

**THE INFLUENCE OF USING KAHOOT APPLICATION  
TOWARDS STUDENTS' READING COMPREHENSION AT  
SECOND GRADE OF SENIOR HIGH SCHOOL**

**A THESIS**

**Submitted as a Partial Fulfilment of the Requirements for S1-degree**

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## ABSTRACT

The objective of this research was to know whether there was significant influence of using Kahoot Application towards students reading comprehension on explanation text. Reading comprehension is a skill to get deeper information in the text.

The research methodology of this research was quasi experimental design. In this research, the population was the eleventh grade of SMAN 14 Bandar Lampung which consisted of 275 students in 8 classes. The sample of this research were two classes which consisted of 69 students for experimental and control class. In the experimental class, this research used Kahoot Application, and in the control class used Students' Worksheet. In collecting the data, this research used instrument in the form of multiple choice which consisted of 20 questions and the instrument had been tried out before the treatments. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, this research analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that  $Sig. = .000$  and  $\alpha = 0.05$ . It means  $H_a$  was accepted because  $Sig. < \alpha = .000 < 0.05$ . Therefore, there is significant influence of using Kahoot Application towards Students Reading Comprehension at the First Semester of the Eleventh Grade of SMAN 14 Bandar Lampung in the Academic Year of 2022/2023.

**Keywords:** Explanation Text, Kahoot Application, Reading Comprehension.

## ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan penggunaan Aplikasi Kahoot terhadap pemahaman membaca siswa pada teks eksplanasi. Membaca pemahaman adalah keterampilan untuk mendapatkan informasi yang lebih dalam dari teks.

Metodologi penelitian dalam penelitian ini adalah quasi eksperimen design. Populasi dalam penelitian ini adalah siswa kelas XI SMAN 14 Bandar Lampung yang terdiri dari 275 siswa dalam 8 kelas. Sampel penelitian ini adalah dua kelas yang terdiri dari 69 siswa untuk kelas eksperimen dan kelas kontrol. Pada kelas eksperimen penelitian ini menggunakan Aplikasi Kahoot, dan pada kelas kontrol menggunakan LKS. Dalam pengumpulan data, penelitian ini menggunakan instrumen berupa pilihan ganda yang terdiri dari 20 soal dan instrumen tersebut telah diujicobakan sebelum perlakuan. Instrumen diberikan dalam pre-test dan post-test. Sebelum memberikan perlakuan, peneliti memberikan pre-test untuk kedua kelas. Kemudian, setelah melakukan perlakuan, instrumen diberikan dalam post-test. Setelah diberikan pre-test dan post-test, penelitian ini menganalisis data dengan menggunakan SPSS untuk menghitung independent sample t-test.

Dari analisis data yang dihitung dengan menggunakan SPSS diperoleh Sig. = 0,000 dan  $\alpha = 0,05$ . Artinya  $H_0$  diterima karena Sig. <  $\alpha = .000 < 0.05$ . Oleh karena itu, terdapat pengaruh yang signifikan penggunaan Aplikasi Kahoot terhadap Pemahaman Membaca Siswa Semester I Kelas XI

SMAN 14 Bandar Lampung Tahun Pelajaran 2022/2023.

Kata Kunci: Teks Eksplanasi, Aplikasi Kahoot, Pemahaman Membaca.

## FREE PLAGIARISM LETTER

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I declare officially confirm that the thesis, " The Influence of Using Kahoot Application Towards Students' Reading Comprehension At Second Grade of Senior High School" is completely my own individual research. I am quite aware of the fact that I have considered statements and theories from various source and fully acknowledged in this thesis.

Bandar Lampung, Maret 2023

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## MOTTO

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

*“O you who believe! Fear Allah, and (always) say a word directed to the Right:” (QS. Al-Ahzab:70)<sup>1</sup>*



---

<sup>1</sup> Agus Hidayatulloh, Lc., M.A., et. al., Aljamil Al-Qur'an Tajwid Warna, Terjemah Per Kata, Terjemah Inggris (Jawa Barat: Cipta Bagus Segara, 2012), 531.

## DEDICATION

From the deep of my heart, I would like to dedicate this thesis to the followings:

1. Allah SWT, whose blessing and mercy have been crucial to completing my thesis.
2. My beloved parents, Mr. Roni Ardiansyah and Ms. Farina , always pray and give me motivation and wish for my success. Thank you for your love and continued support, both spiritually and materially, and you are the biggest spirits in finishing this thesis, I love them so much.
3. My beloved Iis Nor Kholisoh and Ikhwan Fiqri, who have been supportive during the many difficult stages of my study at university.





## CURRICULUM VITAE

Finny Restiana was born on February 28th, 1999 in Kota Agung. She famously called by her friends, Finny. Finny is the first daughter of Mr. Roni Ardiansyah and Ms. Farina. She has two siblings namely Iis Nor Kholisoh and Ikhwan Fiqri.

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Bismillahirrahmanirrohim,

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In the name of Allah, the most gracious and the most merciful who has given His blessings and guidance so that can complete this undergraduated thesis Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled “**The Influence of Using Kahoot Application Towards Students' Reading Comprehension At The Second Grade of Senior High School**”.

This thesis is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

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Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestion and contribution from readers for the improvement of the graduating paper.



Bandar Lampung  
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## TABLE OF CONTENTS

|                                                         | Page        |
|---------------------------------------------------------|-------------|
| <b>COVER</b> .....                                      | <b>i</b>    |
| <b>ABSTRACT</b> .....                                   | <b>ii</b>   |
| <b>ABSTRAK</b> .....                                    | <b>iii</b>  |
| <b>FREE PLAGIARISM LETTER</b> .....                     | <b>iv</b>   |
| <b>APPROVAL</b> .....                                   | <b>v</b>    |
| <b>ADMISSION</b> .....                                  | <b>vi</b>   |
| <b>MOTTO</b> .....                                      | <b>vii</b>  |
| <b>DEDICATION</b> .....                                 | <b>viii</b> |
| <b>CURRICULUM VITAE</b> .....                           | <b>ix</b>   |
| <b>ACKNOWLEDGMENT</b> .....                             | <b>x</b>    |
| <b>TABLE OF CONTENTS</b> .....                          | <b>xii</b>  |
| <b>LIST OF TABLES</b> .....                             | <b>xv</b>   |
| <b>LIST OF FIGURES</b> .....                            | <b>xvi</b>  |
| <b>LIST OF APPENDICES</b> .....                         | <b>xvii</b> |
| <br><b>CHAPTER I INTRODUCTION</b>                       |             |
| A. Title Confirmation .....                             | 1           |
| B. Background of the Problem.....                       | 2           |
| C. Identification and Limitation of the<br>Problem..... | 5           |
| D. Formulation of the Problem .....                     | 7           |
| E. Objective of the Problem .....                       | 7           |
| F. Significance of the Research .....                   | 7           |
| G. Relevant Research.....                               | 8           |
| H. Systematics of the Research .....                    | 11          |
| <br><b>CHAPTER II REVIEW OF LITERATURE</b>              |             |
| A. Theories .....                                       | 13          |
| 1. Reading Comprehension.....                           | 13          |
| a. The Definition of Reading .....                      | 13          |
| b. The Definition of Comprehension .                    | 14          |

|    |                                              |    |
|----|----------------------------------------------|----|
| c. | The Definition of Reading Comprehension..... | 15 |
| d. | Type of Reading .....                        | 18 |
| e. | Strategies of Reading Comprehension.....     | 19 |
| f. | The Definition of Scanning Strategies .....  | 20 |
| g. | Procedur of Scanning Strategies ....         | 22 |
| h. | The Definition of Explanation Text .....     | 23 |
| i. | Type of Explanation Text .....               | 24 |
| j. | Generic Structure of Explanation Text .....  | 25 |
| 2. | Kahoot Application.....                      | 25 |
| a. | The Definition of Kahoot Application .....   | 25 |
| b. | Step of Using Kahoot .....                   | 28 |
| c. | Advantages of Kahoot .....                   | 30 |
| d. | Disadvantages of Kahoot.....                 | 31 |
| e. | Teaching Reading by Using Kahoot.....        | 31 |
| B. | Hypothesis .....                             | 34 |

### **CHAPTER III RESEARCH METHOD**

|    |                                                        |    |
|----|--------------------------------------------------------|----|
| A. | Place and Time of the Research .....                   | 35 |
| B. | Research Design.....                                   | 35 |
| C. | Population, Sample, and Data Collecting Technique..... | 37 |
| D. | Operational Definition of Variable .....               | 39 |
| E. | Research Instrument.....                               | 39 |
| F. | Validity Test .....                                    | 42 |
| G. | Reliability Test.....                                  | 44 |
| H. | Analysis Prerequisite Test.....                        | 45 |
| I. | Hypothesis Testing.....                                | 47 |



## **CHAPTER IV RESULT AND DISCUSSION**

|                                                   |    |
|---------------------------------------------------|----|
| A. Description of Treatment .....                 | 49 |
| 1. Experiment Class .....                         | 49 |
| 2. Control Class .....                            | 50 |
| B. Result of the Research.....                    | 50 |
| 1. Result of Pre-Test .....                       | 51 |
| a. Result of Pre-Test in Experiment<br>Class..... | 51 |
| b. Result of Pre-Test in Control Class .          | 53 |
| C. Result of Data Analysis.....                   | 54 |
| 1. Fulfillment of The Assumsption .....           | 54 |
| a. Result of Normality Test .....                 | 54 |
| b. Result of Homogeneity Test.....                | 55 |
| c. Result of Hypothetical Test .....              | 56 |
| D. Discussion .....                               | 57 |

## **CHAPTER V CONCLUSION AND SUGGESTION**

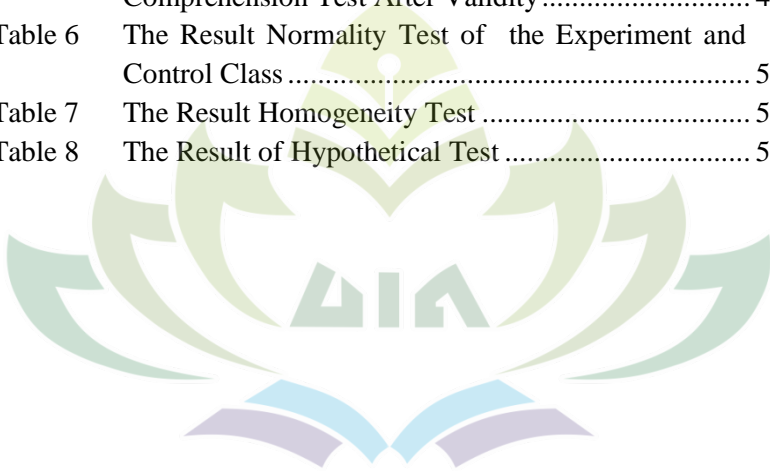
|                                 |    |
|---------------------------------|----|
| A. Conclusion .....             | 61 |
| B. Suggestions .....            | 61 |
| 1. For The English Teacher..... | 61 |
| 2. For The Students.....        | 61 |
| 3. For Further Research .....   | 62 |

|                         |           |
|-------------------------|-----------|
| <b>REFERENCES .....</b> | <b>63</b> |
|-------------------------|-----------|

|                         |           |
|-------------------------|-----------|
| <b>APPENDICES .....</b> | <b>71</b> |
|-------------------------|-----------|

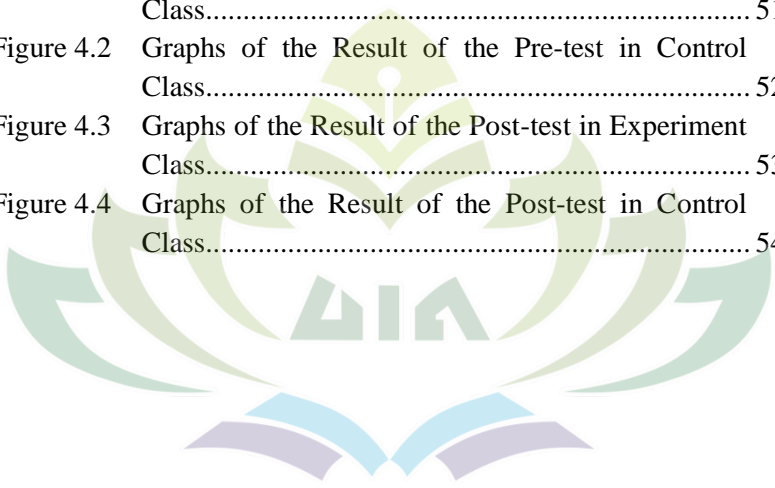
## LIST OF TABLES

|         | <b>Page</b>                                                                                    |
|---------|------------------------------------------------------------------------------------------------|
| Table 1 | Students English Reading Comprehension Score of SMAN 14 Bandar Lampung ..... 5                 |
| Table 2 | Pre-test and Post-test Design ..... 36                                                         |
| Table 3 | The Number of Students of the Elevent grade of SMAN 14 Bandar Lampung ..... 37                 |
| Table 4 | Table of Instrument for Try Out of Reading Comprehension Test Before Validity ..... 38         |
| Table 5 | The Specification of Pre-test and Post-test Reading Comprehension Test After Validity ..... 40 |
| Table 6 | The Result Normality Test of the Experiment and Control Class ..... 55                         |
| Table 7 | The Result Homogeneity Test ..... 56                                                           |
| Table 8 | The Result of Hypothetical Test ..... 57                                                       |



## LIST OF FIGURES

|                                                                           | <b>Page</b> |
|---------------------------------------------------------------------------|-------------|
| Figure 2.1 The Display of Kahoot to Create Account .....                  | 28          |
| Figure 2.2 The Display of Kahoot to Choose Section to be Played .....     | 29          |
| Figure 2.3 The Display of Playing Kahoot .....                            | 29          |
| Figure 2.4 The Display to choose a way playing Kahoot .....               | 29          |
| Figure 2.5 The Display of Kahoot Game PIN for Student' Access .....       | 30          |
| Figure 2.6 The Display to Star Playing Kahoot .....                       | 30          |
| Figure 4.1 Graphs of the Result of the Pre-test in Experiment Class.....  | 51          |
| Figure 4.2 Graphs of the Result of the Pre-test in Control Class.....     | 52          |
| Figure 4.3 Graphs of the Result of the Post-test in Experiment Class..... | 53          |
| Figure 4.4 Graphs of the Result of the Post-test in Control Class.....    | 54          |



## LIST OF APPENDICES

|             | <b>Page</b>                                                                  |
|-------------|------------------------------------------------------------------------------|
| Appendix 1  | The Result Interview with English Teacher<br>SMAN 14 Bandar Lampung ..... 71 |
| Appendix 2  | The Result Interview with Students SMAN 14<br>Bandar Lampung ..... 72        |
| Appendix 3  | The Students Name in Class XI IPA 1 and 2 .... 75                            |
| Appendix 4  | Syllabus ..... 79                                                            |
| Appendix 5  | Lesson Plan for Experimental Class..... 83                                   |
| Appendix 6  | Lesson Plan for Control Class ..... 107                                      |
| Appendix 7  | Validation form for Reading Comprehension<br>Pretest and Posttest ..... 131  |
| Appendix 8  | Pre-Test Reading Comprehension Text<br>Experiment & Control Class ..... 133  |
| Appendix 9  | Post-Test Reading Comprehension Text<br>Experiment & Control Class ..... 139 |
| Appendix 10 | Surat Balasan Penelitian..... 145                                            |
| Appendix 11 | Result of Validity Instrument Pre-Test..... 146                              |
| Appendix 12 | Result of Validity Instrument Post-Test..... 148                             |
| Appendix 13 | Result Pre-Test Experiment Class..... 150                                    |
| Appendix 14 | Result Pre-Test Control Class ..... 151                                      |
| Appendix 15 | Result Post-test Experiment Class..... 152                                   |
| Appendix 16 | Result Post-Test Control Class..... 153                                      |
| Appendix 17 | Normality Test ..... 154                                                     |
| Appendix 18 | Homogeneity Test..... 164                                                    |
| Appendix 19 | Hypothetical Test..... 165                                                   |
| Appendix 20 | Research Documentation of Experiment &<br>Control Class ..... 167            |
| Appendix 21 | Control Card ..... 168                                                       |
| Appendix 22 | Turnitin ..... 171                                                           |

# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

In this study, the author examined the Influence of using the KAHOOT application on students' reading comprehension, focusing on reading comprehension according to the English material at school. Especially high school students. The focus of this research is the students of class XI SMA Negeri 14 Bandar Lampung. As an initial stage to understand this thesis proposal and to avoid misunderstandings in the interpretation of the title. Therefore, the writer needs to explain and emphasize some words related to the title of the thesis. While the title of the thesis in question is THE INFLUENCE OF USING KAHOOT APPLICATION TOWARD STUDENTS' READING COMPREHENSION AT SECOND GRADE OF SMA NEGERI 14 BANDAR LAMPUNG ACADEMIC YEAR 2022/2023. The following was an explanation of the meaning of the terms contained in the title of the proposal:

#### 1. The Influence

Influence is a power or strength that can arise from something that can affect the surrounding environment or a person's character. According to the Cambridge dictionary, influence is influencing or changing the way someone or something develops, behaves, or thinks. In this case, the influence is more likely to be something that can bring changes to students in a more positive direction. So in this study, what is meant by influence is something in the form of strength that can affect students' reading comprehension abilities, from the KAHOOT application as a learning media.

#### 2. KAHOOT Application

Kahoot is an internet-based learning media founded in 2013 by Johan Brand, Jamie Brooker and Morten Versvik. This



application is a site that provides learning activities while playing, because it can provide many constructive benefits, and has implications for changing children's perceptions of learning so that it becomes interesting and fun. According to Sumarso Kahoot application is an online application where quizzes can be developed and presented in a game format.<sup>1</sup> Points are awarded for correct answers and participating students will immediately see the results of their responses. Therefore Kahoot can help students improve reading comprehension in English lessons, because Kahoot provides interesting features in the form of online quizzes, discussions, surveys, and mixes where to play it has varied ways that can foster a sense of pleasure and interest in students to learning reading comprehension through this kahoot application.

### 3. Reading Comprehension

Reading is one of the skills that students must have in learning English because reading students can get information conveyed by the author in written form, the main purpose of reading is understanding, if students do not understand the meaning or purpose of what is read then students do not really understand. According to Heilman, argues that reading is interacting with language that has been coded into print.<sup>2</sup> Products interact with the printed language must be understanding. In short, reading comprehension is the ability to understand the text being read to develop knowledge.

## **B. Background of the Problem**

English is an international language used in many aspects of life, therefore English is taught from elementary school to university. The purpose of learning English is so that students have competence in language skills, namely listening, reading,

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<sup>1</sup>Sumarsono, "pembimbingan Guru membuat kuis online Kahoot dengan combo" (Yogyakarta : Deepublish, Cet I, 2019), 9.

<sup>2</sup>Blair, Heilman, Rupley, "Principles and practices of teaching Reading" (United States of Amerika. A bell & Howell company, 2005), 12.

speaking, and writing. In learning English, teachers must be more creative so that students do not feel bored and lose focus while studying. One solution that can be used is the game as a variation in the learning process. according to Chiang Over the past decade, as technology advances, teachers have begun to incorporate online games into foreign language teaching to keep students engaged, increase attention, and create an active learning environment.<sup>3</sup> In addition, students also want to know or experiment with using increasingly sophisticated technology to support their learning process, especially students who are skilled at using mobile technology and also really enjoy or like using games and applications that have been prepared and designed for these devices. Furthermore, the use of educational games as a learning tool strongly supports the development of students' cognitive, motivational, emotional, and social views. many schools and universities are already using or implementing technology as a classroom activity to take a highly relevant teaching approach. following the current technological era Omar, there are many applications that can be used to help the learning process such as classrooms, canva, edmodo, quizzes, duolingo, kahoot, and others.<sup>4</sup>

Kahoot is a game-based learning application or platform that is used as an educational technology in schools and other educational institutions. According to Dewi Kahoot can be accessed via a web browser, telephone, computer, or other access which is certainly not difficult for students.<sup>5</sup> kahoot can be used to review student knowledge and make it easier for teachers to evaluate it. In addition, this application can also help teachers to further improve students' understanding of Reading

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<sup>3</sup>Chiang, H,H, "Kahoot! In an EFL reading class Journal of Language Teaching and Research 2020", 11(1),33-44.doi:http://dx.doi.or/10.17507/jltr.1101.05

<sup>4</sup>Omar,N,N."The Effectiveness of Kahoot Application Towards students' good feedback practice", PEOPLE" International Journal of Social Science from https://dx.doi.org/1020319/pijss.2017.32.

<sup>5</sup>Dewi,C. K. "Pengembangan alat evaluasi menggunakan aplikasi Kahoot pada pembelajaran Matematika kelas X".2018 Retrieved from http://Repository.radenintan.ac.id/4286/1.

Comprehension. Reading is very important because reading is a basic communication skill and also a process where readers can understand written texts and can also find information provided by the author in written form. Reading also has an important contribution to the success of language learning. Nuriati, stated that "Reading is a way of communicating in written form, reading is not only to get information but needs understanding and understanding to get some points from the text".<sup>6</sup> While Comprehension is a process where the reader can understand the meaning of the text and create meaning based on background knowledge. Duke states that understanding is a process in which the reader makes meaning by interacting with the text through a combination of prior knowledge and prior experience, information in the text,<sup>7</sup> and the reader's views related to the text. The main purpose of reading is understanding. If students can read words but do not understand or understand what is being read, then they are not really reading. Most students have difficulty understanding English texts even though they have studied English since elementary school. That's because many students feel that reading is a boring thing, and not many students concentrate on lessons.

Based on the preliminary research, The English teacher, Miss Endang Bahtera Dewi. She said that students did not understand what they were reading, especially explanation texts and some students also lacked focus during the lesson, because students felt that reading comprehension was a boring lesson. And miss Endang also said that she liked to give questions, especially explanation texts in teaching reading to students, then after that she asked the students about the text she gave to find out whether the students understood or not the contents of the text they read. This can be seen from the students' English scores in reading comprehension. The score can be seen in table 1:

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<sup>6</sup>Nuriati, Mashuri, Jos.E.Oholwutud. "Improving Students' Reading Comprehension by using Buzz group Technique". E-Journal of English Language Teaching society (ELTS) 2015.3.1-10

<sup>7</sup>Duke. "Comprehension Instruction for Text Of the Michigan Reading Association", Amerika 2003, 2.1-15

Table 1

Students' English Reading Comprehension Score at the Second Grade of SMA Negeri 14 Bandar Lampung in the Academic Year of 2022/2023

| No           | Class     | Students' Score |        | Number of Student |
|--------------|-----------|-----------------|--------|-------------------|
|              |           | <75             | >75    |                   |
| 1            | XI MIPA 1 | 20              | 15     | 35                |
| 2            | XI MIPA 2 | 18              | 16     | 34                |
| 3            | XI MIPA 3 | 20              | 14     | 34                |
| 4            | XI MIPA 4 | 19              | 16     | 35                |
| 5            | XI MIPA 5 | 17              | 17     | 34                |
| 6            | XI IPS 1  | 20              | 14     | 34                |
| 7            | XI IPS 2  | 19              | 15     | 34                |
| 8            | XI IPS 3  | 21              | 14     | 35                |
| <b>Total</b> |           | 154             | 121    | 275               |
| Percentage   |           | 56,46%          | 44,62% | 100%              |

*Source: SMA Negeri 14 Bandar Lampung in the academic year of 2022/2023*

Based on Table 1, there are 121 students out of 275 students who passed the test based on the minimum completeness criteria (KKM) and 154 students were not optimal.<sup>8</sup>In this case, the KKM score of students at SMA Negeri 14 Bandar Lampung is 75 and many students score below 75. This means that more than 50% of students do not meet the minimum completeness criteria. By interviewing several class XI students of SMA Negeri 14 Bandar Lampung, the first problem was that students said that English is a difficult subject, because students find it difficult to read and understand texts in English. The second problem is that students like to feel bored in the teaching and learning process both online and offline, because the teacher often gives texts from books to

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<sup>8</sup> An Interview Between the Researcher and English Teacher of SMA Negeri 14 Bandar Lampung, on february, 08<sup>th</sup>2022

read and understand then conduct this question and answer session which makes some students not interested in the lesson. In other words, it can be said that the media used for learning is too old.

Seeing the problems above, the researcher wants to help teachers to find good ways to teach students' reading comprehension, especially explanation texts with good skills. In addition, there will also be a creative and active teaching and learning process in the classroom. with Kahoot students can read while playing and find interesting questions or texts. For some students reading is boring, therefore the teacher must have a solution so that students continue to read and do not feel bored. According to Harlina, Nor, Ahmad this application emphasizes learning styles that involve the relationship between the active participation of students and their friends competitively on the learning that is being or has been studied<sup>9</sup>. Based on the brief description above, the researcher is interested in conducting research on the application of kahoot in the teaching and learning process, especially English in Reading Comprehension in explanation texts at the First semester. and the researcher conducted a study entitled The Influence of using Kahoot Application Towards students' reading comprehension at second grade of SMA Negeri 14 Bandar Lampung.

### C. Problem Identification and Limitation

Based on the background of the problems that have been described and the results of the pre-research, the researchers identified the problems in the research as follows:

1. The students have lacked the motivation to learn english especially Reading.
2. Students have difficulties comprehension english text

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<sup>9</sup>Harlina, Nor, Z. M., & Ahmad, A. "Pembelajaran interaktif berasaskan aplikasi Kahoot dalam pengajaran abad ke-21. Seminar Serantau", 627-635. Retrieved from [http://seminarserantau2017.files.wordpress.com/2017/09/74-Harlina-binti Ishak.pdf/](http://seminarserantau2017.files.wordpress.com/2017/09/74-Harlina-binti%20Ishak.pdf/)



3. Students find boredom when learning Reading because of uninteresting Learning media

There are many limitations of the author in conducting this research, including limited time, situations and conditions, and abilities, as well as theories in research, therefore researchers limit problems in research. Based on research identification. Researchers focused on using the Kahoot application to identify The Effects of Using the Kahoot Application on Reading Comprehension in Explanation text of Second Grade Students at SMA Negeri 14 Bandar Lampung in the 2022/2023 academic year.

#### **D. Formulation of the Problem**

Based on problem identification and limitations The problem above was formulated as follows: Is there any significant Influence of the Kahoot application as a supporting media on Students' Reading Comprehension at the first semester of the second grade of SMA Negeri 14 Bandar Lampung in the academic year 2022/2023?

#### **E. Objective of the Research**

The purpose of this study was to determine whether the application from Kahoot has a significant influence on the reading comprehension at the First semester of second grade students of SMA Negeri 14 Bandar Lampung in the academic year 2022-2023.

#### **F. Significance of the Research**

This research was expected to give theoretically and practical benefits as follow :

1. Theoretically benefits.

The result of this research is expected can be reference for English teacher to teach learners by apply Kahoot Application as a media. Thus, the learners can improve their Reading Comprehension.

## 2. Practical benefits.

This research is expected to give some benefits for Learners, English teacher, and Researcher.

### a. For the students.

The results of this study can provide information about students' reading skills to be able to know students' skills and make students improve reading comprehension. not only that, by reading the results of this study, English learners are expected to be able to use the Kahoot application as a learning medium to help reading comprehension so that students can improve their reading skills.

### b. For the English teacher.

The findings of this research hopes that will be useful for English teachers as information about students' reading comprehension, so that teachers can emphasize the use of the Kahoot application as a supporting medium when they teach reading lessons, which are expected will be used as consideration and input to improve students' reading comprehension to get students quality.

### c. For the researcher

For next researchers, this research is expected to be a reference for researchers and can provide information from this research, so that they can conduct research better, further, and with better techniques.

## G. Relevant Research

Some previous researcher who were relevants related to KAHOOT Application and Reading Comprehension. Some of the results of these studies are as follows:

1. Research conducted by Salawatiyah. Her study entitled “The Effect of using Kahoot Games Application in teaching English especially to Enhance students Reading Comprehension”<sup>10</sup>, the results of this study indicate that kahoot can have a significant effect on teaching English, especially on students' reading comprehension because kahoot has many interesting and fun features that make it interesting. students are better able to analyze the text well, master the material well and correctly in order to be able to share and explain their material. This study also provides evidence that the pre-test score is better than the post-test.
2. Research conducted by ShellaSeptinaMarsa, HastutiRetnoKuspiyan, Eka Agustin. Their study entitled "The Effect of kahoot game to teaching Reading Comprehension Achievement”<sup>11</sup>, the result of this research is that there is a significant difference between students who are taught using kahootgames and students are taught to use conventional games in reading comprehension achievement. Kahoot game has a good and good impact on students in teaching reading making students more relaxed and understanding in every reading comprehension lesson. the use of kahoot can be used as a treatment to help students learn reading comprehension.
3. Research conducted by PutriDesmala Sari. her study entitled "The use of kahoot! media in teaching Reading”<sup>12</sup>, the result of this study is that student achievement in reading comprehension has been improved by applying kahoot in learning because the material provided by the teacher is very student feel not monotonous when learning to read

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<sup>10</sup>Salawatiyah , “The Effect of using kahoot games application Inteaching English Especially To Enhance students Reading Comprehension.” (Thesis, UIN sultan ThahaSaifuddin Jambi 2021), 6.

<sup>11</sup>ShellaSeptinaMarsa, HastutiRetnoKuspiyan, Eka Agustin. “The Effect of kahoot! game to teaching Reading Comprehension Achievement” Journal of English Teaching 2021 e-ISSN: 2622-4224 | p-ISSN: 2087-9628.

<sup>12</sup>PutriDesmalaSari , “The use of kahoot! media in teaching Reading.” (Thesis, UMSU Medan 2019),

understanding, the material displayed is also very fun and imaginative. so that it can improve learning achievement.

4. Research conducted by DismasWibisono , the research entitled “The Effects of Kahoot! in Teaching Reading to tenth grade students”<sup>13</sup>, The result of this study is that online learning media (kahoot) is very effective in increasing students' reading comprehension scores compared to the jigsaw teaching technique. it is evident from the scores obtained in the pre-test and post-test conducted in this study where the pre-test score is better than the post-test. so students are more interested in learning while playing in this Kahoot application to improve students' reading comprehension.
5. Research conducted by Korkmaz, S., z, H., the research entitled “Using Kahoot to Improve English Reading Comprehension as a Foreign Language Learner”<sup>14</sup>,The result of this research is that Kahoot can help the development of intrinsic motivation by changing students' motivation. So that students can read a lot of texts and are more interested in learning. Kahoot can also enliven English lessons while developing students' ability to collaborate with each other.using game mechanics in learning to improve students' reading comprehension skills in foreign languages produces positive results.The potential of interactive games in promoting language learning should not be underestimated as sources of extrinsic motivation can help students become intrinsically motivated learners.

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<sup>13</sup>DismasWibisono , “The Effects of Kahoot! in Teaching Reading to tenth grade students.” Widya Mandala Catholic University Surabaya Magister Scientiae 2019 – ISSN 2622-7959.

<sup>14</sup>Korkmaz, S., z, H. 2021. “Using Kahoot to Improve English Reading Comprehension as a Foreign Language Learner.” International Online Journal of Education and Teaching (IOJET), 8(2). 1138-1150.

## H. Systematics of the Research

Systematic discussion was a series of discussions that contain in research, where one chapter to another is interconnected and cannot be separated. To achieve the expected goals, the systematic discussion of this research is divided into several chapters, namely:

Chapter I, contains the presentation of the data behind this research which is carried out related to the effect of the Kahoot Application on students' Reading Comprehension. This chapter contains confirmation of the title, the background of the problem, problem identification, problem formulation, problem objectives, research benefits, relevant previous research studies, and systematic discussion.

Chapter II, contains previous literature and theoretical frameworks that are relevant and related to the Kahoot application and students' Reading Comprehension. This chapter contains the theory used, the framework of thinking, and the submission of hypotheses.

Chapter III, in detail describes the research methods used in the study and their relationship, types of research, time and place of research, population, sample, and data collection, research instruments, technical data analysis, and hypothesis testing.

Chapter IV, contains the results and discussion of the research that has been done. This chapter contains the results of the research, the classification of the discussion adapted to the approach, the nature of the research, and the formulation of the problem.

Chapter V, contains conclusions, suggestions, or recommendations. Conclusions briefly present all the research findings to do with the research problem, and suggestions are formulated based on the results of the study.



## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Review of Related Theories

##### a. The Definition of Reading

Reading is the most useful ability for everyone, from reading we can find messages or information in it. Reading ability is more important than speaking and writing. In language lessons or reading a language is one of the most important skills because it can help a person learn a new language. Carnie states, reading is defined as getting information from texts and interpretations. In other words, Carnie said that reading is the ability to get information from text.<sup>15</sup> According to Burns, reading is a way of sharing insights, joys, sorrows, or other people's creative efforts.<sup>16</sup> So the ability to read can help a person in seeking profit, discovering unvisited places, and also to avoid disaster. Furthermore, according to Clark et. al defines reading as an active process, mainly cognitive interacting with print or monitoring comprehension to construct meaning which means that the brain does most of the work.<sup>17</sup> From the opinion of Clark et. al can be concluded that reading is the process of finding meaning or meaning in the text. when someone reads it means he is trying to understand the meaning in the text.

There are important learning principles to be applied in the mastery of students' reading skills. such as the principles applied in reading by Shepherd, namely<sup>18</sup>: (1) Reading requires purpose and

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<sup>15</sup>Carnie, "Instruction Reading", (Columbus Ohio: Meril Publishing Company 1990), p. 30.

<sup>16</sup>Burns (et. al). Teaching Reading in Today's Elementary School (3rd edition), (New York: Longman 1994), p. 3

<sup>17</sup>Edithia Gloria Simanjuntak. "Developing Reading Skills for EFL Students". (Jakarta: Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi, Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan 1998), p. 15

<sup>18</sup>Ibid, p. 18.

motivation (interests, needs), (2) Reading requires meaning for the learner, (3) Teachers must bring a lot of background information to each reading assignment, (4) Reading is an active process that demands active learners in learning to read, (5) Reading skills need habit formation, (6) Knowledge of important syntactic and vocabulary structures, (7) Reading requires practice time on assignments, (8) Good attitude important for effective reading, (9) Reading ability is different for every student, And (10) The reason reading is important to be an effective reader. These learning principles are very important to be applied to students so that students' mastery of reading skills becomes more efficient and effective.

There are many different purposes of reading, such as people who just want to read for pleasure, people who read to find information or study material, and people who read to find out the direction set. Of course, reading a novel seems to be different when reading a science book. The reader's purpose determines the way he determines a passage and what comprehension skills he uses. Because, according to Hennings, what readers get from reading also depends on what they bring into the reading of choice and the purpose of reading it.<sup>19</sup> On the other hand, it is explained that the purpose of reading can affect the skills used or needed, and also the skills not only to learn knowledge, but also to be able to process information.

### **b. The Definition of comprehension**

In reading comprehension is something that is very important in the reading process, understanding is the level of a person's ability to understand the meaning or concept after reading. Students really need this ability because it helps students understand concepts presented in written or printed form, use what they read for a relevant purpose, think about material, and read. Comprehension is a process in which one understands the

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<sup>19</sup>Dorothy Frant Hennings, " Reading with Meaning, (Edinburg: Education Limited 2003), p.2.



meaning of written or spoken language.<sup>20</sup> It means that one can understand a meaning in written form or listen intently.

Comprehension is the relationship between the elements of reading skills, namely competence, reading techniques, and good understanding.<sup>21</sup> This means that it depends on several cognitive processes, including word recognition, decoding and knowledge. Understanding is a different thing for each person, indeed understanding is not a unified phenomenon but rather a skill and activity. Comprehension is also the main goal of the reader to know the material or content in the printed material itself. If it is understood, it means that the reader has achieved the purpose of reading.

### c. The Definition of Reading Comprehension

Reading comprehension is a reading activity or activity in which the reader builds an understanding of a text. so that the reader not only reads well and correctly but also builds understanding of a text so that the reader can interpret the text that has been read in his own language, or opinion. From this statement, understanding is the most important thing when reading, because understanding the text is the ultimate goal of reading. According to Grabe and Stoller, reading comprehension is the ability to understand or obtain information from a text.<sup>22</sup> Then, according to Brown reading comprehension is the basic problem to develop a good, appropriate, and effective comprehension strategy<sup>23</sup>. This means that understanding is the ability to get information or understand a text to get information. From this statement, reading comprehension is an ability to get information or understand with a meaning that exists or is

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<sup>20</sup>Jack Richards, John Platt, and Heidi Weber. "Longman Dictionary of Applied Linguistics". Harlow, Essex, (England: Longman 1998), p.558.

<sup>21</sup>SukirahKustaryo. "Reading Technique for College Students". (Jakarta: Publication Ltd 2000), P.67

<sup>22</sup>Grabe William, and Fredricka L Stoller, "Teaching and Researching Reading". (New York: Longman 2002), p. 7

<sup>23</sup> H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*, (2nd Edition), (San Francisco: San Francisco University Press, 2000), p.306

contained in a reading text or a paragraph to be able to answer a question related to the main idea, supporting idea, detail, and vocabulary in context. There are several aspects of Brown's language assessment theory that we must know in reading comprehension, namely:

#### 1. Main Idea

The main idea is the most important thing from a reading text or a paragraph because if the reader does not know the main idea, it means that the reader does not understand the content of a reading. According to Alexander et.al, the main idea is a main idea that the author wants the reader to know and understand about the content of the topic.<sup>24</sup>

#### 2. Inference (implied detail)

Inference is a question to guess something indirectly stated in the text. According to Hatch, inference questions are questions that ask for information that is implied in the passage rather than stated directly.<sup>25</sup>

#### 3. Expression/idiom/phrase in context

The question of expression/idiom/phrase that is in the context is a general phrase or word that has a culturally understandable meaning or meaning that differs from what is suggested by the denotation of the compound word<sup>26</sup>. In other words, a passage that has multi-meaning and special words, so that the reader can identify which meaning is obtained from the information

#### 4. Grammatical Features (reference)

According to Dummet, reference is a relationship obtained from expressions and expressions used by speakers to talk

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<sup>24</sup>sandralunamccune, vi cain alexander, and e. donicemccune, cliffs notes praxis ii, (canada: wilcy publishing, 2009), p. 12.

<sup>25</sup>lisazimmer hatch, scott hatch, amy hackney blackwell, *Isat for dummies*, (london: wileypublisher, 2004), p. 27.

<sup>26</sup>english-language idioms, [https://en.wikipedia.org/wiki/english-language\\_idioms](https://en.wikipedia.org/wiki/english-language_idioms). accessed on tuesday march 20th, 2018 7 p.m.

about information<sup>27</sup>. meaning that the reference is the relationship of an object to connect it with other objects where there is one object that acts as an object to connect it.

#### 5. Detail (scanning for a specifically stated detail)

This skill is often called scanning, in contrast to reading for the core, reading details to find out specific details<sup>28</sup>. which means the reader must read with comprehension to get the gist of reading the details in the text.

#### 6. Excluding fact not written

is not meant in facts and is not a written question asking for information in a text that does not explain directly.

#### 7. Supporting idea

Supporting idea is a description to describe or underline the main idea to provide strong evidence or meaning in a text<sup>29</sup>. meaning that supporting ideas are things that can clarify the main ideas in the reading text.

#### 8. Vocabulary in context

Vocabulary questions in context are questions that ask the meaning of a vocabulary used in reading<sup>30</sup>. which means is a question that asks a meaning of the vocabulary.

Furthermore, Goodman states that reading comprehension is an interaction between mind and language.<sup>31</sup> meaning, from reading we can generate thoughts, and then we think, then we can get questions to ask someone. There is an important factor that influences understanding, namely the importance of the background of the reader's experience. The following factors,

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<sup>27</sup>michealdummett, *philosophy of language*, (new york: harper and row publisher, 1973),p. 204.

<sup>28</sup> Jeremy harmer, *the practice of english language teaching* (3rd ed), (Washington, D.C.:longman, 2001), p. 215.

<sup>29</sup>sandralunamccune, et. al. op.cit. p. 13.

<sup>30</sup> H. douglas brown, *language assessment: principle and classroom practice*,(Washington, D.C. : pearson education, 2004), p. 206.

<sup>31</sup>Otto, Wayne, “ How to Teach Reading”. (Philippines: Addison-Wesley Publishing Company, Inc1997). p. 70

among others, affect the understanding of written material Otto<sup>32</sup>: (1) The development of spoken language is related to objects, experiences, and real images. (2) The ability to listen with understanding of the story that is read. (3) Direct experience with people, objects, and places. (4) Continuous development of the syntactic and semantic features of our language. And (5) the development of spoken language, the syntactic and semantic characteristics of our language.

Based on the explanation above, it can be concluded that reading comprehension is the reader trying to understand the content of the text, while reading is to get an information or purpose in the text.

#### **d. Type of Reading**

Based on the purpose of reading, reading is divided into two reading activities, namely:

##### **a. Intensive Reading**

One of the reading activities is done seriously to be able to understand the contents of the reading. In Intensive Reading usually read shorter texts. The purpose of intensive reading itself is not only to obtain information but also to determine a subject from the reading text so that it can or cannot be used as discussion material. According to Mikulecky and Jeffries, the term intensive reading refers to a detailed focus on the construction of reading texts that occurs usually not always in class.<sup>33</sup> if we do intensive reading then we can get benefits such as we can know the contents of a text properly, know the background of writing the text clearly, and we can have a longer memory about the contents of the text.

##### **b. Extensive Reading**

Reading activities that involve students reading texts for fun or to practice reading skills. such as reading story books,

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<sup>32</sup>*Ibid.* p. 76

<sup>33</sup>Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power*. (united State of America Pearson Logman.2000)p. 3

knowledge books, magazines, and newspapers. Nation explains Extensive reading is reading that focuses on the meaning and development of fluency of this course, depending on the level of books read by students.<sup>34</sup> the benefits of extensive reading are that we can become good readers, have a lot of motivation from reading have good comprehension, and can improve our writing skills.

c. Reading for pleasure

Reading for pleasure is the reader reading the text that he wants or likes. This activity can make the reader enjoy the reading in the text.<sup>35</sup>

**e. Strategies of Reading Comprehension**

Strategies in reading comprehension are cognitive or behavioral actions that are applied in contextual conditions, with the goal of improving some aspect of comprehension. there are some strategies which can be used by readers are:

1. Activating Prior Knowledge

Serravallo asserts that before reading, the good readers are connected ideas about information related to the structure of the topic text, in addition they relate the text to their lives, various written sources and the world, and finally they connect these ideas after reading the text. in other words, before reading the reader must activate prior knowledge to think about what information they find from the topic being read to make it easier for them to understand the text.

2. Prediction

Prediction is the process of making expectations about what will happen in the text based on what is found from reading the text by involving the reader's previous knowledge. that is,

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<sup>34</sup>I.S.P.Nation, teaching ES/EFL Reading and Writing, (New York: Taylor and France Group,2009).p.50

<sup>35</sup>Terms. Reading for Meaning Material for Bahasa Inggris MKU, Hasnuddin university(Makassar 2010).p.17

before the reader reads the text, the reader must guess what is in the text.

### 3. Skimming

Skimming is a kind of speed reading to get or find text ideas quickly. It means that when the reader reads the text to find the main idea or general content, the reader only skims the text to get it without reading it word for word.

### 4. Scanning

Brown defines that the activity of the reader to find a specific information from the text without having to read the whole text. In other words, the reader only reads a certain part of the text in search of information. This can help the reader to get to the specific point without having to finish reading the text.

### 5. Identifying topics and main ideas

Mikuckey at Farrell proposed for students to practice several tasks to develop cognitive exercises, namely: identifying the topic of the text, getting the topic from the vocabulary list of the text, and recognizing the main idea of the text. That is, knowing the main idea and topic is very important in reading comprehension.

### 6. Use of Questions

According to Dreher and Gambrell in Guthrie, asking questions refers to students making self-initiated writing questions about reading before and after reading to help them understand the text and the topics in the text. This means that asking questions is an effective way to understand the content of the text you are reading.

## f. The Definition of Scanning Strategies

Scanning is a strategy to find certain information without reading the entire text. This scanning strategy is very helpful for readers to find information, it will not waste time for readers to find information or answers from a text. According to Brown,

defines scanning as a good reading strategy, he defines scanning as a reading strategy to find certain information without having to read the whole text.<sup>36</sup> that way the reader will not waste a lot of their time looking for answers to several questions in a reading text. This is necessary when readers have a time limit, so that they only seek certain information from the text without reading the entire text. according to Day and Bamford, they state that scanning is a process of investigation, or systematic examination.<sup>37</sup> In rescue and search operations scanning visually searches the search area for accident indication signals using a systematic eye movement pattern. Richard stated that scanning is a type of speed reading technique that is used when the reader wants to. to be able to find certain pieces of information without having to understand the text being read and the reader can study the text in more detail.<sup>38</sup> Scanning can quickly cover a lot of material to find the location of certain information or facts. scanning is very useful for finding specific dates, names, statistics, or facts without having to read the entire text. In scanning the reader must be willing to skip most of reading the text or understanding the text. Furthermore, choosing the right and effective reading strategy will help students become successful readers and also be able to answer questions correctly and quickly. because scanning is a reading strategy that can help students to solve difficulties while reading. Students are not expected to read the entire text to find information, only to capture specific information from a text. This strategy can save time and is also efficient. save as little time as possible for them to answer the question. efficient because with scanning they don't waste energy reading the entire text. kahoot is an application that has a certain time limit on each question to answer questions, so it really needs

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<sup>36</sup>Brown, Douglas, H. Teaching By Principles: An Interactive Approach to Language Pedagogy. Second Edition. New York: Addison Wesley Longman, Inc. Pearson Education Company(2001).p.116

<sup>37</sup>Day and Bamford, Extensive Reading in the Second Language Classroom, (Britain:Cambridge University Press, 1998), p. 64

<sup>38</sup>Richard, W. Teaching Foreign Language Skills, Chicago: The University of Chicago Press, (1968).p.86

a scanning strategy to help students answer questions without reading the entire text. Explanation text is also a long text and it can take a while to find an answer. with scanning strategies students can quickly answer text explanation questions easily in the Kahoot application without running out of time for each question.

#### **g. Procedur of Scanning Strategies**

##### **Pre-activity**

Pre-activities were conducted in a class as follow:

- 1) Teacher greets the students.
- 2) Teacher checks student's attendance.
- 3) Teacher explains about material, application and what scanning technique is.

##### **While-activity**

While-activities were conducted in a class as follow:

- 1) The teacher explains to the students the purpose of reading (to know the contents of the text). Then, the teacher asks students to make several lists of information containing names, places, and times.
- 2) The teacher distributes the explanation text using the paper.
- 3) The teacher asks students to read the text by scanning technique. That is, students move their eyes quickly in an S or Zigzag pattern. When they read the text, the teacher asks the students to find certain information by title or subtitle.
- 4) After the students finished reading the text, the teacher distributed some questions related to the text using the kahoot application.
- 5) The teacher gives time for students to answer questions.



- 6) The teacher and students discuss the answers to the questions together.
- 7) The teacher distributes questions using the kahoot application which contains questions such as main ideas, specific information, and acts as a second task and gives time for students to understand these questions.
- 8) students read stories/texts using scanning techniques, the teacher asks/reminds students to make notes of important information.
- 9) The teacher gives time for students to answer questions.
- 10) The teacher asks students to immediately complete the second task.
- 11) The teacher provides feedback based on student assignments.

### **Post-activity**

post-activities were conducted in a class as follow:

- 1) Teacher reflects on the lesson that they learned.
- 2) The teacher closes the meeting

### **h. The Definition of Explanation Text**

Explanation text is a text that contains explanations about social, culture, and nature that are explained correctly and clearly. The main purpose of reading this text is to find out how something works and why something happens. According to Hasibuan & M. Ansyari explanation text is a text that explains how something happened and why something happened.<sup>39</sup> it means that in studying this text students must describe something that

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<sup>39</sup>Hasibuan & M. Ansyari, *Pengajaran Bahasa Inggris sebagai Bahasa Asing (TEFL)*.Pekanbaru: Alaf Riau Graham UNRI Press (2007) hal.24

happened and why it happened such as explaining the natural disaster that occurred and why the disaster occurred. Anderson's opinion states that the type of explanatory text tells how or why something happened.<sup>40</sup> In this text the process of events is described sequentially according to the information obtained.

According to Blake, it is a text which states that a phenomenon exists and explains why or how it occurs.<sup>41</sup> the same definition is also explained in the school textbooks of the English national curriculum as a non-fiction narrative used to describe natural, social, and scientific phenomena that are formed<sup>42</sup>. Explanation text is a type of text created to provide information to readers about the process behind the formation of a phenomenon. The purpose of explanation text is to describe and explore how something happened and why it happened. According to Hidayah, the purpose of explanation is used to tell how or why something happened which consists of phenomena identification and explanation sequences.<sup>43</sup> Based on the description above, the author can explain that an explanation text is a text that explains why and how an event occurs without involving humans and the purpose of this text is also to describe every step that occurs and give reasons.

### **i. Types of Explanation Text**

According to Kemendikbud (2017, p. 100) there are two types of explanation text that learn by the students<sup>44</sup>, as follow:

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<sup>40</sup>Anderson, K. And Anderson, M, Text Types In English 1. Macmilan Education Australia (Australia 2008).p.46

<sup>41</sup>Blake, Explanation Texts Structure and Features of Explanation Texts, (Education Fully Reproducible,2011).p.62

<sup>42</sup>Mahrugh Bashir, Bahasa Inggris: SMA/MA/SMK/MAK kelas XI, (Jakarta: Pusat Kurikulum dan Perbukuan,2017).p.101

<sup>43</sup>Hidayah, Using Metacognitive Strategies in Teaching Listening to Explanation writing text. (Antasari State Institute for Islamic Studies, Banjarmasin 2014).p.44

<sup>44</sup>Kemendikbud, Model Pengembangan RPP. DirektoratJenderal Pendidikan Dasar dan SekolahMenengah, Jakarta(2017, p. 100)

1. Sequential explanations such as “descriptive explanations of natural and non-natural phenomena, such as the life cycle of plants and the way chemicals are made”.
2. Cause and Effect explanation is an "explanatory text that connects" cause and effect in explaining how and why an event occurs, because of the example of a volcano"

### **i. Generic Structure of Explanation Text**

Before writing an explanatory text, there is a way that we must know what the generic structure of the text is and the linguistic elements of the text because both are part of the concept of writing an explanatory text. The general structure of the explanation is as follows:

1. Orientation is a statement about what something will be explained. In this section the author should be introduced to the topic to be explained.
2. Explanation sequen, In this section the author must explain about the selected topics in sequence.
3. Concluding statemen, in the last section the author must put all the available information about the chosen topic.

### **a. The Definition of Kahoot Application**

Johan Brand, Jamie Brooker and Morten Versvik are the founders of the Kahoot application they collaborated with Professor Alf Inge Wang, In a project with the Norwegian University of Technology and Science, Kahoot was launched in September 2013. Kahoot is a game-based learning application from digital learning media. kahoot is one of the applications that emerged in the era of the industrial revolution 4.0 as a response to the times that are technology-based and all practical, but have positive implications because they are used in the process of forming a constructive learning design. This kahoot application can be used during learning because it is known to be very user-

friendly for teachers and students. Kahoot can also make students feel happy and focused because they can learn while playing in class. There are multiple choice questions that can be a student response system in the classroom. According to Zaky Farid Luthfi and Atri Walidi, the Kahoot application is an online game developed to answer all challenges in the learning process, because Kahoot is an educative online page because it provides features that can be used as leaning media<sup>45</sup>.Kahoot has a goal to help students and teachers in teaching and learning activities in the classroom, according to Wang and Tahir explaining that kahoot is a game that has three goals, namely, kahoot increases student involvement in learning, as motivation, fun, and helps. This means that students can be more active in the learning process such as asking questions, and giving suggestions. According Ratnasari,Nurhidayat, kahoot game is one of the improvements in learning technology and it also assists and encourages students to participate in the comprehension of the material<sup>46</sup>.students concentrate to improve student learning processes<sup>47</sup> in the classroom. kahoot game is able to teach student skills and improve student skills.

Kahoot can be run using a cell phone, laptop, notebook, or other device that can access the internet. Teachers can create multiple choice quizzes presented by Kahoot with a game-based format for students. This quiz can have four answer choices, and can be a question that contains multimedia content such as videos and images. In addition, the teacher can give time for students to answer each question. According to Fathan&Syafii said that, Kahoot is a free game based learning platform for great teachers,

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<sup>45</sup>ZakyFaridLuthfi,AtriWalidi.“EfektifitasPenggunaanKahootUntukMeningkatkanHasilBelajarSiswa” Pedagogia :JurnalPendidikan, Vol.8 (1), (2019), ISSN 2089 3833.

<sup>46</sup> Ratnasari,Nurhidayat.”Kahoot! a digital game for leaning.International Journal of Technology and Distance Learning(2015).12(4),49-52

<sup>47</sup> Wang and Tahir.”The Effect of using Kahoot for Learning-A Literature Review. Computers and Education,149, 1-22

class superheroes and all students. <sup>48</sup>Kahoot also provides two different addresses, kahoot.com can be used for teachers, while kahoot.it can be used for students. teachers and students can learn while playing games, in this application of course this does not make students feel bored, and less focused when learning, especially in reading comprehension of English in Explanation text. In this case, Kahoot can be used to create interesting quizzes and surveys in teaching reading comprehension, so teachers can make learning more interesting and fun in the classroom. according to Lona explained that kahoot has four types of questions or assignments, <sup>49</sup> namely:

### 1. Discussion

It is designed to make it easier for students to make related conversations about pictures or videos. However, the audience should be used to gather opinions on the latest topics. This activity has limited time to answer and no points are involved. and the results of the activities will be shown or displayed as the basis for their discussion.

### 2. Survey

These survey are similar to traditional survey but the questions are given in real-time and answered by their own device. The number of questions in this survey is not limited to pictures or videos related to the questions, and there are also several multiple-choice answers that are neither true nor false.

### 3. Quiz

In the quiz the number of questions is also not limited to videos or pictures related to the questions, has three or four answers in multiple choice but must have one correct answer in it to choose from, and has limited time to answer each question that can be done individually. created or set for five seconds to two minutes.

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<sup>48</sup>Fathan&SyafiiKahoot! Team. (2018). Getting Started With Kahoot!. (2nd ed).

<sup>49</sup>Iona, J.Kahoot. The School Librarian, (2017)65(2), 84. <https://eprints.mdx.ac.uk/22040/1/Kahoot.pdf>

#### 4. Jumble

it is used to ask questions about progressive or chronological order, as it is a sorting version of the kahoot quiz that can get viewers to put things in good order.

Furthermore, Singer stated Kahoot is easy to use in a game-like format and is gaining popularity across the country.<sup>50</sup> Kahoot uses educational trends to increase popularity. and relying on student interest or student and teacher involvement to keep the game's popularity spreading. Based on the above definition, the researcher concludes that kahoot is an online game that can be used for classroom learning, kahoot can help teachers and students make the atmosphere exciting during lessons. students will not feel bored, or lose focus when learning and the teacher will be more enthusiastic in teaching.

#### b. Step of Using Kahoot

Here are the simple steps of creating and using Kahoot! in the classroom :<sup>51</sup>

1. Open Kahoot website: kahoot.com and sign up to get an account or click login if you already have an account, then teachers can create and share the quiz, meanwhile students can access kahoot.it to take quizzes.



Figure 2.1 The Display of Kahoot to Create Account

(source <https://kahoot.com/>)

<sup>50</sup> Singer, H. (2017). Perceptions of Students for Gamification Approach: Kahoot as a Case Study. Istanbul Aydın University, Istanbul, Turkey.

<sup>51</sup> Kahoot! Team, "Getting Started with Kahoot!", 2016 Accessed in May 23rd 2019. Retrieved from Kahoot.com: 16.

- Then after getting access to the account and the quiz has been completed by the teacher, click or select the part to be played

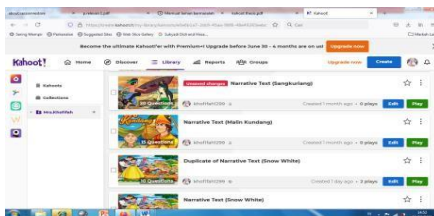


Figure 2.2 The Display of Kahoot to Create Account

(source <https://kahoot.com/>)

- Choose the title of the game you want to play then click play, and choose how to play kahoot for assignments or direct teaching in the classroom with monitoring.



Figure 2.3 The Display of Kahoot to Create Account

(source <http://kahoot.com/>)

- After selecting how to play on kahoot, a game PIN will appear for students to access from the teacher's device.



Figure 2.4 The Display of Kahoot to Create Account

(source <http://kahoot.com/>)

5. All students must access kahoot.it and enter the game PIN



Figure 2.5 The Display of Kahoot to Create Account

(source <http://kahoot.com/>)

6. after that, enter or type a nickname then click Ok, go and the game is ready to be played.



Figure 2.6 The Display of Kahoot to Create Account

(source <http://kahoot.com/>)

### c. Advantages of Kahoot

The advantages of using Kahoot Games Application are as follows :<sup>52</sup>

1. Free

Makingkahoot, playing kahoot, or sharing kahoot does not have to think about the costs that must be incurred because kahoot is free, so teachers and students can use this application at any time.

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<sup>52</sup> Grace Nathania Clara Sabandar, "Kahoot!: Bring the Fun into the Classroom", Indonesian Journal of Informatics Education, Vol. 2, No. 2, (December, 2018), 129.



2. The application easily fits to a wide range of learning environments.

Kahoot can be done at home not only in class, which means teachers can give assignments to students through kahoot.

3. Kahoot provides a fun and definitely challenging way to engage the modern learner with learning
4. The quiz game can be done not only individually but also in teams.

#### **d. Disadvantages of Kahoot**

The disadvantages are „Kahoot“ requires:<sup>53</sup>

1. Internet Connection.

users of this kahoot application must have a good internet connection, because if the internet connection is bad, the application does not run properly.

2. There are limits of character use for the questions however, we can take a long screenshot of the question and then post it instead.

#### **e. Teaching Reading by Using Kahoot**

Kahoot is a game media that can help teachers and students in the teaching and learning process in the classroom. To get students' attention in learning that has many words but only a few pictures, the teacher must have media to encourage them. Wells argues that games, in the process of teaching and learning language subjects in particular, can provide dramatic changes in task behavior, and content understanding. In the process of teaching and learning to read, there are obstacles that make students and teachers have difficulty in

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<sup>53</sup> *Ibid*, p.132-133.

understanding English texts. Moreover, many teachers do not apply effective and efficient reading teaching strategies, making it difficult for students to understand reading texts and also students having difficulty answering reading comprehension questions. By using kahoot in English lessons, especially in reading comprehension, the teacher can create a new learning atmosphere in the classroom by making multiple choice quizzes for students or asking students to make surveys. according Dimas Wibisono it was found that the students' Reading comprehension test scores were higher when they were taught using Kahoot on the learning process and their learning attitudes which cognitive, psychomotor and affective showed some significant positive effects<sup>54</sup>. that means the kahoot application is highly recommended for use in the learning process of teaching English reading comprehension. Furthermore, before the teacher gives questions through kahoot the teacher can explain the material to be studied in class such as explaining the explanation text material and strategies to answer questions that will be given by the teacher. As a learning medium, Kahoot is suitable for teaching English with three features, namely quizzes, surveys, and discussions. This can be used for assessment, ice breaking, and a tool to stimulate students to discuss with their group mates. teachers are also free to use the modes in kahoot to teach in the classroom, such as in teaching speaking discussions and surveys can be used, while quizzes can be used to teach grammar, reading comprehension, and linguistics.

**f. The Steps of Teaching Reading using Kahoot (Experimental Class)**

1. The teacher shows about kahoot using a proyektor.
2. The teacher click start for quizz in kahoot.

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<sup>54</sup> Dimas Wibisono, "The Effect of Kahoot in Teaching Reading to tenth Grade Students". Catholic University Surabaya.(2019)

3. Then, teacher share the pin to enter kahoot with students.
4. The students can use the pin to kahoot.
5. After that, the teacher shows the question to students, in kahoot view there are time to do question, the question, and workmanship numbers.
6. The students read question first.
7. Then teacher shows about Text explanation in kahoot and teacher give time for students to read.
8. The students can read the text by scanning strategy and after read the text by scanning strategy students can choses the answer in their cellphone.
9. so, when time is over in kahoot students can not to answer for question and the answer correct kahoot will appear.
10. The Students can see their answer correct or not in the view kahoot.
11. And the last the teacher and students discuss the answer to question together before moving on to another question.

**g. The Steps of Taeching Reading using Textbook (Control Class)**

1. The teacher distributes explanation text on paper
2. The teacher instructs students to read and find certain information from explanation texts with a scanning strategy
3. Students are given time to read the text with a scanning strategy
4. After students have finished reading the teacher gives a little discussion about the text that students have

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