



Students' Perceptions in Using the Kahoot! Game on Reading Comprehension Learning

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Abstract

Reading comprehension is an activity to build people's understanding through texts by combining information obtained through texts with their knowledge and experience. Students face problems in reading comprehension, such as difficulty answering questions related to descriptive text, not being able to read the entire text, and confusing new vocabulary. This study aimed to determine how students perceive and improve reading comprehension after using Kahoot! Games as learning media for reading comprehension on description text at State Junior High School in Cilacap. This study uses an experimental sequential mix method with a qualitative descriptive method as the first order followed by a pre-experimental method using a one-group pretest-posttest design. Based on the results of the study, it was found that students' perceptions of using Kahoot! Games tend to be positive, students find learning fun, increase focus and caution, eliminate boredom, and motivate students to read the entire text. Furthermore, there was an increase in students' reading ability as indicated by the paired-sample t-test results where the sig value. the count obtained was $0.002 < 0.05$, and the count obtained was $6.837 > \text{table } 2.776$. Supported by an 18% increase in the average student training results from 66.4 to 81.

Abstrak

Pemahaman membaca adalah kegiatan untuk membangun pemahaman orang melalui teks dengan menggabungkan informasi yang diperoleh melalui teks dengan pengetahuan dan pengalaman mereka. Siswa menghadapi masalah dalam pembelajaran pemahaman membaca seperti kesulitan menjawab pertanyaan terkait teks deskripsi, tidak mampu membaca keseluruhan teks, dan kosakata baru yang membingungkan. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana persepsi siswa dan peningkatan kemampuan pemahaman membaca setelah menggunakan Kahoot! Game sebagai media pembelajaran pemahaman membaca teks deskripsi pada Sekolah Menengah Pertama Negeri di Cilacap. Penelitian ini menggunakan exploratory sequential mix method dengan metode deskriptif kualitatif sebagai urutan pertama dilanjutkan dengan metode pre-experimental menggunakan desain one group pretest-posttest. Berdasarkan hasil penelitian, diperoleh bahwa persepsi siswa dalam penggunaan Kahoot! Game cenderung positif, siswa merasa pembelajaran menjadi menyenangkan, menambah fokus dan kehati-hatian, menghilangkan rasa bosan, dan memotivasi siswa untuk membaca keseluruhan teks. Selanjutnya terjadi peningkatan kemampuan membaca siswa yang ditunjukkan dengan hasil uji t sampel

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berpasangan dimana nilai sig. hitung yang diperoleh $0,002 < 0,05$, dan thitung yang diperoleh $6,837 > t_{tabel} 2,776$. Didukung dengan peningkatan 18% rata-rata hasil latihan siswa dari 66,4 menjadi 81.

INTRODUCTION

According to the 2013 revised curriculum, students must master four skills while learning English: listening, speaking, reading, and writing. Reading is done to interpret the text to get information (Pourhosein Gilakjani & Sabouri, 2016). One of the reading activities carried out by students is reading comprehension (Dewi et al., 2020). Reading comprehension is a cognitive interaction that allows the reader to represent what has been read (Van Den Broek & Espin, 2012). Reading comprehension is characterized as obtaining specific textual information (Cahyono, 2011). Reading is more than just looking at the words, but accurately understanding the meaning of the words presented in the reading (Dean, 2013). The reader can take advantage of the information, ability, and understanding to find out the meaning of the text.

Reading comprehension skills are needed by students to be able to answer questions related to descriptive texts. Descriptive text is included in one of the texts that must be studied by junior high school students (Permendikbud, 2018). Descriptive text is a type of writing that provides information about a particular individual, place, or thing (Wardani et al., 2014). In addition, Noprianto (2017) defines that descriptive text as a non-fiction text presented to students to be interested in the world outside themselves. In short, descriptive text is a text that is presented to convey information about an individual, place, or thing in detail.

Descriptive reading comprehension is one of the materials tested in the National Examination, so to pass the National Examination, students must have good reading comprehension. In 2019 students' English UN scores were 50.23, while the minimum national exam score for English subjects was 55 (BNSP, 2019). Based on the description, the average national exam score is still below the average, caused by low reading comprehension competence. That means the students are lazy to read the text thoroughly, so it takes a long time to answer questions related to descriptive text.

Based on the results of pre-observation in class VIII, some students had difficulties and confusion in answering questions about reading comprehension related to descriptive texts. This difficulty is because students feel confused with ambiguous words and are unable to understand the whole text. This phenomenon is under the results of research conducted by Babaiba, where 48% of students have difficulty reading the entire text while 20% have problems with confusing new vocabulary (Babaiba, 2015). Students face many problems related to reading comprehension, so the teacher must find the right method to understand and feel happy when attending reading classes easily. The use of game media as an alternative learning media can use by teachers (Arif & Syafii, 2018). following the opinion that using games as a learning medium provides challenges and pleasure for individuals who play them (Azar, 2012).

Kahoot! Game list as one of the Top 100 Best new applications in education (Kapuler, 2015). Kahoot! Game is a reply framework-based game played in real-time (Kaur & Nadarajan, 2020). There are three purposes for using Kahoot! The game increases student involvement, motivation, fun, and focus so that the learning process in class is of higher quality (A. I. Wang & Tahir, 2020). Use of Kahoot! Games as learning media in reading consider improving students' reading skills. Based on the opinion that the use of Kahoot! Games as smart innovations have the potential to improve students' reading comprehension (Johns, 2015). Following the opinion that Kahoot! Games can test students' reading ability information (A. I. Wang, 2015). Based on previous research conducted by Chotimah, the results showed that Kahoot! A game as a learning medium affects reading ability. In addition, students are happy and motivated when using Kahoot as a medium for learning to read (Chotimah & Rafi, 2018).

Furthermore, research conducted by Ratnasari et al. (2018) on 230 Vocational High School students in Majalengka, this study uses an experimental method. The result obtained is the accepted research hypothesis which is Kahoot! Games effectively affect reading learning.

The research was conducted by Korkmaz & Öz (2021) using a quasi-experimental method. This study showed an increase in reading scores by 6% after using Kahoot! Games. After using Kahoot! Game students feel their knowledge of vocabulary increases and motivate them to read the whole text. The results of this study are under research conducted by Marsa et al. (2021) towards the fourth-semester student which student uses Kahoot! The game has an average value of 79, while students who use conventional methods have 66. The use of Kahoot! Games increase focus, competitiveness, and motivation to read the entire text due to limited time. Based on previous studies, the use of Kahoot! Games can improve students' reading comprehension skills.

The use of games as a learning medium has advantages, one of which increases student focus. Students must focus on reading the entire text to understand the whole text. This research has two main sub-focuses: (1) The students' perception of reading comprehension on descriptive text using Kahoot! Game (2) How is the students' reading ability after using Kahoot! Game. The novelty of this research was that this research was carried out at the basic education level, precisely at SMPN 8 Cilacap, and used an experimental sequential mixture method to answer each formulation of the problem that had been formulated.

METHODS

This study uses an experimental sequential mix method which is a sequential mix method with a qualitative approach as the first order followed by a quantitative approach (Sugiyono, 2018). The qualitative approach is descriptive, while the quantitative approach uses a pre-experimental method with a one-group pretest-posttest design. Data collection techniques were carried out sequentially, using descriptive methods using observation, interviews, and documentation studies. At the same time, the pre-experimental method uses student exercises. Data were taken from SMPN 8 Cilacap. The sampling technique used purposive sampling so that the informants involved in this study were students of class VIII B (N=5). Data analysis techniques are carried out sequentially, starting from qualitative descriptive methods through coding, data reduction, and concluding. While the pre-experimental method was analyzed by paired sample t-test using SPSS ver. 25.

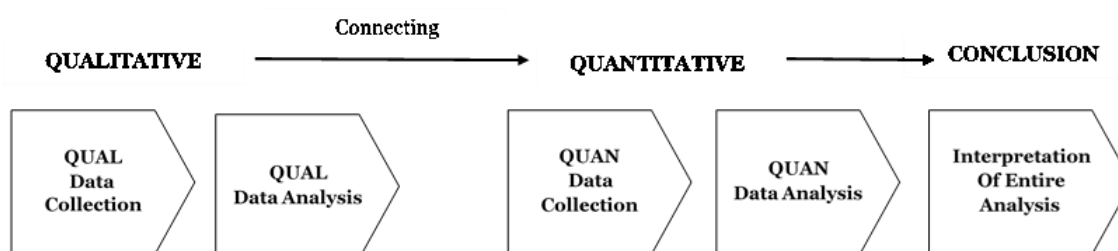


Figure 1. Model Sequential Exploratory by Sugiyono

FINDING AND DISCUSSION

Students' Perception on Learning Reading Comprehension on Descriptive Text Using Kahoot! Game

To find out students' perceptions, use learning observations and interviews. Observation activities are carried out by observing learning activities. The following table summarizes the observation activities in reading comprehension learning activities:

Table 1. Resume Of The Observation

Activities	Sub Activities
Opening: Stimulating Explanation	Greeted & Looked into the attendance of students. provoke students' curiosity by providing videos, pictures, or others - Served the picture of a person (W1), animal (W2), and place (W3) - Explained about the Kahoot! Game to the students (W1) - The students said that they were very excited with the music when they tried to answer the questions in the Kahoot! Game. - The students said that if they were not careful in reading the questions, they feared their answers were wrong
Closing	- Exercise using The Kahoot! Game - showed the students' scoreboard by Whatsapp group. - closed the meeting with a closing

Observations were carried out for four weeks. Learning activities are done by starting the opening, then giving stimulus, explaining the material, and finally closing. In the first week, the material explained is a descriptive text about a person. At the first meeting, it has not used Kahoot! Games as learning media, but only explain Kahoot! Games. It can be seen that most of the students used Kahoot for the first time. In the second weekly meeting, the material presented was about animals and already using Kahoot! Games as learning media, as well as at the third meeting. At the fourth week meeting, reviewing the material obtained in the first to third weeks followed by practice questions using Kahoot! Games. The Kahoot! Game here provides practice questions after explaining the descriptive text's material.

Based on the observations, the students were very excited when playing Kahoot! Game, because it is a new thing for students. They feel like playing games when they do their task, not feel bored. Students feel the effect of music when trying to answer questions via Kahoot! Games make the atmosphere fun. Students seem to grow focused, careful and competitive when answering questions related to descriptive texts. Because the timer frame or time limit, and points based on speed in answering questions, motivate them to answer questions quickly and accurately. Following the opinion that the use of Kahoot! Games make the learning environment more fun and competitive (Dellos, 2015). The above results follow research conducted at SMK in Karawang that students understand more about the subject and feel happy and interested when answering questions in Kahoot! Game (Kurniawati et al., 2020). Based on the observations, the use of The Kahoot! Game starts in the second to a fourth week to provide practice on descriptive text. Students feel enthusiastic and enjoy playing Kahoot! Game. Students also think that there is music when playing Kahoot! Games make the atmosphere fun.

After observing the learning activities, in-depth interviews were conducted before learning, after learning, and after learning to 5 students who were the sources of this research.

Table 2. Students' Interview Result

	Question Codes	Answer Codes
Before Learning	Difficulty in learning English	Grammar, Speaking Skills, Vocabulary Mastery, Pronunciation.
	Opinion about Learning English during online classes	Confuse, Not understand, Little confusing, and The time is very short.
	Opinion about reading text.	Not particularly enamored, Like, Not like.
	<u>Difficulty in Answering Comprehension Questions.</u>	New words, Antonym, Grammar, Vocabulary Meaning, New words.
	<u>Media or Tools used in Teaching English.</u>	Powerpoint Whatsapp, Google classroom, Google meet, Zoom.
	I have used The Kahoot! Game.	Never, Ever, Not yet.

Students' Perceptions in Using the Kahoot! Game on Reading Comprehension Learning

During Learning	Kahoot! Game interesting to <u>use as a learning media.</u>	Yes, it is, Quick to answer the questions, Interested, Good features, Careful, Train the speed, Fluency, Exciting, Available for a limited time.
	The Kahoot! game can be used as <u>media in reading comprehension.</u>	Yes, it is, Yes, it can
After Learning	Advantages of using <u>The Kahoot! Game.</u>	Careful, Train speed, Interested, Accuracy
	<u>Impressions and messages</u> of using Kahoot! Game.	Very exciting, Useful, Very happy, Very enjoy, Learn so much knowledge
	Difficulty in learning using Kahoot! Game.	Limited time, The words are too small, Short limited time.
	Using Kahoot makes vocabulary increase.	Yes, Of course, it seems like

Interviews before learning activities using The Kahoot! Game was carried out in the first week of observation, and this interview was conducted with five sources. The results of the interviews obtained can be seen that students feel less interested in reading descriptive texts. Students also feel bored reading the entire text presented through books or smartphones. Because students find it difficult with new vocabulary, many antonym words, and cannot interpret the text's meaning.

Interviews during learning activities using Kahoot! Games are conducted in the second week of students using Kahoot! Games. Most students have never used Kahoot! Games as learning media. Several students expressed interest in the features in Kahoot! Games. Especially the limited-time feature and being faster to answer questions makes them feel challenged and careful to get high scores.

They were learning activities using Kahoot! Games are played consecutively for four weeks. After learning to use The Kahoot! Game is over, interviews are conducted to find out how students perceive Kahoot! Games as learning media. Students feel happy and enjoy learning, and some students say they do not have time to get bored because they have to be careful and quick to answer questions via Kahoot! Games.

Following the explanation of the results of the interviews with the informants above, there are several things that the researchers found: *first*, students' perceptions of the use of Kahoot! Games are positive. They find learning to be more fun and interesting. This is under research conducted by (Yuruk, 2019; Gündüz & Akkoyunlu, 2020; Marsa et al., 2021), which states the use of Kahoot! Games make the learning environment more fun. This supports the findings of A. I. Wang & Tahir (2020), which reveals three purposes of using Kahoot: to increase students' enjoyment.

Second, students feel motivated, careful, and competitive to answer all questions regarding the description text presented through Kahoot! Games. Following research conducted by (Bicen & Kocakoyun, 2018; Licorish et al., 2018; Marsa et al., 2021) states that the use of Kahoot! Games can increase students' motivation and involvement in learning. Which states that the use of Kahoot! Games can increase students' motivation and involvement in learning (Marsa et al., 2021).

Third, students feel they do not have time to feel bored to read descriptive texts because of the features possessed by Kahoot! Games make reading fun. This is in line with the opinion that student engagement can increase because of the fun and colourful graphics and audio used by Kahoot! Game (A. I. Wang, 2015). That means colourful audio and graphics in Kahoot! Games can motivate while playing games for students. Accordingly, game-based techniques or gamification, when used properly, have the control to lock in, motivate, educate, and teach. (Kap, 2012).

Fourth, the increase of new vocabulary in students, supported by several studies conducted by (Huang 2015; Medina, E, G & Hurtado C, 2017, Chiang, 2020). Following this result, students tend to remember more words that appear in questions presented through Kahoot! Games. These findings

support a study conducted by Wichadede & Pattanapichet (2018) in which the experimental group used Kahoot! Games as vocabulary learning get higher results than groups using traditional learning media.

Based on the interviews' results, several things can be seen about students' perceptions of using Kahoot! Games as learning media: 1) Students' perceptions are positive, 2) Students feel motivated, careful, and competitive, 3) Students feel they do not have time to feel bored to read descriptive texts, 4) Increase new vocabulary in students.

Students' Reading Ability After Using Kahoot! Game

To find out how students' abilities are improved, use the pre-experimental method with one group pretest-posttest design. Based on Sugiyono, the research design of one group Pretest-Posttest is described as follows:

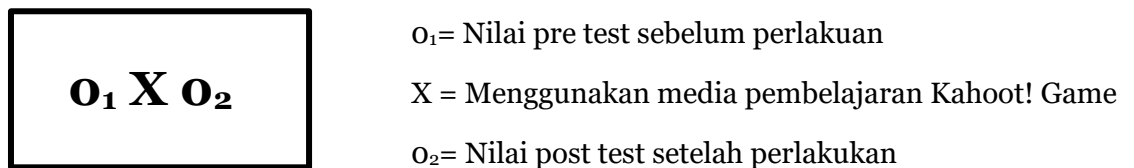


Figure 2. Desain one group Pretest-Posttest

Exercises gave to students who are informants for this research. This exercise consists of 30 questions about reading comprehension descriptive text. Each was given using the conventional method, namely through paper (pretest), and given using Kahoot! Games (posttest).

Table 3. The Demographic of Students' Score

	Pre Test	Post Test
R1	60	76
R2	70	86
R3	53	73
R4	76	90
R5	73	80
Total	332	405

Before conducting data analysis to see if there is an increase in students' reading comprehension ability, the data from the pretest and posttest results must be normal. They were testing the normality of the data using the Kolmogorov-Smirnov test.

Table 4. Kolmogorov-Smirnov Test

		PRETEST	POSTEST
N		5	5
Normal	Mean	66.40	81.00
Parameters ^{a,b}	Std. Deviation	9.607	7.000
Most Extreme	Absolute	.246	.162
Differences	Positive	.159	.162
	Negative	-.246	-.162
Test Statistic		.246	.162
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}

Based on the test results above, each Asymp. sig value obtained is $0.200 > 0.05$. So it is stated that each data from the pretest and posttest results are normally distributed. After the research data was normal, it continued with data analysis using paired sample t-test.

Table 5. The Results of Descriptive Statistics of Students' Score

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	66.40	5	9.607	4.297
	POSTEST	81.00	5	7.000	3.130

The average exercise result obtained by students is 81. Based on these results, it can be seen that there was an average increase of 18% from 66.40 to 81 before and after using Kahoot! Games as learning media. The results of the study follow experimental research conducted at STKIP Nurul Huda Sukaraja, and it was found that students who used The Kahoot! Game as a learning media got a maximum score of 80, and the control group got a score of 72 (Marsa et al., 2021). Following a study conducted through observation for seven weeks, the students' final reading scores were significantly higher than the first reading scores after using Kahoot! Games (Korkmaz & Öz, 2021).

Table 6. Paired Samples T-Test

		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRETEST - POSTEST	-14.600	4.775	2.135	-20.529	-8.671	6.837	4	.002

Based on the following results, it is known that sig. count obtained is $0.002 < 0.05$, and the count obtained is $6.837 > \text{table } 2.776$. These results indicate a significant increase in students' reading comprehension skills after using Kahoot! Games as learning media mark by an increase in the average value of students' practice and the use of Kahoot! Games in teaching reading comprehension related to answering questions about descriptive texts in eighth-grade students affect their reading comprehension ability and positively impact their understanding of descriptive text questions. Use of Kahoot! Games as a medium for giving quizzes follow the opinion that the function of using Kahoot! Game for giving practice questions using the quiz feature in Kahoot! Game (Tenau et al., 2019). Because of Kahoot! Games can be used as an assessment instrument to monitor or check students' skills and knowledge (A. L. Wang & Lieberoth, 2016).

CONCLUSION

Based on the findings and results of data analysis, it can be concluded that students' perceptions of the use of Kahoot! Games in learning reading comprehension for grade VII students at SMPN Cilacap are positive. Students feel happy, interested, focused, careful, and do not feel bored reading the entire descriptive text presented. Furthermore, there is an increase in students' reading ability which is indicated by the paired sample t-test where the value of sig. count obtained is $0.002 < 0.05$, and the count obtained is $6.837 > \text{table } 2.776$. This was supported by an 18% increase in the average student exercise results from 66.4 to 81. Researchers encourage future researchers to analyze more deeply about the use of Kahoot! Games in learning English as well as in other subjects. So, future researchers will be interested in using Kahoot! Game in his research and cover the limitations of the study.

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