

UNDERGRADUATE THESIS

IMPLEMENTING WORD CARD MEDIA USING KAHOOT!

TO IMPROVE ENGLISH READING COMPREHENSION

FOR CLASS VII STUDENTS



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**This Undergraduate Thesis Was Written and Submitted in a Part-Fulfillment
of the requirements for the undergraduate Thesis degree Education**

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF SULAWESI BARAT

2025

APPROVAL SHEET

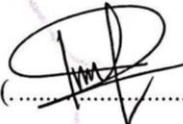
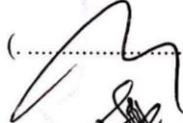
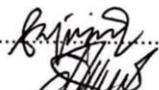
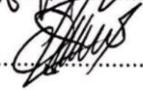
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ABSTRAK

ASTI YUNIERSI 2025, PENERAPAN MEDIA KARTU KATA MENGGUNAKAN KAHOOT! UNTUK MENINGKATKAN PEMAHAMAN MEMBACA BAHASA INGGRIS SISWA KELAS VII. Skripsi, Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.

Tujuan penelitian ini adalah untuk mengetahui efektivitas media kartu kata menggunakan Kahoot! dalam meningkatkan Pemahaman Membaca Bahasa Inggris siswa. Penelitian ini dilaksanakan di SMPN 4 MAJENE, dengan pendekatan kuantitatif dan desain true eksperimen. Sampel penelitian ini adalah siswa kelas VII C sebagai kelas eksperimen dan kelas VII A sebagai kelas kontrol yang masing-masing berjumlah 25 siswa yang dipilih dengan menggunakan teknik random sampling. Pengumpulan data dilakukan dengan menggunakan tes yang terdiri dari pre-test dan post-test untuk mengukur peningkatan pemahaman membaca siswa dan angket untuk memperoleh informasi tentang persepsi siswa setelah menggunakan media kartu kata menggunakan Kahoot! Hasil penelitian ini menunjukkan berhasil meningkatkan pemahaman membaca siswa yang terlihat dari rata-rata skor post-test yaitu 73,72 lebih tinggi dari rata-rata skor pre-test yaitu 31,92. Dari hasil nilai tersebut dapat disimpulkan bahwa H1 dapat diterima. Selain itu, persepsi siswa juga positif dengan skala penilaian 66.8, dengan mayoritas sangat setuju bahwa metode ini meningkatkan pemahaman membaca mereka, membantu mereka memahami teks dengan lebih mudah, dan meningkatkan kepercayaan diri mereka selama berdiskusi. Guru dan siswa disarankan untuk terus mengintegrasikan media interaktif seperti Kahoot! dalam proses pembelajaran sedangkan untuk peneliti selanjutnya peneliti dapat membandingkan efektivitas media kartu kata dengan aplikasi atau platform interaktif lainnya, seperti Quizizz atau Mentimeter, untuk mengetahui media mana yang efektif dalam meningkatkan pemahaman bacaan.

Kata Kunci : Media kartu kata, Kahoot!, Pemahaman Membaca

CHAPTER 1

INTRODUCTION

A. Background

Reading comprehension is a cognitive skill that involves understanding, interpreting, and analyzing written text. This is not only the process of word recognition, but also the ability to construct meaning from sentences and paragraphs, and relate information to understand the message conveyed by the author. Good reading skills enable a person to not only access information, but also respond to it with deep understanding. Along with that, reading can also increase vocabulary, knowledge, and critical thinking skills. This is in line with Wibison (2019), opinion that reading is a complex “cognitive process” of decoding symbols in order to construct or derive meaning that can be used as a means of language acquisition, communication, and sharing of ideas and information.

The recognition of reading comprehension serves a significant purpose in the context of individual and societal development. First of all, reading comprehension is the main foundation in the learning process. By understanding reading someone can access information, explore new knowledge, and increase understanding of various topics. Reading comprehension also plays a crucial role in development of critical thinking skills. Through the reading process, a person is invited to analyze, evaluate, and synthesize information. This not only enriches the way individuals think, but also helps in better decision making. In addition, active reading opens the door to expanding insight and understanding of diverse cultures, histories, and worldviews. This not only enriches individual lives, but also strengthens tolerance and appreciation for differences in society.

Reading ability is also the basis for good writing skills. By understanding language structure, vocabulary, and writing style through reading, one can hone one's own writing skills. Overall, recognizing the ability to read is not only about understanding the words on a page, but also about opening the door to deeper understanding, continued self-development, and positive contributions

to society. Kusumarasdyati (2023), concludes that reading comprehension should be approached from the cognitive view, according to which the reader actively constructs meaning instead of simply extracting it by activating schemata or knowledge structures in his mind to relate the knowledge that is already possessed.

Based on data from the Ministry of Education and Culture, literacy in Indonesia is very low. If this problem is not addressed, it will cause setbacks in terms of acquiring knowledge from reading sources.

Based on the results of a preliminary study through observation at SMPN 4 MAJENE, it was found that students' reading comprehension was very poor. Based on direct observation and questioning of students, the researcher came to the conclusion that current students were not interested in reading in English because the written vocabulary in English differs greatly from the structure of Indonesian, making it difficult to understand the word order when reading. In addition, their ability to comprehend texts remains limited due to a lack of vocabulary. Thus, most students have difficulty understanding the main idea and find it difficult to answer questions about what they have read. Students feel that learning English, especially when asked to read texts, feels uncomfortable and less enjoyable.

The researcher supposes that the vocabulary problem experienced by the students of SMPN 4 Majene is the main issue to learn English. Udomsinkul (2012) demonstrated that comprehension issues with vocabulary and reading are significant barriers to mastering English. Due to their subpar reading comprehension, students are unable to follow the instructions of English class. Besides, students find traditional methods of learning English reading boring since they are expected to respond to questions from the teacher before receiving feedback. Therefore, the class needs innovative learning process. Using media or technology in the classroom is essential to helping pupils who struggle with reading. In reality, many students currently use a variety of gadgets in the classroom, even though some teachers still feel uneasy about it. According to Wannkel and Blessinger (2013), this technology provides educators many new possibilities and opportunities to improve and change the way we connect and

interact with our students and colleagues. In the current digital age, where it is easy to locate different Wi-Fi networks, traditional teaching approaches frequently fall short of keeping pupils motivated in the classroom. This is especially true for older teaching and learning strategies that do not resonate with today's tech-savvy students.

Recognizing modern trends, the use of media technology as a teaching and learning method can significantly enhance students' enthusiasm for learning. Consequently, advances in technology have added many possibilities to the sector of training. New developments in educational era have furnished many inventions with the emergence of the term *mobile learning*, which refers to the implementation of learning through mobile phones and internet access to Sripanya (2019).

Based on the problems above, the researcher will try to find a solution to the reading problem. The researcher will choose a game application namely the Kahoot! According to Susilowati (2017), game application serves as a medium to improve students' interest in learning English and to make young students learn to read and compose sentences and practice their English reading comprehension. Moreover, Susilowati (2017) emphasized that Kahoot! is also available for supporting the grammar classes. Kahoot! could increase the students' motivation and create better atmosphere.

Mobile devices have been widely used as a means to enhance learning in various fields. In English language learning classes, reading literacy can be complex and difficult for English language learners and can reduce their interest in reading and reflecting on the material. Therefore, this research aims to explore the influence of the implementation of word card media strategies using the game application namely Kahoot! The beginning of the researcher getting to know word card media was when she participated in the *Kampus mengajar program* in the 5th semester, where word card media was one of the work programs implemented to improve students' reading comprehension, thus the researcher was interested in implementing it again. Additionally, although most students expressed positive attitudes and favored using Kahoot!, some of them reported unusual or unfavorable attitudes toward using mobile phones

to provide feedback. Overall, the implementation of word card media through the Kahoot! application provides a dynamic and fun learning approach, stimulating active participation and better retention of material. Therefore, to achieve the goals mentioned above is by using word card media. As Wiropati (2017) said that word card media is a graphical word media directly involve the sense of vision. Word card has the pictures stimulus as well as word stimulus at once, so that the use of this visual media can facilitate students in understanding the information.

By implementing word card media, the use of the Kahoot! can give new experience for the students to improve their potential in reading skill. This cutting-edge approach integrates technology with traditional learning methodologies to effectively improve students' reading abilities. Teachers can monitor students' progress in real time with Kahoot! Teachers are able to evaluate each student's performance and identify areas for growth by using quizzes and video games. Teachers can modify their pedagogical approaches based on the individual needs of each student by using an information-driven method. Next, the advantages for students in the era of integration: using next-generation learning platforms such as Kahoot! introduces students to virtual tools that are widely used in today's interconnected environment. Students' virtual literacy skills are enhanced and their English language learning skills are improved when eras are incorporated into language acquisition. The study on the usage of Kahoot to improve students' English reading proficiency also benefits the field of instructional technology and pedagogy. This brings us to our final point of advantage. It demonstrates cutting-edge strategies for enhancing pupils' reading skills by incorporating digital resources into conventional educational environments.

Therefore, researcher will conduct research with the title “Implementing Word Card Media Using Kahoot! To Improve English Reading Comprehension For Class VII Students”.

B. Problem Identification

From the above background, the student problems are as follows:

1. Students have very little difficulty interpreting sentences when reading due to the differences in sentence structure between Indonesian and English.
2. Due to difficulties in reading, students are not interested in learning English.

C. Problem Limitation and Formulation

Based on the background and identification of the problems that have been described above, two questions are formulated that will be answered in the field. This study focuses on the implementation of word card media using Kahoot! to improve the reading comprehension of grade VII students at SMPN 4 MAJENE. The two questions are as follows:

1. Can the use of word card media using the Kahoot! improve the reading comprehension of SMPN 4 MAJENE students?
2. What are students' perceptions of the use of word card media using the Kahoot!?

D. Research objective

This study aims to determine:

1. To find out how the use of word card media using the Kahoot! can improve the reading comprehension of SMPN 4 MAJENE students
2. To find out how Student responses to the use of word card media using the Kahoot!

E. Research Benefits

There are two types of benefits, namely:

1. Theoretical benefits

Teachers can apply this media to improve students' reading Comprehensive. Teachers can use this media as an alternative media that will be applied in the teaching and learning process, especially composing words and sentences in reading.

2. Practical benefits

- For students

To make students interested in studying and reading English and to makes it easy for students to pronounce words in a particular reading.

- For Researchers

Fact-Gathering: Researchers who read the impact of implementing phrase card media through Kahoot can gain valuable notes on student engagement, learning consequences, and the effectiveness of this approach in improving analytical capacity. Modern Pedagogical Methods: Research conducted on the use of Kahoot for English language acquisition contributes to the field of tutorial technology and pedagogy. It shows modern ways to integrate digital tools into traditional schoolroom settings to enhance the impact of mastery as well as improve Technology-Based Learning in schools. Academic Impact Assessment: Researchers can evaluate the academic impact of incorporating word card media through Kahoot on learners' learning aptitudes. This research can help assess the sustainability and long-term benefits of this approach in improving English language skills among students.

CHAPTER II

LITERATURE REVIEW

A. Previous related studies

In this research, there are some reviews of related literature finding from the previous researchers, they are:

First, conducted by way of Wibisono (2019) beneath the tittle “The Effects of Kahoot! In Teaching Reading to Tenth Grade Students” who researched about the effects of Kahoot! in teaching for tenth grade students. The research involved 50 students from a local school in Surabaya. He used quantitative and correlational analysis design methods to gather information about the relationship between two sets of variables. Data analysis and interpretation used descriptive statistics in the form of frequency, average, standard deviation and independent tests. Based on his research, students' understanding of the material increased when they were taught using Kahoot! during the educational process. Additionally, cognitive, psychological, and affective learning produced several noteworthy positive effects. Kahoot could be recommended for use in the learning process of learning to read English.

The second study by Marsa, et., al (2021) beneath the tittle “The Effect of Kahoot! Game to Teaching Reading Comprehension Achievement” who found the difference between the students who were taught by using Kahoot! game and the students who were taught by using a conventional game. They used an explanatory sequential mixed method design which involving 39 students of the fourth semester students of the English Education Program of STKIP Nurul Huda by using a reading comprehension test for quantitative data and observation, questionnaire, and interview for qualitative data. In their research they found that Kahoot! Game in teaching reading comprehension achievement was a very high impact on engagement, perception and motivation, and positive attitude. It influenced students' reading comprehension achievement.

The third is Korkmaz (2021) beneath the tittle “Using Kahoot To Improve Reading Comprehension Of English As A Foreign Language Learners” who conducted research to examine the effect of the online game “Kahoot!” on

students' understanding of English as a second language acquisition. They met with 38 high school students studying English at a large national university in Türkiye. They collected data using quiz scores for learning and attitude questionnaires for Kahoot! metrics. The results of his study showed that there were significant improvements in the reading comprehension of instructed students after at least one week of intervention that answered reading comprehension questions. Respondents' attitudes towards the questionnaire and open-ended questions also revealed that they not only had a positive attitude towards the Kahoot game but also showed significant negative emotions, especially in vocabulary. Based on his comprehensive research, he showed that Kahoots can be an effective way to motivate students, to improve their ability and to understand various academic subjects.

The fourth research was carried out by Nugroho (2021) beneath the title “Using Kahoot! Improving seventh-graders’ reading comprehension skills of SMPN 2 Tegalrejo” who discussed the implementation of Kahoot! During learning, students in seven classes at SMPN 2 Tegalrejo are taught. He used classroom action research for his research. There were four methods in his research: observation, reflection, action, and planning. After that, they collected data through tests, interviews, document analysis, and observation. The data analysis process consisted of four steps: data collection, data processing, data analysis, and data prediction. Qualitative descriptive analysis was used to summarize research findings in the form of descriptive explanations. Kahoot was used to improve students' understanding through reading. All of this suggested that students would be more successful in identifying implicit information and ideas. Many of them were able to provide specific information. Additionally, there was a learning curve to understanding the context of words.

The last research from Sitinjak et.,al (2022) beneath the title “The Effect of Using Kahoot! Game in Teaching English to Improve Students’ Reading Comprehension” who examined the effects of using Kahoot! The game taught English language skills to increase students' comprehension of the material. Their research was based on observations made by the authors through interviews with master's students in the English language study program at

HKBP Nommensen Medan. The method in this research were a qualitative descriptive that contained of interviews and questionnaires. The subject of their study was a third semester English language education student at HKBP Nommensen University in Medan. The sample size that they used for this research was thirty-one students. According to their study's findings, 89% of students agreed with Kahoot! Games were an easily accessible learning tool that could be used to increase student comprehension of the language by 70% after just one session! The game was beneficial for students since it could help them learn English language skills that were taught by teachers.

All of the previously mentioned research on using Kahoot! in the classroom yielded the same positive results: using Kahoot! in the classroom can improve students' motivational abilities, perceptions, acquisitions, reading skills, attitudes and satisfaction. However, there are several differences between those studies. The instruments used in each study were different. Some researchers used instruments or methods to collect data such as questionnaires, observation, planning, reflection, document analysis or interviews to investigate learning facts. On the other hand, some researchers used observations and questionnaires to check the facts of their research.

Moreover, each learning goal was different. Some studies only investigated increased motivation, some of them studied increased motivation and second language acquisition in English using Kahoot! and satisfaction using Kahoot! and previous researchers used samples from universities, Turkish students, and high schools. The same thing between previous research and this research is in terms of the application used, namely Kahoot!.

The similarity between previous research and this research is in terms of the application used, namely Kahoot!. However, this research is more specific to the use of card media using the Kahoot! application. The purpose of this study is to describe whether the use of word card media using the Kahoot! application can help students in learning English, especially the skill of interpreting words in the text, so that they are able to understand the meaning of the entire contents of the text.

B. Theoretical Framework

1. Definition Reading

Reading is the method of decoding and understanding the contents of written textual content within the form of phrases or written language symbols. analyzing sports comprise deciphering, and understand conveyed with the useful resource of the author thru written media. It consists of intellectual and bodily approaches wherein readers use their abilities to decipher, have a look at, and understand the messages contained in analyzing fabric. According to Wibison (2019) Reading is a complex “cognitive process” of decoding symbols in order to construct or derive meaning that can be used as a means of language acquisition, communication, and sharing of ideas and information. A job of a good reader is not just to think about the contents written by the writer but also the messages leading to some possible complex areas of the writer so that the contents and messages on the text will be collected and stored into the students’ schemata. In the reading process, schemata and language skills must be used to reveal the message of text read by the reader (Mikhailov, 2001). Shanahan (2005) said that the comprehension that occurs on someone’ reading process is a result of the filter used and gathered from their foundation of knowledge and belief; moreover, the well-structured text of the writer should also exist to think about the information read and make inferences about the author’s message. According to those two perspectives, it is good to have a text consisting language inputs contributed to the students’ schemata, messages, and contents in compliance with good knowledge and belief to enhance the readers’ reading comprehension. According to Oxford University Press (2010) “reading is the activity of somebody who reads or the particular way in which you understand a book, situation, etc.” In addition, Wallace (2010) claims that the reacting to a written text as a piece of communication is called reading as interpreting. Moreover, some communicative intent to understand the writer’s purpose is also called reading (Wallace, 2010). Reading is an ability that has an essential role for students. Pustika (2019) believes that Indonesian students need to learn English so they can read texts that have meaning for their career or study. Because reading has become a part of our daily activity and has

included one of skills that students have to learn in English as foreign language.

Besides, through reading activity, students can improve their language, experience, reading skills, and their minds (Ayu, Diem, & Vianty, 2017). They will get information and ideas from what they read and what they need to know (Sasalia & Sari, 2020). According to McDonough et.al (2013), reading is the activity that students usually learn and do in English as a foreign language. It is used to get a comprehensive understanding and idea from the text. A reading activity can shape the students to become long life learners since they keep refresh and add knowledge every time they do reading (Pustika, 2018).

Based on the definition above, the researcher concludes that Reading is the process of decoding and understanding written textual content, including phrases and language symbols. It is a complex cognitive process that involves intellectual and bodily approaches, allowing readers to decipher and understand messages conveyed through written media. A good reader must not only think about the content written by the writer but also the messages, which are collected and stored in their schemata. Reading comprehension is influenced by the reader's foundation of knowledge and belief, and well-structured texts are essential for understanding the writer's message. Reading is an essential skill for students, as it helps them improve their language, experience, reading skills, and minds. Reading activities can shape students into long-life learners, as they continuously refresh and add knowledge to the text. Therefore, it is crucial for Indonesian students to learn English to read texts meaningful for their careers or studies.

Yugoslavia and Noff (cited in Chatwiroj, 2006) state that teaching reading in the classroom involves three processes. specifically, Pre-reading, while reading, and after reading. Apart from that, Wallace (2010) said about reading methods in the classroom Readers and writers don't develop anything by chance. Differences in the writer's communication style and the reader's interpretation of the material can cause conflict between the writer and the reader. But certain agreements need to be made. Therefore, there are two main methods recommended for reading classes to improve reader comprehension. They are as follows: - Access to the context of the situation: For some readers,

textbooks must address the context of use and production in addition to the context of access to the content and the context important for effective interaction with text.

Additionally, Yugoslav and Noff (as mentioned in Chatwiroj, 2006) as well as Wallace (2010) suggest that there are three primary reading activity steps, with pre-reading, while reading, and post-reading activities being the key objectives of each step.

Activities for pre-reading, in an activity involving reading comprehension, readers are required to respond to questions so that they may quickly obtain information by scanning the text for responses. An additional well-liked pre-reading exercise is brainstorming. The following are the objectives of this activity:

- to stimulate students' prior knowledge
- to assess students' emotions
- to uphold students' individuality
- to establish reading goals
- to spark students' curiosity
- to convince students to read

Activities to do while reading, in while-reading exercise students are encouraged to be adaptable, engaged, and thoughtful readers because they are invited to read the kind of content being given in a manner that is thought to be suitable. Examples of while-reading activities include having students reassemble sentences or text sections that have been jumbled, a group cloze activity where the range of possibilities is explored, or jigsaw reading where readers must piece the entire text together. The following are the objectives of this activity:

- to improve understanding of what you read
- to understand
- to promote critical thinking
- to encourage interest in language
- to offer a personalized response

Activities to do after reading, in post-reading exercises, multiple choice questions are typically used to assess students' prior mastery of the curriculum. Additionally, you can employ a different motivated post-reading exercise, such a role-play or writing assignment. The following are the objectives of this activity:

- to initiate the reaction;
- to encourage synthesis and analysis
- to establish a research source;
- to merge new and old information.

The researcher can conclude that pre-reading, while-reading, and after-reading are the standard reading instruction processes based on the previously mentioned classroom reading procedures. Additionally, each step's suitable activities are selected based on the text's context and material that is presented in class.

2. The Purpose of Reading

Reading with a specific intent When a reader reads for a specific goal, they perceive the book's content as relevant in a manner that a broad text would not, and as a result, read them with greater vigor” (Wallace, 2010). adds that when texts are chosen within the learners' area of expertise, the students will be more inclined to read.

Reading for general information, English language learners aspire to be readers for all reasons, in addition to specialized ones (Wallace, 2010). reading in general According to Dubin (1989), purpose refers to the manner in which readers choose to read with a broad interest that is tied to their prior knowledge. Furthermore, according to Dubin (1989), readers' background knowledge is correlated with their general interests. If an ESP reading course covers a wide range of genres and topics in its early stages, students' background knowledge can be enhanced concurrently with more specialized knowledge.

The researcher can conclude that, For English language learners, reading for general information and specific purposes is crucial. It is more interesting and relevant to read with a specific aim in mind, yet general knowledge is better suited for all purposes. The goal of reading is related to one's general interests

and past knowledge. Students' background information and specialized knowledge can be improved simultaneously in an ESP reading course that covers a variety of genres.

3. Reading Strategy

Reading Strategy are deliberate ways to understand the author's point of view. Students who read must employ a variety of tactics to aid in the gathering, storing, and retrieval of knowledge. Adams (2008) distinguished the following categories of reading strategies:

- Skimming, one reading strategy for quick reading is skimming. Gaining a quick summary of a passage in a book, together with its core topic, is the goal of skimming. When a reader skims a text, they scan it fast and pass over the important aspects. Every paragraph's first sentence was read by them. Typically, each paragraph has a topic phrase that summarizes the primary theme.

According to McWhorter, a topic sentence may show up in a paragraph in a variety of ways. The first sentence in the opening paragraph is where a topic sentence usually appears. The opening sentence of the final paragraph is the second most likely location for a topic sentence.

The researcher can conclude that Reading strategies are methodical approaches to comprehending the viewpoint of the author. According to Adams (2008), skimming is a rapid reading technique that aims to highlight the main ideas in a paragraph. The process of skimming is reading only the first sentence of each paragraph, which usually contains a topic phrase summarizing the main idea. You can use topic sentences in the first and last paragraphs.

- Scanning, one reading technique that helps readers to find specific information fast is scanning. When scanning, you are aware of the kind of information you are looking for before you even start. The goal of scanning is to obtain particular data. In particular, scanning is crucial to being better at reading. Many pupils read extremely slowly because they attempt to read every word. Students can learn to read and comprehend concepts more quickly by scanning.

The researcher can conclude that a reading strategy called scanning helps locate specific information more rapidly by defining the kind of data that is required. It is essential for raising reading comprehension and speed, particularly in students.

- Making Prediction namely a strategy where readers infer details about the plot from titles and pictures. A text's title can trigger the text's memory, enabling them to infer the new text's content. Successful readers are able to forecast what will happen next or what viewpoints the author will offer to further a topic while they are reading. The reader makes a constant effort to evaluate the forecasts and alter those that the reading contradicts.

The researcher can conclude that, Making Predictions is a technique where readers use titles and images to deduce story information, sparking memories and forecasting future occurrences or points of view. They review and adjust forecasts that don't match the reading on a regular basis.

- Questioning that is to encourage kids to read with enthusiasm and engagement by helping them keep track of their comprehension. Before, during, and after reading, readers can make use of the questioning. Using this method, students refer back to the text as they read to determine the answers to the questions. Students can better understand and make sense of what they are reading by asking questions. This method allows proficient readers to focus on a text's most crucial details by posing pertinent questions.

The researcher can conclude that by monitoring their comprehension, youngsters can be encouraged to read more by using the strategy of questioning. It enables students to review and comprehend the main points of the book by using it before, during, and after reading. This approach facilitates readers' comprehension of the text.

4. Kahoot !

One of the things that can benefit humans in the most recent generation of modernity is generation. Perhaps we are accustomed to technology now. They are compatible with multiple operating systems, such as desktop, online, and mobile. since people now consider it to be necessary. The widespread use of

multimedia devices and applications on mobile devices is in tandem with the technological trends of Wi-Fi and ubiquitous computing, creating fantastic potential for English as a foreign language (EFL). Work structures such as Microsoft Windows, Apple's iOS, and Google's open-source Android have grown more sophisticated and have the power to drastically alter these disciplines. These portable devices facilitate both solo and group learning and offer chances to broaden the era, enabling students to conduct study at any time, from any location, and a wide variety of programs for mobile phones.

Numerous technological resources are available for download on the internet. To enhance reading abilities, you can download the "Kahoot Application" straight from the Google website or through the Play/App Store on your smartphone. It is intended to help pupils read fully, fluently, and clearly. With the use of multiple choice and true/false questions, the features in this program are intended to help students learn how to read words and sentences.

Kahoot! is a web-based platform that enables learners to create and play interactive, multiple-choice types games (Zucker, Fisch, 2019). A Kahoot is a collection of questions on specific topics. Created by teachers, students, business-people and social users, they are asked in real-time, to an unlimited number of "players", creating a social, fun and game-like learning environment. According to Dellos (2015), Kahoot! is a system in which students can respond through game-like pre-made or impromptu quizzes, discussions and surveys. Siegle (2015) states that Kahoot! is a free online game for both students and teachers. Piskorz (2016) claims that Kahoot! is an application in which teacher or user can create their own accounts where the tasks or the tests are prepared and the tasks or tests are able to be made public or kept private. In addition, "Kahoot! is a game-based approach that has been introduced in some areas of life especially in education" (Susilowati, 2017). Also, Kahoot! is free and effortless to learn and use. It is a development of the previous clicker technology (Plump, 2017). All the above definitions about Kahoot! can be summarized that it is a free online game which consists of quizzes, discussions, and surveys. This online game allows teachers and students to have cooperation in learning. Teachers can create the activities in Kahoot! then students are

allowed to join by using the given PIN for registration. Kahoot! can be run by a cell phone, laptop or Chromebook for running the Kahoot! website. For teachers, an LCD projector and speaker are needed (Siegle, 2015;Susilowati, 2017).

5. Features of Kahoot!

The features of the Kahoot! consist of:

1). Themes

First feature is Themes in Kahoot! are a feature that allows users to customize the visual appearance of the quiz. It includes various options such as color selection, background images, and other design elements to create an overall appearance that suits the purpose or content of the quiz.

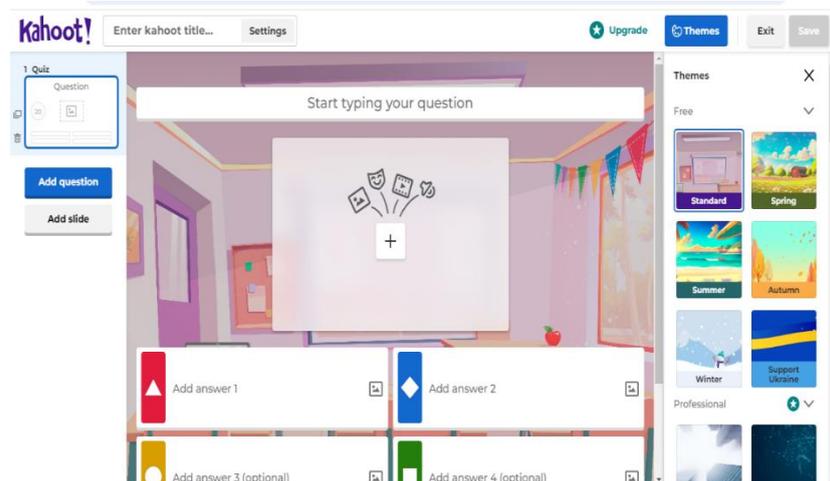


Figure 2.1 the Themes

2). Menu Point

For the second feature, Kahoot! Points menu has a special function to set the number of points that will be given to participants when they answer questions correctly. In this menu, the question creator can allocate points to motivate participants to try better.

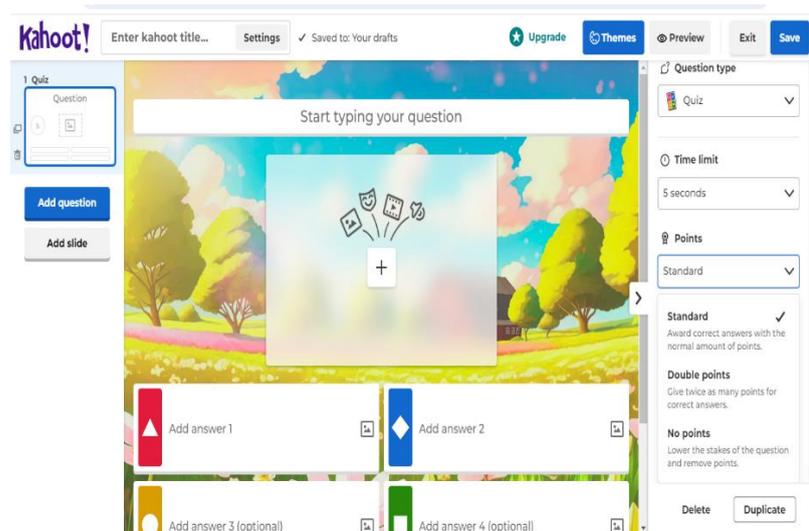


Figure 2.2 the menu point

3). Question Type

Question Type is a menu used to create various types of questions according to your needs. For example multiple choice questions, puzzles, true or false, essays, slides, world cloud and others.

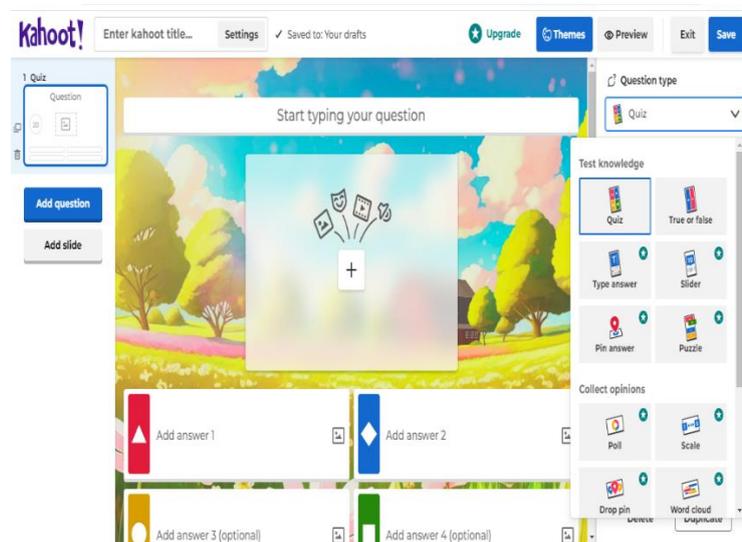


Figure 2.3 The Question type

4). Time limit

This feature allows users to set a time limit for participants when answering each question. That way, participants will be more enthusiastic about working on the questions.

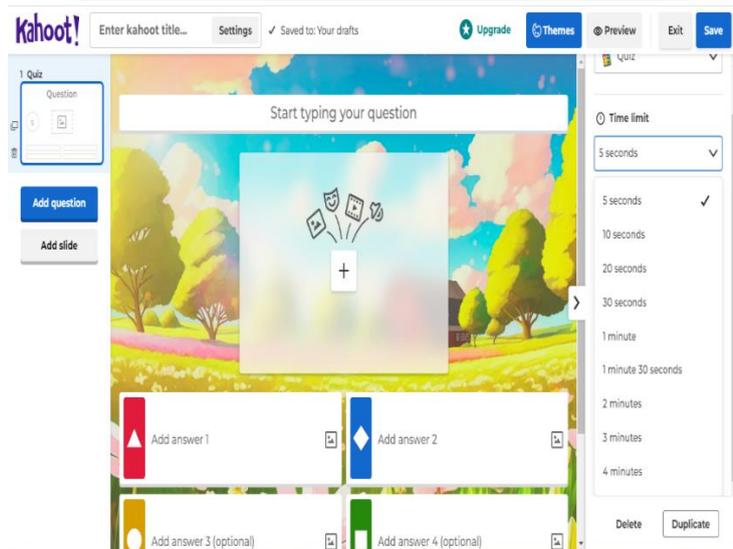


Figure 2. 4 The time limit

5). Answer Options

Answer options is a feature that can be used to add the correct answer. Teachers can ask the right questions according to the answer options given.

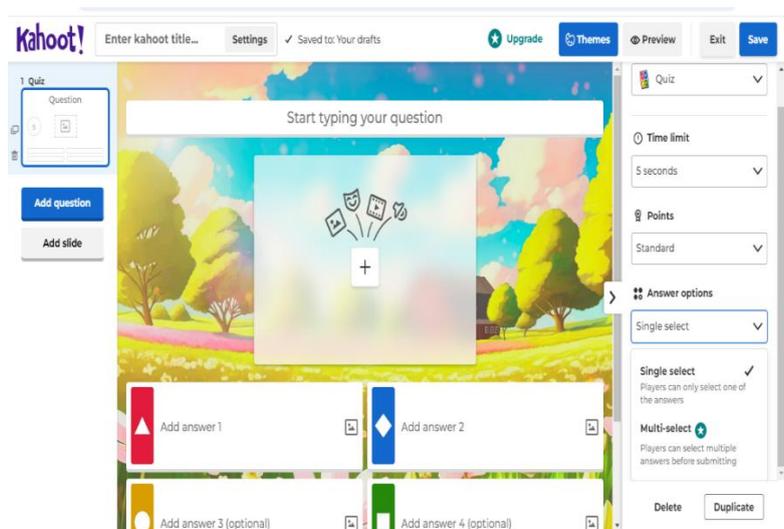


Figure 2.5 The answer options

6. The methods of Kahoot!

A smartphone, laptop, or Chromebook can be used to access the Kahoot! website. An LCD projector and speaker are essential for educators (Siegle, 2015; Susilowati, 2017).

According to Graham (2015), Kahoot! allows users to contribute images, videos, and music along with questions to motivate pupils. Susilowati (2017) claims that Kahoot! is made up of questions pertaining to particular subjects. On each subject, users are free to formulate and set their own questions. The users have the ability to determine the time and number of participants, allowing students to choose the optimal response for the given question (Graham, 2015; Susilowati, 2017). The players can be given between 10 and 120 seconds for each question, and they must select at least one right response (Graham, 2015; Susilowati, 2017). Answers to the questions have a character limit as well. Eighty characters is the maximum for questions, and sixty characters for each of the two to four multiple-choice responses (Graham, 2015; Siegle, 2015).

Additionally, in order to participate in this game, students must develop acceptable aliases and have a laptop with Wi-Fi. A code is also needed for registration (Siegle, 2015). "A projector, a screen, and Internet access are required for the class to play the game and view the work or test. Using mobile devices such laptops, tablets, and smartphones, the participants provide their responses (Zarzycka-Piskorz, 2016). Students use the website <https://Kahoot!.it> to login in to the platform, after which they select either team or individual mode (Plump & LaRosa, 2017).

Students can access the platform by using the code provided by the instructor. It is not necessary for them to create an account or download an application (Plump & LaRosa, 2017). In a quiz, the player can play alone or with a team and there are an infinite number of questions (Susilowati, 2017). The players can respond to the questions when they are asked in front of the class, through the use of their own electronics. More points are awarded to the players who can respond to questions accurately and quickly (Susilowati, 2017). The top five scores for each question are displayed at the front on the leader board, and the highest scorer is displayed at the conclusion. Additionally, the answers to

each question can be downloaded by the players at a later time (Susilowati, 2017).

In conclusion, in order to play Kahoot!, you'll need an Internet connection, smartphones or laptops, an LCD projector, and a speaker. This is because Kahoot! is an online game that allows many players to play simultaneously. Teachers design and distribute the Kahoot! activities, and students who are asked to engage in the games are given the code to access those activities. In Kahoot!, there are three primary categories of activities: surveys, quizzes, and discussions. Nonetheless, a test is typically used in conjunction with language acquisition.

- The advantages of Kahoot!

According to Susilowati (2017), the quizzes in Kahoot! can be used to evaluate each individual's knowledge by adapting their knowledge from the class to do the exercise. Moreover, they are used to investigate the learning progress of the learner and inspire the learners to create their own quizzes in the future. Furthermore, Kahoot! is a way to involve students in gamified learning (Iaremenko, 2017). Iaremenko (2017) also mentions the advantages of applying Kahoot! to classroom. They are as follows:

- Kahoot! is a free game.
- This technology is able to be applied in all ESL learning areas: reading, grammar, vocabulary, etc.
- Students can learn vocabulary and grammar through a pleasurable and challenging way by using Kahoot!.
- This application is available for both individuals and teams.

- The disadvantages of Kahoot!

According to Hodson (2017), using Kahoot! in the classroom has some disadvantages. The limitation of using Kahoot! in the classroom is that students are only provided an opportunity to answer the questions in multiple choice, yes or no, or true or false styles. Moreover, Hodson (2017) states that Kahoot! is a good game for review but it is not a good game for instruction because some of the new games in Kahoot! are a Jumble, which is a game that asks students to place correct answers in a correct order and students

receive more points for quicker answers. So, speed is emphasized over substance.

7. Word card media

Media is the plural of medium, which in learning and training environments, is the means of communicating and transferring a learning concept or objective to another individual. Media are the replicable “means”, forms, or vehicles by which instruction is formatted, stored, and delivered to the learner (Schwen, 1977). According to John Naisbit, there are ten benefits of media in education, they are: meets the needs of students to be wise consumers of media, managers of information and responsible producers of their ideas using the powerful multimedia tools of a global media culture.

During the early phase of formal schooling, the three most important skills are reading, writing and arithmetic. The teacher decides the quality of learning as a successful teacher requires the capacity to understand concepts and the ability to communicate information and the ability to select the best information media. Based on the research conducted by (Akubuilu et al., 2015) concluded that One of the media that could be used is word card media, this media influences interest and increases children's readiness to read, with word card media, the child is easier to understand with letter symbols and is quicker to compose a sentence well, therefore for teachers and people parents, must have the right media for children's learning in early grades.

Early literacy instruction is largely dependent on the basic abilities of students. Students must be able to compose their spoken signs, syllables, syllables and phrases (Erlina et al., 2016). Based on the above explanation, it can be concluded that a pleasant environment needs to be generated with language games (letter card games, terms and phrases). This approach is expected to solve the problems of students who are not proficient in understanding. Based on research conducted by Chou & Cheng (2015) it is concluded that teachers should choose the right material, one of which is the card media, this card media has a positive influence on the learning process of reading while elementary school children, it is easier for children to understand letters and compose sentences. Based on the research conducted by Utomo

(2018), concluded that Card media must be an effective medium for teaching children early reading skills, this media can improve children's reading skills and learning motivation.

The researcher can conclude that students' basic skills, such as their ability to compose spoken signs, syllables, and sentences, are the foundation of early literacy training. Language activities such as letter card games, words, and phrases can be utilized to treat these problems. According to studies by Utomo (2018) and Chou & Cheng (2015), card media is a useful teaching tool for early reading abilities since it aids in children's comprehension of letters and sentence construction. Children's motivation and reading abilities can also be enhanced via card media

8. Perception

a. Definition of Perception

According to Hockenbury & Sandra (Mahendra, 2020) Perception occurs when we integrate, organize, and intercept sensory information in a way that is meaningful. Using knowledge and your comprehension of the world, perception is the process by which a sensation is transformed into an experience with meaning. There is more to perception than just taking in and interpreting external sensations passively. Because perception is so rapid and accustomed, it can be challenging to understand how sensory inputs are translated into our individual experiences of reality. However, perception is the process by which the brain and sense organs organize, interpret, analyze, and integrate inputs.

Therefore, each individual has a way of looking at this matter world. Plus, everyone sees things differently. Based on the criteria given above, perception can be defined as the process of using one's senses to identify or receive internal stimuli in the form of events, objects, or other people; after this, that stimulus compiled and interpreted; and finally, a response is given to them.

The purpose of this research is to find out how they respond or feel when using word card media with Kahoot! to improve their reading comprehension by looking at two perception indicators, namely:

1) Understanding

Understanding is the ability to understand, interpret, and apply information or something that is obtained. Schunk (2012) also said that understanding is a cognitive process that involves organizing and integrating new information with existing knowledge. Schunk (2012) emphasized that understanding is not just remembering information, but also involves the ability to explain, apply, and relate that information in different contexts.

2) Evaluation

Evaluation is the process of assessing or measuring an activity, or result to determine the extent to which learning has been achieved. Sugiono (2015), arguet that evaluation is a process to find out how far planning can be implemented and how far program objectives have been achieved.

b. Types of Perception

Types of Perception

According to Walters (Mahendra, 2020) there are five types of perception, as follows :

1) Self-Perception

Self-perception is based on self-esteem, self-concept, and selfefficacy. It means that perception occurs based on the individual mind (intrinsic). For example, someone who has good self-esteem or good selfconfidence, he/ she may have good perception too toward speaking subject that asks him/ her to talk in front of people.

2) Environmental Perception

Environmental Perception is that is form based on the context in which the information is received. Its example is the perception that is given by someone or group toward the effectiveness of using drama in developing the speaking ability.The information that is used to get the perception is based on the context where that situation applies.

3) Learned Perception

Learned Perception is a perception that is form around personality, culture, and habit. For instance, a student who use to learn is eastern atmosphere can give negative perception toward the learning style

of the western students who mostly raise their left hand to answer the teacher's question.

4) Physical Perception

Physical Perception is a tangible perception. For example, how the eyes see and the brain processes it. In other words, physical perception is related to physical activity that can be measured.

5) Cultural Perception

Cultural Perception is the largest perception and this is different from one another city such as people's perception of the importance of English subject at the elementary level. The perception about this one can be different from one city or place to another. It depends on the culture that is embraced in that place.

Based on that explanation, it can be stated that there are five types of perception. Those types are classified based on the source of the perception coming. In other words, the types of perception can be seen from where the stimulus comes to build the perception itself.

C. Conceptual Framework

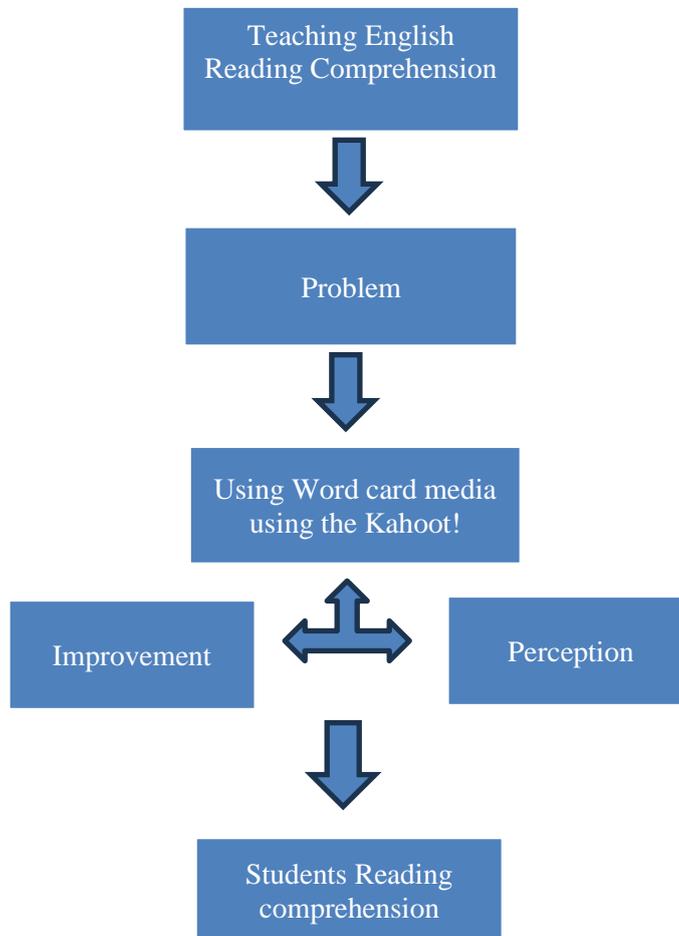


Figure 2.6 Conceptual framework

Based on the diagram above, the researcher will measure students' reading comprehension in English. The researcher found that the problem of students' reading comprehension at SMPN 4 MAJENE was very poor, because the written vocabulary in English is very different from the structure of the Indonesian language. Therefore, students will learn to compose words or read word by word in English by using of word card media using Kahoot! to find an increase in students' reading comprehension and students' perceptions regarding the use of word card media using Kahoot!. The results of the test to be carried out are used to measure students' reading comprehension in English.

D. Hypothesis

For this research hypothesis, namely:

- a. Null Hypothesis (H0): Word card media using the Kahoot! is not effective improve students' Reading Comprehension.
- b. Alternative Hypothesis (H1): Word card media using the Kahoot! is effective for improve students' reading comprehension.

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