

**THE IMPLEMENTATION OF KAHOOT!
TO IMPROVE READING COMPREHENSION AT MAN 1 JEMBER**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
to fulfill one of requirements for Bachelor Degree (S.Pd.)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language Education Program of English Education



ANGGI AYUNING ARISANDI

SRN 201101060022

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JEMBER

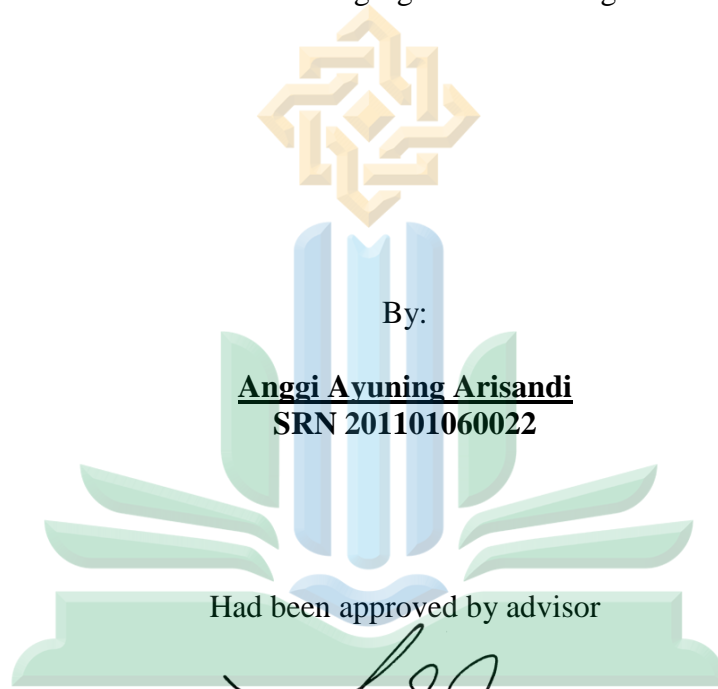
**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
EDUCATION AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION PROGRAM**

2024

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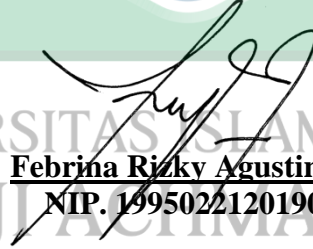
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By:

Anggi Ayuning Arisandi
SRN 201101060022

Had been approved by advisor


Febrina Rizky Agustina, M.Pd.
NIP. 199502212019032011

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It has been examined and approved by the board of examiners
in fulfilments of the requirements for the bachelor degree of education (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

Day: Tuesday
Date: November 5th, 2024

The Board of Examiners

Chairman

Secretary



Dewi Nurul Qomariyah, S.S, M.Pd
NIP. 197901272007102003



Zahratul Maujudatul Mufidah, M.Pd
NIP. 199201222019032009

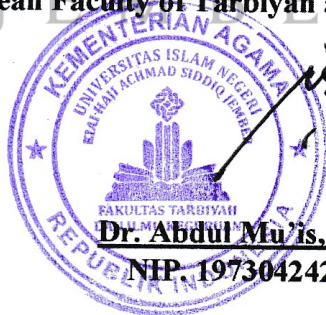
Members:

1. Dr. Ninuk Indrayani, M.Pd

2. Febrina Rizky Agustina, M.Pd

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Approved by,
Dean Faculty of Tarbiyah and Teacher Training



Dr. Abdul Mu'is, S.Ag., M.Si.
NIP. 19730424200031005

MOTTO

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ "

“Whoever embarks on a path to seek knowledge, Allah will make easy for him the path to Paradise.”

(H.R.Muslim: 2699)¹



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¹Islamic religious portal, <https://ilmuislam.id/hadits/26700/hadits-muslim-nomor-2699> 2024

DEDICATION

Praise and thanks be given to the presence of Allah SWT for all His bounties, so that this writing can be completed well and accurately. With pride, this work, the author presents to:

To my first love, my beloved father, Jamhari. He is only a junior high school graduate, but he was able to educate his only daughter (the writer), providing endless motivation, so that this writer was able to complete his studies to this point, as he wanted, thank you my love.

For the gate of heaven, my mother Mei Yuswaningsih who gave birth to me and raised me, until now, who never tires and gets bored in working hard and praying for the good of my future, even though we often fight because our thoughts are not in line, but she is the mother who is always there in every process of mine and your prayers always accompany me, only Allah can repay all your kindness.

My beloved sister's Amanda Dwi Cahya Ning Wulandari and Azralia Zahiradina who has given motivation, support and enthusiasm to the author, my sister are also my main goal to complete this thesis, because they are my responsibility to educate and take care of my sister, thank you for your support and enthusiasm for my success.

To myself. Anggi Ayuning Arisandi. Thank you for surviving this far. Thank you for choosing to keep trying and celebrating yourself up to this point, even though you often feel hopeless about what you are trying and have not succeeded, but thank you for still being a human being who always wants to try

and never gets tired of trying, thank you for deciding not to give up this year. No matter how difficult the process of writing this thesis is, you have completed it as well and as optimally as possible, this is an achievement that should be celebrated for yourself. Whatever your shortcomings and advantages, let's celebrate yourself.



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In the name of God Allah, the most gracious and the most merciful, praise to Allah, the lord of the world. Gratitude and praise to Allah, because of his guides, the researcher can finish this thesis well. Sholawat and salam may praise to our prophet SAW, who has guide us from the darkness into the lightness. At this part, the writer would like to express her gratitude and appreciate to some people who help, contribute, and encourage to the researcher in the process of this research:

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Jember, 18 of Oct 2024

Anggi Ayuning Arisandi
201101060022

ABSTRACT

Anggi Ayuning Arisandi, 2024: “The implementation of Kahoot! To improve reading comprehension at MAN 1 Jember”

Keywords: Kahoot!, Reading comprehension

Comprehension is an important aspect of the reading process understanding is a person's capacity to understand the meaning or notion of what they have read. However there are still many students who have difficulty, as the demands for critical thinking and analytical skills increase. This also happened in MAN 1 JEMBER, according to the results of observations and interviews in the preliminary study, students experienced difficulties due to their lack of vocabulary learning and the lack of understanding of subtle meanings in sentences and words. So they find it difficult to read English text in reading comprehension. In addition, the above-mentioned issues are partly caused by their lack of interest in reading lessons.

The research questions of the study are: “how does the English teacher at MAN 1 Jember utilize Kahoot! in teaching reading?” then “how does the use of Kahoot! influence the reading comprehension of students at MAN 1 Jember?” and “what are the challenges and supporting factors faced by the English teacher at MAN 1 Jember when using Kahoot in teaching reading?”. Therefore, the research objectives are to know how the English teacher at MAN 1 Jember utilizes the Kahoot! media in the reading teaching process, then to know whether there was a significant influence of using Kahoot! media towards students' reading comprehension on explanation text and to know the challenges and supporting factors faced by the English teacher at MAN 1 Jember when using Kahoot! in teaching reading.

The research applied qualitative research. The researcher's method of choice for this study is descriptive research. The research work observations and interviews with the teacher in the class. The researcher conducted this research in the 10th grade of MAN 1 Jember. The main data for the research was obtained by using interviews with the teacher and the students, questionnaires to the students and observations of the teacher and documentation to take field notes, video, etc.

Based on the research findings, it can be concluded: the utilization of Kahoot! in the reading comprehension ability of MAN 1 Jember students. Teachers have effectively utilized this interactive platform to review materials, conduct quizzes that assess student comprehension, administer pre-tests to gauge prior knowledge, and assessment tools to evaluate reading comprehension scores in understanding reading comprehension. The influence of Kahoot! on the ability to teach reading comprehension of students at MAN 1 Jember, the researcher has conducted regarding the application of Kahoot! media for students from 5 aspects of the Nuttal theory. The challenges and supporting factors faced by the English teacher at MAN 1 Jember who used Kahoot! in reading lessons, it was explained that the challenges encountered by both the teacher and students included unstable internet connections, the limited time to answer questions, which was too fast for all questions to be answered, and technical problems in Kahoot! that caused students to suddenly log out of their accounts, leading to mistakes when pressing the wrong buttons. The supporting factors for using Kahoot! were its easy and free access, the availability of a large question bank, and its engaging features.

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CHAPTER I

INTRODUCTION

The first chapter examines the justification of the reason for conducting this study, the research problems, and its objectives. In addition, it presents the importance of the study, its context and boundaries, and even the definitions of terms.

A. Research Background

In today's world, technology has an impact on almost every element of life, including education. Technology has been employed as an integral component of the teaching and learning process both inside and outside of the classroom. It has also been utilized to help build and increase learning.² Numerous educators consider computer technology to be an indispensable component in delivering an education of exceptional quality.³ Furthermore, technology offers learners a world of learning experiences and teaching resources, which can inspire and motivate them to acquire a new language.⁴ Moreover, technology has the potential to foster an environment conducive to learning that is focused on enhancing learners' motivation.⁵ In essence, the integration of technology into English as a foreign language instruction fosters

² Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson, 2007).

³ Binnur Gençler, "How does Technology Affect Language Learning Process at an Early Age?," *Procedia - Social and Behavioral Sciences*, 199, 2015.

⁴ Diane Larsen-Freeman and Marti Anderson, *Techniques & Principles in Language Teaching*, (Oxford: OUP, 2011).

⁵ Abbas Pourhosein Gilakjani, "A Review of The Literature on The Integration of Technology Into The Learning and Teaching of English Language Skills," *International Journal of English Linguistics*, 7(5), 2017.

an environment conducive to learning, success, and motivation, which are of great benefit to both instructors and learners.

Technology plays a significant role in facilitating the learning experience and providing instructional resources for both students and instructors. The implementation of technology has significantly transformed the English teaching method, thereby presenting numerous possibilities for creating an engaging learning environment.⁶ Since the chalk-and-talk method is inadequate for teaching English effectively, fundamental changes have occurred in classrooms beyond instructional approaches.⁷ Moreover, technology integration has been shown to be more effective than lecture-based classes.⁸ By incorporating technology into the process of acquiring a language, it becomes much simpler to achieve proficiency in all language functions, including reading, writing, listening, and speaking one of the most important skills of English is reading.

Despite the proliferation of technology in educational settings, it has not led to an increase in students' reading literacy.⁹ While digital tools and resources offer unprecedented access to information and learning materials, they often fail to engage students deeply or promote critical reading skills. Instead, students might become more inclined to skim content superficially or

⁶ Chirag Patel, "Use of Multimedia Technology in Teaching and Learning Communication Skills: An Analysis," *International Journal of Advancements in Research & Technology*, 2(7), 2013.

⁷ R.S.A Susikaran, "The Use of Multimedia in English Language Teaching," *Journal of Technology for ELT*, 3(2), 2013.

⁸ Md. Abu Raihan and S. Lock, "Technology Integration for Meaningful Learning-The Constructivist View," *Bangladesh Educational Journal*, 11(1), 2010.

⁹ Andrea Norman, "Educational technology for reading instruction in developing countries: A systematic literature review. *Review of Education*, 11(3), 2023.

rely on summaries, rather than developing the sustained attention and comprehension required for thorough reading. Consequently, the anticipated improvement in reading literacy due to technological advancements has not materialized, highlighting the need for more effective integration strategies that truly enhance students' reading comprehension.¹⁰

Reading can be a complex task that requires readers to overcome various challenges. These challenges include comprehending information from the text, identifying the main ideas, answering text-related questions, summarizing the content, and understanding the implicit meaning conveyed by the written symbols.¹¹ Reading enables students to acquire many forms of information, communication, and ideas, thereby enhancing their language proficiency and knowledge. Language competency and reading skills rely on linguistic skills and information, while reading specifically promotes cognitive-linguistic skills.¹² Reading literacy comprehension is a multifaceted activity that enhances cognitive-linguistic skills by expanding vocabulary, improving syntax and grammar understanding, reinforcing phonological awareness, and developing critical thinking and metacognitive abilities. It also strengthens memory, attention, narrative skills, and emotional intelligence. By engaging with text, individuals not only become more proficient readers but

¹⁰ Justin Reich, *Failure to disrupt: Why technology alone can't transform education*. (Harvard: Harvard University Press, 2020).

¹¹ Sam Mukhtar Chaniago et al, "Teaching Problems in Language Skills at Indonesian Schools," *Malay Language Education Journal*, 1, 2011.

¹² E. Pretorius, "Reading and The Unisa Student: Is Academic Performance Related to Reading Ability," *Progressio*, 22(2), 2000.

also develop the cognitive and linguistic tools necessary for effective communication and intellectual growth.

Reading competence is typically followed by new word knowledge via comprehension-focused reading skill. Reading is an essential skill for academic performance in high school.¹³ Incorporating reading literacy into the high school curriculum under the "Kurikulum Merdeka" involves aligning reading activities with the curriculum's competencies (CP, or Learning Competencies) and learning outcomes (ATP, or Learning Objectives Pathway). This can be achieved by embedding reading tasks within various subjects, ensuring they meet the CP and ATP requirements.¹⁴ For instance, literature classes can include diverse genres to enhance comprehension and critical analysis skills, while subjects like history and science can incorporate reading assignments that encourage students to engage with texts deeply, developing their ability to interpret and critique sources. By integrating reading literacy into the curriculum this way, educators can foster a more holistic development of students' reading skills, ensuring they not only meet academic standards but also become lifelong learners.

Even though most students recognize the importance of reading, some of them still consider it a boring activity, particularly when they believe it is difficult for them to understand the content of the text. Furthermore, their

¹³ Sinuraya, Situmorang, Sihombing, Gultom, and Rambe, The Effect of Gist Strategy on Students' Achievement in Reading Comprehension. *Journal of English Language and Education*, 6(2), 169-181, 2021.

¹⁴ M. Zaenal Abidin and Malisa, Implementing Kurikulum Merdeka (The Independent Curriculum) In The Teaching Of English In Indonesia: A Critical Literature Review. *IRecall Journal*, 1(02), 2023.

inability to link textual material with prior knowledge has an impact on their reading abilities. As a result, teachers are expected to use the right approach or strategy to improve students' reading skills and assist them in fully comprehending.

Regrettably, learners encounter certain challenges when it comes to acquiring reading skills in the English language. They possess insufficient linguistic proficiency and a limited lexicon, resulting in a deficiency in vocabulary, reading comprehension tactics, and overall reading abilities. Additionally, they exhibit a lack of enthusiasm, engagement, and motivation in reading.¹⁵ Such events also occurred during the research's observation, the students had a lot of difficulty in reading, especially in the aspect of pronunciation and very limited vocabulary. They do not understand the content of the texts they are reading, so it can hinder their comprehension.

According to Nuttall, there are five key aspects of reading that students must grasp to effectively comprehend a text.¹⁶ These aspects are determining the main idea, finding specific information, understanding references, making inferences, and grasping vocabulary. Determining the main idea involves identifying the primary point or central theme of the text, helping readers understand the author's primary message. Finding specific information requires locating particular details or facts within the text by scanning for keywords or phrases. Understanding references entails recognizing pronouns

¹⁵ Chuzaimah Dahlan Diem, "3-Ls: A Model for Teaching Young Learners," *TEFLIN Journal*, 22(2), 2011.

¹⁶ Nuttall, *Teaching reading skill in foreign language*. (London: Heineman Educational Books, 1982).

and other referencing words and knowing what they refer to within the context of the text. Making inferences involves reading between the lines and drawing logical conclusions based on the given information, understanding implied meanings. Lastly, a good grasp of vocabulary is essential, as it involves understanding the meaning of words and phrases within the context of the text, which aids in comprehending the overall message. By mastering these five aspects, students can enhance their ability to understand and interpret texts more thoroughly.¹⁷

Such events also occurred during observations preliminary interviews conducted by the author to a teacher and students at MAN 1 Jember, it was found that there several factors that cause the low level of students' reading comprehension. First, students tend to rely on digital translation tool they tend to use the "see translation" feature on social media platforms and the internet as a shortcut in understanding English texts. The impact was the hindrance of vocabulary learning and the lack of understanding of subtle meanings in sentences and words. Secondly, students lacked of motivation to read English texts. They were more likely to read English texts only when required in school assignments, not out of personal interest. In addition, there were distractions that complicate the learning process such as holidays and activities outside the learning material. These distractions impeded the flow of learning and resulted in delays in curriculum completion. Aside from this problem, there was also a lack of integration between teaching techniques and

¹⁷ Christine Nuttall, *Teaching reading skills in a foreign language*. (London: Richard Clay Ltd, 1982).

technology. As MAN 1 Jember students, they were already accustomed to some technological tools, but teachers had to resort to conventional teaching strategies, leading to a boring and unappealing learning experience. Many schools still use traditional methods where the source of knowledge is solely dependent on the teacher's approach. Therefore, while the teacher were highly skilled in traditional teaching methods, they found themselves struggling to integrate technology into their lessons.¹⁸ Despite attending several professional development workshops, the teachers felt overwhelmed by the variety of digital tools available and were unsure how to choose the right ones for their students. For these reasons, the teachers are interested in employing modern technology as a teaching tool. Kahoot! is one of the most popular educational technologies for enhancing learning, particularly in reading.

One of the technological breakthroughs that can be employed in this study to improve students' reading skills is the Kahoot! media. Kahoot! is one of the top 100 new applications to use in the classroom, ranking 36th on the list of apps related to educational trends. Kahoot! is a game-based way to combine education that includes questions on specific topics and allows users to create and build their own questions based on the relevant themes. Kahoot! is also beneficial to educational trends such as gamification and student engagement.¹⁹ It can also encourage and activate students' learning by testing their knowledge, reinforcing key concepts, and assisting them in

¹⁸ Heather Staker and Michael B. Horn, *Classifying K-12 Blended Learning*, (Innosight Institute: Public Impact, 2012).

¹⁹ Kathryn Elizabeth Ciaramella, *The Effects of Kahoot! on Vocabulary Acquisition and Retention of Students with Learning Disabilities and Impairments*, (Doctoral Other Health Dissertation, Rowan University, 2017).

information retention.²⁰ It is an alternate choice among a number of interactive learning media that makes the learning process enjoyable and not dull for both students and teachers, as a competitive climate forms in the classroom when teachers use it. The students should keep the experience in mind as they study while playing. In other words, Kahoot! can be used as one of the media to engage students' attention to reading texts with a large number of words but only a few visuals.

Numerous research works have examined the application of Kahoot! in education. First, Setiawan demonstrated how Kahoot! improved the efficiency of teaching reading to students in the tenth grade.²¹ Second, it was verified by Marsa, Kuspiyah, and Agustina that Kahoot! improved students' reading achievement.²² Third, Kahoot! emerged as a substitute medium that may pique students' interest in teaching reading comprehension, according to Korkmaz and Oz.²³ Fourth, Manurung attested to the fact that Kahoot! improved vocabulary instruction, which in turn improved students' English proficiency. If Kahoot! is supported by a reliable network and device, it can result in positive improvements for both teachers and students.²⁴ In the end, Kahoot! will introduce a fresh perspective on creative media as an educational

²⁰ Michelle Maxom, *Teaching English as a Foreign Language for Dummies*, West Sussex: John Wiley & Sons, Ltd, 2009).

²¹ Setiawan, M.F, The Effectiveness of Using Kahoot! as a Media to Improve Students' Reading Comprehension in Narrative Text. *RETAIN*, 8(3), 115-121, 2020.

²² Marsa, S.S., Kuspiyah, H.R., & Agustina, E, The Effect of Kahoot! Game to Teaching Reading Comprehension Achievement. *Journal of English teaching*, 7(2), 133-149, 2021.

²³ Korkmaz, S., and Öz, H, Using Kahoot! to improve reading comprehension of English as a foreign language learner. *International Online Journal of Education and Teaching*, 8(2), 1138-1150, 2021.

²⁴ Manurung, J. E, Implementation of Kahoot! online and Google Form toward students' vocabulary comprehension enhancement. *DIDASCEIN: Journal of English Education* 2(1), 1-11, 2021.

tool. In this research, the researcher will choose tenth grade of MAN 1 Jember.

The researcher likely chose tenth-grade students at MAN 1 Jember due to the specific challenge of reading comprehension faced by students at this educational level. Tenth grade is a critical juncture in academic development, where students are expected to engage with more complex texts and concepts across various subjects. However, it's common for students to encounter difficulties in reading comprehension at this stage, as the demands for critical thinking and analytical skills increase. By focusing on tenth grade, the researcher can target a group of students who are grappling with these challenges and assess the effectiveness of using Kahoot! as an intervention to improve their reading comprehension skills. This targeted approach allows for a more focused investigation into the impact of Kahoot! on addressing the specific needs of students in overcoming reading comprehension difficulties at this crucial stage of their academic journey. Based on the reason above, this study was entitled "The Implementation of Kahoot! to Improve Reading Comprehension at MAN 1 Jember".

B. Focus of the Research

The researcher determines the following research question due to the research background:

1. How does the English teacher at MAN 1 Jember utilize Kahoot! in teaching reading?
2. How does the use of Kahoot! perception the reading comprehension of

students at MAN 1 Jember?

3. What are the challenges and supporting factors faced by the English teacher at MAN I Jember when using Kahoot! in teaching reading?

C. Research Objective

Following by the research focus and a review of other studies, the following studygoals were established;

1. To know how the English teacher at MAN 1 Jember utilize the Kahoot! media in the reading teaching process
2. To know whether there was significant perception of using Kahoot! media towards students reading comprehension
3. To know the challenges and supporting factors faced by the English teacher at MAN 1 Jember when using Kahoot! in teaching reading

D. Research Significances

The researcher considers that this research will be beneficial for:

1. Empirical Significance

This study could utilize the use of Kahoot! learning media in the classroom. The research clarifies the use of quizzes-based Kahoot! to determine student's reading skill, Researcher used the Kahoot! in this study.

2. Practical Significance

a. For English Teacher

This study could provide clarity and guidance for educators because from this research can inform teaching practice by identifying

specific tasks or techniques that are most beneficial for students. This helped teachers practice more targeted and evidence-based teaching methods in secondary education that teachers can apply in the classroom.

E. Definition of Key Terms

1. Reading comprehension

Reading Comprehension is the capacity to understand, interpret, and construct meaning from written text. In the context of this research, the level of reading comprehension class of 10 is literal and inferential comprehension, based on the 10 grade of senior high school syllabus in the Curriculum 2013. According to Nuttall, there are five key aspects of reading that students must grasp to effectively comprehend a text. In addition, the aspects that will be assessed in the research focus on identifying main ideas, finding specific information, and making inference and grasping vocabulary.

2. Kahoot!

Kahoot! is a game-based learning platform that allows users to create, play, and share interactive quizzes, surveys, and discussions. It is designed to be user-friendly and accessible, allowing teachers and students to engage in interactive learning experiences without the need for specialized hardware or software. Kahoot! media can be used to facilitate learning in various subjects, including English and reading, by incorporating game elements and principles into the learning process. In

this research Kahoot! is used in 10 grades of senior high school for teaching reading.



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CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter elaborates a review of existing literature for such topics and problems, as well as earlier studies that are relevant with this study

A. Previous Research

Some previous researcher who was relevant related to Kahoot! media and Reading Comprehension are:

1. Research conducted by Jenny Elvinna Manurung and Berti Artika Sari entitled "Enhancing Students' Reading Comprehension Through Kahoot! Application".²⁵ The study's findings indicate that Kahoot! can significantly impact English language instruction, particularly with regard to students' reading comprehension because of its numerous engaging aspects. In order to share and explain their subject, students need to be able to analyses texts well and learn the material accurately.

Additionally, this study shows that the pre-test score is superior to the post-test score.

2. Research conducted by Shella Sestina Marsa, Astuti Retno Caspian, and Eka Agustin with the title "The Effect of Kahoot! game to teaching Reading Comprehension Achievement"²⁶. The study's findings indicate that there is a substantial difference in reading comprehension

²⁵ Jenny Elvinna Manurung and Berti Artika Sari, "Enhancing Students' Reading Comprehension Through Kahoot! Application", Jurnal PAKAR (Pendidikan dan Pengajaran), 2023

²⁶ Shella Septina Marsa, journal of english teaching "The effect of Kahoot! game to teaching reading comprehension achievement", 7(2) june 2021

achievement between students who are taught to utilize traditional games and those who are taught to use Kahoot! games. The Kahoot! game is a great tool for teaching reading comprehension because it helps pupils become more at ease and comprehending during each session. Students can benefit from using Kahoot! as a teaching tool to improve their reading comprehension.

3. Research conducted by Putri Dismal Sari with the title "The use of Kahoot! media in teaching Reading"²⁷. The study's findings indicate that using Kahoot! to teach reading comprehension has improved student achievement because the teacher's provided material is engaging and imaginative, making the students' reading comprehension lessons feel less monotonous. in order to enhance learning outcomes.
4. Research conducted by Galina Sintija, Nenni Triana Sinaga, Sablan Tampubolon with the title "The Effect of Using Kahoot! Game in Teaching English to Improve Students' Reading Comprehension"²⁸. The results of this study indicate that 89% of students agree with Kahoot! Games are learning media that are easy to access and easy to use when learning English to improve students' reading comprehension, and 70% agree that Kahoot! Games are useful for students because they can help students explore English reading material delivered by lecturers.

²⁷ Putri Desmala Sari, "The use of kahoot! media in teaching Reading." (Thesis, UMSU Medan 2019

²⁸ Galina Sijinjak, Nenni Triana Sinaga, Sahlan Tampubolon, "The Effect of Using Kahoot! Game in Teaching English to Improve Students' Reading Comprehension", Media Jurnal Ilmiah Pendidikan, 2022

5. Research conducted by Ayu Aprilia Rochmawati, Sulistyaningsih, Lailatul Musyarofah, 2023, entitled "The Use of Kahoot! to Improve Students' Narrative Text Reading Comprehension"²⁹. The findings of this study support Dellos' assertion that the safe, engaging, competitive, and enjoyable environment generated by Kahoot! is beneficial not only for academic but also for psychological objectives. It also deals with the pupils' responses since the process of English learning in interviews. The students conveyed their positive responses.

Table 2.1
Similarities and Differences Previous Research

No.	Researcher and the title	Similarities	Differences
1	2	3	4
1	Jenny Elvinna Manurung and Berti Artika Sari, 2023, entitled "Enhancing Students' Reading Comprehension Through Kahoot! Application"	<ul style="list-style-type: none"> Both researchers have similarities in using the Kahoot! as a tool to enhance students' reading comprehension. 	<ul style="list-style-type: none"> The subject for this research was university student, while this research uses Senior High School student. The previous research use quantitative, while this research use qualitative.
2	Shella Sestina Marsa, Astuti Retno Caspian, and Eka Agustin, 2021, entitled "The Effect of Kahoot! game to teaching Reading Comprehension"	<ul style="list-style-type: none"> Both of researchers focus on increasing students reading comprehension achievement 	<ul style="list-style-type: none"> The subject for this research was university student, while this research uses Senior High School student.

²⁹ Ayu Aprilia Rochmawati¹, Sulistyaningsih², Lailatul Musyarofah, "The Use of Kahoot! to Improve Students' Narrative Text Reading Comprehension" IJEAL (International Journal of English and Applied Linguistics), 2023

	Achievement"		<ul style="list-style-type: none"> The previous research use mixed method quantitative and qualitative, while this research use only qualitative.
3	Putri Dismal Sari, 2019, entitled "The use of Kahoot! media in teaching Reading	<ul style="list-style-type: none"> Both researchers have similarities in using the Kahoot! as a tool to enhance students' reading comprehension. Both researchers use Senior High School students as the subject. 	<ul style="list-style-type: none"> The previous research use quantitative, while this research use qualitative.
4	Galina Sintija, Nenni Triana Sinaga, Sablan Tampubolon, 2022, entitled "The Effect of Using Kahoot! Game in Teaching English to Improve Students' Reading Comprehension"	<ul style="list-style-type: none"> Both researchers have similarities in using the Kahoot! as a tool to enhance students' reading comprehension. Both researchers use qualitative method. 	<ul style="list-style-type: none"> The subject for this research was university student, while this research uses Senior High School student.
5	Ayu Rochmawati, Sulistyaningsih, Lailatul Musyarofah, 2023, entitled "The Use of Kahoot!to Improve Students' Narrative Text Reading Comprehension"	<ul style="list-style-type: none"> Both researchers have similarities in using the Kahoot! as a tool to enhance students' reading comprehension. 	<ul style="list-style-type: none"> The subject for this research was university student, while this research uses Junior High School student. The previous research use quantitative, while this research use qualitative.

B. Theoretical Framework

1. The Definition of Reading

Reading is regarded as the primary skill in language acquisition among the four language skills. Reading plays a crucial role in students' attainment of success in English language acquisition.³⁰ For a student to acquire knowledge, they must possess the ability to comprehend written text.

Reading is the most useful ability for everyone because it allows us to discover messages or information. Reading skill is more significant than speaking and writing. In language courses, reading a language is one of the most significant abilities since it can assist a person acquire a new language. According to Carnie, reading is the process of extracting information from texts and interpretations. In other words, Carnie defined reading as the ability to gather information from text.³¹ According to Burns, reading is a method to share ideas, joys, sufferings, or other people's creative efforts.³²

Thus, being able to read can aid someone in making money, finding new locations, and averting calamity. Furthermore, reading is defined by Clark et al. as an active process that primarily involves cognitive interaction with print or comprehension monitoring to generate

³⁰ Jenna Cambria and John T. Guthrie, "Motivating and Engaging Students in Reading," *The NERA Journal*, 46 (1), 2010.

³¹ Carnie, "Instruction Reading", (Columbus Ohio: Meril Publishing Company 1990), p. 30.

³² Burns (et. al). *Teaching Reading in Today's Elementary School* (3nd edition), (New York: Longman 1994), p. 3

meaning, implying that the majority of the effort is done by the brain.³³ It is clear from Clark et al.'s perspective that reading is the process of deciphering meaning from the text. Reading indicates an attempt to comprehend the meaning contained in the text.

Students' mastering of reading abilities requires the application of several crucial learning concepts. Shepherd's reading principles, for example, state that: (1) Reading needs meaning for the learner; (2) Reading requires purpose and motivation (interests, needs); (3) Teachers must provide a wealth of background information for each reading assignment; and (4) Reading is an active process that requires active learners to learn to read. (5) The development of reading habits; (6) Understanding of key vocabulary and grammatical structures; (7) Practice reading through tasks is necessary; (8) A positive outlook is crucial for successful reading; (9) Every kid has a variable level of reading proficiency, and (10) reading is necessary 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.

Reading can be done for a variety of reasons. Some individuals read for enjoyment alone, others read for knowledge or study materials, while yet others read to determine a course of action. Naturally, reading a science book seems to vary from reading a novel. The reader's goal

³³ 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

dictates which comprehension techniques and how he chooses a text to read.

What readers take away from a text depends on what they bring to it—their purpose for reading and the perspectives they choose to apply. In Hennings' opinion.³⁴ 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.

2. The Definition of Comprehension

Comprehension is the relationship between the elements of reading skills, namely competence, reading techniques, and good understanding.³⁵ This means that it is reliant on numerous cognitive processes, such as word recognition, decoding, and knowledge. Understanding is unique to each individual; in fact, understanding is a skill and action rather than a unifying entity. Comprehension is also the reader's primary goal in learning about the substance or content contained in printed materials. If it is comprehended, it indicates that the reader has fulfilled the aim of reading.

3. The Definition of Reading Comprehension

Reading comprehension is an important aspect of the reading process; understanding is a person's capacity to understand the meaning or notion of what they have read. This ability is critical for students

³⁴ Dorothy Frant Hennings, "Reading with Meaning, (Edinburg: Education Limited 2003), p.2.

³⁵ Sukirah Kustaryo. "Reading Technique for College Students". (Jakarta: Publication Ltd 2000), P.67

because it allows them to absorb concepts offered in written or printed form, apply what they read, think about content, and read.

Comprehension is the process of understanding the meaning of written or spoken words.³⁶ It means that one can understand a meaning in written form or listen intently.

A reading exercise or activity in which the reader develops their comprehension of a text is called reading comprehension. to ensure that the reader not only reads fluently and accurately but also develops comprehension of the material in order to interpret it in his own words or perspective. This remark suggests that comprehension is the most crucial aspect of reading since it is the end aim of the activity.

According to Grabe and Stoller, In Richards, at all. reading comprehension is the ability to understand or obtain information from a text.³⁷ Then, according to Brown reading comprehension is the basic problem to develop a good, appropriate, and effective comprehension strategy.³⁸ Accordingly, comprehension is the capacity to learn something or decipher a text in order to learn something.

According to this definition, reading comprehension is the capacity to assimilate information or comprehend meaning from a reading text or

³⁶ Jack Richards, John Platt, and Heidi Weber. ,”Longman Dictionary of Applied Linguistics”. Harlow, Essex, (England: Longman 1998), p.558.

³⁷ Grabe William, and Fredricka L Stoller,“Teaching and Researching Reading”. (New York: Longman 2002), p. 7

³⁸ H. Douglas Brown, Teaching by Principle, an Interactive Approach to Language Pedagogy, (2nd Edition), (San Francisco: San Francisco University Press, 2000), p.306

paragraph in order to respond to inquiries about the primary idea, supporting idea, detail, and terminology in context.

4. Five aspects of reading comprehension

Nuttal stated there are five aspects of reading which the students should understand in order to comprehend the text, those are ;

a. Determining the Main Idea

Students must be able to identify the central idea or message of the text.

b. Locating References

Students need to be able to find specific information or references within the text.

c. Understanding Vocabulary Meaning

Students must comprehend the meanings of words and phrases used in the text.

d. Making Inferences

Students should be able to draw logical conclusions based on the information provided in the text.

e. Finding Specific Information

Students must be able to locate specific details or facts within the text³⁹

³⁹ N.K.R. Saraswati1 , P.E. Dambayana2 , N.P.A. Pratiwi3,” AN ANALYSIS OF STUDENTS’ READING COMPREHENSION DIFFICULTIES OF EIGHTH GRADE STUDENTS” Jurnal IKA Undiksha, Vol. 19, No. 1, Maret 2021

In line with this theory, there are various facets of Brown's aspects reading comprehension theory that we need to be aware of, including:

1) Main Idea

The primary idea is the most crucial component of a reading text or paragraph since, without it, the reader cannot be said to comprehend the reading's content. The primary idea is what the author wants the reader to know and comprehend about the topic's substance.

2) Inference (implied detail)

The question of inference asks one to speculate on a point made subtly in the text. Hatch defines inference queries as ones that seek information that is not explicitly mentioned in the passage but is instead suggested by it.

3) Expression/idiom/phrase in context

The context-relevant expression/idiom/phrase is a generic phrase or term with a culturally acceptable meaning or meaning that differs from what the compound word's denotation suggests.

In other words, a passage with many meanings and special words, so that the reader can identify which meaning is gained from the material.

4) Grammatical Features (reference)

Dummet defines reference as a relationship derived from the terms and expressions used by speakers to discuss information. Meaning

that a reference is an object's relationship with other objects in which one object serves as an object to connect them.

5) Detail (scanning for a specifically stated detail)

This talent is commonly referred to as scanning, as opposed to reading for the core, which is reading specifics to learn specific details. This indicates that the reader must read with comprehension in order to understand the text's details.

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. 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. 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.⁴⁰ Reading allows us to generate thoughts, which we can subsequently turn into questions to ask others. There is one crucial component that influences understanding: the

⁴⁰ Otto, Wayne, "How to Teach Reading". (Philippines: Addison-Wesley Publishing Company, Inc1997). p. 70

reader's background experience. Otto's comprehension of written content is influenced by a variety of circumstances, including: (1) The formation of spoken language is linked to objects, experiences, and real-world imagery. (2) The ability to listen and grasp the story being read. (3) Direct interaction with people, objects, and locations. (4) Continuously developing our language's syntactic and semantic properties. (5) the evolution of spoken language, including the syntactic and semantic aspects 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.

5. 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 taken seriously in order to understand the substance of the reading Intensive Reading frequently involves reading shorter materials. The goal of intensive reading is not only to gain knowledge, but also to identify a topic from the reading text that can or cannot be used as discussion material. According to Mikulecky and Jeffries, intensive reading is a comprehensive concentration on the formation of reading texts that occurs outside of

the classroom.⁴¹ 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 in which students read books for leisure or to practise their reading skills. Examples include reading storybooks, knowledge books, periodicals, and newspapers. Nation explains. Extensive reading focuses on the meaning and development of fluency in this subject, depending on the level of literature read by students.⁴² 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.⁴³ It allows to explore new ideas, experience different cultures, and understand various perspectives without leaving you comfortable reading nook. Whether drawn to the suspense of a mystery novel, the rich tapestry of a fantasy series, or the profound insights of a thought-provoking non-fiction book, reading can be a deeply fulfilling and transformative activity. By carving out dedicated time for

⁴¹ Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power*. (United State of America Pearson Logman. 2000) p. 3

⁴² I.S.P.Nation, *teaching ES/EFL Reading and Writing*, (New York: Taylor and France Group, 2009). p.50

⁴³ Terms. *Reading for Meaning Material for Bahasa Inggris MKU*, Hasnuddin university (Makassar 2010). p.17

reading and discovering genres that captivate interest, can enrich life with the countless benefits that come from losing yourself in a good book.

4. Strategies of Reading Comprehension

Reading comprehension strategies are cognitive or behavioural behaviours used in context to improve a certain component of understanding. There are certain tactics that readers can employ:

a. Activating Prior Knowledge

According to Serravallo, good readers connect concepts about information related to the structure of the topic text before reading, then relate the text to their life, other written sources, and the world, and then connect these ideas after reading. In other words, before reading, the reader must activate past knowledge by considering what information they may glean from the topic being read in order to better grasp the text.⁴⁴

b. Prediction

Prediction is the process of forming expectations about what happen in the text based on what is discovered while reading the text and incorporating the reader's prior knowledge. That is, prior to reading the text, the reader must guess what is contained inside it.⁴⁵

⁴⁴ Roshan Ali Teevno & Rasul Bakhsh Raisani, "English Reading Strategies and Their Impact on Students' Performance in Reading Comprehension", *Journal of Education & Social Sciences*, 5.

⁴⁵ Mehrak Rahimi & Seyyed Abolfazl Babaei, "The Relationship Between Reading Strategy Use and Reading Comprehension as Mediated by Reading Rate: The Case of Eye Movement Training by Rapid Serial Visual Presentation (RSVP)", *English with Technology*, 2(1).

c. Skimming

Skimming is a type of speed reading that allows you to swiftly get or find text ideas.

It indicates that when a reader reads a text to find the main concept or general substance, they skim it rather than reading it word for word.⁴⁶

d. Scanning

Brown defines this as the reader's activity of extracting specific information from a book without having to read the entire text. In other words, the reader examines only a portion of the text in pursuit of information. This allows the reader to get to a certain spot without having to read the entire text.⁴⁷

e. Identifying topics and main ideas

Mikukecky at Farrell advised that students practise numerous activities to develop cognitive exercises, including identifying the topic of the text, obtaining the topic from the text's vocabulary list, and recognising the primary idea of the text. That is, reading comprehension relies heavily on understanding the core idea and issue.⁴⁸

⁴⁶ *Ibid.*

⁴⁷ *Ibid.*

⁴⁸ Roshan Ali Teevno & Rasul Bakhsh Raisani, "English Reading Strategies and Their Impact on Students' Performance in Reading Comprehension", *Journal of Education & Social Sciences*, 5.

f. Use of Questions

According to Dreher and Gambrell in Guthrie, asking questions refers to students composing self-initiated inquiries about reading before and after reading in order to better understand the text and its contents. This indicates that asking questions is an efficient technique to grasp the meaning of the text you're reading.⁴⁹

5. Strategies of Teaching Reading Comprehension

There are some strategies in reading:⁵⁰

a. Scaffolding

Scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for the students.

b. Think-aloud

Think-aloud is a strategy that helps students on learning activities.

The ability of teachers to transfer creativity of them and control the students in completing each step of the way think aloud strategy in understanding reading passages. The teachers make their thinking explicit by verbalizing their thoughts while reading orally.

c. Reciprocal teaching

Reciprocal teaching is a guided reading comprehension strategy that encourage students to develop the skills that effective readers and learners do automatically.

⁴⁹ *Op cit.*

⁵⁰ Richard T Vacca & Jo Anne L Vacca, *Content Area reading*, (Logman, 1991).

d. SQ3R

SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It consists of five steps which are surveying, questioning, reading, reciting, and reviewing.

e. Question-Answer Relationship (QARs)

QARs is reading strategy through understanding and analysis of questions. In other word, this strategy guides students to understand the questions in order to get an information in a reading itself. Its mesa that the students only glance read the texts and to understand further the focus of students is the questions given by the teacher about the texts.

6. Game based learning

According to Behnam Nia et algae-based learning, which is designed to solve problems as well as problem solving, has been able to increase the creativity and playing ability of young learners.⁵¹ This certainly has a positive influence on the learning process and can accelerate the learning process for young learners with problem solving skills. Through game-based learning, it can also help students improve their understanding of vocabulary in English. Game-based learning is an educational approach that uses game design principles and mechanics to engage and motivate students in the learning process.

⁵¹ Behnamniaa, N., Kamsin, A., Ismail, M. A., & Hayati, A.” The effective components of creativity in digital game-basedlearning amon” 1-13 2020.

Fitriana & Fauzi stated that the best way to teach vocabulary to young learners is by using games. By utilizing games as a medium to teach vocabulary in English, it can help teachers to convey the meaning of words to students in a fun way and be able to attract students' attention. A fun teaching and learning process will certainly motivate students in learning English. The teacher as a teacher is certainly very helpful in carrying out learning activities to help students achieve learning goals with good learning outcomes. A sense of pleasure while in the teaching and learning process, this make it simpler for understudies to understand the material, develop ideas and ideas that young learners have. Therefore, it is very important for teachers to know what students need and what games are appropriate to use in teaching English. This certainly shows that game-based learning methods are very important to use in the English teaching and learning process so that the learning atmosphere becomes fun and learning objectives are achieved. Apart from all that, teachers also play a significant part in the successful use of game-based learning methods.⁵²

7. The Definition of Kahoot! media

The founders of the Kahoot!a media are Johan Brand, Jamie Brooker, and Morten Versvik, who worked with Professor Alf Inge Wang. Kahoot!was introduced in September 2013 as part of a partnership with the Norwegian University of Technology and Science.

⁵² Fachriyani, I., & Syafe'i, A. F."USING KARUTA GAME INTEACHING VOCABULARY FOR YOUNG LEARNER" Journal of English Language Teaching, 33-39 (2018).

Kahoot! is a game-based learning tool developed by Digital Learning Media. Kahoot! is one of the applications that evolved in the era of the Fourth Industrial Revolution as a response to the times, which are technology-based and all practical, but have positive consequences because they are employed in the process of developing a constructive learning design. This Kahoot! application can be utilised during learning because it is well-known for its ease of use by teachers and students.

Kahoot! may also keep students happy and attentive by allowing them to learn while playing in class. Multiple-choice questions can be used as a student response mechanism in the classroom. According to Zaky Farid Luthfi and Atri Waldi, the Kahoot! application is an online game designed to address all problems in the learning process. Kahoot! is an educational internet page since it has features that may be utilised as learning media.⁵³ According to Wang and Tahir, Kahoot! is a game with three goals: increasing student involvement in learning, incentive, and pleasure.

This means that students can participate more actively in the learning process, such as asking questions and making ideas. According to Akbar, Kahoot! games are one of the advancements in learning technology, and they also help and inspire students to participate in the

⁵³ Zaky Farid Luthfi, Atri Waldi. "Efektifitas Penggunaan Kahoot! Untuk Meningkatkan Hasil Belajar Siswa" *Pedagogia: Jurnal Pendidikan*, Vol.8 (1), (2019)

comprehension of the topic.⁵⁴ Students concentrate to improve student learning processes in the classroom. Kahoot!game is able to teach student skills and improve student skills.

Kahoot! can be run on a cell phone, laptop, notebook, or any other internet-connected device. Kahoot!allows teachers to design multiple-choice quizzes with a game-based style for pupils. This quiz can have four answers and include multimedia elements such as movies and photographs. In addition, the teacher might allow pupils time to respond to each question. According to Fathan and Syafii, Kahoot!is a free classroom game for superheroes and all students.

Kahoot!also gives two addresses: kahoot.com for teachers and kahoot.it for students. Teachers and students can study while playing games; in this application, of course, this does not dull students or cause them to become less concentrated when learning,

particularly in reading comprehension of English in explanation text. In this scenario, Kahoot!may be used to produce intriguing quizzes and surveys for teaching reading comprehension, allowing teachers to make learning more engaging and enjoyable in the classroom. According to Lona, Kahoot!has four categories of questions or assignments, which are:⁵⁵

⁵⁴ Aditya Sahrul Akbar, "Kahoot! As a Digital Game Based Learning Strategy: A Literature Review", *Humanities, Education, Applied Linguistics, and Language Teaching: Conference Series*, 1(1)

⁵⁵ Iona, J.Kahoot. The School Librarian, (2017) 65(2), 84. <https://eprints.mdx.ac.uk/22040/1/Kahoot.pdf>

a. Discussion

It is intended to make it easier for students to engage in related discussions on images or videos. However, the audience should be used to solicit feedback on current topics. This task has a restricted time to complete and no points are awarded. The outcomes of the exercises will be demonstrated or displayed as a foundation for their discussion.

b. Survey

The questions in these surveys are identical to those in traditional surveys, but respondents respond to them in real time using their own device. This survey has more questions than just images or videos that are relevant to the topics. In addition, there are a number of multiple-choice answers that are neither true nor false.

c. Quiz

The quiz has an unlimited amount of questions, which can be related to videos or pictures. It also has three or four multiple-choice answers, but each answer must have one right answer. Additionally, there is a time limit of five seconds to two minutes for each question to be completed individually.

d. 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, Bicen & Kocakoyun stated Kahoot! is easy to use in a game like format and is gaining popularity across the country.⁵⁶ Kahoot! leverages trends in education to grow in popularity. and depending on student engagement or teacher interest to maintain the game's growing popularity. The researcher draws the conclusion that Kahoot! is an online game that may be used for classroom instruction based on the description given above. Kahoot! can assist instructors and students in creating an engaging learning environment.

Both the teacher and the students more enthusiastic in their instruction and won't become bored or lose attention while learning.

8. Teaching Reading by Using Kahoot

One educational tool that can support educators and learners in the classroom is Kahoot, a game approach. When teaching material with lots of words but few pictures, teachers need to provide media to help pupils focus. Wells contends that games can significantly alter task behaviour and content knowledge, especially when used in the teaching and learning of language-related subjects. There are challenges in the teaching and learning of reading that make it hard for teachers and students to comprehend English literature. Furthermore, a lot of teachers don't use efficient and effective reading teaching techniques, which makes it hard for students to comprehend what they read and to provide thoughtful answers to reading comprehension questions.

⁵⁶ Huseyin Bicen & Senay Kocakoyun, "Perceptions of Students for Gamification Approach: Kahoot! as a Case Study", *International Journal of Emerging Technologies in Learning (iJET)*, 13(02)

By using Kahoot! in English lessons—particularly when it comes to reading comprehension—teachers can establish a new learning environment in the classroom by having students complete surveys or multiple-choice tests. According to Dimas Wibisono, it was discovered that when students were taught utilising Kahoot! on the learning process and their learning attitudes, whereby cognitive, psychomotor, and affective showed some substantial favourable effects, their reading comprehension test scores were higher.⁵⁷

In other words, it is strongly suggested to use the Kahoot! programme when teaching English reading comprehension. Additionally, the instructor can explain the content to be studied in class, including the explanation text material and procedures for answering questions the teacher provide, prior to assigning questions through Kahoot. With its three features—quizzes, surveys, and discussions—Kahoot! is an excellent learning tool for teaching English. This can be an icebreaker, an assessment tool, or a way to get students talking to their group members. 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 linguistic.

⁵⁷ Dimas Wibisono, “The Effect of Kahoot! in Teaching Reading to tenth Grade Students”. Catholic University Surabaya, (2019)

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the main focuses on the research methodology used in this study are several sub chapters: research design, research setting, research object, data collection technique, instrument of research and technique of data analysis

A. Research Design

A qualitative research methodology was used in this study. One way to talk about and comprehend the significance of individuals or groups of individuals who are assigned to social problems or welfare is through qualitative research methodologies.⁵⁸ The main goals of qualitative researchers are to comprehend how individuals construct their worlds, evaluate their experiences, and assign meaning to those experiences.⁵⁹ Meanwhile, case studies, ethnography, grounded phenomenological theory, and story research are some examples of qualitative research approaches. Because their studies are conducted in natural environments, qualitative research methods are sometimes referred to as naturalistic research methods.

The researcher's method of choice for this study is qualitative descriptive research. This approach emphasizes capturing the participants' perspectives as accurately as possible, aiming to describe their experiences and the influence of environmental context without extensive interpretation.

By focusing on these descriptions, it provides a clear and straightforward

⁵⁸ John W.Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed* (Yogyakarta: Pustaka Pelajar, 2014), 4

⁵⁹ Sugiyono, *Metode Penelitian Kombinasi*, (Bandung: Alfabeta, 2016), 16.

understanding of human experiences that might not be accessible through quantitative methods. The primary activities in this qualitative research process include questioning participants, collecting detailed data, analyzing the data to identify descriptive themes, and understanding the meaning behind the data. The final report is structured flexibly, yet the emphasis remains on collecting "rich data" that accurately reflects participants' experiences. The descriptive approach prioritizes presenting data that conveys the reality of participants' perspectives in a way that is more meaningful than surface observations alone.

B. Research subject

The primary research subject of this research is an English teacher selected by the Vice headmaster as having extensive and in-depth teaching experience in the field of English. In preliminary interviews conducted with five students of the 10th grade with varying ability levels (high, medium, and low), they stated that the teacher made learning English easier because of her detailed explanations. From my observations in class during the teacher's lesson, I find the teacher has a reputation for being an effective and innovative educator, and her rich experience provides valuable insights into successful teaching practices. The teaching methods used by this teacher are innovative and creative, including game-based learning. This teacher also has a good relationship with students, creating a positive learning environment, so her support has a significant impact on students' academic and personal development.

This research would use the observation method of classroom dynamics, how the teacher implements Kahoot! in the classroom, and how the teacher teaches reading to students. In addition, interviews would also be conducted. The secondary research subjects focus on Grade 10 students, where they would be given a questionnaire on the implementation of Kahoot! to improve reading comprehension.

C. Research Setting

The research was conducted at MAN 1 Jember, especially in tenth grade. MAN 1 Jember is located at Jl. Imam Bonjol No. 50, Kaliwates District, Jember Regency, East Java. The researcher chose this location because this school offers a TEFL (Teaching English as a Foreign Language) program from grade 10 to grade 12. MAN 1 Jember is a religious school and public school that combines a national curriculum with an Islamic base. The school has won 1st place in MA at the national level and has various extracurricular activities, making it similar to a vocational school. MAN 1 Jember has been designated as a National Superior MAN. In the 2023/2024 academic year, MAN 1 Jember has seven excellent programs: MANPK Flagship Program (Madrasah Aliyah Negeri Religious Program), BIC Flagship Program (Bina Insan Cendekia), Regular Program (MIPA, IPS, and Language Specialization), Skills Flagship Program, Research Flagship Program, SKS Flagship Program (Semester Credit System), as well as various other achievements. Some of the accomplishments made by MAN 1 Jember students include 1st place in the News Anchor Competition at the Maliki

English Festival at the National Level organized by English Literature at UIN Maulana Malik Ibrahim Malang, Gold Award Certificate from The Asia-Europe Foundation (ASEF), Bronze Medal at the English Olympiad at the National Level, and 1st, 2nd, and 3rd place in English Speech in the framework of the Indonesian Ministry of Religious Affairs Charity Day 2023

D. Data Collecting Technique

In this research, there are three techniques to collect the data, these are:

1. Observation

Observation is a distinct type of data collection method that differs from questioning and interview. In research, observation is a form of communication with natural objects that is not restricted to human communication.⁶⁰

The observation method is a strategy for gathering data in which the researcher has to be present to see items pertaining to the space, people, objects, activities, events, time, goal, and emotions. Relevant data suffices instead of the researcher having to witness everything. Two types of observation can be distinguished based on the characteristics of the item under examination: non-participant observation.

In this research, the researcher used non-participant observation. As for The data obtained using this observation technique are the conditions that occur when teacher teach Kahoot!for reading comprehension in class.

⁶⁰ Sugiyono, Metode Penelitian Administrasi (Bandung: Alfabeta, 2003), 165

2. Questionnaire

According to Kothari, a questionnaire is made up of a number of questions that are printed or typed on a form or set of forms in a specific order.⁶¹The research give questionnaire for students, which they are expected to read, understand, and fill out in the designated spaces. The replies must provide their own answers to the questions.

In order to better understand the students' reading comprehension in the classroom—particularly with regard to vocabulary acquisition and their impressions following the use of Kahoot! games—the researcher will administer a questionnaire to the students. Following the course of treatment, a questionnaire will be administered to ascertain how the participants apply the Kahoot! media to enhance their reading comprehension.

3. Interview

In this research, the researcher used semi-structured interviews. A semi-structured interview is a data collection method that combines the structure of predetermined questions with the flexibility to explore topics further based on the participants' responses. This approach is particularly useful when you want to gather qualitative and quantitative data while still ensuring that fields note, Syllabus, curriculum, lesson plan, course book. Arikunto describes all necessary topics are covered. The researcher must also be responsive to participant responses and be prepared to

⁶¹ Kothari, C. R. *Research Methodology: Methods and Techniques*. (New Delhi: New Age International Publishers, 2004).

adjust the questions as needed. In addition, with the chosen samples, the researcher had an interview session with the teacher. The interview sessions were conducted in MAN 1 Jember face to face with the teacher.

4. Documentation is carried out to learning implementation. The documentation approach is searching for information regarding variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, etc.⁶² Based on these two definitions, it can be concluded that data collection through documentation is something that researchers do to collect data from various printed media items that discuss the sources to be researched.

E. Validity of Data

Triangulation refers to the authenticity of the data being used. In this study, the researcher employed both source triangulation and technique triangulation to ensure the validity of the data. Given that qualitative research can be easily influenced by subjective judgments, in-depth checks are necessary to maintain credibility. Source triangulation was used to assess the credibility of the data by cross-checking information collected from multiple sources. On the other hand, Technique triangulation examined the credibility of the data by evaluating it from the same source using different techniques.

F. Data Analysis Technique

This study used data analysis from Miles, Huberman, and Sadana models, that is analyzed data by three steps: data condensation, data display,

⁶² Evelyn Hatch & Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (Cambridge: Cambridge University Press, 1995).

and conclusion drawing/ verification. Data condensation referring to the process of selecting, focusing, simplifying, abstracting, and transforming. In more detail, will be applied as follows:⁶³

1. Data Condensation

The process of choosing, narrowing down, streamlining, converting, and abstracting the information found in the entire body—that is, the written field notes, transcripts of interviews, documents, and other empirical materials are referred to as data condensation.

2. Data Display

The data presentation comes next. Data presentation in qualitative research can take several forms, including tables, graphs, charts, and brief descriptions. As a result, it will be simpler to comprehend what is going on and to plan future work in light of what has been discovered.

3. Conclusion drawing/ Verification

Verification and conclusion-drawing constitute the third step. The results may take the shape of a hypothesis, theory, causal or interaction relationship, or a description of an object that was before unclear but has now become apparent following examination. As a result, the findings of qualitative research may be able to address the issue as it was initially pose.

⁶³ Matthew, B. Miles dkk, *Qualitative Data Analysis* (United States of America: Arizona State University, 2014), 10.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of two sections: research findings and discussion. The research findings section presents the results of the research questions, and the discussion section explains the answers to the research questions.

A. Research Finding

1. The utilization Of Kahoot! In The Teaching Reading Comprehension Skill of Students At MAN 1 Jember

The researcher interviewed Nurul Riezza Riesty Fauzie, S.Pd the English teacher regarding teaching reading comprehension Kahoot! media in the learning process in the classroom. Based on the results of the researcher interviewed with the teacher who has used Kahoot! media in classroom learning, can be found in the interview excerpt below :

a. Media for reviewing material

The first meeting used Kahoot! as a media for reviewing material. The question items related to theories of narrative texts which were expected to be recalled from their prior knowledge, considering that they had received the material in junior high school using Kahoot! media such as a 40-minute game with 25 questions. So, in the previous meeting, they discussed 2 narrative texts and compared the two.

It was based on the teacher's statement in the interview conducted by the researcher, as follows:

"I have used Kahoot! Media to review the material that I have previously given to students. The first Kahoot! Meeting was a tool in the pre-test. A pre-test was given when starting new material. The second Kahoot! Meeting was also used as an assessment tool using Kahoot! Media such as a 40-minute game with 25 questions."

b. Quiz to check for student understanding

In using Kahoot! media, the teacher gets the results of the students' scores after the students answer all the questions correctly or incorrectly in their answers. From these results, the student's results were shown based on their ability category in answering questions based on the material that has been studied. Kahoot! shows students' answers as a percentage for each letter choice. So, basically, the main way the teacher used Kahoot! in the classroom was as a quiz which are 40 minutes long and could usually be completed in two games of 25 questions. The teacher could also easily stop the game if she find a misconception or a question that less than 70% of students get wrong and it doesn't show who got it wrong. Kahoot! could also be a great way to break up the middle of class to check for understanding. The teacher could easily create a Kahoot! with 3-5 questions and have students answer the questions after they had been given some new information. This was just a fun formative assessment. The teacher also prefer to create their owned question items in Kahoot! Actually, in Kahoot! there was a question bank that could be use by searching for keywords of the main material being discussed, there would be many quiz package options

that appear. The teacher also explained that the results of the students' quiz scores were using only to measure the students' understanding of the material and sometimes the scores were also used for the students' additional scores.

In accordance with the teacher statement in the interview that the researcher conducted as follows:

"Obviously, Kahoot! was just one way for me to review students' reading Comprehension and Comprehension as I've described here. So, basically, the main way I used Kahoot! in my classroom was as a review for assessment. Instead of giving a bunch of review information, we'll play a Kahoot! . In a typical 40 minute class period, I could usually get through two games of 25 questions. The part I really like about Kahoot! was that it will show the students' answers as a percentage for each letter choice. I could easily stop the game if I find a understanding or a question where less than 70% of the students got it wrong. It doesn't show who got it wrong, so you don't have to worry about embarrassing anyone. Kahoot! could also be a great way to break up the middle of class to check for understanding. I could easily put together 3-5 Kahoot! questions and have students answer those questions after they've been given some new information. Was just a fun formative assessment. It gives me immediate feedback. I could also see it being used as an end-of-class activity. I prefer to create my owned question items in Kahoot! . Actually, in Kahoot! there was a question bank that could be used, by searching for the main keywords of the material being discussed, there would be many choicees of quiz packages that appear. But as I mentioned before, I prefer to made my owned so that it was more appropriate to the material, especially if you are dwascussing a specific text."

c. Pre-test

The teacher explained that she used Kahoot! As a pre-test instrument. the pre-test given to students usually done before starting new material. It was using to measure students' prior knowledge and

Pre-test has nothing to do with the final exam or midterm exam because the school already has owned application for the exam.

In accordance with the teacher statement in the interview that the researcher conducted as follows:

“I have given students a Pre-test when a lesson with new material was about to begin. It was using to measure students' prior knowledge and A pre-test has nothing to do with the final exam or midterm exam because the school already has its owned application for the exam.”

d. Assessment Tools

The teacher explained that she used Kahoot! As a assesment tool to evaluate students' scores in understanding reading comprehension. The teacher used Kahoot! Media to review how students' reading comprehension of the material that has been taught by the teacher so that they get the results of students' answers regarding what they had not understood and as an interesting learning

Media so that students are interested and motivated to learn because learning was not monotonous by using Kahoot! Media.

In accordance with the teacher statement in the interview that the researcher conducted as follows:

“Assessment tool is used to take the students' score. I prefer to create my owned questions in Kahoot! . Actually, in Kahoot! there was a question bank that could be used by searching for the main keywords of the material being discussed, many choicees of question packages will appear. I prefer to create my owned questions so that they were more in line with the material, especially if discussing a particular text. I have used Kahoot! Media only as one way for the teacher to review students' understanding and reading Comprehension so that

the results of students' answers regarding what they had not understood and as an interesting learning Media so that students are interested and motivated to learn because learning was not monotonous by using Kahoot! Media. I have also used Kahoot! Media as a tool for assessing the results of students' abilities.”

Based on the results of the researcher interviewed with the teacher, it can be conclude that the teacher has prepared and has made a list of questions that have been studied by the students to improve reading comprehension. A person's ability to understand text was influenced by skills and abilities to process information. Reading activities could not be separated from comprehension because reading is meaningless without comprehension. Readers could not understand the message intended by the author from the text. It was becoming increasingly important as students progress in the education system. In reading comprehension, we must apply our initial knowledge to the topics presented in the reading. Therefore, reading comprehension could be considered as one of the goals of reading. The teacher has combined Kahoot! media with learning that has been learned in class so that an evaluation of learning outcomes was showed to review students' understanding and reading comprehension skills with Kahoot! having a feature that would display student answer results in the form of a percentage on each answer choose so that it could be knowned to what extent students' ability to understand learning in class.

In accordance with the results of observations conducted by researcher in class on English teacher Nurul Riezza Riesty Fauzie, S.Pd who has used Kahoot! in reading comprehension. The results of the observation showed that the teacher had interacted with students and asked students to write what was on the board. The teacher was very innovative in teaching, easy for students to understand and clear when explaining. The teacher also explains the Kahoot! that would be used in class learning to find out students' ability in reading comprehension. Students' responses in using Kahoot! in English learning give positive and enthusiastic reactions. Kahoot! was very helpful in the teaching and learning process because Kahoot! was easy to use and understand by the students. Kahoot! could improve students' concentration and most importantly Kahoot! could help students understand their reading.

2. The perception Of Kahoot! On The Reading Comprehension Skill of Students At MAN 1 Jember

Based on the results of the researcher interviewed with the teacher, It can be conclude that learning-assisted by the Kahoot! application could improve students' reading comprehension skills. Through its development, technological advances are increasingly encouraging technical achievements in the learning process. With the used of learning Media in the classroom, the learning process could aroused new desires and interests, stimulate and spur learning activities and even affect student psychology. The Kahoot! game has a significant impact on

students' English reading skills. The Kahoot! game was very easy to access and used so that both the teacher and students could access it via mobile phones or laptops. The Kahoot! game also provides benefits for the teacher and students, including as an evaluation tool at the end of learning.

Based on the results of the researcher interview with the resource person, namely Nurul Riezza Riesty Fauzie, S.Pd as an English teacher, explained that Kahoot! was choosing as a learning tool because of its interactive and exciting nature. Questions are displayed on a screen using a projector, phone, or laptop, and students only need to select their answers by pressing color-coded buttons on their phones. The faster they answer, the higher their score. Kahoot! was suitable for reading Comprehension because students can quickly respond to questions based on the provided text. Kahoot! was less appropriate, and other Media are more suitable for those skills.

In accordance with the teacher statement in the interview that the researcher conducted as follows:

"The reason for choosing Kahoot! as a learning Media was more considering its excitement and Kahoot! questions appear on the screen so you could use an LCD projector, on a cellphone or on a laptop, children only have multiple choice. This was in accordance with the teacher statement in the interview that the researcher conducted as follows: color buttons so students just click on their cellphones and the questions are already on the screen, the faster you answer, the higher the score and choosing Kahoot! for reading Comprehension among other skills because Kahoot! was suitable for reading Comprehension so for example if they were given a text they just answer, while for speaking they had to practice and for writing and listening it was also less suitable

because there are other Media that I used "

The resource person also explained the purpose of using Kahoot! Media, how to integrate was Media into the existing curriculum or lesson plan and things to do before starting learning using Kahoot! Media.

In accordance with the teacher statement in the interview that the researcher conducted as follows:

"The purpose of used Kahoot! Media was to analyzed students' speed in answering questions, understanding, literacy"

Based on the results of the researcher interviewed with the teacher on the first day regarding the used of Kahoot! Media in Reading comprehension, it could be seen that the Kahoot! media that has been used could help the teacher and students create an interesting atmosphere during learning. Students would not feel bored or lose focus during learning and the teacher would be more enthusiastic in teaching and interactive Kahoot! games that focus on vocabulary and Comprehension have an influence on improving students' reading comprehension. Kahoot! aims to help students and the teacher in teaching and learning activities in the classroom.

The researcher analyzed the answers of each student, 10 students who had answered the questionnaire questions, had answers that were not much different. The researcher took 2 student questionnaire answers as follows.

The first resource person was Rifqi Athallah Wiyono, a 10th grade student of MAN I Jember who was selected as the subject for was study. The teacher explained that Rifiqi also enjoyed using Kahoot! as a learning aid. The instructions and questions given by the teacher during the implementation of Kahoot! were quite easy to understand and he felt that Kahoot! helped him understand the lesson material.

The following was the results of students' answers in answering questions about reading Comprehension in English learning using Kahoot! Media.

“I feel that Kahoot! helps in understanding the lesson material. I pressed the wrong button which makes me unhappy in using Kahoot! . I also ask my friends to answer my questions and suggestions for the used of Kahoot! in class to be done often because it was very fun even though I am slow in answering the questions”

The second resource person was Karwasma Khansa Kurniawati, a 10th grade student of MAN I Jember, who was selected as the subject for studying. This explained she had understood the rules of the Kahoot! game before starting and was able to answer questions in the quiz quickly and correctly in the Kahoot! game. Karwasma really enjoyed using Kahoot! as a learning medium and the teacher gave instructions and questions that were easy to understand. She also felt that the game was interesting and made her more enthusiastic in learning. However, she felt that the time given by the teacher in the game was not long enough because not all questions were answered and the topic she liked in was Kahoot! was narrative text.

The following are the results of students' answers in answering questions about reading comprehension in English learning using Kahoot! media.

“I understand the rules of the Kahoot! game before it starts and I could answer the questions in the quiz quickly and correctly in the Kahoot! game. I really enjoy using Kahoot! as a learning tool and the teacher provides instructions and questions that are easy to understand. I also find was game interesting and enthusiastic about learning. I feel that the time given by the teacher in the game was not long enough because I haven't answered all the questions and I often pressed the wrong button and mwas answering the questions. The topic that I like in was Kahoot! was narrative text”

The results of interview and questionnaire data showed by the author show that most students stated that the Kahoot!game has an effect on the implementation of English learning and the results of the answers to the questions given that appear on the screen so that students could find out how far they understand the questions based on the text given. In addition, students could also compete healthily if their friends get the highest score. The game was very fun for learning to read English with was Kahoot! game was intended for students who are lazy to read, so that they were diligent in reading and understanding the contents of the text so that when the class starts and an evaluation was given, everyone understands and could get high scores. In addition, learning materials could also be reviewed through learning application. In addition, Kahoot! media in the process of learning to read English increases student enthusiasm. Many students agree with was statement and many students feel excited when taking English reading classes

because Kahoot! media support the learning process. Kahoot! media could upload images, videos, audio, and other files, so that learning materials and quizzes are more varied and not monotonous. The complete comment feature also makes students more free to express their responses to each mistake.

Next, the researcher conducted research on students by giving a second questionnaire to students on the second day which discussed about Student Responses to the Implementation of Kahoot! which aims to improve the reading comprehension skills of class X students of MAN 1 Jember through Kahoot! with narrative text. Based on the results of the questionnaire answers from 10 students that have been answered by the students, the researcher could conclude that most students feel that Kahoot! could eliminate boredom during the teaching and learning process. The average student answered by using Kahoot! Media they might be able to find the main idea contained in the text, might find specific information contained in the reading text, might know what was referring to in the reading text, might be able to capture the implied meaning in the reading text and they also answered by using Kahoot! Media they might be able to add vocabulary through similarities or opposites. Based on the results of the answers from the 10 students, it can be concluded that they were still not sure about their ability in reading comprehension using Kahoot! Media. The implementation of Kahoot! by the teacher makes students more active

in participating in English learning in class and more happy to read English texts after the implementation of Kahoot! using narrative text topics. However, there are students who are still hesitant to concentrate more on following the learning series with Kahoot! and agree if Kahoot! was applying to the ability to read English text comprehension. Because the class projector was not functioning properly so that the text displayed was not clearly visible so that students still feel doubtful about the benefits of reading English with Kahoot! .

Researcher used Nuttal's theory in analyzed the results of students' answers, which contain five aspects of reading comprehension that students must understand in order to understand the text well. This Was aspecting could be used as a step or strategy for students in understanding the reading as follows⁶⁴:

a. Determining the main idea

This aspect could be used as an initial strategy to help students understand the text more easily. In accordance with Rayhan Athaya's answer regarding the application of Kahoot! Media as follows:

"I have found the main idea contained in was reading text in the narrative text. I also find it easier to understand narrative texts with was Kahoot! "

b. Finding references

Students must understand the purpose of pronouns in sentences that are used to indicate people, places, or situations when

⁶⁴ N.K.R. Saraswati1 , P.E. Dambayana2 , N.P.A. Pratiwi3," AN ANALYSIS OF STUDENTS' READING COMPREHENSION DIFFICULTIES OF EIGHTH GRADE STUDENTS" Jurnal IKA Undiksha, Vol. 19, No. 1, Maret 2021

identifying references. in accordance with Abrwasam Firas Wijdan's answer regarding the application of Kahoot! media as follows:

"I understand the meaning of the vocabulary of each question such as pronouns for people, objects, places or situations in the topic of was narrative text".

c. Understanding Vocabulary

Students' background knowledge, especially in mastering vocabulary, was important for understanding the text. in accordance with Ahmad Danial Mustofa's answer regarding the application of Kahoot! Media as follows:

"I have added English vocabulary through synonyms and antonyms. Was Kahoot! was very fun and makes me concentrate more on reading English texts after Kahoot! was applied"

d. Making conclusions

Students are expected to be able to understand the text clearly to draw conclusions from the statements in each paragraph and to made conclusions, readers must practice combining instructions with previous knowledge. in accordance with Ayunwasza Sinatrya Kaysah Putri's answer regarding the application of Kahoot! media as follows:

"I am still confused about making conclusions and finding information because of time constraints so that I do not understand the reading as a whole"

e. Detailed Information

Reading comprehension could be concluded from the information presented as a complex process involving activities

active reading that combines background knowledge, critical thinking, and the purpose of reading the text. in accordance with Febriya Rahma's answer regarding the application of the Kahoot! Media as follows:

"I am still confused about finding information because of time constraints so that I do not understand the reading as a whole, not that I do not understand it at all, it's just that I am still confused about finding specific information in the reading text and capturing the implied meaning in the reading text".

Based on the results of the analysis of the Nuttall theory that researcher has conducted regarding the application of Kahoot! media for students from 5 aspects of the Nuttall theory, it could be explained that some students have been helped in reading comprehension in the aspect of determining the main idea, this was aspect could be used as an initial strategy to help students understand the main idea of the text more easily. Furthermore, students have understood the pronouns in sentences used to indicate people, places, or situations when identifying references. Students also explained that by using Kahoot! media they had also added vocabulary and are more active in participating in English learning in class. However, some others still have not been understood by the students regarding vocabulary about similar meaning. in accordance with the teacher statement, which also explained that students often made mistakes regarding vocabulary and similar meanings based on the results of the Kahoot! test scores that the teacher has given, there are student scores that indicate the

student's ability to understand the material that the teacher has given.

3. Challenges and Supporting Factors Faced by The English Teacher and The Students at MAN I Jember When Using Kahoot! In Teaching Reading

a. Challenges Using Kahoot!

The researcher conducted an interview with Nurul Riezza Riesty Fauzie, S.Pd as an English teacher regarding the rewards and challenges of learning reading comprehension using the Kahoot! application in the classroom learning process. The following are the results of the researcher interview with the resource person.

“The challenge was on the internet network because Kahoot! was fast and each child's internet network was different, some have slow cellphones that pick up signals and the risk was that there are naughty children who leak the quiz but rarely because they couldn't screen record and the questions are on the board, maybe only some of them could leak the quiz for the solution, used the same network as the school's wifi, each class already has wifi but if there are children who have their own packages, I suggest using their packages. Additional devices or technologies needed to use Media properly are the teacher laptop, then the Media to display could use an LCD projector, could also use a smart TV and sound and children must have gadgets, either cellphones or laptops, students enter a code or pin to be able to enter the Kahoot! game”

Based on the results of interview with the teacher regarding the challenges in using Kahoot! Media in English learning in class, there are 3 problems shown as follows.

1) Internet Connection

The first challenge was the used of Kahoot! Media online and must be connected to a good internet network. If the internet constraints are not resolved, it will slow down the Kahoot! application system so that students' answers could be lost or could not answer all questions so that the internet greatly affects the completion of questions in the Kahoot! application for students.

2) Duration

The second challenge was the time to work on questions for students. Based on the results of the questionnaire given to students, all students answered that the time given was very little so that they could not answer all questions and often filled in the answers incorrectly because they were pressed for time so that would affect the results of students' answers.

In accordance with the results of the student questionnaire answers as follows:

Abrwasam Firas Wijdan, a class X student of MAN I Jember who was selected as the subject of was study. The following are the results of student answers in answering questions about reading comprehension in learning English using Kahoot! Media.

"I feel that the time given by the teacher in was game was not long enough because I have not answered all the

questions and often pressed the wrong button so I do not answer the question"

Asilah Sofiyah Lamora, a class X student of MAN I Jember who was selected as the subject of was study. The following are the results of student answers in answering questions about reading comprehension in learning English using Kahoot! Media.

"I feel that the time given by the teacher in the game was not long enough because I have not answered all the questions and often pressed the wrong button so I do not answer the question. In my opinion, was game was interesting and makes you more enthusiastic in learning and Kahoot! helps in understanding the lesson material but the time given was too fast and my suggestion for using Kahoot! was to add time for difficult questions"

3) Technical problems in Kahoot!

The third challenge was the results of student interview that many have not been completed even though the material has been studied previously. Was supported by the results of the Kahoot! scores of students that have been showed by the teacher due to various factors in students. The resource person also explained what to do if students experience hearing or understanding difficulties when using Media and how the teacher could ensure that all students understand the material presented through the Media as follows.

"So if was Kahoot! was fast, if you couldn't answer, you'll be kicked. If Kahoot! has been implemented, the score will appear from there as my evaluation material to find out students' understanding. If there was a score below the

KKM, I will give a different quiz because usually the score below the KKM was not because the student couldn't answer, but it could be because the network was lacking in some questions"

Based on the results of the researcher interviewed with students, it can be concluded that there are technical problems in using Kahoot! media. Students complain when they answer questions and want to return to the previous question, suddenly they were taken out of Kahoot! game and there are difficulties that often pressed the wrong button so that they run out of time and could not answer all the questions in Kahoot! .

The teacher provides suggestions for students who want to utilize Media in learning better as follows.

"Students who are now Gen Z are more tech-savvy. My suggestion in utilizing technology and social Media was to be more curious. It turns out that learning was not only from books, from materials given by the teacher, but it turns out that there are also many other Media. They were more interested in finding out about technology and what Media could be used. Sometimes there are students who tell stories about new technology"

Based on the results of the researcher interview with the teacher, it could be concluded that the teacher advice for students as Generation Z who already understand technology was to increase learning motivation and continue to practice using online sources or materials in order to improve English skills in addition to studying at school so that when using Kahoot! they could easily answer questions even though the time given was

limiting so that the student's ability scores are completed with high scores.

b. Supporting Factors when Using Kahoot! in class 10 grade at MAN 1 Jember

Based on the results of interview with the teacher, it was explaining that Kahoot! as a learning medium considers its excitement and Kahoot! questions appear on the screen so that it could used an LCD projector, on a cellphone or on a laptop, children only have a color multiple choice button so that students just click on their cellphone and the questions are already on the screen, the faster you answer, the higher the score and choose Kahoot! for reading comprehension among other skills because Kahoot! was suitable for reading comprehension. The teacher also explained that Kahoot! through a point system and leaderboard, Kahoot! could motivate students to compete and become winners. In addition, learning to use Kahoot! could provide a sense of fulfillment and increase their enthusiasm for learning. In addition to competing, students could also work together in teams to answer questions and complete challenges. It could train students' communication and problem-solving skills, and become a foundation for effective cooperation to achieve common goals and learning with Kahoot! provides the latest media so that students are happy and interested in continuing to practice using Kahoot! .

In line with the results of the students' questionnaire answers as follows:

Ahmad Danial Mustofa, a class X student of MAN I Jember who was selected as the subject of was research. Explained that, Kahoot! as a learning medium because it has many benefits those are; hone the speed of receiving what was asked in the question, and also the speed of answering, and reflexes. The following are the results of students' answers in answering questions about reading comprehension in learning English using Kahoot! Media.

"I like using Kahoot! as a learning medium because it has many benefits. One of them was that it could hone the speed of receiving what was asked in the question, and also the speed of answering, and reflexes. Hopefully my chemistry, physics, and mathematics the teacher will also used Kahoot! ."

Rayhan Athaya Aufa, a class X student of MAN I Jember who was selected as the subject of was research. Explained that, and Kahoot! helped in understanding the lesson material and suggestions for the used of Kahoot! in class to be done often because it was very fun. The following are the results of students' answers in answering questions about reading comprehension in learning English using Kahoot! media.

"I think was game was interesting and makes me more enthusiastic in learning and Kahoot! helps in understanding the lesson material. I feel that Kahoot! helps in understanding the lesson material and suggestions for the used of Kahoot! in class to be done often because it was very fun even though I am slow in answering questions".

Based on the results of teacher interview and student questionnaire answers, researcher could conclude the following:

1) Kahoot! Acceibilities

Kahoot! was an interactive education platform that could be used for free and helps improve students' motivation, concentration, creativity, and skills in learning. With the features available in Kahoot! , the teacher could enrich the learning process so that it could improve students' understanding and academic achievement. Was in accordance with the results of interview that researcher has conducted with the teacher as follows:

“Due to its ease of used and the many features it offers, and it's all free.”

2) Kahoot’s! Interesting features

Kahoot! has various features that could be used by the teacher to improve the quality of learning. These features are in the form of audio visuals, images and have features that could play quizzes with several modes that are very fun and interesting. With the features available in Kahoot! , the teacher could enrich the learning process so that it could improve students' understanding and academic achievement. Kahoot! also provides many question banks due to its of used and the many features it offers,not only multiple coice, but also True/false and several other types of questions. according to the

desired and selected material and Kahoot! gives users the freedom to create their own questions. It also gives users the freedom to create their own questions. In accordance with the results of the interview that the researcher has conducted with the teacher as follows:

“Kahoot! has a variety of interesting features ranging from images, audio and has many question banks due to its use and the many features it offers, not only multiple choice, but also True/false and several other types of questions that could be selected according to the desired material. But I have made my own questions according to the material that has been opened to students. I am very happy to have used Kahoot! as a learning medium because students are very enthusiastic and interested. I could better measure how far students understand the lessons that have been taught because in Kahoot! there are features that are equipped with images as well because in Kahoot! it was colorful and could be equipped with sound so that it could attract students' attention to be more focused. While in preparing myself to use Kahoot! Media, I first made a list of questions from the material that had been taught, made a list of questions then collected images that matched each question after that a quiz was made and because I used the free one I could only use a maximum of 5X so after the results appear it must be saved immediately and if you want to use it the 6th time it must be deleted. I made similar ABCD trap questions, if students are fast but not careful they will also be wrong.”

3) Gamified educational platform

The game format was always a fun way to create student excitement in learning. Kahoot! could test their knowledge, repeat important concepts, and help them remember information so that students could practice their reading comprehension skills and increase students' interest in answering or working on games

given by the teacher. Was in accordance with the results of interview that researcher has conducted with the teacher as follows:

“Kahoot! was just one way for me to review students' reading Comprehension and ability. So, basically the main way I used Kahoot! in my class was as a review for assessment. So far I have used Kahoot! Media only as one way for the teacher to review students' reading Comprehension and understanding so that the results of students' answers regarding what has not been understood and as an interesting learning Media so that students are interested and motivated to learn because learning was not monotonous by using Kahoot! Media. I also used Kahoot! Media as a tool to assess student ability results.”

B. Discussion

In this section the researcher presented the results of the implementation Choice to improve students reading comprehension at the ten grade students of MAN 1 Jember. Based on the results of interview with the teacher who taught using Kahoot! Media in English learning, it was explained that the teacher create 2 learning Meetings using Kahoot! Media.

The first Meeting, Kahoot! was using as a tool in the pretest. From the interview research, the teacher mentioned that she choose to used Kahoot! because it was enhancing students in learning process. This is a line with Wang and Tahir explain that Kahoot! Media has three purposes: to increase students' engagement, motivation, enjoyment, and concentration to enhance their learning process in the class.⁶⁵ It could be seen from the results

⁶⁵ Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning – A literature review Computers and Education, 149, 103818. <https://doi.org/10.1016/j.compedu.2020.103818>

of observations made during English learning that easily used Kahoot! Media. In addition, it could also be easily accessed using a cellphone or laptop, as well as Kahoot! Games could be used anywhere, anytime. After implementing learning using the Kahoot! application, according to the author, Kahoot! could be used as a digital gamification-based learning Media. Based on the learning experience, the advantages of learning by using Kahoot! Media are making the classroom atmosphere more interactive, more participatory, besides developing students' motivation and interesting in learning. Furthermore, using Kahoot! trains the students in the used of digital technology as a Media utilization for learning, trains their hard skill and soft skill abilities, and also trains their motor skills.

The second Meeting, Kahoot! was using as a tool in the Assesment tool could also be a great way to check students' abilities in reading comprehension. this is a line with Wibwasono , which states that the Kahoot! application was effective for students' reading comprehension skills. Furthermore, the results of was study also support the theory that states that high student learning outcomes are influenced by many factors, both internal and external factors. These factors greatly influence student learning outcomes and support the implementation of learning process activities, so that learning objectives could be achieved. According to Purwanto , learning outcomes are changes in student behavior due to the teaching and learning

process which includes cognitive, affective and psychomotor aspects.⁶⁶the teacher could easily create 3-5 Kahoot! questions and ask students to answer the questions after they were given some new information. Was just a fun formative assessment. It will provide immediate feedback and could also see it used as an end-of-class activity.

The results indicate that students showed interest in practicing English reading comprehension lessons, which was influenced by their level of ability. This interest was further enhanced by the used of Kahoot! Media, which provided an engaging and non-monotonous learning experience. In line with the findings of Edwason and Hurtado, who demonstrated that Kahoot! is an excellent Media for teaching in the classroom by fostering a positive learning environment, the students in this study expressed that Kahoot! made them feel motivated to learn. The questionnaire results confirmed that students found the features of Kahoot! interesting, which contributed to their enthusiasm and enjoyment in following the lessons. Because when discussing material using Kahoot! it will occur communicatively between the teacher and students, while interactions in the class that used ordinary techniques occur formally. According to the result of the studies done by previous researcher and utilizing Kahoot! in was research, it could be summed up that the positive effects on Kahoot! are in line with the previous researcher. Therefore, data shows that alternative hypothesis was proven, it was indicated that using Kahoot! as a Media was

⁶⁶ Purwanto, B., Hidayat, A., & Munir, K. (2022). The influence of learning Media and learning motivation on student learning outcomes on competency measuring tools in vocational education. *Journal for Education and Vocational Future*, 1(2), 21-29.

effective on students' reading comprehension english.⁶⁷

According to Nuttall theory, there are five aspects of reading comprehension that students must understand in order to understand the text well, namely: determining the main idea, finding references, understanding vocabulary, making conclusions, and detailed information⁶⁸. Was aspecting could be used as a step or strategy for students in understanding reading. Based on the results of the analysis of the Nuttall theory that researchers have conducted regarding the application of Kahoot Media for students from 5 aspects of the Nuttall theory, it can be explained that some students have been helped in reading comprehension in the aspect of determining the main idea, this aspect can be used as an initial strategy to help students understand the main idea of the text more easily. Furthermore, students already understand the pronouns in sentences used to indicate people, places, or situations when identifying references. Students also explained that using Kahoot Media has also increased their vocabulary and is more active in participating in English learning in class. However, some others were still not understood by students regarding vocabulary about similarity of meaning. This is a line with Syaiful Bahri Djamarah, learning difficulty is a student's condition. Where they cannot learn well, because of threats, obstacles or distractions in learning. In terms of vocabulary difficulties, they experienced several factors. This shows their limited language experience. The students say that learning English is

⁶⁷ Medina, E. G. L., & Hurtado, C. P. R. (2017). Kahoot! A digital tool for learning vocabulary in a language classroom. *Revista Publicando*, 4(12), 441-449.

⁶⁸ N.K.R. Saraswati1, P.E. Dambayana2, N.P.A. Pratiwi3," An analysis of students' reading comprehension difficulties of eight grade students" *Jurnal IKA Undiksha*, Vol. 19, No. 1, Maret 2021

difficult because they do not know the meaning of the words they read, write or hear. Only a few students are active in class and the rest tend to be passive. Students also often combine English and Indonesian. Another example, in listening academic learning, many students do not understand what is heard; often they write down the wrong answers when the lecturer asks them to do listening exercises. This happens because students find it difficult to understand all the vocabulary from the audio.⁶⁹

Kahoot! media was an alternative interactive learning Media. The used of the application made students more enjoyable. This is a line with, Gunduz & Akkoyunlu, state that in the learning environment, Kahoot! has many advantages: Creating a game that makes the players feel enjoyable and has a specified topic, offering to anyone for the creation of simple tests using Kahoot! Being able to easily access it via digital devices, Having rich audio and visuals as a facility in learning appropriate with gamified substructure and Providing an output that participants' performance was able to be analyzed.⁷⁰

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⁶⁹ Iqlamadina Lailatul Fitria and Hepy Adityarini, *An Analysis on Factors Affecting Student Mastery of English Daily Vocabulary at State Senior High School 1 Banyudono*, Department of English Education, School of Teacher Training and Education, Universitas Muhammadiyah Surakarta, accessed October 15, 2024, https://eprints.ums.ac.id/117101/8/Journal_Iqlamadina%20Lailatul%20Fitria_A320190116.pdf.

⁷⁰ Gündüz, A. Y., & Akkoyunlu, B. (2020). The gamification tool for the classroom response systems: Kahoot! Hacettepe Egitim Dergisi, 35(3), 480–488. <httpS://doi.org/10.16986/HUJE.2019052870>

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestions of the study. The conclusion was drawn from the research findings and Discussion. The suggestions were intended to next research which related to the study.

A. Conclusion

Based on the results and discussion in the previous chapter, it can be conclude that the Kahoot! as a media was able to improve students' reading comprehension.

1. the utilization of Kahoot! in the reading comprehension ability of MAN 1 Jember Students, Teachers have effectively utilized this interactive platform to review materials, conduct quizzes that assess student comprehension, administer pre-tests to gauge prior knowledge, and assessment tools to evaluate reading comprehension scores in understanding reading Comprehension.

2. the Influence of Kahoot! on the ability to teach reading comprehension of students at MAN 1 Jember, researcher has conducted regarding the application of Kahoot! Media for students from 5 aspects of the nuttal theory, it could be explained that some students have been helped in reading comprehension in the aspect of determining the main idea, This aspect could be used as an initial strategy to help students understand the main idea of the text more easily. Furthermore, the identifying references students already understand the pronouns in sentences used to indicate

people, places, or situations. Students also explained that using Kahoot! media has also increased their vocabulary and it was more active in participating in English learning in class. However, some others were still not understood by the students detailed information, making conclusion and regarding vocabulary about similarity of meaning.

3. The challenges and supporting factors faced by the English teacher at MAN 1 Jember who used Kahoot! in reading lessons, it was explained that the challenges encountered by both the teacher and students included unstable internet connections, the limited time to answer questions, which was too fast for all questions to be answered, and technical problem in Kahoot! that caused students to suddenly log out of their accounts, leading to mistakes when pressing the wrong buttons. On the other hand, the supporting factors for using Kahoot! were Kahoot! Aceabilities, Kahoot's! Interesting features, and Gamified educational platform. These features included audiovisual elements, images, and multiple quiz modes that were fun and engaging. Kahoot! helped improve students' reading comprehension by testing their knowledge, reinforcing key concepts, and aiding in information retention.

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 was good for the teacher to used more interesting and innovative teaching Media. The teacher could select the appropriate technique for teaching reading comprehension. The teacher must create a good atmosphere, so students become interested, have fun, and enjoy the learning process. One of the effective Media was using Kahoot! media. The teacher could used Kahoot! Media as a media learning to improve students' reading comprehension. The teacher encourage students to think critically about the material through Kahoot! media.

2. For The Students

Students must be more active in learning English to understand reading because by understanding reading, students could understand and know the contents of the reading or material so that they do not think that English was difficult . When using Kahoot!, if the time provided to answer questions feels insufficient, it is recommended that students prioritize answering the questions they understand best first. This Aim to read quickly and efficiently, avoiding hesitation when choosing an answer. Additionally, consider asking the teacher for more time in future sessions to allow for more thoughtful responses. Regular practice is also advised to help students become more comfortable with answering within the time limits.

3. For future Researcher

The final project could used as a reference when they had similar research. The researcher hopes that the findings of the study will be useful for other researcher. However, was Media needs more development and consideration of the situations in the future.



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LIST OF APPENDIX

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Appendix 1

MATRIX OF RESEARCH

TITLE	VARIABLE	INDICATOR	RESEARCH OBJECTIVE	RESEARCH METHOD	RESEARCH FOCUS
The implementation of Kahoot! To improve reading comprehension at MAN 1 Jember	Reading comprehension Kahoot!	<ol style="list-style-type: none"> 1. The Definition of Reading 2. The Definition of Comprehension 3. The Definition of Reading Comprehension 4. Type of Reading 5. Strategies of Reading Comprehension 	<ol style="list-style-type: none"> 1. To know how the English teacher at MAN 1 Jember utilize the Kahoot! media in the reading teaching process 2. To know whether there was significant influence of using Kahoot! media towards students reading comprehension on explanation text 3. To know the challenges and supporting factors faced by the English teacher at MAN 1 Jember 	<p>Research Design: Qualitative research</p> <p>Data Collecting Technique :</p> <ol style="list-style-type: none"> 1.Observation 2.Questionnaire 3. Interview <p>Data Analysis Technique</p> <ol style="list-style-type: none"> 1.Data Condensation 2 Data Display 3.Conclusion drawing/Verification 	<ol style="list-style-type: none"> 1. How do the English teacher at MAN 1 Jember utilize Kahoot in teaching reading? 2. How does the use of kahoot influence the reading comprehension of students at MAN 1 Jember? 3. What are the challenges and supporting factors faced by the English teacher at MAN I Jember when using kahoot in teaching reading ?

Appendix 2

Pre-research interview with the students

1. Identitas siswa (nama,usia,kelas)?

Siswa 1 :RABINDRANATH MAULANA RASYID SHIRAZI HAKIM
XBAHASA 16

Siswa 2 : Zaskia zahwatul aliyah XBAHASA 15

Siswa 3 : FRISTY ULFI AMALIASYAH XBAHASA 16

Siswa 4 : SALMAA ISMAIL MAZIYUN XBAHASA 16

Siswa 5 : ROYYAN RIZKY RAMADHAN XBAHASA 16

2. Suka atau tidak dengan bahasa inggris ?Alasannya apa ? bagian mana yang disukai dan tidak disukai? Skill yang tidak disukai ?

Siswa 1 :Suka alasannya seru .yang suka cara ngomongnya ,yang gasuka grammar .yang ga disukai itu listening .yang disukai reading speaking .

Siswa 2 :suka alasannya karena emang dari kecil diajarin bahasa inggris sama orangtua .yang gadisuka grammar ,paling disukai speaking.skill yang gadisuka listening yang disukai speaking sama writing

Siswa 3 :suka alasannya lebih enak bicara sama orang asing ,yang disukai reading kalau yang gadisuka grammar .

Siswa 4 : suka alasannya karena seru ,yang disukai iregular sama reguler grammar yang ga disukai grammar yang lain.skill yang disukai speaking ,reading yang gadisuka listening .

Siswa 5 :suka alasannya karena seru bahasa nya international ,bagian yang disukai bahasa inggris dengerin lagu sama nonton film yang gadisuka belajar pake rumus .skill yang disukai reading sama writing ,yang ga disukai listening

3. kalau dikelas gurunya suka mengajar skill apa ?

Siswa 1 :Listening sama reading .yang sering reading

Siswa 2 :reading sama writing yang paling menonjol itu reading

Siswa 3 :listening yang paling menonjol itu reading

Siswa 4 : reading

Siswa 5:writing,reading ,speaking .yang lebih menonjol writing

4. suka baca atau tidak ?kalau baca bahasa inggris suka atau tidak ?

Siswa 1 :suka baca

Siswa 2 :suka baca

Siswa 3 :suka baca

Siswa 4 : suka baca

Siswa 5 :sedikit

5. apakah yang bikin susah dalam membaca bahasa inggris ?

Siswa 1 :banyak kosa kata baru yang belum tau

Siswa 2 :banyak kosa kata yang sulit sama pronountiation

Siswa 3 : analisis

Siswa 4 :kosa kata pengucapan yang tidak sesuai dengan tulisannya

Siswa 5 :kosa katanya

6. kalau belajar vocabularies itu gimana ? gurunya suka ngasi vocab apa tidak ?
atau ada akses dari buku dan internet ?

Siswa 1:Dari sosial media ,dari guru ngasi vocab .sering ngasi vocab ,dari ig
,youtube ,netflix

Siswa 2 :diajarin dari sekolah ,suka ngasi vocab ,ada buku dari sekolah sama pendamping

Siswa 3 :dari kamus ,suka ngasi vocab.ada dari internet tiktok ,google

Siswa 4 :dari hp sm tv , suka ngasi vocab ,dari buku bupena kalau internet quiziz ,web

Siswa 5 :dari musik,game .gurunya suka ngasi vocab ,dari internet .

7. kalau dikelas gurunya ngajar baca pakai apa ?

Siswa 1 :Quiziz ,ukpm .

Siswa 2 :Quiziz,ukbm

Siswa 3 :buku,ukbm ,quiziz

Siswa 4 :ukbm sama buku ,quiziz

Siswa 5 :ukbm di hp

8. tema di kelas bahasa inggris itu seperti apa ? banyak diskusi atau bayak pertanyaan ?

Siswa 1 :Lebih banyak pertanyaan daripada diskusi

Siswa 2:pertanyaan daripada diskusi

Siswa 3 ;banyak pertanyaan

Siswa 4 : diskusi

Siswa 5 :diskusi

9. gurunya pernah ga proyek bahasa inggris ?

Siswa 1:Pernah tentang kaya surat ,tugas video pengenalan diri

Siswa 2 :pernah yang bikin video intruducing ,sama invitation

Siswa 3 : pernah biasanya ppt

Siswa 4 : ppt ,bikin video

Siswa 5 : pernah ppt

10. gurunya pernah pakai game /web /video ?

Siswa 1:Pernah game deskripsi film dalam bahasa inggris,quiziz ,

Siswa 2 : pernah quiziz

Siswa 3 ;quiziz

Siswa :quiziz

Siswa 5 : pernah,quiziz

11. kalau di kelas bahasa inggris ada quiz /tidak ?ulangannya berapa kali? Model soalnya seperti apa ?

Siswa 1:Setiap selesai materi ulangannya 2 materi digabung jadi 1 ,pilihan ganda sama listening.

Siswa 2:jawabannya sama

Siswa 3 : setiap selesai materi

Siswa 4 :selesai materi soalnya model pilihan ganda sama essay

Siswa 5 : setiap pergantian materi,model soalnya tulis,g form,speaking

12. dikasi pr /tidak ?

Siswa 1:Dikasi pertemuan berikutnya

Siswa 2 :dikasi

Siswa 3 : dikasi

Siswa 3 :dikasi

Siswa 4 : dikasi

Siswa 5 : dikasi

13. setelah diajar ibu rizha lebih mudah belajar bahasa inggris ?berikan alasannya

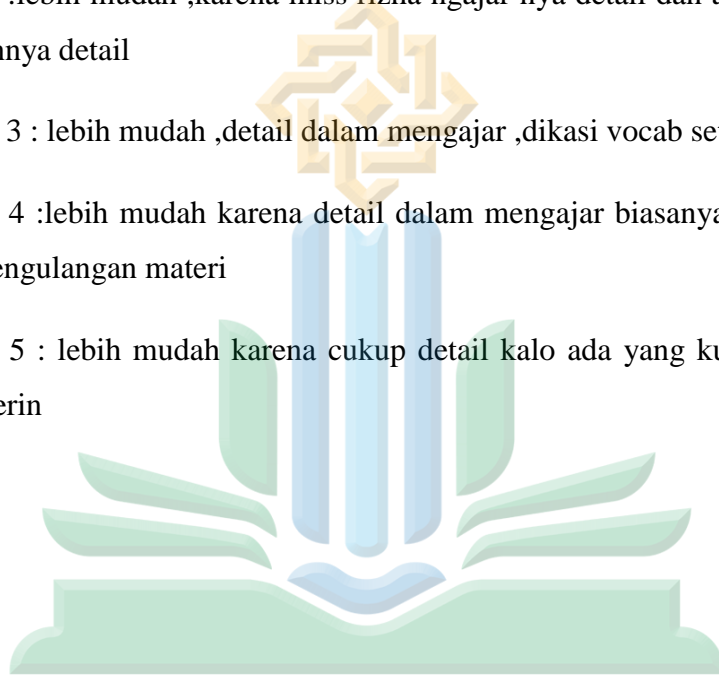
Siswa 1:Ga selalu mudah karena grammar .

Siswa :lebih mudah ,karena miss rizha ngajar nya detail dan asik kalo ditanya jelasinnya detail

Siswa 3 : lebih mudah ,detail dalam mengajar ,dikasi vocab setiap pertemuan

Siswa 4 :lebih mudah karena detail dalam mengajar biasanya tiap pertemuan ada pengulangan materi

Siswa 5 : lebih mudah karena cukup detail kalo ada yang kurang tepat pasti dibenerin



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Appendix 3

Post-research interview with the teacher

1. kenapa guru tersebut memilih kahoot untuk media pembelajaran?
Answer :lebih kepada mempertimbangkan keseruan ,jadi kalau di kahoot itu pertanyaannya muncul di layar jadi bisa pakai LCD proyektor ,di hp atau di laptop anak anak hanya muncul tombol warna pilihan ganda jadi para murid nge klik di hp dan pertanyaannya ada di layar semakin cepat di jawab semakin tinggi skornya .
2. kenapa guru tersebut memilih kahoot sebagai media pembelajaran diantara media yang lain ?
Answer :karena mudah penggunaannya dan ada banyak fitur jadi bukan Cuma multiple coice tapi ada truff all ,ada beberapa bentuk pertanyaan yang lain dan free.
3. kenapa guru tersebut memilih kahoot untuk reading comprehension diantara skill yang lain ?
Answer :karena kahoot cocoknya di reading comprehension jadi misalnya dikasi teks hanya menjawab pertanyaan saja sedangkan kalo speaking mereka kan harus practice kalo writing juga kurang cocok untuk menulis sesuatu kalo writing ada media lain yang saya pake dan listening kurang cocok.
4. bagaimana media ini dapat meningkatkan pemahaman siswa terhadap materi yang diajarkan ?
Answer :biasanya saya berikan quiz dadakan dari kahoot saya bisa mengukur pemahaman siswa terhadap materi sejauh ini bagaimana tanpa saya kasi persiapan dulu saya rasa bisa lebih mengukur seberapa paham murid dengan pelajaran yang sudah diajarkan.karena di media ini tersedia fitur yang memasuka gambar juga karena di media ini colorfull terus bisa masukan sound jadi bisa lebih menarik perhatian siswa agar lebih fokus .
5. bagaimana guru dapat mempersiapkan diri untuk menggunakan media ini dengan baik dalam kelas ?
Answer :membuat list pertanyaan dulu dari materi yang sudah diajarkan ,membuat list pertanyaan lalu mengumpulkan gambar gambar yang cocok

dengan setiap pertanyaan setelah itu dibuat quiznya dan karena saya pakai yang free 1 pertanyaan ini hanya bisa dipakai 5X maximal jadi setelah hasilnya muncul harus segera di save .kalo mau pakai yang ke 6 kali itu harus dihapus dulu.

6. Apakah ada resiko atau tantangan yang perlu diperhatikan saat menggunakan media ini dalam pembelajaran ?dan bagaimana solusinya ?

Answer:tantangannya ada pada jaringan internet karena kahoot ini cepat cepatan dan tiap anak jaringan internetnya berbeda ada yang hp nya lemot mengangkat sinyal.dan resikonya ada pada ada anak yang usil membocorkan quiz tapi jarang karena tidak bisa scren recorder dan pertanyaannya ada di papan mungkin hanya sebagian yang bisa bocor quiznya .untuk solusinya pakai jaringan yang sama seperti wifi sekolah tiap kelas sudah ada wifi tapi kalau ada anak yang punya paketan sendiri saya sarankan pakai paketannya.

7. Apakah ada perangkat atau teknologi tambahan yang d.iperlukan untuk menggunakan media ini dengan baik ?

Answer:simple aja Cuma butuh laptop pengajar kemudia media untuk menampilkan bisa pakai LCD proyektor bisa juga pakai smart tv dan sound itu dan anak anak harus punya gadjet entah itu hp atau laptop para murid masukkan kode atau pin untuk bisa masuk ke dalam game kahoot .

8. Apakah ada panduan atau sumber daya yang direkomendasikan untuk memaksimalkan efektivitas media ini dalam pembelajaran ?

Answer :belajar sendiri ,coba coba aja di kahoot .

9. Apakah ada contoh atau studi kasus penggunaan media ini dalam konteks pembelajaran yang berhasil?

Answer :tidak ada

10. Bagaimana cara mengintegrasikan media ini ke dalam kurikulum atau rencana pelajaran yang sudah ada ?

Answer :pada saat menyusun rpp biasanya sudah saya persiapkan sebagai pre test dan quiz di tengah -tengah .

11. Apa yang harus dilakukan jika ada siswa yang mengalami masalah pendengaran atau pengertian ketika menggunakan media tersebut?

Answer :jadi kalau kahoot ini kan cepat cepatan kalo mereka ga bisa jawab ya sudah ter kick .

12. Apa yang harus dilakukan sebelum memulai pembelajaran menggunakan media tersebut?

Answer :membuat quiznya ,pastikan anak anak mempersiapkan gadget masing masing sudah connect sama internet .

13. Apa tujuan guru dalam menggunakan media tersebut ?

Answer :menganalisis kecepatan siswa dalam menjawab soal,pemahaman ,literasi jadi kadang saya membuat soal menjebak ABCD nya mirip mirip kalau siswa cepat tapi tidak teliti salah juga.

14. Bagaimana cara guru memastikan bahwa semua siswa memahami materi yang disampaikan melalui media tersebut?

Answer :kalau kahoot nya sudah diimplementasikan jadi nanti muncul skor nya berapa dari situ menjadi bahan evaluasi saya untuk mengetahui pemahaman siswa itu sendiri .seandainya ada yang dibawah kkm saya kasi quiz yang berbeda soalnya biasanya yang dibawah kkm bukan karena muridnya gabisa tapi bisa aja karena jaringannya jadi tertinggal beberapa soal

15. Apakah guru memiliki saran untuk siswa yang ingin lebih memanfaatkan media dalam belajar ?

Answer :karena kan siswa yang sekarang gen Z lebih melek teknologi kalo saran saya dalam memanfaatkan teknologi dan sosial media itu lebih ingin tahu ternyata belajar itu bukan hanya dari buku saja ,dari materi yang dikasi guru tapi ternyata banyak juga media yang lain lebih mencari tahu tentang teknologi dan media apa saja yang bisa dipakai kadang ada beberapa siswa yang memberi tahu ada teknologi baru kepada saya.

Appendix 4

Pre-research interview with the teacher

Question	Answer
apa background pendidikan dan pekerjaan?	Pendidikan Bahasa Inggris FKIP Universitas Jember pekerjaan Guru bahasa inggris
Pengalaman mengajar berapa tahun?	Dari tahun 2018
Jumlah kelas 10 dan 11?	Kelas 10 (13 kelas) Kelas 11 (14 kelas)
kelas yang paling mudah dan susah diajar alasannya apa ?	Paling mudah kelas belajar cepat karena daya tangkap mereka cepat,karena kelas axel tidak banyak mengeluh activity apapun mereka jalani dengan cepat kalau paling susah itu 11 ips 4 karena anak ips lebih expresive terutama yang cowonya sebenarnya mengikuti dengan baik Cuma daya tangkapnya lebih lambat daripada yang lain.
Apa saja permasalahan saat mengajar ?	Banyak terpotong Waktu tanggal merah,kegiatan ,terpotong ujian kelas 12 jadi,kd yang harusnya selesai dalam 1 semester malah lambat jadi agak keburu.
Adakah masalah lain dari reading ? contohnya bagaimana bu ?	Tidak memakai bantuan apapun .contohnya mereka harus memakai dictionary agar lebih cepat dalam mengerjakan
kira kira nilai murid di reading berapa bu ?	untuk nilainya rata rata 80 diatas kkm
bagaimana dengan motivasi membaca di kelas bu ?	Mereka tuh tidak akan membaca kalau tidak ditugaskan ,motivasinya dari video cenderung suka video .

Question	Answer
Bagaimana cara mengajarkan membaca ? (kira kira faktornya apa)	Biasanya teks dulu analisis bareng-bareng berupa struktur dari teks nya itu terus language feature ,dari kontennya juga dari vocabnya baru dianalisis konten per paragraf.
Buku apa yang dipakai murid?	Buku pena dan erlangga
Apakah teks nya dari buku yang dipakai siswa?	Sebagian iya ,sisanya dicari,tugas harian dari buku kalau quiz dicari
Menurut ibu apakah teks yang dipakai siswa sudah cukup?	Menurut ibu apakah teks yang dipakai siswa sudah cukup?
Bagaimana ibu meningkatkan motivasi membaca siswa dalam bahasa inggris ?	Memberikan tugas ,dengan stimulus mereka mencari tahu lebih lanjut yang akan didiskusikan.
Jika tes bagaimana tesnya ? untuk skill lain tesnya bagaimana ?	Soal ada reading soalnya biasanya 3 dalam setiap teks ,listening soal,writing dan speaking dalam bentuk tulisan entah itu poster ,teks utuh nanti mereka mengilaboret tes itu secara lisan .
dari 4 skill dalam bahasa inggris skill apa yang lebih mudah dan sulit untuk diajarkan ?	Skill yang paling mudah diajarkan adalah reading .yang paling sulit speaking.
apakah ibu pernah menggunakan metode khusus dalam mengajar ?	Pbl
untuk dikelas ibu apakah ada skill yang lebih menonjol diajarkan ?	lebih ke reading
lalu bagaimana dengan ibu mengajarkan 4 skill itu di dalam kelas ?	Untuk listening biasanya saya lakukan rekaman audio atau video yang menarik. Setelah mendengarkan siswa akan ajukan pertanyaan untuk memastikan pemahaman mereka,speaking biasanya saya Dorong siswa untuk speak dalam pasangan atau kelompok kecil tentang topik yang telah dipelajari,reading biasanya saya sesuai

Question	Answer
	<p>dengan tingkat kemampuan siswa Mulai dengan teks yang lebih sederhana dan secara bertahap tingkatkan kesulitannya, untuk yang terakhir writing biasanya saya Berikan tugas menulis yang terstruktur seperti membuat paragraf deskriptif, narasi, atau esai singkat.</p>
<p>apakah di kelas ibu ada murid yang paling menonjol di kelas dan yang paling susah ?</p>	<p>Pasti ada tapi skill nya berbeda.</p>
<p>menurut ibu bahasa inggris yang paling penting diajarkan kelas berapa?</p>	<p>Disemua kelas.</p>
<p>Apakah materi yang pemerintah berikan sudah cukup atau tidak menurut ibu ?</p>	<p>Kurang alasannya karena keadaan setiap siswa itu berbeda jadi mungkin yang disediakan oleh pemerintah termasuk buku k13 atau yang sudah tersedia itu fit untuk mahasiswa yang kemampuannya segini tapi bagi siswa yang pemampuannya lebih itu akan eman kalau materinya itu itu aja sebenarnya mereka bisa lebih dari itu .</p>
<p>apa harapan ibu terhadap siswa yang lack of vocabularies ?</p>	<p>Mereka lebih aware bahwa belajar bahasa inggris itu penting jadi mereka ada motivasi</p>
<p>bagaimana menurut ibu mengajar vocab yang sesuai ?</p>	<p>untuk belajar menambah vocab mereka ,mereka ada usaha untuk lebih belajar lagi .</p>
<p>bagaimana menurut ibu mengajar vocab yang sesuai ?</p>	<p>Biasanya saat penyampaian materi ,analisis teks itu biasanya kita analisis bareng bareng contohnya misal dalam analitical exposition teks itu kan tentang teks persuading .</p>
<p>apa harapan ibu terhadap pengajaran bahasa inggris di level sma ?</p>	<p>Harapan saya diberikan wadah untuk peraktek lebig banyak jadi siswa bisa explore dengan kemampuan mereka bukan Cuma teori aja kita juga diwadahi prakter juga bukan Cuma dikelas mungkin</p>

Question	Answer
	bisa dengan holding class terus bisa visit kemana bisa komunikasi bahasa inggris dan mendatangkan guru dari luar.
apa harapan ibu terhadap siswa yang lack of vocabularies ?	Mereka lebih aware bahwa belajar bahasa inggris itu penting jadi mereka ada motivasi dari diri mereka sendiri jangan menunggu tugas
Teks-teks apa yang dipakai dalam kahoot	Descriptive text
Bagaimana bu rizha utilize kahoot in teaching reading ?	So, basically the main way I used Kahoot in my classes is as a review for an assessment. Rather than give out a packet of review information, we would play Kahoot. In a typical 40 minute class period I could usually get through two 25 question games. The part I really like about Kahoot is it will show you the student answers as a percentage for each letter choice. I was able to easily stop the game if I came across a misconception or questions where less than 70% of the students had gotten it wrong. It does not show who got it wrong, so you don't have to worry about embarrassing anyone. Kahoot could also be a great way to break up the middle of the class to check for understanding. I could easily throw together a 3-5 question Kahoot and have students answer the questions after they were presented with some new information. It's simply a fun formative assessment. This would provide me with immediate feedback. I could also see it being used as an end of class activity.
apa bedanya assesment tool dengan quiz yang jenengan pake di kahoot bu? Apakah assesment tool diambil nilai bu?	Iya mbak. Assesment tool diambil nilainya. Kalau quiz hanya utk mengukur pemahaman siswa thd materi, dan kadang jg diambil nilai utk tambahan.
bu pada narative text Apakah dengan kahoot bisa menentukan ide utama,menemukan referensi,memahami makna kosakata,membuat	Iya bisa.

Question	Answer
kesimpulan,dan menemukan informasi pada siswa bu dari 5 item bu?	
dengan kahoot siswa bisa menentukan ide utama,menemukan referensi,memahami makna kosakata,membuat kesimpulan,dan menemukan informasi dari 5 item tersebut kira kira mana yang mereka merasa kesulitan?	3. Yg sering salah biasanya tntg vocab ketika soalnya terkait silimar meaning dan sejenis.
Izin bertanya lagi bu dari quiz yang bu rizha kasi di kahoot siswa yang incorect biasanya dari soal apa ngeh bu?	Similar meaning suatu vocab
Bagaimana cara bu Rizka menyesuaikan soal-soal Kahoot agar sesuai dengan materi reading yang sedang dipelajari?	I prefer constructing my own question items on kahoot. Sebenarnya di kahoot ada bank soal yg bisa dipakai, dg search keyword main material yg sedang dibahas, akan ada banyak pilihan paket kuis yg muncul. But as I've mentioned before, I prefer constructing them by myself jadi bisa lebih sesuai dg materi, terutama jika sdg membahas teks tertentu.
Apakah bu rizha menggabungkan penggunaan Kahoot dengan strategi pengajaran lainnya? Jika ya, bagaimana cara bu rizha mengintegrasikannya?	For sure, kahoot is only one of the ways for me to review the students' understanding and reading comprehension as I explained here.

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Appendix 5

FIELD NOTE

No	Tanggal	Kegiatan
1	Kamis, 1 Agustus 2024 I JP (Tongue twister)	<p>This was the day I came to MAN 1 Jember. My goal was to follow up on my plan to do research here. at 10:29 the teacher is in class, students are not allowed to use cellphones during the lesson, all students store their cellphones in the drawer, some students are in the library while waiting for the complete students, the teacher interacts with students. at 10:44 the students are complete, the teacher greets the students, takes attendance and distributes homework at 10:46 the teacher starts explaining the material, the students' responses speak for themselves, then the teacher asks the students to write what is on the board, all students write and no one speaks, the teacher goes around to see the students, after finishing writing the teacher asks the students to read what is on the board the classroom atmosphere becomes active and the students are very enthusiastic in the learning there are 2 boys and 1 girl who read correctly, the teacher is very innovative in teaching, easy for students to understand and clear when explaining, at 10:54 the teacher asks the students to follow the tongue twister all students are very active and all students can imitate, at 10:59 the teacher continues explaining yesterday's material all students exchange homework with their deskmates then the teacher dictates the correct answers, some get 100, at 11:25 learning is complete.</p>
2		<p>it was the day I returned to MAN 1 Jember, my goal was to follow up on my plan to conduct research here, at 13:57 all students were in class to start learning, all students and teachers were waiting for one of the students who was taking a laptop in class because this time the learning was held in the second floor library, all students put their cellphones on the table then at 13:58 the teacher gave a greeting, and took attendance,</p>

Selasa, 6 Agustus 2024
2 JP
(kahoot)

14:00 finished attendance, at 14:01 opened kahoot the student asked for the wifi password after that at 14:03 prepared to log in to kahoot, at 14:04 the students talked to themselves when logging in to kahoot, at 14:07 explained the use of kahoot start, at 14:08 some students stood up because they didn't look crowded, many got the quiz right, at 14:09 quiz question number 2 many students complained, the classroom atmosphere was very active, students were enthusiastic in answering the quizzes on kahoot, the teacher spoke using mic provided in the room. at 14:15 the teacher explained very clearly and easily understood by the students, the students were very excited after each quiz the teacher explained each answer choice each question was given 30 seconds there were 10 questions, at 14:20 the kahoot quiz was finished after the quiz the teacher re-explained the answers to all the questions the students listened to the teacher's explanation no one slept and talked to themselves who got the highest score got a reward and additional points, at 14:22 put down the cellphone and opened the book, at 14:33 the group division, at 14:34 was chosen by the teacher randomly based on the absent number using a touch screen board, at 14:27 finished choosing a group, at 14:30 finished choosing a group using media, at 14:32 all students gathered with their respective groups then the teacher asked from group 1 to group 8 and each group representative raised their hands, at 14:34 the topic was about superheroes the teacher explained what students should do. 14:37 the class atmosphere was lively choosing a country as a superhero place, at 14:39 the group representative came forward, at 14:42 the teacher went around visiting each group, at 14:43 the class atmosphere was active for each group in working on the assignment given by the teacher, 14:45 the teacher explained using the whiteboard, at 14:47 the teacher inspired the representative of each group to come forward to write the characteristics of the superhero of each country they chose, at 14:49 the students came forward to write on the whiteboard. the class

		<p>atmosphere was active for each group, each group discussed with their group to choose the characteristics of the superhero, at 14:52 while waiting for the students to finish what was on the whiteboard the teacher went around to each group, at 15:00 the students had finished what was on the board, at 15:02 they continued at the next meeting because the time was over.</p>
3	<p>Selasa 27 Agustus 2024 2 JP (Change words)</p>	<p>I came to MAN 1 Jember, my goal was to follow up on my plan to conduct research here. At 13:58 the lesson began the teacher greeted, took attendance when the teacher called the name of student the attendance time was busy the students were talking to themselves, at 14:03 the students erased the blackboard, at 14:05 the group division was 4 groups, at 14:06 the teacher explained the change word to the students (the atmosphere became active because the students were discussing to write words on the board all the students were excited and took turns coming forward to write verbs then the teacher monitored the students who were writing on the board, at 14:14 the time was finished, at 14:15 the teacher corrected the answers of group 1 correct 23, group 2 correct 15, group 3 correct 21, group 4 correct 12, at 14:20 finished correcting, at 14:22 the material was open book, at 14:25 the students read their respective books, at 14:37 finished reading, 14:38 did the kahoot on their respective devices there were 7 For each question, the time given is 10 seconds, at 14:52 discuss the questions together, at 14:53 guess, then at 15:00 the lesson ends.</p>

Appendix 6

The following is a summary of the results of students' answers in answering questions about learning English using Kahoot media.

First Questionnaire List Of Questions

No	Questions	Yes	No	Doubtful	Comment
1	Do you understand the rules of the Kahoot game before starting? If not, please leave your comments.	7	-	3	Based on the results of the students' answers, there were 7 students who already understood the rules of the Kahoot game before it started and 3 students answered hesitantly.
2	Can you answer the questions in the quiz quickly and correctly in the Kahoot game?	8	-	2	Based on the results of the students' answers, there were 8 students who were able to answer the questions in the quiz quickly and correctly in the Kahoot game and 2 students answered hesitantly.
3	Do you enjoy using Kahoot as a learning tool?	10	-	-	Based on the results of the students' answers, all students enjoyed using Kahoot as a learning tool.
4	Are the instructions and questions given by the teacher during the Kahoot implementation easy to understand?	7	-	3	Based on the results of the students' answers, there were 7 students who understood the application of Kahoot given by the teacher and 3 students answered hesitantly.
5	Are the instructions and questions given by the teacher in Kahoot easy to understand?	7	-	3	Based on the results of the students' answers, there were 7 students who understood the application of Kahoot given by the teacher and

					3 students answered hesitantly.
6	Do you find this game interesting and makes you more enthusiastic about learning?	10	-	-	Based on the results of the students' answers, all students felt enthusiastic about learning and thought this game was interesting.
7	Did you find Kahoot helpful in understanding today's lesson material?	8	-	2	Based on the results of the students' answers, there were 8 students who had understood the learning material provided and 2 students answered hesitantly.
8	Do you feel that the time given by the teacher in the game is enough?	-	9	1	Based on the results of the students' answers, there were 9 students who felt that there was not enough game time and 1 student answered hesitantly.
9	Is the time given by the teacher in the Kahoot game enough to answer all the questions?	-	10	-	Based on the results of the students' answers, all students answered that the time given by the teacher in the Kahoot game was not enough to answer all the questions.
10	If I need your more complete answer regarding the answer you have given, would you be willing to contact me?	9	1	-	Based on the results of the students' answers, 9 students answered that they were willing to be contacted by the researcher and 1 student answered that they could not because they had a lot of schoolwork to complete.

Table 4.2 Questionnaire List Of Questions

No	Questions	Comment
1	Mention what you don't like about using Kahoot!	Based on the results of the questionnaire answers from 10 students, they said they did not like Kahoot because the time to answer the questions was too short.
2	Name a part of the game in kahoot on today's topic that you enjoyed!	Based on the results of the questionnaire answers from 10 students, they said they liked the Kahoot Topic regarding Narrative Text.
3	How will you collaborate with your classmates to answer today's Kahoot question?	Based on the results of the questionnaire answers from 10 students, they said they often asked friends about the answers to questions on Kahoot by discussing them.
4	What are your suggestions for using kahoot in class today?	Based on the results of the questionnaire answers from 10 students, it was suggested that more time be given to answer questions so that they can answer all the questions.



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Appendix 7

Second Questionnaire

KUISONER RESPON SISWA TERHADAP PENERAPANKAHOOT

Berikut ini adalah kuisoner yang berkaitan dengan penelitian yang bertujuan untuk meningkatkan kemampuan pemahaman membaca siswa kelas 10 MAN 1 Jember melalui Kahoot dengan teks naratif.

IDENTITAS RESPONDEN

Nama : Ahmad Danial Mustofa
Kelas : X KTR 1
Tanggal : 07/10/2024
Topik : jurnal ilmiah kahoot

Berilah tanda centang (✓) pada salah satu jawaban yang anda pilih pada kolom iya atau tidak dan berilah pendapat anda pada kolom komentar!

No.	Pernyataan	Iya	Mungkin	Tidak	Komentar
1.	Kahoot dapat menghilangkan rasa bosan saat proses kegiatan belajar mengajar berlangsung.	v			
2.	Dengan Kahoot Saya dapat: a. Menemukan ide pokok yang terdapat dalam teks bacaan		v		
	b. Menemukan informasi spesifik dalam teks bacaan.	v			
	c. Mengetahui hal yang dirujuk pada teks bacaan.	v			
	d. Menangkap makna tersirat dalam teks bacaan.	v			
	e. Menambah kosa kata bahasa inggris melalui	v			

	persamaan maupun lawan kata.				
3.	Dengan penerapan Kahoot dari guru, saya lebih aktif dalam mengikuti pembelajaran bahasa inggris di kelas.	v			
4.	Saya semakin senang membaca teks bahasa inggris setelah diterapkannya kahoot			v	Proyektor kelas ga jelas rusak jadi teks nya ga bisa di liat jadi males ngerjakan kadang
5.	Saya lebih mudah memahami teks naratif dengan Kahoot ini.			v	
6.	Saya merasa lebih berkonsentrasi dalam mengikuti rangkaian pembelajaran dengan Kahoot.	v			
7.	Saya merasa lebih optimis terhadap nilai membaca bahasa inggris dengan Kahoot ini.	v			
8.	Dengan Kahoot, saya merasa lebih nyaman karena bermain sambil belajar.	v			
9.	Saya setuju jika Kahoot diterapkan pada pemahaman membaca teks bahasa inggris.		v		
10.	Apakah dengan kahoot bisa menentukan ide utama,menemukan referensi,memahami makna kosakata,membuat kesimpulan,dan menemukan informasi dari 5 item tersebut yang masi bingung yang mana ?		v		

Appendix 8

The following is a presentation of the results of reading comprehension learning using Kahoot given by the teacher in class on August 6, 2024, which has been carried out twice with a total of 34 students as follows.

Reading Comprehension Learning Outcomes Using Kahoot

Final Scores				
Rank	Player	Total Score (points)	Correct Answers	Incorrect Answers
1	Sam ez win	7917	9	1
2	Ayunisza	7275	9	1
3	Aurezz	7058	8	2
4	Rayn	6995	8	2
5	Fizza	6977	8	2
6	Nara Jagad	6915	8	2
7	Halwah	6730	8	2
8	Sheisa	6544	8	2
9	Wawan	6442	8	2
10	Fachri	5954	7	3
11	Rama2	5914	7	3
12	Nayaaaaa	5908	8	2
13	nadinazura	5832	7	3
14	Ajam	5556	6	4

15	Letha imoet	5277	6	4
16	Rifqi gantengz	5224	6	4
17	Javier FRR	5187	6	4
18	Zhuli	5120	6	4
19	Khansa	5075	6	4
20	ayla luv icel	5059	6	4
21	mitAa	4888	6	4
22	Najwa	4854	6	4
23	asilah amora	4847	6	4
24	sabs gemay	4803	6	4
25	alvan ni bozss	4313	5	5
26	Zakariya A.S.	4169	5	5
27	Althaf manusia	4061	5	5
28	apeng (gatfan)	4047	5	5
29	Maou Daniel	3967	5	5
30	Hasna	3437	4	6
31	Fadilll	3225	4	6
32	Rahma	2853	4	6
33	Taa	2212	3	7
34	Zakariya Alaihi	0	0	10

Based on the results above, it can be explained that the answers from

students who had high scores were 13 people (38,24%) and low scores were 21 people out (61,76%) of 34 students with the total correct answers (%) being 61.47% and the total incorrect answers (%) being 38.53%.

The following is a presentation of the results of reading comprehension learning using Kahoot given by the teacher in class on August 27, 2024, which has been carried out twice with a total of 34 students as follows.

Reading Comprehension Learning Outcomes Using Kahoot

Final Scores				
Rank	Player	Total Score (points)	Correct Answers	Incorrect Answers
1	Gatfann	6754	7	0
2	Danil Calon DPR	6351	7	0
3	Althaf	6282	7	0
4	Ayunisza	6198	7	0
5	Sheisa 34	6127	7	0
6	Rayhan	6035	7	0
7	Abrisam	5889	7	0
8	Second acc	5829	6	1
9	Azzam Rabbanie	5772	6	1
10	Rasendriya A.	5611	6	1
11	nadiya	5594	6	1
12	Fizza	5579	6	1
13	mitAa	5368	6	1

14	sabrina lalita	5260	6	1
15	HASNACHHHZZ	5243	6	1
16	nadinn 22	5206	6	1
17	akhmad alvan	5113	6	1
18	Rifqi Athallah	4956	6	1
19	JAVIERFRR	4783	6	1
20	Fadil	4640	5	2
21	HALWACHHHZZ	4507	5	2
22	Khansaa	4429	5	2
23	Zakariya	4256	5	2
24	Febriya	4217	5	2
25	Rayn	4175	5	2
26	Ramadhanisme	4108	5	2
27	Wawanz	4106	5	2
28	Ghathfan FR	4081	5	2
29	Nayaa	3875	5	2
30	Charletha Mayla	3685	4	3
31	Asilahn	3649	4	3
32	Fachri	3452	4	3
33	Nara Jagad (25)	3380	4	3
34	26 ta	2399	3	4

Based on the results above, it can be explained that the answers from students who had high scores were 19 people (55,88%) and low scores were 15 people out (44,12%) of 34 students with the total correct answers (%) being 61.47% and the total incorrect answers (%) being 38.53%. This shows that the learning used by teachers using Kahoot is effective in improving reading comprehension. Utilization of the Kahoot application has a major impact on students. The results of the study are that the Kahoot application can improve student learning outcomes and can improve good interactions between teachers and students. The application of the application as a learning medium in the classroom produces a new atmosphere that makes students more relaxed and teachers also find it easy to provide learning. On the other hand, the influence of Kahoot as a learning medium is to make it easier for students to master vocabulary quickly starting from the meaning of words, the function of words and how to pronounce them. After the application is implemented in the classroom, students better understand the English vocabulary taught.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 9



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: Info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Anggi Ayuning Arisandi
NIM : 201101060022
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : The Implementation of Kahoot! To improve Reading Comprehension at
MAN 1 Jember

telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 13%

BAB I : 14%
BAB II : 14%
BAB III : 23%
BAB IV : 11%
BAB V : 3%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER, 18 Oktober 2024

Penanggung Jawab Cek Plagiasi

FTIK UIN KHAS Jember




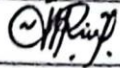
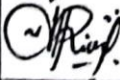
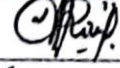
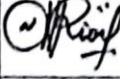


(Laily Yunita Susanti, M. Si)

NB: Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan

Appendix 10

Research journal

The implementation of Kahoot! to improve reading comprehension at MAN 1 Jember

NO	DAY.DATE	ACTIVITY	SIGN
1	31 Mei 2024	The researcher conducted silaturahmi as well as delivering research letters	
2	28 juni 2024	The researcher interviewed the teacher	
3	19 juli 2024	The researcher Observed the teacher while teaching in the class	
4	30 juli 2024	The researcher gave Quisionare to the students	
5	1 agustus 2024	The researcher observed the teacher while teaching in the class and took fields note	
6	6 agustus 2024	The researcher observed the teacher while teching in the class. then, gave quisionare to the students and took fields note	
7	27 agustus 2024	The researcher observed the teacher while teching in the class. then, gave quisionare to the students and took fields note	

UNIVERSITAS ISLAM NEGERI Jember, 21 oktober 2024

KIAI HAJI ACHMAD SIDDIQ
J E M B E R


Headmaster of MAN 1 Jember

Drs.Anwaruddin, M.Si.

Appendix 11



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos 68136
Website [www http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.ianjember@gmail.com

Nomor : B-8697/In.20/3.a/PP.009/10/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MAN 1 Jember

Jl. Imam Bonjol No.50, Kaliwates Kidul, Kaliwates, Kec. Kaliwates, Kabupaten Jember, Jawa

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 201101060022
Nama : ANGGI AYUNING ARISANDI
Semester : Semester sembilan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The implementation of Kahoot to improve reading comprehension at MAN 1 Jember" selama 7 (tujuh) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Anwaruddin, M.Si.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 21 Oktober 2024

an. Dekan,

Wakil Dekan Bidang Akademik,

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER



[Signature]
KHOTIBUL UMAM

Appendix 12



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH ALIYAH NEGERI 1**

Jalan Imam Bonjol Nomor 50 Kalwates Jember
Telepon (0331) 485109; Faksimili (0331) 484651; PO Box 168 Jember;

E-mail: man1jember@yahoo.co.id

Website: www.man1jember.sch.id

SURAT KETERANGAN SUMBANGAN BUKU

Nomor : R.13Kpus/10/2024

Yang bertanda tangan dibawah ini Pengadministrasi perpustakaan Madrasah Aliyah Negeri 1 Jember

Nama : Rifai
NIP : 197206262009101001
Jabatan : Pengaministrasi Perpustakaan
Menyatakan telah menerima buku bacaan dari
Nama : ANGGI AYU NING ARISANDI
NIM : 201101020022
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Program Study : TADRIS BAHASA INGGRIS
PT : UIN KHAS JEMBER
Dengan Judul Sebagai Berikut :
Judul Bacaan : BUKU HAFALAN CEPAT LUAR KEPALA
Pengarang : IBNU RAHMAN HAKIM
Penerbit : ANAK HEBAT INDONESIA

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER
Jember, 21 Oktober 2024
Rifai
NIP. 197209262009101001

Judul Penelitian : THE IMPLEMENTATION OF KAHOOT! TO IMPROVE READING COMPREHENSION AT MAN 1 JEMBER

Appendix 13

Statements of Authenticity

The undergraduate below:

Name : Anggi Ayuning Arisandi
SRN : 201101060022
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution ; UIN KHAS Jember

I affirm that my undergraduate thesis titled “**The Implementation of Kahoot! to improve reading comprehension at MAN 1 Jember**” is entirely my original work. It does not include any content authored by others except where explicitly cited in quotations and references. Consequently, I take full responsibility for this article in the event of any objections or claims from third parties.

UNIVERSITAS ISLAM NEGERI
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JEMBER

Jember, October 19th 2024

02078AMX002978717
Anggi Ayuning Arisandi
201101060022

Appendix 14



Personal Information

Name : Anggi Ayuning Arisandi
NIM : 201101060022
Gender : Female
Place, date of birth : Bondowoso, 13 januari 2002
Address : RT/RW 12/05, Sukosari lor Village, Kec. Sukosari, Kab.

Bondowoso

Religion : Islam

Department/Major : FTIK/English Department

Educational Background

2006 – 2007 : TK Al Kautsar
2008 – 2013 : SDN Sukosari 01
2014 – 2016 : SMP Nurul jadid
2017 – 2019 : SMA Nurul jadid