

**IMPROVING STUDENTS' MOTIVATION AND READING
COMPREHENSION BY USING KAHOOT!**

**(A Classroom Action Research at the Eleventh Grade of SMA N 1 Wonosari
in Academic Year 2019/2020)**

THESIS

Submitted as a Partial Requirements

for the Undergraduate Degree in English Languages Education Departments



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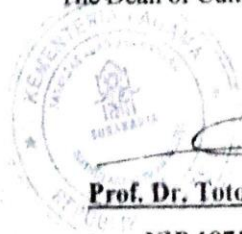
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DEDICATION

*This thesis is
dedicated to my beloved parents
Sri Dadi and Almh. Kartini Ratnasari
who have always been a source of inspiration,
encouragement and give me the best in life
Thank you for everything*

MOTTO

So verily, with every hardship, there is ease.

(QS. Al Insyirah: 5-6)

Life is never completely without its challenges.

(Stan Lee)

You can't control the wind, but you can adjust the sail.

(Ricky Skaggs)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Improving Students' Motivation and Reading Comprehension by Using Kahoot! (A Classroom Action Research at the Eleventh Grade of SMA N 1 Wonosari in Academic Year 2019/2020)" is my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ABSTRACT

Misty Ratnadya Pridadi. 2019. *Improving Students' Motivation and Reading Comprehension by Using Kahoot! (A Classroom Action Research at the Eleventh Grade of SMA Negeri 1 Wonosari in Academic Year 2019/2020)*. Thesis. English Language Education. Cultures and Language Faculty.

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Based on the research background above, there are some problem that identified by th researcher: the students' have no interest in English teaching learning process; The students get low score in reading; the teacher used old media and techniques in teaching. On the other hand, the objective of the study are: 1) to improve students' motivation in learning English for the eleventh grade of SMA Negeri 1 Wonosari in academic Year 2019/2020, 2) To improve students reading comprehension for the eleventh grade students of SMA Negeri 1 Wonosari in academic Year 2019/2020.

In this research, the researcher used a classroom action research design. The research was conducted in two cycles at the eleventh grade students of SMA Negeri 1 Wonosari in academic year 2019/2020. Every cycle consists four meetings include post-test. Each meeting consists of four steps: planning, action, observation, and reflection. The research data were collected by using questionnaire and test. The qualitative data were analyzed through describing all of the implementations in both cycles.

The result of the test showed the improvement of students' motivation and students' reading comprehension. The improvement of students' motivation can be seen at the result questionnaire, there were significant improvement of students' motivation. Before implemented Kahoot!, 43% of the students have low motivation in learning English. Most of them are not interest in English. They assume that English is boring. They also had difficulties. The result of the questionnaire after the action, there was the positive response if compared with the result of the questionnaire after the action which was conducted. It is 53,4% students have high motivation. Most students interest in teaching learning process after using Kahoot!. On the other hand, they wants to get a good score. Furthermore, the improvement of students' reading comprehension can be seen by the mean score; pre-test was 56; post-test 1 was 67,2; post-test 2 was 76. The post-test 2 was the highest score. It can be said that students have improving score. Kahoot! is suitable media that can implemented in senior high school especially at the eleventh grade students.

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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, identification of the problem, limitation of the problem, problem statement, the object of the study, the benefit of the study, and definition of the key terms. The explanation of each part is presented below.

A. Background of the Study

“Reading is the key to open the window of the world” is the aphorism from Indonesia. It means that reading activities can develop knowledge of the readers. Reading is one of ways for students to learning and develop their ability and knowledge because reading is the process of understanding the meaning from text (Cline, Johnstone & King, 2006:32). By reading, students or readers get new information that can be used in their lives.

Nowadays, reading is something that cannot be separated in human’s life. Everyday we are reading. Not only read the books, novels, newspapers, or other but also read the maps, chatting, the caption on social media, instruction of using something and so on. For example, the electronic stuff always has the instruction for the user. Without read it and understand it, we can’t use it. So, reading is an important part of our lives. According to Snow (2002:8), students have to understand a wide range of texts if they want to be successful in school and later life.

In Indonesia, English becomes an obligatory subject. As an English learner, there are many English skills that have to be mastered. English has four skills such as listening, speaking, reading and writing (Siahaan 2008:214). Reading is one of the four English skills that have to be mastered. Fauziati (2010:32) states that reading is one of the language skills which important in language learning. Reading skills used in every subject in school.

Brown (2004:185) explains that the most essential skill for success in all educational contexts is reading. In learning a foreign language, reading is a skill that can construct another skill. From reading, students get some new vocabularies, learn about grammatical, and also understanding how to pronoun the word. Therefore, from reading the students can apply their new knowledge in speaking and writing.

Dave & Monica, (2016) stated, there are two main aspects in reading: the product and the process. The product of reading is established as the level of comprehension in reading understanding, and the process of reading are the tools or strategies used to reach the product. "The main goal of reading is to get the message from a text that the writer intended for the reader to receive" (Gilakjani 2016:230). Students are required not only can read the English text well but also comprehend the context. Reading activity is pointless without comprehension. Even more, there is a final exam in Indonesia that consists of more than 60% reading task. That makes reading more essential in education.

Grellet (1981:3) argues that reading comprehension means extracting the required information from text as efficiently as possible. A good reader has a purpose for reading. Not only read all of the text but also can reach the point in it. The most essential skill that students need for success in all educational contexts is reading (Brown 2004:185). According to Carrel (1988:1), reading is the most important of the four skills, particularly in a second/foreign language. This statement is supported Brown's.

In teaching and learning process of the English as a foreign language, the students have to master all of the English skill such as listening, speaking, reading and writing. But the teacher teaches reading skills more. The reason for teaching reading to the students is closely related to other subjects. The materials that given by the teacher in all subjects are handbook (written form). It means that to understand the materials, the students must have the ability to get the meaning of the written text.

Teaching reading is the combination of words, recognition, intellect, and emotion interrelated with prior knowledge to understand the communicated (Goodman 1976:31). In another word, teaching reading is a teachers' guideline to helps students in comprehending the text easily. By teaching reading, the teacher can make students develop their knowledge. The teacher should combine some strategies, techniques, and approaches to make the teaching-learning process successful.

The researcher tries to find the phenomenon of the problems associated with the reading comprehension of senior high school, especially in SMA N 1 Wonosari. The researcher did observation and interview with the

English teacher of eleventh grade and the students. Based on the observation and interview to the teacher, the researcher finds that the teacher uses old media and strategy in teaching reading, such as book and LCD projector to show the material. But the student still not paying attention. So, the teacher needs new innovative media and strategy in teaching.

On the other hand, the interview to the student the researcher finds the problem. They can't understand and comprehend the text, they less vocabulary, or get difficulties in analyzing the context. They are not interested in reading because they feel bored. The most students' also get low score. It's lower than the passing grade.

The feedback and score are the indicator of the successful of the teaching-learning process in the classroom. But in fact, some of the students get a low score in English especially reading. That becomes a problem, not only for the teacher but also for the student. Knowing reading is the most skill in the final examination. According to Hidayati (2015) more than 60 percent of the final exam consists of reading comprehension test.

Hidayati (2015) finds that there are 33 of 60 items in English final examination are reading test. And there are 18 items of reading test that include in literal comprehension. The literal level is considered to "be able to understand the factual information presented in a passage of text" (Westwood, 2008). This level is developed by using WH questions (what, where, when, who). Thus, considering the explanation above, the researcher conducted the reading comprehension especially in literal level.

Regarding the importance of reading skill, almost every educational level taught reading. Based on the curriculum, in reading skill students are expected to master various kinds of text. To engaged students' reading interest, the researcher uses new media in teaching reading. It is important to use media in teaching because it can help students to engaged their interests and improve students' motivation.

Media is a common thing used by the teacher for teaching. Media is a tool that used to communicating and transferring a learning concept or object to another individual especially in educational contexts (Chotimah & Rafi, 2018:19). The teacher usually uses the media to distribute information or material for the students. Media are the replicable "means", forms, or vehicles by which instruction is formatted, stored, and delivered to the learner (Schwen, 1977). The media helps the teacher to deliver the information or material to students. The media also helps the students to understanding the material easily.

There are many functions of media in teaching. One of the main functions of media is teaching as a tool to help teach, also the learning environment created by the teacher (Chotimah and Rafi 2018). It is clear that media is very useful in the teaching-learning process. The use of teaching media in the orientation phase of teaching will help the learning process and effectiveness of delivery and content of the subjects at the time, as it also raised the motivation, students' interest and also help students increase their understanding, to present the data with interesting and reliable, ease of data, and compress information.

Oswalt (2010) defined, there are four types of media, such as print media, television, movies or films and video games. A combination of several types of media is called multimedia. Multimedia is suggested as meaning the use of multiple media formats for presentation of information, including texts, still or animated graphics, movie segments, video, and audio information (Hackbarth 1996:229). Multimedia is important in education because it reaches great expectation for improving the educations' quality.

From the theory above, the researcher interest to conduct a media to solve the problem above. That media is "Kahoot!". Kahoot! is one of the interesting online games. It is supported by Kapuler (2015) listed Kahoot! as one of the top 100 new online apps to use in the classroom and it came in at number 36 on the list of apps rated for educational trends. Kahoot! is not only able to use in activities of teaching, but it can also be used in scoring students in the classroom. In other words, Kahoot! is one of type video game that includes in the online application.

Johns (2015) explains that the online game Kahoot! has the potential to serve as an interactive technology-based instructional tool that may increase students reading comprehension. Kahoot! allows teachers to create surveys and game-based quizzes that they can join using a pin number and students select answer choices on a personal device such as a Chromebook, laptop, or smartphone that coincide with questions that are displayed on the smartboard. So, applying Kahoot in the classroom can use gadgets that carried by students.

Previously, Chotimah and Rafi (2018) have been used Kahoot in teaching reading. They as lecturer used Kahoot! to deliver several questions to the students to train them answering the questions related to the text the student has understood. The students can enjoy the activity by playing a game through their mobile. It can also increase their concentration because they must read the questions carefully and look for the answer in the text. However, they must give their answers as fast as possible because they only have twenty seconds answering the questions. By having a good concentration, the students can answer the questions well.

In this research, the researcher purposes the Kahoot! as game-based learning can be a tool/media that improve students skill in comprehending the text. Kahoot! also can attract students' reading interest to read more by playing the game. By apply Kahoot!, students can improve their creativity and critical thinking. As educators, it is so important to develop the students' critical thinking by the text that they read everyday. Not only in school but also in real lives. Even more, Kahoot! can be created by the teacher that appropriate with the material on that day.

Thus, considering the explanations above, the researcher will carry out the research entitled *“Improving Students’ Motivation and Reading Comprehension by Using (A Classroom Action Research Kahoot at The Eleventh Grade of SMA Negeri 1 Wonosari in Academic Year 2019/2020)”*.

B. Identification of the Problem

Based on the background of the study above, some problems can be identified as follows:

1. Students have no interest in reading, they assume that reading is a boring activity
2. Students had difficulty in understanding, comprehending the texts, and the can't get the point of the text
3. The teacher uses old media and method student get bored in the teaching-learning process
4. Students get a low score in the exam or test especially in reading test

C. Limitation of the Problem

In this research, the researcher focused on improving students' reading comprehension to the eleventh grade student of SMA N 1 Wonosari. The researcher used Kahoot! as media to teach reading. This is suitable with the title *"Improving Students' Motivation and Reading Comprehension by Using Kahoot! (A Classroom Action Research at Eleventh Grade of SMA N 1 Wonosari in Academic Year 2019/2020)"*.

D. Problem Statement

Based on the background of the study, the problems of the research are:

1. Can Kahoot! increase the students' motivation in English teaching learning process?
2. How is the improvement of students' reading comprehension after teaching by using Kahoot! at eleventh grade student of SMA N 1 Wonosari?

E. The Objectives of the Study

Based on the research problem above, the objectives of the research are follows:

To improve students' motivation and students' reading comprehension by using Kahoot! at the eleventh grade students of SMA Negeri 1 Wonosari in academic year 2019/2020.

F. The Benefit of the Study

The result of this study expected to give benefit both theoretically and practically.

1. For the Students
 - a. Students can enjoy the teaching-learning process and more motivated to learn English especially reading.
 - b. Students get new experience and more excited to learn English.

2. For the English Teacher

This research expected can be used as a reference to teaching English and developing the method, media, and tool in teaching English, especially reading comprehension.

3. For the Other Researcher

This research expected can be motivation and information for other researchers in order to improve reading comprehension.

4. For the Readers

This research can be a reference for other study and to solve the problem in teaching reading.

G. Definition of the Key Terms

1. Motivation

Based on Harmer (1991:3), motivation is kind of internal drive, which pushes someone to do or think in order to achievement.

2. Reading

According to Alyousef (2005:144), "Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency".

3. Reading Comprehension

Reading is the product of processes that operate during reading to create a mental representation of the situation described by text referred to as a situation model (Kintsch, 1988).

4. Teaching Reading

Goodman (1976:31) states that teaching reading is the combination of words, recognition, intellect, and emotion interrelated with prior knowledge to understand the communicated.

5. Multimedia

Hackbarth (1996:229) stated that multimedia is suggested as meaning the use of multiple media formats for presentation of information, including texts, still or animated graphics, movie segments, video, and audio information.

6. Kahoot!

Kahoot! is an online application that allows teachers to create surveys and game-based quizzes that they can join using a pin number and students select answer choices on a personal device such as a Chromebook, laptop, or smartphone that coincide with questions that are displayed on the smartboard (Johns, 2015).

CHAPTER II

REVIEW ON RELATED LITERATURE

In chapter II, the researcher will explain some theories related to the research. This chapter contains the theory of motivation, theory of reading, the theory of reading comprehension, the theory of teaching reading, the theory of multimedia, Kahoot!, the previous study, the rationale, and the hypothesis.

A. Theoretical Description

1. Review of Motivation

In this section, the researcher will explain the theories related to the motivation.

a. Definition of Motivation

Based on Harmer (1991:3), motivation is kind of internal drive, which pushes someone to do or think in order to achievement. It means that motivation comes from inside of the person who functions to encourage him or her to conduct an activity to achieve her or his purpose.

David (1982:215) states that motivation is from the base word motive, and motive is the force that impels a person to move toward a certain goal. This definition shows that motivation is a power that urges human on a moving his self toward what becomes his object. Motivation can also intrepeted as something within a person such as need, idea organic state, or emotion incites him to

action in order to realize his imaginations need, idea organic state, and emotion in certain time can be power of human to move his self to a course of action.

Motivation is essential of learning to achieve something. According to Penny (1996:274), learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive: hence the importance of the topic for the teacher.

Based on the explanation above, can conclude that motivation is a power coming from inside or outside of the individual to do an action.

b. Kinds of Motivation

Motivation can be divided into two kinds, intrinsic motivation and extrinsic motivation.

1) Intrinsic Motivation

According to Harter (1978) intrinsic motivation is the true drive in human nature, which drives individuals to search for and to face new challenges. It means that the individual has the desire to perform a specific task, because its results are in accordance with his belief system or fulfills a desire and therefore importance is attached. Intrinsic motivation is an inner force that motivates students to engage in academic activities, because they are interested in learning and they enjoy the learning process as well (Schiefele, 1991).

Highly intrinsically motivated students are able to learn new concepts successfully and show better understanding of the subject matter (Stipek, 2001). Intrinsic motivation is a willing to achieve the goal of her activities without being influenced from the outside of his/herself. Sardiman (2001:89) also said that intrinsic motivation are inherent in the learning situation and meet pupil needs and purposes.

2) Extrinsic Motivation

Extrinsic motivation is caused by any number or outside factors, for example, the need to pass exam, the hope or financial reward, etc (Harmer, 1991:51). According to Penny (1996:277), extrinsic motivation is that which drives from the influence of some kind of external incentive, as distinct from the wish to learn for it is own case or interest in task. Extrinsic motivated behavior, are carried out in anticipation or a reward from outside and beyond the self.

c. Motivation in Teaching and Learning

Motivation is one of the most important aspect in teaching and learning process. According to Patel and Jain (2008:41) there are some importance of motivation, such as:

- 1) Motivation makes the teaching learning and process effective
- 2) Motivation creates teaching atmosphere in the classroom
- 3) Motivation makes students active and creative

- 4) Motivation creates interest for students to study by themselves, so that the atmosphere of motivated situations could be created
- 5) Motivation makes students identifying themselves.
- 6) Motivation inspires students to prove their goals and objectives

In conclusion, motivation is the thoughts and feelings which make students want to do or attain something. When students are motivated, they do not think of failure. They will be actively participating in the teaching and learning process.

2. Review of Reading

In this section, the writer will explain the theories related to the reading.

a. Definition of Reading

Reading is an interactive activity of getting information from the text. By reading, students make their knowledge larger. Harmer (2007: 99) states that reading is useful for language acquisition, provided that students more or less understand what they read, the more they read, the better they get it all. Reading also makes the reader understand what the message from the text is.

In Indonesia, reading is an essential part of learning, especially in English learning. Grabe (2009:7) also states that reading in academic setting is divided into six major purposes, there are reading to search for information (scanning and

skimming), reading for quick understanding (skimming), reading to learn, reading to integrate information, reading to evaluate, critique, and use information, and reading for general comprehension (in many cases, reading for interest or reading to entertain). Besides that, there are many texts that have to learn by students.

Reading can be seen as an interactive process between a reader and a text. In this process, the reader interacts dynamically with the text. The reader tries to understand the meaning. Suleiman (2005:64) purposed at least six general component skills and knowledge area, such as:

- 1) Automatic recognition skills
- 2) Vocabulary and structural knowledge
- 3) Formal discourse structure knowledge
- 4) Content/world background knowledge
- 5) Synthesis and evaluation skills/strategies
- 6) Metacognitive knowledge and skills monitoring

b. Principle of Reading

According to Hammer (2007:201-202), there are 6 principles of reading. There are:

- 1) Teachers encourage students to read as often and as much as possible
- 2) Students need to be engaged with what they are reading

- 3) Teachers encourage students to respond to the content of the text and explore their feelings about it, not just concentrate on its construction
- 4) Prediction is a major factor in reading
- 5) The teacher has to match the task to the topic when using intensive reading texts
- 6) Good teacher exploit reading text to the full

c. Reasons for Reading

Grellet (2004) explains, there are two main reasons for reading. The reasons are:

1) Reading for pleasure

Sometimes, people read the text to entertain themselves without purposed to get information

2) Reading for information

Besides for entertain people, reading is used to find out the information, the news or something to do

d. Types of Reading

There are many types of reading explained by an expert. According to Patel and Jain (2008: 117-123) the types of reading are:

1) Extensive Reading

In extensive reading, the readers want to know about something and they don't care about specific or important information. People usually read to keep them up to date and

just for pleasure. According to Hafiz and Tudor (1989, 5), the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners' command of the L2.

2) Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance. Its material will be suitable for classroom activity. Because in intensive reading, the readers not only read but will be discussed in detail in the target language, sometimes analyzed and used as the basis for writing exercise. The goal of this reading is to carry out specific information.

3) Aloud Reading

In reading aloud, the students are confronted with written sentences that haven't spoken before. The purpose of this reading is to achieve speaking ability and the pronunciation of students. "Aloud reading means reading a book by producing sounds audible to others" (Elizabeth, 2004:287-288).

4) Silent Reading

Silent reading enables the students to read the student's selected text to acquire a lot of information silently without making sound and moving their lips. It helps them read with

speed, ease, and fluency. Elizabeth (2004: 287-288) explain that silent reading means reading something without producing sounds audible to others.

e. Models of Reading Process

Gilakjani (2016:231) states, there are three models of the reading process: the bottom-up model, the top-down model, and the interactive model.

1) The Bottom-up Model

Carrell (1989) said that the main focus of this model is the smaller units of a text like letters, words, phrases, and sentences. This model starts with decoding the smallest linguistic units, particularly phonemes, graphemes, and words, then makes meaning from it for the next larger unit. The difficulties of this model are, (1) the reader is not able to keep every meaning of the word in his/her memory, (2) it is not possible to connect one word to the other words.

2) The Top-down Model

Comprehension starts with higher levels of processing and continues to lower levels (Nuttal, 1996). In this model, the readers begin forecasting from the title of the text, and then they assume the message the writer wants to transfer. To prove their hypotheses, they read the text, not every word but they

focused on identifying the next words. They can change their hypotheses based on what they read in the text.

3) The Interactive Model

The effective reading needs both top-down and bottom-up decoding (Grabe, 1991). The reader can use top-down reading to complete for deficits in bottom-up reading. According to Stanovich (1980), this model depends on the various readers' sources and schemata. The decoding process supports each other. If they do not understand texts, their various knowledge helps them. Readers who dependent on top-down model use textual signs and infer the meaning but they should make up for deficiencies like weaknesses in word identification and lack of effective bottom-up processing.

In conclusion. Reading is an interactive activity getting information from the text. reading is useful for language acquisition. Reading also make the reader understanding what the message from the text is.

3. Review of Reading Comprehension

a. Definition of Reading Comprehension

Comprehension is the essence of reading and the active process of constructing meaning from text (Durkin, 1993). According to RAND Reading Study Group (2002), comprehension is the process of eliciting and making meaning through interaction and involvement with written language. Duke (2003) said that

comprehension is a process in which the reader makes meaning by interacting with the text through the combination of prior knowledge and previous experience, the information in the text, and the views of the reader related to the text. The previous experience and knowledge of the reader are helpful to comprehend the text.

Kintsch (1998) states that reading comprehension is the process of creating meaning from text. Its purpose is to get an understanding of the text. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012). Comprehension is a component that can't be separated in reading activities. Because without comprehension, reading is pointless. The reader can't get the point that the writer wants to transfer from the text.

In reading, there are two main aspects: the product and the process. The product of reading is established as the level of comprehension in reading understanding, and the process of reading are the tools or strategies used to reach the product (Dave & Monica, 2016). To reach the product of reading, the teacher has to choose the best strategies or tools that support teaching reading. Those tools or strategies should make students easier to comprehend the text.

b. The Role of Cognitive Skills in Reading Comprehension

1) Fluency

According to Pressley (2002), fluency is a prerequisite skill to comprehension that automatic recognition of words that frees up the cognitive capacity required for comprehending the meaning of the words. Tan and Nicholson (1997) state that the readers who practiced reading the word can automatically recognize them and were able to accurately answer the comprehension question about the text. In a multivariate study of Florida students' reading comprehension scores, Schatschneider et al (2005) discovered that oral reading fluency did explain the differences in comprehension among third-grade students while vocabulary emerged as a major factor among older students.

2) Vocabulary and Semantic Processing

Semantic can relate to understanding the meaning of the text. The readers have to understand what words mean before they can construct an understanding of the passages. The student with poor comprehension exhibit a lack of semantic awareness characterized by an inability to attach meaning to words (Sencibaugh, 2007). The National Reading Panel (2001) states that vocabulary instruction facilitates the development of reading comprehension, especially when students are repeatedly exposed to vocabulary words.

3) Visualization

Another key component of reading comprehension is the active construction of a mental image of the text. According to Woolley (2010), those mental images are fluid and change as the reader continually assimilates new text. The concept of visualization is the reader process both visual representations of verbal information and the object to create meaning (Sadoski & Paivio, 2004). Center et al. (1999) and Brown et al. (1995) found statistically significant correlations between visualization training and reading comprehension scores of students when used as part of a multiple-strategy instruction intervention.

4) Working Memory

Working memory is defined as an executive function responsible for keeping and updating information in the mind (Rothlisberger, Neuenschwander, Cimelin & Roebbers, 2013). In two studies, Seigneuric (2000, 2005) and his colleagues found working memory to be a direct predictor of reading comprehension scores among third and fourth graders, although not significant for first graders.

5) Reasoning and Inference

National Foundation for Educational Research (2008) discovered that the ability to draw inferences is directly related to reading comprehension ability. Cain and Oakhill (1999,

2007) reported that students' inferencing skills contribute to future comprehension skills; and Bowyer-Crane and Snowling (2005) discovered that students with poor comprehension also lack inferencing ability.

c. The Levels of Reading Comprehension

According to Kennedy (1981:224), the skills of comprehension are grouped under three major divisions of reading: literal reading, inferential reading, and critical reading.

1) Literal Reading

The first reading comprehension level is the literal reading. The literal level is considered to "be able to understand the factual information presented in a passage of text" (Westwood, 2008). This level is developed by using WH questions (what, where, when, who). Those types of questions deepen the read information to state denotative facts and details (Dave & Monica, 2016:14)

2) Inferential Reading

The second level is the inferential reading. The inferential level "means that the reader can go beyond the text and infer other details" (Westwood, 2008). This level is developed by questions like *why*, *what if*, *how* to read critically and get relationships among ideas. This level takes the reader on a subjective reading.

3) Critical Reading

The last is critical reading, “the reader can appraise what he or she is reading” (Westwood, 2008). That means readers analyze information to be able to apply to other information or the previous one. The reader can recognize the difference between facts and opinions. According to Alderson (2005:8) “inferred meanings are somehow deeper than literal meanings, and that a critical understanding of a text is more highly valued by society than a more literal understanding”.

According to Barrett Taxonomy, there are five levels of reading comprehension. The explanation as the follows:

1) Literal Comprehension

Literal comprehension focuses on ideas and information which are explicitly stated in the selection. Purposes for reading and teacher’s questions designed to elicit responses at this level may range from simple to complex.

2) Reorganization

Reorganization requires the student to analyze, synthesize, and/ or organize ideas or information explicitly stated in in the selection. To produce the desired thought product, the reader may utilize the statements of the author verbatim or he or she may paraphrase or translate the author’s statements.

3) Inferential Comprehension

Inferential comprehension is demonstrated by the student when he or she uses the ideas and information explicitly stated in the selection, his or her intuition, and his or her personal experience as a basis for conjectures and hypothesis. Inferences drawn by the student may be either convergent or divergent in nature and the student may be asked to verbalize the rationale underlying his or her inferences.

4) Evaluation

In this instance, require responses by the student which indicate that he or she has made an evaluative judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other written sources, or with internal criteria provided by the reader's experiences, knowledge, or values. In essence evaluation deals with judgment and focuses on qualities of accuracy, acceptability, desirability, worth, or probability of occurrence.

5) Appreciation

Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. Appreciation includes both the

knowledge of and the emotional response to literary techniques, forms, styles, and structures.

Crozier (2012:1) states that the levels of comprehension is a device that aids in literature analysis. One way to conduct this literature analysis is using a system called the levels of comprehension. There are seven levels of comprehension as below:

1) Literal

In this level, reader comprehends the text just in the fact of the text. The reader states fact in the text using data, specific, dates, traits and setting.

2) Inferential

In the inferential level of comprehension, the reader builds on facts in the text likes prediction using facts from text, sequence, traits and setting.

3) Appreciative

In the appreciative level of comprehension, the reader response to the text based on the personal reaction and reflection (place reader in story) and the author's purpose.

4) Critique

In the critique level of comprehension, the reader responses to the text based on the author's use of language, reaction to author's ideas, reaction to the author's values, imagery, style, and execution.

5) Evaluative

In this evaluative level of comprehension, the reader judges of the text based on the fact or opinion validity, appropriateness, worth: acceptable, desirable ideas and cause-effect.

6) Essential

In the essential level of comprehension, the reader responds to the text based on the drawn from entire text, look at the big ideas and themes from text, looks at the world view that the text brings up, and applies the themes to today's world.

7) Active Reading

Active reading has objective to help the reader gain better understand the given written work, novel, article or short story. Active reading is critical reading: so, the reader should think while reading and annotate the thoughts. In active reading there are inferential questions which come from reader's predictions about what is going to happen.

The researcher can conclude, the levels of reading comprehension is way to comprehend, intepret and apply difficult texts by working at the literal, interpretive and applied levels. Leveled reading helps readers to go beyond the surface of a text in a step by step way.

d. Skills of Reading Comprehension

Reading comprehension has some skills that can be conducted. The researcher explains the five skills of reading comprehension as follows:

1) Skimming

Brown (2001:38) says that “Skimming consists of quickly running one’s eye across a whole text (such as an essay, article, or chapter) for its gist. It gives readers the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas”. Skimming is the skill of reading comprehension that makes reading more efficient.

Langan (2006) describes the steps to follow in the skimming for the main ideas as followed:

- a) Find definition
- b) Locate enumerations
- c) Look for relationships between headings and subheadings
- d) Look for emphasis words and main ideas

2) Scanning

“Scanning is quickly searching for some particular piece of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading

through the whole text” (Brown 2001:308). Scanning is usually used by students when they looking for the phone number, address, word in the dictionary, etc. This reading skill is very useful for looking for something quickly. Maxwell (1972) states that scanning is the ability to locate specific facts and details quickly.

Based on Arundel (1999) there are some steps in scanning, there are:

- a) Keep in mind at all the time what are you searching for
 - b) Anticipate what you from the information is likely to appear numbers, proper nouns, etc
 - c) Analyze the organization of the content before starting to scan. If the material is familiar or fairly brief, we may able to scan the entire article in a single search. But if the material is long or difficult, it may be necessary to determine which part of the article to scan
 - d) Let your eyes run rapidly over several lines of print at a time
 - e) Read the entire sentence when you find the sentence that has the information you seek
- 3) Reference

MacKay (1979:125) states that this skill is important for students to know what words like “this”, “these”, “those”, “it” and “them” refer to. These words are most frequently used to

refer back to a word, phrase, clause, sentence, or longer text appeared earlier. Ramsay (1986:63) divides reference into two kinds, there are:

a) Pronoun reference within a sentence

Writers often use pronouns when they do not want to use the same noun more than one time in a sentence

b) Pronoun reference between sentence

Sometimes writers use a pronoun in one sentence to refer to a noun in a different sentence

4) Summarizing

Barnes, Brown, and Burgdorf (1980:9) said that the purpose of summarizing is to help students condense written information and present its substance in their own words, concisely and without distortion. Summarizing is an important skill in every study area. Students must summarize what they are reading or learning to better understand and remember it when reading and learning new material.

5) Identifying the main idea and supporting details

Anderson (2003:86) states that every paragraph has a main idea, or topic, that tells us what the paragraph will be about. Often, the reader will find the main idea talked about in the first or second sentence of a paragraph. Supporting ideas usually follow the main idea. Sentences containing supporting ideas explain or give us more information about the main idea.

Hennings (1999:66) said, sometimes the writers state their main idea somewhere in the beginning, in the middle, or at the end of a paragraph.

4. Review of Teaching Reading

a) Definition of Teaching Reading

Teaching is the process of transferring knowledge from teachers to students in class by using the technique, strategy, and some tools. Harmer (2007: 23) said, “teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our students progress and know that we have helped to make it happen”. In teaching, teachers should choose the right strategy and method for teaching their students. It is not an easy job, there are many characteristics of students that different. And the strategy that teachers choose is not always suitable for the students.

Reading is one of some ways that include in teaching-learning process. Reading is an important skills in teaching-learning process. According to Harmer (1998:68), reading is useful for other purposes too: any exposure to English provided students to understand it more or less is a good thing for language students. Reading can help the student to learn the target language and make the student more understand.

In teaching reading, the teacher should help students to achieve the aim of reading by selecting the text that will be taught,

design useful reading tasks, to set up the class procedure, and manage the class. Selecting the text depends on the purpose of the reading. If the purpose of reading is of pleasure, the topic of reading can be free. If the purpose for getting information or understanding something, the topic should be prepared by the teacher before the teacher teaches in the class.

b) Principles of Teaching Reading

Anderson (1991) explains that there are eight principles of teaching reading. Those principles are:

- 1) Exploit the reader's background knowledge
- 2) Build a strong vocabulary base
- 3) Teach for comprehension
- 4) Work on increasing reading read
- 5) Teach reading strategies
- 6) Encourage readers to transform strategies into skills
- 7) Build assessment and evaluation into your teaching
- 8) Strive for continuous improvement as a reading teacher

In conclusion, teacher should help students to achieve the aim of reading in teaching learning process. Teacher can selecting the text that will be taught, design useful reading task, set up and manage the class to achieve the teaching reading aim.

5. Review of Multimedia

a) Definition of Multimedia

There are some definitions of multimedia based on the expert statement. Hackbath (1996:229) stated that multimedia is suggested as meaning the use of multiple media formats for presentation of information, including texts, still or animated graphics, movie segments, video, and audio information. Mahajan (2012:6) explain that multimedia uses multiple forms of text, audio, graphics, animation, or video to convey information. So multimedia is a media that uses some form of media, like a combination of text, audio, graphics, animation, etc.

According to Mayer (2001:34), multimedia in teaching-learning process refers to the cognitive effect or mental images that man forms as consequences of being exposed to a multimedia show. Multimedia is important in education because it holds a great expectation for improving the quality of education. It provides teachers and students with the tool to access multiple images and sounds.

Thus, the researcher can conclude that multimedia in teaching-learning process is the use of many kinds of media to deliver the knowledge to reach the goal of teaching-learning process. This media is a combination of audio, text, pictures, video, etc. The student can get the new experience of using multimedia in the classroom. And the teacher can deliver the material easily.

b) A Cognitive Theory of Multimedia learning

According to Ogunbote and Adesoye (2006:2), multimedia technology adds a new dimension to learning experiences because concepts were easier to present and comprehend when the words are complemented with images and animations. The multimedia has been established that learner retains more when a variety of senses are engaged in impacting knowledge, and the intensity of the experience aids retention and recall by engaging social, emotional and intellectual senses.

Omagbemi (2004:3) states that access to multimedia information could stimulate changes and creates a conducive learning environment and make learning more meaningful and responsive to the localized and specific needs of learners. From the theory above, multimedia is very helpful in teaching-learning process. It also makes teaching-learning more fun and joyful.

c) Components of Multimedia

Multimedia composed of various components such as:

1) Text

According to Vaughan (2004), text in multimedia is important to convey most information. To catch the reader's attention, teachers can set the font, color, and style to present information; emphasize a certain word or phrase.

2) Graphics

Graphics can stimulate interesting and motivation, improve the understanding ability of language, and offer an especial reference object and topic (Wright, 2003). Graphic plays a very important role in the language teaching process.

3) Animation

The teacher can highlight key knowledge points and heighten students' motivation by using animation (Vaughan, 2004). The animation is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions to create an illusion of movement.

4) Sound

Sound means the speech, music or any other sound that is stored and produced by the computer. In multimedia, the teacher can use more vivid and fruitful sound to help students' English learning.

5) Video

It is the visible part of television transmission and broadcast visual images of stationary or moving objects. Compared with animation, video can offer more vivid information. But it will consume more storage space than animation (Vaughan, 2004)

d) Designing Teaching English with Multimedia

In preparing multimedia teaching, the teacher needs to seek and select the materials that will be used. Mayer (2001:41) defined five actions to designing multimedia in teaching English, such as:

- 1) Select relevant words from the presented text or narration
- 2) Select relevant images from the presented illustrations
- 3) Organize the selected words into a coherent verbal representation
- 4) Organize selected images into a coherent visual representation
- 5) Integrate the visual and verbal representations with prior knowledge

In another statement, Mayer (2001:172) defined seven principles useful for guiding the design of multimedia instruction. Under these principles, students have been shown to achieve greater retention and transfer.

- 1) Multimedia principle

Students learn better from words and pictures than from words alone

- 2) Spatial contiguity principle

Students learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen

- 3) Temporal contiguity principle

Students learn better when corresponding words and pictures are presented simultaneously rather than successively

- 4) Coherence principle

Students learn better when extraneous words, pictures, and sounds are excluded rather than included. (“Extraneous” can

refer either to topical or conceptual relevance, with the latter being more important)

5) Modality principle

Students learn better from animation and narration than from animation and on screen text. (This principle assumes the use of a concise narrated animation, text that omits unneeded words)

6) Redundancy principle

Students learn better from animation and narration than from animation, narration, and on-screen text. (This principle is based on the capacity-limitation hypothesis, which holds that learners have limited capacity to process material visually and auditory. Eliminating redundant material results in better learning performance than including it).

7) Individual differences principle

A particularly important finding is that design effects are stronger for low-knowledge learners than high-knowledge learners and for high-spatial learners than for low-spatial learners.

e) The Advantages of Multimedia

According to Mahajan (2012:10-11), the advantages of multimedia for the teacher are:

1) High fidelity

Fidelity as how closely a simulation imitates reality (Alessi and Trollip, 2001). It means that the use of multimedia like reality, because not only use words as a media but also a combination of other types of media, such as video, picture, graphic, etc.

2) Skill learning

Multimedia is the most effective way of teaching students of practice skills by demonstration. The teacher can use multimedia like the computer, LCDs, video footage, etc.

3) Development of creativity

Using multimedia in teaching is a very enjoyable strategy if the teacher can use it. The goal of using multimedia in teaching based on teachers' creativity in developing this medium. Teaching multimedia can develop teachers' creativity.

4) Development of multimedia literacy

The habit of using multimedia can develop multimedia literacy. Based on teachers' creativity there must be a new medium that includes multimedia literacy.

5) Provision of teachers with cognitive tools for thinking

The power of multimedia to bring reality into the learning environment makes it one of the most useful tools of cognitive processing and memory. The teacher in the 21st century cannot

afford to miss out on this benefits of using the multimedia to enhance lesson delivery

f) Multimedia in Teaching English

According to Jonassen (2000) the use of multimedia in English as Foreign Language classroom:

- 1) Allows students to work individually at a computer station, at their own pace and according to their own needs
- 2) Helps teachers to deal more effectively with a large group of students
- 3) Makes the introduction and presentation of content more dynamic and attractive for students
- 4) Increases students motivation due to the interactive nature of the activities
- 5) Promotes a task-based approach to learning
- 6) Allows students to experience real-life and communicatively meaningful language situations and contexts
- 7) Introduces a variety of print, audio, and visual materials that much different student learning styles and preferences

The use of multimedia not only helps the teacher in delivering the lesson, but it also can make students to learn individually and motivate them to learn.

6. Review of Kahoot!

a) Definition of Kahoot!

Kahoot! is a student response system that encourages the student to participate and keeps them engaged because of its game-based platform (Dellos, 2015). Some researchers have called Kahoot! a game-based student response system (GSRS), as it is a combination of a student response system and a game-based learning platform (Wang, 2017). Kahoot! allows teachers to create online quizzes that can be accessed through student smartphones, tablets, or computers (Dellos, 2015). In other word, Kahoot! can be a new alternative to create a quiz.

Kahoot! is an online application that allows teachers to create surveys and game-based quizzes that they can join using a PIN and students select answer choices on a personal device such as a Chromebook, laptop, or smartphone that coincide with questions that are displayed on the smartboard (Johns, 2015). Ideally Kahoot! can be used effectively in schools, college, and universities where “Bring your Own Device philosophy is followed (Hamad, 2015). Kahoot! can use freely for everyone that accesses it. Since March 2016, the Kahoot! has been used by 20 million of 55 million American primary and secondary school students. The Kahoot! and similar applications are important elements in increasing students’ cognitive capacity by offering differentiated learning experiences (Yilmaz, 2017).

According to Plump & Larosa (2017), the Kahoot! that requires limited instructor or student training, is a mean of providing vitality, student participation, and meta-cognitive support to the classes. This application was created and developed by teachers, students, businesspersons and social users (Susanti, 2017). The Kahoot! can easily be accessed via smartphones or PCs (Wichadee & Pattanapichet, 2018). It can engage students' interest because to play it we use smartphones or PCs. Students can make their smartphone or gadget as media in teaching-learning process.

The Kahoot! application is also designed to be suitable for students with learning disabilities and special educational needs. In addition, the use of visual cues (such as different colors and shapes), and simple easy-to-read question and answer formats can be used as a group or individually by the students with different learning needs (Inclusive Design, 2010). The purpose of working in this context is to investigate the usability of the Kahoot! In primary school.

b) Steps of creating Kahoot!

There are some simple steps of creating and using Kahoot by Kahoot Team (2016):

- 1) Open Kahoot! website: [Kahoot.com](https://kahoot.com) and sign up to get an account.

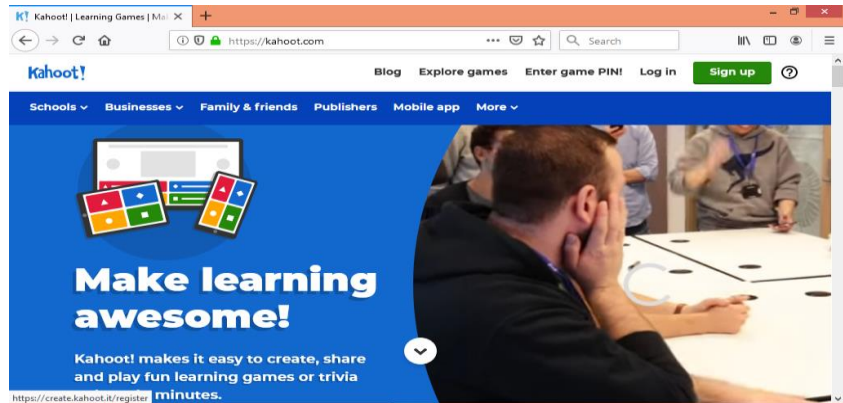


Figure 2.1. The display of Kahoot! to Create Account

- 2) Log in to create.kahoot.it. Once the log in successful then finds and click Quiz, Jumble, Discussion or Survey to create a fun learning game, made from a series of multiple-choice questions.

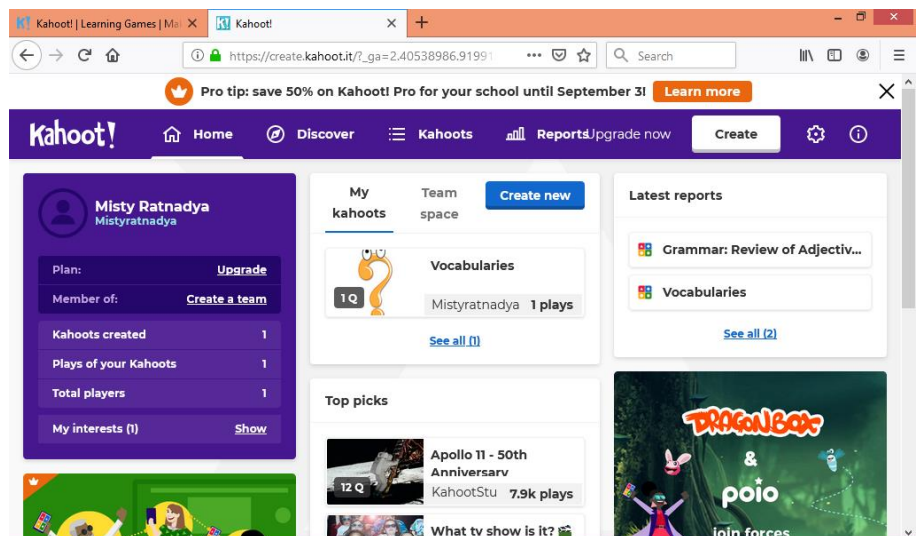


Figure 2.2. The display of Kahoot!

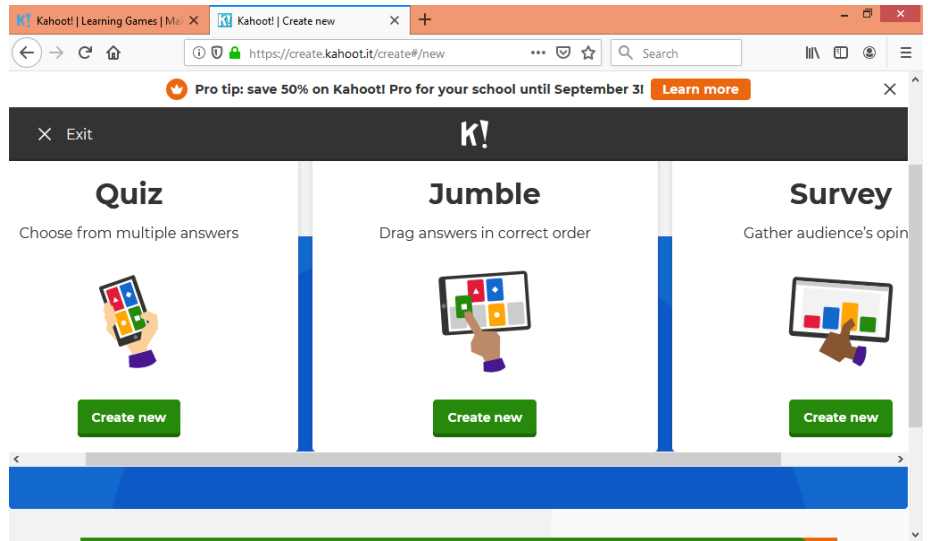


Figure 2.3. The display of Kahoot! to choose the model of quiz

- 3) Add a description, tags and cover image
- 4) Create a learning game by adding questions, answers, imagery.

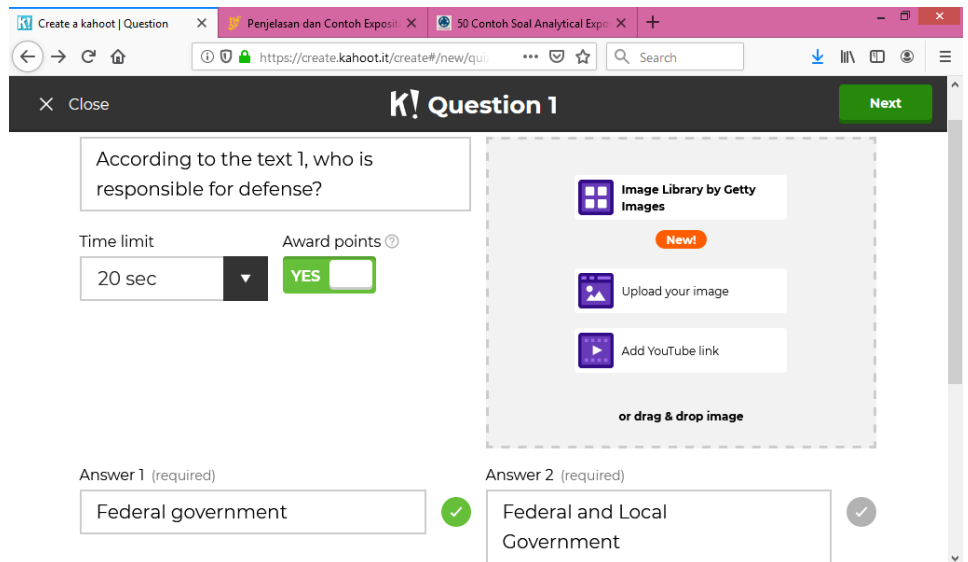


Figure 2.4. The display of creating the quiz of Kahoot!

- 5) Launch the game so participants can join

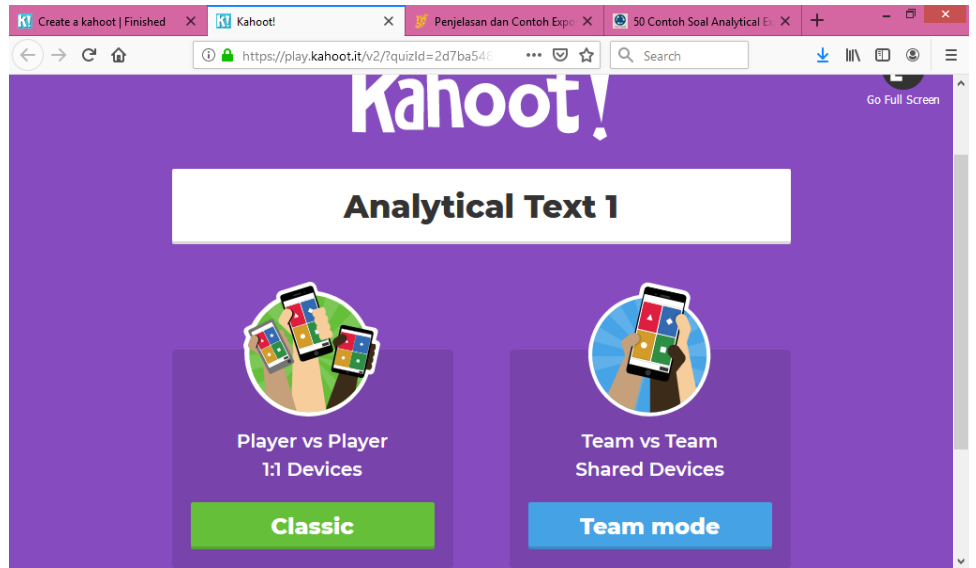


Figure 2.5. The display of Kahoot! to launch the game

6) Play the Kahoot!

Click 'Start' once all participants' nicknames are visible on the waiting screen.

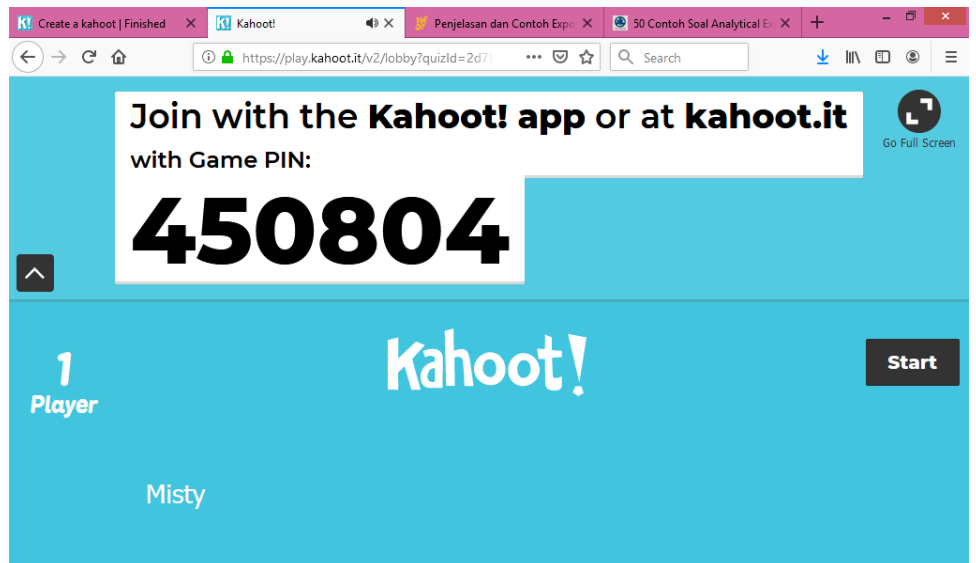


Figure 2.6. The participants' names are visible

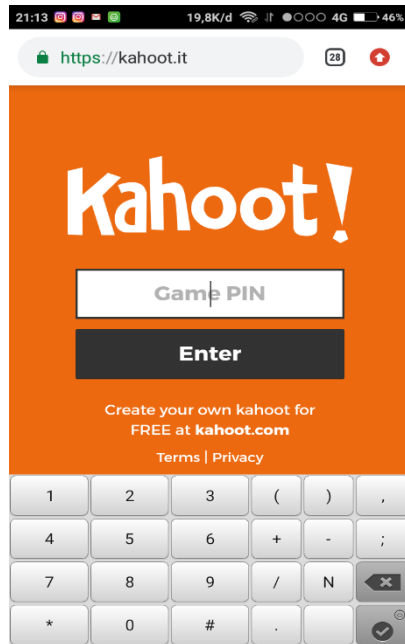


Figure 2.7. display of Kahoot! in students' gadget

c) Important Points to Consider While Using Kahoot!

Hamad (2015) on her website explains there are some points that have to be considered while using Kahoot! as follows:

- 1) Avoid making a quiz with long duration if students are using their mobile networks and devices. It is always better to provide students with the institution's Wi-Fi connection. Also, long duration may result in disengagement and fatigue.
- 2) Before deciding to use this tool in the classroom consider the user's devices. If some students do not have smartphones or their phones are old and slow, consider providing them some other device. Disconnected users may feel disengaged and may create a problem in class.

- 3) Kahoot! is suitable for questions of 95 characters or less. It can be used for true or false questions but it would be difficult to use them for scenario based questions.
- 4) Students have to choose from the given options and cannot key in their own response so it is not suitable for open ended questions.

d) The Advantages of Kahoot!

As an online application, Kahoot has many advantages both for teachers and students. There are some advantages of Kahoot!, such as:

- 1) Kahoot! is free for both teachers and students and simply requires a multimedia tool to participate (Siegle, 2015).
- 2) Kahoot! also provides teachers with the ability to select the amount of time that the students have to respond to each question (Siegle, 2015).
- 3) Kahoot! can be called as online games usually have a point based scoring system that flows through the game from beginning to end. This flow may enhance a student's overall playing and learning experience (Abrams & Walsh, 2014).
- 4) Students may enjoy friendly competition with their classmates as they try to earn as many points as possible (Dellos, 2015).
- 5) Kahoot! allows teachers to create online quizzes that can be accessed through student smartphones, tablets, or computers (Dellos, 2015).

e) The Strengths of Kahoot!

Based on Panacci (2016) Kahoot! has some strengths to support teaching learning process. There are:

- 1) The easily modified framework of Kahoot!, from the ability to design the number of questions, level, content, and type of answers, allows for a great deal of customization within the quiz.
- 2) Questions can even designed not to test for one correct answer, but variety of possible answers, varying degrees of responses and lead towards developing new questions.
- 3) Kahoot! can also serve as a conversation starter or a discussion group. Students can be asked to theorize on a topic, with the teacher moderating.
- 4) The length of the quizzes can also be changed to have as few or as many elements as desired.
- 5) The startup process, having students login, get ready, and the anticipation for a competition builds a great deal of excitement and interest.
- 6) Competition in Kahoot! can also be tempered by having students function in teams, sharing the responsibility of tapping the response and brainstorming before deciding on an answer.

f) The Weaknesses of Kahoot!

In another hand, Kahoot! also has the weaknesses.

According to Panacci (2016) the weaknesses of Kahoot! are:

- 1) If used with lower grade levels, students can have a hard time logging in, or with online format of the quiz.
- 2) The access to devices and digital literacy.
- 3) Kahoot! is an online game that relies heavily on internet connections.

Kahoot! is a students response system that encourages the students to participate and keeps them engaged because of its game-based platform. Kahoot! also allow the teachers to create surveys and game-based quizzes. According to some previous study, Kahoot! can attrack students' interest.

B. Previous Related Study

In this research, the researcher used to the previous study which related to support the research:

The first previous research is the research related entitled “The Effect of Kahoot! in Teaching Reading to Tenth Grade Students of Senior High School” by Dismas Wibisono student of English Education Department in Widya Mandala Catholic University Surabaya. That research was found that Kahoot! gives some effects on the cognitive, psychomotor, and affective parts of students' life. The reading comprehension test score also get higher than the pre-test that did not use Kahoot!. As the result, Kahoot! is recommended as one of part of the learning process as it helps teachers to make their materials into more attractive ones and to increase

students' motivation so that students' scores as teachers' major objective beside the learning itself can achieve better. The differences between Dismas' research and this research are, the research design and the grade of the student.

Second, the study was done by Nurul Nisa Omar (2017) KDU University College, Selangor Malaysia. The study talks about The Effectiveness of Kahoot! Application toward students' good feedback practice. From the results of the focus group discussion, the Kahoot! The application is only able to fulfill four of the seven principles of good feedback practice. In parallel, Strommen (1992) states that technology assessment is difficult to merge the seriousness of a test within the fun engaging interactive test. For future implication, the enhancement of technology-based assessments such as Kahoot! application can be improved by focusing on students' dialogue with lecturers, clearer objectives, and quality of information delivered in the test. The difference between Nurul's research and this research is the research design. Nurul's uses quantitative, this research uses qualitative.

Third, the study was done by Budiati from Ngudi Waluyo University. The study talks about ICT (Information and Communication Technology) Use: Kahoot! Program for English Students' Learning Booster. The result shows that after using Kahoot! for teaching, the students are very interested in joining the class; they are more eager in coming to the class, they pay more attention in English and they were interested in learning more about what they had learned and want to tell others about it. The

difference between both researches is about the research design. The researcher uses classroom action research to solve the problem.

The fourth, from the International Seminar on education by Susi Susanti in 2017 entitled “Fun Activities in Teaching English by Using Kahoot!”. The result of this paper is the use of technology also increases students’ engagement and motivation and accelerates learning. However, mostly students get bored with traditional tools and ways of teaching. In this case, teachers’ creativity in modifying teaching and technology is needed since students nowadays are engaged with their digital tools. Therefore, there is one solution to overcome this case which called Kahoot!. A Kahoot! is a free game-based learning platform that can be created by teachers, students, and social users. It is used in real time, to an unlimited number of “players”. 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, but it is more generally used as a break from traditional classroom activities. The difference with this research is the research design. In this research, the researcher uses classroom action research to solve the problem.

The fifth, there is a research from Ryan Dellos entitled “Kahoot! A Digital Game Resource for Learning” in 2015. The result of this research is digital games are the modern version of game-based learning educators are using to engage their students in meaningful and fun activities. This paper reviews Kahoot! as a digital game resource that provides teachers an opportunity to create quizzes, surveys, and discussions that engage students in content knowledge in a competitive gameplay format. Kahoot! Creates a

fun and competitive environment that promotes learning. Educators can use it for assessment purposes or challenge students to use inquiry research methods to create their own quiz. The difference between this research and Ryan's research is the research design. This research uses classroom action research to solve the problem.

Sixth, the research entitled "The Effects of Kahoot! on Vocabulary Acquisition and Retention of Students with Learning Disabilities and Other Health Impairments" by Kathryn Elizabeth Ciaramella from Rowan University. The result of this research is using Kahoot! to help students with learning disabilities and other health impairments to acquire and retain vocabulary words is effective. 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 seven students were engaged during each Kahoot! review session and indicated on the student satisfaction survey that they found Kahoot! fun, they looked forward to using it, and that it kept them on task. There is a difference between this research and this previous study. This research uses classroom action research to solve the problem.

C. Rationale

Based on the theory above, the researcher assumes that reading is one of the most important skills that have to be mastered by students. According to Alyousef (2005:144), "Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading

fluency”. It means that reading is not a passive activity, but an interactive activity between the reader and the text. The reader can get what the writer wants to tell by reading the text.

The researcher found the problems in SMA Negeri 1 Wonosari related to reading comprehension. Based on the observation and the interview, the researcher found that the students got low scores in reading comprehension task. They don't understand what the text tell about, and also they assume that reading is a boring activity. It caused by the teacher that used old media and technique.

Based on the explanantion above, the researcher used Kahoot! to solve the problems. According to theories that explain Kahoot! above, Kahoot! can be one of some media that use by the teacher in teaching reading. Essentially, Kahoot! is an online application to make quizzes for students and engage readers with interest and motivation. Illustration supports the meaning of the text and helps the reader to understand it. Using Kahoot! in the classroom like playing the game in students' gadgets. It expected to engage students' interest because this media related to the gadget that becomes students need everyday.

D. Action Hypothesis

Based on the theories underlying Kahoot!, for the eleventh grade students, the researcher proposes the hypothesis stating that Kahoot! can improve students' reading comprehension and motivation in learning

English at the eleventh grade students of SMA N 1 Wonosari in the academic year 2019/2020.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research design, the setting of research, subject of research, the technique of collecting the data, the procedure of research, the technique of analyzing data. The explanation of each part presented below.

A. Research Method

In this research, the researcher used classroom action research. Action research designs were systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning (Mills, 2011). In this research, the researcher aimed to improve the practice and assessment of education by analyzing the issues or problems.

Based on the explanation above, the researcher summarized action research as a system or procedure to solve the teachers' problem and improving the assessment or the teaching learning process in the classroom. This action research was conducted by the researcher that collaborate with the teacher by implementing Kahoot! at the eleventh grade of students of SMA N 1 Wonosari, Klaten in the academic year 2019/2020.

B. Setting of the Research

1. Place of the Research

Based on the title, the researcher has conducted the research at SMA N 1 Wonosari on Jl. Pakis-Daleman. The location of this school is strategic because of it near the main street of Klaten. SMA N 1 Wonosari has many facilities for teaching learning process, for example, chemistry laboratory, biology laboratory, computer laboratory, and language laboratory. This school consists of three grades with two departments. In each grade, there are 5 classes of science and 4 classes of social. In each class consists of 30-35 students.

The research was conducted in XI MIPA 1. The location of that class is in the middle of the school. This research was held by improving students reading comprehension by using Kahoot!

1) Time of the Research

The researcher was conducted from May until October 2019 by implementing Kahoot! to improve students' motivation and students' reading comprehension. The more detailed the schedule can be seen below:

No	Activity	Time
1.	Pre Research	
	a. Permission to the headmaster	15 May 2019
	b. Interview to the teacher	23 May 2019
	c. Interview to students	23 July 2019
	d. Observation	23 July 2019

No	Activity	Time
	e. Pre-Test and Pre Questionnaire	21 August 2019
2.	Research	
	a. Cycle 1	
	1) Meeting 1	28 August 2019
	2) Meeting 2	4 September 2019
	3) Meeting 3	18 September 2019
	4) Post-test 1	29 September 2019
	b. Cycle 2	
	1) Meeting1	2 October 2019
	2) Meeting 2	9 October 2019
	3) Meeting 3	16 October 2019
	4) Post-test 2 and Post Questionnaire	23 October 2019

C. The Subject of the Research

The researcher involves eleventh grade students of SMA N 1 Wonosari the subject of the researcher is students of XI MIPA 1 consist of 35 students, 5 males, and 30 females. Mostly they have limited comprehension reading text and low motivation also. This situation of XI MIPA 1 is comfortable enough to study.

D. The Technique of Collecting Data

In this research, the researcher used tests and non-tests. The test is quantitative data and non-tests is qualitative data. So, the technique of collecting the data as following:

1. Observation

The researcher focused on improving students' motivation and reading comprehension. Observation was used to know the students' motivation improvement. The improvement can be seen in students' response and feedback during implementing Kahoot!.

2. Questionnaire

A questionnaire is one of some techniques used by the researcher. The questionnaire was used to know the improvement of students' motivation in reading comprehension. The researcher gave two questionnaires to students, before implementing Kahoot! and after implementing Kahoot!.

The researcher created the questionnaire based on the motivation theory by Deci and Ryan (1985). The researcher used intrinsic and extrinsic motivation as the indicator. The questionnaire consists of 35 items. The researcher distributed the questionnaire to the students at the preliminary study. It enabled to know the students' difficulties and improvement in learning English, especially in reading comprehension.

3. Tests

This research was focused on improving students' motivation in reading and students' reading comprehension by using

Kahoot!. This research was needed many data to analyze. The tests are pre-test and post-test that use at the beginning and the end of each cycle and the mark was recorded. Pre-test initial reflection was intended to assess the pre-existing reading comprehension of the subjects which was administered in the first meeting before the researcher conducted Kahoot! in teaching reading. The post-tests were administered in the end.

The function of administering the post-test was to evaluate the effectiveness of Kahoot! in teaching reading comprehension. Pre-test and post-test were in the form of multiple choice items which consists of 20 questions of pre-test and 15 questions of each post-test. The researcher created the pre-test and post-test based on the syllabus and students' worksheet. The researcher also helped by the English teacher of XI MIPA 1, Mrs. Anita as the collaborator to observe students' activities and give inputs and suggestions.

E. The Procedure of Action Research

According to Suharsimi and Arikunto (2012), in this classroom action research, each procedure takes some steps that form one cycle. The procedures of action research in this researcher described as follows:

1. Identifying the problem

The problems were identified first before planning the action. In this step, the researcher identified the problems that occur in class XI MIPA 1 of SMA N 1 Wonosari. The problems refer to the factors

causing the students' difficulties to improve their English. In identifying the problems, the researcher used the test. The researcher was given a test for the students to know their competence in English. All of the students of XI MIPA 1 did the pre-test.

2. Carrying out the real action research

a. Planning the research

The researcher and Mrs. Anita as the collaborator were made a lesson plan about a certain topic, material, method, time, schedule, and instrument for observation. The topic of English in the lesson plan is based on the syllabus in the curriculum. In this planning activities, the researcher did some activities such as:

- 1) Makes lesson plans before teaching learning process.
- 2) Prepare material which needed in the teaching-learning process like the theme, task, etc.
- 3) Tells to students for preparing material like internet connection of heir Smartphone, because these media depend on the internet connection

b. Implementing the action

In the step, the researcher has implemented the teaching learning activity by learning by doing to teaching reading. The researcher

conducted two cycles. Each cycle consists of three meetings; each meeting 90 minutes.

c. Observation

Observation is one of the instruments used in collecting data. The researcher observes students' understanding, participation, activities, and comprehension in the teaching learning process. The results of the observation are recorded on sheets as useful data. The observation is done by the collaborator, Mrs. Anita as the English teacher of the XI MIPA 1 class. The collaborator helped the researcher to observe the students' activities.

d. Reflection

The results of the observation analyzed to remember what has happened and have been recorded. Meanwhile, the observer evaluated the teaching learning process during the implementation phase. Based on the tests, the students' improvement can be known.

3. Doing Evaluation

The researcher and the teacher were evaluated the observation result to find out the positive result and the weakness during the action. To ensure whether or not there is an improvement in the students' English, the researcher gave the students pre-test and post-test. The pre-test held at the beginning of the first cycle to measure students' English before implementing the action and the post-test was held at the end of

every cycle to measure the improvement of students' English after the action. After giving the test, the researcher was analyzed the result of the test by scoring it. The researcher did in two cycles. In the evaluation of cycle two, if the students' mean score increases the research stopped.

F. Technique of Analyzing Data

This research applied quantitative and qualitative data. The quantitative data were analyzed in the score while the teacher teaches reading the text using Kahoot!. Through quantitative data, the researcher was known there was an improvement or not on the students' reading comprehension by using Kahoot!.

To know the means of the students' score in each cycle, the research was applied the following formula:

$$\bar{x} = \frac{\Sigma x}{n}$$

Explanation:

\bar{x} = the means of the students

Σx = the total score

n = the number of students

(Suharsimi, 2010:264)

While the questionnaire were analyzed by the researcher using likert scale. Likert items are used to measure respondents' attitudes to a particular question or statement. The response options in the instrument are weighted as shown below:

Strongly Disagree	1
Disagree	2
Not sure	3
Agree	4
Strongly Agree	5

To analyzed the questionnaire, the researcher used precentage descriptive. This precentage descriptive is processed by frequency divided by number of respondents and multiplied by 100 percent, as stated Sudjana (2001:129) are as follow:

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

Description:

P = Precentage

F = Frequency

N = number of respondents

100% = Constant Number

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of classroom action research. It describes research findings and discussions about the improvement of students by using Kahoot! as media in teaching learning process. This chapter also purposed to answer the problem formulations above. The explanation of each part is presented below.

A. Research Findings

This research is about the implementation of Kahoot! to improve students' motivation and students' reading comprehension of the eleventh grade students of SMA Negeri 1 Wonosari. This research was conducted from May to October 2019. The objective of this research is to improve students' motivation and students' reading comprehension using Kahoot! to the eleventh grade students of SMA Negeri 1 Wonosari. This chapter has two main sections, they are implementation and discussion. The schedule of the research was:

Table 4.1: Research Schedule

No.	Date	Activity	Time
1.	15 May-30 July 2019	Pre-Research Observation and Interview	10.00 a.m-11.00 a.m

No.	Date	Activity	Time
2.	21 August 2019	Pre-test and Questionnaire	06.45 a.m-08.30 a.m
3.	28 August 2019	Cycle 1 First meeting	06.45 a.m-08.30 a.m
4.	4 September 2019	Second Meeting	06.45 a.m-08.30 a.m
5.	18 September 2019	Third Meeting	06.45 a.m-08.30 a.m
6.	29 September 2019	Post Test 1	06.45 a.m-08.30 a.m
7.	2 October 2019	Cycle 2 First Meeting	06.45 a.m-08.30 a.m
8.	9 Oktober 2019	Second meeting	06.45 a.m-08.30 a.m
9.	16 October 2019	Third Meeting	06.45 a.m-08.30 a.m
10.	23 October 2019	Post-test Cycle 2 and questionnaire after the action	06.45 a.m-08.30 a.m

In order to reach the objectives of the research, the researcher used classroom action research (CAR) which consisted of two cycles and every cycle was conducted in 3 meetings. Here each cycle contains 4 elements, namely planning, acting observing, and reflecting. The description of each cycle can be seen as follows:

Before doing action, the researcher conducted the observation to know the condition of the English teaching and learning process of XI MIPA 1 students of SMA Negeri 1 Wonosari in the academic year 2019/2020. Based on the observation, the researcher found the problems during the English teaching learning process at XI MIPA 1 students of SMA Negeri 1 Wonosari in the academic year 2019/2020. The students' scores was low, it under the passing grade. It caused by the student that had difficulties comprehending texts.

Based on the interview with the students, they are bored and assume that English is a difficult subject. They also assumed that reading is a boring activity. In the teaching learning process, the teacher used the old technique and media. The teacher used the LCD Projector to show the material and read the book to explain it.

Therefore, the researcher wanted to give new innovative media to teach English to improve their comprehension in reading the text. From the implementation of Kahoot!, the researcher hoped that it can improve the students' reading comprehension. So, the researcher gave a pre-test and the questionnaire to the students before the implementation of Kahoot! as media. The students reading comprehension was measured by the test. The

pre-test was given on Wednesday, 21 August 2019. The rules of pre-test and questionnaire are as the following:

1. Opening

The English teacher of SMA Negeri 1 Wonosari accompanied the researcher to enter the classroom. Then the teacher gave a greeting to the student and check attendance. Before beginning the lesson, the English teacher asked the researcher to introduce herself. The English teacher also explained to the students that the English lessons would be taught by the researcher for six meetings appropriate to the English lesson for the researcher in the classroom of XI MIPA 1.

2. Informing the students

The researcher gave information on the same activities in those six days. The information of the activities were sent 90 minutes every meeting. The activities were pre-test, the teaching material, and then the post-test. Then, the researcher gave information about the procedure of pre-test, the material of pre-test and time allocation.

3. Giving pre-test and questionnaire

The researcher gave a pre-test that consists of 20 questions and the allocation time was around 45 minutes. The form of the test was multiple choices. After gave the pre-test, the researcher asked the students to fill the questionnaire before the action. To know the students' motivation in teaching learning English before implementing Kahoot!.

4. The result of pre-test and questionnaire

The result of pre-test can be seen from the scores of students' reading comprehension as follows:

Table 4.2 Students' Scores of Pre-test

No	Name	Pre-test	Passing Grade	Category
1.	AR	70	70	Passed
2.	AN	55	70	Failed
3.	AA	65	70	Failed
4.	AT	60	70	Failed
5.	AY	70	70	Passed
6.	AW	60	70	Failed
7.	AD	75	70	Passed
8.	AP	60	70	Failed
9.	BM	40	70	Failed
10.	BE	70	70	Passed
11.	DS	50	70	Failed
12.	DA	45	70	Failed

No	Name	Pre-test	Passing Grade	Category
13.	DM	50	70	Failed
14.	ES	50	70	Failed
15.	HN	55	70	Failed
16.	HA	40	70	Failed
17.	HS	55	70	Failed
18.	IS	60	70	Failed
19.	ID	60	70	Failed
20.	KT	60	70	Failed
21.	NH	55	70	Failed
22.	NA	50	70	Failed
23.	NL	70	70	Passed
24.	NI	40	70	Failed
25.	NM	75	70	Passed
26.	NF	55	70	Failed
27.	PK	50	70	Failed
28.	RS	70	70	Passed

No	Name	Pre-test	Passing Grade	Category
29.	RA	50	70	Failed
30.	RC	35	70	Failed
31.	SN	55	70	Failed
32.	WC	50	70	Failed
33.	WY	60	70	Failed
34.	YH	35	70	Failed
35.	ZA	55	70	Failed
	TOTAL SCORE	1.960		
	MEAN	56		

The researcher also conducted the questionnaire before implementing Kahoot! to know the improvement of students' motivation in learning English. The result of questionnaire students' motivation are followed:

Table 4.3: The result of questionnaire before action

Categories	Frekuensi	Total	Percentage
High	121-114	8	13%

Medium	113-106	12	34%
Low	105-97	15	43%
Total		35	100%

From the table above, the researcher can conclude that the students have low motivation in learning English. Most of them are not interested in English. They assume that English is boring. They also had difficulties. On the other hand, they want to get a good score. They are very satisfied when they can get the best score, and understand the difficult material in teaching learning.

B. Research Implementation

The implementation of teaching reading comprehension through Kahoot! through classroom action research consisted of two cycles. For both cycles, the researcher gave the post-test. The test had 20 questions to be answered. Each cycle consisted of four meetings for delivering the materials and group discussions. Each meeting took 90 minutes. In cycle 1, the researcher taught the Exposition text to the students. Every cycle consisted of steps consisting of identifying the problem, planning the action, the implementation of the action, observing or monitoring the action, reflecting and evaluating the result of the observation, and revising the plan.

1. The First Cycle

a. Identifying the problem

Before making the planning of the action for cycle 1, the problems identified in the pre-research were as follows. 1) the students' reading comprehension score was low, 2) the students' had difficulties in comprehending the text, 3) students' had no interest in teaching learning process, 4) the students assumed that reading is a boring activities. To solve these problems, the researcher decided to conduct action research by using Kahoot! to improve the students' motivation and students' reading comprehension. The researcher believed that teaching reading comprehension through Kahoot! to improve the students' motivation and students reading comprehension, also changed their assumption toward English lesson especially in reading comprehension.

b. Planning the Action

By considering the facts explained above, the researcher planned to solve the problem. The researcher chose to go through Kahoot! to teaching exposition text. The researcher believed that teaching reading through Kahoot! could improve students' motivation and students' reading comprehension.

The researcher constructed the lesson plans that consisted of three terms. They are opening, main activity, and closing. The time allotment for every meeting was 90 minutes. The genre was exposition text.

c. Implementing the Action Research

Dealing with the implementation of action research, the researcher conducted the research in two cycles consisting of four steps such as

planning acting, acting, observing, and reflecting. There was an additional step in cycle one. It was revising the plan. The first cycle was based on the problem identification that had been conducted, while the second cycle was based on the revision of the first cycle. There were four meetings in each cycle include the post-test.

1) The first meeting on cycle 1 (Wednesday, 28 August 2019)

a) Opening

The first meeting was conducted on Wednesday, 28 August 2019. At the beginning of the lesson, the researcher as the teacher greeted the students and checked the students' attendance. The researcher tried to make a good condition in the class by telling to the students that the day's activities would be reading lesson about analytical exposition text.

b) Main Activity

Firstly, the researcher presents the material of the exposition text. In the first meeting, the researcher would present the exposition text. Secondly, the researcher explored the students' knowledge about the topic by giving some pre-reading questions. The questions were such as "What is the exposition text?", "Do you like reading the kind of exposition text?". The researcher asked the students to read the text and answer some question for the students' exercise that deals with the topic which had been learned. While the students read the text, the researcher corrected them. The researcher wrote down the difficult words on the whiteboard and asked the students

to note. The researcher pronounces the words. Then the researcher asked the class to repeat after the researcher. After that, the researcher emphasized the result of the discussion.

c) Closing

Having finished conducting the first meeting, the researcher asked the students whether they had difficulties or not, and then the teacher summed up the topic of that day's lesson. When the researcher found that the students had understood the lesson, she closed the lesson.

2) The second meeting on cycle 1 (Wednesday, 4 September 2019)

a) Opening

The researcher opened the lesson by greeting and checking attendance. Besides, the researcher reminded and checked the students' understanding of the previous topic which was the exposition text. Also, the researcher asked the students to collect their homework from the previous meeting.

b) Main Activity

Firstly, the researcher distributed the copies of the material the title is Global Warming in this second meeting the researcher would present about that text.

Secondly, the researcher explored the students' knowledge about the topic by giving some pre-reading questions. The questions

were such as “What is Global Warming?”, “What do you know about Global Warming?”. Thirdly, the researcher asked two of the students to read the text on the worksheet. One student read the first paragraph and other students read the second paragraph. While reading the text, the students still made had mistaken in pronouncing some words correctly. Then, the researcher gave some examples of how to pronoun the word correctly. Then, the researcher explained analytical exposition text which comprised thesis, argumentation, reiteration. The researcher asked the students to answer the question in the worksheet. Actually, they still had difficulties in translating some words from Indonesia to English. The second task was group activity, the teacher asked the students to search the example of analytical exposition text and analyzing it based on purpose, generic structure, and language features.

c) Closing

Having finished conducting the second meeting, the researcher asked the students whether they had difficulty or not then the researcher discussed the topic of that day’s lesson together with the students in order to review the students’ understanding in reading analytical exposition text. The researcher distributed the text for the next meeting. The students had to read it at home. When the researcher found that the students had understood the lesson, the researcher said goodbye.

3) The third meeting on cycle 1 (Wednesday, 18 September 2019)

a) Opening

The researcher opened the lesson by greeting and checking attendance. Besides, the researcher reminded and checked the students' understanding of the previous topic which was the exposition text. Also, the researcher asked the students to collect their homework from the previous meeting.

b) Main Activity

Firstly, the researcher asked the students about the text that given by teacher last meeting. Mostly they had read it. The teacher asked the students to read it once again before the researcher conducted quiz using Kahoot!.

Secondly, after 10 minutes, the researcher asked the students to prepare their smartphones and internet connectivity. Thirdly, the researcher asked the students to did the quiz using Kahoot!. There were 15 questions. The researcher asked the students' reasons why they chose that answers. Some students could answered, some of them couldn't. The researcher explains the reason of the right answer.

After the quiz, the researcher asks the students to fill the feedback. The result was bad, because it was the first time they used Kahoot!. But they seem excited.

c) Closing

Having finished conducting the third meeting, the researcher asked the students whether they had difficulty or not on using

Kahoot!. The researcher distributed the text for the next meeting. The students had to read it at home. When the researcher found that the students had understood the lesson, the researcher closed the lesson.

4) Post-test 1 (Wednesday, 29 September 2019)

In this meeting the researcher conducted the post-test 1. The post-test was aimed to know the improvement of the students' comprehension in analytical exposition text. The result of the post-test showed that the students' mean score increased from 56 in the pre-test to 67,2, in the post-test 1.

a) Observing and Monitoring the Action

To observe the result of the action done in cycle 1, the researcher used two techniques, there are interview and observation. The researcher conducted the post-test 1 on September 29, 2019 to measure how far the improvement the students made was. The improvement of students' achievement could be seen from the mean score of the test. The next technique was observation, it was done during the teaching and learning process and the data was poured in field notes.

From observing the teaching learning process in the first cycle the researcher found that the students were more interest in reading and teaching learning process, but they still confused in using Kahoot!. The use of Kahoot! also could motivate the students

in learning English especially in reading comprehension. The improvement of the reading comprehension score can be seen below:

Table 4.4: Students' Score of Pre-test and Post-test

No.	Name	Passing Grade	Pre-test	Post-test 1	Category
1.	AR	70	70	71	Passed
2.	AN	70	55	62	Passed
3.	AA	70	65	67	Passed
4.	AT	70	60	58	Failed
5.	AY	70	70	69	Failed
6.	AW	70	60	65	Passed
7.	AD	70	75	76	Passed
8.	AP	70	60	58	Failed
9.	BM	70	40	50	Failed
10.	BE	70	70	73	Passed
11.	DS	70	50	69	Failed
12.	DA	70	45	70	Passed

No.	Name	Passing Grade	Pre-test	Post-test 1	Category
13.	DM	70	50	72	Passed
14.	ES	70	50	70	Passed
15.	HN	70	55	73	Passed
16.	HA	70	40	57	Failed
17.	HS	70	55	65	Failed
18.	IS	70	60	73	Passed
19.	ID	70	60	72	Passed
20.	KT	70	60	70	Passed
21.	NH	70	55	67	Failed
22.	NA	70	50	64	Failed
23.	NL	70	70	72	Passed
24.	NI	70	40	58	Failed
25.	NM	70	75	77	Passed
26.	NF	70	55	69	Failed
27.	PK	70	50	66	Failed
28.	RS	70	70	73	Passed

No.	Name	Passing Grade	Pre-test	Post-test 1	Category
29.	RA	70	50	70	Passed
30.	RC	70	35	59	Failed
31.	SN	70	55	71	Passed
32.	WC	70	50	72	Passed
33.	WY	70	60	74	Passed
34.	YH	70	35	50	Failed
35.	ZA	70	55	70	Passed
	TOTAL SCORE		1.960	2.352	
	MEAN		56	67, 2	

From the calculation of the students' reading comprehension, we knew that the students' reading comprehension improved significantly. There was an improvement in the students' reading comprehension from pre-test to post-test. Then the result of the mean score of the students' post-test 1 on the table is as follow:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{2.352}{35}$$

$$\bar{x} = 67,2$$

From the result of the tests, the mean score of the pre-test is 56 and the mean of post-test 1 is 67,2. It indicates that the students' reading comprehension increased but it had not satisfied yet. Therefore, the researcher had to do something to improve the students' reading comprehension.

Table 4.5: The Improvement of students' achievement in Cycle1

Score Explanation	Pre-test	Post-test 1
Sum of the score	1.960	2.352
The number of students	35	35
Students' mean score	56	67,2
Mean score improvement	11,2	

Based on the table above, it can be summarized that the skill of students' reading comprehension, from the pre-test to post-test 1. There was an improvement in the students reading comprehension. It was shown from the result of the post-test 1 that was 67,2. It was

a higher score than the mean of the pre-test was 56 and the improvement in this cycle was 11,2.

b) Reflecting and Evaluating the Result of the Observation

After observing and evaluating the result of the observation in cycle 1, there was an improvement of the students' reading comprehension. It was shown from the result of the post-test 1 that was 67,2. It was higher than the mean score of the pre-test that was 56. There were changes in the students' behaviors towards teaching learning process. It could be seen from the students' interest and motivation during the lesson. They paid more attention to the teacher's explanation. The researcher concluded that the score was increased and Kahoot! was interesting and suitable for eleventh grade students of senior high school, especially in teaching reading comprehension.

2. The Second Cycle

a. Revised Plan

Based on the first cycle, it was found that some students were still confused in using Kahoot!. The researcher also found that the students were active and interested when the researcher used Kahoot! in teaching learning process. In this cycle, the researcher taught the same topic, analytical exposition text with different text. but the researcher used Kahoot! at each meeting.

b. Designing the lesson plan

This lesson plan was design as the result of the revised lesson plan in cycle 1. The researcher made a lesson plan for three meetings. It was divided into two meetings for implementing and one meeting for the post-test. The time allotment for each meeting was 2x45 minutes. In this step, the researcher planned pre-teaching, while teaching and also post-teaching.

c. Implementing the action

1) The first meeting on cycle 2 (Wednesday, 2 October 2019)

a) Opening

The first meeting was conducted on Wednesday, 2 October 2019. The researcher opened the class by greeting and checking the attendance. Before the researcher started the lesson, the researcher gave the students some ice-breaking games. After that, the researcher gave students some questions dealing with the topic. The question is aimed to check the students' understanding of the materials they had learned. Most of them still remembered.

b) Main activity

Firstly, the researcher showed the text and material by the LCD projector. The researcher asked the students to read it randomly. After that, the researcher asked the students about the

main topic of that text. The researcher asked the students to read it once more.

The researcher used Kahoot! to check the students' comprehension about that text and asked the students to use their smartphones for Kahoot!. The researcher asked the students' reason why they choose that answer. And the result was good enough.

c) Closing

Having finished conducting the first meeting, the researcher asked the students responses about using Kahoot!. They were very interested and want to have some quiz through Kahoot!. The researcher also asked about the difficulties of the students about this meeting. After the researcher found that the students had understood, the researcher closed the lesson.

2) The second meeting on cycle 2 (Wednesday, 9 October 2019)

a) Opening

The second meeting of cycle 2 was conducted on 9 October 2019. The researcher opened the lesson and check students' attendance. Before the researcher started the lesson, the researcher overviewed the last lesson. And the students still remembered about the last lesson.

b) Main Activity

Firstly, the researcher divided students into 8 groups. And gave each group a different text. The researcher asked each group to read and comprehend that text.

In the next activity, the researcher asked each group to explain that text with their own language. When one group explains their text, another group should be listened to it and paid attention. After all, group was done to explain their text, the researcher asked the students to opened Kahoot! on their smartphones.

The researcher asked the students to working on the quiz based on the text in each group. In this quiz, there were 15 questions. And the result of this quiz was good enough.

c) Closing

Having finished conducting the second meeting, the researcher asked the students if they had difficulties. The researcher found positive responses from the student, they were very interested in the lesson that day. Before closed the lesson, the researcher gave two different texts for students' assignments. They had to read it at home for the next quiz. After all, the researcher closed the class and said goodbye.

3) The third meeting on cycle 2 (Wednesday, 16 October 2019)

a) Opening

The third meeting of cycle 2 was conducted on 16 October 2019. The researcher opened the lesson and check students'

attendance. Before the researcher started the lesson, the researcher overviewed the last lesson. And the students still remembered about the last lesson.

b) Main Activity

Firstly, the researcher asked the students about the text that given by teacher last meeting. Mostly they had read it. The teacher asked the students to read it once again before the researcher conducted quiz using Kahoot!.

Secondly, after 7 minutes, the researcher asked the students to prepare their smartphones and their internet connectivity. Thirdly, the researcher asked the students to did the quiz using Kahoot!. There were 15 questions. The researcher asked the students' reasons why they chose that answers. Some students could answered, some of them couldn't. The researcher explains the reason of the right answer.

After the quiz, the researcher asked the students to fill the feedback. The result was better, they seem so excited. Mostly, they got better score.

4) Closing

Having finished conducting the third meeting, the researcher asked the students if they had difficulties. The researcher found positive responses from the student, they were very interested in the lesson that day. Before closed the lesson, the researcher gave two different texts for students'

assignments. They had to read it at home for the next quiz.

After all, the researcher closed the class and said goodbye.

5) Post-test 2 (Wednesday, 23 October 2019)

In this meeting, there was a post-test and questionnaire after the action. The test was aimed to know the students' comprehension of analytical exposition text. The result of the post-test 2 showed that the students mean score increased from 67,2 to 76

a) Observing and monitoring the action

To observe the result of the action done in cycle 2, the researcher used some techniques which were the same as the technique used in cycle 1. They were test, interview, and observation. The researcher conducted the final post-test on 25 September 2019, at the end of cycle 2 in order to know the students' improvement. The data was written in field notes.

From observing the teaching learning process in the cycle 2, the researcher found that the use of Kahoot! motivates students in learning English, especially in reading comprehension. It could be seen from the students' activeness and score during the lesson.

b) Reflecting the action

The reflecting activity was done after analyzing the observation result either from the first meeting or second meeting. There were some improvements based on the result of observation. The students were more interested than before.

The improvement was also shown from the score of the post-test. The mean score of the test in cycle 1 as 67,2 while the pre-test was 56.

Table 4.6: Students' Score of Post-test 2

No.	Name	Passing Grade	Post-test 2	Category
1.	AR	70	81	Passed
2.	AN	70	74	Passed
3.	AA	70	76	Passed
4.	AT	70	74	Passed
5.	AY	70	81	Passed
6.	AW	70	88	Passed
7.	AD	70	90	Passed
8.	AP	70	73	Passed
9.	BM	70	69	Failed
10.	BE	70	77	Passed
11.	DS	70	79	Passed

No.	Name	Passing Grade	Post- test 2	Category
12.	DA	70	67	Failed
13.	DM	70	80	Passed
14.	ES	70	79	Passed
15.	HN	70	78	Passed
16.	HA	70	70	Passed
17.	HS	70	73	Passed
18.	IS	70	79	Passed
19.	ID	70	77	Passed
20.	KT	70	78	Passed
21.	NH	70	74	Passed
22.	NA	70	70	Passed
23.	NL	70	82	Passed
24.	NI	70	59	Failed
25.	NM	70	72	Passed
26.	NF	70	76	Passed
27.	PK	70	78	Passed

No.	Name	Passing Grade	Post-test 2	Category
28.	RS	70	79	Passed
29.	RA	70	73	Passed
30.	RC	70	71	Passed
31.	SN	70	77	Passed
32.	WC	70	77	Passed
33.	WY	70	79	Passed
34.	YH	70	70	Passed
35.	ZA	70	80	Passed
	TOTAL SCORE		2.660	
	MEAN		76	

From the calculation of the students reading comprehension, we know that the students' reading comprehension was more improved. Then, the result of the mean score of students' post-test 2 in the table is as follows:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{2.660}{35}$$

$$\bar{x} = 76$$

Based on the table above, it was shown the score from the pre-test 56 to 76 in the post-test 2. It was the higher between all scores. It was improved 20 points from pre-test to post-test 2. The table above show the interested of the students influenced the score. The students enjoyed the teaching learning process. Therefore they could achieve reading comprehension aim.

C. Discussion

Based on the observation in cycle 1 and cycle 2, it can be concluded that Kahoot! can improve the students' reading comprehension for the eleventh grade students of senior high school. It can be seen in the improvement of students' scores from cycle 1 and cycle 2.

From the result of the implementation of the action, there are some improvements as follows:

1. The lesson seemed to be more attractive to be noticed by the students during reading class
2. The students paid more attention to the researcher as a teacher, so the class was comfortable in the teaching learning process.

3. The students were more motivated to get higher score in the quiz by the researcher using Kahoot!
4. The mean score result for the pre-test was 56, and the post-test 2 was 76.

In other hand, there were some weaknesses of Kahoot! in teaching learning process during conducted the research, such as:

1. Kahoot! need a lot of time to prepare before the teaching learning process
2. Kahoot! need good internet connectivity, but there were some students that have no good internet connetivity

Based on the explanation above, it can be seen that the action hypothesis is accepted. Teaching students through Kahoot! can improve students reading comprehension.

Table 4.7: Score of Pre-test, Post-test 1 and Post-test 2

No.	Name	Passing Grade	Pre-test	Post-test 1	Post-test 2	Category
1.	AR	70	70	71	81	Passed
2.	AN	70	55	62	74	Passed
3.	AA	70	65	67	76	Passed
4.	AT	70	60	58	74	Passed

No.	Name	Passing Grade	Pre- test	Post- test 1	Post- test 2	Category
5.	AY	70	70	69	81	Passed
6.	AW	70	60	65	88	Passed
7.	AD	70	75	76	90	Passed
8.	AP	70	60	58	73	Passed
9.	BM	70	40	50	69	Failed
10.	BE	70	70	73	77	Passed
11.	DS	70	50	69	79	Passed
12.	DA	70	45	70	67	Failed
13.	DM	70	50	72	80	Passed
14.	ES	70	50	70	79	Passed
15.	HN	70	55	73	78	Passed
16.	HA	70	40	57	70	Passed
17.	HS	70	55	65	73	Passed
18.	IS	70	60	73	79	Passed
19.	ID	70	60	72	77	Passed
20.	KT	70	60	70	78	Passed

No.	Name	Passing Grade	Pre- test	Post- test 1	Post- test 2	Category
21.	NH	70	55	67	74	Passed
22.	NA	70	50	64	70	Passed
23.	NL	70	70	72	82	Passed
24.	NI	70	40	58	59	Failed
25.	NM	70	75	77	72	Passed
26.	NF	70	55	69	76	Passed
27.	PK	70	50	66	78	Passed
28.	RS	70	70	73	79	Passed
29.	RA	70	50	70	73	Passed
30.	RC	70	35	59	71	Passed
31.	SN	70	55	71	77	Passed
32.	WC	70	50	72	77	Passed
33.	WY	70	60	74	79	Passed
34.	YH	70	35	50	70	Passed
35.	ZA	70	55	70	80	Passed

No.	Name	Passing Grade	Pre-test	Post-test 1	Post-test 2	Category
	TOTAL SCORE		1.960	2.352	2.660	
	MEAN		56	67, 2	76	

Based on the table, the use of Kahoot! can improve the students' reading comprehension. It can be concluded by analyzing the result of pre-test, post-test 1 and post-test 2. There was a significant improvement between the three tests above.

The improvement of the students' reading comprehension especially in analytical exposition text it found the pre-test that held by the researcher got score 56. In post-test 1, the score increased become 67,2. And in the last post-test, the score becomes 76. The score indicates that using Kahoot! in the English teaching learning process especially in reading can improve students' reading comprehension. The researcher concludes that the implementation of Kahoot! in teaching reading can improve students' reading comprehension at the eleventh grade of students of SMA Negeri 1 Wonosari.

To know the students' responses, the researcher measured with questionnaire analysis. During the teaching learning process, the students more interested when using Kahoot!. They were more active to asked and express their opinion.

There was the result of questionnaire before action conducted by the researcher, most of them are not interest in English. They assume that English is boring. They also had difficulties. On the other hand, they wants to get a good score. The are very satisfied when they can get best score, and understand the difficult material in teaching learning.

Based on the result of the questionnaire after the action, there was the positive response if compared with the result of the questionnaire after the action which was conducted, most students interest in teaching learning process after using Kahoot!. They are satisfied in using Kahoot! and got the highest score. They also very satisfied when their answer was true and they can explain the reason. The researcher can conclude that students' motivation are improve.

Table 4.8: The result of the questionnaire after the action

Categories	Frekuensi	Total	Percentage
High	139-131	19	54,3%
Medium	130-122	10	28,6%
Low	121-112	6	17,1%
Total		35	100%

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presented the conclusion, implication, and suggestion of the study about improving students' reading comprehension by implementing Kahoot! as media.

A. Conclusion

The researcher in the research concluded that there was an improvement in the students' achievement in reading comprehension. The improvement of students' reading comprehension could be seen from the result of the data. There was an improvement of the students' mean score from pre-test to post-test 2. In the pre-test, the students' mean score was 56. The post-test 1 was 67,2. The post-test 2 was 76. It means that the students' reading comprehension improved.

Based on the observation and questionnaire, the student had good responses in teaching learning process. The researcher discovered that the students became more active in responding to the teaching and learning process. 74,3% regarded Kahoot! could be increased their motivation in reading. Only 25,7% students felt bored in teaching reading comprehension through using Kahoot!. 88,6% students liked Kahoot in teaching learning process. 91,4% students assumed Kahoot! is more joyful. And 68,6% students recommended Kahoot in teaching learning process. Based on the students' perception, Kahoot! is interesting media in teaching learning

process. This perception is admitted by the students who get differences atmosphere when Kahoot! was implemented. Kahoot! also helped students to improve students' motivation and students' interest in teaching learning process.

B. Implication

The result of the research shows that Kahoot! improves the students' motivation in English especially reading comprehension. It improves the students' reading comprehension. Kahoot! has some advantages for students. It makes the students enjoy the lesson.

C. Suggestion

At the end of this chapter, the researcher proposed some suggestions, which hopefully the suggestion would be useful for the English teacher, students, and other researchers.

1. For the English Teacher

In the result of this research the researcher suggests to the English teacher to teach students more innovative. The teacher should be active to involve the students in teaching and learning process to improve the students' achievement, especially in reading comprehension. The researcher also hoped the teacher can implement Kahoot! as alternative media in teaching reading comprehension.

2. For the Students

The researcher hoped that the students to be more interested and motivated in this lesson. They should be conscious that English was important to learn. English would be useful for them today and in the future.

3. For the Researcher

This study is about the implementation of Kahoot! as a media to improve the students' reading comprehension. The result of this study was expected for other researchers can be used as an additional reference for future research in order to create better teaching and learning.

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