Boosting Students' Reading Achievement Through Kahoot! And Choral Reading Strategy

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ABSTRACT

Reading is an activity to improve students' knowledge. However, some problems happened to Class X Social 4 SMA N 9 Semarang students. They had low activities in reading English text, so their vocabulary attainment needed to be improved. Based on the issues, this research discusses the effect of Kahoot! application and choral reading strategy to improve students' motivation in reading. It aims to know how choral reading strategy and Kahoot! can improve students' motivation in reading narratives and what factors significantly affect students' reading motivation. This research used classroom action research to collect the data and a quantitative approach to analyze the data. The subject of this research is the students' Class X Social 4 SMA N 9 Semarang. The result of this research got 47.83% of students with low motivation in English subject, and in the pre-test, students' mean score was 77.2. It was better after using the choral reading strategy and Kahoot! application. It could be seen from the students' mean score in post-test one that was 80, and post-test two was 87.82. All in all, students' reading motivation improved after using the choral reading strategy and Kahoot! Application in the teaching-learning process. Choral reading strategy and Kahoot! application is recommended to teach English material, especially in reading.

Keywords: Reading, Motivation, Kahoot!, Choral Reading

INTRODUCTION

Educational advancement and social are closely related to reading ability. It is delivered by Daniel et al. (2022). Reading is an activity to improve students' knowledge, and it helps students know and find new things. Melyadi et al. (2019) state that students' difficulty in reading is the weakness of vocabulary, and it impacts their self-efficacy, the inadequacy of reading, and motivation during the learning process. The last is the low students' background knowledge of reading a book. The students are increasingly reluctant to read, especially English texts, and they still need to improve at reading them. However, reading is a simple activity that all students can easily do.

Based on the pre-observation at SMA N 9 Semarang, this research focuses on the effect of Kahoot! application and choral reading strategy to improve students' motivation in reading. From the pre-observation, some students say that factors such as the low reading of English text result to a minimum vocabulary mastery. In contrast, students

always find English text in their daily life, such as directions on how to use or do something, reading stories or captions on social media. In a class that consists of 35 students, they have different abilities to understand English text. Still, the teacher wants them to have the same competence because students should have a high score to fulfill the standard score. Based on the learning processes done by the teacher, competencies are expected to have been achieved. Some students like reading silently and need to focus on understanding the text, but others cannot know if they don't use to reading aloud, and sometimes their class is crowded. They need more motivation because the students need to learn the function and what they will get if they read a book. The more students read, the more science they can learn. People should have good knowledge when they want to say something to make others interested in their topic.

The students' difficulties in reading make the competence that the teacher expects cannot be achieved. Therefore, the teacher must apply reading methods or strategies to improve students' motivation to read English texts. Choral reading is one of the strategies in reading that can help enhance their motivation for reading. Supiningsih (2017) states that choral reading is reading aloud by students in a whole class or group. It helps to build students' fluency, self-confidence, and motivation because students are reading aloud together. Students who may feel self-conscious or nervous about reading aloud have built-in support. In choral reading, it's suggested to cover material such as poems, songs, or narrative text, which can help students express their feelings.

According to Nursyam et al. (2021) and Supiningsih (2017), the teacher has to select English texts which are convincing, something real, fun, uplifting, and give positive value to be read by students. Concerning the statement above, choral reading can be implemented in teaching reading for narrative. In addition, teachers usually use media in education to help students understand the material. Chusnul et al. (2018), Rochimah and Muslim (2021) and Wang and Tahir (2020) stated that teachers can use media to transfer and communicate a learning concept or object to students in educational contexts.

The teacher's use of media in teaching will help the learning process of transferring knowledge to students. It also can enhance the motivation of students (Ari et al., 2021). Media types include print media, films, and video games (Hikmah, 2019). Nowadays, video games or game online has the potential to make interactive classes and make the course fun between students and teachers. Sukirman et al. (2019), Wahyani et

al. (2022), and Wibisono (2019) say that edutainment is the combination of learning and entertainment used to make students better in the learning process, especially for generation Z. Language subjects can dramatically change on-task behavior, word acquisition, and content understanding through teaching (Wells & Narkon, 2011). It aligns with Ulfa and Bania's (2019) research that students' motivation and enjoyment in achieving their aspirations or score can be increased by using a game approach in delivering the material.

Kahoot! is an online game application (Charanjit et al., 2021). Kahoot! application is an Internet-based game with accounts of teachers and students. Every teacher can create questions that will be played by all students simultaneously but still under the teacher's supervision. Ajie et al. (2017) state that a learning technology platform that combines learning evaluation experience by combining interactive and equipped with a system of observing the activities of students is Kahoot! application. Kahoot! as learning media will help the learning process and increase students' motivation, especially in reading.

Based on the above elaboration, this research focuses on describing choral reading and Kahoot! to enhance students' reading achievement and finding the significant factors which affect the students' reading motivation.

LITERATURE REVIEW

Supiningsih (2017) scrutinizes that choral reading strategies through PowerPoint can improve students' ability in reading. The reading test also gets higher after using the choral reading strategy through PowerPoint. It can prove that choral reading is recommended to improve students' reading ability and help the teacher achieve reading competence. The difference between her research and this research is the students' grades and the research design. Her research employed qualitative and quantitative analysis.

In addition, Wibisono (2019) and Firmansyah et al. (2019) found that the students' test scores increased when the learning process used Kahoot!. This game is recommended to use in the learning process of reading, and the difference in this research is the research design.

Dellos (2015) says that Kahoot! can create a fun and competitive environment. This game application also can be used for assessment purposes. His research uses qualitative method while this research uses quantitative method.

Chiang (2020) explored that Kahoot! was able to improve students learning motivation. Students got a higher score on evaluation tests after using Kahoot!. This research used mixed method to reveal how are their learning motivation.

Marsa et al. (2021) discussed that Kahoot! had influenced the students' reading skills. She used experimental research while this study used classroom action research.

All in all, choral reading and Kahoot! are recommended to improve student's reading ability and could help the teacher achieve reading competence. Kahoot! also can create a fun and competitive environment that promotes learning, with the result that reading test students' scores were higher when they were taught using Kahoot!. So, Kahoot! was able to increase students learning motivation.

METHOD

This research employed Classroom Action Research (CAR) as the research method which consists of two cycles (Creswell & Clark, 2007). It is used to help the teacher find the best way to teach and improve students' learning. The research has conducted the study by analyzing the data using descriptive quantitative. Meanwhile, the data collection instruments were tests, questionnaires, and observations. The test consists of a reading test using multiple choices. The questionnaire also consists of the questionnaire for students' motivation using the Likert scale. Then, the observation results using classroom observation for the teaching-learning process.

The subject of this study was the Class X Social 4 SMA N 9 Semarang in the academic years of 2019/2020. The respondents were in Class X Social 4, which had 35 students.

RESULTS AND DISCUSSION

Based on the pre-observation, the researchers gave a pre-test before teaching the class. The pre-test result is 77.2. Twenty-five students achieved a minimum score of 75, and nine students needed help to complete the minimum score. In addition, the pre-test questionnaire results of students' motivation in reading had 13.04% high, and 47.83% had a common reason. Therefore, the student's motivation in reading needed to be improved. Students assumed that reading a problematic text made them easily bored. On the other side, they also wanted to get a higher score and understand the material, although their

reading could have been better. So, the students needed more teaching-learning processes to improve their reading and motivation.

Moreover, to boost students' motivation in reading Kahoot! application and choral reading strategy were used at Class X Social 4 SMA N 9 Semarang and done in two cycles. Each cycle contained four elements: planning, action, observation, and reflection.

Cycle 1 had four steps that are described in detail. In the planning step, the researchers prepared material about reading through the narrative text. The researchers designed a lesson plan for the opening, main activity, and closing. The researchers had 60 minutes to teach in every meeting. Then, in the acting step, the activities were held on Tuesday, 19th January 2021. The teacher started the class at 07.30-08.30 a.m. One of the researchers becomes the teacher, and others become the observers. The teacher opened the activities by greeting the students, then checking the students' attendance. The teacher introduced the learning outcome and also guessed the title short story.

Next, the teacher explained the material of the narrative text to students. After presenting the material, the teacher gave students a short text story, "Little Brother, Little Sister," and read that text using the teacher's voice so that the students could hear the teacher's voice. The teacher asked the students to read the exact text as the reading material. Students had to read the textbook because they would use it to play Kahoot! together. If the students wanted to have the best score in Kahoot! they should read the text first. The researcher asked the students if they had questions after the first meeting or any difficulties students needed help understanding. In the observing step, the development of students' achievement was revealed from the post-test one result. In the first cycle, the researchers found that students were excited about using Kahoot! but some of the students were still shy to read using choral reading. The calculation shows that pre-test and post-test scores got improvement significantly. The average pre-test score is 77.2, and the post-test is 80. It is indicated that students' achievement in reading is improved by 2.78.

The last step in cycle one is reflecting. It was found enlightening after observing the class. The average score of pre-tests is 77.22 and becomes higher in post-test 80 after the English learning process used Kahoot! and the choral reading strategy, there was a change. Students are more interested in learning and reading after using Kahoot! and the choral reading strategy. However, they needed help finding the meaning of the new

vocabulary. In addition, in the questionnaire results on students' motivation in reading, 30.43% had high, 47.83% had medium, and 21.74% had a common reason. So, it needed more teaching-learning processes to boost the students' motivation in reading.

Based on pre-observation, the researchers gave a pre-test before teaching the class. The pre-test result is 77.2. Twenty-five students achieved a minimum score of 75. Nine students needed help to reach the minimum score. In addition, the pre-test questionnaire results of students' motivation in reading had 13.04% high, and 47.83% had a common reason. It can be concluded that the students' motivation in reading was lacking. Students assumed that reading a problematic text made them were easy to get bored. On the other side, they also wanted to get a higher score and understand the material, although their reading was not well. So, the students needed more teaching-learning processes to improve their reading and motivation. So, a more teaching-learning approach was required to boost the students' motivation in reading in cycle 2.

Cycle 2 also had four steps which were explored in detail. The teacher did revision planning after conducting the first cycle in the planning step. In the first cycle, some students did not want to read the narrative text, and some did not join Kahoot! application. The teacher found that some students were excited to play Kahoot! and read narrative text with choral reading. In the second cycle, the writer taught "narrative" from different textbooks and still used Kahoot! application and choral reading strategy. Then, the acting step was conducted on Tuesday, 26th January 2021. It started at 07.30-08.30 a.m. The teacher opened the class by greeting the students and started the class by praying together. The teacher overviewed the material to students in the last meeting and asked the students some questions about the narrative text. The teacher explained the material of narrative text to students. After presenting the material, the teacher gave students a short text story, "Kebo Iwa" and read that text using the teacher's voice so that the students could hear the teacher's voice. Students read the exact text as the teacher read. Students had read the textbook because they would use it to play Kahoot! together. If the students wanted to have the best score in Kahoot! they should read the reader first. Every student read the different parts of the text, and they should record their voice during the reading activity. The second meeting had finished. The teacher asked the students if they had questions about the material or got difficulties in some narrative parts. The teacher closed the lesson.

In the observing step, the teacher found that students' reading motivation

improved after using Kahoot! and the choral reading strategy during the English learning process. In addition, the second post-test score is 87.92, and the score in the pre-test is 77.22. There was an improvement of about 10.7 from the pre-test to the second post-test.

Moreover, the students' reading motivation improved after using Kahoot! and the choral reading strategy during English learning. The score of post-tests significantly enhanced. The second post-test score is 87.92, and the score on the pre-test is 77.22. There was an improvement of about 10.7 from the pre-test to the second post-test. In conclusion, the students showed improvement in their motivation for reading.

The last step is reflecting. There was an increase in students' motivation for reading. The teacher found that students' motivation in reading could improve because of Kahoot! application and choral reading strategy. The students became more attractive and paid attention to the teacher during the learning process. It has the same result as a previous study by Ari et al. (2021) which is explored about motivation in reading.

The result of the use of Kahoot! application and choral reading strategies to improve students' reading motivation, such as being attractive when the teacher explains the material. They became motivated after using Kahoot! application and choral reading strategy to get the best and higher score. Their score was getting better after using Kahoot! application and choral reading strategy.

There were some areas for improvement in teaching using Kahoot! application and choral reading strategy to improve students' motivation in reading as follows; (1) a stable internet connection was needed during learning because this learning took place online and (2) students did the materials well using several media during learning, such as Kahoot! and voice recorders, which required more time.

Based on the results of the questionnaires distributed during the post-test, there was a positive response compared with the results of the previous questionnaires. Students who had low reading motivation experience had a decrease from 21.74% during post-test 1 to 19.35% during post-test 2, as many as 48.89% of students have a medium category in reading motivation, and a high students' reading motivation increases from 30.43% during the post-test 1 became 32.26% during the post-test 2. So, it can be concluded that the students' reading motivation improved after learning Kahoot! and the choral reading strategy.

Based on the finding above, the researchers concluded that implementing Kahoot!

and the choral reading strategy could improve students' motivation to read a narrative. It could see from the results of students' scores on tests. There is a different mean score for the pre-test and post-test. The average pre-test score was 77.2, and the post-test score was 87.92. It means there is improvement after implementing Kahoot! and the choral reading strategy to improve students' motivation in reading. Students' scores increased after learning through Kahoot! and choral reading. This research correlates with the previous studies that discovered that students become more active in learning after using Kahoot!. Students assumed that Kahoot! is more joyful and could improve their motivation (Chiang, 2020; Marsa et al., 2021).

The results of using Kahoot! application and choral reading strategies to improve students' motivation in reading consist of three findings.

1. Students were active while the teacher explained the material.
2. The students became motivated after using Kahoot! application and choral reading strategy to get the best and higher score.
3. Students' scores were better after using Kahoot! application and choral reading strategy.

The students' reading comprehension could be improved by teaching using Kahoot! application and choral reading strategy to improve students' motivation in reading.

1. A stable internet connection is needed during the learning process because this learning takes place online.
2. Students will be directed to use several media during learning, such as Kahoot! and voice recorders, which require more time.

The questionnaire results show that most students agree and strongly agree that using a choral reading strategy affects students' understanding of English text. Half of the students in the class decided to compromise and strongly agreed that they were interested to read narrative text. Most students strongly agree that reading the narrative text through choral reading can increase their self-confidence.

Assessment of students' results got through Kahoot! the quiz is more challenging and improves students learning motivation. None chose to disagree or strongly disagree with this statement. Students' self-confidence has increased if learning using Kahoot! and choral reading strategy. Moreover, the students learning motivation can increase when

getting good scores and rewards from their parents. Furthermore, students learning motivation decreased when they got a low rating in Kahoot! quiz, 48.7% disagree, and 10.3% of students choose strongly disagree, so if they got a low score in Kahoot! It will not impact their motivation, and if they get a high score in Kahoot!, it will affect their motivation. This research results are related to Chiang (2020) that Kahoot is engaging media in teaching-learning that can help students improve their reading motivation. Students have different reasons for reading and learning, but through Kahoot! and the choral reading strategy, they can enhance their cause to the next level. Meanwhile, this point has different results from the previous studies, which related to more reading needs more motivation, especially by understanding the text from generic structures of it firstly. It will encourage the EFL learners' comprehension in reading.

To sum up, Kahoot! application and choral reading strategy are practical to improve students' motivation in reading, especially in narrative text.

CONCLUSION

The interesting and challenging game is served by Kahoot! As well as a choral reading strategy can foster students' motivation to read English texts. Through this application and strategies, students become more active in class and have a good influence from their friends, who get good results. Hence, students become more motivated to read English texts to get higher scores in English lessons. The results can be seen through students' learning results after using this application and strategy. There was a different mean score from the pre-test and post-test. The average pre-test score was 77.2, and the post-test score was 87.92.

Some factors affect students' motivation in reading, and it could be seen from the result of the questionnaire and test. Those factors that have the highest response from students are competing with classmates can increase the internal motivations of students. Parents' support in learning affects students' learning results.

Students' curiosity in English text increased when the teacher gave a text that is easily understood and pleasant, such as narrative text. Students' vocabulary for reading could be improved when playing games using Kahoot!. Students found assessment using Kahoot! more challenging and can be used to stimulate and trigger students' motivation.

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