

# **DEVELOPING *KAHOOT!* AS STUDENTS' WORKSHEET IN TEACHING READING COMPREHENSION OF RECOUNT TEXT AT GRADE VIII OF SMP KEMALA BHAYANGKARI MEDAN**

**\*Irmaya Br. Sitepu**

**\*\* Nora Ronita Dewi, S. Pd., S.S., M. Hum.**

## **ABSTRACT**

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The objective of this study was to develop an appropriate student's worksheet for grade eight students in order to assess students' reading comprehension of recount material using Kahoot! which is a game-based application. This study was carried out at SMP Kemala Bhayangkari Medan. This study would be undertaken through the use of Research and Development (R & D) methods. The research would be based on Borg and Gall's technique of Research and Development which contained six stages; gathering information and data, analysing data, designing material, validating by the experts, revising material, and the last was final product. The data was gathered through the distribution of questionnaire and interviewed 27 students and an English teacher to see the students' need. The study's conclusion resulted in the development of the Kahoot! platform, which may be used as a worksheet for students to practice reading comprehension of the recount text. There were three aspects that are assessed for the feasibility test of student worksheets by experts; presentation aspects, language aspects, and layout aspect. In percentage terms, the average score of expert validations was 92.8%, the presentation aspect was 92%, the language aspect was 97%, and the layout was 100%. The average worksheet score was 95.4% which was categorized as very good and it was suggested to use in English class especially for reading recount text of grade eight.

**Keywords:** *Reading comprehension, Recount Text, Student's Worksheet, Student's Need, Kahoot!*

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\*Graduate Status

\*\*Lecturer Status

## **I. INTRODUCTION**

### **A. Background of the Study**

Reading has always been an essential part of learning a language, especially when studying a language like English. It does not matter if the goal is to perform better on academic activities, acquire more familiar with a subject or develop linguistic abilities; reading is the most effective approach for autonomous learning, according to Grabe and Stoller (2011:187). As Fauziati (2010:138) puts it, "Reading is the ability to add textual information to one's knowledge by interpreting the text."

Brown (2004:185) stated that reading skill was the most essential skill for success in all educational context; reading is also paramount importance as we create assessment for general language ability. However, students often face some challenges while comprehending a text. New vocabularies, working memory, absence of extensive reading, difficulty to distinguish the type of text were some challenges faced by students, Shehu (2015). Giving a worksheet for the understudies subsequent to learning is needed in purpose to know understudies' understanding about the subject, particularly in reading skill. The terms of test were a procedure to quantify understudies' capacity, knowledge, or performance in given in dominant, Brown (2004:3). Students' worksheet is a sheet of work containing the tasks should be finished by the understudies. The exercises in the worksheet were normally conduct with some directions and steps to finish it. The worksheet could be in

the form of multiple choices or quizzes to test the students through questions related to the subject.

By using technology in the modern era could help the teacher in the teaching and learning process, particularly in teaching reading. Teachers could make teaching materials easily and more interesting. Besides, it would attract the students to participate in answering the questions and enjoy the learning activity.

Teaching activities that were academic in nature and have clear objectives for students. Given that modern learners were increasingly connected to technology, and that education could no longer ignore the idea that games could be one of the platforms for learning that is more effective than traditional methods, Games could be one of the ways that technology could be used in education. Because of the incentive, games were very appealing to students. Aside from being enjoyable, games encourage students to compete, which may improve students' creativity, problem-solving skills, and teamwork. These abilities were extremely beneficial to students. As a result, adding gamified designs that consider the element of motivation to learning spaces could result in a more effective learning process. According to Malone theory in Lieberoth (2016) there were three categories of intrinsically motivating instructions that make things fun to learn: Challenge (goals with uncertain outcomes), Fantasy (captivate through intrinsic or extrinsic fantasy), and Curiosity (sensor curiosity through layouts, and audio, and cognitive curiosity). Games could be used as supplemental tools to

assess participants' accomplishments and progress in learning.

Based on preliminary observations of grade eight students at SMP Kemala Bhayangkari 1 Medan, conducted by interviewing an English teacher about teaching learning, particularly in recount text, the teacher revealed that most of the students were having difficulty comprehending text due to a lack of vocabulary. The teacher stated that it could be proven by their knowledge when the teacher asked them a few questions to determine how far the students' comprehension, particularly in reading, had progressed after learning the subject. Sometimes printed media is given to students to help with instruction and learning, but the educator claims that it is insufficient because students need to understand the topics.

By seeing these issues, the researcher proposes Kahoot! to help the teacher develop an attractive worksheet in teaching Recount text. In collaboration with the Norwegian University of Technology, Johan Brand, Jamie Brooker, and Morten Versvik designed this game-based application. This app is released to the public in September 2013 after being launched in March 2013. Kahoot! is a quiz game that could be accessed through a web browser, smartphone, or the app itself.

Kahoot! is highly suggested for large classes with little opportunity for student-student and student-teacher interaction. Additionally, it is a strong recommendation for online teaching and learning procedures. Kahoot! also has a beneficial effect on the teaching and learning of

languages. Several evaluations of the literature asserted the benefits of Kahoot! and its beneficial effects on student learning, including Hunsu, Adescope, and Bayly (2016), who note that Kahoot! delivers immediate feedback, boosts class involvement, and improves recollection of the focal material. Kahoot! could be a solution for teachers in developing worksheets for eighth-grade students at SMP Kemala Bhayangkari 1 Medan on reading comprehension of recount text.

## **II. REVIEW OF LITERATURE**

### **A. Theoretical of framework**

#### **1. Teaching in 21<sup>st</sup> Century**

In the twenty-first century, every aspect of life has changed. Technology facilitates communication and transportation, and it is also beneficial to education. Duhaney (2000) asserts that the incorporation and integration of technology into the educational process has provided teachers with new opportunities to improve and enhance teaching and learning activities.

Teaching in the twenty-first century encourages teachers to be innovative in providing engaging activities for students. Teaching entailed not only delivering material and assessing students' abilities, but also involving students in active participation in the activities provided. As defined by Zaryckca-Piskorz (2016), technology in the form of web-based electronic or digital content on an internet site seek to assist students in learning about the offered information through exercises, in order for students to gained a better understanding of the

provided material.

On the plus side, the extending limit, ability, and force of innovation based apparatuses and assets empower the training area to effectively deal with these troubles. As per Pence (2009), instructive organizations can give the strong useful climate educators need to reach, instruct, and support every understudy's learning prerequisites and potential through sensible utilization of 21st-century learning resources.

The digital world is intricately tied to modern learners. They see the internet, text messages, social media, and multimedia to be normal daily activities, and they anticipate technology used in their academic lives as well. There is a divide between students' living and learning styles. Today, tending to this hole represented a huge test for teachers and schools the same. Prior research set up that using Kahoot! to improve the study classroom learning process is more advantageous than utilize customary media. Additionally, Natallia (2017) examined the motivational effect of Kahoot! on English language students. The study's findings indicated that using Kahoot! in the classroom is more beneficial, enjoyable, and engaging.

John Canuel, Director of Technology for Jefferson County School District in Colorado, as quoted in Pence (2009) says that the school need the teacher be extremely effective and highly productive. Despite having excellent credentials, a teacher may not be very effective. As a result, the teacher must begin to think more broadly about how the

teacher will integrate digital learning into professional development and support.

While instructors are by and large committed to their understudies, partake in their work, and are energetic with regards to their calling and branches of knowledge, understudies in the twenty-first century showed up at school with totally different encounters and assumptions than their archetypes in the 20th century, as per the National Education Association. This age of technically knowledgeable, multi-media, performing multiple tasks computerized locals navigates daily life in a way that many of their digital immigrant teachers did not, and this is especially true for their teachers who are themselves digital immigrants. Teachers that are willing to experiment with new techniques to educating and assisting students would be more successful in connecting with them, relating to them, and motivating them in the future.

## **2. Reading**

Dalman (2013) explains that 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 would be accepted by the reader. Whereas, according to the definition provided by Haica and Abdat (2013:4), *reading* is defined as the capacity to perceive the state of a limited number of letters and sequential images associated with structure an endless

number of significant things, provisions, and sentences while adhering to grammar and punctuation rules. Reading, according to Bald (2007:118), is not a natural process. Reading, unlike oral language development, does not emerge organically from interactions with parents and other adults, even in print-rich contexts; most children require systematic and explicit training in order to learn to read. Therefore, reading is not just reading but also the ability to understand the meaning of the writing in a text by using systematic and clear instructions.

Heilman, Blair, Rupley (1981:5) describe if a teacher of reading accepts the idea that a main aspect of the reading process is comprehension, then there are two facets of reading instruction that must be put into proper perspective:

- 1) Decoding print into sound and
- 2) Decoding a layout representative of language into meaning.

The reading comprehension approach that is most appropriate for the situation is also determined by the goal of the reading. Thus, reading comprehension is much more than just decoding when it comes to comprehension. The ability to master reading comprehension occur when a reader understood which skills and procedures are appropriate for the type of text and how to use them in order to get the desired result when reading.

**a. Reading Comprehension**

The purpose of reading comprehension, according to Hameed



(2009), is to understand the ideas offered in the text. Furthermore, reading is the process of interpreting and interacting with language in order to make sense of written concepts. Reading comprehension necessitates the ability to comprehend or extract information from a text.

Baraceros (2005) depending on the reader's purpose and manner of comprehending the text, he may perform one or more of these kinds of reading:

- 1) Skimming: Skimming is perusing rapidly to discover the overall substance or part of a perusing
- 2) Scanning: It is reading directly on the problem sought, such as special facts or certain information.

#### **b. Reading Test**

According to Heaton (1974:103), reading comprehension tests are resources that are pretty like the sort of training material utilized by instructors to help students in improving their reading abilities. There are numerous reading exams available, including: 1) Matching Test, 2) True/False Reading Test, 3) Multiple choice Item (Short Text), 4) Multiple Choice: Longer Text, 5) Completion Item, 6) Cloze Procedure, 7) Cursory Reading

### **3. Recount text**

#### **a. Definition of Recount Text**

The term of recount refers to a piece of writing that retells occasions to give the crowd a synopsis of what occurred and when it occurred, as

indicated by Anderson (1998). A relate text is a sort of composing that listed and talked about before encounters by reenacting them in the request in which they happened in any case (Knapp & Watskin, 2005). Hyland (2004) further stated that recount is a form of category with a social function of recalling experiences for the aim of being expressive or amusing, and that it is defined as follows, from all of the statement, it can be concluded that recount text is a text that retells events that have been occurring sequentially using a clear description of the time at the time past. This text is on generally, convey an experience that someone has been through. The deliverer gets the perpetrator alone, or vice versa someone conveying the experiences of others, for example accidents, activity reports, visits a place, or some other experience.

#### **b. Types of Recount**

There are some kinds of text that can be utilized to compose recount text. According to Sitorus and Sipayung (2018), there are two distinct sorts of recount texts; the first is personal. It is a recount text that served as a text for the author to share his or her personal experiences. The second is verifiable describe. It is a describe text that filled in as a vehicle for an imaginative story to be told, Mediska and Adnan (2019).

While Derewianka (1990) notes the existence of five distinct types of recount text:

- 1) A individual describe is a retelling of an occasion where the author or speaker took part straightforwardly, like an oral plot or journal passage.

- 2) A verifiable describe is one in which the particulars of a mishap are recorded, for example, a report of a science analyze, a police report, a news report, or a chronicled relate.
- 3) Literary or inventive reviews amuse the peruser by replicating imaginary world occasions as though they are genuine; movement language, specific data, and first-individual portrayal are utilized to improve the composing's power and allure.
- 4) A procedural describe monitors the means important to finish a responsibility or technique. The utilization of specialized terms, exact courses of events, and first-individual portrayal (I or we) loan validity to the gave data. Models incorporate a stream outline representing the means needed to make bread, a storyboard, a recorded content, a notice, and the means needed to take care of a numerical issue.
- 5) A true to life describe is an account that relates the tale of an individual's life through the eyes of a third-individual storyteller (he, she, and they). While educated and authentic accounts are habitually distributed, they do not have the allure that individual reactions and exceptional encounters give. The finishing up segment oftentimes incorporates an evaluation of the subject's achievements.

**c. Generic Structure of Recount Text**

As indicated by Hyland (2004:135), describe text regularly contained the accompanying etymological highlights:

- 1) Orientation: builds up the setting and creates members. It recognizes who, where, and when.
- 2) Record of Events: depict what happened and present occasions in sequential request. Regularly, it is described chronologically. Interspersed throughout the narrative of events are personal notes and/or evaluative remarks.
- 3) Re-orientation: optional event closure. It completes the chain of events.

#### d. Language Features of Recount Text

Anderson and Anderson discuss various linguistic characteristics of recount text (1998:49) The following language characteristics are frequently encountered in recount texts:

- 1) Proper nouns and pronouns to refer to the individuals mentioned in the text.
- 2) Action verbs
- 3) Descriptive term used to describe who, what, when, where, and how.
- 4) Recounting events in the past tense.
- 5) Connectives of conjunction and time.
- 6) Adverb and adverbial phrase.
- 7) Words that indicate the sequence of occurrences.

Azhar (2015) also remarks, the language features of recount texts are as follows:

- 1) The focus is on an individual participant/a group member."

The recount text focuses on the activities of an individual or a gathering of individuals. It is OK to write in the first or third individual. In the primary individual, this is what is befalling the individual who is recounting. For instance, *I broke the glass*. While the third person implies that it is being told by an observer. For instance, *Josh prepared the presentation*.

2) Using past tense

The past tense of an action word is utilized to address activities that happened previously. Various etymologists clarify using their own terms, although the majority of them contain the same material.

3) Simple Past

The simple past indicates that a movement or situation started and finished up at a particular point on schedule before. For example, *I paid a visit to my grandmother yesterday.* Assuming a sentence contains when and has the basic past tense in the two provisos, the activity in the "when statement" happen first. Example: *When my mom called, I was on my way home.*

4) Past Progressive

The progressive tense suggests that the activity is ongoing previously. For instance, *she was taking a bath at 8:00 p.m. last night.* When two activities are occurring concurrently, the past progressive is occasionally used in both sections of a statement. For instance, *while my sister was reading in her room, I was in the kitchen preparing the dinner.*

5) Past Perfect

The past perfect tense alludes to an activity that happened before one more action or occasion before. For example, my sister had effectively taken to the clinic when I got back. When

either previously or either is utilized in a sentence, the previous wonderful is pointless in light of the fact that the time interface is now established. It is possible to employ the simple past. \For instance, soon *after the teacher described the task, I began to complete it.*

6) Past Perfect Progressive

The past perfect progressive tense features the term of a movement that occur prior to another activity or period of time in the past. Additionally, this tense can be used to represent an ongoing activity relative to another time period or an activity that occurred in the past. For instance, *as my mother prepared dinner, I was still fueled by the food I had had.*

7) Using Material (action) Process

They convey the idea that some entity physically performs an action—which might be performed on another entity. Focused on the sequential request of occasions (transient combination). Combination is a part of a connective. It is a grammatical feature (or word class) that capacities as a link between words, phrases, clauses, and sentences. For instance, *last year, on a weekend, etc.*

8) Focus on transient arrangement of occasions (worldly combination) Conjunction is a connective. Focus on the sequential request of occasions (transient combination) Conjunction is a part of a connective. It is a grammatical

feature (or word class) that functions as a link between words, phrases, clauses, and sentences. For instance, *then*, *next*, *after* *that*

#### **4. Student's Worksheet**

As defined by Belawati (2007:3:27), a students' worksheet is a piece of instructional material that is provided in such a way that students are required to independently understand the content of the lesson. Students' worksheets, according to Sutiasih (2009), are a sequence of assignments written out in the form of questions. Students can grasp the materials they studied by answering all of the questions. The purpose of a students' worksheet is to make it easier for them to comprehend the subject matter they have studied. Furthermore, according to Darusman (2008:17), a students' worksheet is a page that offers instructions for students to carry out the tasks that have been organized. It entails instruction, direction, and comprehension of the content being studied. As a result, students' worksheets can be regarded a source of learning, as they are sheets that contain brief material, learning objectives, directions, and questions that students must answer.

#### **5. Kahoot!**

In addition to being a popular game-based learning platform, Kahoot! is also a very user-friendly platform for both instructors and



students. Developed in partnership with the Norwegian University of Technology and Science (NTNU), it is the brainchild of Johan Brand, Jamie Brooker, and Morten Versvik. This game-based application is specifically built and intended to reinforce and/or review the information of the learners, as well as to assess their understanding in the form of a brief quiz in a fun and engaging manner. Kahoot! now offers four different types of forms, which are as follows: quiz, jumble, survey, and discussion. These forms can be customized to meet the needs and interests of the user. A free application is also provided by Kahoot!, which allows both teachers and students to be more flexible in their learning environments.

Kahoot! is a simple tool that can be used to make quizzes and has an interface that is created in English. It is free to use. To set up a fundamental game environment, educators must register with "getkahoot.com," but understudies are not required to register with the site. It is completely free and simple to participate in the program. After joining up, the Kahoot! program is effectively moulded, and games created and shared by different people can be viewed. Kahoot! games that have been approved can be used in classroom activities. Kahoot! can develop future study questions that are identical to those found in classroom lecture notes. The nickname assigned to each student is determined at the time of checking in. Understudies whose nicknames appear on the board demonstrate enhanced motivation, resulting in more active assistance from their peers. The tables provide

the opportunity to solve problems more quickly and to review them on a computer screen.

Kahoot! requires that participants log into the system using a game pin (number) and a pseudonym provided by the teacher, which is referred to as Host Live in Kahoot! Multiple choice questions are projected onto a screen, and learners can then answer questions using a number of devices (computers, laptops, tablets, or cell phones) by connecting colors and shapes to the correct response. The goal for the students is to select the correct answer as quickly as possible while still achieving the maximum number of points that may be achieved under the circumstances. Teachers can use instant Kahoot! that have been created by others, or they can create their own quizzes, jumble questions, discussion topics, or perhaps studies based on their favourite theme or subject. The site even keeps track of members' achievements by looking at what they performed during the Kahoot! game, as well as their overall achievements when logged in.

## **6. Need Analysis**

Hutchinson and Water define need in connection to language instruction as the capacity to perceive and/or produce the target situation's linguistic qualities (1987:54). According to Basturkmen (2010:17), need analysis is the process of determining the exact language and abilities that a group of language learners would require. Meanwhile, Hyland made reference to the definition of need in Paltridge and Starfield (2013). Analysis refers to the techniques for gathering and evaluating data

pertinent to course design: it is the process through which the how and what of a course are established.

There are two types of need in need analysis: target need and learning need. Hutchinson and Water (1987) affirmed that students need did in target situation which is gained from the need analysis is called target need. To know learner's need to did in target situation, some aspects had to be considered, 1) Necessities: learners had to determine the needs in order to function in the target situation effectively, 2) Lacks: what learners' lack of are or learners' difficulties in English learning, 3) Wants: Learners' expectation of English learning.

After analysing the target needs, learning needs of students had to be discovered by following aspects, while learning needs considered as what learner needs to did to learn, Hutchinson & Water (1987:60), those aspects are: 1) goal, 2) input, 3) procedures. 4) setting, 5) teachers' role, 6) students' role.

## **7. Syllabus in Curriculum 2013**

Curriculum 2013 is a character- and competency-based curriculum. Curriculum 2013 is developed in response to the critiques leveled at the 2006 School Based Curriculum. It is part of the government's endeavour to address the numerous issues confronting the world of education today.

According to Brown (2003), a syllabus is the integration of curricula for the purpose of guiding education. Syllabus is a document that contains guidelines regarding the standard of competences, fundamental

competences, teaching materials, activities, indicators of achieving the teaching learning process's goal, evaluation, time allocation, and source of teaching materials used in the teaching learning process. Syllabuses assist teachers in preparing study materials and converting them into lesson plans.

In SMP Kemala Bhayangkari, they used Curriculum 2013 (2017 revision) based on Permendikbud UU No. 37 (2018) for all of the subject of the study. In English subject, there are 3 types that had to be learned by the students such as Interpersonal Text, Transactional Text and Functional Text. Functional Text is divided into two kinds, Short Functional Text and Long Functional Text. In this study mainly focus on Long Functional Text especially in recount text material

### **III. RESEARCH METHODOLOGY**

This study would be undertaken through the use of Research and Development (R & D) method. This research based on Borg and Gall's technique of research and development. According to Borg and Gall (1985), research and development was divided into six stages. 1) Gathering information and data, 2) Analyzing data, 3) Designing new material, 4) Evaluation of material/validating by the experts, 5) Revising the materials, 6) Final product.

The study's data source was the participants from whom data could be acquired for research purposes (Arikunto, 2010: 129). The subjects of this research were an English teacher and grade eight students of SMP

Kemala Bhayangkari Medan. The research would involve class of grade eight A. It consists of 25 students.

The data would be gathered utilizing a combination of two strategies: an interview and a questionnaire. The researcher would interview the English teacher in grade eight of SMP Kemala Bhayangkari 1 Medan. Frankel and Wallen (2009:445) stated that interviewing was an important technique for a writer to check the accuracy or to verify the impressions he/she has gained through the observation. The purpose of interviewing people was to find out what was on their minds and how they feel about something. There were some questionnaires that would be responded by the students. This strategy would be used to obtain the data about developing reading test that provided four options by which students have to choose one of them.

The data collected for this study would be examined qualitatively and quantitatively. Koshy (2005) demonstrates that numerical data could be quantified and represented. Tables and charts could be used to present this type of data. Additionally, qualitative data could be offered for study in the form of transcripts, descriptions, and documents.

To begin, data would be gathered and analyzed from the interview. These statistics would be used to evaluate the media and to determine the students' needs for recount text learning. The data would be analyzed qualitatively and quantitatively. The qualitative data would be examined after the interview and questionnaire were completed. While quantitative data in the

form of percentages would be gathered from the questionnaire. The researcher compiles the data in a table and then summarizes the findings.

The following formula would be used to analyze the data from the students' need analysis questionnaire (Sugiyono, 2009:144):

$$P (\%) = \frac{f}{n} \times 100$$

Where: P = Percentage  
f = Frequency  
n = Total number of Respondents  
100 = Fixed number

The highest percentage of correct responses on any question indicates the students' proclivity in relation to the conditions.

The expert validation questionnaire, which was sent to experts in order to obtain their judgments, would be analyzed using the Likert-Scale. The researcher would use Mean to quantify and analyze the data from the questionnaire by applying the calculation below:

$$P = \frac{\sum Fx}{N}$$

Where: P = Mean

$\sum Fx$  = Total score

N = Total number of data

Suharto (2006)'s theory of quantitative data conversion would be applied in identifying the category of mean:

$$R = \frac{X_h}{X_i}$$

Where: R = Range

$X_h$  = Total score

$X_i$  = total number of data

The conversion would be presented as follow:

**Table 3.1. Quantitative Data Conversion**

<b>Scale</b>	<b>Interval</b>	<b>Category</b>
<b>1</b>	$1 \leq x \leq 1.79$	Very Poor
<b>2</b>	$1.8 \leq x \leq 2.59$	Poor
<b>3</b>	$2.6 \leq x \leq 3.39$	Fair
<b>4</b>	$3.40 \leq x \leq 4.19$	Good
<b>5</b>	$4.20 \leq x \leq 5.00$	Very Good

#### **IV. DISCUSSION**

Brown (2004:185) asserted that reading ability was the most critical skill for success in all educational settings; reading ability was also critical for developing assessments of general language ability. To determine the extent of the students' reading abilities, the teacher should conduct an evaluation. As a result, providing students' worksheets could be utilized to measure students' abilities. According to Brown (2004:3), tests were a process for quantifying pupils' capacity, knowledge, or performance in a certain domain.

Technology could assist teachers in creating more engaging instructional materials. Additionally, it would entice kids to join in answering questions and participating in the learning process. Games were one type of technology that could be used in teaching. Games were extremely appealing to pupils due of the reward. Apart from being pleasant, games motivate students to compete, which could help pupils develop their creativity, problem-solving abilities, and teamwork. Students benefit tremendously from these qualities. As a result, incorporating gamified designs into learning spaces that incorporate an element of motivation could result in a more successful learning process. According to Malone in Lieberoth, there were three types of intrinsically motivating instructions that make learning enjoyable: Challenge (uncertain results), Fantasy (captivating through intrinsic or extrinsic fantasy), and Curiosity (sensor curiosity through layouts, and audio, and cognitive curiosity). As a result, Kahoot! was strongly suggested as a worksheet for pupils. Several evaluations of the literature asserted the benefits of Kahoot! and its beneficial effects on student learning, including Hunsu, Adescope, and Bayly (2016), who noted that Kahoot! delivers immediate feedback, boosts class involvement, and improves recollection of the focal material.

Based on need analysis and interview, it was found that the student's worksheet was inappropriate to students' need. The study revealed was that the student had difficulties in comprehending reading text especially when doing worksheet. The students could not comprehend the text because they have difficulties in finding the information in the text (table



4.2). This was related to their necessities that they wanted to master English vocabulary by learning English text (table 4.2). Elwér, (2014), revealed that Reading comprehension difficulties are primarily caused by a lack of vocabulary, morphology, and grammar; as a result, students will have difficulty comprehending the text and, more importantly, drawing conclusions from the text they read. In learning activity or doing a task especially worksheet, they wanted to do individually rather than in pair or group (table 4.6). In addition, they preferred read the recount text about daily life experience (table 4.3). Therefore, the appropriate worksheet was needed to overcome this problem. It was stated that this study was to develop student's worksheet for reading comprehension of recount text using Kahoot! for grade eight.

The worksheet was created to accommodate the students' needs. The researcher distributed questionnaires and conducted interviews with teachers to gather data and information for the relevant worksheet. Secondly, the researcher analysed the students' need to found out what the lacks and students' wishes to learn about recount text such as mastering English vocabulary to communicate in oral and written (Table 4.2). After all the information needed have been gathered, the researcher started to design the worksheet. A study by Kwiatkowska-White (2008) found that reading comprehension difficulties are found at a variety of levels which consist of poor vocabulary, text base and situational model construction. So, the researcher constructed the worksheet based on the students' situations. Before that, lesson plan, syllabus, textbook and worksheet were

analysed so that the new developed worksheet could be in accordance to core competence and basic competence students must achieved. In this study, the researcher used Kahoot! as tool to create students' worksheet. Kahoot! has many features which could add to support learning process when doing worksheet, such as pictures, videos, music, and the duration for each question.

The feasibility test was also carried out by the validator so that the worksheets made were feasible to be given to students. After being validated, taking into account suggestions of validity, for the final developed worksheet a total of 25 questions were created for the student worksheet which could be accessed via Kahoot!. Based on the score from validator, the average worksheet score was 95.4% with details on content aspect was 92.8%, the presentation aspect was 92%, the language aspect was 97%, and the layout was 100% which was categorized as very good and it was suggested to use in English class especially for reading recount text.

Recent studies showed that the benefit of using Kahoot! to be students' worksheet was effective for them. The result of Setiawan (2020) showed that the use of Kahoot! as a media for tenth graders of one of Senior High Schools in Lamongan influences their score in reading comprehension in recount text. In line with this, Ima (2018) also got the result form this study. It was found that the use of Kahoot as a media for the English Department students of STKIP PGRI Jombang influences their reading skill. Then, Karunia et al (2020) showed that there were several forms of

behavioral engagement while students used the Kahoot application, namely students' attendance, students' participation, students' interaction, students' obedience, students' obstacles, and difficulties. The advantages of Kahoot were that students understand the lesson better, could manage time well, and feel happy when filling out quizzes on the Kahoot application. Furthermore, Ichwan (2018) revealed that using Kahoot could increase students reading comprehension. As a result, this research was distinct from earlier studies that examined the effectiveness of Kahoot! and assessed the effectiveness of Kahoot! without an awareness of the students' needs during the English learning process, particularly for reading worksheets, in enhancing students' reading ability

## **V. CONCLUSION AND SUGGESTIONS**

### **A. Conclusion**

The students' worksheets were developed by fitting the materials based on basic competences and students' need. The need analysis was conducted on September 25<sup>th</sup> 2021 at SMP Kemala Bhayangkari Medan. 27 students of grade eight were given a need analysis questionnaire. Then, the information was analysed. After that, the new worksheet was developed. Next, the worksheet was validated by using expert judgement by two experts to see the deficiencies or things that have been missed so that the researcher could revise it. The average score given by the expert was 4.5 and 4.9 or 95.4%. The score showed that the worksheet was valid and appropriate to be used as students' worksheet in teaching reading

comprehension of recount text for grade eight at SMP Kemala Bhayangkari Medan. After the worksheet had developed, the students could access the worksheet in Kahoot! by entering the game-pin shared by the teacher. This worksheet contains twenty-five questions about recount text, with an emphasis on reading ability. The questions were multiple choice and short answer. Each question from 1 to 10 would need students to choose the right response, from 11 to 25, the students must answer the questions by typing the correct answer. Before start to answered the questions, the students were given instructions and the texts that would be used as the topics of the questions. Each question would take around 90 seconds to complete. After each question was answered, the students' score was displayed on the screen. The score was determined by the correct response and the speed with which the question was answered. If the students could answer the question correctly and quickly, the students would gain streak point.

Based on those findings mentioned, it was concluded that Kahoot! could be one of the recommendations tools in developing students' worksheet particularly in comprehending recount text.

## **B. Suggestions**

After developing students' worksheet for grade eight, some suggestions were recommended for students, teacher, and other researcher.

For the students, it was recommended that the new developed worksheet should be used by the English teacher to help the students to comprehend recount text of reading comprehension.

For the teacher, it was suggested that during the teaching and learning process, the teacher should be more sensitive to the needs of the students, such as when selecting learning material and using media. Teachers could utilize a variety of resources to create engaging and inventive worksheets. In this study, a worksheet created with Kahoot! However, teachers could combine it with other tactics or strategies to assist students in achieving their English proficiency goals, particularly in the reading skill.

For other researcher, it was suggested that they could developed another worksheet for junior high school students with other skills, such as writing, listening, or speaking. It was also expected for other developers to emphasize the needs of the learners related to English reading materials and the requirements of the curriculum to develop the materials based on basic competency. Furthermore, Kahoot! could be widely used for teaching learning reading and could be tested for better quality as research experiment to measure the effectiveness.

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