



Developing Instrument Evaluation in Teaching Reading Using KAHOOT Applicant for Senior High School

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ABSTRACT

The purpose of this study is to find out how the feasibility of evaluation tools using KAHOOT application and how students respond to the evaluation tools to be developed. The research method used is research and development (R&D) method using the research model of test instrument development. Research instruments used in the form of tests and questionnaires. This research consists of five steps: 1) Gathering data and information, 2) Need analysis, 3)

Developing the instrument evaluation, 4) Validating the product, 5) Revising product and presented as a final product. The average score for student works from the mean value from all aspects is 3.6. It could be concluded that the worksheet is categorized as "Very Good" since the position of the mean value was in the interval $3.25 \leq x \leq 4.00$.

Keywords:

Evaluation, Kahoot, Reading

INTRODUCTION

Reading as a receptive activity is different from a productive one like speaking and writing, Rusmanayanti & Hanafi (2018). Reading is a skill, which everyone have to survive in this world, and knowing how to read in English is a skill that is no longer useful only for English speakers. English has become the lingua franca of the world and without knowing how to read in English, survival in the world is going to very difficult (Al-Beckay and Reddy, 2015). As teachers move on from the 21st century, there is no doubt that technology is here to stay. However, what do teachers do about the basic literacy skills of reading and writing? How do teachers teach, let alone motivate, students when they are playing computer games, surfing the internet, and chatting with their friends on their favorite social app? According to Conradi (2014), it cannot assume that all students are even motivated by technology or that technology is inherently motivating. If teachers are use technology, they need to match how the students feel about the technology with the parts of it that

suitable to their dispositions. The development of information and communication technology (ICT) is moving so fast that it has even penetrated into all sectors of life (Prawiradilaga, 2013, p.15). In the development of ICT today the learning paradigm has shifted from traditional learning to technology-based learning (Munir, 2009, p. 141). Because if the teacher does not immediately adjust to the pace of the development of knowledge, it can be ascertained that the knowledge gained and mastered during two or three years of college will be lost to the times. For this reason, teachers do not have any other choice, other than to continually update and correct their knowledge and skills in every space and time (Suyanto and Asep, 2013). Therefore, the orientation of the use of media is the teacher itself (Wina Sanjaya, 2014). If the teacher does not do so the students may have greater knowledge and abilities than the teacher himself because of access to Technology, Information and Communication (Suyanto and Asep, 2013). Based on observations and interviews with several teachers and students at SMA Cerdas Murni, it is obtained the fact that the evaluation tool used is the student reworking by writing the answer sheet on the answer sheet provided by the teacher, usually the question is written by the student or read orally by the teacher. According to the background above, researchers interested to develop instrument of evaluation using Kahoot in Teaching Reading. This research was conducted to find out the mastery of student material, able to connect theory with real life and make an effective and efficient evaluation tool suppressing the weaknesses of conventional evaluation tools.

Reading Comprehension

Reading is the process of transferring idea from writer to listener. Alderson (2001) states that when readers process text; they integrate the new information from text into their preexisting schemata. More than that, their schemata influence how they recognize information as well as how they store it. Schemata influence how they recognize information as well as how they store it. Schemata are seen as interlocking mental structures representing readers' knowledge. When students read a book, they have new information about the book and they can compare with their knowledge before. In assessing the reading score, they need compare by their experience with what they have read already. Guthrie (2008) states that reading comprehension is a process if connecting the text and the student's prior knowledge about the topic of the text. So, reading comprehension is a way to join text and student previous knowledge. It means that if the student lacks of prior knowledge, new knowledge cannot be built and reading

comprehension is impossible.

Evaluation

Stufflebeam and Shinkfield (1985: 159) stated : Evaluation is the process of delineating, obtaining, and providing descriptive and judgemental information about the worth and merit of some object's goals, design, implementation, and impact in order to guide decision making, serve needs for accountability, and promote understanding of the involved phenomena. According to Carl H. Witherington (1952) "*an evaluation is a declaration that something has or does not have value*". The same statement was stated by Wand and Brown (1957), in the book entitled "Essentials of Educational Evaluation", that "Evaluation refer to the act or process to determining the value of something". Brinkerhoff (1986: ix) explains that evaluation is a process that determines the extent to which educational goals can be achieved. According to Brinkerhoff (1986: ix), in the implementation of the evaluation there are seven elements that must be done, namely: 1) the determination of the focus to be evaluated (focusing the evaluation), 2) preparation of evaluation designs (designing the evaluation), 3) collecting evaluations (collecting information), 4) analysis and interpretation of information (analyzing and interpreting), 5) reporting (reporting), 6) information management (managing evaluation), and 7) evaluation for evaluation (evaluating evaluation).

The Instrument of Evaluation

In the evaluation of education there are many evaluation tools in the form of text and non-text. Evaluation is also inseparable from the purpose of the evaluation itself, which is to obtain evidence data that will show the extent of students' ability and success in achieving curricular goals.

Nontest Technique

Those that belonging to the Nontest Technique are:

- 1) Rating scale
- 2) Questionnaire
- 3) Check List
- 4) Interview
- 5) Observation

Observations can be taken in three ways, namely:

- 1) Direct observation
- 2) Indirect observation

3) Observation of participation

Test Techniques

The test is one of the tools in doing an assessment, to collect information on the characteristics of an object. In learning this object can be the skills of students, interests, motivations, and so on. The test is the narrowest part of the assessment. According to Djemari (2008: 67) a test is one way to estimate a person's ability indirectly, namely through a person's response to a stimulus or question. Tests can also be interpreted as a number of statements that must be given a response in order to measure a person's level of ability or reveal certain aspects of the person subject to the test. Test participants' responses to a number of questions and statements describe abilities in a particular field. Tests are used to measure hard skills learning outcomes. Tests can be divided into several types, and the distribution of these types can be viewed from various perspectives.

- 1) Description Form Test: Based on the level of freedom of test participants to answer description test questions, in general descriptive tests can be divided into two forms, namely: free description test or open description (restricted response) and restricted response test.
- 2) Objective Test : There are three types of objective tests, namely:
 - a. True-False
 - b. Matching
 - c. Multiple Choices
- 3) Oral test: are test that require answers from students in oral form. Students will say the answer in their own words according to the question or command given.
- 4) Practice Test: Practice tests are tests that require students' answers in the form of behavior, actions, or actions. Furthermore, Stignis suggests "practice tests are a form of testing that students are asked to carry out special activities under the supervision of examiners who will observe their appearance and make decisions about the quality of demonstrated learning outcomes".

METHOD

This type of research is a Research and Development method. Research and Development is a research method used to produce certain products, and test the effectiveness of these products. It is adapted R&D research method proposed by Borg Gall and Gall. Borg Gall & Gall (2003:569) state that R&D is an industry based development

model in which findings of research are used to design new products and procedures, which are systemically field-test, evaluate and refine until they meet specified criteria of effectiveness, quality or similar standarts. R&D had stages of educational research as following: Gathering information, Analyzing the data, Designing New Material, Final Product, Revising, and Validating New Material.

The Research instruments are measuring instruments such as tests, questionnaires, interview guidelines and observation guidelines that are used to collect data in a study. The instrument used in this study used tests and questionnaires.

The data were taken from the syllabus of Senior High School of SMA Cerdas Murni even semester in English.SMA Cerdas Murni is a school that has used the 2013 curriculum. Researchers chose the school because the school already has computer facilities and Wi-Fi networks and permitted their student to bring mobile phone, but the school has not utilized it optimally and has not been utilized by teachers in implementation of evaluation in English learning. Teachers in evaluating still use the conventional method, namely using a paper test (using paper).The evaluation use formative assessment to measure the level of success of students in mastering the material in accordance with the learning objectives that have been previously set. From these activities, it can be seen how the level of understanding of students and their weaknesses are then improved so that the results of the learning process are better.

This data analysis technique uses quantitative and qualitative analysis techniques. Qualitative data were obtained from validator input at the validation stage, input from material experts, media experts and linguists. While quantitative data is describing the results of product development that are made in the form of evaluation tools using the Kahoot application.In analyzing the quantitative data from the need analysis questionnaire for the student, the formula of frequency is used to analyze the quantitative data. The data will be analyzed by using the following formula proposed(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 the answers on each question is considered as the

tendency of the students related to the conditions.

The expert validation which address to the experts to get their judgments is analyzed using *Likert-Scale*. The data from this questionnaire is measured by using Mean and analyzed by using the following formula:

$$Mn = \frac{\sum Fx}{N} \times 100$$

Where: P = Mean

$\sum Fx$ = total score

N = Total number of data

In classifying the category of mean, theory proposed by Suharto (2006) about quantitative data conversion was used.

$$R = \frac{Xh - Xi}{4}$$

Where: R = Range

Xh = total score

Xi = Total number of data

4 = Range of the Likert-Scale

Table 1. Data Conversion Table

Scales	Interval	Descriptive Categories
1	$1.00 < (\bar{x}) \leq 1.75$	Poor
2	$1.75 < (\bar{x}) \leq 2.24$	Fair
3	$2.25 < (\bar{x}) \leq 3.24$	Good
4	$3.25 < (\bar{x}) \leq 4.00$	Very Good

In analyzing the collected documents, the writer matches the existing materials to the syllabus. Then, the writer plans to develop the appropriate Students Reading Evaluation based on the need analysis and basic competency demands.

Data

Analysis of data needs at this stage aims to make it easier for teachers to evaluate and students become enthusiastic in learning. The product developed is an evaluation tool using the KAHOOT application in class X English learning. The analysis at this stage is carried out by providing a questionnaire for students' assessment of the evaluation tool.

The material in the even semester of class X, namely Simple Past Tense, Recount Text, and Past Progressive. The questions presented in the online quiz include questions on the Simple Past Tense, Recount Text, and Past Progressive material. Some questions are adjusted to the syllabus used at SMA Cerdas Murni.

RESULTS

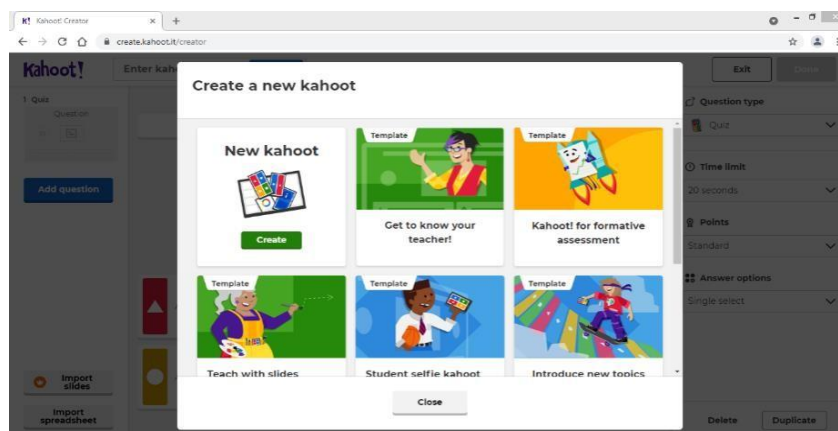
Designing Test

Assembling evaluation tools in the form of online tests according to the categories presented in the application. After reviewing the questions and assembling the initial design questions on the test display according to the online-based test category using the KAHOOT application.

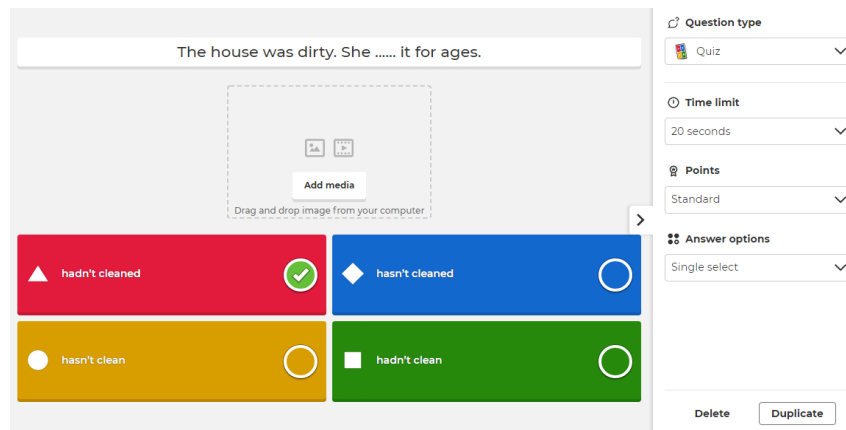
Picture 1. Home page of Kahoot



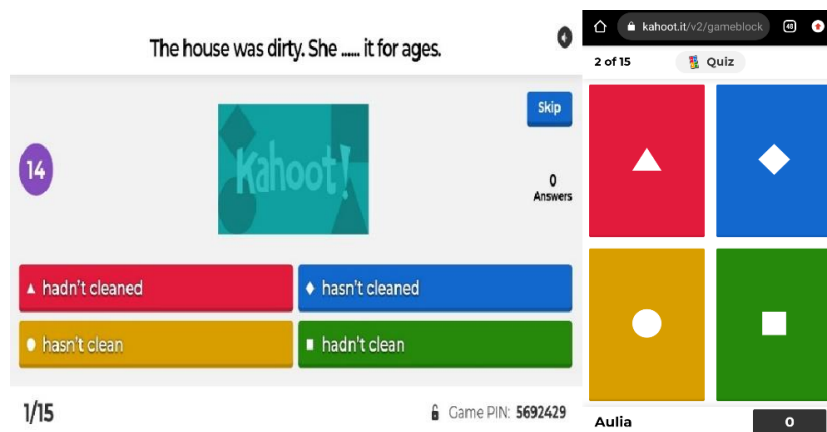
Picture 2. Section to create new Kahoot



Picture 3. Exercise page in Kahoot



Picture 4. The new Kahoot page



DISCUSSIONS

In the preliminary study stage in developing evaluation tools using Kahoot application a series of processes are conducted is to make observations to the school that will be used as a research site, namely SMA Cerdas Murni. The observation stage is useful to know the needs of the school and the availability of supporting infrastructure to conduct research at SMA Cerdas Murni and aims to know the interest of students in English language learning and the interest of students towards the application to be developed. From observation obtained that students are very fond of learning while playing let alone using online tests in the form of games but the school has not utilized the maximum infrastructure to support learning activities, especially English. So the school desperately needs something new in learning by introducing Kahoot application that can help the evaluation process on English language learning.

Furthermore, adjust the questions that will be included in the application in accordance with the curriculum syllabus 2013 used in SMA Cerdas Murni. In KAHOOT

application there are 4 categories of tests, namely quiz, survey, jumble, and discussion. In developing evaluation tools using Kahoot application researchers use one category of tests that are in the application. After that the next step of product design is to create a problem by using the quiz category in the application. There are 15 quiz categories in the app. Furthermore, the design of the website is to register by email. Kahoot application is available for free and can be played using a computer or android phone. The initial design of the test display is to fill in the test identity after completing the test identity and then start entering the question into the test category in the application. Problems that have been created can be saved and published. The result of product development in the form of evaluation tools using KAHOOT application in X-class English lessons.

CONCLUSIONS

Based on the research finding regarding to the target needs and learning needs of the students and the result of the expert judgment, the students' instrument evaluation using kahoot in this research was considered appropriate to be used in studying reading for the tenth grade students of SMA Cerdas Murni. As the result from the validators, the average evaluation from all aspects was 3.6. It could be concluded that the instrument evaluation categorized as "Very Good".

Suggestions that can be conveyed from the results of research on the development of evaluation tools using the KAHOOT application in improving the understanding of high school students are as follows:

- 1) Learning English using an evaluation tool using the KAHOOT application can be used by teachers in evaluating the level of students' understanding of the material that has been delivered.
- 2) Teachers can develop evaluation tools using the KAHOOT application with different question materials.
- 3) The evaluation tool using the KAHOOT application is very well applied to students in addition to adding to the learning experience it also makes students not bored in participating in English lessons.
- 4) The KAHOOT application is a practical evaluation tool that teachers can use because the test results can be saved and downloaded.

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