



# **DEVELOPING STUDENTS WORKSHEET FOR READING COMPREHENSION OF DESCRIPTIVE TEXT USING KAHOOT FOR TENTH GRADE STUDENTS AT SMA DHARMA PANCASILA MEDAN**

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## **ABSTRACT**

The aim of this study was to develop students worksheet for reading comprehension of descriptive text using Kahoot! for tenth grade students at SMA Dharma Pancasila Medan. This study was categorized as Research and Development (R&D) through six stages: gathering data and information, conducting need analysis, designing first form of media, validating by experts, revising media and final product. The subject of the study was the tenth grade students of SMA Dharma Pancasila Medan with the instruments of collecting data were interview and questionnaires. The result of the study was platform Kahoot! to be used as students worksheet for reading comprehension of descriptive text. In the percentage form, the average score of experts' validation in term of content aspect was 94.2%, presentation aspect was 94%, language aspect was 97% and graphic aspect was 100%. These scores were categorized "Very Good". It means the developing students worksheet for reading comprehension by using Kahoot! was appropriate for tenth grade students of SMA Dharma Pancasila Medan.

Keywords: *Descriptive text, students worksheet, Kahoot!*

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## **INTRODUCTION**

### *Background of the Study*

Reading is one of the skills that should be mastered in learning English. Reading skill is the ability to relate the textual material to one's own knowledge by comprehending the text (Fauziati, 2010:138). The aim of reading activity is language ideas. In reading the process of thinking is urgent and vital, because the students read the text do not merely move their eyes

along the sentences that they read. Instead, in the same time their mind work to get the message or idea of the text.

According to the syllabus of Curriculum 2013, descriptive text is one of the genres that students learned in Senior High School especially for tenth grade students. A descriptive text is a text that describe how something looks, sounds, and tastes. It means that the students need their imagination and knowledge in describing something. The aim of these materials is to make the students are able to describe something in their daily life.

Brown (2004:185) states that reading skill is the most essential skill for success in all educational contexts; reading is also a paramount importance as we create assessment for general language ability. Giving a worksheet for the students after learning is needed to know how far they understand about the subject especially in reading skill. Students' worksheet is a sheet of work containing the tasks that must be done by the students.

In 21st century, using ICT in the class demands teachers to have technical skill and knowledge besides their content subject knowledge. As stated by OECD (2000, p. 16) "teachers must have a range of technical and pedagogical skills, with continuous up-dating to match advances in the technology and modes of use". Relates to this technological development era, teachers are required to be more creative and innovative in developing students worksheet. There are lots of tools that can be used to make interesting worksheet, one of them is Kahoot!.

Kahoot! is an online assessment tool to measure the understanding of the students about the descriptive text subject. Kahoot is a free Personal Response System for administering quizzes, facilitating discussions, or collecting survey data. Kahoot! is multiple-choice quizzes that allow user generation and can be accessed via a web browser, smartphone, or the app itself.

Based on the observation of grade X at SMA Dharma Pancasila Medan that was by interviewing an English teacher about teaching learning process especially in descriptive text. The teacher told that most of the students are having difficulties in understanding what a descriptive text clearly, got bored

in doing conventional worksheet on the paper. Therefore, the researcher wants to present an interesting and innovative worksheet by using Kahoot!.

## **REVIEW OF LITERATURE**

### **1. Writing Skill**

In learning English, reading is one of the productive skills that should be mastered by learners. Reading is an activity or cognitive process aimed to find out some information in written text or to comprehend the idea based on the text. Reading is not only look up a group of words, sentences or paragraphs but also to understand symbol or signal from the writer's meaning and the result is the information from the text will be accepted by the reader (Dalman, 2013). Meanwhile, According to Haica and Abdat (2013:4), reading is the ability of processing one's capability to recognize the shape of a finite number of letters and alphabetical symbols. Therefore, reading is a process whereby one looks at and understands what has been written or gaining meaning from alphabetic symbols or letters which arranged into words, sentences, and paragraphs.

### **2. Students Worksheet**

Students worksheet is a teaching material that has been packaged in such a way so that students are expected to learn the teaching material independently (Belawati, 2007:3:27). Sutiasih (2009) stated that students worksheet is a series of tasks laid out in the form of questions. By answering these questions, students are able to master the materials they studied. The function of student's worksheet is to make the students easier to understand the subject matter studied.

### **3. English for Specific Purpose (ESP)**

ESP is purposed by Hutchinson and Waters (1987:19) proposed that ESP is an approach to English teaching needed by a particular group of learners could be identified by analysing the linguistic characteristics of their specialist area of work or study. According to Martin Ian (1992:44), a simple one that the essence of ESP is: it is planned, ecological approach to language teaching-learning which is sensitive to the learners' local occupational purposes, immediate or projected.

In addition, there are two types of need in need analysis: target need and learning need. Hutchinson and Water (1987) said that students need to do in target situation which is gained from the need analysis is called target needs. To know learners need to do in target situation, there are some aspects have to be considered such as, Necessities, Lacks and Wants.

#### **4. Text Types**

In syllabus based on curriculum 2013 there are 3 text types that have to be learned by the students such as, Interpersonal, Transactional and Functional Text. For tenth grade student in Senior High School, it is learned about introducing, intention to do something, simple past tense and present perfect tense. Functional text is focus on the function of the text. It is divided into 2 kinds such as, short functional text and long functional text. Short functional text refers to announcement, congratulation and song. Whereas, long functional text or genre refers to descriptive text, recount text and narrative text that are learned for tenth grade students in Senior High School.

#### **5. Descriptive Text**

According to Pardiyono (2007), descriptive text is a text which describe a living or non-living things. It can be concluded that descriptive text is a text for describing a person, place or thing by visual experience. The generic structure of descriptive text based on Dirgeyasa (2016 : 58) is Identification and Description.

#### **6. ICT in Teaching English**

Technology will not replace teachers' role. OECD (2000, p. 12) mentions that just like school which always be the formal place for teaching learning process, teachers will always play a central role in teaching learning process. Teachers will always be needed in education. What will change is the role of teachers. This includes internet, wireless networks, cell phones, and other communication mediums.

As reported by Samuel and Bakar (2006, pp. 5-14) there are some benefits in using ICT for supporting the English language teaching. Firstly, it can increase

the students' English grade. This is because the students can work collaboratively, they can help each other. They are more motivated to learn and find that learning English is interesting since they can access interesting quiz from web. Secondly, learning is not limited by time and space since the students can access the material anytime. Thirdly, the students can learn more independently. This is a great benefit since culturally the eastern students are accustomed to depend their leaning on their teachers.

### **7. Kahoot!**

According to Dellos (2015), Kahoot! is a student response system that engages students through game-like pre-made or impromptu quizzes, discussions and surveys, also mentions by (Byrne, 2013; Cross, 2014; Kahoot!, 2014; Thomas, 2014), Kahoot! is an online global educational brand that offers a free student response platform. Kahoot! Is an evolution of the previous clicker technology with the exception that it is free and easy to learn and use. Educators use Kahoot! to create game-based quizzes, discussions and surveys (Plump, 2017).

Kahoot! is a game based student response system that transforms temporarily a classroom into a game show. The teacher plays the role play of a game show host and the students are competitors. The teacher's computer connected to a large screen shows questions and possible answers and the students give their answers as fas and correct as possible on their digital advice. A distribution chart of how the students have answered is shown between questions. The chart is useful for the teacher to get feedback on how much the class knows about a topic and opens an opportunity to explain the better the parts where students lack knowledge. Between each question, a scoreboard shows the nicknames and scores of the top five students, and at the end of the game a winner is announced. Kahoot! uses playful and colorful graphics and audio to increase the engagement.

## **RESEARCH METHODOLOGY**

This research had been conducted by using Research and Development (R&D) proposed by Borg and Gall (2003). Gall and Borg (2003) also state that R&D is an industry-based development model in which the findings of the research are used to design new products and procedures, which are then systematically field tested, evaluated, and refined until they meet specified criteria of the effectiveness, quality or similar standards. There are six stages of media development in this study: 1) Gathering Data and Information, 2) Need Analysis, 3) Media Design, 4) Validating to Experts, 5) Revising, and 6) Final Product.

This study will observe the tenth grade students in SMA Dharma Pancasila Medan as the subject of the study. There were 28 students who participated in this research. The first reason why the researcher do this research in this school is because she wants to make the new innovation and interactive worksheet by using Kahoot! in the class. The writer also involved the English teacher the interview to gain as much information as possible about the English reading teaching in the classroom, the students' need, difficulties and interests.

In collecting data, the study used questionnaires and interview. The questionnaires were given to the students in order to find out their needs in learning. The questionnaires were provided in some options by which students chose one of them. Moreover, in collecting data, there was an interview proposed to the English teacher, to gain more detail information needed. Further, there was a questionnaire of validation given to the experts to validate the media.

In conducting this research, the data were analyzed in two forms, qualitative and quantitative data analysis. The data obtained from the questionnaires and interview were analyzed at the beginning in order to evaluate the students worksheet in reading and students' need in learning descriptive text. Besides, the data were also analyzed in form of quantitative data analysis. This data were obtained from the questionnaire given to the expert for worksheet evaluation. Based on those two analyses, the worksheet was planned in order to be a recommended students worksheet for reading comprehension.

## RESEARCH FINDINGS AND DISCUSSIONS

### *Research findings*

#### 1. Need Analysis

The need analysis was conducted to gain the information of the target and learning needs by distributing the questionnaires and doing interviews.

##### a. Target Needs

The detailed result of target needs could be seen in the following Table.

Table 1. Learners' Needs in learning English Descriptive Reading

Categories	Answers	N	F	%
Necessities	Doing learning activity effectively in the class	28	12	42.8
	To be able to compete in higher educational field		11	39.2
	To be able in mastering English vocabulary and using it to oral and written communication.		17	60.7
Wants	Comprehending English text	28	13	46.4
	Mastering structure and grammar well		12	42.8
	Text that describe animal		13	46.4
	Translating any sentence in the text to Bahasa		10	35.7
Lacks	Understanding the vocabularies in the text	28	14	50
	Listen the teacher explanation and note it		10	35.7

Based on the data above, from learning reading skill, students need reading skill to do learning activity effectively an active in the class for this time (42.8%) and to be able to compete in higher educational field (39.2%). In addition, to master English vocabulary to communicate in oral and written text (60.7%). It refers to the data of students' reading by interviewing the teacher, they were lack of vocabulary particularly a difficult word in the text. The students want to comprehend English text (46.4%) by translating any sentence in the text to Bahasa



(35.7%), and to master structure and grammar well (42.8%). In addition, they also desire the text about animals (46.4%) in descriptive reading text. Based on the percentage above, half of students lack of understanding the vocabularies in the text (50%). Then, they are not active in the class, it showed that they tend to listen the teacher explanation and no note it (35.7%). There is no feedback given by the students after the teacher had finished the explanation.

b. Learning Needs

The detailed result of target needs could be seen in the following Table.

Table 2. Learning Needs in English Descriptive Reading

Categories	Answers	N	F	%
Reading Input	Text with the picture	28	12	42.8
Reading Preference	Identify and correct mistaken in sentence structure	28	12	42.8
	Match the word or english utterance by the meaning that had served		14	50
	In pair		10	35.7
	An information source and give you the example before asked you to do the exercise. (resourcer)		15	53.5

Based on the Table displayed above, In learning process, the students prefer is descriptive text with the picture as their reading input (42.8%). Input the picture in the text will stimulate and attract the students to read the text. So that they will not bored when reading the full text. They like identifying and correcting the error in the sentence based on the structure (42.8%), matching the word or English utterance by the meaning that had served (50%) and doing all of the tasks in pair (35.7%). The students prefer do task in pair than in individually. They need a partner to share their idea and discuss together to make the task well done perfectly. Further,in learning process, they also want the teacher give them the example for the first time before asking them to do task or exercise (53.5%).

## **2. Developed Media Design**

After conducting the needs analysis and analyzing the results, the next stage was designing the worksheet by using media based on students' need and learning needs. Media that is used as the worksheet is Kahoot!. Kahoot is a platform for the teacher to make the questions for all subjects that can access by android (download in playstore) and web browser that connect to internet. The questions can be created as appropriate as the teacher wants based on target needs and learning needs. There are four shapes that represent the option such as, triangle, circle, square, and kite. The students can choose the right answer based on the shape from their phone or laptop screen.

In this worksheet, there are 16 questions about descriptive text particularly in reading skills. All of the questions are multiple choices. Question number 1 to 15 will ask the students to choose the best answer, but the last question which is number 16, the students will be asked to re-write the summary of the text that they had read before. For every questions have the duration that is about 5 up to 240 seconds to answer one question. After answering every questions, the students' score will present on the screen. The score is getting from the right answer and who is the fastest in answering the question. The fastest you answer the highest score that you get.

This worksheet is not only measure your comprehension about the subject particularly in descriptive text but also train your focus and dexterity in answering all of the questions. Comprehension, focus and dexterity is the score indicator if you want to get the higher score. All of the indicator must be balance when answering the questions. If you comprehend then get the right answer but you spend too much time in answering the question, you will get low score. If you only use your dexterity without your comprehension and get the wrong answer, you will get none. But if you answer the question with combine your understanding, focus and dexterity in answering the question, you will get the higher score. Because all of the questions have the duration, you are not only

answering but you have to hunt down the time to finish your worksheet and get the higher score.

### 3. Validating to Experts

After designing first draft of media, the product was evaluated by experts in terms of the material and the media aspect. It aimed to see whether the product had been appropriate or not to be applied as the learning media for teaching recount text writing. The expert gave the judgment by filling in the questionnaire which applied the five scale of Likert Scale. The scale are very good (5), good (4), fair (3), less (2) and very less (1). In this media evaluation involved two experts, they were Sir Indra Hartoyo, M.Hum as a lecturer of Universitas Negeri Medan and Miss Novtia Eka Lestari Pasaribu, S.Pd., G.r as English teacher of SMA Dharma Pancasila Medan. The result of validation was described as follows.

Table 4. The Result of Media Evaluation

No	Aspect	Average Scores from Expert		Percentages (%)	Criteria
		I	II		
1.	Content	4.6	4.8	94.2	Very Good
2.	Presentation	4.6	4.8	94	Very Good
3.	Language	4.7	5	97	Very Good
4.	Graphic	5	5	100	Very Good
<b>Total Score</b>		18.9	19.6	385.2	
<b>Average Score</b>		4.7	4.9	96.3	Very Good

The average score from the experts was 96.3 and it was categorized as Very Good. Thus, the final draft of the developed reading worksheet of descriptive text was valid and appropriate to be used as reading worksheet for the tenth grade students in SMA Dharma Pancasila Medan.

After revising the students worksheet based on the experts' suggestion, the final product was completed. This media was already developed based on students' need and suitable to be used in teaching learning process.

### *Discussion*

The aim of this study was to develop students worksheet for reading comprehension of descriptive text using Kahoot! for tenth grade students at SMA Dharma Pancasila Medan. The worksheet is developed based on students' needs and learning needs. To know these things, need analysis was done by giving the questionnaires to the students and doing an interview with the English teacher. After doing needs analysis, it is found that the students had the difficulties in comprehending reading text especially when doing worksheet.

Recent studies showed that the use of Kahoot to be students worksheet is effective for them. It was concluded that Kahoot can be one of the recommendations tools in developing students worksheet particularly in comprehending descriptive reading text. Kahoot! has many feature which can add to support learning process when doing worksheet, such as pictures, videos, music, and the duration for each questions.

The developed worksheet has been validated by the experts and the score for the content aspect is 94.2%, the presentation aspect is 94%, the language aspect is 97% and the graphic aspect is 100%. The average worksheet score is 96.3% which is categorized as *very good* and it is suggested to use in English class especially for reading descriptive text.

## **CONCLUSIONS AND SUGGESTIONS**

### *Conclusions*

By following the six steps of research and development proposed by Borg and Gall, the recommended worksheet is developed for the tenth grade students in reading descriptive text. The average score of validation in terms content aspect was 94.2%, the presentation aspect was 94%, the language aspect was 97% and the graphic aspect was 100%. Based on this percentage, it can be concluded that the worksheet is appropriate to be used for students worksheet especially English descriptive reading. The media was categorized as "Very Good"

### *Suggestions*

The teachers should be aware to students worksheet. The teachers can use a lot of tools to develop interesting and innovative worksheet. In this case, a worksheet that is developed by using Kahoot!. However, teacher can combine it with certain techniques or strategies in order to support the students achieve their goal in English, particularly in the reading skill.

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