

Improving Students' Reading Comprehension By Using Kahoot! A Classroom Action Research at the Tenth Grade of High School in Subang West Java Indonesia

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Abstract

Reading was a difficult language skill for students who still struggled to understand the content of reading texts. This required the teachers to implement some strategies that would help the students learn optimally. Participant of this research tried to shift teaching strategies from using conventional media to an interesting online game-based learning platform to enhance students' reading skill. The purpose of this study was to discover the process of using Kahoot! to improve student's reading comprehension. The researcher employed a classroom action research design (CAR) and data were gathered through the use of a test, questionnaire, and observation sheets. The outcome revealed that there were positive responses after the action was carried out. The students' mean pre-test score was 64, and 4 (26,7%) were able to pass the KKM. The mean score of cycle 1 was 69,3, and the percentage of students who passed the KKM was 6 (40%). The mean score of cycle 2 was 74,2, and the percentage of students who passed the KKM was 8 (53,3%). The mean score of cycle 3 was 78,3 and the class percentage of students who passed the KKM was 13 (87%). It can be concluded that Kahoot! is a suitable medium for use in high school, particularly for improving students' reading comprehension.

Keywords: Kahoot! Application; Media; Reading; Reading Comprehension

Abstrak

Membaca adalah keterampilan bahasa yang sulit bagi siswa yang masih berjuang untuk memahami isi teks bacaan. Hal ini menuntut guru untuk menerapkan beberapa strategi yang akan membantu siswa belajar secara optimal. Partisipan penelitian ini mencoba mengubah strategi pembelajaran dari menggunakan media konvensional menjadi platform pembelajaran berbasis game online yang menarik untuk meningkatkan keterampilan membaca siswa. Tujuan dari penelitian ini adalah untuk mengetahui proses penggunaan Kahoot! untuk meningkatkan pemahaman membaca siswa. Peneliti menggunakan rancangan penelitian tindakan kelas (PTK) dan pengumpulan data dilakukan dengan menggunakan tes, angket, dan lembar observasi. Hasilnya mengungkapkan bahwa ada tanggapan positif setelah tindakan dilakukan. Nilai rata-rata pre-test siswa adalah 64, dan 4 (26,7%) mampu lulus KKM. Nilai rata-rata siklus 1 adalah 69,3, dan persentase siswa yang lulus KKM adalah 6 (40%). Nilai rata-rata siklus 2 adalah 74,2, dan persentase siswa yang lulus KKM adalah 8 (53,3%). Nilai rata-rata siklus 3 adalah 78,3 dan persentase kelas siswa yang lulus KKM adalah 13 (87%). Dapat disimpulkan bahwa Kahoot! merupakan media yang cocok untuk digunakan di SMA, khususnya untuk meningkatkan pemahaman membaca siswa.

Kata Kunci: Aplikasi Kahoot!; Membaca; Media; Pemahaman Membaca

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INTRODUCTION

One of the language skills that students must learn is reading. Reading instruction is important because it helps students understand the content of English texts. Reading was a difficult language skill for students who still struggled to understand the content of reading texts. This required the teachers to implement some strategies that would help the students learn optimally. Reading is inextricably linked to human life such as read newspapers, magazines, comic books, novels, and other kinds of like maps, charts, social media captions, how-to instructions, and so on.

It is obvious that reading comprehension is important in our lives, but teaching reading comprehension has yet to be successful.

The researchers attempted to identify the phenomenon of reading comprehension problems in one of high school at Subang. According to observations, reading was a difficult language skill for students who still struggled to understand the content of reading texts. Furthermore, some teachers do not use effective and efficient reading teaching strategies. The majority of them continue to use conventional teaching media, such as books and whiteboards to deliver the material, but the students are still not paying attention. Students are unwilling to read because they are bored. They are unable to understand and struggle to comprehend English text. The majority of students also perform poorly on reading comprehension tests. Therefore, it is critical to use technology as a medium to support teaching and learning materials without regard to time constraints. It is critical to use media in the classroom because it can help students engage their interests and improve their motivation.

As previously explained, the participants in this study were intrigued by the idea of using the online game-based learning platform Kahoot! to help students with their reading. Many academics have also written about the Kahoot game, which was employed in the study to enhance students' reading comprehension abilities (Medina & Hurtado, 2017). Kahoot was employed as a formative assessment tool in a recent study by Göksün and Gürsoy (2019) to determine whether the use of the gamification tool affected student engagement and academic performance. In recent years, the usage of internet games in foreign language training has exploded in popularity. To the best of our knowledge, reading comprehension of EFL learners with regard to gamification has been neglected in spite of this interest. The optimal way to use digital games to enhance the development of various abilities in foreign language instruction is not well understood due to a lack of research. There are still important issues and problems that have not yet been covered in the literature, and the majority of research stop at examining the motivational component of online games. The goal of this study was to determine whether the interactive game Kahoot, which focuses on vocabulary and comprehension, has any effect on the improvement of reading comprehension among EFL learners. To this end, this research was conducted to address the following research questions:

- 1) How to conduct Kahoot! in improving students reading comprehension?
- 2) Is there a statistically significant difference between reading comprehension scores before and after use Kahoot!?

THEORETICAL FRAMEWORK

1. The Nature of Reading

Based on Hijril et al (2017:125) reading is a text-based written language communication technique. Reading, as one of the four English language skills, is crucial in our daily lives. Language is divided into two forms: oral and written. To comprehend languages, particularly written languages, good reading ability is required. Reading is an interactive activity in which you extract information from a text. Students' knowledge expands as a result of reading. Reading also assists the reader in comprehending the text's message. Reading is beneficial to language acquisition; the more we read, the better we grasp the language.

2. Reading Comprehension

Syamsuet al (2019:80) stated, the ability to analyze literature, understand the meaning of the text, and integrate it with what the reader already knows is referred to as reading comprehension. Individuals' ability to understand text is influenced by their skills and ability to process information.

Reading activities cannot be separated from comprehension because reading is meaningless without comprehension. The reader is unable to grasp the writer's intended message from the

text. It becomes increasingly important as students advance through the educational system. In reading comprehension, we must apply our prior knowledge to the topic presented in the passage. As a result, reading comprehension can be regarded as one of the reading objectives. It can be defined as the readers understanding what the text tells them, knowing the main idea and details of the text, and then combining it with their knowledge of the topic discussed.

3. Media

Achmad (2016:56) states that all traditional modes of instruction (including teachers, chalkboards, textbooks, and other print materials) are included in media, as are newer instructional media such as computers, CD ROOM, interactive video, and multimedia systems. All physical devices that can present messages and stimulate students to learn are considered teaching media. In order to facilitate the teaching-learning process, the teacher can provide media in the classroom. Thus, teaching media are expected to assist teachers in making the lesson more clear and interesting for students to follow.

4. Kahoot!

According to Sari (2019:6) Kahoot! is a well-known game-based learning platform that is easy to use for both educators and students. This game-based application was specifically designed and intended to repeat or review the learners' knowledge and to assess in the form of a light quiz in a fun way. Kahoot! application currently has four types of forms that can be used favorably based on needs and interests: Quiz, Jumble, Survey, and Discussion. Kahoot! also provided a free app, making it more adaptable for both educators and (modern) learners. Ideally, Kahoot! effectively used in schools, colleges, and by anyone who has accessed it. Ratnadya (2017:41) said that since March 2016, 20 million of the 55 million primary and secondary school pupils in the United States have utilized Kahoot!.

METHODS

The data for this study were gathered using a test, questionnaire, and observation sheets, and it was conducted using a qualitative descriptive type of classroom action research.

Creswell (2011) defines action research designs as systematic strategies used by teachers (or other professionals in an educational context) to collect information about, and subsequently improve, the ways their specific educational setting, teaching, and student learning operate. Planning, action, observation, and reflection were the four stages of classroom action research. The four steps were unity inseparable and must be present in every class action research. This stage would be applied in each cycle because action research is a cycle process. If the result of the first cycle fails, it will be continued to the next cycle. If there was a significant improvement in reading comprehension, the cycle stopped because it showed up the improvement of students' achievement in reading comprehension.

FINDINGS AND DISCUSSION

This study was conducted at SMA Bani Muhyiddin Tanjungsiang for tenth-grade students in the academic year 2020/2021, with a total of 15 students. The number of male students is 4 (27%) and the number of female students is 11 (73%).

Table 1
Students' Score

No.	Category	Number of Students Completed KKM	Number of Students Uncompleted KKM	Mean
1.	Pre-Test	4 (26.7%)	11 (73.3%)	64
2.	Cycle 1	6 (40%)	9 (60%)	69.3
3.	Cycle 2	8 (53.3%)	7 (46.7%)	74.2
4.	Cycle 3	13 (87%)	2 (13%)	78.3

Table 1 shows that the students' scores improve in each cycle. The mean pre-test score was 64, there were only 4 (26,7%) students who passed the KKM and 11 (73,3%) students who did not pass the KKM. Post-test 1 had a mean score of 69,3. Meanwhile, in post-test 1, the class percentage of students who passed the KKM was 6 (40%), and 11 (60%) students were still under the KKM. Following that, the mean post-test 2 score was 74,2. Meanwhile, the class percentage that passed the KKM in post-test 2 was 8 (53,3%), and 7 (46,7%) students were still under the KKM. The last, the mean score of the post-test 3 was 78.3. Hence, the class percentage which passed the KKM was 13 (87%) and 2 (13%) still under the KKM.

The researcher measured the students' responses to Kahoot! using questionnaire analysis, and the questionnaire was divided into two parts. Part one includes students' responses to learning English before the implementation of Kahoot!, and part two includes students' responses to learning English after the implementation of Kahoot!.

The findings revealed that students responded positively to learning with Kahoot!. Before implementing Kahoot!, most of students are uninterested in English because they believe it is difficult and boring to learn. They also had difficulty understanding English text. Aside from that, the use of traditional media in the teaching and learning process makes students bored and uninterested in learning English.

In contrast, after using Kahoot! in their English learning, students reacted favorably. Kahoot! was helpful in the teaching-learning process, according to the majority of pupils. It was because Kahoot! was simple for students to use and understand, Kahoot! can increase students' concentration, and most importantly, Kahoot! can help students with their reading comprehension. These are just a few of the reasons why they had more fun and were more motivated in the classroom while learning with Kahoot!. Meanwhile, a few restrictions that limit generalization must be noted. Student replies revealed some Kahoot! flaws. such as Kahoot! Kahoot's time limit and music components are overly competitive and demanding for kids. making kids apprehensive, and the last Kahoot! The most evident restriction is the limited sample size, which rendered it ineffectual because it required an internet connection. Only one class, with 15 pupils, was examined in this study. Hence, classes with more than 15 pupils may not always be able to apply the findings.

CONCLUSION

According to the result of observation, questionnaire, and test, the researcher concludes as follows:

1. The students' mean scores improved from pre-test to post-test. The students' mean score on the pre-test was 64, and only 4 (26,7%) of them passed the KKM. Post-test 1 had a mean score of 69,3 points. Meanwhile, 6 (40%) of the students in the class passed the KKM in post-test 1. The post-test 2 mean score was 74,2, and the class percentage of students who passed the KKM in post-test 2 was 8 (53,3%). Finally, the mean post-test 3 score was 78.3, and the class percentage of students who passed the KKM was 13 (87%). It indicates that the student's reading comprehension has improved.

2. Based on the observations and questionnaires, the potential learning generated by Kahoot! was very satisfying. The use of Kahoot! media was effective in helping students learn reading comprehension. The researcher discovered that after implementing Kahoot!, students became more active in responding to the teaching and learning process, students' concentration when learning increased, and students became more motivated to learn English. Meanwhile, based on student responses, the researcher discovered some shortcomings of Kahoot! in the teaching-learning process, such as Kahoot! being ineffective because it is dependent on an internet connection, Kahoot! being too competitive, and the music and time limit features in Kahoot! contributing to students' anxiety.

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