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The Influence of Using Kahoot on Students' Reading Comprehension at the Eighth Grade of SMP Negeri 17 Kota Serang

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Abstract

Reading is one of the language skills that should be mastered by students. In reading, we gain information and knowledge from written text. The objective of this research is to find out whether there is an influence of using Kahoot on students' reading comprehension at the eighth grade of SMP Negeri 17 Kota Serang. The research methodology used was quasi-experimental. The researcher took two classes, one class as an experimental class and one class as a control class. To collect the data, the researcher used instruments consisting of multiple-choice questions of recount text which had been tried out before the treatment. The instrument consisted of pre-test and post-test. After collecting all the data, the researcher used t-test formula to test the hypothesis. From the calculation of the independent sample t-test, it resulted that tcount was 2.7940 and ttable was 2.0075. It means Ha is accepted because tcount > ttable. Therefore, there is an influence of using Kahoot on students' reading comprehension at the eighth grade of SMP Negeri 17 Kota Serang in the academic year of 2021/2022.

INTRODUCTION

Reading is the process to gain information through written text. Reading is a social process because there is the transfer of information between the readers and the writers (West, 2018, p. 168). It begins with surveys of the phonetic surface portrayal and closures with specific thoughts or importance about the rubs plan by the writer. Through reading, people obtain insights that enrich literacy.

Reading is associated with reading comprehension. During the time spends in reading, the readers need to grasp the whole text to figure out the importance and significance of the writer. It means that seeing the sentence in front of eyes is not enough to conceive the whole text, the readers have to understand the material written, its subject matter, and the process of reading itself. Reading comprehension is an active cycle that requires the readers to unravel rapidly and

precisely with the goal can comprehend the reading (Juniardi & Irmawanty, 2018, p. 38). Through reading comprehension, students gain more knowledge of the text they read by purposely using the words to build visualization (Dewi, 2017, p. 179).

Based on preliminary observation at SMP Negeri 17 Kota Serang, the researcher chose this school because of several reasons. The researcher discovered some issues with the process of teaching and learning, particularly in reading comprehension. The learning model implemented at school is the conventional learning model. In conventional learning, the teacher gives the students one way explanation of the materials. Moreover, it is clearly stated that in the 2013 curriculum, the learning process should be focusing more on students (student-centered). The learning process that is regularly experienced by the teachers using conventional learning to explain the material to students, which is evident that the conventional model presently is no longer appropriate because it will tend to students' weariness and low interest from students about the materials (Faqiroh, 2020, p. 43).

Other issues related to the teaching-learning process were discovered by the researcher. Students were more silent during learning, this was because when the teacher explained the material, they did not understand. Furthermore, they preferred busy with their activities outside of the learning process, such as playing with their pen. Students were unable to comprehend what they had read. Furthermore, the lack of understanding of reading English explicitly and implicitly caused students to have a low interest in studying English.

Based on the preliminary interview with the English teacher at school, the condition of students this year is different from students in the last two years. Students' reading comprehension skills were different from students in the last two years. Due to the COVID-19 pandemic, schools should conduct online learning instead of learning in class. It caused teachers to have difficulties in teaching English. Furthermore, due to the government's policy, there is no English subject at the elementary level. This condition challenges the junior high school teacher to teach English from the basics. This situation is evidenced by the score of all students in English were still below average. The use of technology in teaching English was still low, the teacher only uses google classroom, WhatsApp, and video while online learning.

Based on the problem above, the researcher offered a solution for those problems. The use of technology to teach reading may give influence students reading comprehension. There were different reasons why students need technology in learning English, among others, were: (1) when using technology appropriately, can assist students with getting ready for their future professions, and (2) coordinating technology in the classroom is a compelling approach to get associating with all students using different learning styles, (3) technology can give amazing open-doors to students to improve

connection with their classmates and teachers through a coordinated effort, and the last (4) technology works with students to get to the most recent data rapidly and effectively (Adnyani et al., 2020, p. 62).

One of the technologies that can be useful in the teaching and learning process was Kahoot. Kahoot is an assortment of inquiries on explicit themes. Using the teachers, students, finance managers, and social clients, they are asked progressively, to a limitless number of "players", making a social, fun, and game-like learning climate (Susanti, 2017, p. 454). The idea of Kahoot is to consolidate the student response system (SRS), the currently specialized foundations in schools, and how students are bringing their advanced media, informal community, and gaming into one learning stage (Wang & Tahir, 2020, p. 2).

There are some relevant studies about the use of Kahoot. The first relevant study was written by Sezen Korkmaz and Hüseyin Öz (2021). The research entitled: "*Using Kahoot to Improve Reading Comprehension of English as a Foreign Language Learners*". A quasi-experimental design is used for this research. The researchers used reading quiz scores and a Kahoot questionnaire along with three open-ended questions. The questionnaire is divided into two sections: questions about respondents' opinion of the Kahoot game and their usage of it for reading, and open-ended questions about the game's advantages and disadvantages. To determine the association between the participants' opinions regarding the Kahoot game and their reading results, the researchers employed the Pearson Product Moment Correlation coefficient. According to the study's findings, there was a strong positive correlation between student satisfaction with the Kahoot game and their reading performance at the end of the semester.

The second relevant study was written by Ima Chusnul Chotimah and Muhammad Farhan Rafi (2018). The research entitled: "*The Effectiveness of Using Kahoot as a Media in Teaching Reading*". A quasi-experimental design is used for this research. The researchers divided students into several groups and give 10 questions through their mobile phones as the treatment. Students were more careful in playing the Kahoot game because they have to answer the questions quickly. It challenged the students to win the game by answering the questions well in the shortest time. The researchers used exposition text as the material and focused on understanding the text using one of the techniques named skimming. The researchers conducted tests twice in the pre-test and then a post-test to gather the data, which consisted of 4 questions in an essay. To calculate the data, the researchers used ANCOVA. The sig. value (0.02) was lower than sig. level (0.05). This research resulted that the use of Kahoot as media in teaching reading has proven effective.

The third relevant study was written by Heni Rochimah and Suyitno Muslim (2021). The research entitled: "*Students' Perceptions in Using the Kahoot! Game on Reading Comprehension Learning*". This research used the experimental sequential mix method,

Sugiyono (2018) in Rochimah says that it means a qualitative approach followed by a quantitative approach. To gather the data, the researchers used interviews, observation, documentation, and student exercises. When playing the Kahoot game, the students were enthusiastic because they have not experienced it yet and it is a new thing for them. The results of the researchers' interviews with students show that their perceptions of the use of Kahoot are favorable, and they feel more driven to learn descriptive text through Kahoot, students did not feel bored, and students remembered new vocabulary.

According to those relevant studies, Kahoot helps students learn English while also fostering their capacity to work together as a team (Korkmaz & Öz, 2021, p. 1145), students more enthusiastic about learning (Chotimah & Rafi, 2018, p. 28), students enjoyed reading the full text given, found it interesting, were careful, and did not experience any boredom (Rochimah & Muslim, 2021, p. 2219). There were similarities and differences between this research and other relevant studies. The similarities with this research are Kahoot as media that use to teach English and focuses on students' reading. The differences with this research are the text that is used as the materials and the focus of the study. The second relevant study used exposition text as the materials, while the third relevant study used descriptive text as the materials. The researcher used recount text as the material in this research. Furthermore, the first relevant study centered on improving students' reading comprehension using Kahoot, the second relevant study focused on the effectiveness of using Kahoot, and the third relevant study focused on students' perception of using Kahoot. The researcher focused on the influence of Kahoot on students' reading comprehension in this research.

METHOD

The quantitative approach was applied by the researcher. A quasi-experimental research design was utilized in this study. Due to the researcher's inability to construct groups for the experiment, a quasi-experimental design is one in which participants are assigned to groups, but not randomly (Creswell, 2012, p. 309).

There was a control class and experimental class in a quasi-experimental design. Following the pre-test, the researcher used Kahoot to treat the experimental class, but did not do so for the control group.

There are two variables in this research. The independent variable (marked as X), is a variable of the research that can stand alone without depending on other variables. Meanwhile dependent variable (marked as Y), is the influence caused by the independent variable. (Y) is not controlled by the researcher, but controlled by the (X). The independent variable of this research is the use of Kahoot. The dependent variable of this research is students' reading comprehension.

The population is a gathering of people who have a similar trademark (Creswell, 2012, p. 142). The population is wider coverage than

the sample. In this research, the population was eighth-grade students of SMP Negeri 17 Kota Serang in the academic year 2021/2022. The total population was 217 which divides into 7 classes.

The sample is a subset of the objective population that the researcher plans to learn more about in order to speculatively describe (Creswell, 2012, p. 142). The size of a sample is smaller than the population. Cluster random sampling was used by the researcher to sample two groups. The researcher chose cluster sampling due to the large amount of the population (Sugiyono, 2013, p. 83) and the samples are in the form of the class. Therefore, the sample of this research was 62 students. The selection of experimental group and control group was done randomly. The experimental group was 8-D and the control group was 8-A.

The data collected used quantitative research. The researcher gave pre-test and post-test to collect points of students' answer to reading comprehension tests. Pre-test was given before the treatment with 20 questions of multiple choice about recount text. Meanwhile, post-test was given after the treatment with different 20 questions of multiple choice about recount text.

The researcher gave a try-out test in another class outside the sample of this research, to check the validity and reliability of each question in multiple-choice. The questions were about reading comprehension with 50 questions of multiple choice. The time allocation for try-out was 90 minutes.

Pearson Product Moment used in this research to check the validity of the test. The formula is as follows:

$$R_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

(Sugiyono, 2016, p. 183)

Notes:

Rxy = the coefficient of the correlation between variable X and Y

N = total number of students

$\sum XY$ = the number of X and Y

$\sum X$ = the number of X score

$\sum Y$ = the number of Y score

$\sum X^2$ = the square of the X score

$\sum Y^2$ = the square of the Y score

After the researcher calculated r_{count}, the researcher calculated t_{count} used formula as follow:

$$t_{count} = \frac{r\sqrt{n-2}}{1-r^2}$$

The criteria of the validity test are as follows:

If $t_{count} > t_{table}$ means the test is valid.

If $t_{count} < t_{table}$ means the test is invalid.

Reliability is an indicator of quality acquired in rehashed estimations under similar conditions utilizing a similar estimating instrument. Reliability means the points from the tests are steady and predictable (Creswell, 2012, p. 159). Scores ought to be almost similar when researchers oversee the instrument on various occasions at various times.

The reliability test used in this research was Kuder Richardson-20 (KR-20) because an instrument's items are categorically assessed

as right or wrong. The formula used is as follow:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{S^2-\sum pq}{S^2}\right)$$

(Riduwan, 2011, p. 108)

Notes:

r_{11} = internal reliability coefficient of all items

p = proportion of subjects who answered the item correctly

q = proportion of subjects who answered the item incorrectly

$\sum pq$ = the sum of the multiplication of p and q

k = number of items

S = standard deviation of the test

The criteria of the reliability test are as follows:

If $r_{11} > r_{table}$ means the test is reliable.

If $r_{11} < r_{table}$ means the test is not reliable.

The researcher gave a normality test to check if the data is normal or not. The researcher used chi-square (X^2) to test the normality of the tests. The formula is:

$$X_h^2 = \left[\frac{\left(F_{o-F_h}\right)^2}{F_h}\right]$$

(Sugiyono, 2016, p. 172)

Notes:

X^2 = chi-square score

F_o = the observed frequency

F_h = the expected frequency

The criteria of the normality test are as follows:

If $X^2_{count} > X^2_{table}$, means the data is not normal.

If $X^2_{count} < X^2_{table}$, means the data is normal.

The researcher calculated a homogeneity test to check whether the experimental class and control class were similar or homogenous. The significance level was consulted on the F_{table}. The formula is as follows:

$$F_{count} = \frac{biggest\ variance}{smallest\ variance}$$

(Sugiyono, 2016, p. 198)

The criteria of the homogeneity test are as follows:

If $F_{count} > F_{table}$: means the data is not homogenous.

If $F_{count} < F_{table}$: means the data is homogeneous.

There are two types of hypotheses (Creswell, 2012, p. 126). The null hypothesis (H_0) is the prediction from the researcher that there is no connection between the independent variable and dependent variable. Meanwhile, the alternative hypothesis (H_a) in contrast with the null hypothesis.

1. (H_0): there is no influence of using Kahoot on students' reading comprehension.
2. (H_a): there is an influence of using Kahoot on students' reading comprehension.

The researcher recorded and analyzed the data after collecting it, to discover whether there was an influence on reading comprehension in using Kahoot or not after treatment. The researcher used independent t-test to examine the hypothesis. The formulation is as follow:

$$t_{count} = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

(Arikunto, 2006, p. 311)

Notes:

M_y = mean of experimental class

M_x = mean of control class

$\sum_y 2$ = sum of square deviation score in experimental class

$\sum_x 2$ = sum of square deviation score in control class

n_1 = the total sample in experimental class

n_2 = the total sample in control class

The criteria of hypothesis as follow:

If $t_{count} \leq t_{table}$: H_0 accepted.

If $t_{count} \geq t_{table}$: H_a accepted.

RESULT

The researcher conducted this research to find out whether there is an influence of using Kahoot on students' reading comprehension at the eighth grade of SMP Negeri 17 Kota Serang in the academic year 2021/2022.

A reading test was administered as a pre-test by the researcher. Prior to receiving treatment, it is used to ascertain the students; level of reading comprehension. The second is to provide students with treatments. After the student got treatment, they were more understanding about reading. Giving the students a post-test was the final step. In this study, the researcher utilized a quasi-experimental design. To determine the influence of using Kahoot on students' reading comprehension, the researcher compared the outcomes of the experimental class and control class.

Students were separated into two classes by the researcher. Based on a cluster random sampling technique, the first class was chosen as the experimental class (8-D), and the second class was chosen as the control class (8-A). This research involved 30 students in the experimental class and 32 students in the control class, so the total sample was 62. When the researcher did the research, the students who attended on pre-test and post-test were only 26 students in the experimental class and 27 students in the control class. It was because the students who did not attend the class were sick, given permission, and absent.

Before the treatment, the tryout test was carried out in the try-out class. From the result of a try-out test, the validity and reliability of test items can be measured. The *Pearson Product Moment* formula was used to determine the validity of the test. The researcher found invalid tests were 8 items and the valid test was 42 items. So, the valid test items were administered into pre-test and post-test to make the number of test items balanced.

As the result, 20 items as pre-test and 20 test items as post-test were administered to be the instrument. For reliability, the researcher calculated the answers of all students and continue with the *Kuder Richardson-20 (KR-20)* formula. The calculation result showed r_{count} was 0.926 and r_{table} of this research with total 30 respondence (n-2) was 0.361. It resulted that r_{count} was higher than r_{table} (0.926 > 0.361). So, the instrument of this research was reliable.

The researcher administered a pre-test to the control and experimental class in the first meeting after completing a try-out test and evaluating the test's validity and reliability. Prior to treatment, the pre-test allowed the researcher to assess the reading comprehension of the students. The pre-test resulted in a low grade. With a total of 27 respondents, the control class had a range of scores from 30 to 75. The pre-test results for the control classes' mean, median, modus, and standard deviation were 50, 50, 30, and 14,806. With a total of 26 respondents, the experimental class's high score was 80 and its lowest score was 25. Then the researcher calculated the mean score with the result as 48,27, the median score with the result as 45,00, the modus with the result as 35,00, and the standard deviation as 16,670.

Table 1. Statistics of Pre-Test in Control and Experimental Class

Score	Control Class	Experimental Class
Highest	75	80
Lowest	30	25
Mean	50,00	48,27
Median	50,00	45,00
Modus	30,00	35,00
Standard Deviation	14,806	16,670

In the next meeting, the researcher gave treatment. In the experimental class, the researcher taught by implementing Kahoot as media in the teaching-learning process for the treatment. The researcher divided students into several groups to discuss and comprehend the text. The treatment included blind questions and quizzes. The condition at class during the use of Kahoot was interactive, because the students focus and actively discuss with their partner to answer the questions given. Along with the previous study in (Chotimah & Rafi, 2018, p. 28) it was confirmed that gave questions through Kahoot able to make students more focus to the questions and more challenging because they have limited time to answer the questions with the shortest time if they want to win the game. After playing Kahoot game, the teacher gave explanation about the questions given. Therefore, unless teachers provide through explanation and comments, the game might no provide beneficial results (Korkmaz & Öz, 2021, p. 1145). Nevertheless, there were also the obstacles in teaching English using Kahoot, among others are the internet connection and it

takes time to all groups ready to play Kahoot game. While in the control class, the researcher gave material with English textbook.

The researcher tested the experimental and control classes' students' reading comprehension after the treatment. After the treatment, the post-test was conducted. The control class's post-test had 27 respondents, with the best score being 90 and the lowest being 50. When the post-test results for the control classes were obtained, the researcher obtained that the mean score was 73,15, the median was 75,00, the modus was 70,00, and the standard deviation was 10,844. With a total of 26 respondents, the experimental class's highest score was 100 and its lowest score was 55. Then, the researcher calculated the mean score with the result as 80,77 and the median score with the result as 82,50 and the modus score with the result as 75,00 and the standard deviation with the result as 11,462. It means that the students have positive progress in the post-test.

Table 2. Statistics of Post-Test in Control and Experimental Class

Score	Control Class	Experimental Class
Highest	90	100
Lowest	50	55
Mean	73,15	80,77
Median	75,00	82,50
Modus	70,00	75,00
Standard Deviation	10,844	11,462

DISCUSSION

The results of the pre-test and post-test were accumulated. To assess if the tests are normal or not, a normality test was used. The researcher applied the Chi-Square formula to determine whether the test was normal. Testing criterion (significant level = 5% (11,070) and degrees of freedom df n-1). The data was abnormal if the X^2_{count} was more than X^2_{table} ($X^2_{count} \geq X^2_{table}$). The data was normal if the X^2_{count} was less than X^2_{table} ($X^2_{count} \leq X^2_{table}$).

The table indicated that 10,111 was the outcome of the normality test for the control class. The pre-test in the experimental class was 8,546. Post-test in the control class was 9,440. Post-test in the experimental class was 2,385. Therefore, it can be concluded that X^2_{count} is less than X^2_{table}. The data distributon from both groups' pre-test and post-test was normal.

To ascertain if the data were homogenous or not, a homogeneity test was conducted. To measure the homogeneity, the researcher had to find out the variance homogeneous. The results were from the eighth-graders at SMP Negeri 17 Kota Serang. To compare scores, the total deviation from those of the students was computed. The homogeneity test result was produced by comparing the maximum and the lowest variance values with a significance level of 0.05 for dk numerator 26-1 = 25, and dk denominator 27-1 = 26, in F_{table} = 1,95 the significance value data generated from both classes. If $F_{count} > F_{table}$, means the data is not homogeneous. If $F_{count} < F_{table}$, means the data is homogeneous. The result of the homogeneity pre-test was 1,47 and the post-test was 1,95. In conclusion, the variance of

both classes was homogeneous because the calculation of F_{count} is lower than F_{table}

The results of the pre-test and post-test were calculated using a test of significant value (hypothesis). It is utilized to determine the influence of using Kahoot on students' reading comprehension. After that, the control and experimental class mean and standard deviation were determined, and they were added into the t-test calculation to determine the significance value. If t_{count} is lower than $t_{table,}$ the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was refused. If t_{count} is higher than t_{table}, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was refused.

Therefore, the researcher analyze the independent t-test and it resulted that t_{count} (2,7940) was higher than t_{count} (2,0075) which means that there is an influence of using Kahoot on students' reading comprehension at the eighth grade of SMP Negeri 17 Kota Serang.

CONCLUSION

The objective of this study is to find out whether utilizing Kahoot had any influence on students' reading comprehension. At the eighth grade of SMP Negeri 17 Kota Serang, the researcher used Kahoot as a media tool and conducted the research there. The independent t-test was calculated to determine the answer to the research question. The results of the hypothesis test show that t_{count} (2,7940) was higher than t_{table} (2,0075), indicating that H_a is the accepted alternative hypothesis and H_0 is the rejected null hypothesis.

Kahoot has influenced students' reading comprehension. Thus, using Kahoot can make students more motivated in learning English. It can influence by the cause of students more motivated in learning through Kahoot and it improved classroom dynamics. Supported by (Wang & Tahir, 2020, p. 12) theories confirmed that Kahoot have favorable impact on engagement, perception of learning, concentration, motivation, enjoyment, satisfaction, and confidence. Furthermore, their findings confirmed the results of this research that Kahoot improved classroom dynamics and classroom atmosphere.

It was established, based on the findings and the outcomes of the data analysis, that the use of Kahoot has an influence on students' reading comprehension at the eighth grade of SMP Negeri 17 Kota Serang.

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