

KAHOOT APPLICATION AS TECHNOLOGY RESOURCES IN TEACHING READING COMPREHENSION

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Abstract: the purpose of this research is to reveal whether there any significant effect of kahoot application as technology resources in teaching reading comprehension, especially in narrative text. The method used in this research was quantitative design with a quasi-experimental study. The population of students at the first grade was 230 students of Vocational High School in Majalengka with two sample classes which have 19 students in each class. Both classes were assigned into experimental and control class. Experimental class was taught by using kahoot application, control class was taught with team games tournament method. The data was collected through pre-test and post-test. Based on the calculation data, this research showed that using kahoot application is effective in teaching reading comprehension of narrative text. This conclusion was supported by the mean of post-test in experimental class which got 61,47 while the control class 56,42. Therefore, the statistics showed that $2,17 > 2.02 = t_{observed} > t_{table}$ which proves that the Alternative Hypothesis (H_a) is accepted. It means kahoot application is effective in teaching reading.

Keywords: Kahoot, Narrative Text, Reading Comprehension

INTRODUCTION

Reading comprehension is essentially defines as the ability to understand the information which has been read. Clarke (2014: 2) states that reading comprehension is situated within the text itself, a developed understanding comes from the interaction between the text and the reader's response to the text. It become more important as children progress through the educational system.

It is clear that reading comprehension is important but in fact the teaching reading comprehension is not succesful yet. It can be seen when students are asked to read text in English, it is difficult for them to comprehend English text than Indonesian text. Davoudi and Yousefi (2015) states that students' difficulties to comprehend English text such as deficits in vocabulary knowledge, background knowledge, grammatical knowledge and also poor reading strategies which is in fact very important to reduce the difficulties.

Stake and Horn (2012) also argue that there are still many school that use traditional learning methods where the source of knowledge only relies method on the teachers, and they spend much time in the classroom just to listen to the teacher which at the end makes students

feel bored. During teaching and learning process, a teacher plays a dominant role and the students are passive. The teacher usually asks the students to read by silent reading, to find the difficult word, and to open their dictionary.

The modern technologies can be used as a supplement to the classroom teaching method to have a lively atmosphere in the classroom. It is the need of the hour to integrate modern technologies to upgrade the level of English teaching especially reading comprehension. According to Bahadorfar & Omidvar (2014), the modern technologies relax the mind of the students to get into the subject with full involvement rather than a difficult task to do. Therefore, it is significant to employ the technology as the media to support the teaching and learning materials without the limitation of time. In addition, one of media technology that popular in learning reading comprehension is kahoot application.

According to Kapuler (2015), Kahoot is one of the top 100 new apps to use in the classroom and it is at number 36 on the list of apps related for educational trends. Kahoot is also advantages to educational trends including gamification and students engagement (Ciaramella, 2017). According to Bicen and Kocakoyun (2018) states that the kind of kahoot can be in the form of quiz, discussion and survey. It actually a game in which the users are able to assess and reward from the correct answers provided in the quiz. As a game, kahoot increase the students' motivation and willing to learn reading comprehension. They will not feel perforce to learn reading, whereas they will learn it with their own interests.

One possible weakness of the popularity of Kahoot is the concern that students will begin to be bored of playing the game (Wang, 2015) His study found that the online game played everyday had no effect on the classroom dynamics, student engagement, or student motivation. In fact, his study showed participants like to continue to play Kahoot after every lecture and they thought that they learned something from playing Kahoot (Wang, 2015). Students like to play game in Kahoot because it bring something to learn and their boredom in playing game in Kahoot comes when they play daily and lonely. In conclusion, Kahoot is the alternative media that can engage students' motivation in teaching reading comprehension.

This study aimed to investigating the effect of Kahoot Application as technology resources in teaching reading comprehension of narrative text. The significance of his research

is practically having relation with improving the students' reading skill and students' interest in teaching learning process using this application.

METHOD

This research is a quantitative research to gather primary data. According to Creswell (2014) quantitative research design invokes the post-positivist worldview and includes experimental designs and non experimental researches. The method of the research is quasi experimental design method. According to Fraenkel et al (2012:275), quasi experimental design does not include the use of random assignment. This research used pre-test and post-test to obtain the data. The design of this research could be illustrated as follows:

Table 2.1 The Design of Experimental Research

Group		Treatment		Class
Experimental Group	Pre test	Kahoot Application	Post test	X AKA
Control Group	Pre test	Team Games Tournament	Post test	X AKB

The population in this study was the first grade students of Vocational High School in Majalengka. The number of the students was 230, which were divided into ten classes. The research chose two classes as the sample of the research by using purposive sampling technique. The instrument of this research was test. Before the test is used to collect the data, the try-out test was conducted to measure the validity and reliability of the test. To measure the significance of the pre-test and post-test of the both groups, the collected data were analyzed using SPSS 21 version.

RESULTS AND DISCUSSION

The result of pre-test from experimental and control class, it showed that the total of students from each group of the experimental class was the highest score obtained by experimental class was 76 and control class was 73, while the lowest score obtained by experimental class was 36 and control class was 30.

In addition, the result of post-test showed that the total of students from each group of the experimental class was 19 students, the highest score obtained by experimental class was 86 and

control class was 80, while the lowest score obtained by experimental class was 43 and control class was 33. It can be conclude that the experimental class got a higher score than control class. It means the experimental class had more significantly gained score rather than the control class

Test for Equality of Variances for experiment and control groups

Group Statistics

	Score	N	Mean	Std. Deviation	Std. Error Mean
Class	Experiment	19	61.47	13.405	3.075
	Control	19	56.42	12.402	2.845

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	,323	,573	2,17	36	,236	5,053	2,30	2,523	9,786
	Equal variances not assumed			2,17	35,78	,236	5,053	2,30	2,523	9,786

Based on the calculation above, the degree of freedom (df) is 36 ($19+19-2=36$) and the critical value of the df by using the degree of significance of 5% of t_{table} is 2.02 and the $t_{observed}$ is 2.17. It means that the post-test score of experimental class is higher than the score of controlled class. The result of the comparison between $t_{observed}$ and t_{table} were $2.17 > 2.02 =$

$t_{\text{observed}} > t_{\text{table}}$. In conclusion, from the hypothesis, we have that on the $df = 36$ and in the degree of significance 5% the value of degree of significance is 2.02 (gained based on $df = 38$ and $\alpha = 0.05$). By comparing the value t_{observed} is higher than t_{table} that is $2.17 > 2.02$, so the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It could be proved that there were significant differences between the results of using kahoot application in teaching reading comprehension of narrative text at first grade students of Vocational High School in Majalengka.

Regarding on the result data analysis above, its also strongly with the researcher experience on teaching reading in using kahoot and team games tournament, student worked in group to discussed what they did not understand. As an online media, Kahoot made enthusiasm be real in the teaching learning process compared to the team games tournament one which let the students focus on the teacher's instructions without feeling the real nuance of the lesson. The students could learn how to socialize because they shared the use of the phones/gadgets in each group happily were and able to help their friends who did not understand the answers and how to find them while using team games tournament, the students seem bored but still opened the dictionary to finish the rest of the story.

CONCLUSION

Reading in English learning was still considered as a difficult material for students. Some students felt difficult to comprehend and understand the English reading text whereas reading was important components for learning English. Students success in learning English depended on how deep their comprehensive ability the meaning from the text. Therefore, the teachers needed alternative technique to solve the problems in teaching reading at tenth grade of Vocational High School. One of media that can be applied in teaching reading is kahoot application.

In kahoot application, students assigned into groups consisted of four to five students. Each team should be heterogeneous. After that, they were playing games of kahoot application on their smartphone. Every student who competes was a representative group. It can increase students' enthusiasm and motivation to learn and makes it fun for learners attempting to get the best score.

In the implementation of this research, the researcher applied kahoot application in X AK A as the experimental group in teaching reading. The result of data analysis used t-test formula,

based on the calculation in chapter IV obtained that, $t_{\text{observation}}$ was 2,17 significance 0,05, so the value of t_{table} was 2,02. Finally, this research has answered the question of research hypothesis. From the mean score of experimental class' post-test was higher than control class' post-test. It means that kahoot application was effective to teach reading at the tenth grade of Vocational High School in Majalengka.

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