Implementation of Kahoot! to Full Lesson for X Grade High School Students

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Keywords:	**ABSTRACT**
A Pedagogical Innovation, Kahoot!, Online Learning Tools, Reading Comprehension, Senior High School	*Learning English, specifically reading comprehension, required improvement since, during COVID-19, students only received reading assignments. Most high school teachers taught students strategies on how to read the text instead of text reading itself. This is why teachers should choose a better way of teaching reading comprehension, such as using Kahoot!. This paper attempted to integrate Kahoot! into reading comprehension lessons and investigate teacher and students' responses to the lessons. This research utilized case-study, using descriptive and thematic analysis models. The subjects of this study were an English teacher and 105 grade X high school students. The researcher concluded that Kahoot! The lesson's framework created for this research is useable, the teacher will use it later, and the students will be motivated to learn English with Kahoot! in class.*

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BACKGROUND

With the minimization of COVID-19 cases in Indonesia, the government has begun a new policy where all parts of schooling, from kindergarten to high school, are mandated to start face-to-face meetings in their lessons (Kristina, 2021). This happenstance has created an opportunity for students to learn more effectively in the classroom. However, students, teachers, and the schools would have required some time to adjust to the new normal conditions.

Learning English through reading comprehension needed to be improved since, during COVID-19, students only received reading assignments. The teacher could not be aware if students they taught gained new vocabulary or utilized new vocabularies in their speaking

(Bostock, 2021). This situation portrayed the importance of reading comprehension to be mastered by the students.

Regardless, the majority of teachers merely relay strategies on how to read a text to students instead of reading the text by itself. As mentioned by (Renandya, 2015), those strategies are confusing and less effective for students since they require intermediate comprehension before utilizing reading strategies. Moreover, teachers took the time teaching these strategies that can be used for students to read the text by themselves. By doing this, students that cannot comprehend English text in the first place would still be unable to.

This is why teachers should utilize more fun ways to teach reading comprehension, such as Kahoot!. This application is an online quiz with the game show as its' aesthetic. The application is mostly used in education to create quizzes, assess students learning, and review concepts (Pratolo and Lofti, 2021). Hou (2018) proved Kahoot! 's effectiveness in teaching reading comprehension.

There are three different previous studies as the base of this study. Kurnia, Rahmawati, and Fitriyana (2020) study which purpose of the study is to investigate students' behavioral engagement in reading comprehension through Kahoot! and find out the advantages of using Kahoot! as a media in English Lessons. It is a case study. The result of the study showed how the students become more engaged with the lessons through online learning. What was lacking from the research is how online lessons are ineffective in gauging their behavior compared to face-to-face meetings.

The second study was by Heni, Sudarsono, and Regina (2019). This study is about implementing Kahoot! in grammar lessons. The result showed how the game show-like quiz format increased students' motivation. What is missing from the study are opinions from the students that were only observed from a third-person view without asking them directly. Furthermore, this study's researchers only showed how to use the application inside the classroom without showing results in specific manners.

The third study by Adnyani, Adnyana, and Murniasih (2020), which discussed teachers' and students' perceptions of using Kahoot! for English learning, showed how using Kahoot! gives benefit to the students. Not only that, but they also mentioned how to utilize Kahoot! required some preparation and how-to from the teacher. However, the results of this study were too general.

Realizing there were gaps from those previous studies, the researcher decided to create research on designing an interactive reading comprehension class utilizing Kahoot! as core media for presenting lessons and obtaining input from students and teachers in improving the design as well as their responses to using Kahoot! in the lesson.

METHOD

This study would be considered a pedagogical innovation. Lestariyana and Widodo (2018) mentioned how pedagogical innovation could be used if very few English language teachers (ELT) embraced a method as an English learning platform, especially in the Asian context. The subjects of this study were 105 students and an English teacher. This study utilized interviews, survey forms, and classroom observation.

The data was then analyzed with the descriptive analysis method for survey forms provided by Creswell (2012) and the thematic analysis method for interviews by Miles and Huberman (1994). The steps the researcher did for this study were asking permission to conduct research in the school, interviewing the teacher then giving need analysis questionnaire to students, analyzing both data, designing a TLBT lesson plan framework, implementing then class observation, improving the TLBT plan after each lesson, teacher and researcher reflected after each lesson, give students' reflection questionnaire to evaluate the lesson plan framework, and finally interview teacher and students for detailed evaluation.

TLBT Kahoot! Lesson Framework

Creating a framework design using Kahoot! in reading comprehension class would utilize Task-Based Language Teaching (TLBT). TLBT is described as "a structured instructional plan that requires learners to move toward an objective or outcome using particular (teacher-given) working procedures or processes" (Oxford, 2006). This study followed Salaberry's (2001) summarization of four steps of teaching/learning TLBT: introducing topics, illustrating, implementing, and integrating.

The researcher also utilized Willis and Willis's (1996) TLBT framework for this study. As shown by the framework, there are three stages of TLBT: pre-task, mid-task, and post-task.

Task-Based Learning Framework

Components of a TBL Framework		
PRE-TASK PHASE		
INTRODUCTION TO TOPIC AND TASK		
Teacher explores the topic with the class, highlights useful words and phrases, and helps learners understand task instructions and prepare. Learners may hear a recording of others doing a similar task, or read part of a text as a lead in to a task.		
	TASK CYCLE	
TASK	**PLANNING**	**REPORT**
Students do the task, in pairs or small groups. Teacher monitors from a distance, encouraging all attempts at communication, not correcting. Since this situation has a "private" feel, students feel free to experiment. Mistakes don't matter.	Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. Since the report stage is public, students will naturally want to be accurate, so the teacher stands by to give language advice.	Some groups present their reports to the class, or exchange written reports, and compare results. Teacher acts as a chairperson, and then comments on the content of the reports.
Learners may now hear a recording of others doing a similar task and compare how they all did it. Or they may read a text similar in some way to the one they have written themselves, or related in topic to the task they have done.		
LANGUAGE FOCUS		
ANALYSIS		**PRACTICE**
Students examine and then discuss specific features of the text or transcript of the recording. They can enter new words, phrases and patterns in vocabulary books.		Teacher conducts practice of new words, phrases, and patterns occurring in the data, either during or after the Analysis
Sometime after completing this sequence, learners may benefit from doing a similar task with a different partner		

RESULT AND DISCUSSION

The researcher was able to create the lesson plan utilizing TLBT based on students' need analysis and the teacher's input. He was able to improve the lesson plan framework after the implementation of Kahoot! lessons from students' and teacher's feedback. This situation aligns with what Heni, Sudarsono, and Regina (2019) showed. This study improved how Kahoot! can be used to present material instead of as an assessment tool. Not only that, but this study also provided a useable framework that other teachers could use to implement Kahoot! in their classes. The final TLBT reading comprehension using Kahoot! framework can be seen in Figure 1.

Figure 1. Kahoot! TBLT Reading Comprehension

Components of a TBL Framework		
Pre-Task Phase		
Introduction to topic and task		
The teacher introduced the topic verbally. The teacher then shows several slides of a story that students should read verbally for each group.		
	Task Cycle	
Task	Planning	Report
Students are grouped and then enter the Kahoot! game as a group. The teacher encourages students to discuss with each other to answer the quiz sections of the Kahoot!.	After the Kahoot! game, students are tasked to create a summary or retelling of the story shown within Kahoot!.	Some or all groups present their reports to the class. The teacher acts as a chairperson and then comments on the content of the reports.
Students would pay attention to others doing a similar task and compare how they all did.		
Language Focus		
Analysis		Practice
Students examine and discuss features of the text shown. If there is a word they do not understand, they will ask.		This section is done by interchanging through Kahoot!'s quiz section
The teacher concluded the lesson by summarizing what students had learned and asked for feedback.		

The teacher had a favorable impression after the Kahoot! lessons had been conducted. These opinions were reflected in the classroom observation and teacher's reflection. He observed

how the students were receptive to the lessons and the various ways the researcher presented the lessons. Kurnia, Rahmawati, and Fitriyana (2020) have reached the same conclusion. However, this study proved that the lessons were better suited for face-to-face rather than online sessions.

Students gave positive responses to the implementation of Kahoot! in their lessons. 80.3% of students liked how lessons were conducted, and 19.7% thought the lessons were adequate. 3.9% of students disliked Kahoot! in their lessons, while 31.6% thought there was no difference from conventional lessons. The reasoning they provided is that the time limit was too short, which made them unable to discuss with their group. After this problem was solved, Students started to warm up to Kahoot! lessons with 64.5% of students favor it. Students concluded that the competitive nature of Kahoot! has made them more engaged with the lessons because they have to discuss with their groupmates. Three students supported these points (P2, P6, P7). It created moments where students could scaffold their teammates in learning. This study provided more students' input than the study by Heni, Sudarsono, and Regina (2019), where they only observed the students and did not get students' detailed responses.

CONCLUSION

This study has created a framework that teachers can adjust and implement for a lesson that requires Kahoot!. The teacher responded positively to the utilization of Kahoot! in his reading comprehension class, good enough that he plans to use Kahoot! in his lesson the next semester. The students were also given positive responses to the utilization of Kahoot! since it gave them a fun way of learning reading while also allowing them to interact with their classmates and teacher frequently.

After implementing Kahoot! in the reading comprehension lessons, the teacher gave a good impression. The data proved this from classroom observation and teacher's reflection. This shows that the teacher reacted positively to utilizing Kahoot! for reading comprehension.

Students were letting the researcher know how using Kahoot! gave positive effect to them because the session can be very competitive. This positive effect made them more engaged and focused on the given material. Moreover, they liked Kahoot! more instead of conventional lessons provided by the teacher. These results proved how students responded positively to Kahoot! for reading comprehension lessons.

With all points combined, it can be concluded that Kahoot! lesson framework made for this research can be utilized; the teacher would use it at a later date, and the students gave compliments on the usage of Kahoot! in class. All data supported this belief. With that, the researcher concluded the success of this research.

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