Students' Reading Comprehension Achievement And Perception Of Using Kahoot!

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ABSTRACT

In learning English, reading helps us develop the ability to read and understand texts in English well. Reading Comprehension is a person's ability to capture information or ideas conveyed by the author through reading so that they can interpret the ideas found. As for one of the games that can hone reading skills is Kahoot! which is used to assist teachers in teaching and make learning more interactive and fun for students. Strengthening students' understanding, by providing quizzes and games that involve students actively. The purpose of this study were to find out students' reading comprehension achievement and students'perceptions of learning using Kahoot! . The quantitative method was used in this study analyze students' perceptions of learning using Kahoot!. The population in this study were 30 students of class 7A of SMP Tri Dharma Palembang. Data were collected through reading test, questionnaires, and interviews. A significant difference was detected between the pre-test and post-test scores in the experimental class based on the Wilcoxon test results, the Asymptotic Significance (2-tailed) was 0.000, which was less than the generally used significance level (typically 0.05). As a result, the difference in scores between the pre-test and post-test in the experimental class was significant. This study shows the results that students' perceptions are in the low category with a percentage of 6% which means that the perceptions of students of SMP Tri Dharma Palembang are negative perceptions. While the reading test results of students of Smp Tri Dharma Palembang are included in the proficient category with a percentage of 56%. This indicates that students' reading achievement is not much influenced by their perception towards learning using Kahoot! In this study, the perception factor towards learning using Kahoot! which is an internal factor showed a significant relationship with reading comprehension achievement. Therefore, this study emphasizes that students, teachers and educational institutions should work together in improving game-based education services, communication and systems to be more beneficial in improving students' reading ability.

Keywords:
Kahoot! Games, Perception , Reading Comprehension.

1. Introduction

ICT can improve the quality of a teacher and students in learning activities that use ICT in a school lesson. ICT present the world in the classroom and be able to present it to all students with various ICT tools, as multimedia and various learning media processed by computer devices, such as graphics, photographs, drawings, posters, displays and other graphic mediaICT has a great impact in education, one of

the media that can be used as ICT in education is Online Learning. In proportion to Ardiansyah (2013), he said that Online learning is learning that uses technology based lessons that usually use   laptops or cellphones. Online learning can perform better than face-to-face learning, but it must be done correctly. Based on Pappas (2021) Flexibility is one of the benefits of online education, it enables students to learn at their own speed and on their own time. With an internet connection, people may study from any location, allowing them to juggle their academics with other commitments like employment, family, and other   obligations.

Based on Moore (2012) Online learning is a teaching and learning process that utilizes the internet and digital media in delivering the material. One of the tools is a game, game-based online learning can increase students' focus on a point of learning given by the teacher in the class in order to increase their concentration in learning and also,so that students quickly capture the results of the learning given by the teacher. As claimed by McGonigal (2011) Games are activities involving one or more players, who interact with each other according to a set of rules and objectives to achieve a desired goal or outcome. Playing good games can help students recall new words' meanings and will also improve our grammar. Icard (2014) stated that game-based learning has been used as a best practice to engage students in reviewing class content. Students are capable of learning and have different learning styles, which means educators need to vary instruction to create learning experiences for each student. As maintained by Ferguson (2015) the advantages of playing games are Educational, some games are specifically designed for educational purposes, and can help teach concepts such as math, history, and language skills. By paying attention to these things, canc choose games, there are many games relatd to English, and one of many games based learning is *Kahoot!.*

Kahoot! game, which was used to improve learners' reading comprehension sk ills in the study. Göksün and Gürsoy (2019) said that *Kahoot!* can be a formative asses sment tool to examine whether the use of the gamification tool caused a difference in academic achievement and student engagement. *Kahoot!* can help students improve their English skills in an interactive and fun way, and help prepare them for real life situations where English is essential. Reading is one of the most important English s

kills because almost all spects of modern life require good reading skills in English. Reading is one of the most important English skills because almost all aspects of modern life require good reading skills in English. Reading also helps us improve our writing and speaking skills in English. Reading Comprehension is a person's ability to capture information or ideas conveyed by the author through reading so that he can interpret the ideas found, both the explicit and implied meanings of the text. According to Jago (2017) reading comprehension is a much needed skill in everyday life, such as reading product instructions, maps, and contracts. The ability to read to understand main ideas, important details, and overall meaning. Many researchers who are interested in conducting research on speed reading and comprehension have proven it.

2. Methods

The pre-experimental design (one group pretest-posttest design) was used in this study. That is because the dependant variable is still forming as a result of external factors. Thus, the independent variable does not have the only impact on the dependent variable, which is the experimental outcomes. This is possible as the sample is not chosen at random and there are no control factors. This design is used by the researcher to find out whether there is a significant improvement before and after the use of Kahoot! in learning Reading comprehension.

RESPONDENT

Students from SMP Tri Dharma Palembang's seventh grade made up the study's population. The students in the seventh grade, numbered VII.A through VII.B, were divided into two classrooms, totaling around 65 students. The research sample was chosen using the purposive sampling. Class 7A was selected by the researcher as the research sample. The supervising teacher's advice, which came from the researcher's firsthand observation of the class which the researcher also taught during the teaching training practice formed the basis for the sample. Since the students in class 7A were likewise uninterested in reading English materials, the researcher selected the class withthe goal of encouraging them to read more by using the Kahoot!. INSTRUMENT The instruments were used in this study were

questionnaire, interview, and test. The use of questionnaires and interviews by the researcher so that the researcher could find out the opinions of students when using Kahoot! in learning and the use of tests was to examine the improvement of students in learning reading comprehension before and after using Kahoot! Therefore, the tools needed for questionnaires and interviews were questions, recording devices, and cameras for asking about their opinions about using Kahoot! The use of multiple choice was used as a test instrument. The researcher gave students 25 questions about descriptive text   in the Kahoot!   application.

PROSEDURE

The Kahoot application was utilized by the researcher to select descriptive reading material as the learning medium for this study. Furthermore, the goal of utilizing reading materials with the Kahoot! app was to help students become more interested in reading, this subsequently ignites their desire to study. When teaching and learning English, students' enthusiasm for the subject undoubtedly improved their reading proficiency and made understanding easier. There were ten meetings for this research. Pre-test, treatment, and post-test meetings were included. The researcher had shown that using descriptive text as instructional material helped students comprehend reading more effectively and met the requirements.

DATA ANALYSIS

Data was gathered by the researcher utilizing written test in conjunction with the questionnaire instrument. Following data collection, the researcher categorized the data using the written test results. Because the researcher used the percentage formula procedure, the data analysis was carried out manually using calculations made by the researcher herself. The researcher immediately interpreted the results of the interview tool—students' thoughts on Kahoot!—into Chapter IV. In order to assess whether students' reading comprehension of descriptive text improved before and after using Kahoot!, the researcher employed the Wilcoxon Test while conducting the test using SPSS Version 25 program. The Wilcoxon Test was used to calculate significant improvement on students' achievement in understanding descriptive text after being taught by Kahoot.

3.   Result

Students' Achievement in Learning Reading Comprehension Normality Test

Pre- and post-test results from students in 7A were used to compile the data. The experimental class's pre- and post-test results were first subjected to normality test before any data calculations were made:

Table 4.1 Normality Test

Students' Learning Score	Shapiro Wilk		
	Statistic	Degree of Freedom	Significance
Pretest Experimental	.971	30	.563
Posttest Experimental	.839	30	.000

The pre-test value in the experimental class had a test statistic of 0.971 with a significance level of 0.563, in line with the findings of the Shapiro-Wilk normality test. These findings suggested that the pre-test data was normally distributed because the significance level was higher than 0.05. For post-test scores, the test statistic was 0.839 at the 0.000 level of significance. Given that the significance level was below 0.05, it was evident that the post-test data did not follow a normal distribution. In summary, the Shapiro-Wilk test showed that despite the post-test score was not normal, the pre-test score was normal. The researcher conducted the Paired Samples T-Test using the Wilcoxon Test as the data was not normally distributed. When evaluating the significance of differences between two sets of ordinal-scale data that are not normally distributed, the non-parametric Wilcoxon Signed Rank Test is employed (Sugiyono, 2017).

Distribution Data of Experimental Class

Table 4.2 Distribution Data of Experimental Class

Pretest Experimental Group	Posttest Experimental Group

Achievement Level	Mean Score	Standard Deviation	Frequency and Percentage %	Mean Score	Standard Deviation	Frequency and Percentage %
Very Good (93-100)	-	-	-	97.41	1.970	17(56.7)
Good (84-92)	-	-	-	91.27	1.618	11(36.7)
Average (75-83)	-	-	-	80.00	.000	2(6.7%)
Poor (<75)	25.50	7.319	30(100%)	-	-	-
Total	**25.50**	**7.319**	**30(100%)**	**94.00**	**5.119**	**30(100%)**

From the distribution data table above, it could be seen that the total mean in the pretest experimental group was 25.50 while in the posttest it was 94.00. In the pretest, the standard deviation value was 7.319 while in the posttest it had a value of 5.119. Frequency and percentage were the same as having 30 students with a percentage of 100% in both pretest and posttest experimental. In the experimental pretest, there was the same mean, standard deviation, and frequency percentage between poor and total. While in the posttest, there was a mean of 80.00 in average, 91.27 in good, and 97.41 in very good. In standard deviation had a value of .000 in average, 1.618 in good, and 1.970 in very good. In frequency and percentage had a value of 2 (6,7%) in average, 11 (36,7%) in good, and 17 (56,7%) in very good.

Wilcoxon Test

Table 4.3 Wicoxon Test

Wilcoxon Test	
Pretest and Posttest of Experimental Class	
Z	4.799
Asymptotic Significance (2-tailed)	.000
Total	30

A significant difference was detected between the pre-test and post-test scores in the experimental class based on the Wilcoxon test results. In the Wilcoxon table, the Asymptotic Significance (2-tailed) was 0.000, which was less than the

generally used significance level (typically 0.05). As a result, the difference in scores between the pre-test and post-test in the experimental class was significant.

QUESTIONNAIRE

From the questionnaire results obtained by the researcher, it can be concluded that the first statement, "Kahoot! Games are learning media that are easily accessible and easy to use by students," got 67% in strongly agree, 33% in agree, 0% in disagree, and 0% in strongly disagree. The second statement, "Classroom learning using Kahoot! Game use of an inappropriate game" got 3% in strongly agree, 3% in agree, 77% in disagree, and 17% in strongly disagree. The third statement, "I feel more comfortable when researcher use Kahoot! Games during the learning process," got 40% in strongly agree, 50% in agree, 10% in disagree, and 0% in strongly disagree. The fourth statement, "I feel unmotivated in the process of learning English because of the Kahoot! Games is not interesting." got 3% strongly agree, 13% in agree, 53% in disagree, and 23% in strongly disagree. The fifth statement, "Kahoot! Games are very useful for me because they can help me explore the English reading material presented by the researcher." got 40% strongly agree, 47% in agree, 10% in disagree, and 3% in strongly disagree.

INTERVIEW

From the first question, most of the students felt very helpful when using Kahoot! in reading, especially in reading English. This was shown in question number 1 what they feel after using Kahoot! in English lessons, 57% students said students enjoyed when using Kahoot! in English lessons. Furthermore, students' opinion on question number 2 was that they are very interested when using Kahoot! in English especially in reading. This was supported by 100% students' responses to their interest in using Kahoot! in reading. The students' response is "It is very interesting, miss". As for question number 3 about how effective Kahoot! is when used in English reading, 83% of students said Kahoot! is very effective and successful in students' English reading, and 14% of students said Kahoot! is quite effective for English reading. Furthermore, question number 4 was whether they feel bored when using Kahoot!, 100% of students said that

students do not feel bored using Kahoot! in English lessons, instead students feel happy when using Kahoot! because students can play with their friends and can also play while learning. Last but not least, question number 5 is whether Kahoot! improves students' reading skills. 83% of students said that Kahoot! can improve reading skills; this was supported by students' opinions: "Kahoot! can improve our reading skills and also improve excitement when playing it, miss".

4. Interprestation

Based on the results of the findings above, there are several reasons that can be explored. The use of Kahoot! as a learning media is very capable of improving students' English reading comprehension. Using Kahoot! as an instructional medium can assist teachers in conveying content clearly and concisely, while also facilitating students' comprehension of the main points of the lesson. According to Brinton (2001), media can offer a high information density, which will aid in students' information processing and relieve teachers of the need to explain everything in detail. Using Kahoot! helps students concentrate more on the provided questions, which helps them comprehend the material especially descriptive text better. In addition, Azhar (2005) asserts that the using media in the classroom can help focus and steer students' attention. Using Kahoot! increases students' interest in their studies and promotes positive friendships. The Kahoot! application's engaging features keep students engaged in understanding lessons, particularly when it comes to descriptive text. There are several advantages of utilizing media like Kahoot! in the classroom, including increased attention and interactivity Chotimah & Rafi, 2018). The other reason why Kahoot! could improve students' learning achievement in learning descriptive texts is the use of Kahoot! makes the lesson positive and fun because the visuals of Kahoot! are shaped like a game. According to Wang & Tahir (2020), the idea behind Kahoot! is that students play as 35 contestants and teachers present a makeshift game show in the classroom. Points, podiums, scoreboards, music, and visuals all add to this illusion, which should make learning enjoyable and positive. Furthemore, Kahoot! improved students' reading comprehension achievement because the display ads cannot track

students' attention, they were interested in looking at the reading text. As stated by Samboteng et al. (2023), Kahoot serves as a visual learning tool with an attention function. The way that visual media functions is that it draws in and focuses the attention of learners so that they can focus on the lesson's content, which is tied to the visual meaning that is presented or goes along with the text on the subject.

5. Conclusion

Based on a thesis study that was carried out using a sample of 30 SMP Tri Dharma Palembang students. From the results ,the product moment correlation obtained a significance value of 0.563> 0.05, and the r-value (Pearson correlation) is 0.479 < 0.000 r table (sample 30, significance value 5%). So it can be concluded that in Smp Tri Dharma Palembang students, there is a significant relationship between students' perception and their reading achievement when following Kahoot!.

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