea that has decreased by - 0.14, finding factual information decreased by -0.78, and identifying reference that has decreased by -0.53. In short, for 6 weeks or 6-time meetings with the same topic, namely descriptive text, by doing a traditional treatment for 4-time meetings makes students may lose their

focus in reading comprehension. These results indicate that the control class students' reading comprehension is not stable.

4.1.4 Data Result of Questionnaires

The questionnaire was also used to collect the data during the researcher conducting her research. The researcher used this technique to know the students' responses to the use of Kahoot! as media in reading comprehension. The questionnaire consists of 2 parts, namely questioner before treatment (pre-treatment) consist of 11 statements that were given to the experimental students in the first meeting, and questioner after treatment (post-treatment) consists of 12 statements that were given to the experimental students in the last meeting. (See appendix 13 & 14)

The following are the indicators that being measured and elaborated in the questionnaire:

1. The students' statements about English
2. The students' statements about Reading
3. The students' statements about using teaching and learning media in English class
4. The students' statements about the finding solution to students' problems

The result of the students' answer to the questionnaire before treatment (pre-treatment) and after treatment (post-treatment) is measured using a Likert scale positive and negative statements as shown in the following table:

Table 4.5 Likert Scale

Answer Form	Symbol	Scores
Strongly Agree	SA	5
Agree	A	4
Neutral	N	3
Disagree	S	2
Strongly Disagree	SD	1

After analyzing them, the frequency of occurrence of each statement type is counted to know the proportion of each opinion type. It is calculated by using SPSS version 24. Here is the result of the questionnaire before treatment (pre-treatment) for the experimental class:

1. The students' statements about English (1, 2, 3, 4, 5)

Table 4.6 The result of the 1st statement (pre-treatment questionnaire)

X1.1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	5.6	5.9	5.9
	N	20	55.6	58.8	64.7
	A	9	25.0	26.5	91.2
	SA	3	8.3	8.8	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the pre-treatment questionnaire given to the experimental class, for the first statement, the choice that got the highest percentage was neutral as much as

58.8%. This means that half the students are neutral with the statement that English is their favorite subject to learn about.

Table 4.7 The result of the 2nd statement (pre-treatment questionnaire)

X1.2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	8.3	8.8	8.8
	N	20	55.6	58.8	67.6
	A	11	30.6	32.4	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the pre-treatment questionnaire given to the experimental class, for the second statement, the choice that got the highest percentage was neutral as much as 58.8%. This means that most students are neutral with the statement that English is a difficult subject for them to learn.

Table 4.8 The result of the 3rd statement (pre-treatment questionnaire)

X1.3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	8.3	8.8	8.8
	D	9	25.0	26.5	35.3
	N	20	55.6	58.8	94.1
	A	2	5.6	5.9	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the pre-treatment questionnaire given to the experimental class, for the third statement, the choice that got the highest percentage was neutral as much as 58.8%. This means that half the students are neutral with the statement that English is a boring subject to learn.

Table 4.9 The result of the 4th statement (pre-treatment questionnaire)

X1.4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.8	2.9	2.9
	D	6	16.7	17.6	20.6
	N	16	44.4	47.1	67.6
	A	9	25.0	26.5	94.1
	SA	2	5.6	5.9	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the pre-treatment questionnaire given to the experimental class, for the fourth statement, the choice that got the highest percentage was neutral as much as 47.1%. This means that almost half the students are neutral with the statement that they are confused after learning English lessons.

Table 4.10 The result of the 5th statement (pre-treatment questionnaire)

X1.5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.8	2.9	2.9
	D	5	13.9	14.7	17.6
	N	13	36.1	38.2	55.9

	A	15	41.7	44.1	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the pre-treatment questionnaire given to the experimental class, the choice of the fifth statement that got the highest percentage was to agree as much as 44.1%, while in the second position the highest percentage was neutral, namely 38.2%. This means that there is still a sense of fear or lack of self-confidence in students to ask questions in English class.

2. The students' statements about Reading (7, 8, 11)

Table 4.11 The result of the 7th statement (pre-treatment questionnaire)

X2.7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	7	19.4	20.6	20.6
	N	17	47.2	50.0	70.6
	A	8	22.2	23.5	94.1
	SA	2	5.6	5.9	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the pre-treatment questionnaire given to the experimental class, the choice of the seventh statement that got the highest percentage was neutral as much as 50%. This means that half of the students are neutral with the statement that they are like reading out of textbooks, journals, or articles in order to learn English.

Table 4.12 The result of the 8th statement (pre-treatment questionnaire)

X2.8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	9	25.0	26.5	26.5
	N	16	44.4	47.1	73.5
	A	7	19.4	20.6	94.1
	SA	2	5.6	5.9	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the pre-treatment questionnaire given to the experimental class, the choice of the eighth statement that got the highest percentage was neutral as much as 47.1%. This means that almost half of the students are neutral with the statement that they understand the text from the textbooks, journals, or articles they have read.

Table 4.13 The result of the 11th statement (pre-treatment questionnaire)

X2.11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.8	2.9	2.9
	D	4	11.1	11.8	14.7
	N	15	41.7	44.1	58.8
	A	8	22.2	23.5	82.4
	SA	6	16.7	17.6	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the pre-treatment questionnaire given to the experimental class, the choice of the eleventh statement that got the highest percentage was neutral as

much as 44.1%. This means that almost half of the students are neutral with the statement that they are always practicing their reading comprehension by answering a few questions.

3. The students' statements about using teaching and learning media in English class (6)

Table 4.14 The result of the 6th statement (pre-treatment questionnaire)

X3.6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	5.6	5.9	5.9
	N	10	27.8	29.4	35.3
	A	15	41.7	44.1	79.4
	SA	7	19.4	20.6	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the pre-treatment questionnaire given to the experimental class, for the sixth statement, the choice that got the highest percentage was to agree as much as 44.1%. This means that almost half the students agree with the statement that they prefer if the teacher uses learning media (picture, PowerPoint, video, etc) to teach English.

4. The students' statements about the finding solution to students' problems (9, 10)

Table 4.15 The result of the 9th statement (pre-treatment questionnaire)

X4.9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	5	13.9	14.7	14.7
	N	6	16.7	17.6	32.4
	A	18	50.0	52.9	85.3
	SA	5	13.9	14.7	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the pre-treatment questionnaire given to the experimental class, for the ninth statement, the choice that got the highest percentage was to agree as much as 52.9%. This means that half the students agree with the statement that if they do not understand they always find out the meaning of the text from people who more understand it. To sum, they have a high sense of curiosity.

Table 4.16 The result of the 10th statement (pre-treatment questionnaire)

X4.10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	8.3	8.8	8.8
	N	14	38.9	41.2	50.0
	A	12	33.3	35.3	85.3
	SA	5	13.9	14.7	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the pre-treatment questionnaire given to the experimental class, for the tenth statement, the choice that got the highest percentage was neutral as much as 41.2%. This means that almost half the students are neutral with the statement that they always find out if there is a vocabulary they don't know.

Here is the result of the questionnaire after treatment (post-treatment) for the experimental class:

1. The students' statements about English (1, 2, 3, 4)

Table 4.17 The result of the 1st statement (post-treatment questionnaire)

		X1.1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	5.6	5.9	5.9
	N	11	30.6	32.4	38.2
	A	17	47.2	50.0	88.2
	SA	4	11.1	11.8	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the post-treatment questionnaire given to the experimental class, for the first statement, the choice that got the highest percentage was to agree as much as 50%. This means that half of the students agreed with the statement that they begun to like English more after they learned by using Kahoot! as a learning media.

Table 4.18 The result of the 2nd statement (post-treatment questionnaire)

X1.2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	8.3	8.8	8.8
	N	14	38.9	41.2	50.0
	A	14	38.9	41.2	91.2
	SA	3	8.3	8.8	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the post-treatment questionnaire given to the experimental class, for the second statement, the choice that got the highest percentage was neutral and agrees with each as much as 41.2%. This means that almost all students look forward to English class after they learn by using Kahoot! as learning media. In short, they are very excited to learn English.

Table 4.19 The result of the 3rd statement (post-treatment questionnaire)

X1.3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	6	16.7	17.6	17.6
	N	16	44.4	47.1	64.7
	A	11	30.6	32.4	97.1
	SA	1	2.8	2.9	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the post-treatment questionnaire given to the experimental class, for the third statement, the choice that got the highest percentage was neutral as much

as 47.1%. This means that almost half of the students are neutral with the statement that after they learn by using Kahoot! as learning media, according to them, they think English is easy to learn.

Table 4.20 The result of the 4th statement (post-treatment questionnaire)

X1.4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.8	2.9	2.9
	N	12	33.3	35.3	38.2
	A	16	44.4	47.1	85.3
	SA	5	13.9	14.7	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the post-treatment questionnaire given to the experimental class, for the fourth statement, the choice that got the highest percentage was to agree as much as 47.1%. This means that almost half of the students agree with the statement that after they learn by using Kahoot! as learning media, they think that English is fun.

2. The students' statements about Reading (5, 10)

Table 4.21 The result of the 5th statement (post-treatment questionnaire)

X2.5					
		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	D	2	5.6	5.9	5.9
	N	17	47.2	50.0	55.9
	A	14	38.9	41.2	97.1
	SA	1	2.8	2.9	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the post-treatment questionnaire given to the experimental class, for the fifth statement, the choice that got the highest percentage was neutral as much as 50%. This means that half of the students are neutral with the statement that they more understand the lesson after they learn by using Kahoot! as learning media.

Table 4.22 The result of the 10th statement (post-treatment questionnaire)

		X2.10			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	5.6	5.9	5.9
	N	20	55.6	58.8	64.7
	A	9	25.0	26.5	91.2
	SA	3	8.3	8.8	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the post-treatment questionnaire given to the experimental class, the choice of the tenth statement that got the highest percentage was neutral as much as 58.8%. This means that most students are neutral with the statement that after they learn by using Kahoot! as learning media, they would practice their reading comprehension by answering a few questions.

3. The students' statements about using teaching and learning media in English class (6, 7, 11, 12)

Table 4.23 The result of the 6th statement (post-treatment questionnaire)

X3.6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	5.6	5.9	5.9
	N	5	13.9	14.7	20.6
	A	12	33.3	35.3	55.9
	SA	15	41.7	44.1	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the post-treatment questionnaire given to the experimental class, the choice of the sixth statement that got the highest percentage was strongly agreed upon as much as 44.1%. This means that almost half of the students strongly agree with the statement that after they prefer if the teacher uses games for learning rather than pictures, PowerPoint, or video. In short, most students like something new to them in learning, especially foreign languages.

Table 4.24 The result of the 7th statement (post-treatment questionnaire)

X3.7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	5.6	5.9	5.9
	N	12	33.3	35.3	41.2
	A	17	47.2	50.0	91.2
	SA	3	8.3	8.8	100.0
	Total	34	94.4	100.0	

Missing	System	2	5.6		
Total		36	100.0		

In the post-treatment questionnaire given to the experimental class, the choice of the seventh statement that got the highest percentage was agreed as much as 50%. This means that half of the students agree with the statement that they would pay more attention to English if the teacher always teaches using learning games in English class.

Table 4.25 The result of the 11th statement (post-treatment questionnaire)

		X3.11			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	8.3	8.8	8.8
	N	14	38.9	41.2	50.0
	A	13	36.1	38.2	88.2
	SA	4	11.1	11.8	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the post-treatment questionnaire given to the experimental class, the choice of the eleventh statement that got the highest percentage was neutral as much as 41.2%. This means that almost half of the students are neutral with the statement that they are interested in learning more about what they are studied in that day or the day after they learn by using Kahoot! as learning media.

Table 4.26 The result of the 12th statement (post-treatment questionnaire)

X3.12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	5.6	5.9	5.9
	N	15	41.7	44.1	50.0
	A	9	25.0	26.5	76.5
	SA	8	22.2	23.5	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the pre-treatment questionnaire given to the experimental class, for the twelfth statement, the choice that got the highest percentage was neutral as much as 44.1%. This means that almost half of the students are neutral with the statement that they will tell other people about what they learn or the day after they learn by using Kahoot! as learning media.

4. The students' statements about the finding solution to students' problems (8, 9)

Table 4.27 The result of the 8th statement (post-treatment questionnaire)

X4.8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	8.3	8.8	8.8
	N	21	58.3	61.8	70.6
	A	8	22.2	23.5	94.1
	SA	2	5.6	5.9	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		

Total	36	100.0		
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In the pre-treatment questionnaire given to the experimental class, for the eighth statement, the choice that got the highest percentage was neutral as much as 61.8%. This means that most students are neutral with the statement that after they learn by using Kahoot! as learning media, they would ask more often in English class.

Table 4.28 The result of the 9th statement (post-treatment questionnaire)

X4.9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	8.3	8.8	8.8
	N	12	33.3	35.3	44.1
	A	14	38.9	41.2	85.3
	SA	5	13.9	14.7	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

In the post-treatment questionnaire given to the experimental class, the choice of the ninth statement that got the highest percentage was agreed as much as 41.2%. This means that almost half of the students agree with the statement that after they learn by using Kahoot! as learning media, they would increase their vocabulary.

4.2 Data Analysis

4.2.1 Hypothesis Testing

After all the data of the students' scores had been collected, the researcher analyzed the data through a t-test. A T-test is a tool that is used for the comparative hypothesis of two samples if the data is in interval or ratio. It is aimed to find out the effects of using Kahoot! media to measure the first-grade students' reading comprehension at SMAN 1 Pangkalan Kerinci, Pelalawan. The analysis used is the t-Test with the help of SPSS for windows version 24 which can be described in detail as follows:

1. Hypothesis I Test (Improved Learning Outcomes)
 - a) Improvement Test Result of The Experimental Class Learning Outcomes

Hypothesis testing with the formula t-test (Paired Samples t-Test):

Table 4.29 the Results of t-Test Calculation of Experimental Class Learning

		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Mean	Lower	Upper			
Pair 1	Pretest - Posttest	-22.903	28.30707	5.08410	-33.28634	-12.52011	-4.505	30	.000
		23							

If the significance value < 0.05 , then H_0 is rejected, and conversely if the significance value ≥ 0.05 , then H_0 is accepted. Because (sig. = 0.000 < 0.05), H_0

is rejected. So it can be concluded that there is an increase in the learning outcomes of the experimental class from the pre-test and post-test.

SMAN 1 Pangkalan Kerinci determines that the indicator of student learning success is at least 70% of the total number of students able to solve questions or those who reach the KKM = 70. Based on the calculations, here are the results of experimental class learning outcomes before and after treatment:

Table 4.30 Completeness Percentage of the Experimental Class
Learning Outcomes

Class	Pre-Test		Post-Test		Total
	Complete	Incomplete	Complete	Incomplete	
Experimental	14	22	27	9	36
Percentage	42.4%	57.5%	84.5%	15.6%	

Table 4.30 shows that learning outcomes in the learning of the experimental class experienced an increase in mastery from previously reaching 42.4% completeness and after reaching 84.5% > 70% completeness so that the category reached classical completeness and experienced increase incompleteness by 42.1%.

Based on the results of the experimental class learning outcomes completeness above, then this hypothesis I can be accepted which states that the learning process on reading comprehension, especially descriptive text material by

using Kahoot! as a media can improve the learning outcomes of class X MIA 3 students (experimental class) of SMAN 1 Pangkalan Kerinci.

b) Improvement Test Result of The Control Class Learning Outcomes

Hypothesis testing with the formula t-test (Paired Samples t-Test):

Table 4.31 the Results of t-Test Calculation of Control Class Learning Outcomes

Paired Samples Test										
Pair		Mean	Std. Deviation	Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Std. Error Mean	Mean	Lower	Upper			
1	Pre Test Control Class - Post Test Control Class	5.000	21.580	3.597	-2.302	12.302	1.390	35	.173	

If the significance value < 0.05 , then H_0 is rejected, and if the significance value ≥ 0.05 , then H_0 is accepted. Because (sig. = $0.173 > 0.05$), H_0 is accepted. So it can be concluded that there is no increase in learning outcomes of the control class from the pre-test and post-test.

SMAN 1 Pangkalan Kerinci determines that the indicator of student learning success is at least 70% of the total number of students able to solve questions or those who reach the $KKM = 70$. Based on the calculations, here are the results of control class learning outcomes completeness without treatment:

Table 4.32 Completeness Percentage of the Control Class

Learning Outcomes

Class	Pre-Test		Post-Test		Total
	Complete	Incomplete	Complete	Incomplete	
Control	25	11	23	13	36
Percentage	69.4%	30.6%	63.9%	36.2%	

Table 4.32 shows that learning outcomes in the learning of the control class experienced a decrease in incompleteness from previously reaching 69.4% completeness to 63.9% < 70% completeness so that it was not included in the category of achieving classical completeness and experiencing decrease incompleteness by 5.5%.

Based on the results of the control class learning outcomes completeness above, then this hypothesis I show that the learning process on reading comprehension, especially descriptive text material without treatment (by using Kahoot!) cannot improve the learning outcomes of class X MIA 4 students (control class) of SMAN 1 Pangkalan Kerinci.

2. Hypothesis II Test (Differences in Learning Outcomes)

This second hypothesis test, tests the post-test results of the experimental class and the control class to see the difference in learning outcomes of the two groups. Hypothesis testing with t-Test formula (Independent Samples t-Test):

Table 4.33 Results of the t-Test Calculation of Post-Test Data Experimental and Control Class

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post Test Result	Equal variances assumed	.273	.603	2.147	66	.035	9.826	4.577	.687	18.965
	Equal variances not assumed			2.126	61.314	.035	9.826	4.621	.587	19.066

If the significance value < 0.05 , then H_0 is rejected and, if the significance value ≥ 0.05 , then H_0 is accepted. Because (sig. = 0.035 < 0.05), H_0 is rejected. This means that there is a significant difference between the mean scores of the experimental class and the control class.

Based on the hypothesis II test, it can be concluded that there is a difference between the mean of the experimental class and the mean of the control class. The mean score of the experimental class is 80.94, while the mean of the control class is 71.11. It means that the mean of the experimental class is higher than the mean of the control class.

3. Hypothesis III Test (Effectiveness Level)

Hypothesis testing with design results (pretest-posttest control group design):

Table 4.34 Pretest-Posttest Control Group Designs

Group	R	Pre-test Average	Treatment	Post-test Average
Experimental	R	58.79	X	80.94
Control	R	76.11	-	71.11

Table 4.34 shows the effects of learning without using Kahoot! as a media for reading comprehension of descriptive texts of $71.11 - 76.11 = (-5)$. Meanwhile, the effect of learning using Kahoot! as a media for reading comprehension of descriptive texts of $80.94 - 58.79 = 22.15$. So that the total effect of giving learning with Kahoot! as a media for reading comprehension of descriptive texts is $(80.94 - 58.79) - (71.11 - 76.11) = 27.15$. From the results of the pre-test and post-test designs, it can be seen that the effectiveness of learning is as follows:

Table 4.35 Total Effectiveness of Learning

Group	Pre-test Average	Post-test Average	Deviation
Experimental	58.79	80.94	22.15
Control	76.11	71.11	-5
Effectiveness			27.15

Based on table 4.35, the experimental class shows an average pre-test result of 58.79. After treatment, namely the application of Kahoot! as a media for reading comprehension, the post-test results have increased significantly compared to the pretest with an average value of 80.94. In the control class, the pretest average was 76.11 and the post-test average was 71.11, a decrease of -5. While the level of learning effectiveness using Kahoot! as a media for reading comprehension is 27.15.

Based on the hypothesis III test, it can be concluded that there are differences and improvements in learning outcomes between the experimental class and the control class, so that learning using Kahoot! as a media for reading comprehension is more effective than not using it.

4.2.2 The Result of Questionnaires

Based on the percentage of the pre-treatment questionnaire shows there are many normal or neutral responses, especially the response of English, Reading, and about finding a solution to students' problems. When students in the English class, they did or did not consider that English is their favorite subject, they also did not consider English is easy or difficult for them to learn, they also did not consider their opinion about English is a fun or boring subject to learn, and also students are neutral with the statement that they are confused after learning English lessons. Then the percentage results also show neutral responses about Reading, where students did or did not consider they are like reading out of textbooks, journals, or articles to learn English and that also applies to their

comprehension of the text that they have read. Besides, students are neutral with the statement that they are always practicing their reading comprehension by answering a few questions. Also sometimes students look or don't look up vocabulary if there is a vocabulary they don't know. It can be seen clearly that students' interest in English subjects is less and students' interest in developing their abilities also looks very minimal.

On the other hand, based on the percentage of the pre-treatment questionnaire shows there is a little agrees response, among others are:

1. Students still have a sense of fear or lack of self-confidence in students to ask questions in English class;
2. Students prefer if the teacher uses learning media (picture, PowerPoint, video, etc) to teach English;
3. Students always find out the meaning of the text from people who more understand it if they do not understand.

To sum, they have a high sense of curiosity, but less confident to ask their teacher and they also like it when teachers combine learning systems such as by doing different things or something new (they have never tried) in learning activities.

Based on the percentage of the post-treatment questionnaire shows good response increases, especially the students' perception of English, students' responses about using teaching and learning media in English class, and students' problems solved. The other gets a neutral response, which is the students' response to Reading. Students' perceptions of English have turned into positive

perceptions. Students begin to like English lessons and think that English is fun. Students also showed surprising results where students were very enthusiastic to start learning English class. This is evidenced by the results of the questionnaire which showed that students were looking forward to English class, 41.2% agreed and 41.2% were neutral. Besides that, students also strongly agree when teachers use games, such as Kahoot! rather than to pictures, PowerPoint, or videos which are usually they encounter in a lesson, and students will also pay attention to the English class if the teacher uses treatments such as Kahoot! like that. It can also be seen in the post-treatment questionnaire percentage table with a percentage of 50% of students agreeing. Besides, it turns out the use of Kahoot! as a media in reading comprehension produces results. The positive result was able to motivate students to increase their vocabulary knowledge. In short, the use of Kahoot! as media in the learning process gets positive responses from students.

Behind the positive response given by students in using Kahoot! as a learning media, students' interest in it by providing experiences with Kahoot! to other people showing a neutral response. However, it turns out that students' perceptions that English is easy have not changed, namely neutral. Even though the response was the same, the students' perceptions about the fact that English easily increased, namely from 47.1% to 58.8%, which indicates that this perception had increased by 11.7%. Besides that, students' responses to understanding in reading activities are still neutral. It's just that the percentage of students' reading comprehension increased from 47.1% to 50%, which indicates that students' reading comprehension increased by 2.9%. In solving students'

problems to improve reading comprehension, as well as student activity in asking questions during the English class also received a neutral response.

4.3 Data interpretation

In this subchapter, there are two data from two different classes, namely the experimental class, the control class, and questionnaire. The first discussion will discuss the data obtained from the experimental class. The following is the explanation:

4.3.1 Experimental Class

From the experimental class data, the total of the pre-test was 1940 with a mean score of 58.79. Furthermore, the total score of the post-test was 2590 with a mean score of 80.94. The increase between the pre-test and post-test was 22.15. This evidence refers to improving students' reading comprehension after using Kahoot! media for their learning process.

1. Finding the Main Idea, Finding Factual Information, Guessing Vocabulary in Context, Identifying Reference and Making Reference in Pre-Test

In this case, components of reading comprehension ability get a different score. The highest is Finding factual information score was 66 with mean 2, while the other components, Making reference score was 44 with mean 1.33, Identifying reference score was 32 with mean 0.96, Guessing vocabulary in context score was 27 with mean 0.81, and the last is Finding the main idea score was 25 with mean 0.75.

2. Finding the Main Idea, Finding Factual Information, Guessing Vocabulary in Context, Identifying Reference and Making Reference in Post-Test

Beside, in the post test, the most highest is still Finding factual information score was 70 with mean 2.18, while the other components, Guessing vocabulary in context score was 59 with mean 1.84, Making reference score was 55 with mean 1.71, Identifying reference score was 46 with mean 1.43, and the last is Finding the main idea score was 29 with mean 0.90.

4.3.2 Control Class

The control class data shows results that are inversely related to the experimental class. Where, the pre-test and post-test results of the control class decreased. The total of the pre-test was 2740 mean score of 76.11. Furthermore, the total score of the post-test was 2560 mean score of 71.11. The decrease between the pre-test and post-test was (-5). This evidence refers to a decrease in students' reading comprehension without using Kahoot! media for their learning process.

1. Finding the Main Idea, Finding Factual Information, Guessing Vocabulary in Context, Identifying Reference and Making Reference in Pre-Test

In this case, components of reading comprehension ability get a different score. The highest is Finding factual information score was 90 with mean 2.5, while the other components, Making reference score was 58 with mean 1.61, Identifying reference score was 54 with mean 1.5, Guessing vocabulary in context

score was 39 with mean 1.08, and the last is Finding the main idea score was 31 with mean 0.86.

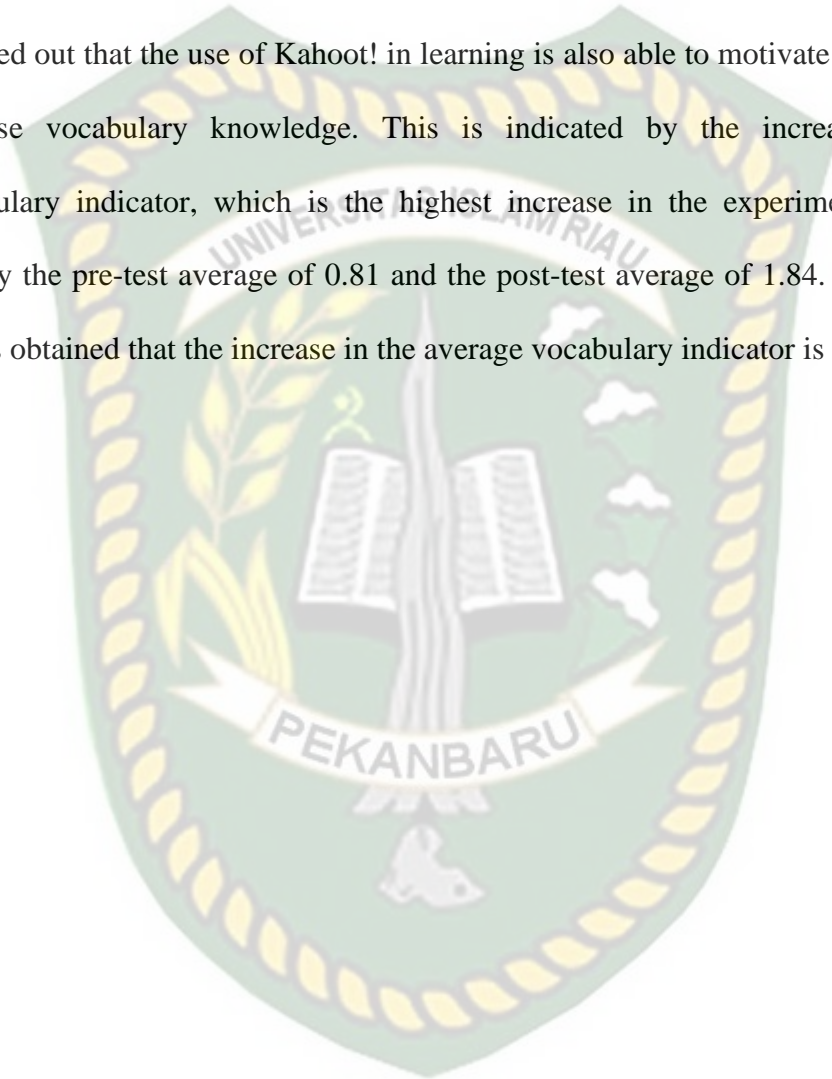
2. Finding the Main Idea, Finding Factual Information, Guessing Vocabulary in Context, Identifying Reference and Making Reference in Post-Test

Beside, in the post test, the most highest is Making reference score was 67 with mean 1.86, while the other components, Guessing vocabulary in context score was 66 with mean 1.83, Finding factual information score was 62 with mean 1.72, Identifying reference score was 35 with mean 0.97, and the last is Finding the main idea score was 26 with mean 0.72.

4.3.3 Questionnaire

From the results of questionnaires which has been discussed in the previous section, before students are treated using Kahoot!, the results show that students' lack of interest in English subjects, students lack self-confidence in English, and lack of students interest in improving their reading comprehension skills and mastering or increasing their vocabulary because students would rather ask others something they do not know than to find out by themselves. However, the results of questionnaires were surprising after the students received treatment using Kahoot!. The results of questionnaires showed that students' perceptions of English became very positive, where students were very enthusiastic about starting an English learning class and thought that English was fun. Besides, students also strongly agree that teachers use games like Kahoot! in learning and

students will also pay attention to the English class if the teacher uses a treatment like Kahoot!. Even though the students were neutral in the response that English was easy and were still not very active in asking questions during English lessons, it turned out that the use of Kahoot! in learning is also able to motivate students to increase vocabulary knowledge. This is indicated by the increase in the vocabulary indicator, which is the highest increase in the experimental class, namely the pre-test average of 0.81 and the post-test average of 1.84. So that the results obtained that the increase in the average vocabulary indicator is 1.03.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research in chapter IV, it proved that Kahoot! as a media has a significant effect on the first-grade students' reading comprehension at SMAN 1 Pangkalan Kerinci, Pelalawan. It can be concluded that Kahoot! is one of the innovations that can help teachers to improve students' ability in reading comprehension. In conducting research using Kahoot! to improve students' reading comprehension at SMAN 1 Pangkalan Kerinci, Pelalawan is expected to help them more remind reading comprehension.

The mean score of the experimental group has increased. The pre-test means the score was 58.79. After doing treatment using Kahoot! and analyze the result of the post-test, it was found that the post-test mean score was 80.94. In other words, the post-test mean score was higher than the pre-test mean score. Meanwhile, the mean score of the experimental group has decreased. The pre-test means score in the control class was 76.11. The control class was not given any treatment, only doing teaching and learning activities as usual (through online Webex meetings). And after a few weeks, the post-test mean score was 71.11. In other words, the post-test mean scores are lower than the pre-test mean scores. Then, when compared to the post-test mean score in the experimental class was 80.94 and the control class was 71.11, it can be seen that the post-test mean score in the

experimental class is far above the standard than the control class. In other words, a normal classroom situation does not guarantee an increase in a student's average score in a class or even can decrease the student's average score in a lesson. Whereas classroom situations that are different from the usual ones can increase the student's average score in a lesson.

Besides, the results of the questionnaire distributed to experimental class students showed that Kahoot! in learning English makes students like the lesson and makes them very enthusiastic about starting the English learning class. Where in the questionnaire also shows the results that students will pay more attention to lessons at a later date. An even more obvious result is the use of Kahoot! in learning is also able to motivate students to increase vocabulary knowledge.

It is indirectly explained that the use of Kahoot! as a media is significant and positive to the learning process especially reading comprehension for descriptive text. In conclusion, the research has proven Kahoot! as a media to improve the first-grade students' reading comprehension at SMAN 1 Pangkalan Kerinci, Pelalawan in the academic year 2020/2021.

5.2 Suggestion

Related to the result of this research, the researcher offers some suggestion as follow:

1. For the readers

The writer suggests using various media in teaching and learning English. Especially in reading comprehension to make students more interested and

enjoy the learning process and automatically can improve their ability in it. One of the media that can be used is Kahoot!. By using the right media, it is expected that students' reading comprehension ability can gradually increase. In Kahoot!, students can learn while playing.

2. For the other researcher

The writer suggests that by reading this thesis, they can be expected to be able to conduct or analyze research related to any problem in reading comprehension because there are still any problems with reading comprehension ability.

3. For the students

The writer suggests that the students should be active and can improve their ability to practice reading comprehension of English text. The only one to become good at a skill is to practice. It is the same in reading comprehension of English text. Students can use any media that can make them comfortable and enjoy learning including Kahoot!, which can improve their knowledge in reading comprehension.

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