THE INFLUENCE OF KAHOOT IN READING SKILL OF INFORMATICS ENGINEERING STUDENTS AT POLITEKNIK SEKAYU

A Thesis by

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2022

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DEDICATION

This thesis is dedicated to:

Allah SWT for blessing me to finish this thesis and the prophet Muhammad SAW as our role model, my beloved parents Bambang Hermanto and Eka Narti, my brother Ebi Nardianto and my sister Elti Bintari. My lovely advisors Mrs. Jenny Elvinna Manurung and Ms.Yunani Atmanegara, M.Pd, all of my lectures, all of my friends. Thank you very much for all encouragement, support, prayer and love.

MOTTO

"If you spend your life waiting for the storm, you will never enjoy the sunshine"

"All I need is patience"

ACKNOWLEDGEMENTS

All praise to Allah SWT, the writer could finish her thesis. It was completed in order to accomplish SI degree at English Education Study Program, Faculty of Teacher Training and Education, Tridinanti University Palembang.

Furthermore, the writer would like to express her deepest appreciation to:

1. Dr. Ir. Hj. Manisah, M.P, as the Rector of Tridinanti University Palembang
2. Nyayu Lulu Nadya, M.Pd, as the Dean of Faculty Teacher Training and Education
3. Nurulanningsih, M.Pd and Yuyun Hendrety, M.Pd as Dean Assistant of Faculty Teacher Training and Education
4. Jenny Elvinna Manurung, M.Pd and Nita Ria, M.Pd, as the Head and Secretary of English Language Education Department
5. Jenny Elvinna Manurung, M.Pd and Yunani Atmanegara, M.Pd, as her two advisors for their encouragement in writing her thesis.
6. All the lectures of Tridinanti University of Palembang who sincerely guided and taught during her study in this university
7. All the lectures and academic community of Politeknik Sekayu who supported her during the study.
8. All beloved family Bambang Hermanto, Eka Narti, Ebi Nardianto, and Elti Bintari as her support system for ups and downs.
9. All beloved classmates, Wulan Widya Rahayu, Asmirandah, Dhea Aureliani, Rizka Aulia Shabrina, Rindang Aulia for all the good work during her study,

Hopefully, this thesis will be useful for those who read it. Last but not least, the writer would like to have any remarks, comments, and criticism are very much welcome.

Palembang, April 2022

Berti Artika Sari

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PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dnegan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata didalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang telah saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2003, pasal 25 ayat 2 dan pasal 70.

Palembang, Maret, 2022

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ABSTRACT

The success of English reading comprehension is the essential ability for academic success. Due to students interest in technological things, implementing online tool by using Kahoot could be an alternative way to enhance students' reading comprehension achievement. The aims of this study were to find out (1) whether or not there was any significant improvement in reading skill of Infromatics Engineering students by using Kahoot, and (2) whether or not there was any significant difference in reading skill of Informatics Engineering students at Politeknik Sekayu between those who were taught and those who were not. This study used quasi experimental design involving 50 Informatics Engineering students at Politeknik Sekayu as the sample chosen by using purposive sampling. Reading test was used as the technique for collecting the data while paired sample t-test and independent sample t-test were used for analyzing the data. The results showed that Kahoot significantly improved students' reading skill especially in vocabulary, inference, facts and opinions, reference, scanning for detail, and main idea. Moreover, there was also significant difference between the students who were taught by using Kahoot and those who were not. Since Kahoot consists four kinds of features including quiz, discussion, survey, and assessment, it made reading activities more fun, not monotonous, and comprehensive. It also provided cooperative and collaborative learning that triggers students' to be motivated, enthusiastic, and competitive in learning.

Keywords: *Kahoot, Reading Skill, Informatics Engineering Students.*

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CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) problems, (3) objectives, and (4) significances of the study.

1.1 Background of the Study

The advanced technology in global era influences in most aspect of life including in education. Technology has been used as one of the important parts of the teaching and learning process in and out the class. It has been used to help, build, and improve the learning. Computer technology is regarded by many teachers to be a significant part in providing a high quality of education (Gençiter, 2015; Harmer, 2007). In addition, Larsen and Anderson (2011) supported that technology provides teaching resources for the teachers and learning experience to the learners' world and they can be motivated in language learning. Furthermore, technology can create a learning atmosphere centered around and increase learners' motivation (Arifah, 2014; Pourhosein Gilakjani, 2014; Dawson, Cavanaugh, and Ritzhaupt, 2008). In other words, technology in teaching English as the foreign language brings to learning achievement, atmosphere and motivation that is very helpful for both teacher and students.

Technology provides important role for both teacher and learner in the form of teaching resources and learning experience. According to Patel (2013), the application of technology has considerably changed English teaching method that will lead into many alternative ways on having an interesting teaching and learning environment. Basic changes have moved in classes beside teaching

methods because chalk and talk method is not sufficient to effectively teach English (Susikaran, 2013). Moreover, Raihan and Lock (2012) confirmed technology integration is more effective than lecture-based class. By integrating technology in language acquisition, it will lead on the easiest way in accordance to fulfill the language skills, such as: speaking, listening, writing, and reading.

Among the four language skills, reading is considered as a center of skill in language acquisition. Cambria and Guthrie (2010) explained that reading is important for students to ensure success in learning English. In order to learn, a student need to be able to read. However, reading is rather challenging as readers have to solve many problems such as absorbing information from the text, finding the main ideas of the text, answering questions related to the text, summarizing the text, and understanding the implied meaning of the written symbols in the text (Chaniago, Badusah & Embi, 2011). Through reading, students can get many kinds of information, communication, and ideas which expand the knowledge on the basis of language acquisition. Pretorius (2000, p.46) opines that language proficiency and reading skills both draw on linguistic skills and knowledge however reading develops on the specific cognitive-linguistic skills. In college reading, it is the most important avenue of effective learning and the achievement of academic success (Palani, 2012, p. 91). In line Bharuthram (2012) states that the university students are expected to comprehend well on what they read in order to analyze, evaluate, synthesize and criticize on the information from various sources.

Generally, reading skill is followed on the new word knowledge incidentally through comprehension-focused reading skill. The importance of

reading cannot be denied; it is a vital skill for achieving academic success at tertiary level education (Akabuike, 2012, p. 247). Even though most students have already known that reading is important but some of them still consider that reading is a boring activity, especially when they think that it is hard for them to understand the content of the text. In addition, their less ability in making connection of the information from the text with their previous knowledge also gives effect to their reading ability. Therefore, teacher is supposed to apply the appropriate method or technique that can enhance the students' reading skill and help them to understand completely.

Unfortunately, some problems are faced by learners in learning English reading. They lack language knowledge and words knowledge, vocabulary, reading strategies application, reading skills, interest, amount, and motivation (Diem, 2011, p. 3; Hamra and Syatriana, 2010, p. 3; Hadi, 2006, p. 2). Furthermore, based on the observation done by the writer during the pretest of TOEFL in academic year of 2020/2021 for the students of Informatics Engineering study program at Politeknik Sekayu, the results shows that their reading comprehension average score is in 38.1 or about 57%. On the other hand, it was low level and still far from the standardized score on 67. TOEFL test score of reading comprehension section becomes the writer's assumption of the students' general proficiency in English reading since they are ESP students who did not take reading subject specifically. Beside the problem also came from the teaching technique which was not integrated with technology. As the students of Informatics Engineering, they were already technology oriented. Consequently, teacher should be considered on the use of conventional teaching techniques

which tend to make a bored and unattractive learning process. Stake and Horn (2012) also argue that there are still many schools that use traditional method where the source of knowledge only relies on method of the teacher. A teacher usually asks the students to read silently in finding difficult words and to open it on dictionary. Therefore, the teacher must have another technique so that the students are easy to understand and enjoy the learning. For those reasons, the writer is interested in using modern technologies as teaching media. One of the media technologies that popular in learning reading is Kahoot.

One of the technological innovations that can be used in this study to enhance students' reading skill was by using Kahoot! platform. According to Kapuler (2015), Kahoot is one of the top 100 new apps to use in the classroom and it is in number 36 on the list of apps related for educational trends. Kahoot! is a game-based approach to combine education that contains questions on specific topic where the users can develop and build their own questions based on the appropriate topics. Kahoot is also good advantages to educational trends including gamifaction and students' engagement (Ciaramella, 2017). It can also motivate and activate students' learning because it can test their knowledge, reiterate important concepts, and help them retain information (Mendoza, 2018). It is an alternative choice from a variety of interactive learning media that makes the learning process fun and not boring for both students and teachers since competitive environment emerges in the classroom when the teachers apply it. The students should also hold the experience in mind, as study while playing. In other words, Kahoot can be used as one of a media to encourage students' attention on reading texts which have many words with only several pictures.

Many studies have investigated about the use of Kahoot in teaching and learning. First, Wibisono (2020) proved that Kahoot gave positive impact on the effectiveness of teaching reading to the tenth grade students. Second, Ratnasari, Nurhidayat and Fakhrudin (2018) confirmed that Kahoot had a positive effect in improving students' achievement in reading. Third, Wang (2015) found that Kahoot became the alternative media that could engage students' motivation in teaching reading comprehension. Fourth, Manurung (2021) confirmed that Kahoot had a positive impact in teaching vocabulary which affected to the students' English Skill. Kahoot can lead into a good improvement for both teacher and students if it is also supported with good network and device. At the end, Kahoot will bring a new atmosphere for a creative media and tool for teaching and learning.

Based on the reason above, the writer was interested in conducting research by using Kahoot in teaching reading skill at Politeknik Sekayu for Informatics Engineering students. Therefore, this study was entitled "The Influence of Kahoot in Reading Skill of Informatics Engineering Students at Politeknik Sekayu".

1.2 Problems of the Study

1.2.1 Limitation of the Problem

This study specified on the investigation of using Kahoot in teaching reading skill for the students of Informatics Engineering Study Program at Politeknik Sekayu. This study was implemented to the first semester students since they had low score in reading comprehension section of TOEFL pretest score, lack of vocabulary, lack of reading interest, and motivation.

1.2.2 Formulation of the Problems

The problems of this study were formulated in the following questions:

1. Was there any significant improvement in reading skill of Informatics Engineering students at Politeknik Sekayu by using Kahoot?
2. Was there any significant difference in reading skill of Informatics Engineering students at Politeknik Sekayu between those who were taught by using Kahoot and those who were not?

1.3 Objectives of this study

In accordance to the problems above, the objectives of this study were to find out:

1. whether or not there was any significant improvement in reading skill of Informatics Engineering students at Politeknik Sekayu by using Kahoot.
2. whether or not there was any significant difference in reading skills of Informatics Engineering students at Politeknik Sekayu between those who were taught by using Kahoot and those who were not.

1.4 Significances of the Study

The writer expects that this study would be able to give contributions and benefits to the teachers, students, writer, and other writers.

a. Students

Hopefully, the process of this study could help the students to improve their achievement in reading skill by using Kahoot as integrated technology into learning process.

b. Teachers

The results of this study are expected that Kahoot could be a new alternative teaching media to the English teachers in order to have more creative and innovative teaching tools that could be applied to improve students' reading skill.

c. Writer

The results of the study give positive experience, information, and knowledge to writer herself in the capacity as a prospective English teacher and also in conducting scientific research.

d. Other writers

Hopefully, this study provides a meaningful knowledge and give contribution to the other writers in conducting further investigation on the application of Kahoot in relation to the students' reading skill.

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THE INFLUENCE OF KAHOOT IN READING SKILL OF INFORMATICS ENGINEERING STUDENTS AT POLITEKNIK SEKAYU A Thesis by BERTI ARTIKA SARI Student's Number 1904410501.P English Education Study Program FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF TRIDINANTI PALEMBANG 2022 / / DEDICATION This thesis is dedicated to: Allah SWT for blessing me to finish this thesis and the prophet Muhammad SAW as our role model, my beloved parents Bambang Hermanto and Eka Narti, my brother Ebi Nardianto and my sister Elti Bintari. My lovely advisors Mrs. Jenny Elvinna Manurung and Ms.Yunani Atmanegara, M.Pd, all of my lectures, all of my friends.

Thank you very much for all encouragement, support, prayer and love. MOTTO "If you spend your life waiting for the storm, you will never enjoy the sunshine" "All I need is patience" / / / ABSTRACT The success of English reading comprehension is the essential ability for academic success. Due to students interest in technological things, implementing online tool by using Kahoot could be an alternative way to enhance students' reading comprehension achievement.

The aims of this study were to find out (1) whether or not there was any significant improvement in reading skill of Infromatics Engineering students by using Kahoot, and (2) whether or not there was any significant difference in reading skill of Informatics Engineering students at Politeknik Sekayu between those who were taught and those who were not. This study used quasi experimental design involving 50 Informatics Engineering students at Politeknik Sekayu as the sample chosen by using purposive sampling. Reading test was used as the technique for collecting the data while paired sample t-test and independent sample t-test were used for analyzing the data.

The results showed that Kahoot significantly improved students' reading skill especially in literal and implied meaning, inferring context, specific reference, inferring links and connections, scanning and skimming, and main idea. Moreover, there was also significant difference between the students who were taught by using Kahoot and those who were not. Since Kahoot consists four kinds of features including quiz, discussion,

survey, and assessment, it made reading activities more fun, not monotonous, and comprehensive.

It also provided cooperative and collaborative learning that triggers students' to be motivated, enthusiastic, and competitive in learning. Keywords: Kahoot, Reading Skill, Informatics Engineering Students. TABLE OF CONTENTS

CHAPTER I INTRODUCTION This chapter presents (1) background, (2) problems, (3) objectives, and (4) significances of the study. 1.1

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

Furthermore, technology can create a learning atmosphere centered around and increase learners' motivation (Arifah, 2014; Pourhosein Gilakjani, 2014; Dawson, Cavanaugh, and Ritzhaupt, 2008). In other words, technology in teaching English as the foreign language brings to learning achievement, atmosphere and motivation that is very helpful for both teacher and students. Technology provides important role for both teacher and learner in the form of teaching resources and learning experience.

According to Patel (2013), the application of technology has considerably changed English teaching method that will lead into many alternative ways on having an interesting teaching and learning environment. Basic changes have moved in classes beside teaching methods because chalk and talk method is not sufficient to effectively teach English (Susikaran, 2013). Moreover, Raihan and Lock (2012) confirmed technology integration is more effective than lecture-based class.

By integrating technology in language acquisition, it will lead on the easiest way in accordance to fulfill the language skills, such as: speaking, listening, writing, and reading. Among the four language skills, reading is considered as a center of skill in language acquisition. Cambria and Guthrie (2010) explained that reading is important for students to ensure success in learning English. In order to learn, a student need to be able to read.

However, reading is rather challenging as readers have to solve many problems such as absorbing information from the text, finding the main ideas of the text, answering questions related to the text, summarizing the text, and understanding the implied meaning of the written symbols in the text (Chaniago, Badusah & Embi, 2011). Through reading, students can get many kinds of information, communication, and ideas which expand the knowledge on the basis of language acquisition. Pretorius (2000, p.46) opines that language proficiency and reading skills both draw on linguistic skills and

knowledge however reading develops on the specific cognitive-linguistic skills.

In college reading, it is the most important avenue of effective learning and the achievement of academic success (Palani, 2012, p. 91). In line Bharuthram (2012) states that the university students are expected to comprehend well on what they read in order to analyze, evaluate, synthesize and criticize on the information from various sources. Generally, reading skill is followed on the new word knowledge incidentally through comprehension-focused reading skill.

The importance of reading cannot be denied; it is a vital skill for achieving academic success at tertiary level education (Akabuike, 2012, p. 247). Even though most students have already known that reading is important but some of them still consider that reading is a boring activity, especially when they think that it is hard for them to understand the content of the text. In addition, their less ability in making connection of the information from the text with their previous knowledge also gives effect to their reading ability.

Therefore, teacher is supposed to apply the appropriate method or technique that can enhance the students' reading skill and help them to understand completely. Unfortunately, some problems are faced by learners in learning English reading. They lack language knowledge and words knowledge, vocabulary, reading strategies application, reading skills, interest, amount, and motivation (Diem, 2011, p. 3; Hamra and Syatriana, 2010, p. 3; Hadi, 2006, p. 2). Furthermore, based on the observation done by the writer during the pretest of TOEFL in academic year of 2020/2021 for the students of Informatics Engineering study program at Politeknik Sekayu, the results shows that their reading comprehension average score is in 38.1 or about 57%. On the other hand, it was low level and still far from the standardized score on 67.

TOEFL test score of reading comprehension section becomes the writer's assumption of the students' general proficiency in English reading since they are ESP students who did not take reading subject specifically. Beside the problem also came from the teaching technique which was not integrated with technology. As the students of Informatics Engineering, they were already technology oriented. Consequently, teacher should be considered on the use of conventional teaching techniques which tend to make a bored and unattractive learning process.

Stake and Horn (2012) also argue that there are still many schools that use traditional method where the source of knowledge only relies on method of the teacher. A teacher usually asks the students to read silently in finding difficult words and to open it on dictionary. Therefore, the teacher must have another technique so that the students are

easy to understand and enjoy the learning. For those reasons, the writer is interested in using modern technologies as teaching media. One of the media technologies that popular in learning reading is Kahoot.

One of the technological innovations that can be used in this study to enhance students' reading skill was by using Kahoot! platform. According to Kapuler (2015), Kahoot is one of the top 100 new apps to use in the classroom and it is in number 36 on the list of apps related for educational trends. Kahoot! is a game-based approach to combine education that contains questions on specific topic where the users can develop and build their own questions based on the appropriate topics.

Kahoot is also good advantages to educational trends including gamifaction and students' engagement (Ciaramella, 2017). It can also motivate and activate students' learning because it can test their knowledge, reiterate important concepts, and help them retain information (Mendoza, 2018). It is an alternative choice from a variety of interactive learning media that makes the learning process fun and not boring for both students and teachers since competitive environment emerges in the classroom when the teachers apply it.

The students should also hold the experience in mind, as study while playing. In other words, Kahoot can be used as one of a media to encourage students' attention on reading texts which have many words with only several pictures. Many studies have investigated about the use of Kahoot in teaching and learning. First, Wibisono (2020) proved that Kahoot gave positive impact on the effectiveness of teaching reading to the tenth grade students. Second, Ratnasari, Nurhidayat and Fakhrudin (2018) confirmed that Kahoot had a positive effect in improving students' achievement in reading.

Third, Wang (2015) found that Kahoot became the alternative media that could engage students' motivation in teaching reading comprehension. Fourth, Manurung (2021) confirmed that Kahoot had a positive impact in teaching vocabulary which affected to the students' English Skill. Kahoot can lead into a good improvement for both teacher and students if it is also supported with good network and device. At the end, Kahoot will bring a new atmosphere for a creative media and tool for teaching and learning.

Based on the reason above, the writer was interested in conducting research by using Kahoot in teaching reading skill at Politeknik Sekayu for Informatics Engineering students. Therefore, this study was entitled "The Influence of Kahoot in Reading Skill of Informatics Engineering Students at Politeknik Sekayu". Problems of the Study Limitation of the Problem This study specified on the investigation of using Kahoot in teaching reading skill for the students of Informatics Engineering Study Program at

Politeknik Sekayu.

This study was implemented to the first semester students since they had low score in reading comprehension section of TOEFL pretest score, lack of vocabulary, lack of reading interest, and motivation. Formulation of the Problems The problems of this study were formulated in the following questions: Was there any significant improvement in reading skill of Informatics Engineering students at Politeknik Sekayu by using Kahoot? Was there any significant difference in reading skill of Informatics Engineering students at Politeknik Sekayu between those who were taught by using Kahoot and those who were not? 1.3

Objectives of this study In accordance to the problems above, the objectives of this study were to find out: whether or not there was any significant improvement in reading skill of Informatics Engineering students at Politeknik Sekayu by using Kahoot. whether or not there was any significant difference in reading skills of Informatics Engineering students at Politeknik Sekayu between those who were taught by using Kahoot and those who were not. 1.4 Significances of the Study The writer expects that this study would be able to give contributions and benefits to the teachers, students, writer, and other writers.

Students Hopefully, the process of this study could help the students to improve their achievement in reading skill by using Kahoot as integrated technology into learning process. Teachers The results of this study are expected that Kahoot could be a new alternative teaching media to the English teachers in order to have more creative and innovative teaching tools that could be applied to improve students' reading skill. Writer The results of the study give positive experience, information, and knowledge to writer herself in the capacity as a prospective English teacher and also in conducting scientific research.

Other writers Hopefully, this study provides a meaningful knowledge and give contribution to the other writers in conducting further investigation on the application of Kahoot in relation to the students' reading skill. CHAPTER II LITERATURE REVIEW This chapter describes about (1) technology in language teaching, (2) Kahoot, (3) the concept of reading, (4) previous related studies, and (5) hypotheses of the study. 2.1 Technology in Language Teaching Technology has an increasing role in the world of education especially in teaching and learning. It gives a good impact as the facilities for both of teachers and students.

Eady and Lockyer (2013) stated that technology becomes an integral part of the learning experience and a significant issue for teachers from the beginning of preparing in

teaching and learning process. In English Language Teaching (ELT) context, it refers on exploring the uses of computers and technology as pedagogical tools (Erben, Ban, and Cataneda, 2009). Furthermore, Bennett, Culp, Honey, Tally, and Spielvogel (2000) asserted that the use of computer technology led to the improvement of teachers' teaching and learners' learning in the classes.

The use of computer technology helps teachers meet their learners' educational needs. The technological principle is needed in accordance to achieve an effective and efficient learning process (Kemendikbud, 2014). Similarly, Healey et al (2011, p. 32) mention technological standards based on TESOL organization for teachers in integrating pedagogical knowledge and skills as follows: identify and evaluate technological resources and environment for suitability for their teaching context, integrate technology into their pedagogical approaches, design and manage language learning activities and tasks using technology appropriately to meet curricular goals and objectives, use relevant research findings to inform the planning of language learning activities and tasks that involve technology. Moreover, there are five principles about technology use in educational systems which is proposed by Erben, Ban, and Cataneda (2009).

First, teachers need to know whether their learners are familiar with technology or not. Second, teachers have to provide purposeful and contextualized IT materials. Third, teachers should develop learners' autonomy through the infusion of technology by asking their students to work collaboratively in pairs or small groups. Next, teachers have to encourage accurately and effectively communication and interaction in classroom. Finally, teachers need to be aware of challenges of technology use in classroom.

In other words, technology creates teaching strategies and becomes ways for engaging learners to achieve the goals of teaching and learning process. Both teacher and students should be familiar with the use of technology first before it is implemented. Kahoot! Overview of Kahoot! Kahoot! is one of the well-known game-based learning platforms which is very user-friendly for both educators and learners. It is invented by Johan Brand, Jamie Brooker and Morten Versvik in collaboration with the Norwegian University of Technology and Science. In March 2013 at SXSWedu, it was launched in private Beta then in September 2013 was opened to public.

Kahoot addressed firstly to the classroom then played in business training session, sporting, social and cultural events. It provides collections of questions with specific topics. It can be used by teachers, students, business people and social users in real time and unlimited number of "players". It creates a social, fun and game learning

environment for any subject, language, device and ages (Dicheva et al., 2015). According to Sabandar, Supit and Suryana (2018), Kahoot currently has four kinds of form which are: quiz, survey, discussion, and assessment.

Quiz is the most commonly used format as it includes timed responses and a points system creating a competitive atmosphere. Discussion is actually identical like slide on a presentation. This can be used to ignite discussion and debates at the beginning or the middle of a study session. While survey is quite similar with quiz, it does not use points on the format. And lastly, assessment is used a measure the students understanding by showing the students' achievement score. However, discussion and survey feature can only be accessed by the premium account or paid account.

There are four kinds of Kahoot account such as Kahoot Plus, Kahoot Pro, Kahoot Premium, and Kahoot Premium+. A different Kahoot account have a different fee too. Kahoot! also provides a free application that can be accessed by educators and learners alike with some limitations such the amount of the users, the access feature, and the use of premium images and music. The use of Kahoot is simply, the user just need a personal computer or smartphone and internet network. Kahoot can be played by personal or team. The scores rely on time current and time elapsed.

In other words, Kahoot is one of a media that can be used for an interactive and fun learning to help the students' motivation and comprehension on the topic given (Salawatiyah, 2021). It is designed and aimed to repeat, to review the knowledge of the learners and to assess in the form of a fun way. Figure 1. Kahoot Logo (Source: https://kahoot.com/company) Features of Kahoot Kahoot is a free game-based learning platform for teachers of awesome which aim for a fun learning. It is also supported with colorful background and nice sound. Kahoot provides main features, as following in Table 1.

Table 1 Features of Kahoot Application No _Icon _Features _Function _ _1 _/ _Home _Home page is the main page that provide on creating Kahoot, news and top picks. It consists of the information about the user identity like, name, Kahoot created, hosted games, challenges played, live games played, and total games played. _ _2 _/ _Discover _This feature provides bank kinds of Kahoot in any subject for any purposes. _ _3 _/ _Enter Pin _Kahoot will generate a "game pin" for participants who will join the quiz. Then, the participants fill their nickname in the box. _ _4 _/ _Create _In Kahoot, it can make a series of multiple choices questions or try a new game.

The format and number of questions are entirely up to the user. Besides that, it can also add videos, images, musics and diagrams on the questions to amplify engagement. _ _5

_/ _Library _This feature consists of reports on the used of Kahoot by the user. It is a notification to the variety activities such as: groups, favorite, and shared. _ _ (Source: Miliam, 2019) Meanwhile, Fahtan and Syafii (2018) mention the functions of Kahoot as follows: Quiz Teachers can make the question freely. It provided time limitation to answer the question and also the score that teacher give. Teacher may add some video in the question. Every student who answers with the correct one will give different score. It depends on their time to answer the question.

The quickest correct answer the more score that they get. Furthermore, Chotimah and Rafi (2018) mention that Kahoot as quiz is great way to engage and focus a whole room of people. It can be used to formatively assess the knowledge of each individual in the room, and adapt their learning accordingly and track the progress of individuals over time, and inspire learners to enquire further by creating their own quizzes. The use of Kahoot for quiz is illustrated in Figure 2. Figure 2. Kahoot as Quiz (Source: https://kahoot.it/user-reports/live-game) The answers of the users displayed on their personal device and teacher's screen.

On the other hand, it leads to motivate the students to answer correctly and got the highest score. The quickest correctly answers, they get more points. The top 5 highest points scorers are displayed on the leaderboard at the front in-between each question, and the ultimate winner is shown at the end. At the end, the report of the users can be downloaded afterwards. Discussion Kahoot as discussion provide a group for both teacher and students as communication platform. Teacher can deliver the material, quiz, or any kinds of information related to the study.

In discussion feature, it is also provided with presentation in slide, open ended question or multiple-choice questions, audio, images, and video. It gathers opinions on current affairs, divisive topics, or questions, as illustrated in Figure 3 below. Figure 3. Kahoot as Group Discussion (Source: https://kahoot.it/user-reports/live-game) Survey There is no limit to the number of questions in a survey. Each question can have an associated picture or video, and 2 - 4 multiple choice answers. It asked in real-time to those present who answer on their personal devices however there are no right or wrong answers.

The results of each question can be debated there-and-then, and all survey results can be downloaded at the end, as illustrated in Figure 4. Figure 4. Kahoot as Survey (Source: https://kahoot.it/user-reports/live-game/) Scoreboard/ Assessment In every question, the answers of the students appeared like a scoreboard and the rank of students. The quickest correct answer, the highest score they will get. The score depends on the time elapsed of the students. The result of the assessment can be downloaded by the teacher as an evaluation of the learning. Figure 5 shows Kahoot as Scoreboard or Assessment.

Figure 5. Kahoot as Scoreboard or Assessment (Source: https://kahoot.it/user-reports/live-game/) In conclusion, Kahoot has five main features with four kinds of supporting media for a different function.

The features are home, discover, enter pin, create, and library and supported with the function as quizzes, surveys, discussions, and scoreboards or assessments. This study explored on the use of Kahoot as quiz, discussion, survey, and assessment. 2.2.3 The Advantages of Using Kahoot Kahoot has been continued to grow all over the world. Kahoot has had advantages (Wang & Tahir, 2020) including learning performance, classroom dynamics, and attitudes, and anxiety. Students who played Kahoot become more confident in answering quiz questions, and also more comfortable in asking questions in the discussion at class.

Kahoot creates a social, fun learning, competitive environment, metacognitive support and liveliness in class for any subject, language, device, and ages (Dicheva et al., 2015). Moreover, Cetin (2018) found that Kahoot was informative, useful, and enjoyable. It engages students in enjoying the learning process. While Plump and La Rosa (2017) stated that Kahoot can encourage students' focus and excite classroom through music, colors, and excitement. According to Salawatiyah (2021) states that Kahoot can easily be used to add vitality, student engagement, motoric skill and meta-cognitive supports to higher education classrooms with limited instructor or student training required.

Furthermore, Kahoot encourages the student's learning activity and enhances their knowledge. This application emphasizes on learning styles that involve in the active role of the participation of the students in a competitive manner toward learning that has been learned. The features of Kahoot can be seen as media to provide cooperative and collaborative learning, engage students' motivation, and bring fun atmosphere.

The Disadvantages of Using Kahoot In the use of Kahoot, there are some influences that can deliver into disadvantages. Smith and Brauer (2018) mentions the challenges or negative issues related to Kahoot, namely: the difficulty of questions, quick time to answer, network connectivity, scoring system based on how quickly the students answer. Due to the limited time, cause some students to guess without thinking. Moreover, Lin, Ganapathy, and Kaur (2018) stated that as multiple players are connected, the level of competition can be increased, thus leading to stress and anger among students.

The background music can also be distracting and stressful. While Budiati (2017) states Kahoot as pricy platform, where the users have to pay for getting the Pro feature to have a bigger user. The scoring system have to be considered for teachers' assessment. The highest score will be gotten by those who answer correct in quickly. Although, those

negative things should be considered before using Kahoot as efficient and interactive learning media for the students. 2.3 The Concept of Reading Reading is a cognitive ability which a person is able to use when interacting with the written text. It is one of the important skills to be learnt by the students.

It is also a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003, p. 68). The reading process is not just about understanding sentences in the text, but also the ability to deal with unfamiliar words. Herrel and Jordan (2006, p. 5) state, "Some of the most important factors in understanding what you read are the knowledge of words and the ability to process text fluently".

On the other hand, reading means the construction of meaning in connecting information from the written message with previous knowledge to achieve at meaning and understanding. However, the acquisition of reading is challenging as the readers need skill of read the text quickly, absorb the information, find the main ideas, answer the question related to the text, summarize and understand the text (Chaniago, Badusah, & Embi, 2011). There are two major skills of reading. They are micro-skills and macro-skills. As stated by Brown (2004, p.

187-188) also stated that "The readers, in micro-skills, must have skills when they deal with grapheme and orthographic patterns and linguistic signals. While in the macro-skills, the readers need to make use of their discourse knowledge, communicative functions of written texts, inference skill, scanning and skimming techniques". The macro skills will help the readers to comprehend a text well. The macro skills are: recognizing the rhetorical forms of written discourse and their significance for interpretation. recognizing the communicative functions of written texts, according to form and purpose.

inferring context that is not explicit by using background knowledge. inferring links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. distinguishing between literal and implied meanings. detecting culturally specific references and interpret them in a context of the appropriate cultural schemata, and developing and using a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

Reading is the most important activity in any class, not only as a source of information, but also as a means of consolidating and extending one's idea and knowledge (Qarqez

& Ab Rashid, 2017)). Indeed, reading can be said as a language skill used as one of the ways for gaining information about many important and useful things widely spread in the world. This study focused in some aspects of reading skills consisting of vocabulary, inference, facts and opinions, reference, scanning for detail, and main idea. 2.3.1

Reading in Higher Education The students' skills proficiency in specific content areas has always been a strong issue for educational researchers in Higher Education (Cabral & Tavares, 2002). Reading supports the development of overall proficiency and provides access to crucial information at work and in school. In teaching English for Specific Purpose (ESP) reading material has a great learning potential for improving and accelerating the development of students' reading skill.

It also demonstrates the potential of ESP reading materials for increasing the students' reading achievement in what concerns the development of knowledge of their educational background (Sari & Atmanegara, 2018). The ability to read and comprehend what one reads is crucial for their academic success as better readers make more successful students. Hence, it is also important to connect students' background knowledge of content during their reading practice so that they can get involved in learning process and easily connect to and learn from the text.

Moreover, Dudley and John (1998) mention some of the crucial skills to be learnt or transferred into the new language, as follows: selecting what is relevant for the current purpose; using all the features of the text such as headings, layout; skimming for content and meaning; scanning for specifics; identifying organizational patterns; understanding relations within a sentence and between sentences; using cohesive and discourse markers; predicting, inferring and guessing; identifying main ideas, supporting ideas and examples; processing and evaluating the information during reading; transferring or using the information while or after reading. In other words, reading component of an ESP course thus requires a balance between skills and language development.

In addition, Mikulecky (2011, p. 5) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning based on the data from the text and reader's prior knowledge. Therefore, students must develop techniques for reading, understanding and remembering what was read, using concentration to deal with all types of reading assignments. This role is reinforced by reading as communication tools used for conveying ideas, lecture note taking, studying outlining, summarizing, etc (Khoiriyah, 2010, p. 1).

At the end, the competences in reading have been considered as fundamental relevance to contemporary undergraduate education. This study focused in reading text for ESP student with informatics engineering background of study. The reading text was taken from textbook, articles, and essays based on the syllabus of English subject at Politeknik Sekayu by considering on the higher education students' reading skill. 2.3.2 Kinds of Reading Text Texts are pieces of written or spoken language created for a particular pupose and context. Karatay (2007, p. 17) stated that text is a meaningful, logical, and related structure composed of all structures based on language.

It expresses an opinion or experience in writing (Hartman and Hartman, 1993). In other words, text is linguistic form as a communication between the writer and reader with a particular purpose and context. The particular purpose means as text types. Beaugrande (1985, p.197) states that text type is a distinctive configuration of relational dominance obtaining between or among elements of surface text, textual world, store knowledge patterns, and situation of occurrence. The influences of text types on reading are complex (Zhou & Siriyothin, 2011). The differences in existing knowledge about the content of the text materials may be an important source of individual differences in reading (Brantmeier, 2003).

Indeed, text types belongs to the ability of reading process. Anderson (1998) divided text type into literal and factual text. Literal defined as a wide variety of imaginative and creative writing that leads to the appreciation of cultural heritages of students. This kind of text can be divided into narrative, dramatic, and response text. Meanwhile, factual is defined as present information or ideas that aim to inform, instruct, educate or persuade the reader such as explanation, information report, procedure, recount, exposition, and discussion.

This study focused in discussing reading skill of factual text especially explanation, and report. 2.3.2.1 Factual Text 1. Explanation Explanation text tells process which is related on natural, social, scientific, and phenomena. It describes "how" and "why" the phenomena and event happens. According to Razak (2014, p.31) who states that explanation text has four aspect such as title, general statement, sequenced of explanation, and closing. Meanwhile, this kind of text is written in simple present tense with temporal and causal connectives. One of example of explanation text that is used in this research is shown in Figure 6. Figure 6.

The Example of Explanation Text (Source: Ricca, McCarthy, and Duckworth, 2009) Report Report text tells about information of something, someone, or somehow. It presents a set of logical facts without any assumption or opinion. It is used to describe the way things are, with reference to arrange on natural, man-made, and social phenomenon.

Izwa (2021) states that report text consists of three parts such as classification, description, and conclusion. Furthermore, this text use simple present tense, general noun, action and relating verbs, technical terms, and topic sentence in each paragraph. The example of report text in this research is shown in Figure 7. Figure 7.

The Example of Report Text (Source: Ricca, McCarthy, and Duckworth, 2009) Kahoot in Teaching Reading Reading process can develop students' awareness on the strategies of reading skill. Media and technology are supporting components for the learning process, and to enhance students' motivation (Puspitarini & Hanif, 2019) . One of the media can be given through games. It can affect dramatic change in on-task behavior as well as word acquisition and content understanding. Salawatiyah (2021, p.

15) confirmed in order to get students' attention in learning which have many written words and only several pictures, Kahoot can be used on the multiple formats for discussion, survey, and quiz or assessment consisting of text, motionless or animated, pictures, movies, video clips, and audio or music. Those features can be used in any kinds of teaching reading strategies. Therefore, the existence of technology can be denied in the interactive learning process.The description of Kahoot application in teaching is illustrated in Figure 8 . URL link 2.Kahoot Title 3. Question 4. Kinds of Kahoot Add picture, Music, video,etc 8. Time limit for each question 9. Points system 6. Answer choice 10.Answer options 7.

Tick the correct answer 11. New question 12. Duplicate/delete Figure 8. The Overview of Kahoot Application for Teaching (Source: https://create.kahoot.it/creator) The procedures in conducting Kahoot as media in teaching English reading are (Salawatiyah, 2021, p.16) : Teacher accesses kahoot.com and sign up to get an account. Once sign in successful then find and click create a Kahoot. The teacher can choose the kinds of Kahoot (quiz, slide, discussion, and survey) with a varied questions types such as true or false, multiple choice, puzzle, and open-ended. Teacher types the questions, answer choices and tick for the correct answer.

Besides, teacher can also add it with audio, picture, video, and gifs. Teacher set the time limit and points with a varied choice based on the need. Teacher adds others question by following the previous instruction. Teacher make a tittle for her/his Kahoot creation. At the end the Kahoot can be launched to the students with the specific pin. Students join Kahoot by using the pin or by the link. Before playing Kahoot, the students need to type their username. By clicking "start", all the participants' name will appear on the screen. While the students play the game, music, scoreboard and timer will encourage them. Finally, it will support their motivation on the teaching and learning process.

Previous Related Studies Some studies on reading skill by using Kahoot have been widely investigated. First, the study has been done by Chotimah and Rafi (2018). The study entitled "The Effectiveness of Using Kahoot as a Media in Teaching Reading". Their study confirmed that there was significant influence on the use of Kahoot as a media in teaching reading and the students who were taught by using Kahoot had a better reading achievement. The similarities between the writer's study and their study used the same media namely Kahoot and also the same variable reading level for university students.

Then, the difference was the background study of the population, between Informatics Engineering study program and English study program. Second, the study from Ratnasari, Nurhidayat, and Fakhruddin (2018) who conducted a study about "Kahoot Application as Technology Resources in Teaching Reading Comprehension". This study focused on applying Kahoot as the media with the first-grade students of Vocational High School in Majalengka, and the result showed that the use of Kahoot gave enthusiasm in teaching and learning process.

The students became active in discussing what they did not understand. The similarities between the writer's study and their study used the same media namely Kahoot and also the same variable reading for ESP students. Then, the differences were the kinds of the reading text and population. The writer used reading for university level while theirs used higher education level. Third, a study has been done by Nugroho (2021). The study entitled "Using Kahoot! Improving Seventh-Graders' Reading Comprehension Skills of SMPN 2 Tegalrejo".

This study confirmed that there was significant influence on the use of Kahoot as a media in teaching reading and the students who were taught by using Kahoot had a better reading achievement especially in identifying main ideas, reference, vocabulary, implicit and specific information. The similarities between the writer's study and their study used the same media namely Kahoot and also the same variable reading level. The similarities between the writer's study and Nugroho's were using the same variables by using reading skill and Kahoot. While the differences were the population.

The writer used the first semester students of Politeknik Sekayu but Nugroho's study used the seventh-grade students in SMPN 2 Tegalrejo. Fourth, Plump and La Rosa (2017) in their study entitled "Using Kahoot!! in the Classroom to Create Engagement and Active Learning: A Game-based Technology Solution for e-Learning Novices". They researched Kahoot in the classroom to create engagement and active learning that was implemented as a Game-Based Technology Solution for e-Learning Novices. They found only 9 % of students gave a negative comment about using Kahoot.

Most students gave a positive response and enjoyed the learning process. They also stated that Kahoot added positive energy, supported concept exploration, and added fun to the classroom, which seemed to translate into increased comprehension and motivation. The similarities between the writer's study and their study used the same media namely Kahoot and also the same variable reading for undergraduate ESP students. Then, the difference was the background study of population, between business course and informatics engineering.

Fifth, a study conducted by Hidayati (2020) entitled "The Effect of Kahoot Game in Teaching English Learning on Students's Part of Speech Mastery at the Eleventh Grade in SMAN1 Pamekasan". This study confirmed that students who were taught by using Kahoot had better achievement in part of speech mastery. The similarities between the writer's and Hidayati's used the same media namely Kahoot. Meanwhile, the differences was the dependent variable, between reading skill and part of speech mastery. Hypotheses of the Study Wallen, Fraenkel, and Hyun (2012, p.

84) mention that hypothesis refers to a prediction of the possible outcomes of a study and may lead to a bias, either conscious or unconscious. There are two kinds of hypothesis, they are null hypothesis (H0) and alternative hypothesis (Ha). In this study, the writer formulated the following hypotheses as follow: Ho1 : There was no significant improvement in reading skill of Informatics Engineering students at Politeknik Sekayu by using Kahoot. Ha1 : There was significant improvement in reading skill of Informatics Engineering students at Politeknik Sekayu by using Kahoot.

Ho2 : There was no significant difference in reading skill of Informatics Engineering students at Politeknik Sekayu by using Kahoot between those who were taught and those who were not. Ha2 : There was significant difference in reading skill of Informatics Engineering students at Politeknik Sekayu by using Kahoot between those who were taught and those who were not. CHAPTER III METHOD AND PROCEDURE This chapter presents (1) method of the study, (2) research variables, (3) operational definitions, (4) subject of the study, (5) teaching procedures, (6) technique for collecting the data, (7) validity and reliability, and (8) technique for analyzing data. 3.1 Method of the Study This study was quantitative research using experimental method. According to Creswell (2012, p.

295), experimental method is used to determine whether it influences an outcome or dependent variable. It is done to establish possible cause and effect between independent and dependent variable which aim to control all variables that influence the outcome. Furthermore, Creswell (2012, p. 298) divided this method into two designs

namely: between group designs and within group or individual designs. Between group designs consist of true experiments, quasi experiments, and factorial designs. While group or individual designs consist of time series experiments, repeated measures experiments, and single-subject experiments. Creswell (2012, p.

309) states that quasi experimental includes assignment, but not random assignment of participants to groups. Moreover, this study conducted by selecting the different treatment to two different group of classes in order to measure the effect on the use of Kahoot as media in teaching reading. This design involved experimental group and control group. The procedures of this study were pretest, treatment, and posttest. Both pretest and posttest were done for both of the groups while treatment was only done to experimental group in eight meetings. The illustration of this study is shown in Table 2.

Table 2 Quasi Experimental Design Pre and Post Test Design Time Control Group _Pretest _No Treatment _Post test _ _Experimental Group _Pretest _Experimental Treatment _Post test _ _(Source: Creswell, 2012, p. 310) 3.2 Research Variables According to Creswell (2012, p. 112), a variable is characteristic or attribute of individual or organization that can be measured or observed and that varies among the individual or organization studied. Moreover, Wallen, Fraenkel, and Hyun (2012, p. 78) stated a variable as any characteristic or quality that varies among the members of a particular group. They mention the most common variables in educational research are independent and dependent variable.

Furthermore, Cohen, Manion, and Morrison (2007, p. 504) define that independent variable refers as input variable which causes on a particular outcome. It is a stimulus on the influence of response or a factor which is modified to affect on an outcome while dependent variable refers as outcome variable which causes on the input. It is the effect, consequences, and response to independent variable. This study used Kahoot as independent variable and reading skill as dependent variable. 3.3 Operational Definition The title of this study was “The Influence of Kahoot in Reading Skill of Informatics Engineering Students at Politeknik Sekayu”.

There were three terms that are necessary to be operationally defined as follows: Influence It is a power of how something gives effect and influence on the changing of behaviorism, actions, and thoughts, and skills. In this study, the writer would like to find the influence of Kahoot on the students’ reading skill. It might affect on the increasing or decreasing students’ reading skill. Kahoot It is a game-based learning platform as media that is used for teaching and learning. This platform provides four kinds of feature namely: quiz, survey, discussion, and assessment.

This study specifies on the use of Kahoot in teaching and learning English reading for Informatics Engineering as ESP students. Reading Skill It is an ability of student in comprehending about the author's idea and information in a text. In this study, reading text focused on the Informatics En_gineering background of study. This study measured seven aspects of reading skill including vocabulary, inference, facts and opinions, reference, scanning for detail, and main idea 3.4 Subject of the Study 3.4.1 Population Wallen, Fraenkel and Hyun (2012, p.25) define population as a group of interest to the writer, the group to whom that the writer generalizes the result of the study. In line to Creswell (2012, p.142) who states that population is a group of individuals who have the same characteristic or background.

The population of this study was the students of Informatics Engineering study program (TI) at Politeknik Sekayu with the total number of 169 students in academic year of 2021/2022. Table 3 shows the distribution of population in this study. Table 3 The Distribution of Population No _Class _Number of Students _ _1 _TI 1A _25 _ _2 _TI 1B _25 _ _3 _TI 3A _18 _ _4 _TI 3B _18 _ _5 _TI 5A _22 _ _6 _TI 5B _23 _ _7 _TI 5C _20 _ _8 _TI 5D _18 _ _Total _169 _ _(Source: Politeknik Sekayu 2021/2022) 3.4.2 Sample Maxom (2009, p. 76) stated that sample is the number of individuals cases that generates the data. It is used to make generalization in relation with the population. The samples of this study were picked by using purposive sampling.

According to Creswell (2012, p. 143), purposive sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. The sample was taken from the population and then divided into two groups namely, experimental and control group. There were some considerations in choosing the samples such as those classes got 37 of 60 or in low category as the two lowest score of the TOEFL reading comprehension test among the other Informatics Engineering students (Politeknik Sekayu, 2021).

In addition, the total number of the students were also similar. Moreover, TI 1A was chosen as experimental group while TI 1B as control group. The distribution of sample in this study is presented in table 4. Table 4 The Distribution of Sample No _Class _Number of Students _ _1 _TI 1A _25 _ _2 _TI 1B _25 _ _Total _50 _ _(Source: Academic Department of Politeknik Sekayu 2021/2022) 3.5 The Procedures of Teaching Reading 3.5.1 Teaching Procedures for Experimental Group In experimental group, students learned reading skill through Kahoot for eight meetings.

Since September 2021, Politeknik Sekayu has applied blended learning that combines between online and offline learning system. Nevertheless, this study was conducted during the offline learning for eight meetings in order to have a face-to-face meeting.

Due to pandemic situation, offline learning time allocation meeting for two credits changes from 2x50 minutes into 2x40 minutes in each meeting. Before the meeting, each student was asked to sign up and log in to Kahoot account class. The teaching procedures for experimental group were as follows: Pre activities Students were asked to participate in Kahoot as survey by using PIN to activate and brainstorm their prior knowledge. Teacher told about the topic of the meeting.

By using discussion feature, teacher showed the text for a preview of the topic in the meeting and asked the students with the following questions: What is the best title for the text? What does the text mainly discuss? What information can be obtained from the text? Teacher provided feedback from the text and students were told about learning objectives. Whilst Activities Students were showed the text in discussion from Kahoot and asked the students to read and identify unfamiliar vocabulary in group/with peer/individually.

Students were asked reading activity with following questions about seven aspects of reading skill including main topic, main idea, inferring context, inferring links and connections, implied meanings, detail or supporting ideas, and scanning and skimming. Students were asked to join and answer several questions regarding to the text on quiz feature. Students could know the correct answer and update their score in their device and teacher also showed the update rank score on the projector screen. Post Activities Students were told about their achievement by showing third best podium rank from the assessment of Kahoot quiz. Students reflected what they had read. Then, students and teacher evaluated the students' work by using assessment feature.

Students made a summary of the material as an evaluation. Teacher told the next meeting material and closed the meeting. 3.5.2 Teaching Procedures for Control Group In control group, this study was conducted by using lecturing method without the use of Kahoot. It was done during the offline learning for eight meetings in order to have a face-to-face meeting. Meanwhile, the time allocation for each meeting of two credits was 2x40 minutes. The teaching procedures for control group were as follows: Pre activities Teacher activated the students' prior knowledge by showing a text about Informatics Engineering.

Students were asked to observe and identify the text with several questions, such as: What is the best title for the text? What does the text mainly discuss? What information can be obtained from the text? Teacher provided feedback from the text and told about the topic and learning objectives. Whilst Activities Students were asked to read the text individually. Students were asked to do follow up the reading activity by answering questions from the work sheet. Students and teacher discussed the answer together and

evaluates the students' work. Post Activities Students reflected what they had read. Students made a summary of the material as an evaluation.

Teacher told the next meeting material and closed the meeting. The allocation time for each meeting was 2x40 minutes or about 80 minutes. Meanwhile, the topics divided for two meetings. The first meeting used Kahoot as survey and discussion, and the second meeting used Kahoot as quiz and discussion. The topic for both experimental and control group are shown in table 5 below. Table 5 The Teaching Schedules No _ Material _Activities _ _ _ _Experimental Group _Control Group _ _1 _Pretest _Pretest _Pretest _ _2 _Convergence in Telecoms and IT _Kahoot : survey and discussion _Lecturing _ _3 _Convergence in Telecoms and IT _Kahoot : quiz and assessment _Lecturing _ _4 _Mobility _Kahoot : survey and discussion _Lecturing _ _5 _Mobility _Kahoot : quiz and assessment _Lecturing _ _6 _Software _Kahoot : survey and discussion _Lecturing _ _7 _Software _Kahoot : quiz and assessment _Lecturing _ _8 _Networking _Kahoot : survey and discussion _Lecturing _ _9 _Networking _Kahoot : quiz and assessment _Lecturing _ _10 _Post Test _Post Test _Post Test _ _(Source: Ricca, McCarthy, and Duckworth, 2009) 3.6 Technique for Collecting the Data 3.6.1

Test Brown (2004, p. 3) stated that a test is a simple method in measuring a person's ability, knowledge or performance in a given domain. Furthermore, test is a kind of tools to measure the competency or achievement in the classroom. In this study, the writer had administered test twice, pretest and posttest. Pretest was given in order to measure their existing skill then the post test was given to measure their skill after giving the treatment. In this study, the data were collected by using reading comprehension test with multiple choices. Heaton (2001, p.117) stated that multiple choices test offers a useful way of testing reading comprehension.

The test consisted of 30 items with ESP texts by considering on the background of study. The instrument test specification is described in Table 6. Table 6 Instrument Test Specification of Reading Comprehension No. _Aspect _Indicators _Total of Item _ _1. _Identifying the gist of the text _The students are able to determine the main topic of the text _2 (1, 24) _ _2. _Identifying main idea _The students are able to determine the main idea of the paragraph _3 (10, 42, 43) _ _3. _Making inference _The students are able to recognize the inference in the text _5 (3, 12, 13, 15, 53) _ _4.

_Identifying grammatical features (reference) _The students are able to determine the grammatical features (reference) of the text _5 (9, 27, 29, 48, 54) _ _5. _Identifying vocabulary _The students are able to determine use the correct vocabulary or diction of the text _5 (22, 18, 20, 36, 44) _ _6. _Identifying facts or opinions _The students are able to determine the detail information or supporting idea (s) of the text _4 (4, 5, 6, 33) _ _7.

_Scanning for detail _The students are able to determine the detail (scanning for a specifically stated detail) of the text _6 (2, 7, 11, 17, 37, 46) _ _Total _30 _ _(Source: Alderson, 2001, p. 131) 3.7 Validity and Reliability 3.7.1 Validity of the test Validity explains how well the collected data covers the actual area of investigation (Ghauri & Gronhaug, 2005). Validity basically means measure what is intended to be measured (Field, 2005). Furthermore, Fraenkel and Wallen (2008, p.56) defines validity as the appropriate, correctness, meaningfulness, and usefulness. In this study, the measurement of the validity used content validity. According to Straub, Boudreau et al.

(2004) that content validity is defined as "the degree to which items in an instrument reflect the content universe to which the instrument will be generalized". It means that content validity refers to accuracy of measurement on the content of the instrument to ensure that the scale items used have met the overall content of the concept or the suitability of the items. For further investigation, the test was tried out to check whether the items were valid to be used in reading test instrument to another Informatics Engineering students. The corrected-total item correlation was applied to measure the item validity.

After calculating the data, the writer found that the value of r table (df=28) was 0.3610. Among 30 of 60 questions item were valid and the other items were invalid . The invalid question items were 8, 14, 16, 19, 21, 23, 25, 26, 28, 30, 31, 32, 34, 35, 38, 39, 40, 41, 45, 47, 49, 50, 51, 52, 55, 56, 57, 58, 59, 60. Moreover, the other 30 questions item could be tested to the students as the instrument to the sample. 3.7.2 Reliability of the test According to Ary, Jacobs, and Sorensen (2010, p. 240) defines that reliability as the ratio of the true score variance to do the observed score variance in set of scores. Furthermore, Freankel, Wallen and Hyun (2012, p.154) state "reliability refers to the consistency of the scores obtained how consistent they are for each individual from once administration of an instrument to another and from one set of items to another".

In this study, after the test was tested as try out, the reliability of test was measured by using Split-half. Split-half is a statistical method that is used to measure the consistency score among the items question. The instrument is considered reliable if the coefficient of Guttman Split-Half is higher than 0.06. Table 7 presents the reliability criteria. Table 7. Reliability Criteria Value _Interpretation _ _>0.90 _Very Highly Reliable _ _0.80-0.89 _Highly Reliable _ _0.7 – 0.79 _Reliable _ _0.6– 0.69 _Marginally/Minimally Reliable _ _<0.60 _Unacceptably Low Reliable _ _(Source: Cohen, Manion, and Morrison, 2007, p.

525) To calculate the data, the scores were analyzed by using formula in Statistic Pack Page for Social Sciences Version 25 (SPSS 25). The writer found that the value was 0.842

with sig (2 tailed) 0.000 since the coefficient of Guttman Split-Half was higher than 0.06. It means that test was highly reliable (Appendix D). Technique for Analyzing the Data To interpret the students' individual scores, the range of reading skill was classified into the following categories: very good, good, enough, low, and failed. The scoring scale were shown in Table 8 below. Table 8.

Reading Scoring Scale Category of Score _Category of Grade _ _81-100 _Very Good _ _61-80 _Good _ _41-60 _Enough _ _21-40 _Low _ _0-20 _Failed _ _(Source: Politeknik Sekayu in academic year of 2021/2022) 3.8.1 Normality test Normality test is used to measure the obtained data of the pre-test and post-test between experimental and control groups to prove the sample of the data is in normally distributed population or not. Based on Flynn (2003, p.17), a value more than 0.05 indicates that the data are normal. In measuring normality test, the researcher used Kolmogrov-Smirnov Test in SPSS program. 3.8.2

Homogeneity test Homogeneity test is used to measuring to obtain data of the pretest and post-test between experimental and control groups to prove the variance every sample are homogeneous or not. According to Flynn (2003, p. 18), the data to be categorized whenever it is higher than 0.05. In measuring homogeneity test, the researcher used Levene Statistics in homogeneity test. If the probabilities are more than level of significance 0.05, variance of experimental is homogeneous. If the probabilities are less than 0.05, variances is significantly different. 3.8.3

Paired Sample T-test According to Shier (2004), pair sample T-test is used to compare between two stage (pre-test and post-test) that are same individual, object, and related units. It compared the average of those two variables in group. This analysis was very helpful to test the samples in receiving treatment which conducted between pretest and post-test. The writer used the SPSS program to run Paired Sample T-Test. The result is indicated significant if the t-obtain is higher than t-table (1.710) with degree of freedom (df) was 24 and sig.2 tailed is 0.05 for the 95% confidence. 3.8.4

Independent Sample T-test This study used independent sample t-test for analyzing the data. Greasley (2008) defines independent sample t-test as a statistical test used to determine whether the mean score from two independent sample different significantly. The writer compared the posttest result of reading test between experimental and control group. The writer used the SPSS program to run Independent Sample t-Test, the result is indicated if the t-obtain is higher than t-table (1.677) with degree of freedom (df) is 48 and sig 2 tailed is 0.05 for the 95% confidence. CHAPTER IV FINDINGS AND INTERPRETATION This chapter discusses about: (1) findings of the study, and (2) interpretations of the study. 4.1 Findings of the Study 4.1.1

Descriptive Analysis of Experimental Group Based on students' reading achievement, the minimum score of the pre-test result was 47 and the maximum score was 80. Mean score of the pre-test was 62.72 with standard deviation score was 8.895. Meanwhile, the minimum score of the post-test result was 57 and the maximum score was 90. Mean score of the post-test was 78.00 with standard deviation score was 6.782. The statistical analysis of pre-test and post-test in experimental group is shown in Table 9. Table 9 The Statistics Descriptive of Experimental Group _N _Minimum _Maximum _Mean _Std. Deviation _ _Pre-test _25 _47 _80 _62.72 _8.895 _ _Post-test _25 _57 _90 _78.00 _6.782 _ _ Furthermore, the result of pre-test in experimental group showed that there were 12 (48%) students in enough category, and 13 (52%) students in good category.

Meanwhile, there was no student in very good, low and failed category. Therefore, the result of post-test in experimental group showed that 1 (4%) student in enough category, 16 (64%) students were in good category 8 (10.%) students in very good category and no student was in enough, low and failed category. The results of the score distribution pre-test and post-test of experimental group is shown in the Table 10 below. Table 10 The Score Distribution Pre-test and Post-test of Experimental Group Score _Category _Pre-test _Post-test _ _ _ _Frequency _Percentage _Frequency _Percentage _ _81-100 _Very Good _0 _0 _8 _32 _ _61-80 _Good _13 _52 _16 _64 _ _41-60 _Enough _12 _48 _1 _4 _ _21-40 _Low _0 _0 _0 _0 _ _0-20 _Failed _0 _0 _0 _0 _ _Total _25 _100 _25 _100 _ _ Figure below illustrates the score distribution of pre-test and post-test reading skill achievement in experimental group.

Based on the above diagram, it showed that the result of post-test was higher than pre-test in experimental group. / Figure 9. The Diagram of Score Distribution in Experimental Group 4.1.2 Descriptive Analysis of Control Group The results of pre-test from 25 students show that 43 for the minimum score and 70 for the maximum score. The mean score of the pre-test was 56.68 with standard deviation score was 6.951. However, the results score for post-test was 57 for the minimum score and 83 for the maximum score. While mean score of the post-test was 68.08 with standard deviation score was 7.274.

The statistical analysis of pre-test and post-test in control group is shown in Table 11. Table 11 The Statistics Descriptive of Control Group _N _Minimum _Maximum _Mean _Std. Deviation _ _Pre-test _25 _43 _70 _56.68 _6.951 _ _Post-test _25 _57 _83 _68.08 _7.274 _ _ Meanwhile, the result of pre-test in control group showed that there were 18 (72%) students were in enough category, 7 (28%) students in good category and no student was in very good, low and failed category. Meanwhile, the result of post-test in control group showed that there were 5 (20%) students in enough category, 19 (76%)

students were in good category, 1 (4%) student in very good category, and no student was in low and failed category.

The result of the score distribution pre-test and post-test of control group is shown in the Table 12. Table 12 The Score Distribution Pre-test and Post-test of Control Group Score _Category _Pretest _Posttest _ _ _ _Frequency _Percentage _Frequency _Percentage _ _81-100 _Very Good _0 _0 _1 _4 _ _61-80 _Good _7 _28 _19 _76 _ _41-60 _Enough _18 _72 _5 _20 _ _21-40 _Low _0 _0 _0 _0 _ _0-20 _Failed _0 _0 _0 _0 _ _Total _25 _100 _25 _100 _ _ Figure below illustrates the score distribution of pre-test and post-test in control group.

Based on the diagram above, it can be concluded that the result of post-test improved from pre-test in control group. / Figure 10. The Diagram of Score Distribution in Control Group 4.2 The Inferential Analysis 4.2.1. The Normality of Pre-test and Post-test In analyzing the normality of pre-test and post-test in experimental group, the writer used One Sample Kolmogorov Smirnov Test. The normality result of pre-test was 0.125 and post-test was 0.161. Since the results of significance (2-tailed) in pre-test was 0.200 and post-test was 0.092 which were higher than alpha value (0.05). In short, the data obtained were normal. The normality of pre-test and post-test is presented in Table 13.

Table 13 The Normality of Pre-test and Post-test Class _Kolmogorov-Smirnova _ _ _Statistic _df _Sig. _ _Pre-test Experimental _.125 _25 _.200* _ _Post-test Experimental _.161 _25 _.092 _ _Pre-test Control _.124 _25 _.200* _ _Post-test Control _.130 _25 _.200* _ _ Meanwhile, the normality of pre-test and post-test in control group, the data obtained was normal. The writer also used One Sample Kolmogorov Smirnov Test in analyzing the normality of pre-test and post-test of control group. The normality result of pre-test was 0.124 and post-test was 0.130. Meanwhile, the significance (2-tailed) for both of pre-test and post-test was 0.200. The significance value (2-tailed) was higher than alpha value (0.05). 4.2.2

The Homogeneity of Post Test in Experimental and Control Group The homogeneity test for post-test in experimental and control group was measured by Levene Test. The Levene statistic test showed that the significance value of post-test score of experimental and control group was 0.431. It means that the data were homogeneous since the significance value (0.431) was higher than alpha value (0.05). The result of homogeneity test could be seen in Table 14. Table 14 The Homogeneity Data of Post-Test Variable _Levene Statistic _Sig. _ _Post-test (Experimental- Control Group) _.631 _.431 _ _ 4.2.3

The Result of Paired Sample T-test in Experimental Group The result of paired sample

T-test in experimental showed that the value of t-obtained was 11.249 at the significance level 0.000. with degree of freedom was 24. Since the t-obtained (11.249) was higher than t-table (1.710) and the significance level was lower than alpha value (0.05) with the sig-2 tailed was 0.000. It was proved that there was a significant improvement in Informatics Engineering students' reading skill after they were taught by using Kahoot. Therefore, the first null hypothesis (HO1) was rejected while the alternative hypothesis (Ha1) was accepted.

In addition, the seven aspects of reading skill were also measured by using paired sample t-test in order to analyze each improvement of students' comprehension. The results showed that from six of seven aspects in reading comprehension, there was a significantly improvement that was reached by the students. The results showed that the value of t-obtained was higher than t-table with significance level was lower than alpha value (0.05). The order from the highest to the lowest results were as follows: (1) vocabulary (1.0), (2) inference (0.8), (3) facts and opinion (0.8), (4) reference (0.7), (5) scanning for detail (0.7), and (6) main idea (0.4). Meanwhile, there was one aspect with improvement but the significance value was more than alpha value (0.05); main topic (0.1).

The result of total paired sample t-test and each aspect of students' reading skill in experimental group is presented in Table 15. Table 15 The Result Paired Sample T-Test in Experimental Group _Paired Differences _t _df _Sig. (2-tailed) _ _ _Mean _Std. Deviation _Std. Error Mean _95% Confidence Interval of the Difference _ _ _ _ _ _ _ _ _Lower _Upper _ _ _ _ _ _ Total _15.280 _6.792 _1.358 _18.083 _12.477 _11.249 _24 _.000 _ _Main Topic _-.120 _.332 _.066 _-.257 _.017 _-1.809 _24 _.083 _ _Main Idea _-.400 _.500 _.100 _-.606 _-.194 _-4.000 _24 _.001 _ _Inference _-.840 _.898 _.180 _-1.211 _-.469 _-4.676 _24 _.000 _ _Reference _-.760 _.723 _.145 _-1.059 _-.461 _-5.253 _24 _.000 _ _Vocabulary _-1.000 _.707 _.141 _-1.292 _-.708 _-7.071 _24 _.000 _ _Facts and opinion _-.800 _.913 _.183 _-1.177 _-.423 _-4.382 _24 _.000 _ _Scanning for detail _-.720 _.792 _.158 _-1.047 _-.393 _-4.548 _24 _.000 _ _ In conclusion, Kahoot can influence on the students' reading skill in total with seven aspects in it. From that improvement, it can be said that Kahoot could be one of good alternative media that can be implemented to enhance students' reading achievement.

4.2.4 The Result of Paired Sample t-test in Control Group The result of paired sample t-test in control group showed that the value of t-obtained was 5.948 at the significance level 0.000 with degree of freedom (df) was 24. Since the t-obtained (5.948) was higher than t-table (1.710) and significance level was lower than alpha value (0.05), it indicates that there was also significant improvement in reading skill of Informatics Engineering students at Politeknik Sekayu. Table 16 The Result Paired Sample T-Test in Control

Group Variable _Paired Differences _t _df _Sig. (2-tailed) _ _ _Mean _Std. Deviation _Std.

Error Mean _95% Confidence Interval of the Difference _ _ _ _ _ _ _ _ _Lower _Upper _ _ _ _ _Pair 1 _ Pre-test Post-test _11.400 _9.583 _1.917 _15.356 _7.444 _5.948 _24 _.000 _ _ 4.2.5 The Result of Independent Sample t-test The post test result from independent sample t-test showed that the value of t-obtained was 4.987. The significance level was 0.000 with degree of freedom was 48. As the t-obtained (4.987) was higher than t-table (1.667) and the significance level was lower than alpha value (0.05), it can be stated that the second null hypothesis (Ho2) was rejected and the second alternative hypothesis (Ha2) was accepted.

Therefore, there was a significant difference in reading skill of Informatics Engineering students at Politeknik Sekayu by using Kahoot between those who were taught and those who were not. The result of independent sample t-test is shown in Table 17. Table 17 The Independent Sample T-Test Variable _Mean _Mean Diff _t- obtained _df _Sig. (2-tailed) _ _Post-test (Experimental- Control Group) _Experimental _ 78.00 _ 9.920 _ 4.987 _ 48 _ 0.000 _ _ _Control _68.08 _ _ _ _ _ _4.3 Interpretation of the Study The results of the study showed that there was a significant improvement in reading skill achieved by experimental group students. In detail, most of students were in very good and good level.

Only one student was in enough level. Meanwhile, Kahoot could also significantly enhance students' reading skill along with its six aspects such as main topic, main idea, inferring context, inferring links and connections, literal and implied meaning, specific reference, and scanning and skimming. In other words, there was significant improvement in reading skill of Informatics Engineering students' at Politeknik Sekayu by using Kahoot. In this study, Kahoot applied its four kinds of features such as: survey, discussion, quiz, and assessment.

Firstly, the features of survey brought into a communicative and collaborative brainstorming. Both students and teacher collaborate ideas, enthusiasm, and interaction before the learning started. Ratnasari, Nurhidayat, and Fakhrudin (2018) also confirmed that Kahoot could gave enthusiasm in teaching and learning process. Secondly, the features of discussion provided active class whereas teachers can build fun atmosphere through discussion feature during teaching and learning. Kahoot creates players feel enjoyable with specified topic (Gündüz & Akkoyunlu, 2020, p. 481).

Salawatiyah (2021) also added that Kahoot raise vitality, student engagement, motoric, and metacognitive skill. The other two features namely quiz and assessment led into a competitive class since the score achievement was lively showed on the screen

projector. It emphasized in active role and participation of the students in competitive manner toward learning that has been learned.

The findings were in line with Kallany (2020) who stated that Kahoot provided feedback that allowed students to assess their learning which aimed to improve learning outcomes, achievement, and teacher's teaching. In addition, the six aspects of reading comprehension namely vocabulary, inference, facts and opinions, reference, scanning for detail, and main idea of Informatics Engineering students' at Politeknik Sekayu had significant improvement. The findings showed that most of students' vocabulary mastery improved after being taught by using Kahoot. A study conducted by Manurung (2021) pointed out that Kahoot had positive impact in teaching vocabulary.

Besides, Hidayati (2021) mentions that Kahoot gave positive effects on students' part of speech mastery. Moreover, a study conducted by Nugroho (2021) found that students had improvement in five aspects of reading comprehension including main idea, specific information, reference, implicit information, and synonym or antonym. Among those seven reading skill aspects, main topic was the only aspect that did not show significantly improvement.

Nevertheless, It might be happened because students tended to be more focus on the content and specific stated detailed of the text and students with low language proficiency had difficulties to determine the ideas of the topic in the text. It was supported by Wibisono (2020) stated that most of the students focused on stated detail information. Besides, there was significant difference of post-test result in reading skill of Informatics Engineering students at Politeknik Sekayu between those who were taught and those who were not.

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

CHAPTER V CONCLUSION AND SUGGESTIONS This chapter presents (1) conclusion, and (2) suggestions of the study. 5.1. Conclusion Based on the findings and interpretation of the study, it could be summarized that there was a significant improvement on students'

reading skill by using Kahoot on Informatics Engineering students at Politeknik Sekayu. The results showed that students had significant improvement especially in 6 aspects of reading skill including vocabulary, inference, facts and opinions, reference, scanning for detail, and main idea.

It means that the first alternative hypotheses (Ha1) was accepted and first null hypotheses (Ho1)was rejected. Meanwhile, there was also significant difference between the students who were taught by using Kahoot and those who were not. Moreover, the second alternative hypotheses (Ha2) was accepted and the second null hypotheses was rejected (Ho2). In this study, the use of Kahoot provided four kinds of features such as survey, discussion, quiz, and assessment. It leads into cooperative and collaborative learning, students' motivation, enthusiasm, and also competitive class with fun atmosphere. It could be effective if it is also followed by good network, device and user's skill.

Those consideration should be recognized before implementing technology for teaching and learning. 5.2 Suggestion The writer would like to give some suggestions to English teachers, students and others researchers as follows: For the teacher For English teachers, it is suggested that the teacher should be more creative to utilize the use of ICT in the classroom as media for teaching and learning process. The use of Kahoot could improve their students' reading skill as long as the facility and teacher's guidance support learning process.

Besides, the teachers also should be aware on the students' reading comprehension since it is importance for academic success. For the students Reading is one of essential skill for academic especially higher education. As receptive skill, reading can influence on any essential knowledge especially for Informatics Engineering students. Since information and technology resources used English, students should be aware in English subject especially in reading. For other researchers This study could give new perspective to considering the facility of the technology for teaching and learning. Moreover, it could develop new reference knowledge in the future to achieve successful reading comprehension.

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