IMPROVING STUDENT'S READING COMPREHENSION USING

KAHOOT! APPLICATION AT THE NINE GRADE STUDENTS OF MTS

MUHAMMADIYAH 4 SAMBUNGMACAN SRAGEN IN ACADEMIC

YEAR 2022-2023

THESIS

Submitted as A Partial Requirements

for the degree of *sarjana*

Written by:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

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Assalamu'alaikum Wr. Wb

       After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

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Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah)* to gain Bachelor Degree in English Language Education Study Program.

       Thank you for the attention.

Wassalamu'alaikum Wr. Wb

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>
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RATIFICATION

This is to certify the *Sarjana* thesis entitled "Improving Student's Reading Comprehension Using Kahoot! Application at the Nine Grade Students of MTs Muhammadiyah 4 Sambungmacan" by Alfia Lestari has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in UIN Raden Mas Said Surakarta.
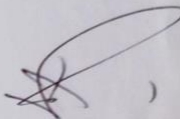
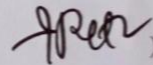Chairman : **Novianni Anggraini, M.Pd**

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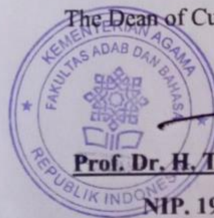
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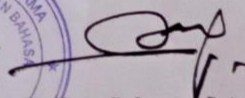
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DEDICATION

This thesis is dedicated to:

- My beloved parents Mr. Yoto Wiyono and Mrs. Sri Hastuti who always give me encouragement and love so that I can finish this thesis.

- My precious sister and brothers who are always waiting for me to graduate.

- My beloved all best friend who accompanied me during college until this thesis could be completed, thanks for being me.

- Myself who able to fight all the struggles that exist everyday so this thesis can completed properly.

MOTTO

"Allah does not require of any soul more than what it can afford…"

(Al-Baqarah: 268)

" Ini jalanmu, dan milikmu sendiri. Orang lain mungkin berjalan bersamamu, tapi tidak ada yang menggantikan kamu berjalan"

(Jalaludin Rumi)

PRONOUNCEMENT

Name   : Alfia Lestari

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I hereby sincerely state that the thesis titled "Improving Student's Reading Comprehension Using Kahoot! Application at the Nine Grade Students of MTs Muhammadiyah 4 Sambungmacan" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, Mei 2023

Stated by,

Alfia Lestari

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ACKNOWLEDGMENT

Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish the thesis entitled "Improving Student's Reading Comprehension Using Kahoot! Application at the Nine Grade Students of MTs Muhammadiyah 4 Sambungmacan". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Mudofir, S.Ag., M.Pd as the Rector of the UIN Raden Mas Said Surakarta.

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ABSTRACT

Alfia Lestari. 2023. Improving Student's Reading Comprehension Using Kahoot! Application at the Nine Grade Students of MTs Muhammadiyah 4 Sambungmacan Sragen in Academic Year 2022-2023, . Thesis. English Language Education Study Program, Cultures and Languages Faculty.

Advisor: Sabariyanto, M.Pd.

Based on the observations at MTs Muhammadiyah 4 Sambungmacan, reading is one of the skills that students are less interested. The researcher doing the research to know the effect of using Kahoot! applications to improving reading comprehension at the nine grade students of MTs Muhammadiyah 4 Sambungmacan Sragen. The researchers want to prove there is an increase in student's reading skills after using the Kahoot! application. To doing the research, researcher collaborate with 9th grade english teacher at MTs Muhammadiyah 4 Sambungmacan Sragen.

The method used was classroom action research (CAR). There are a class that contains 20 students of this research. From colecting the data, the researcher doing pre-test, post-test cycle I dan post-test cycle II. Each test, the researcher prepared 25 multiple choice.

The results of pre-test was 58,6, post-test cycle I was 62,6 and post-test cycle II was 71,3. There is a significant increase in score from pre-test to post-test. From the data it can be known that the results score of research more than KKM (70).

Keyword: Reading, Reading Comprehension, Kahoot! Application

CHAPTER 1

INTRODUCTION

A. Background of the Research

According to Harmer (1998) reading is an extraordinary active work, reading must require understanding the meaning of words, understanding words painted on pictures, understanding reading arguments and doing it if we a gree with the arguments. By reading texts, we learn a language: vocbulary, grammar, punctuation, sentences, paragraphs and how texts are organized. According to Ruhul Amin (2019) reading is considered something challenging, so it requires a lot of attention in education or institutions. Analytical and critical reading can understand the author's meaning. However in some cases, students interest and understanding in reading is still lacking. UNESCO mentions that Indonesia ranks second from the bottom on world literacy, its mean that reading interest in Indonesia is very low. According to UNESCO data, the reading interest of the Indonesian people is very concerning, only 0.01%. If reading interest is low, it will affect the low level of knowledge and insight of students.

The reader must be able to comprehend the text when reading. The reader must be able to comprehend the text when reading. Reading comprehension is a type of reading that focuses on reading comprehension. Reading comprehension is an examination of learning

materials to assess their context, value, function, and impact (Tarigan 2008).

Reading comprehension is something complex that requires the ability to integrate information to be understood by readers (Anastasiou and Griva, 2009 in Rosari & Mujiyanto, 2016). In reading comprehension activities, the readers are required to interact and engage with a word in order to understand a written message (Setiawan, 2013). Reading and reading comprehension is a unity that cannot be separated.

The researcher choose MTs Muhammadiyah 4 Sambungmacan as the object of research because the school especially at the nine grade had problems that were in line with what the researcher would study. Reading comprehension is important for students because, with have reading comprehension skills, students will help grow academically. Reading comprehension can influence students to understanding the material. Students more struggle when they not have reading comprehension skills. (Elizabeth, 2022).

Based on the observations at MTs Muhammadiyah 4 Sambungmacan, reading is one of the skills that students are less interested. Based on the interview with students at the nine grade, almost all students said that english is difficult. Students have difficulty in understanding the context of reading material. Students lack concentration to doing the reading comprehension test. Students lack the motivation to reading comprehension and feel bored quickly with learning strategies.

Actually when learning be held, the teacher only explains the material by presenting in front of the class. After that, students are given questions on the paper as a test to determine students understanding of the material. The average students score from the test in reading is only 59, it is under the standard minimum passing grade which is 70.

As a teacher of course has interesting learning media innovations, so the students not feel bored and had motivation to learning. Teacher always develops learning ideas and upgrades learning media in order to attract students attention. In the current era of technology of course there are many interesting technology learning media. The insertion of technology elements in learning media will certainly be very liked by students, because students are more literate about technology and technology has become part of their life. Therefore, learning with the media that students like will really help to grow student's motivation comprehension in learning, especially when learning reading. Motivation is an important element in learning to direct the success of students to comprehen the material. When students have high motivation, they will feel interested and enjoy learning, so the material will be easy to understand.

Based on the explanations above, the researcher wants to solve the problem using media technology in learning English, especially in reading comprehension skills. One of the interesting technology in learning English is using Kahoot! application. Utilization of technology in the field

of education is used to support the learning process. The use of this technology is expected to help improve student's learning English reading comprehension abilities.

Kahoot! is an educational website that was originally designed by Johan Brand, Jamie Brooker, and Morten Versvik in a joint project with the Norwegian University of Technology and Science in March 2013. Kahoot! is a multiple choice quiz game, discussion, and surveys learning platform that can be accessed via web or application Kahoot!. By insert the application, researchers believe it will make students more interested in learning and encourage motivation to learning, especially on reading comprehension. 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 (Nugroho, 2021).

Morever, there are the research that analyzed about Kahoot! application to improve students English reading. The research entitled

"Using Kahoot! to Improve Reading Comprehension of English as a Foreign Language Learners" by Sezen Korkmaz and Hüseyin (2021). This study used a quasi-experimental research design. Researchers compared the differences in student scores before and after using the Kahoot! technique in reading ability. The results of the study showed that after a seven-week study, students experienced a significant improvement in their reading scores. Through a questionnaire filled out by students, it shows that students have a positive attitude towards the game of Kahoot!, as well as a significant increase in vocabulary addition. Overall, the results suggest that Kahoot! can be an effective way to motivate students to learning, thereby increasing their ability to comprehend various reading materials.

The last previous studies is the research entitled "The use of Kahoot! as a Media to Improve Students Vocabulary". The research was conducted by Novita Eka Safitri (2021). The reasearch aimed to find out wheatear or not the use of Kahoot! as a media to improve students vocabulary. This study used a Pre-experimental Method. The research used pre-test and post-test with random sampling from the 172 populations, 30 students were taking. The examination through three stages of cycle namely: pretest-treatment-posttest. The results of the research showed, Kahoot! is affective to Improve the Students' vocabulary. The Kahoot! games was fun and make students interested in learning.

Based on the explanation above, the researcher conduct the research entitled: "**Improving Student's Reading Comprehension Using Kahoot! Application At The Nine Grade Students Of MTs Muhammadiyah 4 Sambungmacan Sragen in Academic Year 2022-2023**"

B. Identification of the Study

Based on the background that has been stated, several problems can be identified as follows:

1. Students have difficulties on reading comprehension, because English is the foreign language.

2. Students feel bored when learning English, especialy in learning English reading mastery.

3. Students lack motivation to learning English.

4. Students lack concentration to doing the reading comprehension test

5. Teacher still using traditional teaching method.

C. Limitation of the Study

Based on the background and identification of the problems, the researcher focused on English reading comprehension at the nine grade students of MTs Muhammadiyah 4 Sambungmacan Sragen. The researcher will improve students reading comprehension with Kahoot! application as a media learning. So this study is limited to observe

improving students English reading comprehension using Kahoot! application on narrative text.

D. Problem of Research

Based on the background described above, the problems in this study can be formulated as follow: "Is there an improvement in students' reading comprehension abilities after using the Kahoot! application media?

E. Objectives of the Study

Based on the formulation of the problem above, the objectives of the research is "to know the effect of using Kahoot! applications to improving reading comprehension at the nine grade students of MTs Muhammadiyah 4 Sambungmacan Sragen. The researchers want to prove there is an increase in student's reading skills after using the Kahoot! application technique".

F. Benefits of the Study

The results of this study are expected to provide benefits both theoretically and practically as follows:

1. Theoretical Benefits

   a. The results of this study are expected to contribute to science and education.

b. The results of this study are expected to be a reference material or input for further research, especially on the effect of using Kahoot! application technique to improve students English reading comprehension, so the research becomes a benefical and useful for resources to the next research.

2. Practical Benefits

   a. For Students

      The results of this study are expected students can improve reading comprehension with Kahoot! application media.

   b. For Teacher

      The results of this study are expected to be material for information and insight for educators, especially regarding the use of Kahoot! is related to improve students reading comprehension.

   c. For Further Researchers

      The results of this study are expected to provide information and reference for further researchers who conduct research on the same topic with this study.

G. Definition of Key Terms

1. Reading

   Reading is one of the skills that must be mastered in language. Reading is a process of understanding or enjoying reading texts that involves the process of thinking, reasoning and

processing information, as well as observing writing visually by utilizing the ability to see for the purpose of obtaining information (Susilo, 2015).

2. Reading Comprehension

Reading comprehension is a goal of reading activity. In reading comprehension activities, readers are required to interact and engage with a word in order to understand a written message (Setiawan, 2013). Reading comprehension looking for the information from the text. The readers understand the meaning of the reading text. Reading comprehension is the important things for the reader.

3. Kahoot! Application

Kahoot! is an educational website that was originally designed by Johan Brand, Jamie Brooker, and Morten Versvik in a joint project with the Norwegian University of Technology and Science in March 2013. Kahoot! is a multiple choice quiz game-based learning platform that can be accessed via the web or the Kahoot! application. Wang (2015) defined that Kahoot! is known as a game-based response system for student that temporarily changes the atmosphere of the classroom to make it more fun and engaging like a games.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Reading
   a. Definition of Reading

   According to Harmer (1998) reading is an extraordinary active work, reading must require understanding the meaning of words, understanding words painted on pictures, understanding reading arguments and doing it if we a gree with the arguments. By reading texts, we learn a language: vocbulary, grammar, punctuation, sentences, paragraphs and how texts are organized.

   Reading is an activity that contains two aspects, namely, word pronunciation and understanding the content of the word. Reading is the act of finding information and understanding two thoughts through text. Explicitly and implicitly in texts where different components work together (Tarigan, 2009).

   Reading is a process of recording and decoding. The code here is in the form of symbols in sign language or writing. Sounds and interprets a series of written language symbols seen, from letters to words, then to phrases, sentences etc (Anderson, 1972).

According to Gillet and Temple (1990), reading means predicting and understanding a written text. Thus definition is the most basic activity of the learning process. Significant. the goal is to get ieas, information and mental images from everything have get.

With the explanations above, the researcher concludes that reading is an activity to respond, understand the meaning of the written word correctly. Reading is the initial basis for knowing the meaning of a word. In reading activities there must be a process to understand the contents of a written message.

Reading is an important aspect that must be owned by someone. A person must have 4 language skills, namely reading, writing, listening and speaking. With this, it can be seen that reading is one of the skills that must be possessed in language (Savita, 2015). Through reading a person can find out a lot of information, knowledge and so on. If someone wants to know or learn something, it must to read a lot of the sources of knowledge they want. Thus one can conclude, find out, compare the differences and similarities between one source and another. A person's intelligence can be increased by reading. Every aspect of life is related to reading, because reading is the basis of learning knowledge.

From the explanation above the researcher concludes that reading is one of the important aspects of language. By reading, the reader can find out the purpose of a text.

b. Purposes of Reading

The following are some of the purposes of reading according to Suparlan (2021)

1) Reading for fun

2) Reading for enhances reading aloud

3) Reading to upgrade knowledge

4) Reading to compare known information with new information

5) Reading to get information for the report

6) Reading to agree or reject predictions

7) Reading to convey an information obtained from a text.

The other purposes according to Muhammad Zulham (2015)

1) Reading to find information

2) Reading to get information

3) Reading to understand the meaning of reading

From the explanations above, the researcher conclude that the purposes of reading is to find out and find information from a text. The ultimate goal of reading is understanding a text.

c. Components of reading

Reading has two components, process and product (Peny Mckay, 2006 in Permatasari et al., 2014)

1) Reading process

Reading process consist of sensations, perceptions, systems, experiences, thinking, learning, communications, attitudes and ideas.

2) Reading product

Reading product is the relationship that arises from the thoughts and feelings of the writer that the reader feels while reading.

From the explanations above, there are two components of reading, namely: reading process and reading product.

d. Macro and Micro skills for reading

Students need macro and micro-skills to be efficient readers. According to Brown (2004), there is a list of some important macro and micro skills that learners should use in reading. The macro-skills include some issues presented below:

1) Recognize the importance of rhetorical form and the interpretation of written language.

2) Recognize the communicative function of writing by its form and purpose.

3) Summarize ambiguous contexts using background knowledge.

4) Identify connections and relationships between events, ideas, etc., such as descriptions, predictions, inferences about cause and effect, main ideas, supporting ideas, new information, given information, generalizations, and illustrations.

5) Distinguish between direct meaning and hidden meaning.

6) identification and interpretation of culturally specific references in the context of relevant cultural schemes;

The micro-skills include some items as follows.

1) Distinguish between English alphabets and spelling patterns.

2) Store chunks of language of varying lengths in short-term memory.

3) Process text at an efficient speed fit for purpose.

4) Recognizes core words and explains word order and meaning.

5) Recognize grammatical word classes (nouns, verbs, etc.), systems (eg tenses, accords, plurals), patterns, rules, and abbreviations.

6) Recognize that a given meaning can be expressed in different grammatical forms.

7) Recognize connective devices in written discourse and their role in expressing relationships within and between sentences.

e. Types of Reading

In reading skills there are several types of reading according to Suparlan (2021), namely:

1) Reading Aloud

Reading aloud is reading by voicing every word that is read. In reading aloud, suprasegmental elements are needed such as tone, intonation, stress, pronunciation, stopping and so on.

2) Reading Silently

Reading silently is reading in a way without voicing every word that is read, just read it silently. There are two kinds of reading silently, namely:

a) Extensive reading

Extensive reading is a speed reading technique that aims to find the required text quickly without compromising reading comprehension.

b) Intensive reading

Intensive reading is a technique of reading thoroughly and in detail to understand the content and meaning of reading.

From the explanation above, the researcher can conclude there are types of reading, namely: reading aloud and reading silently. There are two types of reading silently: extensive reading and intensive reading.

2. Reading Comprehension

a. Definition of reading comprehension

The reader must be able to comprehend the text when reading. Reading comprehension is a type of reading that focuses on reading comprehension. Reading comprehension is an examination of learning materials to assess their context, value, function, and impact (Tarigan 2008).

Reading comprehension is something complex that requires the ability to integrate information to be understood by readers (Anastasiou and Griva, 2009 in Rosari & Mujiyanto, 2016).

Reading comprehension is very important for readers, because when someone reads the understanding of a text, that person will understand and know the meaning of a text conveyed by the author. Understanding reading involves the process of thinking to understand the symbols of a reading. Reading

comprehension connects knowledge and experience with text to interpret the meaning (Rizal, 2018).

When comprehen a text, the reader must have reading comprehension skills in four meanings as follows: conceptual meaning, propositional meaning, contextual meaning and pragmatic meaning (Nuttal 1988 in Suprapti).

b. Reading comprehension strategies

According to Margana (2013) there are reading comprehension strategies to working on questions, namely:

1) Skimming

Skimming strategy is reading with find the main idea quickly.

2) Scanning

Scanning strategy is speed reading by looking for information of the text.

3) Word-attack skills

Word-attack skills is reading skills using grammatical and conceptual relationships to guess difficult words in a text.

4) Vocabulary building

Vocabulary building strategy is reading technique through proses derifasi dan infleksi. Derivation is a morphological process tha causes a change in

meaning/category. Inflection is a morphological process involving pluralization, changes in tenses, and possession.

5) Interpreting reference

The strategy of intrepeting reference refers to finding references or sources of pronoun references that appear in the text.

6) Recognition text organization

Recognizing text organization is defined as one of the readin methods related to the recognition of text composisition patterns or the introduction of paragraph types.

7) Inferencing

This type of reading comprehension strategy makes conclusions based on information obtained from the text read.

From the explanations above, the researcher can conclude that reading comprehension is an activity to know, understand the meaning of information from a text. Without reading comprehension, a reading activity has no value, because the purpose of reading is to find out the intent expressed by the author through a text. There are 7 reading comprehension strategies to working on questions, namely: skimming, scanning, word-attack skills, vocabulary building, interpreting reference, recognition text organization and inferencing.

3. Kahoot!

Kahoot! is a quiz based learning media and game designed by Johan Brand, Jamie Brooker, and Morten Versvik in a joint project with the Norwegian University of Technology and Science in March 2013. Kahoot! can be accessed through the application and the website. The website can be accessed with the following site address: https://Kahoot!.com/ for teachers and https://Kahoot!.it/ for students. Kahoot! requires an internet network to be able to access it.

a. Question types

There are 7 question types that can be selected by the user, namely:

1) Quizz

This type of question is used if the user wants to use multiple choice. Users can choose several answer options in the questions.

2) True or false

This type of question chooses what is right and what is wrong.

3) Puzzle

In a puzzle question, the user has to sort something. This type of question is usually used in questions about the steps to do something, compose sentences, arrange numbers and so on.

4) Poll

This type of poll question is used to collect feedback from an issue. In this question there is no score, because all the answers are right and wrong.

5) Open Ended

Has several correct answer options, so the correct answer on multiple choice is not only one. there are two or three of the correct answers and can arrange that all answers are correct on multiple choice.

6) Slider

The type of question can add images and videos.

7) Worldcloud

The worldcloud question type is no-score and all answers are not wrong. Players answer the question in the form of words then submitted. If the word increases greatly, it can be seen that the number of people who answered the words is large.

However, of the seven question features, only the quizz and true or false features can be accessed for free. other than these two features are premium/paid features.

b. How to use Kahoot!

There are several steps to access Kahoot!:

1) For Teacher

a. Open the Kahoot! application or clik website https://Kahoot!.com/

b. Select the sign in/sign up menu on the top right menu. Sign in if you already have an account, sign up if you don't have an account
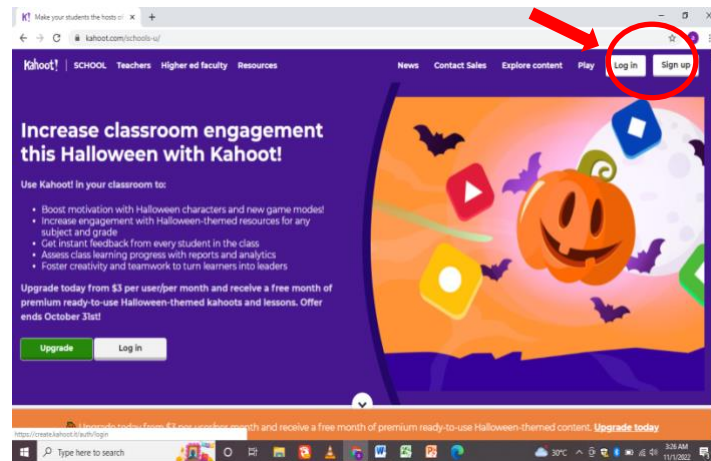
c. Enter your email and password in the column and submit.
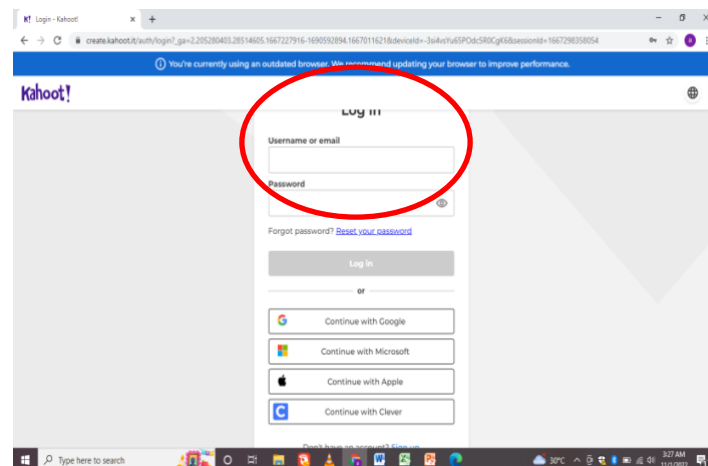
d. To make a Kahoot! quiz Click the "create" menu at the top right
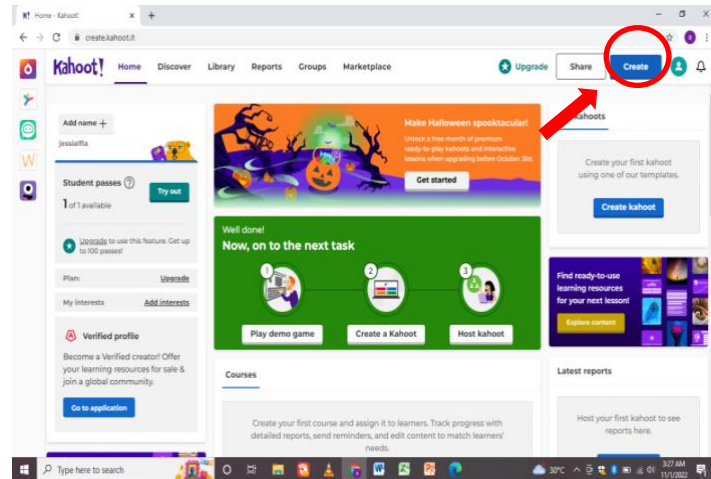
e. After that, the options will appear as shown in the image below. Click "Kahoot!"
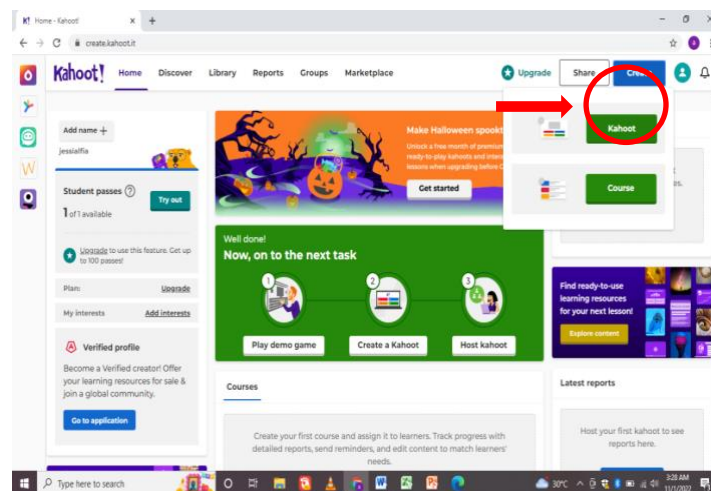
f.   The type of question can be selected by clicking menu "question type"
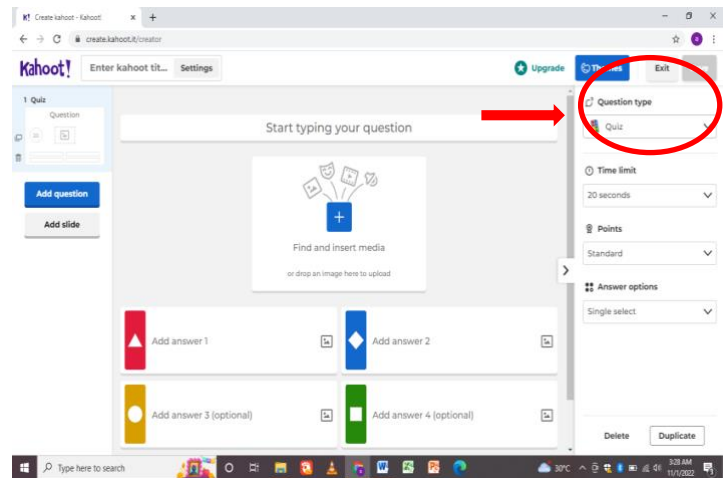
g. Then select the type of question required. For free accounts, you can only create "quiz" and "true or false" types of questions
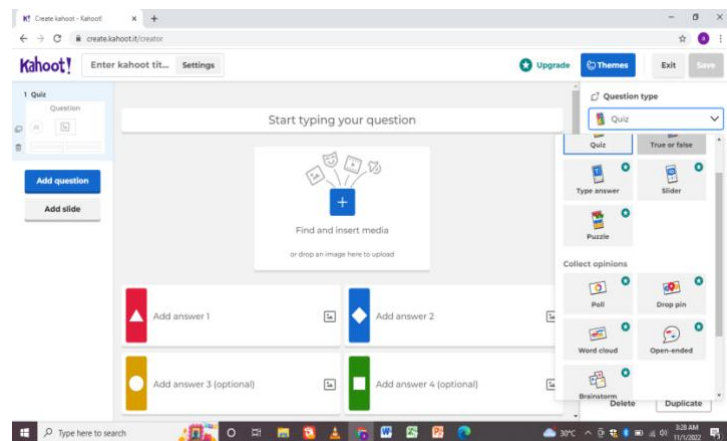
h. When you have finished creating questions, click the settings menu at the top left to fill in the description of Kahoot!
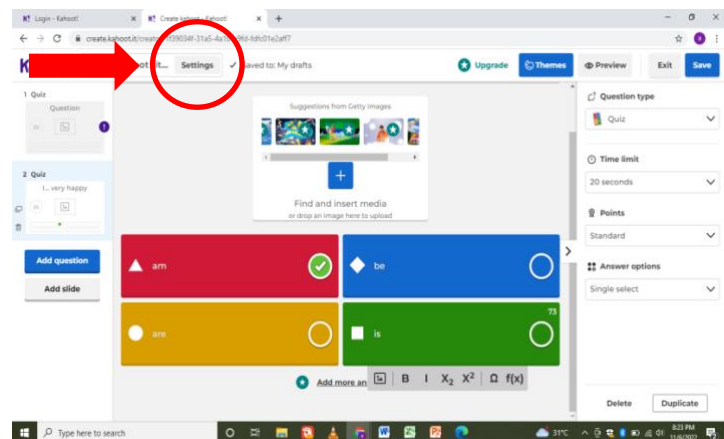
i.   Select the "Done" menu when finished.
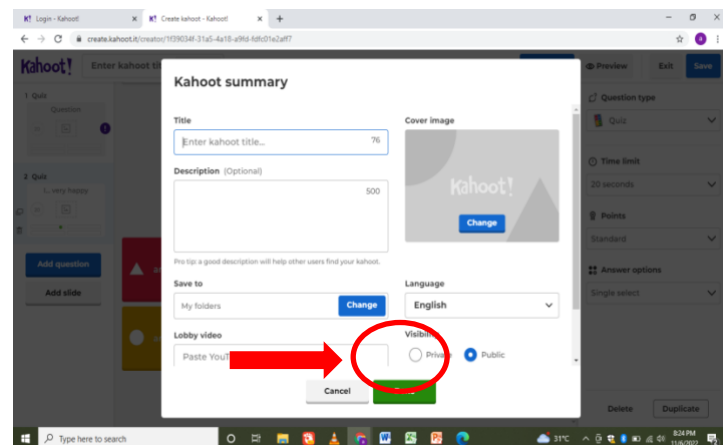
2) For Students

a. Open the Kahoot! application or clik website

https://Kahoot!.it/

b. Select the "Next" menu
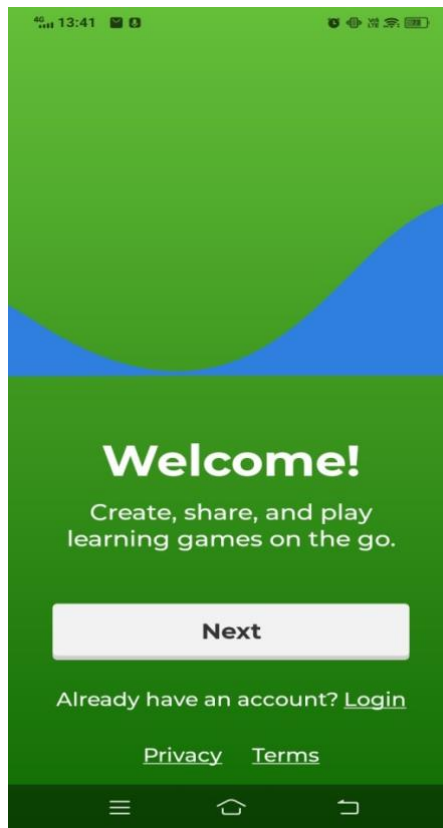
c. Select "students" menu

d. Select the "join" menu

e. Enter the pin that has been shared by the teaher, then click "enter"
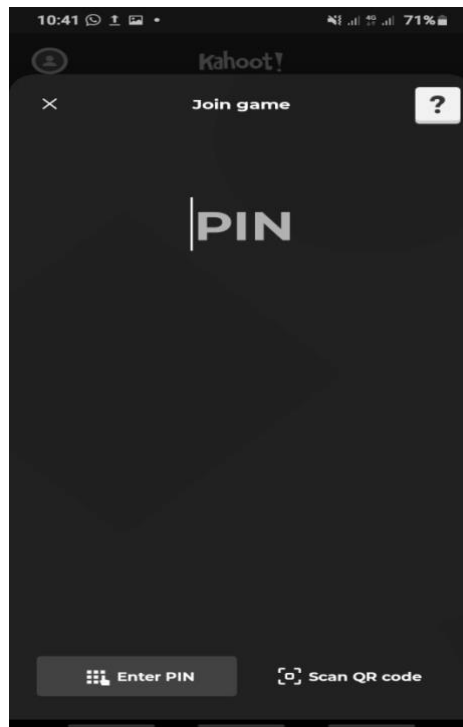
f. Enter name of player and then clik the " OK, go!" menu
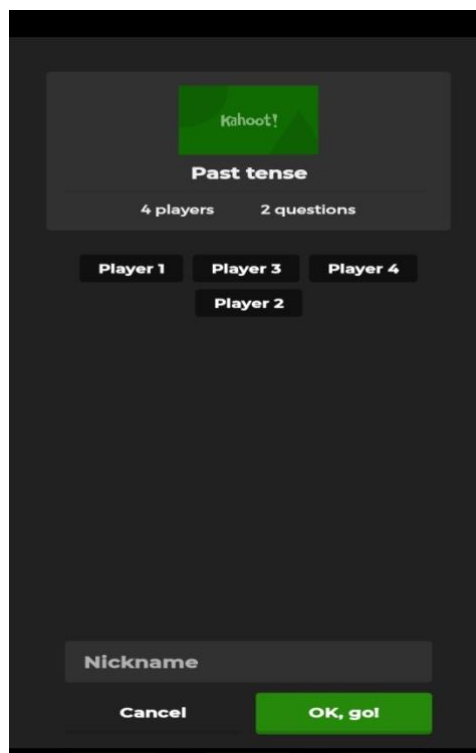
c. Implementation Kahoot! in 2013 Curriculum

In implementing the 2013 curriculum, teachers must apply observing, questioning, associating, experimenting and creating networking approaches (Kemendikbud, 2014). One way to achieve this type of learning is through the use of the Kahoot! application media (Ismail et al., 2018). In learning to use Kahoot! application, students are required to be active and think critically.

Based on the explanation above, Kahoot! is a suitable learning media to be implemented in the 2013 curriculum.

d. Benefits of using Kahoot! as a media learning

According to Heni Pujiwati (2020) there are the benefits of using Kahoot! as a media learning, namely:

1) Encourage student interest

The use of games can be interesting and increase enthusiasm, motivate students to answer or work on games.

2) Used to observe student interest

The use of Kahoot! application can observe students understanding in learning.

3) The learning process more interesting

The use of games can arouse students willingness to learn. From that, students will have the encouregment to learn, so can increase understanding in learning.

From the explanations above, the researcher know that there are benefit of using Kahoot! as a media learning, namely: encourage student interest, used to observe student interest and the learning process more interesting

B. Previous Related Studies

The use of games in teaching a foreign language can be an interesting way to makes students attracted to the learning. Before this research was done, there are some researches about Kahoot! application as a learning media to improve skill language students. The research can be reference in this study.

The first study conducted by Adinda Riezky Putri (2020). The research entitled "THE EFFECTIVENESS OF USING KAHOOT! GAME TO IMPROVE STUDENTS' VOCABULARY COMPREHENSION". In this research, the researcher focused on improving students vocabulary comprehension using Kahoot!. The research using quantitave research with quasi-experimental research. The subject of the research at the seventh grade students SMP Negeri 15 Semarang in the academic year of 2019/2020. The result of pre-test and post-test mean scores of experimental group increased higher (from 74.45 to 86.81) than the control group (from 72.10 to 81.04The result of the research it can be seen that Kahoot! more fun and effective to improve students vocabulary comprehension.

The second previous studies entitled "TEACHING COMPLEX ENGLISH GRAMMAR BY USING KAHOOT! APPS" by Lailatul Masruroh (2019). In this study, the author used Kahoot! apps as a medium for learning grammar. By using technology in learning, the author hopes that students can be helped to learn grammar. The use of the game media will be easy for students to remember and open up the potential of students to learn. The method used in this study is a qualitative method. The researcher analyzed grammar learning using the Kahoot! application for the 3rd semester students majoring in the English department. Grammar is something that is difficult for students to learn. To be able to write good and correct sentences, students must be able to master grammar. It takes interesting, effective and unique media to learn it, so the students can easily remember the material. The use of technology will be easily remembered by students. The results of this study prove that there is a significant increase after using the Kahoot! application. Kahoot! is very useful for students.

The third previous studies is entitled "QUIZIZZ AS A STUDENTS' READING COMPREHENSION LEARNING MEDIA: A CASE STUDY AT THE ELEVENTH GRADE OF DWI PUTRA BANGSA VOCATIONAL SCHOOL IN CIMANGGU" by John Pahamzah, Syafrizal, Yudi Juniardi, Phita Matsnah Sukaenah (2020). This study discusses the use of quizizz as a medium for student learning, especially in reading comprehension. Students can access

quizizz with their electronic devices. Quizizz is an interesting game-based application or web. The use of quizizz can help motivate students to be more interested and focused on learning. The research used descriptive qualitative method by process collecting data, reducing data, presenting data, and drawing conclusions. The result of this study concludes that the use of quizizz can make improving students reading comprehension.

The last previous studies entitled "Using Kahoot! to improve reading comprehension of English as a foreign language learners" by Sezen Korkmaz and Hüseyin Oz (2021). This study used a quasi-experimental research design. Researchers compared the differences in student scores before and after using the Kahoot! technique in reading ability. The results of the study showed that after a seven-week study, students experienced a significant improvement in their reading scores. Through a questionnaire filled out by students, it shows that students have a positive attitude towards the game of Kahoot!, as well as a significant increase in vocabulary addition. Overall, the results suggest that Kahoot! can be an effective way to motivate students to learning, thereby increasing their ability to comprehend various reading materials.

Table 2.1 The Comparison of Previous Studies with Current

Research

No	Researcher	Title of Research	Similiarities	Differences
1.	Adinda Riezky Putri (2020)	The effectiveness of using Kahoot! game to Improve students' vocabulary comprehension	1. Variable independent of the research used Kahoot! application.	1. Variable dependent of the research: student's vocabulary comprehension 2. The method of the research used quantitative
2.	Lailatul Masruroh (2019)	Teaching complex English grammar by using Kahoot!	Variable independent of the research used Kahoot! application	1. Used qualitative method 2. Variable dependent

		apps		of the research: English grammar
3.	John Pahamzah, Syafrizal, Yudi Juniardi, Phita Matsnah Sukaenah	Quizizz as a students' reading comprehension learning media: a case study at the eleventh grade of dwi putra bangsa vocational school in cimanggu	Variable depenent of the research: reading comprehension	1. Variable independent of the research used quizizz
4.	Sezen Korkmaz dan Hüseyin Öz	Using Kahoot! to improve reading comprehension of English as a foreign	Variable of the research: Used Kahoot! application	Research design: Quasi-experimental

		language		
		learners		

C. Rationale

Based on the observation at the nine grade of MTs Muhammadiyah Sambungmacan, the researcher found some indicator namely: a. students have difficulties on reading comprehension; b. students have mindset that English is dificul; c. students feel bored quickly when learning be held; d. students lack motivation to learning English; d. the teacher still using traditional teaching method.

Related from the problems, the researcher intends to overcome the problems to improve students English reading comprehension using Kahoot! application. As previously explained about using Kahoot! application is an effective learning media to attract students' attention to study.

D. Action Hypothesis

The hypothesis of this study is formulated as follow: "Kahoot! application can improve students reading comprehension at the nine grade students of MTs Muhammadiyah 4 Sambungmacan Sragen".

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and the Definition of Operational Variable

1. Variable

   Variables are things that are chosen by researchers to study and seek information to be able to draw conclusions (Sugiyono, 2017 in Ulfa, 2019). There are two kinds of variables, namely:

   a. Dependent variable

   Dependent variable is a variable that is influenced by changes in independent variable (Sugiyono, 2013). The variable in this study is "student's reading comprehension". In this study, student's reading comprehension is a variable that is influenced by Kahoot! application.

   b. Independent Variable

   Independent variables are variables that effect changes in dependent variable (Sugiyono, 2013). The variable in this study is "using Kahoot! application". In this study, Kahoot! application will help students to improve their reading comprehension.

2. Operational Variable

   a. The indicator to test reading comprehension is:

Table 3.1 Indicator of Reading Comprehension

No	Indicator to test reading
1.	Topic
2.	Main Idea
3.	Identification information of text
4.	Reference
5.	Implisit Text
6.	Synonym
7.	Antonym
8.	Relation of the text
9.	Tenses

    b.   Score range for the research is:

Table 3.2 Score Range

No	Score	Category
1.	100-85	Very Good
2.	84-75	Good
3.	74-50	Standard
4.	49-25	Low
5.	24-0	Very Low

c. Implement Kahoot! application in learning process

Table 3.3 Implementation Kahoot!

No	Action plan	Activity	Yes	no
1.	Planning	Makes lesson plan		
		Prepare the material about narative text in kahoot! application		
		The researcher makes questions reading for post-test in kahoot! aplication		
		Tells students to preparing the Kahoot! application on their smartphone		
2.	Acting	The researcher implementation the teaching learning activity using Kahoot! application. The researcher make a group, each group consist of 2 students. Then, the researcher share link of kahoot! that consist of the material. The group read and comprehend the text. After that		

		the researcher give a 5 questions essay for each group. (30 minute)		
		The researcher doing post test. The questions for pos-test consist of 25 questions (45 minute)		
3.	Observing	The researcher observed all activities carried out in class during the study and post-test.		
4.	Reflecting	From the results of post-test, the researcher analyzed the results of the observations. Then the researcher draws conclusions from the observations.		

Table 3.4 Activity

	Meeting I	The researcher introduce her self and explains about the aim of research	
		The researcher explains about how to	

		used Kahoot! application	
		The researcher give a pre test	
	Meeting II	The researcher make a group, each group consist 2 students	
		Share the material of narrative text that make in Kahoot! application to read and comprehen by students	
		Each group answer the essay questions	
	Meeting III	The researcher doing post-test cycle 1	
		The researcher observed the learning process	
	Meeting IV	The researcher doing action plan cycle 2	

B. Research Setting

1. Place

The research will be conducted at MTs Muhammadiyah 4 Sambungmacan. It is located at Bulu, Karanganyar, Sambungmacan, Sragen. The subject of this research is at the nine grade students of MTs Muhammadiyah 4 Sambungmacan in academic year 2022/2023.

2. Time

The research was carried out during the English teaching learning at MTs Muhammadiyah 4 Sambungmacan in the second semester in the academic year of 2022/2023. The researcher was following the school schedule to conducting actions.

Table 3.5 Time of Research

NO		OCT 2022	NOV 2022	DES 2022	JAN 2023	FEB 2023	MAR 2023	APR 2023
1.	Obseration	■						
2.	Collecting the Data	■						
3.	Creating Proposal		■	■	■			
4.	Seminar Proposal					■		
5.	Research					■		
6.	Data Analysis					■	■	
7.	Thesis Exam							■

C. Subject and Object of the Research

The subjects and object of this study at the nine grade students of MTs Muhammadiyah 4 Sambungmacan Sragen. Students grade nine at MTs Muhammadiyah 4 Sambungmacan are only divided into one class. One class consists of 20 students. The class has difficulties in reading comprehension skills and lacks motivation in learning, especially in English reading comprehension. Therefore, researchers will use the Kahoot! application as a media learning to improve students' reading comprehension skills.

D. Action Plan

The researcher collaborate with the English teacher at MTs Muhammadiyah 4 Sambungmacan. Researchers conducted interviews with English teachers to get a brief overview of student's English skills and the problems students have in learning. The researcher uses the classroom action research method. The research uses two cycle with several stages that are passed in each cycle, namely:

Picture 3.1 Action Plan
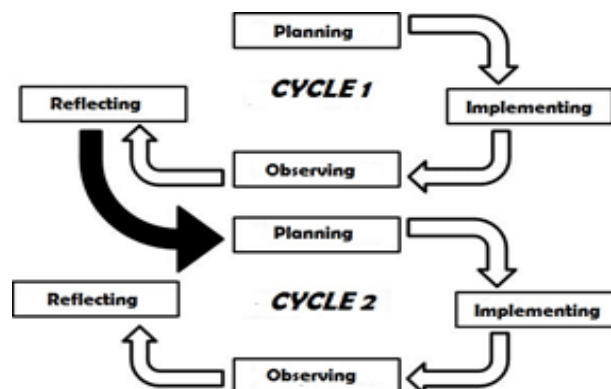
1. Cycle I

    a. Planning

    After observing at the nine grade students of MTs Muhammadiyah 4 Sambungmacan, the researcher planned everything that would be done for the research. The author plans the materials, instruments, and schedule for research.

    b. Action

    The researcher using Kahoot! application as a media to teaching reading comprehension. The researcher give 25 multiple choice through Kahoot! application to test students reading comprehension.

    c. Observing

    Researchers observed all activities carried out in class during the study. The results of the observations are recorded for data analysis.

    d. Reflecting

    From all the steps above, the researcher analyzed the results of the observations. Then the researcher draws conclusions from the observations.

2. Cycle II

    a. Planning

    The activity of planning stage in cycle II is same as planning stage of cycle II. After reflection the result of the

activity in cycle I, the researcher prepare something can avoid the shortage and obstacle that occur in the cycle I.

b. Action

In this step conducted to implement the strategies prepared in the planning stage in cycle II.

c. Observation

As in cycle I, observation and evaluation activities carried out to determine the changes in students reading comprehension.

d. Reflection

At the end of the second cycle, the researcher analyze the result wheather a differences and students achievement progress of pre-test, cycle I and cycle II.

E. Techniques of Collecting the Data

1. Observation

The observation process is carried out directly by the observer. Researchers will make observations first to get information about the problems and conditions of students, teachers and classes when learning English begins. This is the initial provision for researchers to conduct research.

2. Pre test

Before applying the media to be used as research, the researcher will conduct a pre-test on students. students were given 25 multiple choice questions regarding reading.

3. Treatment

The researcher will explain how to use Kahoot! to students as an interesting learning media that aims to improve reading comprehension skills.

4. Post test

After giving the treatment to the students, the researcher will conduct a post-test as a comparis on with the pre-test. There are 25 multiple choice for each cycle.

F. Technique of Collecting the Instrument

1. Test

The study used the instrument test twice, namely pre-test and post-test. The results of the two tests were compared to see if there was an improvement in reading comprehension after using Kahoot! application. In each test, the researcher prepared 25 multiple choice questions.

G. Techniques of Analyzing the Data

The collected research data were analyzed through qualitative and quantitative techniques:

1. Qualitative technique

Qualitative analysis techniques obtained from observations and interviews with students.

2. Quantitative technique

Researchers will compare the results of the pre-test and post-test to find out whether after the treatment there is an increase in student reading comprehension. This analysis was obtained from pre-test and post-test data using the formula from Suharsimi Arikuno (2010). The formula is as follows:

$$X = \frac{\sum x}{n}$$

$$Y = \frac{\sum y}{n}$$

In which:

X   : Mean of pre-test scores

Y   : Mean of post-test scores

n : Number of the data

$\sum x$: The sum of pre-test

$\sum y$: The sum of post-test

H. Indicators of Success

This research is successful if students have been able to achieve the minimum score set by the researcher. The minimum score specified as the achievement limit is 65. The percentage of success must reach at least 60% of the number of students.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter contains findings and discussion, it is present discuss and answer of the problems. The data gathered from interview, observation, pre-test and post-test. this chapter will describe point that related to improving reading comprehension using Kahoot! application media and results between before and after improving reading comprehension using Kahoot! application at the nine grade students of MTs Muhammadiyah 4 Sambungmacan.

A. Research Findings

This research was conducted on the nine grade students of MTs Muhammadiyah 4 Sambungmacan Sragen in academic year 2022/2023. The research findings of the data were gathered from students reading comprehenion in pre-test, cycle 1 and cycle 2. The results are related to technique and mehod that used by the researcher from interview, observation and the implementation of Kahoot! application to improve students reading comprehension.

1. Pre-test

The researcher conducted pre test on Tuesday 7 March 2023. The pre-test was carried out in grade 9 which consisted of 20 students. The pre-test was conducted to know students' ability on reading comprehension before giving treatments using the Kahoot!. Before starting the pre-test, the researcher gave a sheet of paper that

contained Kahoot! application to each student. Students are directed to read the paper first. And then the researcher explain them about Kahoot! application and how to used Kahoot! application.

After that, the researcher gave 25 multiple choice questions through the Kahoot application. The researcher gave 45 minutes for students to finish their work. Students started the pre-test at 10.00 and finished at 10.45. The score of the pre-test of students will be shown in the table bellow.

Table 4.1 Students Pre-test Score

No.	Students	Score
1.	A.D.R	48
2.	A.P	48
3.	A.M.S	60
4.	D.E.F	48
5.	E.P	56
6.	F.M	60
7.	G.H.P	64
8.	J.A.R	56
9.	M.M	64
10.	M	60
11.	M.I	56
12.	M.Z.A	72

13.	N.K.N	56
14.	N.R	72
15..	P.P	72
16.	R.H.M	48
17.	R.A.A	64
18.	S.H	60
19.	W.D.K	48
20.	S.A.N.A	60
	Mean	58,6

Table 4.2 Range Pre-test Score

No	Score	Category	Frequency
1.	100-85	Very Good	0
2.	84-75	Good	0
3.	74-50	Standard	15
4.	49-25	Low	5
5.	24-0	Very Low	0
6.	Mean		58,6

From the data above showed that no students achieved good score, 15 students achieved standart score, and 5 students achieved low score. From the data we know that no students achieved a good

score, this can prove that the students' reading comprehension ability is still lacking.

2. Cycle I

The first cycle conducted on Thursday and Tuesday 9 and 14 March 2023. The researcher describe the whole process of the findings from planning, action, observing and reflecting to represent of improving after actions.

a. Planning

In this stage, the researcher designed two meetings in the first cycle. The researcher prepared every aspect that needed, such as the material and the test in the end cycle. The researcher are expected that used Kahoot! application can solve the problem of students lack in English reading comprehension.

b. Action.

1) Meeting 1

Table 4.3 Activity Meeting 1 in Cycle I

NO.		ACTIVITY
1.	Opening	1. The researcher opened the class 2. The researcher checked the students attandance
2.	Main activity	1. The researcher share PIN/Pasword to be able

		to access the materials on Kahoot! application
		2. The researcher gave students the material about narrative text in Kahoot! application
		3. Students read the material in Kahoot! application
		4. The researcher explain material
		5. The researcher gave time to the students to ask about materal that is not clear
		6. Students answer the prepared questions
3.	Closing	1. The researcher informed the activity in the next meeting.
		2. The researcher closed the meeting

In the first meeting, learning process started at 10.00. the researcher opened the class by saying "Assalamuaalaikum Warahmatullahi Wabarakatuh" then students replied it. After that the researcher checked the students attendance for this session.

The researcher provides narrative text material that has been prepared through the Kahoot application. the researcher divided the students into several groups, each group containing 2 students. students read and understand narrative text material with their group mates. After finishing reading, students share ideas with their group mates about their understanding of the material and ask the researcher when there is material they don't understand. Students are given 30 minutes to read and understand the text. Then so that students understand more, students are directed to work on questions that are at the end of the material in the Kahoot! application. After completing the work, then the questions are discussed together.

At the end of the meeting, the researcher gave a conclusion about today's meeting. Then the researcher informed the students that the next meeting would be a post-test. students are encouraged to study before undergoing the post-test. the researcher closed the class by reading

hamdalah together and saying "wassalamu'alaikum warahmatullahi wabarakatuh".

2) Meeting 2

Table 4.4 Activity Meeting 2 in Cycle I

NO.		ACTIVITY
1.	Opening	1. The researcher opened the class 2. The researcher checked the students attandance 3. The researcher and students prepare the device for learning
2.	Main activity	1. The researcher share PIN/Pasword to be able to access quizz/question in Kahoot! application 2. Students work on the post-test cycle I by using the Kahoot!
3.	Closing	1. The researcher gave time for students to sharing about the learning process

		2. The researcher gave motivated students to be passionate about learning.
		3. The researcher closed the meeting with salam

The second meeting conducted on Tuesday 14 March 2023. In the second meeting, learning process started at 12.30. the researcher opened the class by saying "Assalamuaalaikum Warahmatullahi Wabarakatuh" then students replied it. After that the researcher checked the students attendance for this session.

In the second meeting, The researcher conducted a post test cycle I to students. The researcher gave reading questions to students. The reading questions are done in the Kahoot! application. through their respective smartphones. Students are given 25 minutes to prepare their smartphones to access Kahoot!. The researcher distributes PIN/Passwords to students to be able to access the questions. Students are allowed to start working on questions at 12.50 and finish at 1.25.

After that, the researcher has given time to students to gave impression and messages after used Kahoot! application as a learning media. at the end of the meeting, the researcher closed the class by saying hamdalah together and saying "wassalamu'alaikum warahmatullahi wabarakatuh".

c. Observing

The researcher observes the results of the post-test in cycle I. The results of the score of post-test cycle I are shown in the table below:

Table 4.5 Students Post-test Score Cycle I

No.	Students	Score
1.	A.D.R	48
2.	A.P	48
3.	A.M.S	52
4.	D.E.F	64
5.	E.P	72
6.	F.M	64
7.	G.H.P	72
8.	J.A.R	72
9.	M.M	72
10.	M	64

11.	M.I	72
12.	M.Z.A	64
13.	N.K.N	48
14.	N.R	72
15.	P.P	76
16.	R.H.M	52
17.	R.A.A	72
18.	S.H	64
19.	W.D.K	48
20.	S.A.N.A	56
	Mean	62,6

Table 4.6 Range Post-test score Cycle I

No	Score	Category	Frequency
1.	100-85	Very Good	0
2.	84-75	Good	1
3.	74-50	Standard	15
4.	49-25	Low	4
5.	24-0	Very Low	0
	Mean		62,6

d. Reflecting

From the results above showed that there is an increase in students' reading comprehension, as evidenced by the post-test scores being higher than the pre-test. However, there are still many students who still have scores below the standard score of this study. There are some students who still don't understand the use of the Kahoot! so there are some questions that are missed because of a misunderstanding.

3. Cycle II

In the second cycle, the resercher was conducted research on Thursday 16 March 2023.

a. Planning

In this stage, the researcher designed a meetings in the second cycle. The researcher prepared every aspect that needed, such as the material and the test in the end cycle. In accordance with the problems that were complained by students in cycle I, that many questions were missed because students did not understand the application and complaints about reading on questions that were not clear, the researcher tried to improve the research. the researcher plans to explain in more detail about the use of the Kahoot! to students. the researcher also looks for ways so that the reading on the questions can be read clearly by students. In the

second cycle, the researcher used material narative text floklore and imaginations.

b. Action

Table 4.7 Activity in Cycle II

NO.		ACTIVITY
1.	Opening	1. The researcher opened the class 2. The researcher checked the students attandance
2.	Main activity	1. The researcher explained about the use of Kahoot! application is more detailed than the previous explanation. 2. Students work on post-test cycle II questions. 3. Researchers conducted interviews with students about their impressions of using the Kahoot! in learning.
3.	Closing	1. Researchers thank the students. 2. Take a photo with the students 3. The researcher closed the meeting

In this session, learning process started at 10.00. the researcher opened the class by saying "Assalamuaalaikum Warahmatullahi Wabarakatuh" then students replied it. After that the researcher checked the students attendance for this session.

The researcher explained about Kahoot! application is more detailed than the explanation in the previous explanation. If in the first explanation the researcher only explains from the start of downloading the application until the questions appear, In this second cycle, the researcher explained from the start of opening the application until the questions ended. The researcher started explaining the material from 10.05 to 10.30.

After that, the researcher shared a pin/password to access the post-test questions on Kahoot! application. Students are given 5 minutes to fill in their password and identity. Post-test starts at 10.35 and ends at 11.05. At 11.05 the researcher checked whether the students had finished working on the questions. Then, the researcher conducted interviews with students about using Kahoot! application as a learning medium.

c. Observing

The researcher observes the results of the post-test in cycle I. The results score of post-test cycle I shown on the table below:

Table 4.8 Post-test Score Cycle II

No.	Students	Score
1.	A.D.R	56
2.	A.P	64
3.	A.M.S	48
4.	D.E.F	72
5.	E.P	76
6.	F.M	72
7.	G.H.P	80
8.	J.A.R	76
9.	M.M	72
10.	M	76
11.	M.I	80
12.	M.Z.A	80
13.	N.K.N	48
14.	N.R	72
15..	P.P	88
16.	R.H.M	64
17.	R.A.A	84
18.	S.H	84
19.	W.D.K	64
20.	S.A.N.A	72

	Mean	71,3

Table 4.9 Range Post-test Score Cycle II

No	Score	Category	Frequency
1.	100-85	Very Good	1
2.	84-75	Good	2
3.	74-50	Standard	15
4.	49-25	Low	2
5.	24-0	Very Low	0
6.	Mean		71,3

d. Reflecting

From the results above it can be seen that there is an increase in score. The average value of the results of the post-test in cycle II meets the value of the success indicator in this study. The success indicator in this study was 65, and english KKM from MTs Muhammadiyah 4 Sambunmacan Sragen was 70. While in this post-test the mean score reached 71,3.

From the results of interviews with students, many students answered that the use of the Kahoot! more fun, less boring, more interesting and more effective. It can show that students are more happy and interested in learning, so that it can increase students'

interest in learning and the output of students is more able to understand reading.

B. Discussion

In this section the researcher presented the results of the implementation Kahoot! application to improve students reading comprehension at the nine grade students of MTs Muhammadiyah 4 Sambungmacan Sragen in academic year 2022-2023.

Based on the observation at MTs Muhammadiyah 4 Sambungmacan Sragen, the researcher know that , reading is one of the skills that students are less interested. Based on the interview with students at the nine grade, almost all students said that english is difficult. Students have difficulty in understanding the context of reading material. Students lack concentration to doing the reading comprehension test. Students lack the motivation to reading comprehension and feel bored quickly with learning strategies. Actually when learning be held, the teacher only explains the material by presenting in front of the class. After that, students are given questions on the paper as a test to determine students understanding of the material. To solve the problems, the researcher planning some action to improve students reading comprehension using Kahoot! application.

In the first cycle it showed that some of the students had not been able to master the application properly, resulting in human errors such as: mistakenly pressing the next button when the previous question had not

been answered, not understanding if each question had a timer, so time ran out while the questions had not been answered. In addition, students also complained that the reading on the questions was too small, so it was not very clear to read. From the problems above, the research in cycle I had to be repaired a lot. The other hand the students were very enthusiastic and motivated to read and do the reading questions carefully. After reflection the results of the first cycle, the researcher decided to conduct the second cycle.

In the second cycle, the researcher made action to solve the problems in first cycle. The researcher re-explained how to use Kahoot! in detail. In cycle I, the researcher explains how to use Kahoot! application only until the question appears. Whereas in cycle II, the researcher explained the use of Kahoot! application from starting to open the application until the question ends. Students are also explained that there is time for each question to work on it, so students are encouraged to be more able to manage time. Then the researcher made a reading of the questions on the Kahoot! application. clearer by adding slides with readings to answer a few questions afterwards. Students are more enthusiastic and understand about using the application. From the treatment and results from the post-test in cycle II above, researchers can see that there is a significant increase in student scores.

After doing research in pre-test, cycle I, cycle II and reflection, the research findings the answer of questions in chapter I. The reserch was

conducted to know the effect of using Kahoot! applications to improving reading comprehension at the nine grade students of MTs Muhammadiyah 4 Sambungmacan Sragen. The results of the analysis and interpretation shows improvement in students reading comprehension. Students more enthusiastic in learning. The results of the research can be seen as follows:

Table 4.10 The Results Score of the Reseach

	Pre-test	Post-test cycle I	Post test Cycle II	KKM
Mean	58,6	62,6	71,3	70

Based on the results above know that, there there is an increase in the score from the results of the pre test (58,6). Post-test cycle I (62,6), and post-test cycle II (71,3). It showed that the final result of the research had a score axceeds the KKM score (70). It indicates that the students reading comprehension has improved.

From the results of interviews conducted with students, it showed that: 1. Several students answered that the used of Kahoot! Application as a learning medium can make learning more fun so you don't get bored easily 2. Some students are more focused on answering questions, because in the application system there is time to answer each question, the results of the answers appear immediately and the ranking scores appear, so that they are even more focused on understanding the reading on the questions so they can compete with their friends.

From the data above can conclude, the used Kahoot! application can improve students reading comprehension. Because based on the problem above, the application can solve the problem of students on learning english, especially on reading comprehension. The used of application make students more fun. The Kahoot! application make students more concentration on learning. The researchers share the material used Kahoot! application. The researchers have invited students to think critically by forming groups to discuss, reading comprehend and exchange ideas with their group mates. After that the researcher gave questions to each groups. the questions related to ensure that students understand the material. The results of the answer will appeared immediately, that make students more concentrated to work on the next questions.

The researcher realize that with interesting media on learning, students became more active in responding to the teaching and learning process, increased students concentration and it can help students to improved on learning. It can be conclude that the used of Kahoot! application can improved students reading comprehension grade nine of MTs Muhammadiyah 4 Sambungmacan Sragen.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Kahoot! application is an alternative interactive learning media. The used of the application make students more fun and improved students reading comprehension. The students ancourage to think critical through the media. The Kahoot! application make students more concentration on learning. If students have good concentration students can improve reading comprehension. As verified by the result and discussion in the previous chapter, it can be concluded that Kahoot! application as a media is able to improve students reading comprehension. It could be seen from the mean score of students from the pre test got score 58,6, the mean score of the post-test cycle I was 62,6 and the mean score of the post-test cycle II was 71,3. There is a significant increase after the treatment of using Kahoot! application as a learning media.

B. Suggestion

After conducting the research and obtaining the conclusion, the researcher would like to put some suggestions:

1. For English Teacher

   Based on the research of the study, it is good for the teacher to using more interesting and innovative teaching media. The teaacher could select the appropriate technique in teaching reading

comprehension. Teacher must to create good atmosphere, students becomes interesting, fun and enjoyable the learning procces.

One of the effective media is using Kahoot! application. The teacher can used Kahoot! application as a media learning to improve students reading comprehension. Teacher encourage students to think critically the material through Kahoot! applications.

2. For The Students

The students must be active in learning english. The students more study harder for reading comprehension. By comprehend the reading, students can undesrtand and know the contents of the reading or the material. The students also keep the assumption that english is easy.

3. For Other Researcher

This final project can used as reference when they have similar research. The researcher hopes that the finding of the study will be usefull for the other researcher. However this media needs more development and considering with the situations at the future.

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APPENDIX 1

LESSON PLAN CYCLE I

School   : MTs Muhammadiyah 4 Sambungmacan

Subject   : English

Grade/emester   : IX/2

Text type   : Narative

Language Skill   : Reading

A. Standard Competence
1. Understand the social function, text structure, and linguistic elements of narrative text, according to the context.
2. Capture the meaning of spoken and written narrative texts and their use.

B. Achievment Indicator
1. Identification topic and main idea
2. Identification information of text
3. Generic structure
4. Know the sosial function
5. Identification character of text
6. Synonym/Anonym

C. Media : Paper, Handphone

D. Learning Method : Using Kahoot! application

E. Materi
Narrative Text Fable

F. Teaching Learning Activity
1. Meeting 1
Time   : Thursday, 9 March 2023
Class   : IX
Total Students   : 20

Teaching and learning activities
Opening
- Open class with greetings
- Pray together
- Absence
- The researcher and students prepare the devices for learning
Main activities
- The researcher gave students the material about narrative text

Teaching and learning activities
in Kahoot! application - Students read the material in Kahoot! application - The researcher explain material - Students answer the prepared questions
Closing - The researcher informed the activity in the next meeting. - The researcher closed the meeting

2. Meeting 2

Time   : Tuesday, 14 March 2023

Class   : 9

Total Students : 20

Teaching and learning activities
Opening - Open class with greetings - Pray together - Absence - The researcher and students prepare the devices for learning
Main activities - The researcher share PIN/Pasword to be able to access quiz/question in Kahoot! application - Students work on the post-test cycle I by using the Kahoot!
Closing - The researcher provide information to students about the activities of the next meeting - The researcher closed the meeting with "salam"

LESSON PLAN CYCLE II

School   : MTs Muhammadiyah 4 Sambungmacan

Subject   : English

Grade/emester   : IX/2

Text type   : Narative

Language Skill   : Reading

A. Standard Competence
   1. Understand the social function, text structure, and linguistic elements of narrative text, according to the context.
   2. Capture the meaning of spoken and written narrative texts and their use.
B. Achievment Indicator
   1. Identification topic and main idea
   2. Identification information of text
   3. Generic structure
   4. Know the sosial function
   5. Identification character of text
   6. Synonym/Anonym
C. Media : Paper, Handphone
   1. Learning Method : Using Kahoot! application
   2. Materi
D. Material
   Narrative folklore and imagination
E. Teaching Learning Activity
   Meeting 1
   Time   : Thursday, 9 March 2023
   Class   : IX
   Total Students : 20

Teaching and learning activities
Opening
- Open class with greetings
- Pray together
- Absence
- The researcher and students prepare the devices for learning

Main activities

- The researcher prepare something can avoid the shortage and obstacle that occur in the cycle I
   - Students doing post-test cycle 2
   - The researcher interview students about thes use of Kahoot! applications as a media learning

Closing

- The ressearcher give motivation to students
   - The researcher and students take a picture
   - The researcher closed the meeting with "salam"

APPENDIX 2

RESULTS

A. Pre-test

B. Cycle I

	Questions ∧	Type ∨	Answered ∨		Correct/incorrect ∨	Time ∨	Points ∨
25	What the main character...	Quiz	⬠	Rox and Fox	✗ Incorrect	11.1s	0
24	The text tells us that the ...	Quiz	▲	greedy	✗ Incorrect	9.4s	0
23	"A long time ago, there w...	Quiz	◆	A resolution	✗ Incorrect	4.7s	0
22	The story is about	Quiz	◼	A stepmother who saved her childre...	✓ Correct	5.4s	970
21	" all men in the village fet...	Quiz	⬠	Got	✓ Correct	11.2s	937
20	Who was Ah Tim?	Quiz	◆	The young woman's son	✓ Correct	31.9s	822
19	"So, they came together t...	Quiz	▲	Support	✓ Correct	10.1s	944
18	So a nice fairy took her to...	Quiz	◆	Princess Nirmala	✓ Correct	11.6s	935
17	Sang Prabu was taken to ...	Quiz	◆	True	✗ Incorrect	10.4s	0

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16	What the moral value fro...	Quiz	◼	Do not break a promise that has bee...	✓ Correct	34.3s	809
15	Why are they fighting?	Quiz	⬠	Because a Goat	✓ Correct	5.1s	971
14	According to the text, bef...	Quiz	▲	because she were afraid of the dwarfs	✗ Incorrect	17.3s	0
13	The complication of the s...	Quiz	⬠	Mr. Haktak kicked the door after sho...	✓ Correct	28.1s	844
12	When did Snow White ru...	Quiz	▲	In the morning	✓ Correct	5.8s	967
11	The parrot couldn't say Ca...	Quiz	◆	True	✗ Incorrect	12s	0
10	"It was very, very smart". ...	Quiz	◼	The catano	✗ Incorrect	22.6s	0
9	Where does the story take...	Quiz	◆	Puerto Rico	✓ Correct	15.4s	914
8	She fell into the ocean	Quiz	▲	False	✓ Correct	6.6s	1 926
7	"The witch fell into the ov...	Quiz	◼	painted	✗ Incorrect	9.3s	0

6	What is the purpose of th...	Quiz	◆	to give amusement	✓ Correct	13.6s	924
5	What did "the fool" do aft...	Quiz	▲	He went for a town	✓ Correct	14.9s	917
4	Who was actually the cha...	Quiz	⬠	A male donkey	✓ Correct	26.2s	854
3	The complication of the st...	Quiz	◆	There was a magic pot found in the ...	✗ Incorrect	10.4s	0
2	Why is the purpose of the ...	Quiz	◆	to amuse the readers	✓ Correct	22s	877
1	What is the topic of a narr...	Quiz	▲	Sura and Baya	✓ Correct	18.1s	899

C. Cycle II

	Questions ∨	Type ∨	Answered ∨	Correct/incorrect ∨	Time ∨	Points ∨
2	1. What is the purpose of t...	Quiz	To amuse the readers by a fable	✓ Correct	28.6s	841
3	2. What the resolution of t...	Quiz	Paragraph 3	✓ Correct	27.2s	849
4	3. What the main characte...	Quiz	The Grapes and The Forest	✗ Incorrect	30.1s	0
5	4. What did the fox think ...	Quiz	Sour	✓ Correct	26.4s	853
6	5. "..... and he tried to reac...	Quiz	Get	✓ Correct	44.9s	751
8	6. What the generic struct...	Quiz	Orientation	✓ Correct	23.8s	868
9	7. How did the tallow cand...	Quiz	Happy	✓ Correct	45.2s	749
10	8. What is the synonym o...	Quiz	Jealous	✓ Correct	55.9s	690
11	9. To whom was the tallo...	Quiz	The poor boy	✓ Correct	38.8s	784

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12	10. What can you learn fro...	Quiz	Don't be jealous of other people's life	✓ Correct	55.6s	691
14	11. What is the social func...	Quiz	To entertain the readers by a story a...	✓ Correct	62.9s	650
15	12. What is the main idea ...	Quiz	The prince planted the flower on ear...	✗ Incorrect	51.7s	0
16	13. Why did the prince wa...	Quiz	Because he loved the gentle moonli...	✓ Correct	66.3s	632
17	14. Why did the princess ...	Quiz	To make the prince could always loo...	✓ Correct	74.5s	586
19	15. What the topic about?	Quiz	The Ant and The Dove	✓ Correct	39.3s	782
20	16. What happened whe...	Quiz	The ant slipped and fell into the wat...	✓ Correct	59.7s	669
21	17. The ant and the dove ...	Quiz	True	✓ Correct	50.7s	1 436
22	18. "Seeing the ant was in...	Quiz	Problem	✓ Correct	17.2s	905
24	19. Angngalo and Angng...	Quiz	False	✗ Incorrect	16.6s	0

25	20. what the text about?	Quiz	A legend of Philippines	✗ Incorrect	24.2s	0
26	21. What the main charac...	Quiz	Angngalo and Angngarab	✓ Correct	11.9s	934
28	22. "...a farmer went to dr...	Quiz	A farmer	✓ Correct	46.4s	742
29	23. The man let the farm...	Quiz	False	✓ Correct	44.2s	1 510
30	24. From the story, what ...	Quiz	A manipulative	✓ Correct	31.7s	824
31	25. why didn't the man let...	Quiz	Because the man thought that he s...	✓ Correct	54.5s	697

APPENDIX 4

PHOTOGRAPHS

Figure 1: Explanation How to Use Kahoot!

Figure 2: Meeting 1 Cycle I

Figure 3: Meeting 2 Cycle I

Figure 4: Meeting cycle 2