

**THE EFFECT OF KAHOOT TOWARD STUDENTS' READING  
COMPREHENSION AT THE TENTH GRADE STUDENTS  
OF SMAN 8 MUARO JAMBI**

**A THESIS**

Submitted in Partial Fulfillment of the Requirements for Degree of Sarjana  
Pendidikan

in English Language Education Faculty of Teacher Training  
and Educational Sciences University of Batanghari



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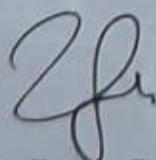
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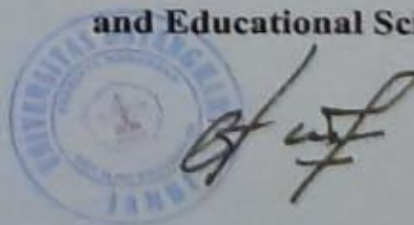
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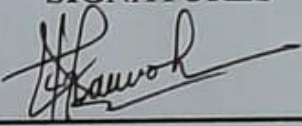
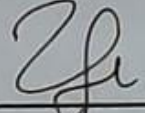
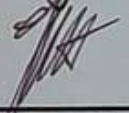



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## LETTER OF RATIFICATION

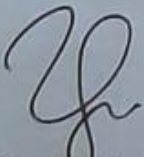
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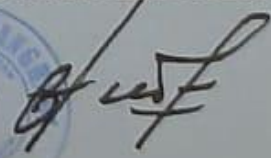
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## STATEMENTS OF WORKS' ORIGINALITY

I honestly declare that the research paper I wrote does not contain any parts of works of other people, except those cited in the quotations and bibliographies, as a scientific research should.

Jambi, February 15<sup>th</sup> 2023

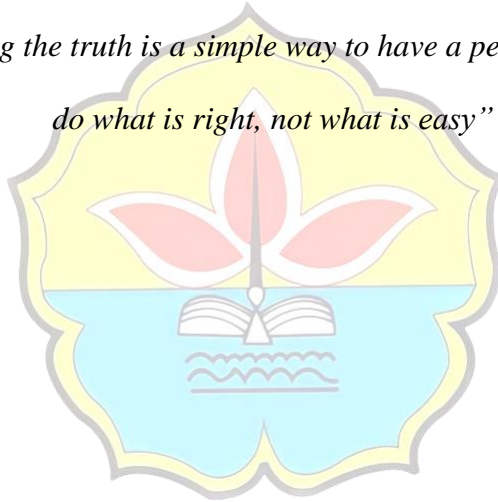
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## **MOTTO**

*“Telling the truth is a simple way to have a peaceful life,  
do what is right, not what is easy”*



## DEDICATION

I praise to Allah SWT for the blessing given to me to accomplish this thesis entitled “The Effect of Kahoot toward Students’ Reading Comprehension at the Tenth Grade Students of SMAN 8 Muaro Jambi”.

I’m dedicating this thesis first to Mama. If conditional love was a person, it would be her. Even in that hardest part of life, my mother never showed how bad it really was. This thesis is also dedicated to Papa, the sweetest dad I have ever had and his jokes never fail. Love you Ma, Pa.

Secondly, countless thanks to my siblings, Mas, Mba, and especially Marta, who always supports me in completing this thesis. She is all that I need and her jokes really mean to me. Hope she’s not married too fast.

I also dedicate this thesis to my friends, Selin, Fadhila, and Ratri, who have always been by my side since the first grade of Junior High School. Also, special thanks to Eca who always accompanied me at almost all the hardest times of my “skripsi life”. Sincerely love you guys.

Next, for my classmates, thank you for always inspiring me to be nothing like you guys. Among us, werewolfs, and stumble guys have become part of our college life. Also, thanks a lot to Rahmi, Elsa, and Ghea who always supported me to finish this thesis.

Last appreciation to the cutest cat I have ever had, Cimi. Thank you for always being my mood booster and thank you for always surviving in all your hardest times. Cimi, please stop burning a hole in my pocket.

## ABSTRACT

**Pratiwi, R. Nadya. 2023. The Effect of Kahoot toward Students' Reading Comprehension at the Tenth Grade Students of SMAN 8 Muaro Jambi.** A Thesis. English Language Education. Faculty of Teacher Training and Educational Sciences. University of Batanghari. The First Advisor: Khidayatul Munawwaroh, M.Pd. The Second Advisor: Ridho Praja Dinata, M.Pd.

**Keywords:** Kahoot, reading, students' reading comprehension

This study aimed to find out whether or not there was any significant effect of kahoot toward students' reading comprehension at the tenth grade students of SMAN 8 Muaro Jambi. This research used quantitative research method with quasi-experimental research design which implicated experimental class and control class. The total population in this research was the tenth grade students of SMAN 8 Muaro Jambi which consisted of 253 students. The samples of this research were chosen by using cluster sampling. The samples were divided into two classes, experimental class which consisted of 35 students and control class which consisted of 36 students. The technique of data collection in this research was pre-test, treatment, and post-test. The data were analyzed by using t-test. The researcher found that the mean score of pre-test at experimental class was 61,85 and the post-test was 81,71. Meanwhile the mean score of pre-test at experimental class was 60,00 and the post-test was 70,13. The result of t-test analysis presented that  $t_{\text{observation}}$  was higher than  $t_{\text{table}}$  ( $7,75 > 1,994$ ). Therefore,  $H_1$  was accepted and  $H_0$  was rejected. As the result, there was any significant effect of kahoot toward students' reading comprehension at the tenth grade students of SMAN 8 Muaro Jambi.

## ACKNOWLEDGEMENT

First and foremost, praises to Allah SWT and Prophet Muhammad SAW for the blessing given to the researcher to accomplish this thesis entitled “The Effect of Kahoot toward Students’ Reading Comprehension at the Tenth Grade Students of SMAN 8 Muaro Jambi”.

This research would not be completed without guidance, advice, support and contribution from some people. Therefore, the writer would like to express her gratitude and appreciation to:

1. Prof. Dr. Herri, SE., MBA as the Rector of Batanghari University
2. Dr. H. Abdoel Gafar, S.Pd., M.Pd as the Dean of Faculty Teacher Training and Educational Sciences University of Batanghari
3. Ridho Praja Dinata, M.Pd as the head of English Language Education, also as the second advisor for guiding and giving suggestions in a process of finishing this thesis
4. Khidayatul Munawwaroh, M.Pd as the first advisor who always gave advice, support, and guidance in writing this thesis
5. All the lecturers of Faculty Teacher Training and Educational Sciences who have given knowledge to the writer

The researcher realizes that this thesis is not perfect. The researcher hopes critics and suggestions of the readers for the perfection of this research.

Jambi, February 2023

Rimeira Nadya Pratiwi



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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

Reading is a crucial skill that students should acquire and it affects students' performance in learning English. Through the use of words, reading is intended to help the readers comprehend the writer's concept and point of view. Moreover, reading English text can be useful for students to advance their careers and education (Harmer, 2007). It means that reading can provide students with a variety of information that can broaden their knowledge.

Furthermore, reading can improve students' vocabulary, spelling, and writing skills which are important for their reading comprehension. Reading comprehension is an ability that readers or students should acquire. It helps the readers catch the information or idea that conveyed by the writer and also to make the readers understand contained meaning and implied meaning from the text. In other words, reading comprehension requires that readers get the author's overall meaning from the text. In learning reading comprehension, learners are faced with the difficulties of reading text especially in comprehending the text. Besides that, learners' lack of interest in reading is also being a problem. This habit tends to bring negative impact for their reading comprehension and influences other skills such as listening, speaking and writing.

In senior high school, one of the texts which are taught to tenth graders is narrative text. A narrative text is one that tells the story of a series of events in the past. It can be a fiction story or a legend. According to Gallant (2008), narrative tells a story and may include information that helps the reader understand characters' feeling. Based on researcher's observation in SMA N 8 Muaro Jambi in 2022, the

researcher found that several students tended to not understand reading text well. They only read the text without knowing the idea or information that contained in the text. Other students found the difficulties in comprehending the text and answering the questions about the text given. Moreover, they were less interested in reading text because the method used by the teacher in teaching reading was still conventional method. Therefore, to assist students to get better comprehension in reading, teachers should use the proper methods or techniques.

One technique that can be used is game-based learning. According to Huang (2011) and Dellos (2015) game-based learning is one of the most useful techniques for teaching, particularly for keeping students motivation to study continuously, developing their critical thinking, and assessing their progress. Learning using game can avoid monotonous class. One of the technological innovations that will be used to assist students to get better comprehension in reading narrative text is Kahoot. Budiati (2017) stated that kahoot is a game-based method that allows users to create their own question based on relevant topic. Students can enjoy the learning process because kahoot creates competitive environment in the classroom. Moreover, students will keep the experience in their mind while learning.

Accordingly, based on the explanation above, the researcher is interested in conducting a research entitled “The Effect of Kahoot toward Students’ Reading Comprehension at the Tenth Grade Students of SMAN 8 Muaro Jambi”.



## **1.2 Identification of the Problems**

Based on the explanation of the background above, the researcher formulates the problems such as:

1. Several students have lack of understanding in comprehending the text that impacts their lack of information or idea contained in the narrative text.
2. Some students find the difficulties in answering the questions about the text given.
3. The students are less interested in reading a text.

## **1.3 Limitation of the Research**

Concerning the background of the study, this research focuses on a narrative text. The researcher then chooses kahoot as a media in helping students to assist them to get better comprehension in reading a narrative text at the tenth grade students of SMAN 8 Muaro Jambi.

## **1.4 Formulation of the Research**

Based on the background of the problem, formulation of this research is “is there any significant effect of using kahoot toward students’ reading comprehension in narrative text at the tenth grade students of SMAN 8 Muaro Jambi?”

## **1.5 The Objective of the Research**

Based on the formulation of the problems above, the purpose of this study is to find out whether or not there is any significant effect of using kahoot toward students’ reading comprehension in narrative text at the tenth grade students of SMAN 8 Muaro Jambi.

## 1.6 The Significance of the Research

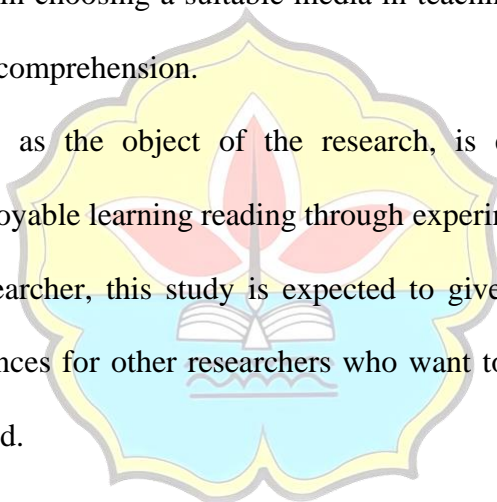
This research is supposed to have two advantages, those are theoretically and practically.

### 1. Theoretically

This study might contribute to the educational field and enhance both knowledge and insight, and give information about the appropriate media used in teaching reading.

### 2. Practically

- a. For the teachers, the result of this study is expected to give a new recommendation in choosing a suitable media in teaching reading especially for teaching reading comprehension.
- b. For the students as the object of the research, is expected to gain direct experience of enjoyable learning reading through experiment method.
- c. For the next researcher, this study is expected to give additional information, sources or references for other researchers who want to conduct further studies on the related field.



## 1.7 Definition of Key Terms

Some terms are defined to give basic comprehension related to this research.

Those are:

### 1. Kahoot

Kahoot is an online media used by the researcher in teaching reading comprehension of a narrative text. This media allows the users to create their own learning slide, quiz or question, survey, and others. Kahoot can be used to assist students to get better comprehension in reading text because this media provides features that address the challenges in learning process. Students become more

concentration, more collaboration and it can increase students' motivation in learning.

## 2. Reading Comprehension

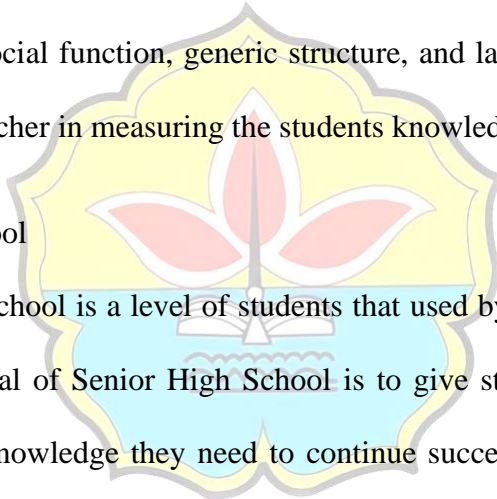
Reading comprehension is an ability that students should acquire in order to absorb information from the reading text and to understand or know the meaning of the text so that it can be properly conveyed to the reader.

## 3. Narrative Text

Narrative text is one of the English texts that the researcher used to measure the students' ability in comprehending the text. This text is about the story of past events. It contains social function, generic structure, and language features that can be used by the researcher in measuring the students' knowledge after reading the text.

## 4. Senior High School

Senior high school is a level of students that is used by the researcher in doing the research. The goal of Senior High School is to give students the global skills, competencies, and knowledge they need to continue successful career paths in the future before they enter college.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### 2.1 The Concept of Reading

Reading is a crucial skill that students should acquire and it affects students' performance in learning English. Reading is a method of comprehending written messages. Pang (2003) defines reading as "understanding written texts." He claims that reading is comprised of two interconnected processes: word recognition (the process of determining how written symbols correspond to spoken language) and comprehension (the process of determining the meaning of words, sentences, and linked text). He adds that a reader with background knowledge, vocabulary, grammatical knowledge, text experience and other techniques can support them understand written texts.

Moreover, Nuttal (2000) stated that reading is the result of an interaction between the writer's mind and the reader's mind. It is the way by which the reader attempts to understand text or intended meaning. Reading english text can be useful for students to advance their careers and education (Harmer, 2007). It means that reading can provide students with a variety of information that can broaden their knowledge. Moreover, Dalman (2013) stated that reading is not only looking up a group of words, sentences, or paragraphs, but also understanding a symbol or signal from the writer's meaning and as a result, the reader accepts the information from the text.

Therefore, according to several definitions above, reading can be defined as the immediate recognition of various written symbols with existing knowledge, as well as comprehension of the information and idea communicated. It means that when readers communicate with printed text, they attempt to obtain written

information or meaning from the writer by comprehending the text. Reading can also be defined as the process of making the meaning of words, sentences, and connected text.

## **2.2 Reading Comprehension**

According to Klingner (2007) reading comprehension is the process of generating meaning through the coordination of completed processes such as word meaning, and world knowledge. It refers to the capability for interpreting words, comprehending their meanings, and recognizing the connections between the ideas expressed in a text.

Considering all the levels and components that must be mastered, reading is an incredible achievement (McNamara, 2007). It means that when reading, the reader must comprehend and master some textual elements. Grellet (1981) stated that reading is constantly a guessing, what one brings to the text is frequently more significant than what they discover there. The reading text has a variety of symbols and writings that must be understood. The students must be taught to use what they already know to understand unfamiliar components, whether the ideas or basic words. The goal of reading comprehension is to comprehend the ideas presented in the text. Therefore, reading is necessary for successful language learning, especially when studying foreign language.

Additionally, there are three elements that are required for comprehension. The first is the reader who is doing the comprehension, the second is the text that needs to be comprehended, and the third is the activity that comprehending is a part of. These three components will interact with one another to improve students' comprehension.

## **2.3 Process of Reading Comprehension**

Carrel (1995) stated that the reader employs five brain processes that serve as an information processing organ during reading. The first step is initiation recognition, which is the process by which the brain recognizes a graphic display in the visual field as an initiate reading of written text. Typically, these occurrences will occur in every act of reading, yet it is possible to be distracted by another activity, such as checking out photographs.

The second process is prediction, which requires the brain to predict the meaning of data collected from the text. The brain asks and provides responses to questions regarding the text during the prediction process. The response is based on the already knowledge in the brain. The third process is confirmation, which occurs when the brain verifies the assumption made as a result of the response to the text's information. It is necessary to confirm whether or not this prediction is accurate in order to determine the text's intended meaning.

The next process is correction; the brain corrects inconsistencies or unconfirmed predictions with the intended meaning throughout the correction process. The fifth process is contract termination process, when the reader is notified of the expected text, this process typically happens.

The processes taken to understand the content of a reading text are known as the reading comprehension process. Reading is a skill requires considerable concentration in order for the reader to understand the main ideas of the text. There are three types of reading classification as follows:

### **2.3.1 Bottom-up**

The reader's role in the bottom-up process is to recognize meaning that has been fixed in the smallest fragments of text using text-driven decoding method. It

consider the text as a “succession of isolated words,” each of which must be understood separately, and the reader as someone who proceeds through the text by focusing solely on the simple linear arrangement of letters and words.

The reader processes language in a chronological style, “combining sounds or letters to make words, then trying to combine words to form phrases, clauses, and sentences of the text.” Meaning is understood by examination of personality elements of the language. The reader also constructs meaning from the black marks on the page in bottom-up processing by recognizing letters and words and figuring out sentence structure (Nuttal, 1996).

### **2.3.2 Top-down**

Top-down process considers about the readers and their interest, world knowledge, and reading abilities as the driving force behind reading comprehension, in contrast to bottom-up process, which treats reading as a making-out exercise with an emphasis on the text’s structure. Furthermore, according to Nuttal (1996), in top-down or theoretically driven processing, the readers draw on their own skill and experience to comprehend a text.

Lastly, the “top-down” process emphasizes readers bringing meaning to the text based on their practical background and creating the text based on their prior knowledge.

### **2.3.3 Interactive**

The most recent version of the reading process is interactive, in which knowledge is viewed as the result of bottom-up and top-down fundamentals working in concert, as well as communication between the reader and the text. Furthermore, bottom-up and top-down processing are combined in this process (Nuttal, 1996). Because both processes are important, the process is almost always a key element of

good teaching methodology. Despite the fact that interactive advanced emphasizes the impact of textual material on the reader's mental activity, many only give a small amount of importance to top-down aspects such metacognition, the compensating competence of interest and background knowledge, and schema.

## **2.4 Teaching Reading Comprehension**

Teaching reading aims to improve students' reading abilities so they can process English texts quickly and effectively. Readers need to have a specific goal in mind before interacting with the text in order to read successfully and efficiently. Harmer (2007) stated that there are a few principles for teaching reading. The first principle is that the teachers should encourage students to read as frequently and extensively as they can because when students are motivated, they will read more and do so with better comprehension.

The next principle is that students need to be interested in and motivated to read a text. Additionally, the teacher should make sure that the reading exercise has delivered the students as much enjoyment as possible. The third principle is that teachers must encourage students' inquiry into their thoughts regarding the text's message. For students to acquire new information, it is crucial that they learn how to read text. Students must also understand the text's message in order for them to express their thoughts and responses on the topic of the text.

The fourth principle is making prediction before reading. For instance, students might infer the book's content from its cover which can increase their interest in choosing the book they wish to read. The last principle is that teachers should select engaging reading assignments for their students, including the proper activities before, during, and after reading. Teachers should also create the appropriate questions based on the students' grade levels and the topic of the text.



## 2.5 Strategies in Teaching Reading

In teaching reading, the teachers should use teaching strategies that are suitable for both the students' and the teacher's reading-related problems. According to Dymock and Nicholson (2010), high five techniques are an easy-to-use strategy designed to improve students' all-around skills. These high five strategies include:

### 1. Activating Background Knowledge

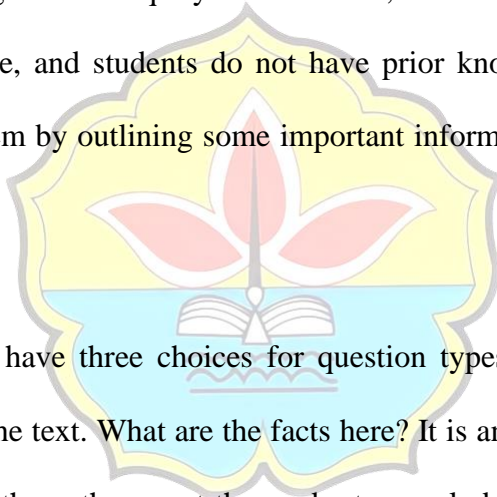
Making connections between what readers already know and what they are reading is much easier when relevant background knowledge is activated. If students lack the background knowledge to achieve this, the teacher can immediately determine this through initial inquiry. For instance, if the class is reading a passage about Santiago, Chile, and students do not have prior knowledge of this city, the teacher can assist them by outlining some important information about Chile before reading.

### 2. Questioning

The students have three choices for question types: right there, think and search, and beyond the text. What are the facts here? It is an example of a right here question. What does the author want the reader to conclude based on the fact? It is an example of think and search question. What is not being said in the text that the reader should check by doing some background research? It is an example of beyond the text. In order to activate background information, effective readers also ask themselves questions before reading.

### 3. Analyzing Text Structure

Depending on the genre and purpose of the text, the text structure serves as an organizational tool within a paragraph or longer text. Each expository text structure, such as cause-and-effect, description, and problem-solution, needs to be



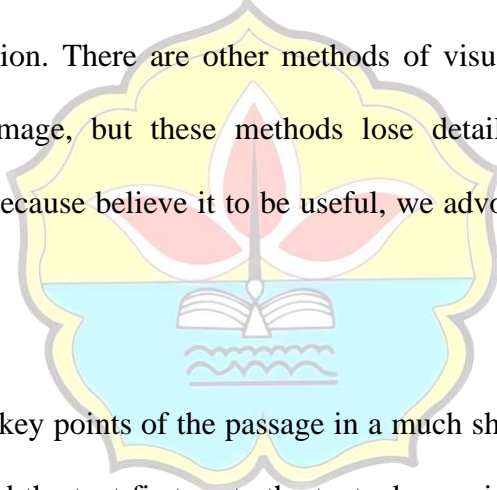
taught to students by the teacher. When it comes to other types of expository text structure, such as description, knowledge of one expository text structure like sequence does not translate to those of the other.

#### 4. Creating Mental Image

Comprehension is improved when a person can mentally picture the text being read (or can see how texts are organized). In order to create a diagram of the structure, it is beneficial for students to image the structure first or visualize it while reading. Students use diagrams to create structural concrete. For various text structures, students use different diagrams. As students get better at reading, some literate readers might continue to diagram the text while others might mentally picture the organization. There are other methods of visualizing the text, such as creating a mental image, but these methods lose details and pictures start to deteriorate. Simply because believe it to be useful, we advocate for the image to be the structural image.

#### 5. Summarizing

Retelling the key points of the passage in a much shorter form is the process of summarizing. Read the text first, note the textual organization that the writer has employed. Next, create a diagram of the structure and eliminate extraneous information to leave only the essential points. Then only highlight the key ideas that we need for the summary. Readers can use diagrams verbally, visually, or in writing to summarize the main idea.



## 2.6 Kahoot

Chaiyo and Nokham (2017) defined kahoot as an online game and media which was developed to address the challenges in learning process that make students more concentration, more collaboration, comfortable and increase students' motivation in learning. Kahoot is a well-known game-based learning platform that is easy to use for both educators and students. Johan Brand, Jamie Brooker, and Morten Versvik created it in collaboration with the Norwegian University of Technology and Science. According to Iwamoto (2017), game-based learning seems to have the potential to be an effective learning tool because it stimulates both visual and verbal components.

Kahoot is an educational game application that teachers can use to help students learn. According to Piskorz (2016), kahoot is a free online media that teachers can use to teach all subjects at various levels. Students can enjoy the learning process because kahoot creates competitive environment in the classroom. Moreover, students will keep the experience in their mind while learning. Essentially, kahoot is a free game platform for teachers to deliver material during the learning process.

Kahoot is a technological tool for administering and demonstrating quizzes, discussions, surveys, and jumbles (Kulkarni and Takawale, 2016). Teachers can use these features and set the time and questions for the quiz in kahoot. Then, the system will give a rank from first to third place at the end of the quiz. Another feature is discussion, which allows students to respond by selecting an answer to a topic. Then, in survey mode, it is used to create a survey with multiple choice questions, similar to a quiz but without the use of points. Meanwhile, jumble is another feature of kahoot that provides questions to order the answers into the correct answers.

Kahoot is also used as an icebreaker and assessment tool in the classroom. Teachers can use kahoot as an icebreaker at the beginning of the process of learning to get students' attention and improve their motivation. Moreover, kahoot can be used by teachers as an assessment tool to assess students' understanding of the material. As a result, teachers can use quiz, discussion, or survey features to assess students' comprehension.

Teaching through kahoot has both advantages and disadvantages. Kahoot can facilitate teachers to choose question content that want to be given to the students, so it relates to the goal of the lesson. Kahoot has interested features that can be used by the teacher during teaching and learning process. Teacher can control or monitor students' answer quickly. Moreover, the students can directly see their answer as the feedback of the lesson.

The disadvantages of teaching through kahoot; not all teachers update and be able to operate the technological tool. Several schools do not facilitate the tool that supports the teacher in using kahoot application while teaching. On the other hand, kahoot cannot provide writing assignment. Kahoot leans to reading skill and vocabulary mastery.

### **2.6.1 The Purpose of Kahoot**

There are some purposes of using kahoot in teaching the students as follows:

- a. Stimulate Students' Interest, means that the students will enthusiastic and compete to answer the questions because the games are interesting. As a result, it encourages students to be more engaged in the learning process.
- b. Used to Monitor Students' Interest, means that kahoot is used to assess students' understanding and comprehension of the learning provided by the teacher, as well as to monitor students' progress toward learning outcomes, identify

strengths and weaknesses, and recognize areas where students will gain more from teaching, more from challenging learning opportunities, or reviewing learning.

- c. Learning Process is More Interesting, means that kahoot can rise up students' knowledge, enhance their reactions to the teacher's explanations, and assist them in concretizing abstract concepts, and others.

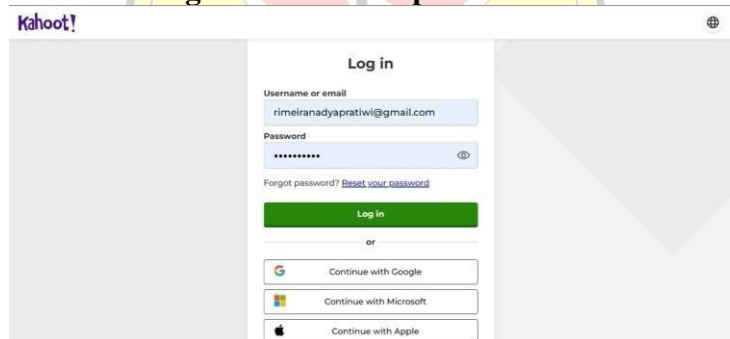
### 2.6.2 How to Operate Kahoot

Kahoot has two different site addresses and each site address has different ways to run. Those are:

- a. Site address for teachers (<https://kahoot.com>)
  1. Visit the link.
  2. Sign up or log in.



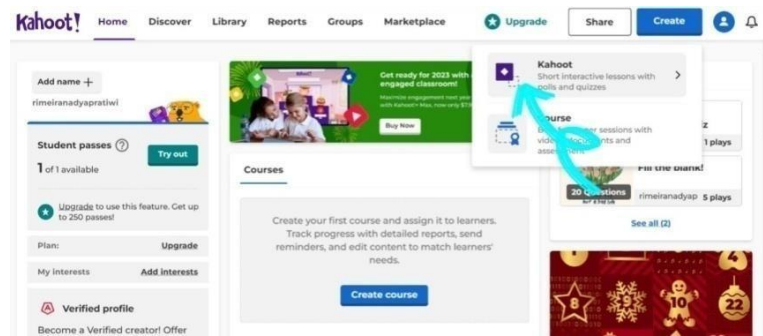
**Figure 1: How to operate kahoot**



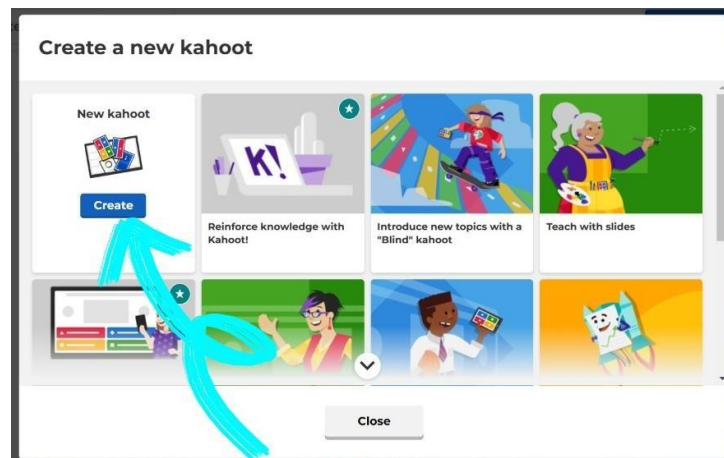
- 3. Click “create”.



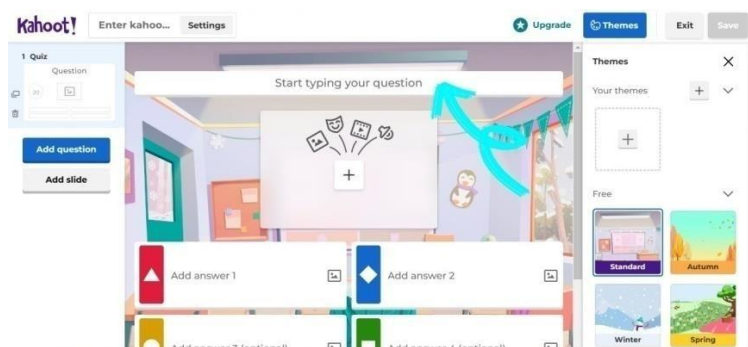
4. Choose kahoot to make your question and answer.

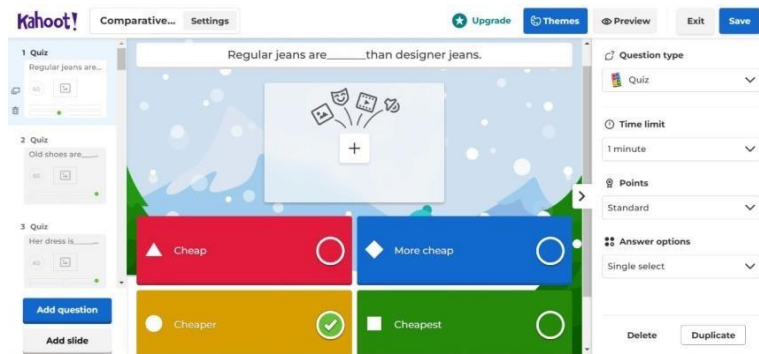


5. Click "Create" New Kahoot.



6. Start to type your questions and add all the answer options. Then, choose one correct option. Teacher can choose the quiz type, set the time and add more questions.





- If all questions and answers have already done, start the quiz! Then choose the modes (classic mode or team mode).



- Kahoot will provide the Game PIN. Show it to the students.

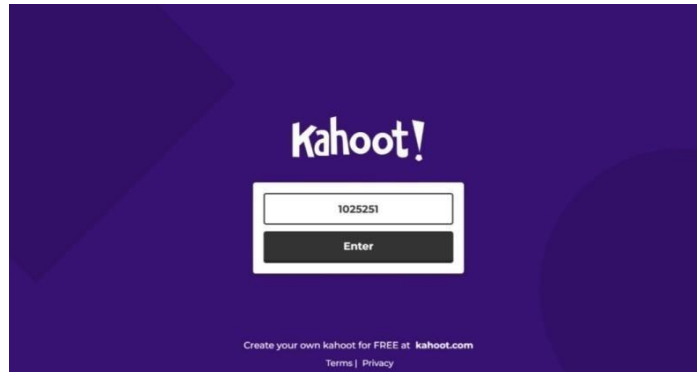


- Wait until the students' names appear in the screen and click start.

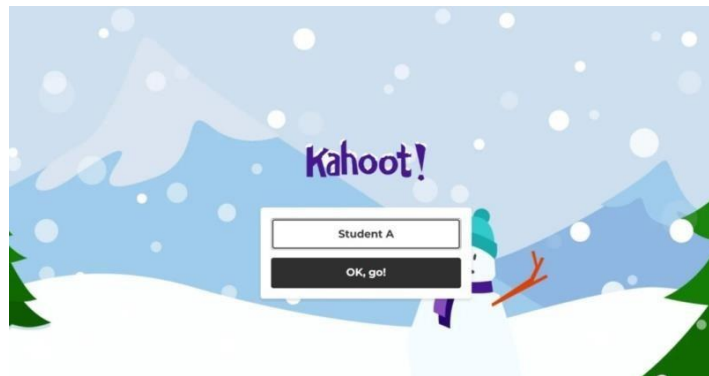


b. Site address for students (<https://kahoot.it>)

1. Open the link.
2. Enter the game pin given by the teacher.



3. Type your nickname, and click “OK, go!”

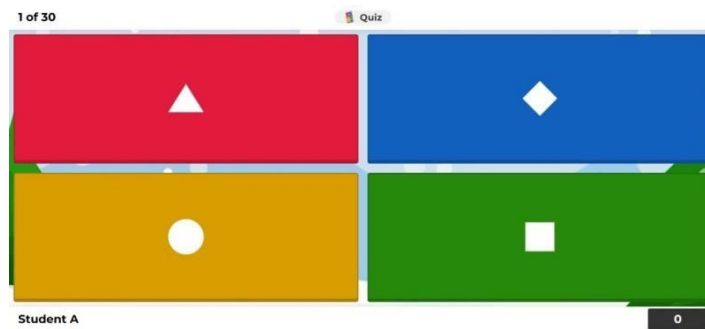


4. You will see your nickname in the screen and please wait for other participants.

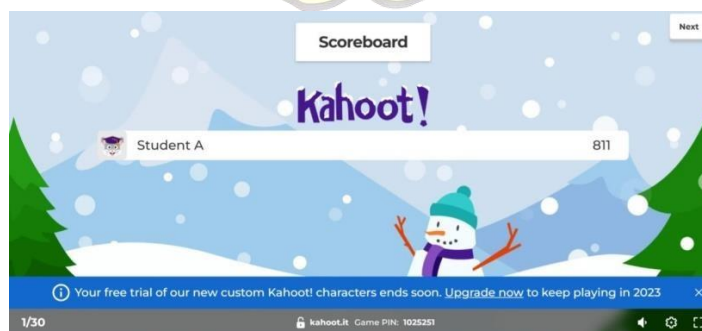
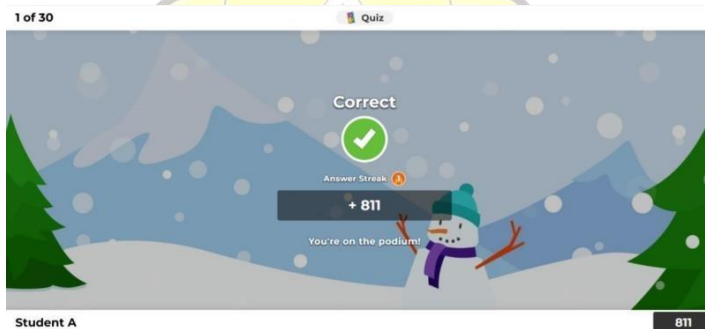


5. When the teacher starts the game, read the questions and choose the answer. The question will appear in the screen (projector) and answer options will appear in your phone. Then, choose your answer.





6. After choosing your answer, you can see your score and rank.



## 2.7 Narrative Text

A narrative text is one that tells the story of a series of events in the past. Narrative is one of the most effective ways of communicating with others. A good story stimulates the reader to respond to an event in their own life as if it were their own. According to Anderson and Anderson (1998), the narrative text is constructed to appeal to our emotions and imagination, which can make the readers laugh or cry, reflect on their lives, or consider their benefits. The readers will feel the situation of the story if they understand the content of the narrative text. It means that they not only comprehend the event, but they can almost feel it.

Gallant (2008) stated that narrative tells a story and may include information that helps the reader understand the characters' feeling. The purpose of narrative text, according to Barbara, as cited in Khusnul (2017), are to entertain, express feelings, inform, and persuade readers. It also has another function that deals with actual or various experiences in various ways. Therefore, according to the definitions above, narrative text is a text that tells a story an event that happened in the past, it can be a fiction story or a legend, and it can be a way of communicating with others.

There are several types of narrative texts, which are as follows:

1. Legend, a legend is a story about human actions that readers believe happened in the past. For instance, Toba Lake, Roro Jonggrang, Sangkuriang
2. Fable, fable is a short allegorical story in which animals speak in the manner of humans. For examples, The Lion and the Mouse, The Ant and the Grasshopper, The Monkey and the Turtle.

3. Fairy Tale, a fairy tale typically includes folkloric elements such as fairies, goblins, elves, trolls, giants, or gnomes, as well as magic or enchantments. For instance, Snow White, Cinderella, and Rapunzel.
4. Science Fiction, science fiction is fiction based on an imagined development of science or extrapolation of a social tendency. It takes place in a world of science and technology. For example, Jule Verne's *to the Moon from Earth* and Arthur C. Clarke's *Space Odyssey*.

The generic structure of narrative text involves character with defined personalities or identities, creates images in the reader's mind, and reinforces the story. It also concentrated on a text about a series of events (Purba, 2018). In general, there are four steps to writing a narrative text, which are as follows:

1. Orientation, it is about the beginning paragraph, which introduces the setting, scene, and characters of the story. It includes answers to the Who, When, and Where questions.
2. Complication, it is a series of complications or the location where the problems occurred and developed. It tells the beginning of complication that leads to the main participant's climax or crisis.
3. Resolution, when problems are solved, it means that the character have finally cut the complication. It tells whether the problem is resolved in a happy or sad ending.
4. Re-orientation, re-orientation is the story's closing remark, which includes a moral lesson and advice for the readers.

A narrative text has also several language features, those are:

1. Use adverb of time (once upon a time, one day, etc).
2. Use specific character (Cinderella, Snow White, Malin Kundang, etc).
3. Use direct and indirect speech (Suzy said, "I entered the room" or Suzy said that she had entered the room).
4. Use of adjectives (kind-hearted man, diligent, handsome, etc).
5. Use of time connectives and conjunction (however, later, then, etc).
6. Use of past tense (Cinderella went to the kingdom).
7. Use of action verbs (explained, smashed, stood).
8. Use of saying and thinking verb to indicate what character is thinking, feeling, or saying.

In making and measuring students' reading comprehension of a reading text, there are some indicators that the teachers should know, those are main idea, generic structure of the text, implied details and stated details in the text, reference word, and vocabulary in the context.

#### 1. Main Idea

The main point or big picture of a story or informational text is known as the main idea. The main idea of a paragraph is the author's statement about the topic. It is frequently expressed directly or implied. The main ideas are frequently encountered: Initially, at the beginning of paragraphs. The first sentence frequently explains the topic of the passage. The next is in the final sentences of a paragraph.

#### 2. Generic Structure

The generic structure of the text is made up of stages that the text passes through. Generic structure is typically made up of three stages: beginning, middle, and end.

### 3. Implied Details and Stated Details

Implied details are something that were implied but not explicitly stated. The implied detail is one that is not stated explicitly in any single sentence of a passage. It is only implied or suggested by the supporting details. It means the author does not say it explicitly. On the other hand, stated details are written directly in the text.

### 4. Reference Word

Reference words are used to refer to some characters from the text and to create cohesion in our writing.

### 5. Vocabulary in the context

Vocabulary in the context means that we should know the vocabulary from context, it could be a synonym or antonym of the word.

## 2.8 Previous Studies

There are several studies related to the implementation of kahoot in teaching reading comprehension. The first study comes from Salawatiyah. Her research was conducted in 2021 entitled “*The Effect of Using Kahoot Games Application in Teaching English Especially to Enhance Students’ Reading Comprehension*”. Her study aim to discover the effect of using kahoot games on students’ achievement of English reading comprehension at the eleventh grade of MAS Mahdaliyah Jambi. She conducted two groups pre-test and post-test. This involved 40 students at eleventh grade of MAS Mahdaliyah Jambi in academic year 2020/2021. The instrument used for collecting the data were a test in form of multiple choices. Then, the data were analyzed by using paired sample t-test and independent sample t-test. The result of her research showed that paired sample t-test with significant 0,05

showed that  $t_{\text{value}}(4,1) \geq t_{\text{table}}(2,09)$ . It can be concluded that if there any differences between the students' score who taught by using kahoot games application.

The next study was done by Hadeel Saleh Al-Khamaiseh entitled "*The Effect of Using Kahoot on Jordania EFL Ninth-Grade Students' Reading Comprehension*". His research was conducted in 2022. The aim of this research was to investigate the effect of using kahoot on Jodania EFL ninth-grade students' reading comprehension. The researcher distributed 66 students as sample to experimental and control group. Quasi-experimental design (pre-test and post-test) used in collecting the data. In analyzing the data, he used one-way MANCOVA and one-way ANCOVA to answer the research question. He found that the mean score of the experimental group in overall reading comprehension levels is significantly higher than the mean score of control group ( $F(1,63) = 47.162$ ; partial eta squared = 0,428;  $P < 0,01$ ). Thus, it can be concluded that there were significant differences between the two groups' performance in the post-test in favor of the experimental group. As a result, he recommends using kahoot in different EFL skills and different levels of students.

Furthermore, the other studies come from M. Fajar Setiawan entitled "*The Effectiveness of Using Kahoot! As a Media to Improve Students' Reading Comprehension in Narrative Text*". He conducted his research in 2020. His research was to know if there is a substantial difference in students' reading comprehension in a narrative text after giving treatment with kahoot! as a platform for tenth grade students at one of senior high school in Lamongan. He conducted two groups pre-test and post-test. He used a test in form of multiple choices as the instrument of collecting the data for his research. Then, the data were analyzed by using paired sample t-test in SPSS 26. As a result, his research showed that the significant value of experimental treatment was 0,9 which means the treatment

successfully gave moderate effect to experimental class. In conclusion, the use of kahoot as a media influenced students' score of reading comprehension in a narrative text.

The three previous studies above indicate that kahoot is an appropriate media to assist students to get better comprehension in reading a text. However, these three studies have some differences with this research. In this research, the researcher teaches narrative text by using kahoot at the tenth grade students. The researcher employs quasi experimental research design. Therefore, the researcher is interested in choosing the topic entitled "The Effect of Kahoot toward Students' Reading Comprehension at the Tenth Grade Students at SMAN 8 Muaro Jambi".

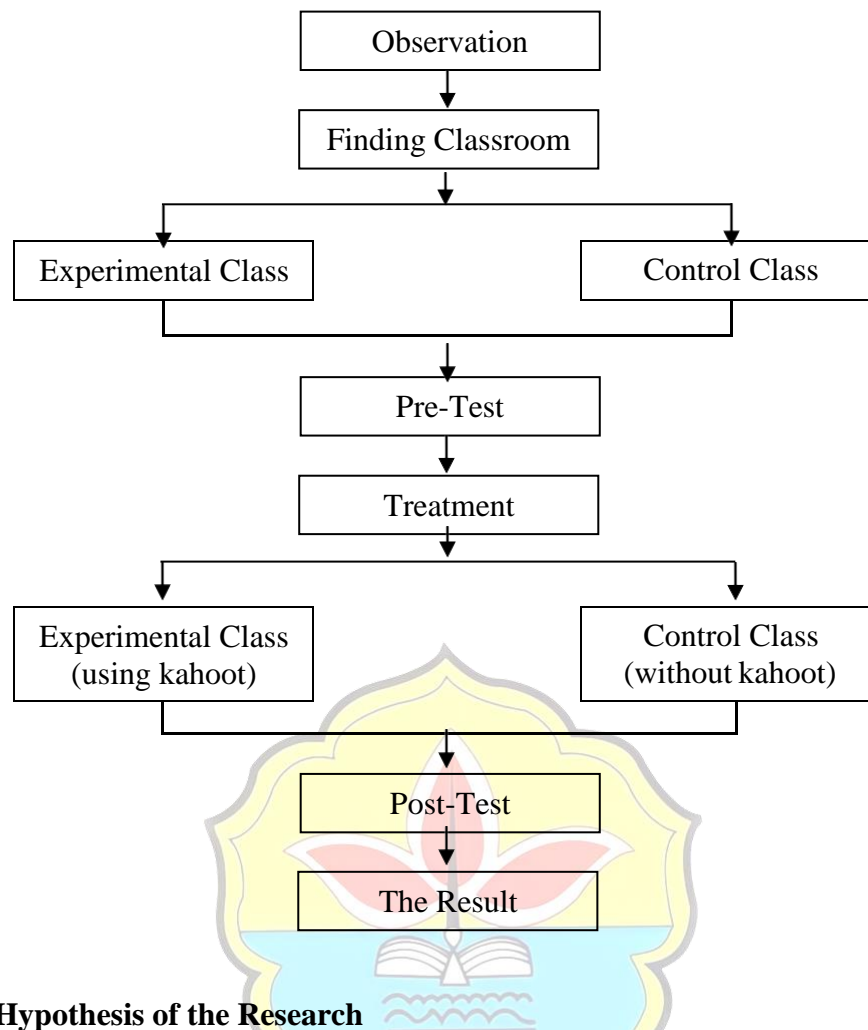
## **2.9 Conceptual Framework**

In this study, the researcher focuses on the effect of kahoot toward students' reading comprehension in a descriptive text. The researcher takes several steps to determine the result of this study. The first step is the researcher implements observation to determine which classes will be divided into experimental and control class.

The next step is administering the pre-test to both class (experimental and control class) to investigate their score before conducting the treatment. The third step is giving treatment. In experimental class, the researcher teach the students by using kahoot. While in control class the researcher teach them without kahoot.

The fourth step is administering post-test to experimental and control class to find out their scores after giving treatment with and without kahoot. Then, the researcher will examine and analyze the data and determine the result.

**Figure 2. Conceptual Framework**



### 2.10 Hypothesis of the Research

Referring to the theoretical views presented before, the researcher states the research hypothesis as follows:

H<sub>0</sub> : There is no significant effect of students' reading comprehension toward narrative text after being taught through kahoot.

H<sub>1</sub> : There is significant effect of students' reading comprehension toward narrative text after being taught through kahoot.



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research used quantitative research method. According to Kowalczyk (2016), a quantitative research method is one that employs numbers to clarify findings. It means that the researcher must be well-versed in descriptive and inferential statistic. Creswell (2014) stated that in quantitative research, the researcher determines what to study: ask specific, narrow question, collect quantifiable data from participants: analyze these numbers using statistic and objective manner. Quantitative research objectives are measurable and cannot be separated from variables and hypothesis; variables are concepts with variations that can take many different values, whereas hypothesis is untested assumptions or propositions about how variables interact. According to Hkansson (2013), the most commonly strategies used in quantitative research are survey, ex-post facto, case study, and experimental research.

This research uses quasi-experimental as a research design. According to Mujis (2004), quasi-experimental research is particularly suited to investigating the effects of an education intervention, such as a school improvement program. In general, this research design collects numerical data that must be statistically analyzed to explain cause and effect. Furthermore, Creswell (2014) defined quasi-experimental as a type of experimental study in which the subjects are not divided randomly into groups. This current study use two group namely experimental and control group. Pre- and post-tests are provided to both groups, but only the experimental group receives the treatment.

### 3.2 Population and Sample

#### 3.2.1 Population of the Research

Creswell (2012) stated that population refers to a set of people with similar characteristic. The population in this research is the total students at the tenth grade of SMA N 8 Muaro Jambi in academic year 2022/2023. There are seven classes at the tenth grade of SMA N 8 Muaro Jambi and the total populations are 253 students.

**Table 1: Population of the Research**

No.	Class	Population
1	X Science 1	35
2	X Science 2	36
3	X Science 3	36
4	X Social 1	36
5	X Social 2	36
6	X Social 3	36
7	X Language	38
Total		253

Source: Administration of SMA N 8 Muaro Jambi

### 3.2.2 Sample of the Research

According to Creswell (2012) sample is a subset of the target population that the researcher intends to analyze. The sample in this research is students from X Science 1 and X Science 2 in academic year 2022/2023. Cluster sampling is used by the researcher in determining the sample of this research.

**Table 2: Sample of the Research**

No.	Class	Group	Student
1	X Science 1	Experimental Group	35
2	X Science 2	Control Group	36
Total			71

Source: Administration of SMA N 8 Muaro Jambi

### 3.3 Research Instrument

The research instrument used to collect the data was a test. Arikunto (2013) defined test as an instrument or procedure used to measure something in a specific way and using specific rules. The test used as an instrument in this research was in form of multiple choices of 20 questions with four answer options. Multiple choices questions mean that the questions have several answers from which one must be chosen. Materials taught to experimental class and control class were adapted from the English Textbook entitled “Erlangga Straight Point Series English for SMA/MA Grade X”. The aim of this research was to collect the data.

**Table 3: Indicator of Reading Comprehension Instrument Test**

No	Indicator	Number of Question
1	Main Idea	3,8,16
2	Topic	4,10,17
3	Generic Structure	1,15
4	Implied Details	2,5,9,12,13,19
5	Stated Details	6,11,18
6	Reference Word	7
7	Vocabulary in the Context	14,20

### **3.4 Technique of Data Collection**

In collecting the data, the researcher used pre-test, treatment and post-test as explained below:

#### **3.4.1 Pre-Test**

The pre-test distributed to the students in experimental and control class. Students were given 20 questions of narrative text in form of multiple choices with four answer options. The pre-test was investigated to identify the level of students' reading comprehension and their mean score of narrative text before conducting the treatment.

#### **3.4.2 Treatment**

After giving the pre-test, the researcher gave a treatment for students. The researcher first introduced about kahoot, how to use it and the rules of kahoot. In experimental class, the researcher taught the students by using kahoot as a media for teaching reading comprehension. While in control class, the researcher did not use kahoot in teaching reading comprehension. The researcher focused to teach about the narrative text to both class.

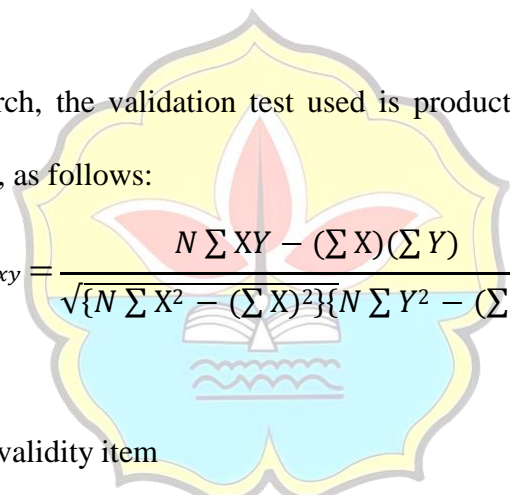
### 3.4.3 Post-Test

After giving treatment for both students in experimental and control class, the researcher administered the post-test. The students were asked to answer 20 questions of narrative text in form of multiple choices. The purpose of this test was to investigate the significant effect of students' reading comprehension in a narrative text after conducting the treatment. The researcher then compared the result of pre-test and post-test to decide whether or not students have progress after being taught through kahoot.

## 3.5 The Test of Validity and Reliability

### 3.5.1 Validity

In this research, the validation test used is product moment correlation as proposed by Pearson, as follows:


$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

$r_{xy}$  = Coefficient of validity item

$N$  = Number of students taking the test

$X$  = Score of item I measured its validity

$Y$  = total score

### 3.5.2 Reliability

The reliability of the test will be analyzed by using Kuder-Richard Formula 20 or KR-20 as follows:

$$r = \left( \frac{n}{n-1} \right) \left( \frac{S_t^2 - \sum PQ}{S_t^2} \right)$$

Where:

$r$  = The reliability of the test

$n$  = The number of items of the test

$S_t^2$  = Total variants

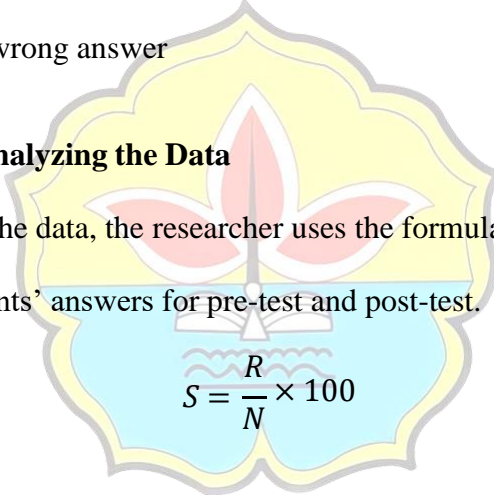
$P$  = Proportion of correct answer

$Q$  = Proportion of wrong answer

### 3.6 Technique of Analyzing the Data

In analyzing the data, the researcher uses the formula as follows:

1. Scoring the students' answers for pre-test and post-test.


$$S = \frac{R}{N} \times 100$$

Where:

$S$  = Score of the test

$R$  = Number of correct answer

$N$  = Number of question

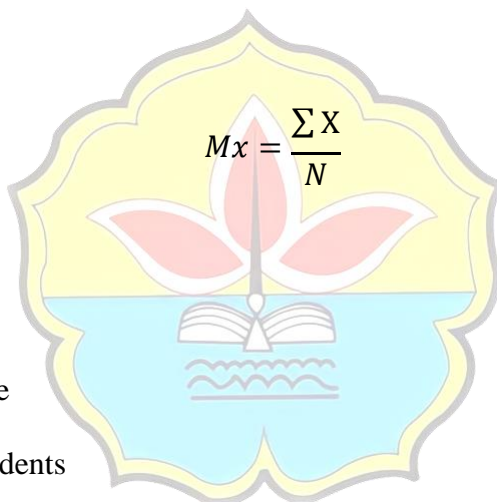
2. The students' scores will be classified into the following classification:

**Table 4: Classification of Students' Score**

No	Score	Classification
1	91 – 100	Excellent
2	81 – 90	Very Good
3	71 – 80	Good
4	61 – 70	Fair
5	51 – 60	Poor
6	0 – 50	Very Poor

Source: Arikunto (2013)

3. To obtain the students' mean score, the researcher use the formulation as described below:



Where:

$Mx$  = Mean score

$\sum X$  = Students' score

$N$  = Number of students

4. The formulation used in finding out deviation standard is:

$$SD = \sqrt{\frac{n(\sum xi^2) - (\sum xi)^2}{n(n - 1)}}$$

Where:

$SD$  = Standard of Deviation

$\sum xi^2$  = Sum of squared gained score

$\sum xi$  = Sum of gained score

$N$  = Number of students

5. Calculating the frequency and the percentage of students' scores.

$$P = \frac{F}{N} \times 100$$

Where:

$P$  = Percentage

$F$  = Frequency

$N$  = Number of sample students

6. The researcher uses homogeneity test to find out whether or not the sample is homogenous.

$$F = \frac{\text{the biggest variants}}{\text{the smallest variants}}$$

If  $F_{\text{observation}} < F_{\text{table}}$ , the samples mean homogenous.

7. To find out the significant effect between both experimental class and control class after conducting the treatment, the researcher uses T-test. The formulation is:

$$t = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A-1)S_A^2 + (n_B-1)S_B^2}{(n_A+n_B-2)} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}}$$

Where:

$\bar{X}_A$  = The mean score of experimental group

$\bar{X}_B$  = The mean score of control group

$S_A^2$  = The deviation standard of experimental group

$S_B^2$  = The deviation standard of control group

$n_A$  = The total sample of experimental group

$n_B$  = The total sample of control group

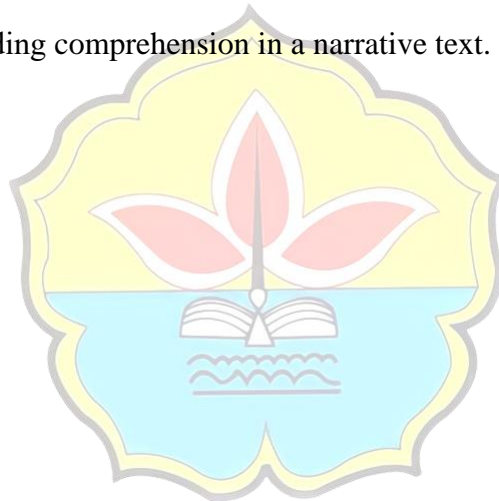


8. Hypothesis Testing:

**Table 5: Hypothesis Testing**

Comparison	Hypothesis	
	H <sub>0</sub>	H <sub>1</sub>
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table 5 displayed above means that H<sub>0</sub> is accepted if t-test is smaller than t-table and it can be stated that there is no significant effect of kahoot toward students' reading comprehension in a narrative text. Then, H<sub>1</sub> is accepted if t-test is bigger than t-table and it can be stated that there is significant effect of kahoot toward students' reading comprehension in a narrative text.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### 4.1 Research Finding

This research was conducted in SMA Negeri 8 Muaro Jambi. The researcher selected two classes as sample of this research, those were X Science 1 and X Science 2. There were 35 students in X Science 1 as an experimental group, and 36 students in X Science 2 as a control group. This research was completed totally in six meetings. The research was started since January, 16<sup>th</sup> until February, 8<sup>th</sup> 2023.

In collecting the data, the researcher administered a pre-test, treatment, and post-test to both class. To obtain the score, the researcher used a test in form of multiple choices with 20 questions. The reading test was adapted from english textbook entitled “Erlangga Straight Point Series English for SMA/MA Grade X”.

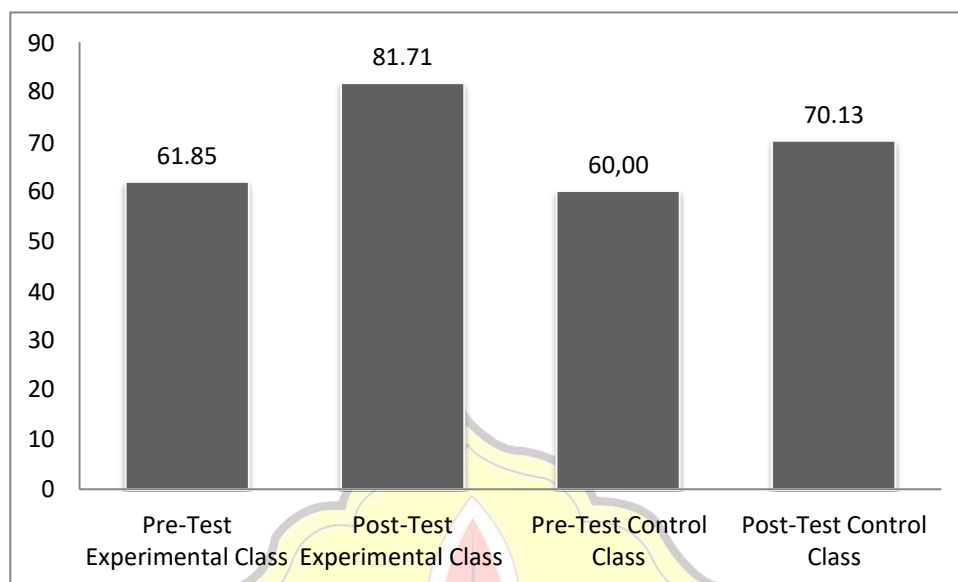
##### 4.1.1 Pre Test and Post Test Result of Experimental Class and Control Class

On Monday, January 16<sup>th</sup> of 2023, the pre-test was conducted in X Science 1. While the post-test was gained on Wednesday, January 8<sup>th</sup> 2023. There were 35 students participated in this class. The pre-test consisted of 20 questions of an narrative text in form of multiple choices. This test were used to collect the studens’ score. The time given to finish the pre-test and post-test was 40 minutes. The students answered the question in answer sheet given by the researcher.

Meanwhile, the post-test was conducted in X Science 2 on Tuesday, January 17<sup>th</sup> of 2023. The post-test was gained on Tuesday, February 7<sup>th</sup> 2023. The total students participated were 36. The post-test consisted of 20 questions of an narrative text in form of multiple choices. This tes were used to discover the studens’ score.

The time given to finish the pre-test and post-test was 40 minutes. The students answered the question in answer sheet given by the researcher.

**Figure 3: The Mean Score of Pre-Test Post-Test at Experimental Class and Control Class**



Based on the graph above, the students' achievement showed that the mean score of pre-test at experimental class was 61,85 while the mean score of post-test was 81,71. On the other hands, the mean score of pre-test at control class was 60,00 while the mean score of post-test was 70,13. This graph showed that the mean score of post-test at experimental class was higher than the mean score of post-test at control class.

#### 4.1.2 The Category of Students' Score

After arranging the students' score tabulation, the researcher described the students' score percentage by using the formula as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of students' choice

F = Total of students' choice

N = Total number of sample students

**Table 6: The Score Category of the Pre-Test in Experimental Class**

No	Interval	F	P (%)	Category	Category	Category
1	91 – 100	0	0%	Excellent	High	0,00%
2	81 – 90	0	0%	Very Good		
3	71 – 80	0	0%	Good		
4	61 – 70	16	45,71%	Fair	Low	100%
5	51 – 60	15	42,86%	Poor		
6	0 – 50	4	11,43%	Very Poor		
Total		35	35	100%		100%

Based of the table above, 4 students got very poor, 15 students got poor, 16 students got fair, 0 students got good, 0 students got very good, and 0 students got excellent. From the total 35 students, there were no one who obtained high scores category which presented by 0,00%, it means that the low category number was greater which showed by 100%.

**Table 7: The Score Category of the Post-Test in Experimental Class**

No	Interval	F	P (%)	Category	Category	Category
1	91 – 100	0	0%	Excellent	High	88,57%
2	81 – 90	15	42,86%	Very Good		
3	71 – 80	16	45,71%	Good		
4	61 – 70	4	11,43%	Fair	Low	11,43%
5	51 – 60	0	0%	Poor		
6	0 – 50	0	0%	Very Poor		
Total		35	100%			100%

The table showed that 0 students got very poor, 0 students got poor, 4 students got fair, 16 students got good, 15 students got very good and 0 students got excellent. From the total 35 students, there were 31 students who gain high scores category which presented by 88,57%, it means that the high category number was much greater than low category which showed by 11,43%.

**Table 8: The Score Category of the Pre-Test in Control Class**

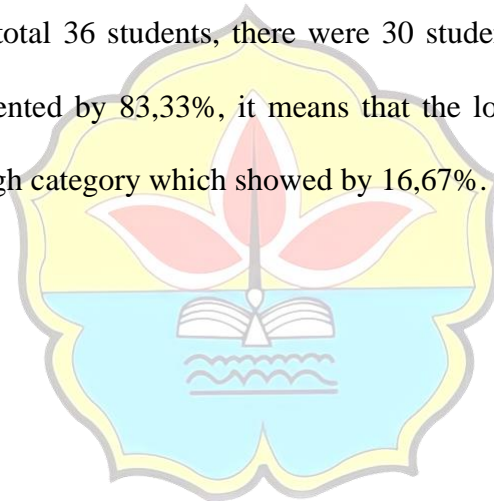
No	Interval	F	P (%)	Category	Category	Category
1	91 – 100	0	0%	Excellent	High	0,00%
2	81 – 90	0	0%	Very Good		
3	71 – 80	0	0%	Good		
4	61 – 70	6	16,67%	Fair	Low	100%
5	51 – 60	27	75%	Poor		
6	0 – 50	3	8,33%	Very Poor		
Total		35	36	100%		100%

From table above, 3 students got very poor, 27 students got poor, 6 students got fair, 0 students got good, 0 students got very good, and 0 students got excellent. From the total 36 students, there were no one who got high scores category which showed by 0,00%, it means that the low category number was much greater which showed by 100%.

**Table 9: The Score Category of the Post-Test in Control Class**

No	Interval	F	P (%)	Category	Category	Category
1	91 – 100	0	0%	Excellent	High	16,67%
2	81 – 90	0	0%	Very Good		
3	71 – 80	6	16,67%	Good		
4	61 – 70	28	77,78%	Fair	Low	83,33%
5	51 – 60	2	5,55%	Poor		
6	0 – 50	0	0%	Very Poor		
Total		35	36	100%		100%

The table showed that 0 students geot very poor, 2 students got poor, 28 students got fair, 6 students got good, 0 students got very good, and 0 students got excellent. From the total 36 students, there were 30 students who gain low scores category which presented by 83,33%, it means that the low category number was much greater than high category which showed by 16,67%.



#### 4.1.3 Summary of Students Reading Comprehension Score

After calculating the students' score in both experimental class and control class, then the researcher tabulated the summary of students' score, as follows:

**Table 10: Summary of Students' Reading Comprehension Score**

	Reading Comprehension			
	Experimental Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Minimum Score	50	70	50	60
Maximum Score	70	90	70	80
Mean	61,85	81,71	60,00	70,13
Variants	30,91	30,69	29,92	27,77
Standard Deviation	5,56	5,54	5,47	5,27
N	35		36	

From the table above, it showed the comparison of reading comprehension score between both samples in experimental class and control class. The data showed that pre-test score of the samples in experimental class gained 50 for minimum score and 70 for maximum score with number of mean was 61,85. Meanwhile, post-test score gained 70 for minimum score and 90 for maximum score with number of mean was 81,71. Moreover, the number of variants in pre-test was 30,91 and in post-test was 30,69. The score for standard deviation in pre-test was 5,56 and in post-test was 5,54.

On the other hand, pre-test score of the samples in control class gained 50 for minimum score and 70 for maximum score with number of mean was 60,00. Meanwhile, post-test score of the samples in control class gained 60 for minimum score and 80 for maximum score with number of mean was 70,13. Moreover, the number of variants in pre-test was 29,92 and in post-test was 27,77. The score for standard deviation in pre-test was 5,47 and in post-test was 5,27.

#### 4.1.4 Statistical Analysis

##### a. Normality Test

##### 1. Normality Test of Experimental Class

From the calculation of normality test, it was found that the value of Kolmogorov-smirnov observation in the pre-test was 0,17. This score was smaller than the value of Kolmogorov-smirnov table which was 0,23. It means that the data was normal. Meanwhile, in the post-test, it was found that the value of Kolmogorov-smirnov observation was 0,13 while the value of Kolmogorov-smirnov table was 0,23. Consequently, it could be concluded that the data was distributed normally.

##### 2. Normality Test of Control Class

Based on the calculation of normality test in control class, it was found that the value of Kolmogorov-smirnov observation in the pre-test was 0,09 while the value of Kolmogorov-smirnov table was 0,22. It means that the data was distributed normally. Meanwhile, in the post-test, it was found that the value of Kolmogorov-smirnov observation was 0,08. This score was smaller than the value of Kolmogorov-smirnov table which was 0,22. Consequently, it could be concluded that the data was normal.



b. Homogeneity Test

Homogeneity test used F-test to find out whether or not the data was homogenous.

**Table 11: Homogeneity Test of Pre-Test**

No	Data	Variants	F <sub>observation</sub>	F <sub>table</sub>	Conclusion
1	Pre-Test Experimental Class	30,91	1,03	1,76	If F <sub>observation</sub> < F <sub>table</sub> , so the variants means homogenous
2	Pre-Test Control Class	29,92			

The coefficient value of F<sub>observation</sub> = 1,03 was compared with which determined at real level  $\alpha = 0,05$  and the same numerator dk = n-1 (35-1), the denominator dk = n-1 (36-1). It was found that the number of F<sub>table</sub> was 1,76. Because of F<sub>observation</sub> < F<sub>table</sub> or (1,03 < 1,76), it can be concluded that the variants was homogenous.

**Table 12: Homogeneity Test of Post-Test**

No	Data	Variants	F <sub>observation</sub>	F <sub>table</sub>	Conclusion
1	Post-Test Experimental Class	30,68	1,10	1,76	If F <sub>observation</sub> < F <sub>table</sub> , so the variants means homogenous
2	Post-Test Control Class	27,77			

The coefficient value of F<sub>observation</sub> = 1,10 was compared with which determined at real level  $\alpha = 0,05$  and the same numerator dk = n-1 (35-1), the denominator dk = n-1 (36-1). It was found that the number of F<sub>table</sub> was 1,76. Because of F<sub>observation</sub> < F<sub>table</sub> or (1,10 < 1,76), it can be concluded that the variants was homogenous.

### c. Hypothesis Testing

To present the result of this observation sample quantitatively and to find out whether or not the implementation of kahoot influences students' reading comprehension significantly, the hypothesis testing was needed. The hypothesis of this research was:

$$H_0 = \mu x < \mu y$$

$$H_1 = \mu x > \mu y$$

Based on the criteria of the hypothesis,  $H_1$  was accepted if  $t_{\text{observation}} > t_{\text{table}}$ . Therefore, to find out whether the hypothesis of this research was accepted or rejected, the t-test formula was used in analyzing the data. The formula of t-test was:

$$t = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A-1)S_A^2 + (n_B-1)S_B^2}{n_A + n_B - 2} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}}$$

Where:

$\bar{X}_A$  = The mean score of experimental group

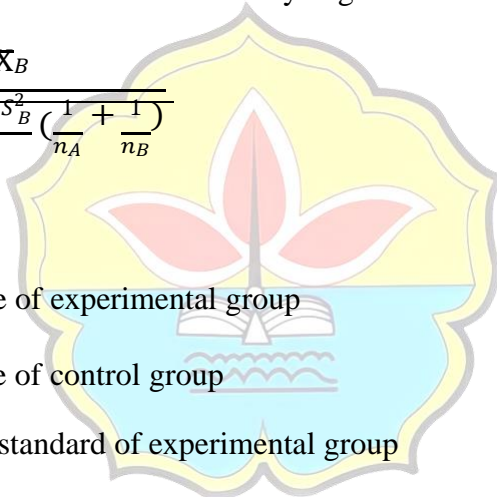
$\bar{X}_B$  = The mean score of control group

$S_A^2$  = The deviation standard of experimental group

$S_B^2$  = The deviation standard of control group

$n_A$  = The total sample of experimental group

$n_B$  = The total sample of control group



**Table 13: The Tabulation of Students' Scores at Experimental Class**

No	Initial	Pre-Test (t <sub>1</sub> )	Post-Test (t <sub>2</sub> )	(X <sub>A</sub> )	(X - $\bar{X}_A$ ) <sup>2</sup>
1	AKP	70	90	20	0,1764
2	AEP	60	85	25	20,9764
3	AD	60	85	25	20,9764
4	APA	50	70	20	0,1764
5	APR	60	80	20	0,1764
6	AMP	60	80	20	0,1764
7	BS	50	80	30	91,7764
8	DZ	50	85	35	212,5764
9	DMR	65	80	25	20,9764
10	ET	60	80	20	0,1764
11	ES	65	90	25	20,9764
12	FA	65	85	20	0,1764
13	FSEP	60	80	20	0,1764
14	IM	65	85	20	0,1764
15	J	50	80	30	91,7764
16	JMP	60	90	30	91,7764
17	KH	65	80	25	20,9764
18	KA	65	70	5	237,7764
19	MAB	60	85	25	20,9764
20	MFR	60	80	20	0,1764
21	MNA	65	80	15	29,3764
22	MTI	60	70	10	108,5764
23	MH	60	85	25	20,9764
24	PSA	70	85	15	29,3764
25	RAF	70	80	10	108,5764
26	SS	60	80	20	0,1764
27	SA	70	85	15	29,3764
28	SRS	60	90	30	91,7764
29	SAW	60	80	20	0,1764
30	SI	65	70	5	237,7764
31	SAL	70	85	15	29,3764
32	S	65	80	15	29,3764
33	TA	60	90	30	91,7764
34	TL	65	80	15	29,3764
35	TRS	65	80	15	29,3764
TOTAL				715	1717,0872
MEAN				20,43	

$$\bar{X}_A = \frac{\sum X_A}{n} = \frac{715}{35} = 20,43$$

$$S^2_A = \frac{\sum (X - \bar{X}_A)^2}{n - 1} = \frac{1717,0872}{35 - 1} = 50,50$$

**Table 14: The Tabulation of Students' Scores in Control Class**

No	Initial	Pre-Test (t <sub>1</sub> )	Post-Test (t <sub>2</sub> )	(X <sub>B</sub> )	(X - $\bar{X}_B$ ) <sup>2</sup>
1	AM	60	65	5	23,6196
2	BS	60	80	20	102,8196
3	BAM	60	60	0	97,2196
4	DD	70	80	10	0,0196
5	DA	60	65	5	23,6196
6	DRS	60	70	10	0,0196
7	DAWD	60	70	10	0,0196
8	EW	55	65	10	0,0196
9	ES	70	80	10	0,0196
10	IA	60	70	10	0,0196
11	JL	60	70	10	0,0196
12	L	60	70	10	0,0196
13	MA	50	60	10	0,0196
14	MF	60	70	10	0,0196
15	MGD	55	65	10	0,0196
16	MRS	60	70	10	0,0196
17	MR	60	70	10	0,0196
18	MK	60	70	10	0,0196
19	MZAZ	70	80	10	0,0196
20	MS	55	65	10	0,0196
21	MNA	50	65	5	23,6196
22	NDRA	70	80	10	0,0196
23	NK	60	70	10	0,0196
24	NAW	60	70	10	0,0196
25	NA	60	70	10	0,0196
26	RAFD	60	65	5	23,6196
27	RTEY	70	70	0	97,2196
28	RK	60	70	10	0,0196
29	RR	55	70	15	26,4196
30	RL	60	70	10	0,0196
31	RP	55	70	15	26,4196
32	S	50	70	20	102,8196
33	S	60	70	10	0,0196
34	S	60	70	10	0,0196
35	WA	70	80	10	0,0196
36	WA	55	70	15	26,4196
TOTAL				355	574,2056
MEAN					

$$\bar{X}_B = \frac{\sum X_B}{n} = \frac{355}{36} = 9,86$$

$$S^2_B = \frac{\sum (X - \bar{X}_B)^2}{n - 1} = \frac{574,2056}{36 - 1} = 16,41$$

Based on the calculation of the data above, the result can be seen as follows:

$$n_A = 35$$

$$n_B = 36$$

$$\bar{X}_A = 20,43$$

$$\bar{X}_B = 9,86$$

$$S_A^2 = 50,50$$

$$S_B^2 = 16,41$$

T-test:

$$t = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A-1)S_A^2 + (n_B-1)S_B^2}{(n_A+n_B-2)} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}}$$

$$t = \frac{20,43 - 9,86}{\sqrt{\frac{(35-1)50,50 + (36-1)16,41}{(35+36-2)} \left( \frac{1}{35} + \frac{1}{36} \right)}}$$

$$t = \frac{10,57}{\sqrt{\frac{(34)50,50 + (35)16,41}{(69)} (0,056)}}$$

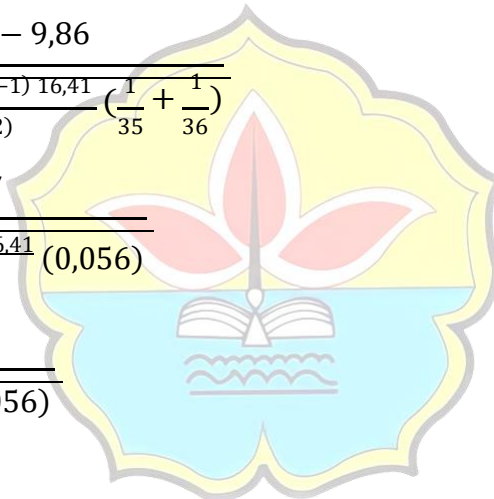
$$t = \frac{10,57}{\sqrt{\frac{1717 + 574,35}{(69)} (0,056)}}$$

$$t = \frac{10,57}{\sqrt{(33,207)(0,056)}}$$

$$t = \frac{10,57}{\sqrt{1,859}}$$

$$t = \frac{10,57}{1,363}$$

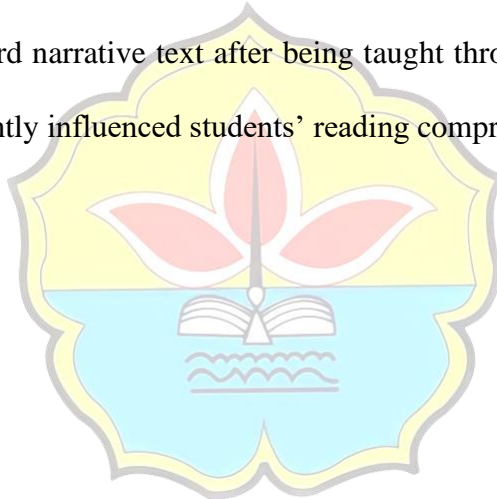
$$t = 7,75$$



This data was analyzed by using t-test to confirm the hypothesis of the research. Based on the calculation of the t-test above, it showed that the coefficient of  $t_{\text{observation}}$  was 7,75. This score was compared to the value of  $t_{\text{table}}$ . From the result of the distribution table, it was found that the value of  $t_{\text{table}}$  at significant level 5%...0,025,  $df = 35 + 36 - 2 = 69$  was 1,994. Based on the calculation above, it showed that  $t_{\text{observation}}$  (7,75) was higher than  $t_{\text{table}}$  (1,994).

$$7,75 > 1,994$$

From the result above, it can be stated that null hypothesis ( $H_0$ ) was rejected. The null hypothesis formulated as “There is no significant effect of students’ reading comprehension toward narrative text after being taught through kahoot. This means that kahoot significantly influenced students’ reading comprehension.



## 4.2 Discussion

This section is about the discussion of the research finding which is presented based on the result of the data analysis done by the researcher in order to answer the research question provided in this study and to examines the importance of this research. In collecting the data, this study was conducted in SMAN 8 Muaro Jambi.

Firstly, the researcher find out that there was a high significant effect of kahoot toward students' reading comprehension at the tenth grade students of SMAN 8 Muaro Jambi which was proven by the result of the t-test analysis. The result showed that the number of coefficient of  $t_{\text{observation}}$  (7,75) was higher than  $t_{\text{table}}$  (1,994). This data revealed that the utilization of kahoot gave a significant effect toward students' reading comprehension. This had been mentioned in chapter 2 that kahoot could assist students to get better comprehension in reading because this media allows students to develop their critical thinking by focusing on the material taught through kahoot. In other words, this media is effective to improve students' skills particularly in reading comprehension.

Furthermore, kahoot gains a lot of benefits for both teacher and students. From its implementation, the teachers are able to create new learning atmosphere which is more effective and enoyable for the students. This learning media makes the teachers easier in teaching, explaining and encouraging students to become more active and creative during learning process.

On the other hands, kahoot enhances students' interest in learning since kahoot provides several features that make students be focused on the material taught by the teacher. The researcher determines that the students were enthusiastic about the utilization of kahoot during the lesson. This also had been mentioned in

chapter 2 that the students will feel enthusiastic and compete to answer the questions because quiz in kahoot are interesting. As a result, it encourages students to be more engaged in the learning process. Moreover, this media increases the students' curiosity. The students were active questioning about the material taught through kahoot. They asked the reason about why their answer of the reading text was wrong and why was correct. Then, this question can be answered through discussion. From this point on, the material taught can grow and their reading comprehension can be improved.

The finding above was similarly supported with Setiawan (2020) which indicated that there was a significant effect of kahoot with the number of t-test value was higher (0,9) than t-table. Moreover, this value showed that the treatment successfully gave moderate effect toward students' reading comprehension. Students' motivation in reading increased since the learning process was interesting. This means kahoot can rise up students' knowledge, enhance their reaction to the teacher's explanations and assist the in representing abstract concepts and others. In short, the use of kahoot influenced students' score in reading comprehension.

In conclusion, after conducting the research and finding the result of this study, the researcher is able to conclude that this study successfully reveals the effect of kahoot toward students' reading comprehension at the tenth grade students of SMAN 8 Muaro Jambi.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

After analyzing the data, the researcher made the conclusions as follows:

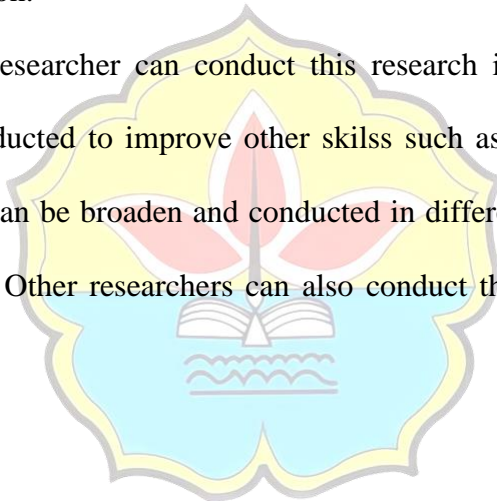
1. The students' reading comprehension score at experimental class got mean score 61,85 in pre-test, with the minimum score was 50 and maximum score was 70. Meanwhile, the students' reading comprehension score after being taught through kahoot got mean score 81,71 in the post-test, with the minimum score was 70 and the maximum score was 90.
2. The students' reading comprehension score at control class got mean score 60,00 in pre-test, with the minimum score was 50 and maximum score was 70. Meanwhile, the students' reading comprehension score after being taught through conventional teaching method got mean score 70,13 in the post-test, with the minimum score was 60 and the maximum score was 80.
3. There was a significant effect of using kahoot toward students' reading comprehension which was proved by the t-test. The coefficient of  $t_{\text{observation}}$  was 7,75 and the coefficient of  $t_{\text{table}}$  was 1,994. This finding means that the  $H_1$  was accepted and  $H_0$  was rejected. Consequently, the data above presented that there was a significant effect of kahoot toward students' reading comprehension at the tenth grade students of SMAN 8 Muaro Jambi.

## 5.2 Suggestions

Regarding to the conclusions above, the researcher would deliver some suggestions as follows:

To improve their reading skill and the comprehension, students should get accustomed to learn and read more any kind of reading text. Students should understand that reading can broaden their knowledge and critical thinking. In order to make the students motivated in reading, the teachers should select an appropriate media or method while teaching reading, especially reading comprehension. Therefore, the researcher recommend kahoot that can be used as a media in teaching reading comprehension.

The further researcher can conduct this research in different aspect. This research can be conducted to improve other skilss such as listening and speaking. This same research can be broaden and conducted in different level of students like Junior High School. Other researchers can also conduct this research for different type of text.



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## APPENDIX I

### RESEARCH INSTRUMENT TEST

Reading Comprehension Test

Class: X Science

**Direction: choose the correct answer!**

**The following text is for questions 1 to 7.**

A long time ago, there lived a powerful Chinese king. He was successful in bringing greatness to his kingdom. He made a lot of military conquests. Then, his success made him worry about his life. He realized that one day he would get older and finally die. He wanted eternal life. He gave orders to all of his people to help him live forever. Those who disobeyed the order would be punished severely. This made everybody in the kingdom afraid of him.

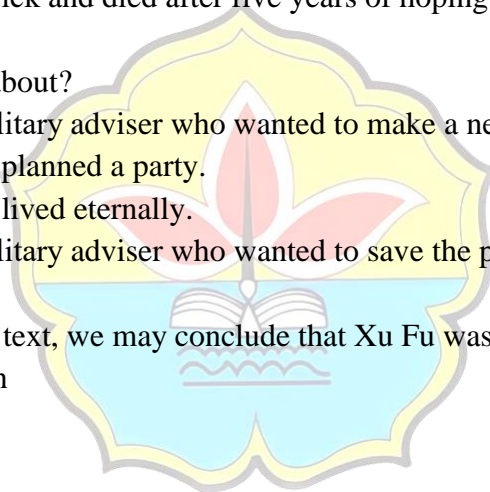
The king had a military adviser, namely Xu Fu. Xu Fu was very concerned about the situation. He wanted to find a way to save the people. One day, Xu Fu came to the palace. He told the king that there was a special grass that could make the king live eternally. The grass could be found on an island far to the east. Xu Fu offered himself to find the grass on condition that the king supplied 3.000 girls and 3.000 boys to go with him and enough food for 3 years. The emperor granted the request immediately and let Xu Fu go east. The king gave him two big ships.

Two months later, Xu Fu and the 6.000 children departed to the east. The king prepared a big party on the day of their departure day. Soon, the king stopped punishing innocent citizens. He was already dreaming about living eternally. Day after day, he was waiting for Xu Fu's return.

After five years of hoping for Xu Fu's return, one day the king fell sick and died. Xu Fu and the 6.000 children never returned to China. They landed on a big island and stayed there. When the children were grown up, they married each other and became a big nation. The nation was known as Japan.

(ESPS for SMA/MA Gade X)

1. What is the generic structure of paragraph one?
  - a. Introduction
  - b. Orientation
  - c. Opening
  - d. Resolution
  
2. What kind of text is the above text?
  - a. A descriptive text
  - b. A procedure text
  - c. A narrative text
  - d. An expository text
  
3. What is the main idea of paragraph four?
  - a. The children grown up
  - b. Xu Fu returned to China after five years the king had been waiting.
  - c. The king was still waiting for Xu Fu's return.
  - d. The king fell sick and died after five years of hoping for Xu Fu's return.
  
4. What is the text about?
  - a. The king's military adviser who wanted to make a new nation.
  - b. The king who planned a party.
  - c. The king who lived eternally.
  - d. The king's military adviser who wanted to save the people.
  
5. After reading the text, we may conclude that Xu Fu was...?
  - a. A diligent man
  - b. A Wise man
  - c. A robber
  - d. A liar
  
6. Which of the following statements that is false about the Chinese King?
  - a. He was successful in bringing greatness to his kingdom.
  - b. He made a lot of military conquest.
  - c. He wanted eternal life.
  - d. He lived eternally.
  
7. The word "their" in line 2 of paragraph 3 refers to?
  - a. The Children and Xu Fu
  - b. Xu Fu and the king
  - c. The king and the party
  - d. The king and the people



**The following text is for questions 8 to 14.**

Toba Lake

Once a fisherman named Batara Guru Sahala lived in Batakland. One day, he caught a fish. To his surprise, he found that the fish could talk! It begged Sahala to set it free. Sahala did accordingly. As soon as the fish was free, it changed into a woman. She was so beautiful that the fisherman fell in love with her at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish.

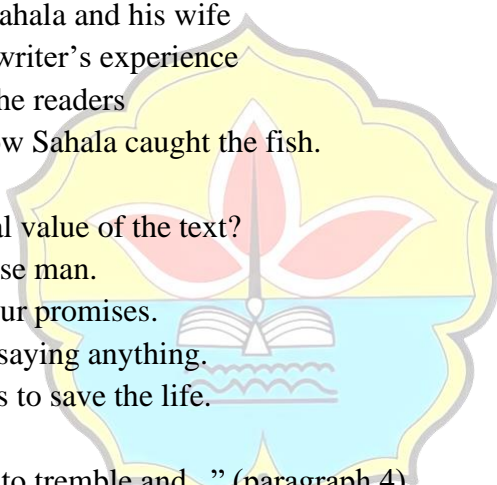
They were happily married, and had two daughters. Every morning, Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the girls ate it. When Sahala learnt what they had done with his meal, he got very angry. He shouted at them, saying, "You behaved exactly like the daughters of a fish." The girls did not understand what their father meant. They went home and asked their mother about it. When they told her what he had said, she was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise.

Then, the earth began to tremble, and volcanoes started to erupt. The earth cracked to form a big hole. People said that this big hole became Toba Lake.

(Retrieved from <http://surl.li/exsph>)

8. What is the main idea of paragraph one?
  - a. There was a fisherman named Batara Guru Sahala who lived in Batakland.
  - b. Sahala caught a fish and it turned into a woman.
  - c. Sahala caught a fish and it could talk.
  - d. The fish could talk and the fish begged Sahala to set it free.
  
9. What is the genre of the story above?
  - a. A fairy tale
  - b. A fable
  - c. A legend
  - d. A science fiction

10. What is the main problem of story above?
- Sahala married his wife who actually was a fish and has two daughters.
  - Sahala broke his promise and the earth began to shake then it turned into a big hole called Toba Lake.
  - The fisherman fell in love with a woman and asked her to marry him in condition Sahala must never let out the secret that his wife was once a fish.
  - Sahala got angry with his daughters because they had eaten his meal.
11. Which of the following statement that is true about Sahala?
- He caught a fish and found that the fish could talk, then he did not set it free.
  - He disagreed to never let out the secret that his wife was once a fish.
  - He didn't got angry when he learnt what his daughters had done with his meal.
  - He broke his promise.
12. What is the purpose of this passage?
- To describe Sahala and his wife
  - To relate the writer's experience
  - To entertain the readers
  - To explain how Sahala caught the fish.
13. What is the moral value of the text?
- Sahala is a wise man.
  - Don't break our promises.
  - Think before saying anything.
  - Forgive others to save the life.
14. "the earth began to tremble and..." (paragraph 4)  
The underlined word has opposite meaning with?
- Quake
  - Shock
  - Steady
  - Shake





**The following text is for question 15 to 20.**

### The Boating Disaster

It was a sunny, clear day when two brothers named Jim and Ben went out on the boat to catch some fish. They jumped on to the boat with fishing rods in their hands. Both the brothers had been out on the boat five times before. The water was sparkling and the sun was shining. They had no clue a huge disaster was about to occur.

The brothers were sitting in the boat out on the water when large, dark, grey clouds started to form in the sky. Suddenly, enormous drops of rain started to fall. Lightning lit up the sky. Loud roars of thunder boomed around them. The water started to rock the boat. The brothers kept falling off their feet.

The brothers were so scared that they were going to fall into the water! They grabbed on tight to the boat and shut their eyes. Both the boys were trembling and frightened. Every bang and crash filled them with fear. They felt like whole boat was going to capsize!

The boat kept rocking. The water kept coming. The lightning kept flashing. The boys did everything they could to keep their boat from sinking. They ran to the radio to call for help but there was nothing but static. They tightened their life jackets and gripped the wheel at the helm of the boat, trying desperately to steer the boat safely through the waves!

Then all of sudden... nothing. The huge, dark, grey clouds left the sky. The enormous drops of the rain stopped falling. The lighting stopped flashing and the thunder stopped booming. The boys opened their eyes and saw that the storm was over. They were safe!

(Retrieved from <http://surl.li/exsqi>)

15. What is the generic structure of paragraph two?
- Problem
  - Reorientation
  - Complication
  - Resolution

16. What is the main idea of paragraph two?
- When large, dark, grey clouds started to form in the sky, the brothers were sitting in the boat out on the water.
  - The water started to rock the boat and the brothers kept falling off their feet.
  - Loud roars of thunder boomed around them.
  - Enormous drops of rain started to fall and lightening lit up the sky.
17. What is the main problem of story above?
- The brothers kept falling off their feet when the water started to rock the boat.
  - The brothers were so scared that they were going to fall into the water.
  - Enormous drops of rain started to fall, lightening lit up the sky, loud roars of thunder boomed around them and the water started to rock the boat.
  - Jim and Ben went out on the boat to catch some fish when the weather was sunny.
18. Which of the following statement that is false about the two brothers?
- The brothers kept falling off their feet when the water started to rock the boat
  - The brothers went out on the boat to catch some fish when the weather was windy.
  - The brothers were so scared that they were going to fall into the water.
  - The brothers were safe.
19. What is the moral value of the text?
- Go out to catch some fish no matter what the weather is.
  - Keep giving up, don't ever try.
  - Don't ever think to catch some fish.
  - Keep trying your best until you find your wish.
20. "Suddenly, enormous drops of rain started to fall" (paragraph 2)  
The underlined word can be replaced by?
- Ordinary
  - Massive
  - Poor
  - Slight

## APPENDIX II

### LESSON PLAN

Nama Sekolah : SMA Negeri 8 Muaro Jambi  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/Genap  
Materi Pokok : Narrative Text  
Alokasi Waktu : 2x35 Menit

#### A. Kompetensi Inti:

- **KI-1: Menghayati dan mengamalkan** ajaran agama yang dianutnya.
- **KI-2: Menghayati Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
- **KI-3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- **KI-4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

#### B. Kompetensi Dasar:

Kompetensi Dasar
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait loegenda rakyat sederhana, sesuai dengan konteks penggunaannya.
4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

### C. Indikator

Indikator
3.8.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks naratif lisan dan tulis.
3.8.2 Menjelaskan fungsi sosial pada teks naratif lisan dan tulis.
3.8.3 Menceritakan teks naratif lisan dan tulis

### D. Tujuan Pembelajaran:

- Peserta didik mampu mengidentifikasi fungsi sosial terkait narrative text.
- Peserta didik mampu mengidentifikasi struktur teks naratif
- Peserta didik mampu mengidentifikasi unsur kebahasaan terkait teks naratif
- Peserta didik mampu memahami perbedaan teks naratif dengan teks lainnya

### E. Media:

Papan tulis, spidol, penghapus, proyektor, laptop, media kahoot.

### F. Sumber:

Buku Paket ESPS for SMA/MA Grade X dan sumber lain yang relevan.

### G. Langkah-Langkah Pembelajaran:

#### 1. Pertemuan ke-1 (2JP)

##### a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa
- Mengecek kehadiran peserta didik
- Menyampaikan topik materi yang akan dipelajari

##### b. Kegiatan Inti

- Memberikan contoh teks naratif
- Meminta peserta didik untuk mengidentifikasi atau menebak jenis teks yang telah diberikan ke peserta didik
- Menjelaskan jenis teks tersebut secara singkat
- Menjelaskan beberapa jenis teks serta perbedaannya
- Menjelaskan secara singkat materi yang akan dibahas dipertemuan selanjutnya

**c. Kegiatan Penutup**

- Memberikan umpan balik terhadap proses pembelajaran
- Menyimpulkan apa yang dipelajari hari ini
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

**2. Pertemuan ke-2 (2JP)**

**a. Kegiatan Pendahuluan**

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa
- Mengecek kehadiran peserta didik
- Menyampaikan topik materi yang akan dipelajari

**b. Kegiatan Inti**

- Mengulas kembali mengenai materi yang dipelajari sebelumnya secara umum
- Menanyakan peserta didik ada berapa jenis teks yang mereka ketahui untuk mengasah kemampuan mengingat peserta didik
- Menjelaskan kembali apa itu teks naratif
- Menjelaskan struktur teks naratif
- Menjelaskan fungsi sosial teks naratif
- Menjelaskan genre teks naratif
- Memberikan contoh teks naratif berdasarkan genrenya
- Meminta peserta didik untuk membedakan cerita teks naratif berdasarkan genrenya.

**c. Kegiatan Penutup**

- Meminta peserta didik untuk menyiapkan beberapa teks naratif yang berbeda
- Memberikan umpan balik terhadap proses pembelajaran
- Menyimpulkan apa yang dipelajari hari ini
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

### 3. Pertemuan ke-3 (2JP)

#### a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa
- Mengecek kehadiran peserta didik
- Menyampaikan topik materi yang akan dipelajari

#### b. Kegiatan Inti

- Mengingat kembali tugas yang diberikan pada pertemuan sebelumnya
- Peserta didik menyampaikan teks naratif yang telah mereka dapatkan
- Guru mengambil satu contoh teks naratif dan menjelaskan unsur kebahasaan yang ada di dalam teks tersebut
- Menjelaskan struktur teks per paragraf dan menjelaskan genre dari teks tersebut
- Menjelaskan ide pokok, pernyataan yang salah dan benar, serta masalah utama yang terkandung di dalam teks tersebut
- Menjelaskan pesan moral yang terkandung di dalam teks tersebut

#### c. Kegiatan Penutup

- Memberikan umpan balik terhadap proses pembelajaran
- Menyimpulkan apa yang dipelajari hari ini
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

### 4. Pertemuan ke-4 (2JP)

#### a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa
- Mengecek kehadiran peserta didik
- Menyampaikan topik materi yang akan dipelajari

#### b. Kegiatan Inti

- Guru memberikan salah satu teks naratif yang berbeda dari pertemuan sebelumnya
- Peserta didik diminta untuk menjelaskan genre teks tersebut dan mengklasifikasikan paragraf pada teks berdasarkan strukturnya
- Peserta didik diminta untuk menemukan ide pokok, masalah yang terjadi, serta nilai moral dari teks tersebut

- Guru dan peserta didik bersama-sama mengoreksi jawaban dan memberikan tanggapan atau pendapat pada jawaban yang telah disampaikan

**c. Kegiatan Penutup**

- Memberikan umpan balik terhadap proses pembelajaran
- Menyimpulkan apa yang dipelajari hari ini

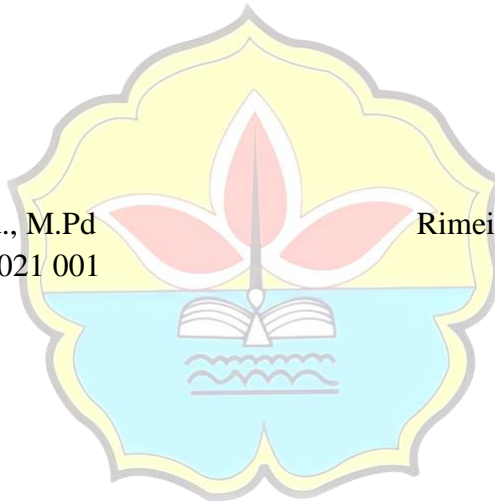
Jambi, 10 Januari 2023

Mengetahui,  
Kepala Sekolah

Peneliti

Zaenal Ekarosa, S.Pd., M.Pd  
NIP: 19670518 1990021 001

Rimeira Nadya Pratiwi



### APPENDIX III

#### WORKTABLE TO FIND MEAN, VARIANTS, AND DEVIATION STANDARD

##### A. Experimental Class

No	Initial Name	Real Name	Pre Test		Post Test	
			Score (X)	(X <sup>2</sup> )	Score (X)	(X <sup>2</sup> )
1	AKP	AatKandiraPutri	70	4900	90	8100
2	AEP	AdeliaErsaPutri	60	3600	85	7225
3	AD	AdindaDelfira	60	3600	85	7225
4	APA	AdindaPutriAyu	50	2500	70	4900
5	APR	AnisaPutriRahayu	60	3600	80	6400
6	AMP	AuliaMegahPutri	60	3600	80	6400
7	BS	BeniSetiawan	50	2500	80	6400
8	DZ	DellyZulfa	50	2500	85	7225
9	DMR	DikaMulyaDarmawan	65	4225	80	6400
10	ET	Erin Tiawaty	60	3600	80	6400
11	ES	EriyaSaputra	65	4225	90	8100
12	FA	FadhilaAnggraini	65	4225	85	7225
13	FSEP	FhyonaSabrhynaEdya P	60	3600	80	6400
14	IM	IzzatulMunawaroh	65	4225	85	7225
15	J	Juliyah	50	2500	80	6400
16	JMP	Julia Maharani Putri	60	3600	90	8100
17	KH	KhairulHasbi	65	4225	80	6400
18	KA	KlaraAmilia	65	4225	70	4900
19	MAB	M. AnggerBiantoro	60	3600	85	7225
20	MFR	M. FatturRahman	60	3600	80	6400
21	MNA	M. NikiArwana	65	4225	80	6400
22	MTI	Meta Tri Indragiri	60	3600	70	4900
23	MH	MuthiahHanifah	60	3600	85	7225
24	PSA	Pegi Sabrina Agustin	70	4900	85	7225
25	RAF	Rido Al Fajri	70	4900	80	6400
26	SS	SalsabilaSalwa	60	3600	80	6400
27	SA	SelaApriyanti	70	4900	85	7225
28	SRS	ShelaRamadaniSafitri	60	3600	90	8100
29	SAW	Sony AdiWijaya	60	3600	80	6400
30	SI	SopiraIndriyani	65	4225	70	4900
31	SAL	SugiAndisa Lestari	70	4900	85	7225
32	S	Suntari	65	4225	80	6400
33	TA	Tiara Adrinie	60	3600	90	8100
34	TL	Tiara Luvita	65	4225	80	6400
35	TRS	Tri RizkiSantoso	65	4225	80	7225
TOTAL			2165	134975	2860	234750
MEAN			61,85		81,71	
SD			5,56		5,54	



## 1. Calculating of Pre Test Data

Tabulation of the value obtained:

$$\sum X_1 = 2165 \qquad (\sum X_1)^2 = 134975 \qquad n = 35$$

So, the main rating is:

$$\bar{X} = \frac{\sum x}{n} = \frac{2165}{35} = 61,85$$

And the deviation standard is:

$$SD = \sqrt{\frac{n(\sum xi^2) - (\sum xi)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{35(134975) - (2165)^2}{35(35-1)}}$$

$$SD = \sqrt{\frac{4724125 - 4687225}{1190}} = \sqrt{\frac{36900}{1190}} = \sqrt{31} = 5,56$$

$$S^2 = (5,56)^2 = 30,91$$

## 2. Calculating of Post Test Data

Tabulation of the value obtained:

$$\sum X_1 = 2860 \qquad (\sum X_1)^2 = 234750 \qquad n = 35$$

So, the main rating is:

$$\bar{X} = \frac{\sum x}{n} = \frac{2865}{35} = 81,85$$

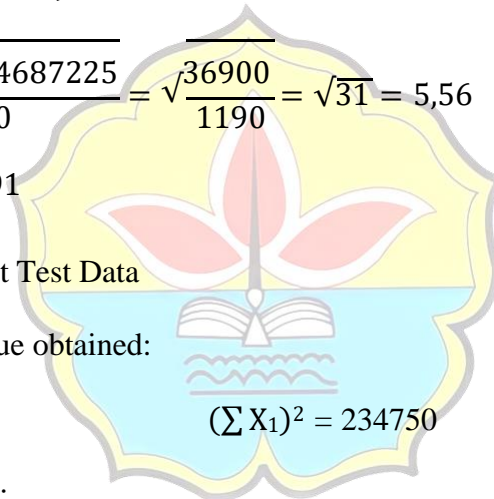
And the deviation standard is:

$$SD = \sqrt{\frac{n(\sum xi^2) - (\sum xi)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{35(234750) - (2860)^2}{35(35-1)}}$$

$$SD = \sqrt{\frac{8216250 - 8179600}{1190}} = \sqrt{\frac{36650}{1190}} = \sqrt{30,79} = 5,54$$

$$S^2 = (5,54)^2 = 30,69$$



B. Control Class

No	Initial Name	Real Name	Pre Test		Post Test	
			Score (X)	(X <sup>2</sup> )	Score (X)	(X <sup>2</sup> )
1	AM	AuliaMuzalifah	60	3600	65	4225
2	BS	BagasSetiawan	60	3600	80	6400
3	BAM	BalqisAuliaMainarila	60	3600	60	3600
4	DD	DaffaDelico	70	4900	80	6400
5	DRS	DesiRatna Sari	60	3600	65	4225
6	DA	DestyAdhananda	60	3600	70	4900
7	DAWD	DuwiAprilia Wulan Dari	60	3600	70	4900
8	EW	ElsyWulandary	55	3025	65	4225
9	ES	EniSukmawati	70	4900	80	6400
10	IA	Indah Aprianti	60	3600	70	4900
11	JL	Juni Lestari	60	3600	70	4900
12	L	Lativa	60	3600	70	4900
13	MA	M. Aditiya	50	2500	60	3600
14	MF	M. Firdaus	60	3600	70	4900
15	MGD	M. GhafirasyaDita	55	3025	65	4225
16	MRS	M. RidhoSaputra	60	3600	70	4900
17	MR	M. Ridwan	60	3600	70	4900
18	MK	MaryatulKiftiah	60	3600	70	4900
19	MZAZ	MufiidahZuhratul A Z	70	4900	80	6400
20	MS	Muhammad Saputra	55	3025	65	4225
21	MNA	MujiNazillaAzzurah	50	2500	65	4225
22	NDRA	Nada DistiRindiAni	70	4900	80	6400
23	NK	NatasyaKhairunnisa	60	3600	70	4900
24	NAW	NelsaAgustinaWahyuni	60	3600	70	4900
25	NA	NurulAzizah	60	3600	70	4900
26	RAFD	RahmatAidilFitraDaud	60	3600	65	4225
27	RTEY	Ramadana Tia Elva Yani	70	4900	70	4900
28	RK	RasyadahKarimah	60	3600	70	4900
29	RR	RayzaRafianti	55	3025	70	4900
30	RL	RestimaLaila	60	3600	70	4900
31	RP	Reza Pratama	55	3025	70	4900
32	S	Saniyya	50	2500	70	4900
33	S	Sapitria	60	3600	70	4900
34	S	Sawitri	60	3600	70	4900
35	WA	WindaArwanti	70	4900	80	6400
36	WA	WirantiAnggraini	55	3025	70	4900
TOTAL			2160	130650	2525	178075
MEAN			60,00		70,13	
SD			5,47		5,27	

## 1. Calculating of Pre Test Data

Tabulation of the value obtained:

$$\sum X_1 = 2160 \qquad (\sum X_1)^2 = 130650 \qquad n = 36$$

So, the main rating is:

$$\bar{X} = \frac{\sum x}{n} = \frac{2160}{36} = 60,00$$

And the deviation standard is:

$$SD = \sqrt{\frac{n(\sum xi^2) - (\sum xi)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{36(130650) - (2160)^2}{36(36-1)}}$$

$$SD = \sqrt{\frac{4703400 - 4665600}{1260}} = \sqrt{\frac{37800}{1260}} = \sqrt{30} = 5,47$$

$$S^2 = (5,47)^2 = 29,92$$

## 2. Calculating of Post Test Data

Tabulation of the value obtained:

$$\sum X_1 = 2525 \qquad (\sum X_1)^2 = 178075 \qquad n = 36$$

So, the main rating is:

$$\bar{X} = \frac{\sum x}{n} = \frac{2525}{36} = 70,13$$

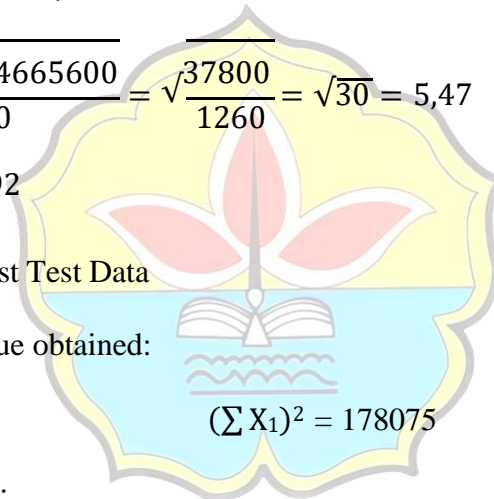
And the deviation standard is:

$$SD = \sqrt{\frac{n(\sum xi^2) - (\sum xi)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{36(178075) - (2525)^2}{36(36-1)}}$$

$$SD = \sqrt{\frac{6410700 - 6375625}{1260}} = \sqrt{\frac{35075}{1260}} = \sqrt{27,83} = 5,27$$

$$S^2 = (5,27)^2 = 27,77$$







## APPENDIX VI

### NORMALITY TEST OF PRE TEST AT EXPERIMENTAL CLASS

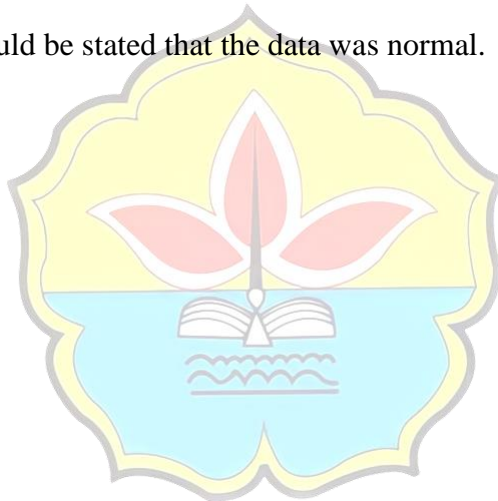
1. Table of Pre-Test Score at Experimental Class

No	Students' Initial	Pre Test
1	AKP	70
2	AEP	60
3	AD	60
4	APA	50
5	APR	60
6	AMP	60
7	BS	50
8	DZ	50
9	DMR	65
10	ET	60
11	ES	65
12	FA	65
13	FSEP	60
14	IM	65
15	J	50
16	JMP	60
17	KH	65
18	KA	65
19	MAB	60
20	MFR	60
21	MNA	65
22	MTI	60
23	MH	60
24	PSA	70
25	RAF	70
26	SS	60
27	SA	70
28	SRS	60
29	SAW	60
30	SI	65
31	SAL	70
32	S	65
33	TA	60
34	TL	65
35	TRS	65
TOTAL		2165
MEAN		61,85
SD		5,56

## 2. Table of Normality Testing

Score (X)	f	Cumulative Frequency (f kum)	Cumulative Proportion (kp)	Z Score	Z Table	F(z)	a <sub>1</sub>	a <sub>2</sub>
50	4	4	0,1140	-2,13	0,4834	0,0166	-0,01	0,09
60	15	19	0,5428	-0,33	0,1293	0,3707	-0,25	<b>0,17</b>
65	11	30	0,8571	0,57	0,2157	0,7157	-0,17	0,14
70	5	35	1,0000	1,47	0,4292	0,9292	-0,07	0,07

Based on the table above, Kolmogorov-smirnov observation was 0,17. Meanwhile, the Kolmogorov-smirnov table at significance level  $\alpha = 0,05$  with  $n = 35$  was 0,23. Therefore, Kolmogorov-smirnov observation =  $0,17 < 0,23$ . Based on this calculation, it could be stated that the data was normal.



## APPENDIX VII

### NORMALITY TEST OF POST TEST AT EXPERIMENTAL CLASS

#### 1. Table of Post-Test Score at Experimental Class

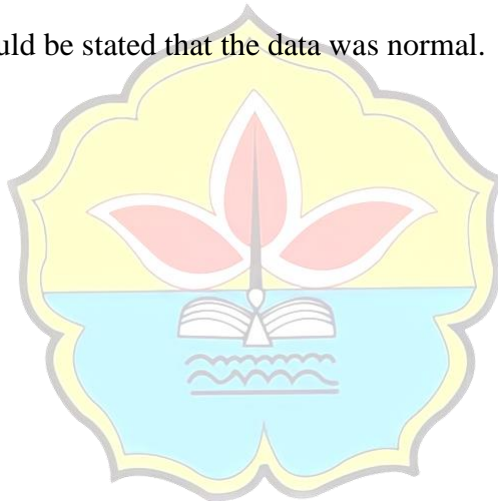
No	Students' Initial	Post Test
1	AKP	90
2	AEP	85
3	AD	85
4	APA	70
5	APR	80
6	AMP	80
7	BS	80
8	DZ	85
9	DMR	80
10	ET	80
11	ES	90
12	FA	85
13	FSEP	80
14	IM	85
15	J	80
16	JMP	90
17	KH	80
18	KA	70
19	MAB	85
20	MFR	80
21	MNA	80
22	MTI	70
23	MH	85
24	PSA	85
25	RAF	80
26	SS	80
27	SA	85
28	SRS	90
29	SAW	80
30	SI	70
31	SAL	85
32	S	80
33	TA	90
34	TL	80
35	TRS	80
TOTAL		2860
MEAN		81,71
SD		5,54



## 2. Table of Normality Testing

Score (X)	f	Cumulative Frequency (f kum)	Cumulative Proportion (kp)	Z Score	Z Table	$F_{(z)}$	$a_1$	$a_2$
70	4	4	0,1142	-2,11	0,4826	0,0174	-0,01	0,09
80	16	20	0,4571	-0,30	0,1179	0,3821	-0,38	0,07
85	10	30	0,8571	0,59	0,224	0,7224	-0,15	<b>0,13</b>
90	5	35	1,0000	1,49	0,4319	0,9319	-0,08	0,06

Based on the table above, Kolmogorov-smirnov observation was 0,13. Meanwhile, the Kolmogorov-smirnov table at significance level  $\alpha = 0,05$  with  $n = 35$  was 0,23. Therefore, Kolmogorov-smirnov observation =  $0,13 < 0,23$ . Based on this calculation, it could be stated that the data was normal.



## APPENDIX VIII

### NORMALITY TEST OF PRE TEST AT CONTROL CLASS

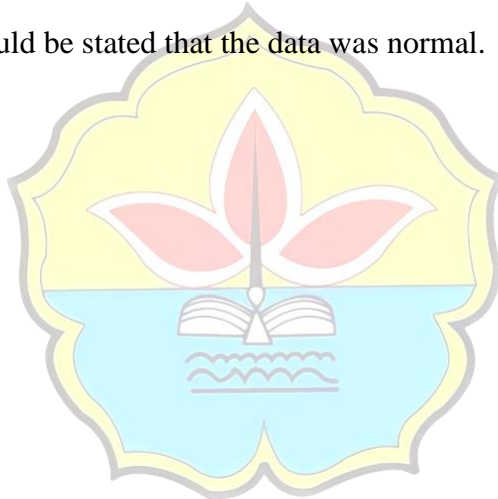
#### 1. Table of Pre-Test Score at Control Class

No	Students' Initial	Pre Test
1	AM	60
2	BS	60
3	BAM	60
4	DD	70
5	DA	60
6	DRS	60
7	DAWD	60
8	EW	55
9	ES	70
10	IA	60
11	JL	60
12	L	60
13	MA	50
14	MF	60
15	MGD	55
16	MRS	60
17	MR	60
18	MK	60
19	MZAZ	70
20	MS	55
21	MNA	50
22	NDRA	70
23	NK	60
24	NAW	60
25	NA	60
26	RAFD	60
27	RTEY	70
28	RK	60
29	RR	55
30	RL	60
31	RP	55
32	S	50
33	S	60
34	S	60
35	WA	70
36	WA	55
TOTAL		2160
MEAN		60,00
SD		5,47

## 2. Table of Normality Testing

Score (X)	f	Cumulative Frequency (f kum)	Cumulative Proportion (kp)	Z Score	Z Table	F <sub>(z)</sub>	a <sub>1</sub>	a <sub>2</sub>
50	3	3	0,0833	-1,82	0,4656	0,0344	-0,03	0,04
55	6	9	0,2500	-0,91	0,3186	0,1814	-0,09	0,06
60	21	30	0,8333	0,00	0,0000	0,5000	-0,25	-0,33
70	6	36	1,0000	1,82	0,4656	0,0344	0,07	<b>0,09</b>

Based on the table above, Kolmogorov-smirnov observation was 0,09. Meanwhile, the Kolmogorov-smirnov table at significance level  $\alpha = 0,05$  with  $n = 36$  was 0,22. Therefore, Kolmogorov-smirnov observation =  $0,09 < 0,22$ . Based on this calculation, it could be stated that the data was normal.



## APPENDIX IX

### NORMALITY TEST OF POST TEST AT CONTROL CLASS

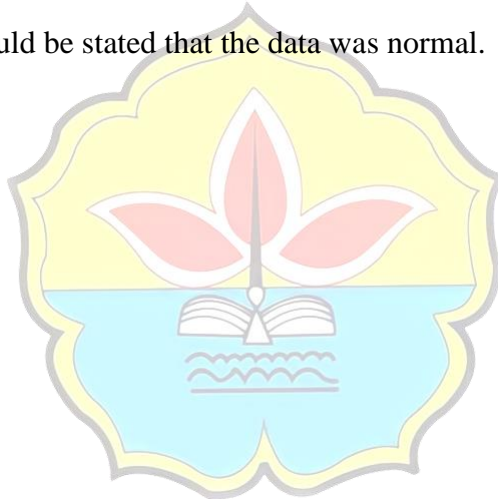
1. Table of Post-Test Score at Control Class

No	Students' Initial	Post Test
1	AM	65
2	BS	80
3	BAM	60
4	DD	80
5	DA	65
6	DRS	70
7	DAWD	70
8	EW	65
9	ES	80
10	IA	70
11	JL	70
12	L	70
13	MA	60
14	MF	70
15	MGD	65
16	MRS	70
17	MR	70
18	MK	70
19	MZAZ	80
20	MS	65
21	MNA	65
22	NDRA	80
23	NK	70
24	NAW	70
25	NA	70
26	RAFD	65
27	RTEY	70
28	RK	70
29	RR	70
30	RL	70
31	RP	70
32	S	70
33	S	70
34	S	70
35	WA	80
36	WA	70
TOTAL		2525
MEAN		70,13
SD		5,27

## 2. Table of Normality Testing

Score (X)	f	Cumulative Frequency (f kum)	Cumulative Proportion (kp)	Z Score	Z Table	F <sub>(z)</sub>	a <sub>1</sub>	a <sub>2</sub>
60	2	2	0,0555	-1,92	0,	0,0274	-0,02	0,02
65	7	9	0,2500	-0,97	0,	0,1660	-0,11	<b>0,08</b>
70	21	30	0,8333	-0,02	0,	0,4920	-0,03	0,03
80	6	36	1,0000	1,87	0,	0,9693	-0,13	0,03

Based on the table above, Kolmogorov-smirnov observation was 0,08. Meanwhile, the Kolmogorov-smirnov table at significance level  $\alpha = 0,05$  with  $n = 36$  was 0,22. Therefore, Kolmogorov-smirnov observation =  $0,08 < 0,22$ . Based on this calculation, it could be stated that the data was normal.



## APPENDIX X

### HOMOGENEITY TEST OF PRE TEST

No	Data	Variants	F <sub>observation</sub>	F <sub>table</sub>	Conclusion
1	Pre Test Experimental Class	30,91	1,03	1,76	If F <sub>observation</sub> > F <sub>table</sub> , so the variants means Homogeneous
2	Pre Test Control Class	29,92			

$$F_{observation} = \frac{S_1^2}{S_2^2}$$

Where:  $S_1^2$  = the biggest variant

$S_2^2$  = the smallest variant

Based on the variants of experimental class and control class, it was found that:

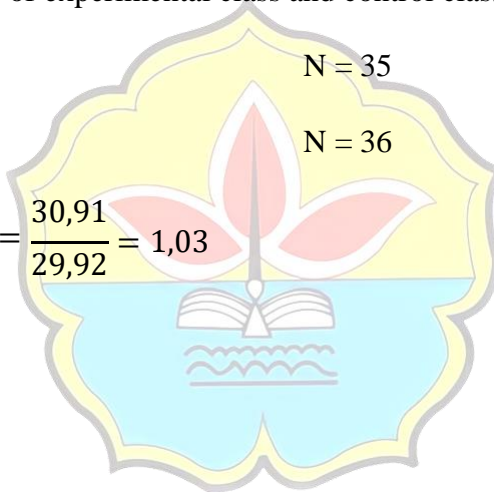
$$S_{ex}^2 = 30,91$$

$$N = 35$$

$$S_{cont}^2 = 29,92$$

$$N = 36$$

$$F_{observation} = \frac{S_{ex}^2}{S_{cont}^2} = \frac{30,91}{29,92} = 1,03$$



## APPENDIX XI

### HOMOGENEITY TEST OF POST TEST

No	Data	Variants	$F_{\text{observation}}$	$F_{\text{table}}$	Conclusion
1	Post Test Experimental Class	30,68	1,10	1,76	If $F_{\text{observation}} > F_{\text{table}}$ , so the variants means Homogeneous
2	Post Test Control Class	27,77			

$$F_{\text{observation}} = \frac{S_1^2}{S_2^2}$$

Where:  $S_1^2$  = the biggest variant

$S_2^2$  = the smallest variant

Based on the variants of experimental class and control class, it was found that:

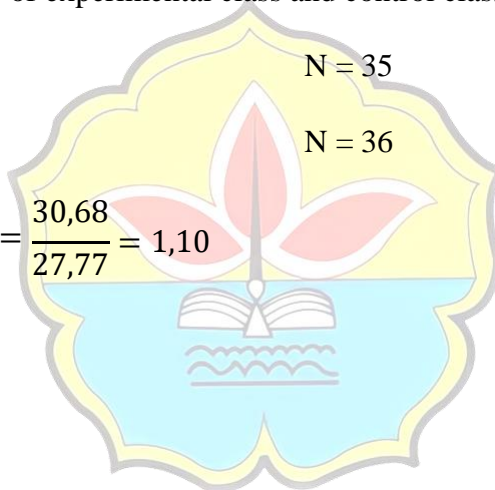
$$S_{ex}^2 = 30,68$$

$$N = 35$$

$$S_{cont}^2 = 27,77$$

$$N = 36$$

$$F_{\text{observation}} = \frac{S_{ex}^2}{S_{cont}^2} = \frac{30,68}{27,77} = 1,10$$



**APPENDIX XII**

**t-DISTRIBUTION TABLE**

**Titik Persentase Distribusi t (df = 41 – 80)**

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526



**APPENDIX XIII**

**KOLMOGOROV-SMIRNOV DISTRIBUTION TABLE**

SAMPLE SIZE (N)	LEVEL OF SIGNIFICANCE FOR D = MAXIMUM [ F <sub>0</sub> (X) - S <sub>n</sub> (X) ]				
	.20	.15	.10	.05	.01
1	.900	.925	.950	.975	.995
2	.684	.726	.776	.842	.929
3	.565	.597	.642	.708	.828
4	.494	.525	.564	.624	.733
5	.446	.474	.510	.565	.669
6	.410	.436	.470	.521	.618
7	.381	.405	.438	.486	.577
8	.358	.381	.411	.457	.543
9	.339	.360	.388	.432	.514
10	.322	.342	.368	.410	.490
11	.307	.326	.352	.391	.468
12	.295	.313	.338	.375	.450
13	.284	.302	.325	.361	.433
14	.274	.292	.314	.349	.418
15	.266	.283	.304	.338	.404
16	.258	.274	.295	.328	.392
17	.250	.266	.286	.318	.381
18	.244	.259	.278	.309	.371
19	.237	.252	.272	.301	.363
20	.231	.246	.264	.294	.356
25	.210	.220	.240	.270	.320
30	.190	.200	.220	.240	.290
35	.180	.190	.210	.230	.270
OVER 35	$\frac{1.07}{\sqrt{N}}$	$\frac{1.14}{\sqrt{N}}$	$\frac{1.22}{\sqrt{N}}$	$\frac{1.36}{\sqrt{N}}$	$\frac{1.63}{\sqrt{N}}$

APPENDIX XIV  
DOCUMENTATION

