CHAPTER II

LITERATURE RIVIEW

This chapter provides some theories of research and general explanation of Reading Comprehension and Kahoot Application.

A. Definition of Reading Comprehension

According to Harmer (1998) reading is an extraordinary active work, reading must require understanding the meaning of words, understanding words painted on pictures, understanding reading arguments and doing it if we agree with the arguments. By reading text, we learn a language: vocabulary, grammar, punctuation, sentences, paragraphs and how text are organized.

Reading is a process of recording and decoding. The code here is in the form of symbols in sign language or writing. Sounds and interprets a series of written language symbols seen, from letters to words, then to phrases, sentences etc (Anderson, 1972).

Reading comprehension is a type of reading that focuses on reading comprehension. Reading comprehension an examination of learning materials to assess their context, value, function and impact (Tarigan 2008).

Reading comprehension is a complex cognitive process that involves not only recognizing words but also constructing meaning from the text. It requires the ability to understand the ideas, concepts, and information presented in written language. According to Kurnia et al. (2020), reading comprehension is more than just decoding words, it involves interacting with the text to make sense of it, integrate new information with prior

knowledge, and interpret the text based on context. Lisniyanti et al. (2023) defined reading comprehension as the process of understanding, interpreting, and evaluating written materials. It emphasizes that comprehension involves more than literal understanding, extending to inferential and evaluative thinking. This suggests that students must not only understand the explicit meaning of a procedure text but also infer the underlying themes and evaluate the intent of the author.

Marsa et al. (2021) added that reading comprehension requires several skills, including word recognition, fluency, and vocabulary knowledge. These components are essential in helping students understand the overall message of the text. It explains that readers need to actively engage with the content by making connections between what they read and their prior experiences or knowledge. Furthermore, Manurung and Sari (2023) highlighted that comprehension involves both lower-level processes, such as identifying words and sentences, and higher-level processes, like understanding the text's structure and meaning. They argue that students who struggle with reading comprehension often fail to engage in these higher-order thinking skills, which are critical for understanding more complex texts. It can be concluded that reading comprehension is a dynamic and interactive process that goes beyond mere word recognition. It requires students to engage actively with the text, infer meaning, and apply higher-order thinking skills.

B. The Strategies of Reading Comprehension

According to Zimmermann and Hutchins in Moreillon (2007) indentify seven reading comprehension strategies:

1) Activating Background Knowledge

   Readers bring their own knowledge and experiences to a text, wich influences how they understand and interpret it. This explains why different people can have different reactions to the same book, artwork, or piece of music. Building and assessing this prior knowledge helps impreove their reaading comprehension.

2) Using Sensory Images

   Sensory images are part of the background knowledge that readers bring to a text. Helping students utilize all their senses as they read texts support their comprehension. Sensosy images also have the potensial to increase readers' enjoyment and memory of their literary experiences.

3) Questioning

   Questioning is an essential component of reading comprehension, of cunducting research, and of critical thinking. In short, questioning is a key of learning. By asking relevant questions about the text, readers can focus better and avoid feeling overwhelmed by excessive information.

4) Making Predictions and Inferences

Predicting and inferring before, during, and after reading are comprehension strategies that can appeal to readers' sense of adventure and challenge.

5) Determining Main Ideas

Shorting out what is important in the deluge of information is key to making sense and using information to generate knowledge. This is complex process because main ideas are always dependent on the purpose for reading and the judgment of the reader.

6) Using Fix-Up Options

Fix-up options are only as effective as readers' ability to monitor their own understanding of texts.

7) Synthesizing

Readers shouls not only understand the text passively but also connect new information with their existing knowledge. This synthesis process supports the development of critical thinking skills and helps readers analyze and apply information more effectively.

C. Assessment in Reading Comprehension

According to Habib (2016) assessment serves various purpose and occurs at different stages in the learning process. There are three main types:

1) Diagnostic Assessment

This type of assessment is conducted at beginning of a course to identify students' strengths and weaknesses. It helps teachers

tailor instruction, plan classroom activities, and determine students' skill levels. By diagnosing learning needs early on, educators can design lessons that effectively bridge knowledge gaps. Furthermore, diagnostic assessment provides descriptive feedback, guiding learners toward their learning objectives and preparing them for continuous assessment throughout the course.

2) Formative Assessment

Formative assessment is an ongoing and interactive process designed to support learning. It allows teachers to monitor student progress, identify difficulties, and adjust instruction accordingly. This assessment method includes setting learning goals, providing instruction, evaluating student performance, and giving feedback. Formative assessment can be formal (such as structured tests) or informal (such as classroom observations). While informal assessment collects data over time without testing conditions, formal assessment typically involves structured tests to measure student progress. Ultimately, formative assessment fosters a continuous cycle of reflection between teachers and learners.

3) Summative Assessment

Unlike formative assessment, which focuses on learning progress, summative assessment evaluates learning outcomes at the end of a course or academic term. It provides measurable

results, often in the form of scores or grades, to assess whether students have achieved the intended learning objectives. Summative assessment is usually planned in advance, allowing students to prepare accordingly. It is often used for administrative purposes, such as maintaining academic records or evaluating educational standards. While formative assessment helps improve learning, summative assessment measures overall achievement and provides a final assessment of student performance.

D. The Types of Question in Reading Comprehension

In order to actually check students' comprehension of texts, various types of questions should be used. Approaches to the evaluation of reading comprehension have tried to introduce interactive activities and tasks. The use of questions is an integral part of these activities and well-designed questions would help learners better interact with the text to build up meaning. A combination of comprehension activities helps learners respond to various types of comprehension. There are numerous methods and forms of reading comprehension tasks that can be used in assessing students' comprehension and stimulating their understanding of a text. These techniques may take formal and informal forms. Sally and Katie (2008) state some of these tasks:

1) Yes-No Question

These require a simple "yes or no" response. However, because answers can be given by chance, they should be

supplemented with additional questions to ensure true comprehension.

2) True or False Question

Students read a text and determine whether given statements are true or false. While effective for recalling factual details, they are limited in assessing higher-level comprehension, such as inference-making. False statements should be carefully crafted to target common misunderstandings.

3) Matching

This task involves pairing prompts such as statements, headings, or descroptions with corresponding text elements. It helps assess comprehension of relationships within the text.

4) WH Questions

Questions starting with “who, what, where, when, why and how” encourage studenst to extract explicit information, evaluate content, and make predictions.

5) Open-Ended Questions

Used in standardized assessments, these require students to formulate verbal or written responses. They assess deeper comprehension skills, such as inference-making. However, language difficulties may sometimes hinder students from expressing their understanding accurately.

6) Multiple-Choice Questions

One of the most common assessment methods, multiple-choice questions present a text followed by several answer choices. They can evaluate both literal comprehension and broader text understanding. Properly designed multiple-choice items require careful planning to ensure clarity and relevance.

7) Gapped Texts

This method involves texts with missing words, phrases, or sentences that students must fill in. It can also assess grammar and vocabulary skills, making it useful for lower-level learners.

8) Proofreading

Students analyze a passage containing deliberate errors in spelling, punctuation, or grammar. While primarily a grammar-focused task, it can also serve as a reading comprehension assessment by requiring students to identify and correct mistakes.

E. Kahoot

The development of online platforms plays a crucial role in enhancing educational experiences by fostering communication, engagement, collaboration and motivation among students (Collazos et al, 2021). Digital learning environments help overcome the limitations of traditional classrooms by enabling real time feedback, interactive participation and adaptive learning strategies. One such platform that aligns with these principles is Kahoot, a game-based learning tool designed to make education more engaging and interactive.

Kahoot support student engagement through its interactive quizzes, polls and surveys, incorporating competition and fun to encourage active participation (Wang and Tahir, 2020). By allowing students and teachers to interact via smartphones, tablets, or computers, Kahoot promotes collaboration and motivation, key aspects emphasized in Collazos et al, (2021) framework for effective online learning platforms. Additionally, its use of various question formats, such as multiple choice and true/false, provides flexibility in assessing different cognitive skillls.

a. How to Use Kahoot

1. Sign Up and Log In
    - Visit the Kahoot website or download the Kahoot app.
    - Create an account by signing up using an email or social media account. If you're a teacher or educator, choose the appropriate role for access to more features.
2. Create a Quiz
    - Once logged in, click the "Create" button to start building your quiz.
    - Add a title and description to your quiz, then start adding questions. Choose from various question types, such as multiple-choice, true/false, or polls.
    - Add images or videos to make the quiz more engaging.
3. Customize Settings
    - Adjust settings such as time limits for each question, point scoring, and visibility (private or public).

- Preview your quiz to ensure everything is set up as desired.

4. Host the Quiz
    - When you're ready to present your quiz, click “Start” and choose either “Classic” (players play individually) or “Team Mode” (players work in groups).
    - Share the game PIN with participants, and they can join using their devices via the Kahoot app or website.
5. Play and Engage
    - As the host, you will display the questions on a shared screen, and participants answer on their devices.
    - Once the quiz begins, players earn points based on the correctness and speed of their answers, adding a competitive element to the learning process.
6. Analyze Results
    - After the game, Kahoot provides a summary of the results, showing how each participant performed. This feature can be used for assessment purposes and to identify areas where further instruction may be needed.

b. Advantages and Disadvantages of Kahoot

Kahoot offers several benefits in classroom learning. Its game-based format significantly increases student engagement and motivation by making lessons more interactive and enjoyable. The platform’s immediate feedback helps students quickly identify and correct mistakes, which enhances their understanding and retention of the

material (Anggraeni et al., 2023). Additionally, Kahoot can improve reading comprehension, as it encourages students to think critically about the content presented in quizzes, promoting better analysis and understanding of texts (Lisniyanti et al., 2023). Its adaptability also makes it suitable for both in-person and online learning environments.

However, Kahoot has some limitations. The emphasis on speed can put pressure on students to respond quickly, which may compromise deeper learning for some, especially those who need more time to process information. Additionally, its reliance on multiple-choice questions can limit the assessment of higher-order thinking skills, such as critical analysis and problem-solving. Although these challenges, Kahoot remains a useful tool for increasing engagement and participation in learning activities.

F. Review of Previous Research

The researcher found several related studies that had been previously conducted. In this section, various relevant studies by different researchers are examined. These studies can assist the researcher in exploring the effectiveness of discovery learning on students' reading comprehension.

The first research done by Setiawan (2020) in title *"The Effectiveness of Using Kahoot! As A Media to Improve Students' Reading Comprehension in Narrative Text"*. The research described focuses on assessing the effectiveness of using Kahoot! as a platform to improve reading comprehension of narrative texts among 10th-grade students at a senior high school in Lamongan. The study employed a quasi-experimental

pretest-posttest research design, with one experimental class using Kahoot! and a control class using traditional textbooks. The research instrument was a reading comprehension test, and the data was analyzed using the Paired Sample T-test in SPSS. The significant value obtained was 0.000, which is less than 0.05, indicating a substantial difference between pre-test and post-test scores. Additionally, the effect size was calculated as 0.9, showing that the treatment had a moderate effect on the experimental group's comprehension improvement. The similarity of previous research with this research is both reasearcher utilize Kahoot! as a medium to enhance students' reading comprehension, while the different is the previous research focused on 10^{th} grade students, this research target on 8^{th} grade students.

The second previous research conducted by Nugroho (2021) in title *"Using Kahoot! Improving seventh-graders' reading comprehension skills of SMPN 2 Tegalrejo"*. This research explored the implementation of Kahoot! to enhance the reading comprehension of seventh-grade students at SMPN 2 Tegalrejo through a classroom action research (CAR) approach. The research aimed to (1) describe how Kahoot! was applied in teaching reading comprehension and (2) assess its effectiveness in improving students' comprehension skills. The CAR process followed four stages: planning, action, observation, and reflection, conducted over two cycles. Data were gathered through various methods, including observation, interviews, document analysis, and tests, and analyzed using descriptive qualitative analysis. The findings indicated that Kahoot! significantly

improved students' ability to identify main ideas, implicit information, specific details, references, and understand vocabulary in context. The students' average test scores showed a steady improvement, with a rise from 58.04 in the preliminary test to 66.52 in Cycle 1 and 78.69 in Cycle 2, surpassing the minimum achievement criteria of 75.00. These results demonstrate that the use of Kahoot! had a positive impact on students' reading comprehension skills, making the teaching process more interactive and effective through reflective action cycles. The similarity between previous research and this research is using Kahoot! to improve students' reading comprehension skills. While the different is the previous research employed a Classroom Action Research (CAR) method and focused in Descriptive Text, whereas this research uses a quasi-experimental design with pretest-posttest and focuses in Procedure Text.

The third previous research by Lisniyanti, et al (2023) in title *"Improving Students' Reading Comprehension by Using Kahoot! A Classroom Action Research at the Tenth Grade of High School in Subang West Java".* This research aimed to improve students' reading comprehension by transitioning from traditional teaching strategies to a game-based learning platform using Kahoot. Employing a Classroom Action Research (CAR) design, the research involved multiple cycles of intervention, with data gathered through tests, questionnaires, and observation sheets. The results revealed a steady improvement in students' reading comprehension over time. Initially, the students' mean pre-test score was 64, with only 26.7% meeting the KKM (Minimum Mastery Criteria).

After the first cycle, the mean score increased to 69.3, with 40% passing the KKM, and by the second cycle, the mean score rose to 74.2, with 53.3% passing. In the final cycle, the mean score reached 78.3, with 87% of students meeting the KKM. These findings suggest that Kahoot! is an effective medium for enhancing reading comprehension in high school, offering a dynamic, engaging, and interactive learning environment that fosters continuous student improvement. The similarity is both previous research and this research emphasize the effectiveness of using Kahoot! as a method to enhance students' reading comprehension. The different between the previous research and this research, the previous research conducted with 10th grade students, while this research focuses on 8th grade students.

The last previous research by Alifia (2023) in title *"Improving Student's Reading Comprehension Using Kahoot! Application at the Nine Grade Students of Mts Muhammadiyah 4 Sambungmacan Sragen in Academic Year 2022-2023"*. This study conducted at MTs Muhammadiyah 4 Sambungmacan, aimed to address the issue of low student interest in reading by investigating the effect of using Kahoot! to improve reading comprehension among ninth-grade students. The research carried out in collaboration with the school's English teacher, sought to determine whether using the Kahoot! application could enhance students' reading skills. The method employed was Classroom Action Research (CAR), involving a class of 20 students. Data were collected through a pre-test and two post-tests conducted over two cycles, with each test comprising 25 multiple-choice

questions. The results showed a clear improvement in student performance, with the pre-test score averaging 58.6, increasing to 62.6 in post-test cycle I, and reaching 71.3 in post-test cycle II, surpassing the KKM (Minimum Mastery Criteria) of 70. These results indicate a significant improvement in students' reading comprehension after using Kahoot! highlighting the platform's effectiveness in engaging students and enhancing their reading skills. The similarity both the previous research and this research aim to improve students' reading comprehension using the Kahoot! application. The different between the previous research and this research, the previous research conducted with 9^{th} grade students, while this research focuses on 8^{th} grade students and the previous research employed a quasi-experimental method compared to the CAR method.