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The Effect of Kahoot! Platform on Eleventh Grade Students' Reading Comprehension: A New Fun Media at Sport Senior High School

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Abstract

This research used quantitative research method with quasi-experimental research. Examining the potential impact of the Kahoot! Platform on students' ability to understand what they read was the primary goal of this research. Sport Senior High School eleventh graders made up the study's population. The population consist of 168 students who are classified into six classes. XI MIPA 2 was chosen using the cluster sampling method to serve as the experimental class. The eight meetings that this investigation was conducted over during school hours. For both the pre- and post-tests, the researcher used multiple-choice exams to collect data.

The exam questions are drawn from hortatory exposition texts and narrative texts. A two-tailed independent sample t-test with a significance level of 0.000 (i.e., less than 0.05) was found in the results of the data analysis. To sum up, we accept (H1) and reject the null hypothesis (H0). Finally, our study demonstrated that the Kahoot! Platform improved students' reading comprehension.

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INTRODUCTION

Reading is a crucial skill that students must develop during their senior high school years. According to Andini and Ratmanida (2019), Reading is an essential skill-building tool since it gives us access to the information and knowledge we need The main goal of reading is to extract key points from a text by absorbing its information. Therefore, reading is highly beneficial for high school students. When engaging in reading, the reader needs to comprehend the text. One crucial reading skill that focuses on understanding the meaning of the text is reading comprehension. When a reader has good reading comprehension, they are able to comprehend what the writer is trying to convey in the text. Ahmadi (2017) described reading comprehension as a communicative process where the reader interacts with the text, activating their

background knowledge. This skill is crucial for students as it aids them in understanding texts and developing their abilities through the information acquired from the text.

Despite the emphasis on reading in senior high school, students continue to face challenges with reading comprehension. Observations during teaching practice at Sport Senior High School revealed that many students struggle with comprehension. This issue might stem from a lack of understanding of the purpose of reading activities, which results in diminished interest in reading classes. Sukma et al. (2020) also noted that students often lack the skills and motivation necessary for compelling reading and comprehension in real-world contexts.

Another issue may be related to the learning method itself, which relies on an auditory approach. This method is suitable for auditory learners, but at Sport Senior High School, where most students are active athletes with visual and kinesthetic learning styles, this approach may be less effective. These students prefer movement and may require more engaging and patient teaching methods (Fatimah, 2018).

Kinesthetic learners, in particular, learn best through physical activity and hands-on involvement. DePorter and Hernacki (2013) describe kinesthetic learning as a style that involves physical engagement, with learners preferring to move, touch, and experience things directly. Characteristics of kinesthetic learners include speaking slowly, responding to physical stimuli, and learning through practice. Thus, understanding students' learning styles is crucial for effective teaching and problem-solving.

Moreover, various techniques and strategies exist for teaching reading comprehension, including the use of technology. Larsen and Anderson (2011) emphasized that technology provides valuable teaching resources and enhances student motivation and learning experiences. In today's technological era, it is essential for teachers to adapt to new technologies to foster active learning and engagement (Lase, 2019; Dalton & Grisham, 2011). Altun (2015) also highlighted that technology serves as an educational tool that benefits both teachers and students. Utilizing technology in teaching can make learning more enjoyable and motivating for students, provided that it aligns with their learning styles and needs.

One technological platform that can be utilized to assess students' reading comprehension is Kahoot! Kahoot! is a free, Interactive learning platform that incorporates games, enabling students to engage via their mobile devices (Licorish et al., 2017). Plump and LaRosa (2017) described Kahoot! as an educational platform that engages students and fosters interaction, noting its benefits of being free, easy to use, and engaging. The use of Kahoot! in the classroom has the potential to increase participation and enthusiasm for learning.

Several research have explored the use of Kahoot! in teaching reading comprehension. Licorish et al. (2017) investigated Kahoot! and its impact on classroom engagement and learning experience, positively affecting students' knowledge and skills. Kahoot! Provided a fun platform that increased student interaction and motivation. Masruroh (2019) studied Kahoot! for teaching complex English grammar, noting that its use made grammar learning more memorable and effective. Putri (2020) examined Kahoot!'s effectiveness in improving vocabulary

comprehension, demonstrating that it significantly enhanced students' vocabulary skills compared to traditional methods.

From these previous studies, there is no research that examines the effect of Kahoot! Platform as a medium for teaching reading comprehension to students, especially for schools that have students with kinesthetic learning styles. Through this platform, students with kinesthetic learning styles can be directly involved When it comes to learning using Kahoot! The kinaesthetic learners at Sports High School will also benefit from its entertaining, interactive, and engaging features.

RESEARCH METHOD

Research design

An experimental research strategy was used to conduct this study, which falls under the quantitative research method. The study used a quasi-experimental design with a pre- and post-test for each of the two groups. The creation of research using a real experimental design, with an experimental class and a control group, is known as quasi-experimental research. To determine if the Kahoot! Platform improved students' reading comprehension, the researchers used a quasi-experimental approach**.**

Population and sample

Here, the researcher chose Sport Senior High School as the location to study the effects of using the Kahoot! Platform on students' ability to understand what they read. The target demographic for this research will consist of students in grade eleven. In this investigation, the cluster sampling method was used to choose the sample. According to Bhardwaj (2019), cluster sampling samples are selected at random from groups or clusters that spontaneously form or already exist. Using the lottery procedure, the researcher was able to identify the 30 students in the XI MIPA 1 class as the sample. Over the course of eight meetings held during school hours, this research was conducted.

Instrumentation

This study used tests, namely multiple-choice test types, as an instrument. The test type selected by the researcher is a multiple-choice one, similar to the ones found on the Kahoot! Platform. Before and after the course, both assessments employ the same style of multiple-choice questions. Students' reading comprehension is evaluated using the post-test after using the Kahoot! Platform, whereas the pre-test assesses students' reading comprehension prior to using the platform. The pre- and post-tests consist of 50 questions each, with narrative and hortatory explanation texts serving as the basis.

Technique of data collection

The researcher used a test instrument that consisted of a pre-test and a post-test. The researcher had the pupils take a pretest beforehand. Second, in order to implement the Kahoot! Platform, the researcher managed six meetings. Thirdly, in order to measure the impact of the Kahoot! Platform, the researcher administers a post-test using the same format as the pre-test.

Validity and reliability

a. Validity

The researcher employed the SPSS software to verify the reliability of the instrument. Furthermore, researchers solicited students from a non-sample class, class XI MJPA 2, to administer the instrument and verify its validity via the use of the SPSS software. There were two instances of this non-sample trial procedure in the same class. Fifty of the questions were legitimate according to the two non-sample validity tests.

b. Reliability

The researcher used SPSS's Cronbach's Alpha formula to evaluate the instrument's reliability. Then, a dependability score of 0,600 or over is considered satisfactory. Once the validity of the 50 items was established, the reliability test could go on. In order to facilitate the reliability test, the SPSS application was used.

Techniques of data analysis

In order to analyze the data collected, the researcher used SPSS, which stands for Statistical Package for the Social Sciences. The first thing to do was run the normalcy test to make sure the data distribution was normal. Assessing the data's standardness requires this test. With a sample size of fewer than 100, the Shapiro-Wilk test was used in the SPSS program. Datasets are considered regularly distributed if the significance value (Sig. Value) is greater than 0.05. After that, the researcher checked whether the data was consistent by doing a homogeneity test. After that, we compared the average scores from the pre- and post-test using an independent sample t-test.

RESULT AND DISCUSSION

Sport Senior High School eleventh graders participated in the research. Thirty students from each class—XI IPS 1 and XI MIPA 1—served as the experimental and control groups, respectively, in the study. We used a combination of cluster sampling and a lottery to choose our samples. Students' reading comprehension skills were evaluated using a pre-test before the intervention. Six sessions of instruction were conducted using the Kahoot! platform after the pre-test, which was then supplemented with the teaching of narrative and hortatory exposition texts.

Research Finding

1. The pre-test and post-test result

To measure the impact of using the Kahoot! platform, students performed a post-test after each of the six learning sessions. The findings of the pre- and post-tests are shown in the following table:

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Pre-Test				
Students	**Experimental**		**Control**	
	Correct Answers	**Score**	**Correct Answer**	**Score**
Student 1	24	48	20	40
Student 2	26	52	22	44
Student 3	22	44	19	38
Student 4	20	40	18	36
Student 5	24	48	17	34
Student 6	22	44	18	36
Student 7	18	36	21	42
Student 8	20	40	24	48
Student 9	30	60	19	38
Student 10	20	40	25	50
Student 11	32	64	18	36
Student 12	28	56	19	38
Student 13	21	42	19	38
Student 14	26	52	18	36
Student 15	25	50	19	38
Student 16	18	36	24	48
Student 17	20	40	20	40
Student 18	27	54	23	46
Student 19	20	40	25	50
Student 20	25	50	21	42
Student 21	20	40	18	36
Student 22	20	40	23	46
Student 23	22	44	30	60
Student 24	20	40	23	46
Student 25	25	50	25	50
Student 26	24	48	24	48
Student 27	30	60	22	44
Student 28	26	52	19	38
Student 29	22	44	20	40
Student 30	24	48	22	44
Mean		**46,73333**		**42,33333**

Post-Test				
Students	Experimental		Control	
	Correct Answers	Score	Correct Answer	Score
Student 1	41	82	31	62
Student 2	43	86	28	56
Student 3	44	88	27	54
Student 4	42	84	30	60
Student 5	45	90	28	56
Student 6	44	88	28	56
Student 7	46	92	30	60
Student 8	48	96	32	64
Student 9	47	94	27	54
Student 10	46	92	25	50
Student 11	47	94	23	46
Student 12	46	92	28	56
Student 13	46	92	33	66
Student 14	47	94	28	56
Student 15	46	92	25	50
Student 16	49	98	29	58
Student 17	43	86	26	52
Student 18	47	94	27	54
Student 19	45	90	32	64
Student 20	44	88	30	69
Student 21	43	86	25	50
Student 22	44	88	25	50
Student 23	43	86	34	68
Student 24	42	84	27	54
Student 25	43	86	27	54
Student 26	45	90	27	54
Student 27	46	92	28	56
Student 28	45	90	33	66
Student 29	46	92	31	62
Student 30	45	90	28	56
Mean		**89,86**		**57,1**

The data in the table above shows that the average value of class 11 MIPA 1 as the experimental class increased significantly from 57.1 to 89.86. at the same time, the average value of class 11 IPS 1 as the control class increased from 42.34 to 46.73.

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2. Normality test

The researcher next performed a normality test after obtaining a description of the data. The purpose of a normality test is to determine whether the data follows a normal distribution. The researcher checked for normality using the Shapiro-Wilk test in SPSS. The results of the SPSS-based Shapiro-Wilk test for normalcy are shown in the table below:

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PRETESTEXPERIMEN	,136	30	,167	,946	30	,129
POSTTESTCONTROL	,192	30	,006	,958	30	,273
PRETESTCONTROL	,127	30	,200*	,938	30	,080
POSTESTEXPERIMEN	,145	30	,108	,970	30	,540

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction/

The post-test significance value is 0.540, which is more than the threshold of 0.05. This leads us to believe that the data follows a normal distribution.

3. Homogeneity test

Discovering whether the data have uniform variances is the goal of the homogeneity test. The homogeneity test was conducted using SPSS for statistical analysis. Presented in the following table are the findings from the homogeneity test:

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	1,074	1	58	,304

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Post-Test	Based on Mean	3,175	1	58	,080

With values of 0.304 and 0.080, respectively, the homogeneity test is statistically significant at the 0.05 level. Consequently, there is no difference between the two data sets' variances.

4. Hypothesis test

Following the completion of the homogeneity test, the researcher analyzed the data using SPSS's Independent Sample T-Test. To compare the means of two groups from separate samples, statisticians employ the independent sample t-test. In order to verify the following study hypotheses, the researcher analyzed the data:

a. Ho (Null Hypothesis): There is no significant effect of Kahoot! Platform on eleventh grade students' reading comprehension a new fun approach at Sport Senior High School.
b. H_1 (Alternative Hypothesis): Kahoot! has a substantial impact! Sport Senior High School's eleventh graders are trying something fresh and exciting to improve their reading comprehension.

The table below displays the results of the independent sample t-test:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
POSTTEST	Equal variances assumed	3,175	,080	27,216	58	,000	16,533	,607	15,317	17,749
	Equal variances not assumed			27,216	51,973	,000	16,533	,607	15,314	17,752

The two-tailed independent sample t-test yielded a significance value of 0.000, as shown in the table above. We may reject the null hypothesis (H0) and accept the alternative hypothesis (H1) since the significance value of the two-tailed independent sample t-test is less than 0.05.

Discussion

We may reject the null hypothesis (HO) and accept the alternative hypothesis (H1) since the significance value obtained from the two-tailed independent sample t-test was less than 0.05. Students' reading comprehension improves after using the Kahoot! Platform, as stated in the alternative hypothesis (H1). The comparison of the experimental group's mean scores from the pre- and post-test provides more evidence for this conclusion. Following the intervention, the experimental class's average score increased dramatically from 57.1 to 89.66. The intervention-free control group, on the other hand, had a much smaller gain, from 42.33 to 46.73 on average. Students' reading comprehension has been significantly improved by the usage of the Kahoot! platform. It actively engages students in the learning process, making their class participation more dynamic and aiding their reading comprehension. This observation aligns with Salawatiyah (2021) and Sari (2018) research, demonstrating

that incorporating Kahoot! Games in English teaching significantly improve students' reading comprehension. The study highlights that Kahoot! engaging and enjoyable features contribute positively to teaching English, particularly in reading comprehension. Previous studies involving kinesthetic learners have shown that Kahoot! can effectively improve reading comprehension by actively involving students in the learning process, making it more engaging and less monotonous. This suggests that incorporating technology in the classroom can enhance students' motivation and performance, as noted by Ima & Rafi (2018).

The positive effects of Kahoot! that is found in this study also supported by some previous study by Korkmaz (2021) found that Kahoot! It helps to boost students' intrinsic motivation, leading to greater interest in reading and learning. The platform energizes English lessons and fosters collaboration through its game mechanics, which positively impacts students' reading comprehension in foreign languages. Supporting this, Bicen (2018) found that Kahoot! Increased undergraduate students' interest and ambition in their classes, enhancing their motivation. This method has been shown to positively affect student motivation, confirming Kahoot!' effectiveness, as noted by Chotimah & Rafi (2018).

In this research, the Kahoot! The platform offered in the experimental class allowed students more opportunities to develop their reading comprehension. Its interactive and enjoyable features helped students, especially those with kinesthetic learning styles, to stay engaged and interested, reducing boredom during reading activities. Kahoot! easy accessibility for teachers and students facilitated its integration into the learning process. Consequently, the use of the Kahoot! Platform in the experimental class significantly and positively affected students' reading comprehension skills at Sports Senior High School.

CONCLUSION

Kahoot! The Platform can be applied to various learning topics and is not limited to one subject; it improves reading comprehension. In order to determine the effect of Kahoot! on reading comprehension, it was used in Class 11 MIPA 1. The pupils' enthusiasm for the Kahoot! Platform was palpable throughout the therapy. Meeting after meeting, the students aimed to improve their scores. The study findings demonstrate that the Kahoot! The Platform significantly impacts the improvement of students' reading comprehension, which is in line with this requirement. Thanks to the significant value of the two-sided t-test, we can see that H1 is accepted and H0 is rejected. Furthermore, the substantial rise in the average post-test score using the Kahoot! Platform further corroborates the findings of this research. Even though this study's findings demonstrate that Kahoot! is effective in enhancing vocabulary learning, the researcher did encounter several difficulties Due to the limited time of the treatment implementation, the researcher could only carry out the treatment in 6 meetings. If the treatment were conducted over a more extended period, the results would be better.

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