

Using Kahoot! Improving seventh-graders' reading comprehension skills of SMPN 2 Tegalrejo

Dian Setyo Nugroho

Universitas Sarjanawiyata Tamansiswa, Jalan Kusumanegara No. 157, Yogyakarta 55165, Indonesia
Email: diansetyonugroho93@gmail.com

Received: 24 March 2021; Revised: 15 April 2021; Accepted: 4 June 2021

Abstract: This study aims to describe the implementation of Kahoot! in the reading comprehension of seventh-graders in SMPN 2 Tegalrejo. This research aims to: (1) to describe how the implementation of Kahoot! in the reading comprehension of seventh-graders in SMPN 2 Tegalrejo, (2) describe the result of the use of Kahoot! to improve the reading comprehension of seventh-graders in SMPN 2 Tegalrejo. The research was conducted by applying classroom action research. There are four steps in conducting this research, namely: planning, action, observing, and reflection. It implemented two cycles which are cycle 1 and cycle 2. The data were collected by observation, interview, document analysis, and tests. The process of data analysis involved four activities; those are data collection, data reduction, data display, and conclusion drawing. Descriptive qualitative analysis was used to present the result of the study in the form of a descriptive explanation. Kahoot! implemented to improve the students' reading comprehension skills. The findings indicate that students were better at developing in identifying main ideas and implicit information. Most of them could determine specific information. They also could determine the reference. Besides, there is improvement in understanding vocabulary context. The average of students' scores also improved as indicated by their average writing score of the Preliminary Test, Cycle 1, and Cycle 2 tests that were 58.04, 66.52, and 78.69, respectively. The last average score was higher than the minimum achievement criteria of 75.00.

Keywords: kahoot, reading comprehension.

How to Cite: Nugroho, D. S. (2021). Using Kahoot! Improving seventh-graders' reading comprehension skills of SMPN 2 Tegalrejo. *Journal of English Language and Pedagogy*, IV(1), 89-95. doi:<http://dx.doi.org/10.36597/jelp.v4i1.10997>

Introduction

English is one of the international languages in the world which is considered important to be introduced in the field of education, science, technology and art. In Indonesia, it is taught in elementary school as local content, junior and senior high school as a compulsory subject and it is also studied at university. Based on the Curriculum 2013, the goal of English teaching and learning in junior high school is to be able to develop the four languages skills. They are listening, speaking, reading and writing. Among these four skills, reading is difficult to be mastered. One of the reading tests that make the students difficult is reading comprehension. Reading comprehension is the process of constructing meaning by coordinating several complex processes including word reading, word and world knowledge, and fluency (Klingner, Janette K, Sharon Vaughn, Alison Boardman, 2007).. Therefore reading comprehension is not limited to knowledge of textual information but comprehension becomes the complex interaction of text and contextual factors. Besides reading comprehension is one of the pillars of the act of reading. Reading comprehension is the act of understanding what you are reading. Westwood (Westwood, 2001) states that reading comprehension is an active thinking process, through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. It also refers to the ability to connect between the words in a text, and the relationship between ideas conveyed in a text.

Reading comprehension is the ability to comprehend what we read. There are some important aspects of reading comprehension that need to be learned. King and Stanley state that there are five components of reading comprehension that should be focused on when reading a text, they are: finding detailed information /explicit information, finding the main idea, finding the meaning of vocabulary



context, identifying reference, and identifying inference /implicit information (King, C., and Stanley, N., 2004). Based on the result of the observation and interview, the student's reading comprehension of the seventh graders of SMPN 2 Tegalrejo in the school year 2020/2021 is still low. It can be proven by their low average score in reading is only 58; it is under the standard minimum passing grade which is 75.

The researcher identifies the problems which influence the low students reading comprehension, they are; the students lack concentration while doing the reading comprehension test because of getting bored, there is no clear time of the test so that the students enable cheating instead of doing the assessment by themselves, the students are ashamed in making incorrect answer in reading comprehension test because of noticed by the others, the students have boring learning activity during reading comprehension class, the students have uninteresting media because the assessment sheet is not colourful and unpictured. Therefore the researcher use Kahoot! to solve the problems.

According to Icard and Siegele, Kahoot! is a free online digital media for teachers and students where the teachers can get an evaluation for their class. (Icard and Siegele, 2014). The students can also have fun while learning from Kahoot!. Since a competitive environment emerges in the classroom when the teachers apply it. In line with Budiati., she states that Kahoot! is a game-based approach to combine education that contains questions on a specific topic where users can develop and build their questions based on the appropriate topics (Budiati, 2017). It is a choice from a variety of interactive learning media that makes the learning process fun and not boring for both students and teachers.

Teaching-learning using Kahoot! has some benefits. Boden and Hart states that Kahoot! is one of the game-based learning platforms to use by educators and learners (Hart, 2018),. For educators especially, there are some apparent advantages in using this application, which is: (1) attractive, colourful interface answer questions without embarrassment with colour vision impairment because it can make students enthusiastic; (2) encourages active participation because this activity involves all learners; (3) completely free because the participants can be download by google from or accessed by Kahoot! website; (4) multiple question styles because the goal of learners is to choose the correct answer as fast as possible; (5) allow the shy student to answer the question without embarrassment because the participants can use a fake name if they do not want to use their real identity; (6) shape are used to accommodate any student with colour vision impairment.

Based on the descriptions above, the researcher tries to implement Kahoot! application to improve the students' reading comprehension score. By using this media students are expected to be able to get the best score in the test and enjoy the reading comprehension class. Therefore, this study carries out research entitled "Using Kahoot! to Improve the Reading Comprehension Skill of the Seventh Graders of SMPN 2 Tegalrejo". The objectives of the research are: (1) To describe how the implementation of Kahoot! in the reading comprehension of seventh-graders in SMPN 2 Tegalrejo; (2) To describe the result of the use of Kahoot! to improve the reading comprehension of seventh-graders in SMPN 2 Tegalrejo.

Methodology

This research used classroom action research (CAR) as the method. A classroom action research was chosen because the problem comes from the teaching-learning process in the class. Action research is a form of self-reflection inquiry done by teachers in their educational practice, their understanding of their practices and their situation of practice to improve the educational quality for teachers and students (Hopkins, 1993) says that. It can be said that, in classroom action research, the teacher identifies a problem, does something to solve it, then finds out how is the success of his effort. If it is failed or the result is not satisfied, the teacher repeats the effort in the next action. Based on the definition and the understanding above, it is appropriate with the aim of this research.

The researcher selects classroom action research as the type of research. The design of this research used a classroom action research design developed by Kemmis and Taggart. The Kemmis and Taggart models are strands where one string consists of planning, action, observation, and reflection (Kemmis, S. & Mc. Taggart, R., 1988). The number of cycles in research depends on the problem solved. The more complex a problem the more cycles will be implemented. The research was conducted in several cycles, with the purpose to know the progress of the improvement and to perform the stages of improvement well. Each cycle has several stages: planning, action, observation, and reflection.

The research participant in this study was students in seventh-graders class 7B in the academic year 2020/2021. There were twenty-three students. Eleven students were male and twelve students were female. They have mixed abilities. They come from various family and economic backgrounds. Most of them were enthusiastic about learning if the teacher could engage their interest. They were chosen as the participant because the researcher taught that class.

This research took place in SMPN 2 Tegalrejo. It is located in Sidorejo, Tegalrejo, Magelang. This school belongs to a public school which have C for its accreditation. The researcher chose this school because the researcher teaches in this school. The topic was chosen based on the researcher's experience and the obstacles faced by the students. The research was conducted from May to June.

The procedure of the research explained some information involving prior situations, cycle 1, and cycle 2. A prior situation was done to define the problems in reading comprehension class. The researcher conducted a pre-test to measure the students' ability before the researcher began the action research. Then the cycles consisted of planning, action, observing, and reflecting. In the planning, the researcher prepared the material, the lesson plan, the observation checklist, the test, and the scoring rubric. In the action stage, the researcher conducted the teaching-learning process. The activities consisted of opening, main activity, and closing. The main activity implemented the scientific approach which was observing, questioning, experimenting, associating, and communicating. In the observation stage, the researcher focused on collecting the data. In the reflection, the researcher conducted analyzing the result of the students' activities whether the teaching-learning process was done successfully or not.

Data collecting technique in this classroom action research, the researcher used qualitative data. The description of the scoring rubric was used to describe the improvement of students' reading comprehension. The scores of pre-test and post-tests were used to compare the description of students' abilities before and after the research. In this study, the researcher collected the data through observation which was used to gather information about how Kahoot! could improve reading comprehension; interview which had the aim of gathering information from the informant; document analysis which the researcher gathered the document such as material essential, lesson plan, reading test, and test score; and test which was used to measure the students' achievement.

After collecting the data, the next step of the researcher analyzed the data. The data were analyzed by qualitative data analysis. The researcher adapted Creswell qualitative data analysis, where data collection is to gather the data over four techniques which are described in the previous discussion, data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the raw data that appear in the form of notes, interview transcripts, documents, and other correlated material, data display is to display the data in the form of tables to support the explanation of the use of Kahoot! to improve the reading comprehension teaching-learning process, and conclusion drawing and verification are to analyze data to make it clear that they are confirmed (Creswell, 2015).

Results

Before the research was conducted, the researcher conducted a test to measure the students' reading comprehension and interviewed the students to get information about their reading comprehension. The test and the interview were done on May 8th, 2021. The researcher taught the material about a descriptive text. The basic competition in this material was to catch the meaning contextually related to a social function, generic structure, and language features of descriptive text spoken and written, very short and simple, related to people, animals, and things. The achieved indicators were 1) the students can find specific information of the text, 2) the students can determine the main idea of the text, 3) the students can find the reference in the text, 4) the students can identify the implicit information based on the text, and 5) the students can determine the meaning of vocabulary context from the text.

Table 1. Reading Comprehension Aspect in Pre-test.

No	Reading Aspect	Comprehension	Sum	Score	Category
1	Detail information		73	79.34	Good
2	Main idea		58	63.04	Fair
3	Reference		58	63.04	Fair
4	Implicit information		46	50.00	Poor

5	Synonym/anthonym	32	34.78	Very poor
Average			58.04	Poor

Based on the table, the average students' score in the pre-test was in poor criteria and the average score was 58. It could be concluded that the average score was lower than the minimum replacement standard which was 75. It can be seen that their main idea and reference aspect got fair category. Besides the implicit information got poor category and even synonym/antonym was only very poor category. Although the detailed information passes the minimum achievement score. It belongs to the good category. Based on the interview the researcher met some troubles. They could not focus on reading comprehension tests and they needed interesting media in learning reading comprehension. From the problem and result of the pre-test above, the writer knows that the students' reading comprehension skill is low. So, the writer used Kahoot! in Cycle I and Cycle II to improve the students' reading comprehension skills.

Table 2. Reading Comprehension Aspect in Cycle 1.

No	Reading Aspect	Comprehension	Sum	Score	Category
1	Detail information		77	83.69	Very good
2	Main idea		73	79.34	Good
3	Reference		64	69.56	Fair
4	Implicit information		55	59.78	Poor
5	Synonym/ antonym		37	40.21	Very poor
Average				66.52	Fair

Based on the above table, it can be concluded that there are improvements in all aspects when using Kahoot! instead of the previous test. The average score of detail information and the main idea aspect shows the satisfied scores which are 83.69 or very good and 79.34 belonging to the good category. These aspects have achieved the passing grade which is 75. Their comprehension in detail information and the main idea aspect increase because of limited time. It encourages them to be more concentrated and focused in reading the text.

However, the reference, implicit information, and synonym/antonym aspect show the unsatisfaction because their average score is under the good category. In the reference aspect, they could not refer to the person who was meant. They should have read the previous sentence to catch the reference. In a different case in the implicit information aspect, they did not interpret the context first. They could not catch the deepest meaning of the question. It is almost the same case with the synonym/antonym aspect. They did not get the meaning of the word whereas it can be guessed if they comprehend the previous sentences first.

Based on the observation of cycle 1, there were some weaknesses. The researcher reflected the weakness that occurred in the technical mistake in the teaching-learning process as the consideration in conducting the next cycle. The weaknesses were some students struggled to read the text in Kahoot because the font is too little and some students complained the time to answer was too fast because they needed time to comprehend the questions. Regarding the score, it showed that the students of 7B in SMPN 2 Tegalrejo in the academic year 2020/2021 got low scores. The average score of the Cycle 1 test was 66.52 and they belonged to the fair category. Therefore it did not reach the school minimum achievement criteria of 75 yet. Due to not achieving the criterion of success, the researcher decided to continue the research in Cycle 2.

Table 3. Reading Comprehension Aspect in Cycle 2.

No	Reading Aspect	Comprehension	Sum	Score	Category
1	Detail information		84	91.30	Very good
2	Main idea		88	95.65	Very good
3	Reference		73	79.34	Good
4	Implicit information		67	72.82	Good
5	Synonym/antonym		50	54.34	Poor
Average				78.69	Good

Based on the above table, it can be concluded that all aspects improve when using Kahoot! if it is compared with the previous cycle. In cycle 2 shows satisfying improvement especially in detail information, main idea, reference, and implicit information aspect. The category of detailed information and main idea aspects is very good. They were able to catch the explicit information and also determine the main idea from the text. In addition to reference and implicit information, they get a good category. They had understood the meant pronoun in the text and they also could catch the deepest information from the text. However, synonym/antonym belongs to the poor category because they struggled to get the meaning. They should have read the previous sentence.

Table 4. The Summary of Reading Comprehension Aspect

Aspect	Pre test	Category	Cycle 1	Category	Cycle 2	Category
Specific information	79.34	Good	83.69	Very good	91.30	Very good
Main idea	63.04	Fair	79.34	Good	95.65	Very good
Reference	63.04	Fair	69.56	Fair	79.34	Good
Implicit information	50.00	Poor	59.78	Poor	72.82	Good
Synonym/antonym	34.78	Very poor	40.21	Very poor	54.34	Poor
Average	58.04	Poor	66.52	Fair	78.69	Good

In essence, the class average score of the cycle two test was 78.69. They increased their average score from 66.52 became 78.69. The result of cycle two above showed that the students successfully attained the school minimum achievement score of 75, and the average score belonged to the good category. The writer stopped the cycles.

The researcher and the collaborator reflected several positive results in cycle 2. It can be seen from the average score of the reading comprehension skill that it was higher than the previous cycle. The students experienced improvements in all aspects. In cycle 2, the aspect of detail information, main idea, and reference aspect passed the minimum achievement score of 75. Although the implicit information aspect gets a good category it has not passed the minimum achievement score. Kahoot! requires the students to focus and think fast so that they improve their reading comprehension so that it trains them to comprehend well. On the other hand, the synonym/antonym aspect gets poor category in cycle 2 and it is under the minimum achieved score. However, it experiences from very poor in cycle 1 up to poor in cycle 2. Based on the data above, the average was 78.69 it had fulfilled the success criterion that had been determined previously. Then, the researcher decided to stop the cycle.

Discussion

In this section, the researcher would like to describe and discuss the finding of the research to know the improvement of students' reading comprehension ability using Kahoot!.

The findings of the research about the implementation of Kahoot! showed that Kahoot! implemented in the associating stages of the teaching-learning process. In this study, the use Kahoot! The application became a medium to teach reading comprehension. Reading comprehension needs many competencies involving identifying the main idea, identifying supporting detail, identifying references, understanding vocabulary, and making an inference. The teacher made 10 descriptive text questions consisting of the aspects. Then in every 2 numbers contained an aspect. Numbers 1 and 2 were about detailed information, number 3 and 4 were about the main idea, numbers 5 and 6 were about reference, numbers 7 and 8 were about the implicit idea, numbers 9 and 10 were about synonym/antonym. The teacher trained the students to comprehend the text by using Kahoot!. Kahoot! is appropriate media in teaching reading comprehension because it is attractive and colourful media so that the students get interested in the teaching-learning process (Hart, 2018). Besides, it can encourage the students more active because they engage in the teaching-learning process. Moreover, it is a free application so that everyone can access it without paying anything. The main point is multiple question style which is suitable for teaching-learning reading comprehension.

The researcher compared the test results of all cycles to know how great the improvement was. Based on the previous data, the students improved 5 aspects of reading comprehension when using Kahoot!. Since it is designed and aimed to assess in the form of light quizzes in a fun way so that it

allows them to review their knowledge. Moreover Kahoot! exercises the scanning and skimming skill of students in reading comprehension because it is available limited time in answering questions. Besides it can be seen by the previous data, the student's average score in the pre-test was 58.04 which belonged to the poor category. In cycle 1, the researcher used the treatment of Kahoot! to improve their reading comprehension score. Then the average score of cycle 1 increased which was 66.52. it means that the treatment and action in cycle 1 succeed to reach the fair category. However it did not reacher the minimum achievement score yet, that is 75. Afterwards, the researcher continued to treat the students in cycle 2 using Kahoot! again. Finally, the average score in cycle 2 improved becoming 78.69 which belongs to the good category. Besides, it succeeds to reach a minimum achievement score. It could be summarized that using Kahoot! improved the reading comprehension skill of the seventh-graders of SMPN 2 Tegalrejo.

Conclusion

The findings of the research about the implementation of Kahoot! showed that Kahoot! implemented in the associating stages of the teaching-learning process. In this study, the use Kahoot! The application became a medium to teach reading comprehension. Reading comprehension needs many competencies involving identifying the main idea, identifying supporting detail, identifying references, understanding vocabulary, and making an inference. The teacher made 10 descriptive text questions consisting of the aspects. Then in every 2 numbers contained an aspect. Numbers 1 and 2 were about detailed information, number 3 and 4 were about the main idea, numbers 5 and 6 were about reference, numbers 7 and 8 were about the implicit idea, numbers 9 and 10 were about synonym/antonym. The teacher trained the students to comprehend the text by using Kahoot!. Kahoot! is appropriate media in teaching reading comprehension because it is attractive and colourful media so that the students get interested in the teaching-learning process (Hart, 2018). Besides, it can encourage the students more active because they engage in the teaching-learning process. Moreover, it is a free application so that everyone can access it without paying anything. The main point is multiple question style which is suitable for teaching-learning reading comprehension.

The researcher compared the test results of all cycles to know how great the improvement was. Based on the previous data, the students improved 5 aspects of reading comprehension when using Kahoot!. Since it is designed and aimed to assess in the form of light quizzes in a fun way so that it allows them to review their knowledge. Moreover Kahoot! exercises the scanning and skimming skill of students in reading comprehension because it is available limited time in answering the question. Besides it can be seen by the previous data, the student's average score in the pre-test was 58.04 which belonged to the poor category. In cycle 1, the researcher used the treatment of Kahoot! to improve their reading comprehension score. Then the average score of cycle 1 increased which was 66.52. it means that the treatment and action in cycle 1 succeed to reach the fair category. However it did not reacher the minimum achievement score yet, that is 75. Afterwards, the researcher continued to treat the students in cycle 2 using Kahoot! again. Finally, the average score in cycle 2 improved becoming 78.69 which belongs to the good category. Besides, it succeeds to reach a minimum achievement score. It could be summarized that using Kahoot! can improve the reading comprehension skill of the seventh-graders of SMPN 2 Tegalrejo.

References

- Budiati, B., 2017. *Information and Communication Technology Use Kahoot Program for English Students Learning Booster*. In: *ICT*. s.l.:Ngudi Waluyo University.
- Creswell, J. W., 2015. *Choosing Among Five Approaches In Health Promotion Practice. Qualitative Inquiry and Research Design*, Vol. 16(<https://doi.org/10.1177/1524839915580941>), p. Issue 4.
- Depdiknas, 2003. Peraturan Menteri Pendidikan Nasional No 22. In: *Tentang Kerangka Dasar dan Struktur Kurikulum Bahasa Inggris SMP dan MTS*. Jakarta: s.n.
- Hart, G. M. B. a. L., 2018. *Kahoot - Game-Based Student Response System*. In: *Compass: Journal of Learning and Teaching*.
- Hopkins, D. J., 1993. *A Teacher's Guide to Classroom Research*. In: s.l.: Open University Press.
- Icard and Siegele, 2014. Educational Technology Best Practices. *International Journal of Instructional Technology and Distance Learning*.

- Kemmis, S. & M. T. R., 1988. *The Action Research Planner*. In: Victoria: Deakin.
- King, C, and Stanley, N, 2004. *Insight and Strategies for Teaching Reading*. In: Sidney: Harcourt Brace Jovanovich Group, p. 82.
- Klingner, Janette K, Sharon Vaughn, Alison Boardman, 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. In: New York: The Guildford Press, p. 2.
- RI, D. P. K., n.d. Keputusan Menteri : No. 096/U/1967 . In: *tentang Pengajaran Bahasa Inggris di Indonesia*. s.l.:s.n.
- Westwood, P., 2001. *Reading and learning difficulties: Approaches to teaching and assessment*. In: 19 Prospect Hill Road. Camberwell: Victoria, p. 31.