THE USE OF KAHOOT TO IMPROVE STUDENTS' NARRATIVE TEXT READING COMPREHENSION

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Abstract
This research discusses the usage of a game-based learning media to solve the problem of reading comprehension score poorly, namely Kahoot!. The objective of this research was to improve the students' narrative text reading comprehension by using Kahoot as a media in the teaching and learning process. This research was classroom action research. The research was conducted to 25 students of eighth graders of Nusantara Krian junior high school. The research showed that by using Kahoot as media in the classroom learning could improve the students' narrative text reading comprehension. The students' mean score on the pre-test was 64 and only 9 (36%) students were able to pass the minimum completeness criteria (KKM). The result score was under the KKM set by the school 75. The learners' mean score improved after the first cycle, rising to 71.2 and 13 (52%) students passed KKM. However, it showed still under minimum completeness criteria. It was therefore necessary for the second cycle, during which the score rose to 79,6 and 20 (80%) students passed the KKM. It was concluded that using Kahoot can improve the student's narrative text reading comprehension. The students' positive response to the usage of Kahoot in teaching and learning reinforced the improvement in the students' achievement.

Keywords: Kahoot, learning media, narrative text, reading comprehension, eighth graders.

Introduction

English is a universal language that is widely spoken and studied around the globe. Students must learn four skills in order to learn English: reading, speaking, writing, and listening. Students must grasp reading as one of the linguistic skills they must acquire. Reading is critical because it allows students to develop abilities in grasping the content of English texts. Ahmadi cited on Abbas states that reading's primary purpose is to extract the correct message from a book that the author intended for the reader to understand (Pourhosein Gilakjani & Sabouri, 2016). According to Krashen, who was referenced by Yusti, Reading is a receptive talent which is critical to a learner's intellectual and practical growth (Arini & Sulistyarini, 2021). Further, reading is a crucial receptive skill toward the growth of a learner's mind and capacity. Reading defines as a crucial component of any educational program and helps to define a person's intellectual abilities. It is also a crucial component of functional literacy. Reading is therefore essential for the development of literacy because, based on its spelling system, it gives readers access to new vocabularies (of a given language) (Mulumba, 2016). It implies that reading is an essential skill for learning EFL as well as other forms of literacy like critical literacy and social literacy.

Reading comprehension is the process of building and deriving meaning from written language while engaging with and interacting with it (Catharine Snow, 2002). Meanwhile, the ability to comprehend information in a text and use it effectively is reading comprehension in its most straightforward sense (Grabe & Stoller, 2013). It means that the process of creating and extrapolating meaning from written language while interacting and interacting with it is known

as reading comprehension.

Although it is obvious that reading comprehension is crucial in our lives, teaching reading comprehension has yet to be a success. The researchers found to understand the phenomena of reading comprehension problems in junior high school, particularly at SMP Nusantara Krian. Furthermore, most students were less interested in the lessons that teachers presented in a conventional way, according to preliminary observations conducted by the researcher during teaching and learning process in the classroom. Only a few pupils were able to accurately respond to the teacher's questions, and many students appeared to be dozing off as a result of the session's last English lessons. Reading was a difficult language skill for kids who were still having problems grasping the content of reading texts, according to the observations. The majority of students also score poorly on reading comprehension tests. The students' score is under the Minimum Completeness Criteria (KKM) arranged by school. The score is 75.

Therefore, the researchers conclude that an attempt must be made to resolve the issues that arose in the classroom, and that the instructor must teach the learners using creative and interesting media to increase their achievement and motivate them to participate in the classroom activities. Game-based learning is one of the most enjoyable ways to learn English. It is critical to employ enjoyable media in the classroom since it can assist students in engaging their interests and increasing motivation. Students will be interested in and like learning English, especially in reading comprehension, if they have strong motivation and a good learning technique. It will help students learn English more effectively. Thus, the researcher is interested in using a game-based learning media to solve the problem described above, namely KAHOOT.

Kahoot! is a pupils response system that involves students in conversations, surveys, and games-like pre-made or spontaneous tests (Dellos, 2015). KAHOOT defines as fun online game-based learning, can provide many benefits to both teachers and students. The benefits of Kahoot, for example, include the ability for teachers to create quizzes, conversations, and polls using a variety of media including video, graphics, and text (Mansur & Fadhilawati, 2019). Learners are able to use many kinds of tools to access the information, include smartphones, and include laptops, tablets, computers and other gadgets. The instructor is able to set a learners' time restriction to complete the exam. Because of this, finishing the exam or survey on time is just as important as providing accurate answers.

KAHOOT, as one of the game approaches, has requirements which include: 1) establishing flexible working connections amongst pupils, 2) getting pupils and instructor to know one another, 3) increasing or decreasing degrees of energy, and 4) readjusting focus (Ginnis, 2008). Students have been passionate about studying with KAHOOT when the game was first presented to them. This tool makes it simple for students to learn both mentally and independently. The environment Kahoot! has developed is secure, competitive, entertaining, and beneficial not only for academic but also psychological purposes (Dellos, 2015). A variety of icons must be created in the interactive game Kahoot, which is based on teaching. One of them is the icon quiz, which allows users to design tests using KAHOOT! to make learning engaging and not tedious. Therefore, KAHOOT application can be predicted to be useful since it may overcome the flaws of traditional media that are commonly employed in reading comprehension.

In the implementation of Kahoot, teachers can create a quiz, discussion or survey in quickly and easily. The instructor goes into their account and clicks "Create new Kahoot!" to access the quiz, discussion, or survey creation choices. The instructor will be requested to submit a name for the quiz by choosing the option with a question mark. The instructor picks "Go!" after deciding on a quiz name and is given the chance to enter the first quiz question. Then, the instructor can access the quizzes they've developed under "My Kahoots" by logging onto their accounts after generating them. After logging into their Kahoot! accounts and "launching" the quiz to the pupil, the instructor then receive a PIN code. Then, students can join the quiz by entering the code given by the teacher (Dellos, 2015).

This research uses narrative text as the subject of the study. According to Barthes and Duisit (Duisit, 2008), narrative stories are told through myth, legend, fables, tales, novellas, epics, historical events, tragedies, comedies, mimes, paintings, glass windows, movies, comics,

new inventions, and discussion. A narrative text is a piece of writing that tells a tale and amuse and instructs the reader or listener in the process (Anderson, 1997). It means that narrative is a story which have purpose to entertain the readers. Meanwhile according to Percy in Destri states that a narrative essay is one which narrates a tale or an events series in chronological order. 1) Orientation, where the writer informs the readers about the story's main characters, the setting of the plot, and when the action takes place. 2) Complication, in which the plot is propelled forward by a succession of events, all of which we expect to result in some form of complication or problem. 3) Resolution, make a decision a resolution to the issue is brought about in a "satisfying" story (Asirika & Refnaldi, 2017).

Rohmah on Lailiya's thesis, stories may improve motivation, bring meaning, improve influence-built language awareness, develop communication and function as stimulus for speaking and writing (Mawadah, 2015). Therefore, the researchers conclude that a good story in narrative is capable of increasing students' interest and motivation in learning English, particularly to improve their reading comprehension skill.

Considering the circumstances and issues pupils are experiencing of eighth graders of SMP Nusantara Krian which has already been described, as well as the effectiveness of KAHOOT in learning process, The researchers were eager to carry out study under the heading "The Use of KAHOOT to Improve Students' Narrative Text Reading Comprehension for Eighth Grade Students at SMP Nusantara Krian academic year 2021/2022".

The researchers formulated research problem on how is the implementation of Kahoot to improve students' narrative text reading comprehension for eighth grade students at SMP Nusantara Krian. Thus, the objective of this research is to describe the improvement of students' narrative text reading comprehension by using Kahoot for eighth grade students at SMP Nusantara Krian.

The scope of this research was the eighth graders of SMP Nusantara Krian. Meanwhile the limitation of the study focused on this research was the usage of Kahoot to improve the reading comprehension in narrative text.
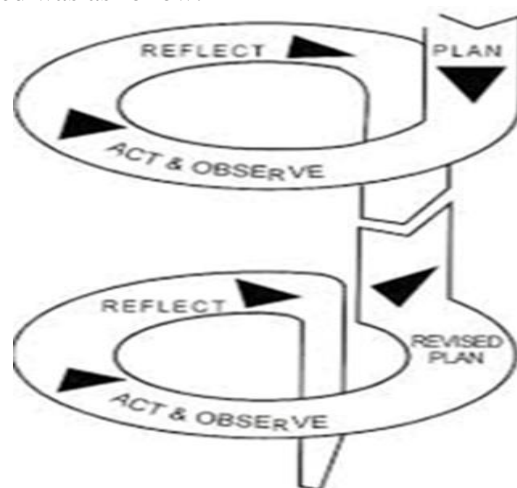
Literature Review

There have been a few previous studies that were comparable to this study. *Firstly*, Putri Desmala Sari (2019) conducted research entitled "The Use of KAHOOT! Media In Teaching Reading (A case Study at the First Grade of SMA Swasta Hang Tuah Belawan in Academic Year 2019/2020)". The similarities between the previous study and this study are both of the studies analyze the use of KAHOOT, and the scope is about reading. Further, the research method is classroom action research. The differences are the previous study finding out the potential of KAHOOT! media to increase students' motivation in reading and the students' difficulties in reading. While this research intended to find out the improvement of students' reading comprehension after teaching by using KAHOOT and to find out the students' responses towards KAHOOT application. *Secondly*, A. Egi Setiawan (2020) had conducted research entitled "Students' Perception on The Use of KAHOOT! Application in Reading Narrative Text at SMAN 3 Makassar". Both of the earlier research and this research is discussing about the use of KAHOOT. However, there are some differences between them such as, the subject of the research, the text used in reading and the aim of the study. *Thirdly*, Moh. Mansur (2019) conducted research under title "Applying KAHOOT to Improve the Senior High School Students' Vocabulary Achievement". Both of this study and the previous study use KAHOOT as the learning media. While, there are also the differences. The previous study investigated the students' vocabulary achievement and this research focus on the students' reading comprehension. Subject study of the previous study is senior high school students but this study uses junior high school students as the research subject. *Fourthly,* a research conducted by Chotimah & Rafi entitled "The Effectiveness of Using Kahoot as a Media in Teaching Reading" found out that The English Department students at STKIP PGRI Jombang's utilization of Kahoot as a medium has an impact on their reading ability. The similarity with this research was about the usage of Kahoot as the media in teaching reading. The differences between the current research and the previous research was that using experimental research while this research used

classroom action research as the research method. The subject of the previous research used the higher level, namely students at the English department of STKIP PGRI Jombang, while this research used eight graders at junior high school students (Chotimah & Rafi, 2018). *Fifthly,* the research conducted by Wibisono (2019) entitled "The Effects Of Kahoot! in Teaching Reading to Tenth Grade Students" found out that when Kahoot! was used as a teaching tool, the students' reading comprehension test results improved. The similarity between this current and the previous study was that the use of Kahoot! in teaching reading. The differences between the current and the previous research was the research method and the subject of the research. *Sixthly,* the research conducted by Tan et al., (2018) entitled "Kahoot! It: Gamification in Higher Education" found out that the students thought Kahoot! was useful for two things: 1) creating motivation and engagement; and 2) fostering and reinforcing learning. The differences between the previous and current research was that the previous research discussed about the beneficial of Kahoot! in factors like motivation and whether the platform would likely support and reinforce learning, meanwhile the current research focus discussed about the use of Kahoot! to improve students' reading comprehension score.

Research Method

This research was conducted at the Eighth Grade Students at SMP Nusantara Krian. The researchers employed the CAR research design (Classroom Action Research). It's because there were issues in the classroom that needed to be resolved right away. Latief cited by MansurA research approach known as "classroom action research" is created expressly to enhance the standard of instruction in the classroom (Mansur & Fadhilawati, 2019). It means that to enhance pupils' learning outcomes, instructors can use classroom action research to reflect on their practices and take systematic action. The numbers of subject were 25 students. It consisted of 18 male students and 7 female students.

In this research, the researcher utilized cycle CAR model suggested by Kemmis and McTaggart which had four steps that are planning, action, observation, and reflection (MCTaggart, 1999). This research was conducted into 2 cycles and each cycle was 45 minutes. Steps to do this research through four steps, namely: planning, action, observation, and reflection. Flowcharts used was as follow:

Picture 1: Kemmis and Taggart classroom action research

Descriptive statistics and quantitative analysis are both used in the data analysis process for this investigation. The data collection procedures utilized a test which consists of a pre-test and post-test with text narrative material. The benefits of the pre-test are to determine the students' initial abilities regarding the lessons delivered before the treatment. As for the post-test to measure whether students have mastered certain competencies as formulated in the learning outcomes indicators after treatment. Furthermore, this research used interview to help researchers collect data about the students' response when teaching and learning takes place that occurred in the classroom.

The criteria for success in this research placed emphasis on student learning outcomes with a minimum completeness competency of 75. So, students who get a score of 75 or more are classified as passing. On the other hand, students who scored less than 75 are classified as failing. This could be identified through data collected from test results of literal comprehension, interpretive understanding.

The test scoring rubric used to analyze the data in this study was guided by the Guttman scale and gave a score of 1 for correct answers, and 0 for incorrect/no answers.

To calculate student scores, the author uses the following assessment guide:

$$\text{Score} = \frac{\text{Gain score}}{\text{The Highest Score}} \times 100$$

To analyze the students', mean scores, the author used the following pattern. The pattern was:

$$\text{Mx} = \frac{\sum x}{N} \times 100$$

Information:
Mx   = The Students Mean Score
X   = The Sum of The Score of All Students
N   = The Number of Students

To analyze the result of the test, the percentage of success formula was employed by the researcher was as follow:

$$\% X = \frac{X_1}{N} \times 100\%$$

Information:
%X   = Percent of classical achievement
X1   = Number of pupils who receive a grade
N   = The Number of pupils

Results and Discussion

Learning using KAHOOT had been finished completely on cycle I and cycle II action. The analysis' findings revealed an improvement in learning outcomes in reading comprehension. Cycle I carried out in 1 meeting, namely on June 22, 2022, with an allocation of 45 minutes. Cycle II carried out in 1 meeting, namely on June 23, 2022, with an allocation of 45 minutes. The material taught is about the narrative text.
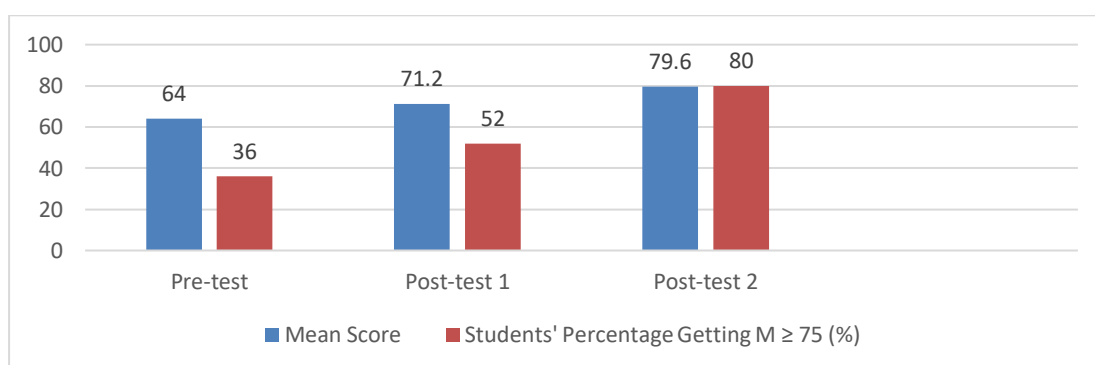
Cycle I and Cycle II consists of 4 stages, namely the planning stage, the action stage, the observation stage, and the reflection stage. The first stage, *planning the research*. (1) The teacher made a lesson plan before the teaching-learning process; (2) The teacher made teaching materials; (3) The teacher made a test instrument; (4) Prepared the required materials such as prepared their internet connection device because this media depends on the online connectivity. The second stage, *action on the research*. In this step, the researcher applied the strategic design according to the lesson plan that had been planned. Plan (scenario) actions to be taken include: (1) Teachers accessed the website https://KAHOOT.com// and create an account; (2) The teacher selected or made material about narrative text with available features; (4) After selecting or making the appropriate material, multiple-choice questions will be displayed on the main teacher of the device; (5) Teacher asked students to take out their smartphone and made sure that their smartphone had been connected by internet connection; (6) Teacher gave the code of Kahoot to be used by students for login or play the game; (7) students had the gadget's suitable response for a certain period of time in each group. The third stage, o*bservation*. In this phase, researchers engaged in a variety of activities, such as: 1) open observation of students' reactions to the teaching-learning process utilizing Kahoot, and 2) providing the students a post-test to gauge whether they made any progress on the pupil's narrative text reading comprehension or not after they were taught by using Kahoot. Fourth stage, *reflection*. This stage was intended to study overall actions that have been taken, based on the data that has been collected, and then carry out evaluations to improve actions in the next one. Reflection in CAR included analysis, synthesis, assessment of results, and observation of the actions taken. If there

was a problem and the process of reflection, then do the process of reviewing through the next cycle which included activities: re-planning, re-action, and re-observation so that the problem encountered can be resolved.

The problem of this research was how the Kahoot usage to enhance students' narrative text reading comprehension for eighth grade students at SMP Nusantara Krian. The action to solve this problem was giving Kahoot as a media to improve the students' narrative text reading comprehension. The researcher gave the students pre-test of reading comprehension using paper. Then, on post-test cycle 1, the students used Kahoot as the media in reading comprehension test in form of multiple choice. Further on post-test cycle 2, the students also used Kahoot in reading comprehension. However, the researcher increased the cognitive level of each questions indicator from cycle 1 in form of multiple-choice questions. The following was the result of the tests that the researchers conducted following teaching and learning activities on narrative text reading comprehension using Kahoot:
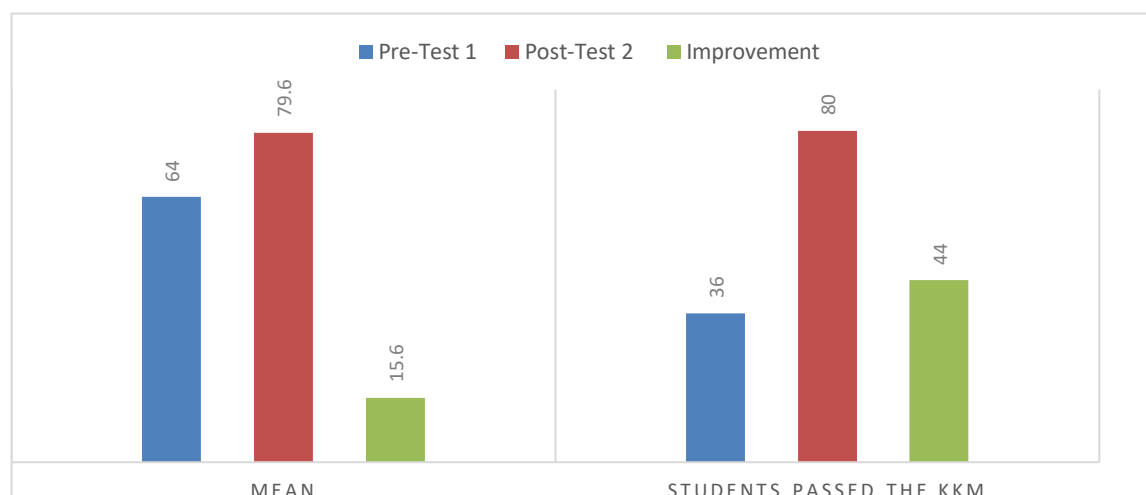
Table 1: *The Summary of the Treatment Result*

Speaking Test	Treatment	Mean Score	Percentage of Students Getting M ≥ 75
Pre-test	Reading comprehension by using paper-based in form of multiple choice	64	36% (9 students out of 25)
Post-test Cycle 1	Reading comprehension by using Kahoot media in form of multiple choice	71,2	52% (13 students out of 25)
Post-test Cycle 2	Reading comprehension by using Kahoot media in form of multiple choice	79,6	80% (20 students out of 25)

Picture2 : *The Mean Score and Students' Percentage Getting M ≥ 75 Improvement Chart*

According to the result above, the mean score in the first cycle grew from 64 to 71.2 between the pre-test and post-test. However, the increase hadn't achieved the set success condition, which is that each students receives the same amount or more than 75. The improvement of students' percentage getting M ≥ 75 on the pre-test to post-test 1 was 9 (36%) students were able to pass the KKM to 13 (52%) students who passed the KKM. In cycle 1, many pupils' scores were still below the required level of 75 for mastery learning. From 25 students, only 13 pupils met or exceeded the minimal completion standard. Accordingly, cycle 2 was conducted with outcomes that have above the minimum completeness criteria because cycle 1's learning still needs to be improved. After cycle 1, the teacher instructed the students to

practice at home, so by cycle 2, the students were already accustomed to Kahoot. As a result, the majority of students who met the success criteria following the post-test in cycle 2 even received a score over the KKM (Minimum Completeness Criteria). The mean score in the Post Test Cycle 2 was 79,6%, then the students who passed the KKM were 20 students (80%). This proves that Kahoot's use has improved the pupils' ability to comprehend what they read.

Picture 3: *Score Comparison Pre-test 1 and Post-test 2*

According to the picture 2 describes the comparison score percentage of students' reading comprehension on pre-test and post-test in conditions from cycles 1 and 2. The enhancement of the learners' mean score in comprehending reading narrative text from pre-test 1 to post-test 2 increased 15,6%. Moreover, the enhancement of the percentage of pupils that passed the KKM was 44 % from pre-test 1 to post-test cycle 2. The conclusion is that there were significant changes in result, which means that Kahoot was an effective medium to increase students' narrative text reading comprehension.

On the other hand, the researcher also did the interview to 5 students after class in order to gain information about their feeling during teaching and learning process by using Kahoot media on enhancing their reading comprehension skill. The interview guide instrument was as follows: 1) How do you feel when Kahoot media implemented on your English reading class? 2) Do you want to use Kahoot media on your next meeting class?.

Student 1 answered that on the first trial, she felt confused on how to use the Kahoot application. However, on the second trial, she began accustomed to the application and enjoy the learning. She also conveyed that she wanted to use Kahoot not only on reading class but also on other changes in the learning. Furthermore, the *student 2* said that he was very excited when the teacher demonstrated the Kahoot application from the first time. He was able to follow the teacher's instruction easily. He conveyed that actually he wanted to played Kahoot many times. In addition, *student 3* communicated her positive and excited feeling when using Kahoot media, so that her motivation in learning English was increased. She hoped that her teacher would like to use Kahoot on the next meeting. Then, *student 4* on her statement showed that she was very enjoy and happy to use Kahoot media on her learning English. She felt addict to try to answer the questions on Kahoot application rather than on paper. The last, *student 5* conveyed his feeling that he really enjoyed the learning English at that time by using Kahoot. He could be motivated to be the winner of the class competition. So that the class was more active and interesting. He also wanted to use Kahoot on the next meeting and other lesson.

The findings of this study support Dellos' assertion that the safe, engaging, competitive, and enjoyable environment generated by Kahoot is beneficial not only for academic but also for psychological objectives (Dellos, 2015). It also deals with the pupils' responses since the process of English learning in interviews. The students conveyed their positive responses. They felt challenged and enjoyed reading the narrative text which was conducted by using Kahoot

rather than by using paper only. It means that the task which covered to be a game was more interesting and enjoyable. Thus, it could increase students' motivation in English learning, particularly in comprehending the text activities.

The research findings discussed above, along with the supporting findings from earlier studies, demonstrated that English teachers use Kahoot as an alternative media to encourage their learners to mastery English lesson.

Conclusion

Based on the findings of the research stated above, the conclusion that the Kahoot application might enhance students' reading comprehension of narrative material. This is supported by the students' reading comprehension scores, which increased from 64 to 79,6. Moreover, the improvement percentage of pupils that passed the KKM was 44 % from pre-test 1 to post-test cycle 2. Therefore, it can be said there were significant changes in result which, means that Kahoot was effective media to increase students' narrative text reading comprehension.

Therefore, the researcher suggests the teacher to consider to implementing Kahoot in their instructional methodology. It hopes enhance the students' enthusiasm in reading activity. The students can be fun, enjoy and be more active in the classroom. Thus, the students' skills in English will be increased. In addition, for further researcher will likely gain new perspectives by conducting additional research on the use of this media, which will complement the findings of our study.

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