ENHANCING STUDENTS' READING COMPREHENSION THROUGH KAHOOT APPLICATION

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ABSTRACT

Technological innovations can be used to enhance students' reading skills. Implementing an online tool using Kahoot could be an alternative way to improve students' reading comprehension. The objectives of the research were to find out (1) whether there was a significant improvement in the Informatics Engineering students' reading skills by applying Kahoot or not and (2) whether there was a significant difference in the Informatics Engineering students' reading skills at Politeknik Sekayu between those who were taught and those who were not or not. The research method was a quasi-experimental design, which involved 50 Informatics Engineering students at Politeknik Sekayu as the sample selected by using purposive sampling. Reading test was used as the technique for collecting the data while paired sample t-test and independent sample t-test were used for analyzing the data. The results imply that the value of t-obtained was 4.987. The significance level was 0.000 with the degree of freedom at 48. Because the t-obtained, 4.987, was higher than t-table 1.667, and the significance level was lower than the alpha value, 0.05. Therefore, there was a significant difference in Informatics Engineering students' reading skills at Politeknik Sekayu through Kahoot between those who were taught and those who were not. Kahoot significantly improved students' reading skills, especially in vocabulary, inference, facts and opinions, reference, scanning for detail, and main idea.

Keywords: kahoot, students' reading skills, informatics engineering

MENINGKATKAN PEMAHAMAN KEMAMPUAN MEMBACA SISWA DENGAN APLIKASI KAHOOT

ABSTRAK

Inovasi teknologi tersebut dapat digunakan untuk meningkatkan kemampuan membaca siswa. Dengan menerapkan alat online dengan menggunakan *Kahoot* dapat menjadi cara alternatif untuk meningkatkan pemahaman bacaan siswa. Tujuan penelitian adalah untuk mengetahui (1) apakah terdapat peningkatan keterampilan membaca yang signifikan terhadap mahasiswa Teknik Informatika dengan menggunakan Kahoot, dan (2) apakah ada atau tidak ada perbedaan yang signifikan dalam keterampilan membaca mahasiswa Teknik Informatika di Politeknik Sekayu antara mereka yang diajar dan mereka yang tidak. Metode penelitian adalah desain kuasi eksperimental, yang melibatkan 50 mahasiswa Teknik Informatika di Politeknik Sekayu sebagai sampel yang dipilih dengan menggunakan *purposive sampling*. Tes membaca digunakan sebagai teknik pengumpulan data sedangkan *paired sample t-test* dan *independent sample t-test* digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa nilai *t-obtained* sebesar 4,987. Tingkat signifikansi adalah 0,000 dengan tingkat kebebasan adalah 48. Karena t-diperoleh sebesar 4,987 lebih tinggi dari t-tabel sebesar 1,667 dan tingkat signifikansi lebih rendah dari nilai alfa 0,05. Oleh karena itu, terdapat perbedaan yang signifikan dalam keterampilan membaca mahasiswa Teknik Informatika di Politeknik Sekayu dengan menggunakan *Kahoot* antara yang diajar dengan yang tidak. *Kahoot* secara signifikan meningkatkan keterampilan membaca siswa terutama dalam kosakata, kesimpulan, fakta dan pendapat, referensi, pemindaian detail, dan ide utama.

Kata Kunci: kahoot, kemampuan membaca mahasiswa, teknik informatika

INTRODUCTION

The advanced technology in the global era influences most aspects of life including education. Technology has been used as one of the important parts of the teaching and learning process in and out the class. It has been used to help, build, and improve the learning. Computer technology is regarded by teachers to be a significant part of providing a high-quality education (Gençiter, 2015; Harmer, 2007). In addition, Larsen and Anderson (2011) supported that technology provides teaching resources for the teachers and learning experience to the

learners' world and they can be motivated in language learning. Furthermore, technology can create a learning atmosphere centered around and increase learners' motivation (Arifah, 2014; Pourhosein Gilakjani, 2014; Dawson, Cavanaugh, and Ritzhaupt, 2008). In other words, technology in teaching English as the foreign language brings to learning achievement, atmosphere and motivation that is very helpful for both teacher and students.

Technology provides important role for both teacher and learner in the form of teaching resources and learning experience. According to Patel (2013), the application of technology has considerably changed English teaching method that will lead into many alternative ways on having an interesting teaching and learning environment. Basic changes have moved in classes beside teaching methods because chalk and talk method is not sufficient to effectively teach English (Susikaran, 2013). Moreover, Raihan and Lock (2012) confirmed technology integration is more effective than lecture-based class. By integrating technology in language acquisition, it will lead on the easiest way in accordance to fulfill the language skills, such as: speaking, listening, writing, and reading.

Among the four language skills, reading is considered as a center of skill in language acquisition. Cambria and Guthrie (2010) explained that reading is important for students to ensure success in learning English. Through reading, students can get many kinds of information, communication, and ideas which expand the knowledge on the basis of language acquisition. Pretorius (2000, p.46) opines that language proficiency and reading skills both draw on linguistic skills and knowledge however reading develops on the specific cognitive-linguistic skills. In college reading, it is the most important avenue of effective learning and the achievement of academic success (Palani, 2012, p. 91). In line Bharuthram (2012) states that the university students are expected to comprehend well on what they read in order to analyze, evaluate, synthesize and criticize on the information from various sources.

Generally, reading skill is followed on the new word knowledge incidentally through comprehension-focused reading skill. The importance of reading cannot be denied; it is a vital skill for achieving academic success at tertiary level education (Akabuike, 2012, p. 247). Even though most students have already known that reading is important but some of them still consider that reading is a boring activity, especially when they think that it is hard for them to understand the content of the text. Unfortunately, some problems are faced by learners in learning English reading. They lack language knowledge and words knowledge, vocabulary, reading strategies application, reading skills, interest, amount, and motivation (Diem, 2011, p. 3; Hamra and Syatriana, 2010, p. 3; Hadi, 2006, p. 2).

Furthermore, based on the observation done by the writer during the pretest of TOEFL in academic year of 2020/2021 for the students of Informatics Engineering study program at Politeknik Sekayu, the results shows that their reading comprehension average score is in 38.1 or about 57%. On the other hand, it was low level and still far from the standardized score on 67. TOEFL test score of reading comprehension section becomes the writer's assumption of the students' general proficiency in English reading since they are ESP students who did not take reading subject specifically. Beside the problem also came from the teaching technique which was not integrated with technology. As the students of Informatics Engineering, they were already technology oriented. Consequently, teacher should be considered on the use of conventional teaching techniques which tend to make a bored and unattractive learning process. Stake and Horn (2012) also argue that there are still many schools that use traditional method where the source of knowledge only relies on method of the teacher. A teacher usually asks the students to read silently in finding difficult words and to open it on dictionary. For those reasons, the writer is interested in using modern technologies as teaching media. One of the media technologies that popular in learning reading is Kahoot.

One of the technological innovations that can be used in this study to enhance students' reading skill was by using Kahoot! platform. According to Kapuler (2015), Kahoot is one of

the top 100 new apps to use in the classroom and it is in number 36 on the list of apps related for educational trends. Kahoot! is a game-based approach to combine education that contains questions on specific topic where the users can develop and build their own questions based on the appropriate topics. Kahoot is also good advantages to educational trends including gamifaction and students' engagement (Ciaramella, 2017). It can also motivate and activate students' learning because it can test their knowledge, reiterate important concepts, and help them retain information (Mendoza, 2018). It is an alternative choice from a variety of interactive learning media that makes the learning process fun and not boring for both students and teachers since competitive environment emerges in the classroom when the teachers apply it. The students should also hold the experience in mind, as study while playing. In other words, Kahoot can be used as one of a media to encourage students' attention on reading texts which have many words with only several pictures.

Many studies have investigated about the use of Kahoot in teaching and learning. First, Wibisono (2020) proved that Kahoot gave positive impact on the effectiveness of teaching reading to the tenth grade students. Second, Ratnasari, Nurhidayat and Fakhrudin (2018) confirmed that Kahoot had a positive effect in improving students' achievement in reading. Third, Wang (2020) found that Kahoot became the alternative media that could engage students' motivation in teaching reading comprehension. Fourth, Manurung (2021) confirmed that Kahoot had a positive impact in teaching vocabulary which affected to the students' English Skill. Fifth, Nugroho (2021) also confirmed that the students who were taught by using Kahoot had a better reading achievement especially in identifying main ideas, reference, vocabulary, implicit and specific information.

Based on the elaboration highlighted above, this study was conducted to examine the influence of Kahoot to improve reading skill of Informatics Engineering students at Politeknik Sekayu and to measure whether this strategy was significantly difference between those who were taught and those who were not.

Technology in Language Teaching

Technology has an increasing role in the world of education especially in teaching and learning. It gives a good impact as the facilities for both of teachers and students. Eady and Lockyer (2013) stated that technology becomes an integral part of the learning experience and a significant issue for teachers from the beginning of preparing in teaching and learning process. In other words, technology creates teaching strategies and becomes ways for engaging learners to achieve the goals of teaching and learning process. Both teacher and students should be familiar with the use of technology first before it is implemented. The technological principle is needed in accordance to achieve an effective and efficient learning process (Kemendikbud, 2014). Similarly, Healey et al (2011, p. 32) mention technological standards based on TESOL organization for teachers in integrating pedagogical knowledge and skills as follows: 1) identify and evaluate technological resources and environment for suitability for their teaching context, 2) integrate technology into their pedagogical approaches, 3) design and manage language learning activities and tasks using technology appropriately to meet curricular goals and objectives, and 4) use relevant research findings to inform the planning of language learning activities and tasks that involve technology.

Kahoot

Kahoot! is one of the well-known game-based learning platforms which is very user-friendly for both educators and learners. It is invented by Johan Brand, Jamie Brooker and Morten Versvik in collaboration with the Norwegian University of Technology and Science. In March 2013 at SXSWedu, it was launched in private Beta then in September 2013 was opened to public. Kahoot addressed firstly to the classroom then played in business training session, sporting, social and cultural events. It provides collections of questions with specific topics. It can be used by teachers, students, business people and social users in real time and unlimited number of "players". It creates a social, fun and game learning environment for any

subject, language, device and ages (Dicheva et al., 2015).

According to Sabandar, Supit and Suryana (2018), Kahoot currently has four kinds of form which are: quiz, survey, discussion, and assessment. Quiz is the most commonly used format as it includes timed responses and a points system creating a competitive atmosphere. Discussion is actually identical like slide on a presentation. This can be used to ignite discussion and debates at the beginning or the middle of a study session. While survey is quite similar with quiz, it does not use points on the format. And lastly, assessment is used a measure the students understanding by showing the students' achievement score. However, discussion and survey feature can only be accessed by the premium account or paid account. There are four kinds of Kahoot account such as Kahoot Plus, Kahoot Pro, Kahoot Premium, and Kahoot Premium+. A different Kahoot account have a different fee too.

Reading Skill in Higher Education

Reading is the most important activity in any class, not only as a source of information, but also as a means of consolidating and extending one's idea and knowledge (Qarqez & Ab Rashid, 2017)). Reading supports the development of overall proficiency and provides access to crucial information at work and in school. In teaching English for Specific Purpose (ESP) reading material has a great learning potential for improving and accelerating the development of students' reading skill. It also demonstrates the potential of ESP reading materials for increasing the students' reading achievement in what concerns the development of knowledge of their educational background (Sari & Atmanegara, 2018). The ability to read and comprehend what one reads is crucial for their academic success as better readers make more successful students. Hence, it is also important to connect students' background knowledge of content during their reading practice so that they can get involved in learning process and easily connect to and learn from the text.

Moreover, Dudley and John (1998) mention some of the crucial skills to be learnt or transferred into the new language, as follows: selecting what is relevant for the current purpose; using all the features of the text such as headings, layout; skimming for content and meaning; scanning for specifics; identifying organizational patterns; understanding relations within a sentence and between sentences; using cohesive and discourse markers; predicting, inferring and guessing; identifying main ideas, supporting ideas and examples; processing and evaluating the information during reading; transferring or using the information while or after reading. Indeed, reading can be said as a language skill used as one of the ways for gaining information about many important and useful things widely spread in the world. This study focused in some aspects of reading skills consisting of vocabulary, inference, facts and opinions, reference, scanning for detail, and main idea.

REASERCH METHOD
Research Design

This study was quantitative research using experimental method. According to Creswell (2012, p. 295), experimental method is used to determine whether it influences an outcome or dependent variable. It is done to establish possible cause and effect between independent and dependent variable which aim to control all variables that influence the outcome. Moreover, this study conducted by selecting the different treatment to two different group of classes in order to measure the effect on the use of Kahoot as media in teaching reading. This design involved experimental group and control group. The procedures of this study were pretest, treatment, and posttest. Both pretest and posttest were done for both of the groups while treatment was only done to experimental group in eight meetings. The illustration of this study is shown in Table 1.

Table 1. Quasi Experimental Design

Control Group	Pretest	No Treatment	Post test
Experimental Group	Pretest	Experimental Treatment	Post test

Source: Creswell, 2012, p. 310)

Respondents

The total number of the sample of this study was 50 selected by using purposive sampling technique. They were the first semester students of Informatics Engineering study program at Politeknik Sekayu who were categorized low in reading comprehension.

Instruments

To gather the data, a reading comprehension test was distributed. It consisted of 30 items in multiple choice measuring the following reading skill aspects: 1) identifying the gist of the text; 2) identify main idea; 3) making inference; 4) identify grammatical features; 5) identifying vocabulary; 6) identifying facts and opinions; and 7) scanning for detail.

Procedures

Based on the above figure, it can be seen that pre-test is given before treatment is given. Then, posttest is given after treatment is completed. The research procedures of this study were as follows: 1) identify the research problem; 2) define the research objective; 3) make the research plan; 4) conduct the experiment and collect the data; 5) analyze the obtained data statistically; 6) interpret the results; and 7) report the research results. The research cycle of this study is displayed in Figure 1.
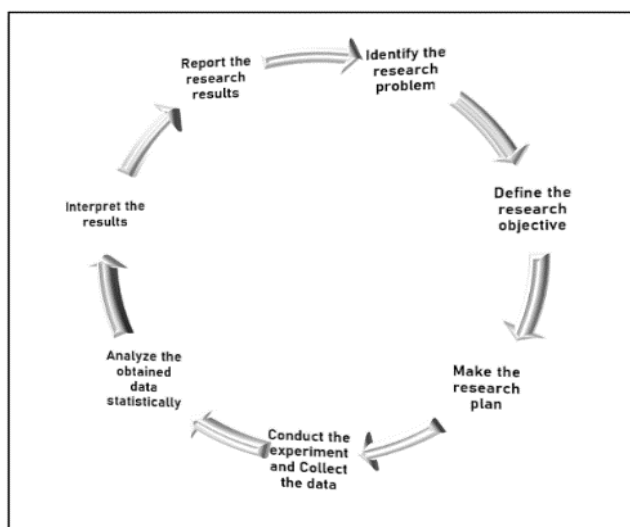

Figure 1. The Research Cycle

Before the test was administered to gather the data, it was tried out to examine which the test items were valid to be used as data collection technique. Based on the reliability test result, it was found that the Guttman Split-Half coefficient was 0.842. Thus, it was considered reliable to be used in collecting the data. In collecting the data, the instrument was administered twice, before and after the treatment was carried out. After that, the collected data was then analyzed by using Paired Sample T-Test to examine whether Kahoot was significantly improve students' reading skill or not and Independent Sample T-Test to examine whether Kahoot was significantly difference

between those who were taught and those who were not.

RESULTS AND DISCUSSION

The Result of Pre-test and Post-test for Experimental group

The data collected by using reading comprehension test. The test was given twice to the sample to measure students' achievement before and after the treatment phase carried out.

The result of pre-test in experimental group showed that the highest score was 80 the lowest score was 47. The mean score of pre test was 62.72, with standard deviation was 8.895. Then, the result of post-test showed that the highest score was 90 and the lowest score was 57. The mean score was 78.00, with standard deviation 6.782. The summary of student's pretest and post test result for experimental group is presented in Table 2.

Table 2. The Result of Descriptive Analysis of Experimental Group

	N	Minimum	Maximum	Means	Std. Dev
Pre-exp	25	47	80	62.72	8.895
Post-exp	25	57	90	78.00	6.782

Based on the descriptive data above, it could be seen that after the students were given the treatment by using Kahoot, the mean score of the post-test was higher than the mean score of the pre-test. It indicated that the students' achievement in comprehending the text was improved significantly.

The Result of Pre-test and Post-test for Control group

The results of pre-test from 25 students show that 43 for the minimum score and 70 for the maximum score. The mean score of the pre-test was 56.68 with standard deviation score was 6.951. However, the results score for post-test was 57 for the minimum score and 83 for the maximum score. While mean score of the post-test was 68.08 with standard deviation score was 7.274. The statistical analysis of pre-test and post-test in control group is shown in Table 3.

Table 3. The Result of Descriptive Analysis of Control Group

	N	Minimum	Maximum	Means	Std. Dev
Pre-exp	25	43	70	56.68	6.951
Post-exp	25	57	83	68.08	7.274

Based on the descriptive data above, it could be seen that the students in control group also improve, the mean score of the post-test was higher than the mean score of the pre-test. It indicated that the students' achievement in comprehending the text was improved significantly.

The Result of Paired Sample T-test

After analyzing the obtained data descriptively, then Paired Sample T-test was run to measure the pogress of student's reading comprehension after being given the treatment. It was used to find out whether Kahoot could improve student's reading comprehension or not. The summary of Paired Sample T-Test result is presented in Table 4.

Table 4. The Result of Paired-Sample T-Test of Experimental Group

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Total	15.280	6.792	1.358	18.083	12.477	11.249	24	.000
Main Topic	-.120	.332	.066	-.257	.017	-1.809	24	.083
Main Idea	-.400	.500	.100	-.606	-.194	-4.000	24	.001
Inference	-.840	.898	.180	-1.211	-.469	-4.676	24	.000
Reference	-.760	.723	.145	-1.059	-.461	-5.253	24	.000
Vocabulary	-1.000	.707	.141	-1.292	-.708	-7.071	24	.000
Facts and opinion	-.800	.913	.183	-1.177	-.423	-4.382	24	.000
Scanning for detail	-.720	.792	.158	-1.047	-.393	-4.548	24	.000

The result of paired sample T-test in experimental showed that the value of t-obtained was 11.249 at the significance level 0.000 with degree of freedom was 24. Since the t-obtained (11.249) was higher than t-table (1.710) and the significance level was lower than alpha value (0.05) with the sig-2 tailed was 0.000. It was proved that there was a significant improvement in Informatics Engineering students' reading skill after they were taught by using Kahoot. Therefore, the first null hypothesis (HO1) was rejected while the alternative hypothesis (Hα1) was accepted.

In addition, the seven aspects of reading skill were also measured by using paired sample t-test in order to analyze each improvement of students' comprehension. The results showed that from six of seven aspects in reading comprehension, there was a significantly improvement that was reached by the students. The results showed that the value of t-obtained was higher than t-table with significance level was lower than alpha value (0.05).

The order from the highest to the lowest results were as follows: (1) vocabulary (1.0), (2) inference (0.8), (3) facts and opinion (0.8), (4) reference (0.7), (5) scanning for detail (0.7), and (6) main idea (0.4). Meanwhile, there was one aspect with improvement but the significance value was more than alpha value (0.05); main topic (0.1). In conclusion, Kahoot can influence on the students' reading skill in total with seven aspects in it. From that improvement, it can be said that Kahoot could be one of good alternative media that can be implemented to enhance students' reading achievement.

The Result of Paired Sample t-test in Control Group

The result of paired sample t-test in control group showed that the value of t-obtained was 5.948 at the significance level 0.000 with degree of freedom (df) was 24. Since the t-obtained (5.948) was higher than t-table (1.710) and significance level was lower than alpha value (0.05), it indicates that there was also significant improvement in reading skill of Informatics Engineering students at Politeknik Sekayu.

The Result of Independent Sample T-test

The post test result from independent sample t-test showed that the value of t-obtained was 4.987. The significance level was 0.000 with degree of freedom was 48. As the t-obtained (4.987) was higher than t-table (1.667) and the significance level was lower than alpha value (0.05). Therefore, there was a significant difference in reading skill of Informatics Engineering students at Politeknik Sekayu by

using Kahoot between those who were taught and those who were not.

Discussion

The results of the study showed that there was a significant improvement in reading skill achieved by experimental group students. In detail, most of students were in very good and good level. Only one student was in enough level. Meanwhile, Kahoot could also significantly enhance students' reading skill along with its six aspects such as main idea, inference, reference, vocabulary, facts and opinions, and scanning for detail. In other words, there was significant improvement in reading skill of Informatics Engineering students' at Politeknik Sekayu by using Kahoot.

In this study, Kahoot applied its four kinds of features such as: survey, discussion, quiz, and assessment. Firstly, the features of survey brought into a communicative and collaborative brainstorming. Both students and teacher collaborate ideas, enthusiasm, and interaction before the learning started. Ratnasari, Nurhidayat, and Fakhrudin (2018) also confirmed that Kahoot could gave enthusiasm in teaching and learning process. Secondly, the features of discussion provided active class whereas teachers can build fun atmosphere through discussion feature during teaching and learning. Kahoot creates players feel enjoyable with specified topic (Gündüz & Akkoyunlu, 2020, p. 481). Salawatiyah (2021) also added that Kahoot raise vitality, student engagement, motoric, and metacognitive skill.

The other two features namely quiz and assessment led into a competitive class since the score achievement was lively showed on the screen projector. It emphasized in active role and participation of the students in competitive manner toward learning that has been learned. The findings were in line with Kallany (2020) who stated that Kahoot provided feedback that allowed students to assess their learning which aimed to improve learning outcomes, achievement, and teacher's teaching.

In addition, the six aspects of reading comprehension namely vocabulary, inference, facts and opinions, reference, scanning for detail, and main idea of Informatics Engineering

students' at Politeknik Sekayu had significant improvement. The findings showed that most of students' vocabulary mastery improved after being taught by using Kahoot. A study conducted by Manurung (2021) pointed out that Kahoot had positive impact in teaching vocabulary. Besides, Hidayati (2021) mentions that Kahoot gave positive effects on students' part of speech mastery. Moreover, a study conducted by Nugroho (2021) found that students had improvement in five aspects of reading comprehension including main idea, specific information, reference, implicit information, and synonym or antonym.

Among those seven reading skill aspects, main topic was the only aspect that did not show significantly improvement. Nevertheless, It might be happened because students tended to be more focus on the content and specific stated detailed of the text and students with low language proficiency had difficulties to determine the ideas of the topic in the text. It was supported by Wibisono (2020) stated that most of the students focused on stated detail information.

Besides, there was significant difference of post-test result in reading skill of Informatics Engineering students at Politeknik Sekayu between those who were taught and those who were not. The students who were taught by using Kahoot had higher score than those who were not. It might be happened because of the learning strategies. The students felt monotonous with reading activity that led into unmotivated during the learning. Moreover, the integration of ICT into learning process by using Kahoot could give positive impact on students' reading achievement. In other words, Kahoot can be one of alternative strategies for teachers in teaching reading. However, Plump and La Rosa (2017) and Wang (2020) suggested to considering network, device, and user skill before Kahoot is implemented. Therefore, its application should be supported by good facilities to achieve the objectives of the study.

CONCLUSIONS AND RECOMMENDATION

Based on the findings and interpretation of the study, it could be summarized that there was a significant improvement on students'

reading skill by using Kahoot on Informatics Engineering students at Politeknik Sekayu. The results showed that students had significant improvement especially in 6 aspects of reading skill including vocabulary, inference, facts and opinions, reference, scanning for detail, and main idea. It means that there was also significant difference between the students who were taught by using Kahoot and those who were not.

In this study, the use of Kahoot provided four kinds of features such as survey, discussion, quiz, and assessment. It leads into cooperative and collaborative learning, students' motivation, enthusiasm, and also competitive class with fun atmosphere. It could be effective if it is also followed by good network, device and user's skill. Those considerations should be recognized before implementing technology for teaching and learning.

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