

**KAHOOT-BASED COLLABORATIVE LEARNING TO IMPROVE
READING SKILLS OF EFL LEARNERS
SKRIPSI**

Submitted in Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

By

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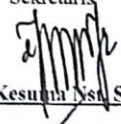
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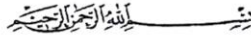
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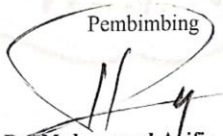
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SURAT PERNYATAAN

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ABSTRACT

Putri Rahma Sari Hasibuan. 1902050035. “ Kahoot Based Collaborative Learning to Improve Reading Skills of EFL Learners” Skripsi. English Education Program. Faculty of Teachers` Training and Education. University of Muhammadiyah Sumatera Utara. Medan 2023.

This study aimed to see an increase in students' reading ability by using the Kahoot application. Classroom action research design through planning, action, observation, and reflection is used in this research. The subjects of this study were 22 students of class X, total 22 students applying qualitative and quantitative data. This study's results indicate an increase in the percentage of students' KKM completeness in learning to read using the Kahoot application. In the pretest, students who did not reach KKM (75) were 0%. In cycle I, students achieved a KKM (75) of 31.81%. Moreover, in cycle II, the students who scored above the KKM (75) were 72.72%. Thus learning students' reading skills using the Kahoot application can improve their reading skills.

Keywords : Collaborative Learning, Kahoot Application, Reading Skilss

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This research intended to fulfill one of the requirements for accomplishing an S-1 degree at the English Department of Teachers Training and Education Faculty, Universitas Muhammadiyah Sumatera Utara. Furthermore in finishing the research entitled "Kahoot- Based Collaborative Learning to Improve Reading Skill of EFL Learners". In writing this skripsi , there were many difficulties and problems faced but she did not end her efforts to improve it, and it is impossible to finish this study without much help from others. Therefore, the researcher would like to thank to:

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Medan, September 2023
The Researcher

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TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF CHARTS	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION	1
A. The Background of the Study	1
B. Identification of the Problem	3
C. The Scope and Limitation	4
D. Formulation of the Problem	4
E. The Objective of Study	4
F. The Significance of the Research.....	4
CHAPTER II REVIEW OF LITERATURE	5
A. Theoretical framework	5
1. Collaborative Learning.....	5
1.1. Benefits of Collaborative Learning.....	
1.2.Types of Collaborative Learning	6
1.3.Model Steps of Collaborative Learning	6
2. Kahoot Application	7
2.1. Kahoot advantages and disadvantages	8
2.2. Tutorial on Using Kahoot Application.....	10
2.3. Steps of Kahoot	11

3. Reading	14
3.1. Types of Reading	14
3.2. Purpose of Reading	15
4. EFL Classroom	18
4.1. Benefit EFL of Classroom	19
B. Previous of the Study	19
C. Conceptual Framework	21
CHAPTER III METHOD THE RESEARCH.....	23
A. Location of the Research	23
B. Subject of the Research.....	23
C. Research Design.....	23
D. Procedure of Research.....	24
E. Instrument of Research	26
F. Technique of Collecting Data	26
G. Technique of Analysing Data.....	27
CHAPTER IV FINDING AND DISCUSSION	29
A. Finding	29
B. Discussion	30
CHAPTER V CONCLUSION AND SUGGESTION	44
A. Conclusion	44
B. Suggestion.....	45
REFERENCES.....	46

LIST OF TABLES

Table 4.1 Pre Test Result	30
Table 4.2 Summary in Preliminary Test	30
Table 4.3 Data of students who passed KKM (Cycle I)	32
Table 4.4 Score of Students Activity in the Learning Process of Cycle I.....	34
Table 4.5 Observation of Teacher Activity of Cycle I.....	35
Table 4.6 Data of students who passed KKM (Cycle II)	37
Table 4.7 Score of Students Activity in the Learning Process of Cycle II	39
Table 4.8 Observation of Teacher Activity of Cycle II	40

LIST OF CHARTS

Chart 4.1 Student's Score in Pre-Test	31
Chart 4.2 Student's Score in Cycle I.....	33
Chart 4.3 Student's Score in Cycle II.....	38
Chart 4.4 The Improvement of Students' Score in Cycle I and Cycle II.....	41

LIST OF APPENDICES

Appendix I Lesson Plan Cycle I

Appendix II Lesson Plan Cycle II

Appendix III Instrument of Research of Pre-Test

Appendix IV Instrument of Research of Cycle I and Cycle 2

Appendix V list of Students' Initial Name

Appendix VI Score of Students' Activity in the Learning Process of Cycle I

Appendix VII Score of Students' Activity in the Learning Process of Cycle II

Appendix VIII Students' Attendance

Appendix IX Students' score in Pre-Test, Cycle I, Cycle II

Appendix X The Students' Join Kahoot Application

Appendix XII Documentation

Form KI

Form K2

Form K3

Lembar Pengesahan Proposal

Lembar Pengesahan Hasil Seminar Proposal

Lembar Keterangan Seminar

Lembar Pernyataan Plagiat

Lembar Surat Izin Riset

Lembar Surat Keterangan Selesai Riset

Berita Acara Bimbingan Proposal

Berita Acara Bimbingan Skripsi

CHAPTER I

INTRODUCTION

A. The Background of the Study

Collaborative learning is a learning method used in the classroom. This method is used in the learning process in groups in class to set a good strategy for the class and make it easier for students to learn comfortably. Then it is combined with advanced technology so that the method does not become extinct.

The advent of digital technology has significantly impacted the routines and practices of the vast majority of human occupations. Most individuals have studied more complex and emerging technologies for their professional demands. This influence also brings about changes in the teaching and learning process, such that the development of the learning process in the classroom, particularly in Indonesia, can be seen beginning with the present period (Pratolo & Solikhati, 2020:1508).

Technology can integrate with learning approaches if the instructor is familiar with the technology, one learning strategy that will be used as a solution to a problem in class involves students who cannot participate in study groups. The collaborative learning method is a teaching group where students work in a group to solve problems in student learning in the classroom and the technology that will be integrated with this strategy is Kahoot . Kahoot reduces boredom and monotony in the learning process in the classroom, with the instructor as the host and the students as players (Laal & Ghodsi, 2012:491).

Digital technology has made it simpler for people to communicate their creative thoughts as technology has become easier. The Kahoot application is one

of the application-based technologies developed by John Brand, Brooker, and Morten Versvik. This program was designed to make learning enjoyable for students and instructors. This application also facilitates the evaluation of classroom learning and the expansion of student vocabulary, particularly during examinations. Using the Kahoot activities, students, and instructors may facilitate the learning process by engaging in student-centered and substantial dialogues (Fisch & Zucker, 2019:1).

Since 2013 when the platform was introduced, several research on the impact of implementing Kahoot in the classroom has been published. The game-based student response system Kahoot briefly converts a classroom into a game show. The instructor is the game show presenter, while the pupils are the contestants (Wang & Tahir, 2020:2).

Based on the experience of school interns (PLP) and the frequency of student complaints in their learning process in the class. In addition, reading learning materials in the classroom, also still use manual methods. Students also need help understanding every lesson the teacher gives related to reading material. Bringing games to class is a different situation and will be challenging. Many claim playing is challenging because they have never used games to learn the strategy (Squire, 2005:3). It takes them some time to realize that they really understand something about the game. Bringing game technology to the classroom can pose several challenges (Wang, 2015:218).

In addition, at SMK Swasta Pariwisata Imelda Medan, many pupils cannot collaborate with their peers during classroom instruction. They don't know how to work well in groups, so they do learning activities in groups in class but use

collaborative learning (individually) outside of class. In collaborative learning, only one person is active in presenting the results of his learning, whereas in collaborative learning, each member of a group must work together and be active during the learning process. Collaborative learning is also teaching and learning that includes groups of students working together to solve issues, complete tasks, or resolve difficulties in teacher-assigned assignments (Laal & Ghodsi, 2012:486).

The researcher use Kahoot as a method in the collaborative learning process to improve student reading skills in the class. Kahoot games can also improve students' reading comprehension skills in learning (Korkmaz & Öz, 2021:1139). To make the group learning atmosphere not feel boring in the classroom, teachers get 3 activities from Kahoot : making discussions in class, making quizzes as student evaluations, and student perception surveys (Yürük, 2020:142). In the Kahoot application, students learn while playing and the teacher plays an important role in using this Kahoot application. The researcher hopes using kahoot for collaborative learning method to improve reading skills of EFL learners SMK Swasta Pariwisata Imelda Medan.

B. The Identification of the Problem

In relation to the background of the study, the researcher will identify as follows:

1. Students feel bored when learning English.
2. Students experience difficulties when learning in groups
3. The teacher only uses traditional methods in the class.

C. The Scope and Limitation

The scope of the study discussed Collaborative Learning. And the limitation of this study was on Kahoot-Based Collaborative Learning to Improve Reading

Skill of EFL Learners in the first grade of SMK Swasta Pariwisata Imelda Medan
Academic Year 2022/2023.

D. Formulation of the Problem

1. Was there students have learning difficulties using collaborative learning methods?
2. Was there a significant increase in students' reading using the Kahoot application?

E. The Objective of the Study

Based on the formulation of the problem above, the objective of this research is to find out how students improve reading skills in collaborative learning by using the Kahoot application.

F. The Significance of The Study

The result of this study has two aspects theoretically and practically.

1. Theoretically

In general, the findings of this research add to the use of the Kahoot application for group learning. These outcomes also pose challenges for pupils in the classroom learning process.

2. Practically

- a) The researcher can add to their knowledge about the Kahoot application and can also share it with people who want to research this field.
- b) For teachers, can apply kahoot as collaborative learning in the class.
- c) For students, enjoyable learning in the class.
- d) For other researchers, it also helps them for further research as their reference.

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical Framework

Theories are required when conducting research to explain some concepts used in the research. To avoid confusing the readers, the terms must be defined clearly. In order to get the points across clearly, the researcher presented some theories related to the study.

1. Collaborative Learning

Collaborative methods have been found since the 18th century, namely Benjamin Franklin's method called Autonomous Learning autonomous learning is a method that focuses on students only and limits the independence of students with technology-based learning (Masouleh & Jooneghani, 2012:836).

Collaborating is working with a group of friends (Barkley et al., 2005:4) . Collaborative learning of students who solve problems and achieve common goals from the results of the issues they find. Collaboration is the interaction and lifestyle of each person accountable for their activities, including learning and valuing their colleagues' talents. It implies that individuals should respect their group when they meet together (Laal & Ghodsi, 2012:491). Collaborative learning in the classroom also uses various teaching techniques by exemplifying how a teacher should conduct and influence students.

The responsibilities of the instructor and students in the classroom must be understood. Students are recipients of information provided by instructors,

whose job is to supply information. Competence, individuality, and collaboration are components of a system that requires students to work together in class as part of collaborative learning (Johnson et al.,2015).

The theory of collaborative learning implies the establishment of groups of students to complete learning objectives and refers to instructional strategies that improve students' collaboration in pursuit of shared goals (Laal & Laal, 2012:1).

According to (Respati, 2018:17) collaborative learning allows students to interact and communicate with their group mates to help them understand a topic given by the teacher by discussing it in class. This method provides an opportunity for students to evaluate themselves and gain knowledge when interacting with other people whose thoughts are different. In addition, Collaborative learning also has several assumptions:

1. Learn actively and independently to create new things or skills according to their goals
2. Learning is made according to context based on facts and student abilities.
3. Students who have different thoughts and different learning styles
4. Social learning, which means that humans must be able to work in groups.

In applying collaborative learning methods in a class, students must participate and be active in the learning process and be able to communicate with individuals in groups. By combining the understanding that students have so that they can solve a problem and can provide solutions to improve the

quality of students and add to their new experiences.(Smith & MacGregor, 1992:2).

There are also some characteristics of collaborative learning by Nelson 1999 (cited in Mulyati & Parwati, 2021:4).

1. Each student's learning process can directly see the process of exchanging ideas and information on a topic.
2. Provide opportunities for students to investigate further about the topic and provide solutions to solve a problem.
3. Students can adjust their learning environment to support the learning process as a group.
4. In the process of learning in groups or sufficient opportunities can be called collaborative learning.
5. Many implement learning activities such as solving problems and completing projects.

These characteristics show that the method focuses on students and helps students discover more about an existing problem topic. Students can also develop their critical thinking when there is a problem and can train students to respect each other and can provide support to each individual.

1.1. Benefits of Collaborative Learning

There are several advantages to the collaborative learning method, namely the benefits of social, psychological, and academic assessment:

A. Social benefits

1. Collaborative Learning helps students develop their social systems

2. Collaborative Learning directs students to build understanding between students and others.
3. Collaborative Learning provides positive energy to students.
4. Collaborative Learning develops a learning community.

B. Psychological benefits

1. Collaborative Learning is centred on the quality of students
2. Student-centred instruction increases student self-esteem
3. Reducing anxiety when working together and opinionating each other.
4. Collaborative Learning gives students a positive attitude.

C. Academic benefits

1. Collaborative Learning can increase students to think critically.
2. Involve students to be active in the learning process.
3. Provide techniques for students to solve a topic problem.
4. Collaborative Learning helps motivate students to study hard (Laal & Ghodsi, 2012:487).

1.2.Types of Collaborative Learning

- a. Formal collaborative learning is a kind of learning that takes place within certain hours.
- b. Outside of the classroom, informal collaborative learning occurs when students collaborate in groups to attain learning goals.
- c. The core collaborative group is developing a group in the classroom so that the group will continue to exist in the next lesson.

- d. The collaborative structure of the instructor must identify and organize lessons in general so that they are cleanly organized (Johnson et al.,2015).

1.3.Model Steps of Collaborative Learning

- a. The teacher distributes the group
- b. Each group is given the material that has been made
- c. Explanation in advance of the material that will be given to students
- d. Each group must read, discuss and write.
- e. All groups work together in analyzing and answering problems in the learning material provided by the teacher.
- f. After getting the results of the discussion, each group is required to make a report on the results of the discussion.
- g. The teacher allows each group to show the results of the discussion that has been made.
- h. Each group makes the final result of their discussion and then gives it to the teacher
- i. The teacher will check discussion reports and give (Husain, 2020:17).

2. Kahoot Application

Kahoot! is a game-based student response application that will improve the classroom environment, with the instructor acting as the presenter and students as competitors (Wang, 2015:218) .

This practical program is easily accessible for setting up tests as well as providing additional facilities such as class discussions, and collecting survey data. This is a game-based class response system that is played in real-time by

the entire class as an evaluation produced by students. The tool was released as a beta version in March 2013 (Licorish & Lötter, 2022:246). In addition, Jamie Brooker and Johan Brand conceptualized Kahoot and released it in September 2013 as an educational game platform (Wang & Tahir, 2020:2).

Kahoot provides an accessible e-learning environment for teachers and other users. to use this app the teacher must have a main screen that many students can see in order to use Kahoot. Using this application requires the teacher to be ready to give Kahoot-based quizzes, if the questions are ready, students only need to press the correct answer button for the quiz prepared by the teacher, and the results will be displayed on the screen. main screen. Internet, smartphone, and laptop are required to use this application (Alharthi, 2020:40).

Kahoot is software that facilitates student activities in the classroom. It is particularly effective for producing questionnaires, organizing discussion groups and online tests, and asking students to work in groups. This may be used as a classroom-based student response system (Bicen, 2018:75). Also, game-based (SRS) was established in 2013 and focused on engaging and motivating students via these games (Wang, 2015:3). The program is a popular, free e-learning platform with over 30 million active users (Plump & LaRosa, 2017:2).

The kahoot application also allows teachers to design exciting and innovative learning methods more creatively (Holbrey, 2020:5). Teachers can make quizzes using existing designs on kahoot or create multiple choice and

students will use devices such as their cellphones to join the kahoot application and discuss it (Rosyidi, 2020:4)

2.1 Kahoot Advantages and Disadvantages

Each media has advantages and disadvantages, including the Kahoot application media. There are several advantages when using Kahoot media as a learning medium in the classroom. Kahoot also provides a sense of comfort while studying. In addition to the benefits of Kahoot, the goals are as follows:

- a. Involve students in the learning process
- b. Can be used as a student evaluation assessment tool
- c. Effective in reducing student frustration and stress over formative assessment in traditional methods.
- d. Provide student activity in each study group

The advantages of the application also make it easier for users, especially teachers, to study kahoot as a learning medium. In addition, another advantage of Kahoot is also simple and free with the various features you want, various unique templates, such as quizzes, discussions, and multiple-choice, are already available in Kahoot (Plump & LaRosa, 2017:7). Provide a play experience through audio/visual tools that attract students' attention (Rajabpour, 2021:1). This program is inexpensive since it connects to Kahoot utilizing a laptop or mobile device and wifi connectivity.

Based on the above description, the researchers concluded that the Kahoot application includes various characteristics to increase student interaction with other students by using the collaborative learning approach throughout the classroom learning process. Therefore, assessing student perspectives after

using the Kahoot application may determine if the program affects the student learning process. Kahoot makes education more engaging and prevents pupils from becoming bored.

The explanation above shows that Kahoot is a unique and fun application that keeps students interested. However, there are some disadvantages of Kahoot:

- a. Mobile phone restrictions may generate difficulties
- b. If more students join, it will cause competition and anger
- c. Internet connection must be strong.

It can be concluded that the use of Kahoot for teaching and learning in the classroom must have complete facilities because the teacher will find it difficult to start a study group in the classroom if the teacher does not master the Kahoot application. Furthermore, Provide feedback to students on appropriate learning improvements and provide gameplay strategies (Licorish, 2018:1).

2.2 Tutorial on Using Kahoot Application

- 1) Open Kahoot! website: kahoot.com and sign up to get an account.
- 2) Log in to create.kahoot.it and click Quiz, Discussion, or Kahoot Survey to create a fun learning game in minutes from a series of multiple-choice questions.
- 3) Add a description, tags, and cover image
Adding a good description helps you define learning objectives for the game and keep it focused.
- 4) Create the learning game by adding questions, answers, and imagery

Follow the instructions on-screen to add questions, answers, images, and video clips. You can also fine-tune the Kahoot using the different timer and points settings or setting multiple correct answers(Kahoot!, 2020).

5) Launch the game so participants can join

Once the game is done, click the play button. Change the game options according to preferences, and then click Classic to play with one device per person, or Team Mode to play with one device team. A unique game PIN will be displayed at the top of the screen. Participants go to kahoot it and enter the Game PIN, then enter their nickname.

6) Play the Kahoot!

Click “Start” once all the participants’ nicknames are visible on the waiting screen (Sabandar et al., 2018:130).

2.3 Steps of Kahoot

The steps of using kahoot as assignment for students :

- 1) Log in to your kahoot
- 2) In a web browser or our app, click **Play** and choose **Challenge** on the next step.
- 3) Follow the instructions and set a deadline for when you’d like the game to be completed.
- 4) Turn off the question timer to make the game all about accuracy and not speed
- 5) share the PIN of the game
- 6) By joining your game via a link or PIN, students play it at their own pace on a computer or mobile device (Kahoot!, 2020:1).

3. Reading

Reading is an ability that must be related to spoken language and has active and productive skills. Reading is also a process of thinking for students to understand a text in paragraphs to get more information that is read (Astarilla & Warman, 2015:4). Reading skills begin with the relationship between spoken and written language (Niemelä et al., 2020:4) . Understanding in reading is the result of an interaction successfully obtained by readers in writing and reading so that the meaning of a text can be understood. The reading process interprets the information contained in the text. When someone is reading, the brain will visually receive the words or phrases contained in the statement. In the process, readers can get the meaning of the text by interacting dynamically and systematically (Hesham Suleiman Alyousef, 2006:64).

3.1 Types of Reading

There are some types of reading such as Intensive reading, Extensive Reading, Aloud Reading, Silent reading by Patel & Praveen 2008 (cited in Pohan, 2016:67).

1. Intensive Reading focuses on idioms and vocabulary taught by the teacher in class, such as poetry, novels, and fairy tales. For example, students focus on the linguistics or semantics of one reading and focus on structural details such as grammar.
2. Extensive Reading is a type of reading that involves students in reading texts to develop their general skills, which involve students reading texts for pleasure and to develop reading skills in general. Example: Students read books such as journals, newspapers, and magazines. Mainly to

serve as their entertainer, and need only a general understanding for them.

3. Reading aloud is loud and clear, such as reading poetry, dialogues, and other types of text.
4. Silent reading activities are carried out so that students can practice reading silently and can focus on what they pay attention to and understand in the text.

3.2 The Purpose of Reading

Reading is an activity with a purpose; when reading, a person may get information or motivation after reading. Reading is also a pleasure and entertaining. Through reading, we can build a mind of new things that exist. Through reading, we also get information outside and within the country, such as economic, political, weather, social, and cultural problems of foreign countries. Reading can also affect us, such as our beliefs, morals, and general behavior. The purpose of reading is to correlate the ideas in the text with what you already know. To connect ideas, the reader must understand the subject he is reading. The purpose of reading is as follows: reading to find simple information, reading to read quickly, reading to learn from texts, reading to integrate information, write, reading, texts, and reading for general understanding (Grabe William and L.Fredika, 2013:7).

- a. Reading to search for simple information

Reading for simple information is the ability to read in general. Every reading in the text has a section of information or several introductory sentences.

- b. Reading to skim quickly

Skim reading is reading quickly. A strategy in speed reading is guessing important information in the text and finding it.

c. Reading to learn from text

Reading is used as learning occurs in academic and non-academic contexts, where one needs to learn much information from a text and form a general understanding.

d. Reading to integrate information, write and critique texts

Reading for information, giving criticism, and writing essential things in the knowledge that supports or contradicts each other.

e. Reading for General Comprehension

Reading for general understanding, when done with skilled, fluent reading, requires a fast process, and the purpose of reading is not only for students but also for society in general.

3.3 Reading Techniques

Several techniques can be used to make it easier for us to read. Here are some of these techniques:

- a. Skimming is one of the techniques used to read efficiently. This technique refers to finding the main idea only. Through skimming techniques, overall understanding is reduced because only the main text is read.
- b. Scanning in the reading technique is carefully choosing specific phrases or information. In techniques, use careful reading. For a scan to be successful, it is necessary to understand the specific material and find detailed information (Fisher, 2016:4).

4. EFL (English Language Foreign)

The first language humans learn when they are born their mother tongue. The mother tongue is the first time a child understands when he is just born. Usually, after the first mother tongue, Indonesian, or the language of the area where he lives becomes the influence.

In Indonesia, learning English is foreign learning or EFL (Cahyaningrum et al., 2017:15). EFL, which is English as a foreign language, can be found in several countries besides Indonesia, namely Thailand, Japan, China, Korea, Argentina, and several others country. A foreign language is a language that is spoken by someone after the first language in their country and makes English the second language in learning (Rohimah Zuliati, 2013:10). EFL is the use of English which is not mandatory in Indonesia because the first language used in that country is Indonesian, which is the people's everyday language. There are many languages spoken in this world and in other countries.

These languages have characteristics that distinguish one from another . English also helps develop the Indonesian state because science and technology are now associated with English. It is necessary to have a good mastery of English as a language that must be learned and to make English as learning in Indonesia (Madya, 2002:143) .In an era of all technology, EFL is widely applied in classroom learning when teachers explain English material in two languages, English and Indonesian, in-class teaching. Implementing EFL in the classroom will also make students creative in the classroom (Ilter, 2009:138).

In the classroom, English as a foreign language is one of the languages that students must know in class so that each individual can have experience and

knowledge (Villarreal, 2020:2). In addition, usually, students need clarification with new vocabulary when learning a new language (Alfadil, 2020:3). EFL in class must be applied to students because it is part of learning in class and developing their creativity in other languages.

In collaborative learning, efl is also used as a student communication tool in the classroom, For example, communication between students can facilitate language as they interact in 2 languages at once directly in the classroom, That is what makes students active in groups with their understanding (Alfares, 2017:248).

3.2 Benefits of EFL Classroom

1. Providing knowledge about English in class
2. It is easier to find jobs globally for students after graduating from school
3. Provide an understanding of pronunciation in English for student
4. Provide skills to students by learning a new language
5. Provide more knowledge to students
6. Give freedom of speech to students

B. Previous of the Study

Previous findings are science whose way of thinking produces several conclusions and results that can be trusted in the process of thinking according to logical steps supported by empirical facts. This research is a development of research that has been carried out by:

1. Plump & LaRosa (2017) with the title Using Kahoot! in the Classroom to Create Engagement and Active Learning: A Game-Based Technology Solution for eLearning Novices. The results of this study showed that student responses and their experiences with Kahoot in graduate and

undergraduate classes indicate that students welcome using the game. This E- Learning platform can provide an attractive environment that supports learning and promotes active participation in class.

2. Wang & Tahir (2020) with the title The effect of using Kahoot! for learning – A literature review. The result of this study showed that Kahoot has a positive effect on the learning process in the classroom and changes the classroom atmosphere for the better.
3. Ebadi et, al (2021) with the title Exploring EFL learners' perspectives on using Kahoot as a game-based student response system. The results of this study showed that complete features in kahoot support the learning process and build new activities in the classroom. kahoot helps teachers evaluate students in class.
4. Licorish et, al (2018) with the title Students' perception of Kahoot!'s influence on teaching and learning. The results of this study showed that teachers can make quizzes using existing designs on Kahoot or create multiple choice, and students will use devices such as their cellphones to join the Kahoot application and discuss it.
5. Korkmaz & Öz (2021) with the title Using Kahoot to Improve Reading Comprehension of English as a Foreign Language Learners. The results of this study showed that suggest that Kahoot can be an effective way to motivate EFL learners, thereby enhancing their ability to comprehend various reading material

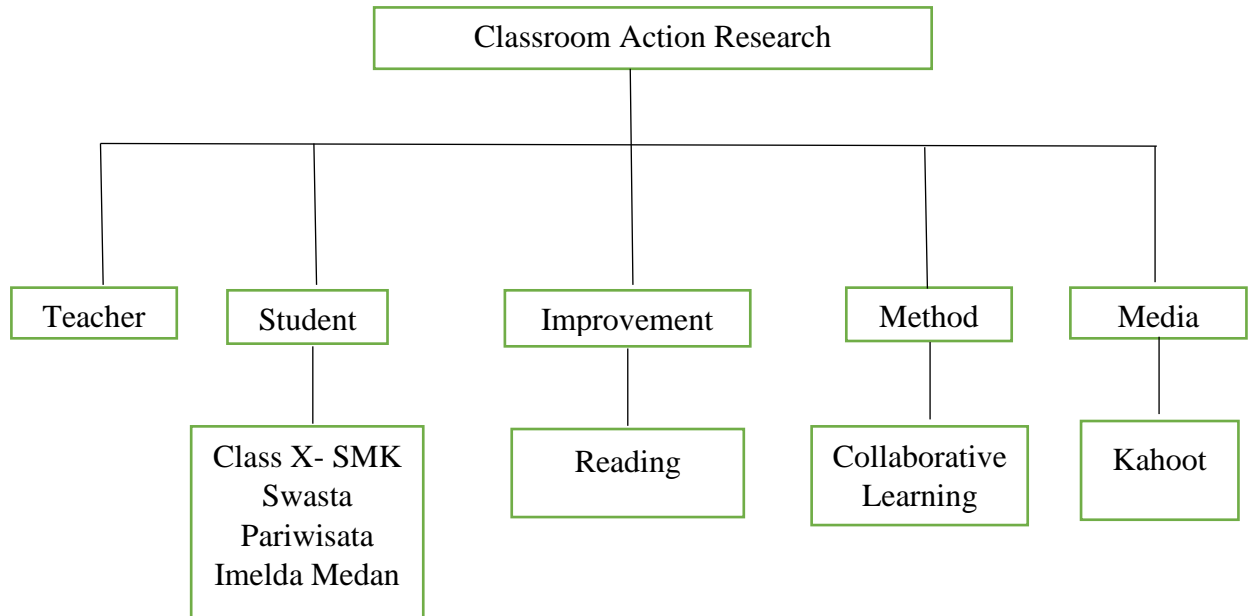
C. Conceptual Framework

Collaborative learning in class allows students to know how they learn together in groups, not to blame each other's opinions, and to accept suggestions and opinions from friends in class.

The teacher must provide a new classroom atmosphere, so students are enthusiastic about learning. The lack of motivation from the teacher makes students lazy to study and get bored quickly. Conditions in the classroom also affect the learning process, so the teacher must be more creative in creating new things during the learning process.

In this study, researchers will use the Kahoot application as a student learning medium to improve reading skills. Using the Kahoot application helps students in the collaborative learning process in class and makes students feel happy and enjoy the learning process.

Figure 1.1
The Conceptual Framework of the Research



CHAPTER III

METHODOLOGY

A. Location of the Research

This research was conducted in SMK Pariwisata Imelda Medan for the 2022/2023 academic year on Jl. Bilal No.48, Pulo Brayon Darat I, Medan City. The researcher chose that school based on researcher observation on September 2022.

B. Subject of the Research

The subject of this research is the students in grade X at SMK Pariwisata Imelda Medan academic year 2022/2023. It was use a purposive sampling technique and will take X-Tata Boga students with 22 students as the research subject.

C. Research Design

This research was be conducted by using Classroom Action Research (CAR). Classroom Action Research is a method to find out what works best in your classroom to improve students' learning.

There are four steps classroom too conducting classroom action research namely:

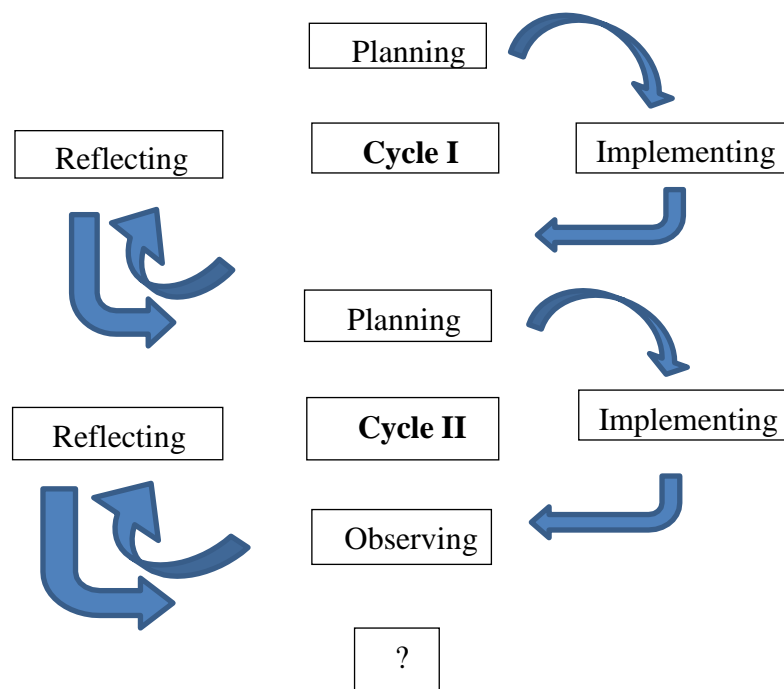
- a. Planning will involve the thinking process and evaluation to reflect on the event and attempt to find ways tottttome the problem encountered.
- b. Action will consider what actions, and how the method provides.
- c. Observation is an activity that will consist of gathering data to identify the result action. Includes activity of students and teacher.
- d. Reflection is a feedback process of the action that was done.

D. Procedure of Collecting Data

In this classroom action research, the cycles depend on the indicators, whether the indicators will already be achieved or not. The first will conduct based on the problem faced by kahoot as a collaborative learning media in the classroom. Then, the researcher will analyze and discuss the result of both the writing test and observation. if the result achieves the indicator, the researcher will be conducted the next cycle. It will focus on the weakness of the previous cycle and so on. Each cycle consists of Planning, action, observation, and reflection. The description of the cycle of classroom action research can be seen as follow:

Figure 1.2

Cycle of Classroom Action Research (Arikunto, 2018: 137)



There are two cycles and four steps to conduct classroom action research namely:

1. Cycle 1

a. Planning

The activities in the planning are:

1. Make the lesson plan about the material given by the teacher
2. Design the steps in doing concepts using kahoot application
3. Prepare observation sheet, to know the situation collaborative learning process in the class.
4. Prepare a test or quiz about the material
5. Doing documentation

b. Action

The teacher will applied the kahoot application method in collaborative learning .

c. Observation

Observation is the observation of teacher and student activities will during learning activities to collect data.

d. Reflection

Reflection is an activity to evaluate the results of data analysis with the teacher who will be analysed about the results of an action taken to achieve the success of researchers, both form all aspects of the specified indicators. If a revision is needed in cycle 1, it will be revised and will be continued in cycle 2.

E. Instrument of Research

The researcher will use three instruments, they are Documentation, Observation sheet, and a test.

1. Observation sheet

Observing all activities that occur during the teaching and learning process by using the observation sheet. These activities include student and teacher activities.

2. Test

The researcher gave a test to the first graders of Imelda Medan's Tourism Private Vocational School. The test is about a narrative text. Before the students do the test, the researcher explains the narrative text. The test consists of 8 questions. 8 multiple choice questions using Kahoot! Media.

$$Score = \frac{\text{true items}}{\text{members of items}} \times 100\%$$

3. Documentation

Documentation is photos taken during the conduct of the research.

F. Technique of Collecting Data

There are some procedures for collecting data:

1. Pre-test

To get accurate data in this study, researchers have conducted tests in data collection, namely giving a pre-test before treatment. For this pre-test, The researcher will give a test and then ask students to discuss it with their group mates first.

2. Treatment

The treatment will be given to the students by using Kahoot application.

Treatment was give in cycle 1 and cycle 2.

3. After the treatment, they were given a post-test to find out their scores in reading skills. The lowest score is 75. In accordance with the standard value of English (KKM) in seventh grade at the school.

G. Technique of Analyzing the Data

In this study, the writer applies qualitative and quantitative data, where qualitative data was used to describe the situation during the teaching process e the quantitative data was used to analyze the score of the students. The quantitative data was analyzed by using latest formula as follows by Arikunto (2018: 337):

$$X = \frac{\sum X}{N}$$

Notes:

X : The mean of the students' score

$\sum X$: The total score of students'

N : The number of the students'

Next, to categories the number of the students who passed the test successfully, research applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P: The percentage

R: the number of activity indicators performed by the students'

T: the total number of activity

The qualitative data analyzed by applied a category as propose by The value of students' motivation in learning analyze by applied a formula as follow:

$$P = \frac{R}{SM} \times 100\%$$

Where :

P: The percentage

R: The number of activity indicators performed by students'

SM: The total number of activity indicators

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

Classroom action research was conducted jointly with a class teacher and students who conducted research based on classroom action research. Collaborative research was carried out at the SMK Swasta Pariwisata Imelda Medan, starting with observation activities on May 25, 2023, and pre-research, including preliminary tests on June 23, 2023. The subjects studied were 22 class X students consisting of 3 male students and 19 students Woman.

This research was conducted to improve the quality of learning practices, student behavior with indicators of student activity, student interest in learning, student cohesiveness in the class, and mastery of reading skills in English subjects through the collaborative learning method and the Kahoot application. The description of the pre-research data is as follows:

1. Description of Pre-research Results Data (Preliminary test)

A narrative reading comprehension test was conducted before the first cycle to determine students' competence in reading skills. In the pre-test, the total score of students was 1033, and the number of students was 22; from the analysis of students' achievement in low vocabulary, the average student was 47. Students who scored up to 75 on the pre-test were 0 students. From the table analysis, the students' vocabulary ability is very low. The number of students who passed the pre-test session was 0 (0%).

Table 4.1
Students' Preliminary Test Result

No	Criteria	Score	Pre-Test
1.	Passed KKM	75-100	0
2.	Failed	0-74	22

The results of student work on tests that the results have made of the researcher could have been better. The results of the 22 students in the class show that 0 or 0% of students need to excel. From the explanation in Table 4.2 below:

Table 4.2
Summary in Preliminary Test

Value	Number of Students	Percentage
<75	0	0
>75	22	100%

In pre-test, the total score of the students was 1033 and the number of the students was 22, so the mean was :

$$X = \frac{\sum X}{N} \times 100$$

$$X = \frac{1033}{22} \times 100 = 47$$

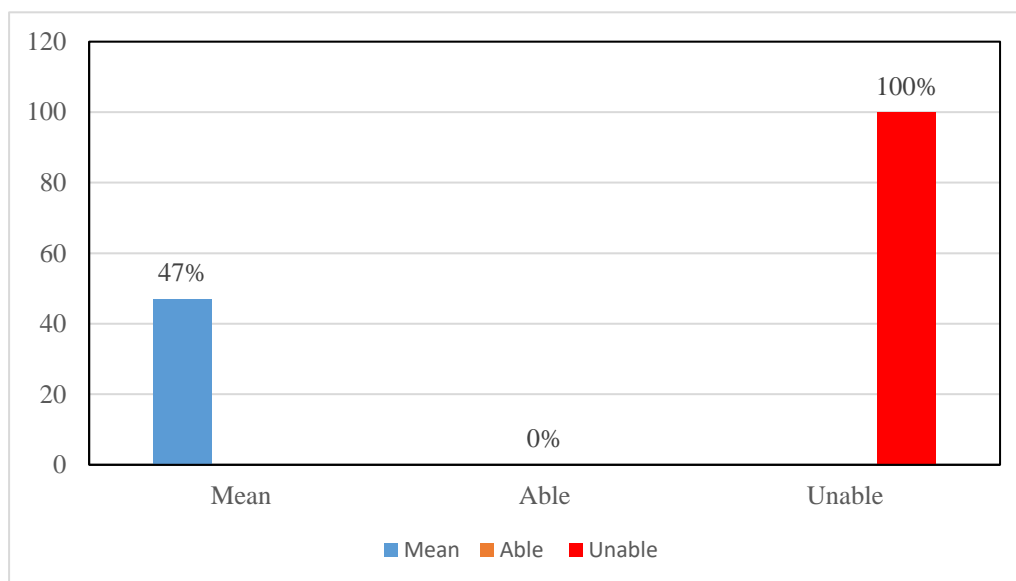
To Categorize the number of master students the researcher used the following formula :

$$P = \frac{R}{T} \times 100$$

$$P0 = \frac{0}{22} \times 100\% = 0\%$$

Chart 4.1

Student's Score in Pre-Test



2. Description of Research Result Data Cycle 1

a. Planning

Before implementing the action, the first is the plan. This plan was designed based on the results of tests and initial observations, namely (a) making multiple choice questions about reading skills with the concept of game-based learning using the Kahoot application method, which will be used in action. (b) make an observation sheet to see the learning environment and activities of students and researchers, and (c) design an evaluation tool to see an increase in students' reading skills in a game-based collaborative learning process with the Kahoot application method.

b. Action

Before applying the method, the researcher stood in front of the students and started to attract the students' attention and asked about their knowledge of their reading skills. Students give opinions regarding their ability to read. Students express all their knowledge, both right and wrong. After that, the researcher gave several explanations related to narrative and gave multiple choice questions in the Kahoot application. When finished, students can see the score they got.

c. Observing and Evaluating

1. Student's Score

Based on the results of the first cycle test, the total score of 1539 students was obtained and the number of students was 22 so the average score was 70. Students who scored more than 75 as much as 31.81% were 7 students and students who scored less than 75 were 68.18% 17 students. So the frequency of students in cycle I is 31.81%. Student scores in cycle I can be seen in the table below:

Table 4.3

The data of students who passed the standard Minimum Score (KKM)

No	Criteria	Score	Total	Percentage	Mean
1.	Passed KKM	75-100	7	31,81%	70
2.	Failed	0-74	15	68,18%	
Total			22	100%	

In Cycle 1, the total score of the students was 1539 and the number of the students was 22, so the mean was:

$$\bar{X} = \frac{\sum X}{N} \times 100$$

$$\bar{X} = \frac{1539}{22} \times 100 = 70$$

To categorize the number of master students the researcher used the following formula :

$$P = \frac{R}{T} \times 100$$

The value students >75

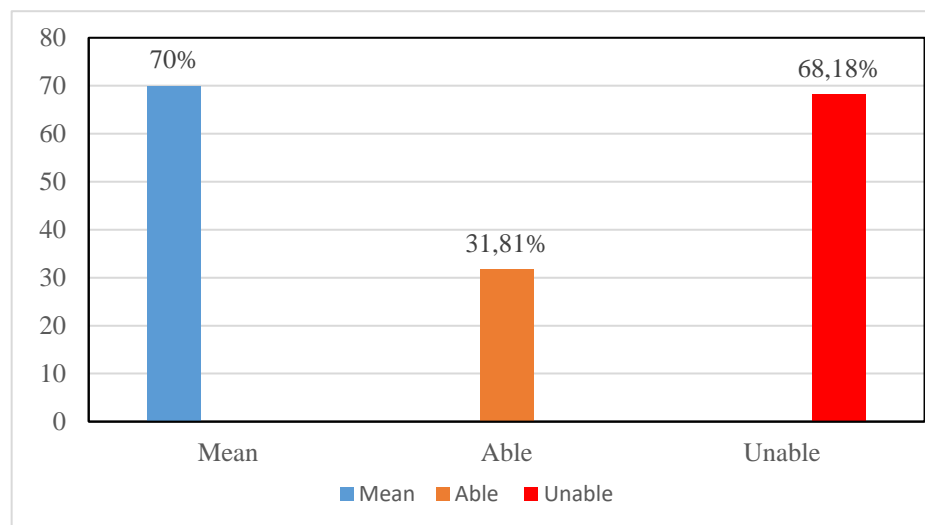
$$P1 = \frac{7}{22} \times 100\% = 31,81\%$$

The value students <75

$$P1 = \frac{15}{22} \times 100\% = 68,18\%$$

Chart 4.2

Student's Score in Cycle I



2. Observation of Student's Activity

Student activities were observed after the first cycle based on the very good, good, fair, and less criteria. Can be seen in the following table:

Table 4.4

Score of Student's Activity in the Learning Process of Cycle I

No	Aspects of Observation	Score
1	Interest	57.00%
2	Attention	54.00%
3	Participation	56.00%
4	Presentation	53.00%
Mean		55.00%

The data above shows that students' learning activities using the Kahoot application method in reading skills achieved 57.00% interest, 54.00% attention, 56.00% participation, and 53.00% presentation. These data indicate that student participation in learning is the highest compared to other aspects. Because when teachers ask their opinion about what they know about Reading, they are very enthusiastic to answer the questions given by the teacher. The lowest score is the aspect of interest because when students are given assignments to answer questions about Reading, students are not interested in answering these questions. The students were more enthusiastic about answering questions directly. From this amount, the average level of student activity in learning activities in the first cycle is 55.00%.

3. Observation of Teacher Activity's

Table 4.5
Observation of Teachers' Activity

No	Behavioral Types	Observation Focus	YES	NO
1.	Is the teacher prepared	Do they have an organized, detailed lesson plan and all materials needed?	√	
2.	Do they have knowledge of the subject matter and a purpose?	Can the student teacher answer students' questions? , can she motivate students to peak their interest in the subject matter?	√	
3.	Can the teacher control students' behaviour?	Keep their attention	√	
		Involve students in lesson		√
		Stop lesson when needed		√
		Aware of individual needed		√
		Provide positive reinforcement		√
4.	Is the teacher enthusiastic about the lesson they are teaching?	Are students excited shown through class participation and behaviour?		√
		Are the activities appropriate?	√	
5.	Does the student teacher have the ability to	Stay on topic	√	
		Give directions		√
		Involve students'	√	
6.	Do the students respond to the teacher?	Do they follow directions?	√	

d. Reflection

Based on the data obtained from the results of observations and evaluations are findings as reflections. The successes and failures in the first cycle are as follows:

1. Students do not understand learning activities with the Kahoot application. This can be seen from the average result of observing student activities in the learning process with a percentage of 41.00%.
2. Some students have not implemented Kahoot application method as a learning medium optimally.
3. Researchers still appreciate or not creating an active learning atmosphere by using the Kahoot application as a collaborative learning method.
4. The level of student mastery of teaching materials that has not been maximized. In other words, the level of students' ability in Reading skills has not been completed. With an average value of only 31.81%.

Based on the results of the first cycle, it still needs to be continued to the second cycle because the results in the first cycle show students' reading achievement.

3. Description of Research Data Cycle II

a. Planning

In cycle II, the action plans carried out were a follow-up to the problems or obstacles encountered in implementing the actions in cycle I. The main problem in cycle I was related to students' learning experiences using the Kahoot application, which was applied in teaching reading skills. Learning in the second action aims to increase student learning activities to achieve the specified indicators. The

implementation of Cycle II is substantially the same as the implementation of Cycle I.

b. Acting

Implementing the actions in the second cycle is the same as in the first. In this second cycle, the research was conducted in two meetings. At the beginning of the learning process in this cycle, technical explanations for using the Kahoot Application were given to students in order to improve students reading skills. Then the following learning process is the same as the previous meeting but with the same learning material.

c. Observing and Evaluating

1. Student's Score

Based on the results of the second cycle test , the students scored 1754 and the number of students was 22, so the average score was 80. Students who scored more than 75 were 72.72% or 16 students and students who scored less than 75 were 27.27% or 6 students. So the frequency students in the second cycle is 72.72%. this can be seen from the table below.

Table 4.6

The data of students who passed the standard Minimum Score (KKM)

No	Criteria	Score	Total	Percentage	Mean
1.	Passed KKM	75-100	16	72.72%	80
2.	Failed	0-74	6	27.27%	
Total			22	100%	

In cycle II, the total score of the students was 1754 and the number of the students was 22, so the mean was:

$$\bar{X} = \frac{\sum X}{N} \times 100$$

$$\bar{X} = \frac{1754}{22} \times 100 = 80$$

To categorize the number of master students the researcher used the following formula :

$$P = \frac{R}{T} \times 100$$

The value students >75

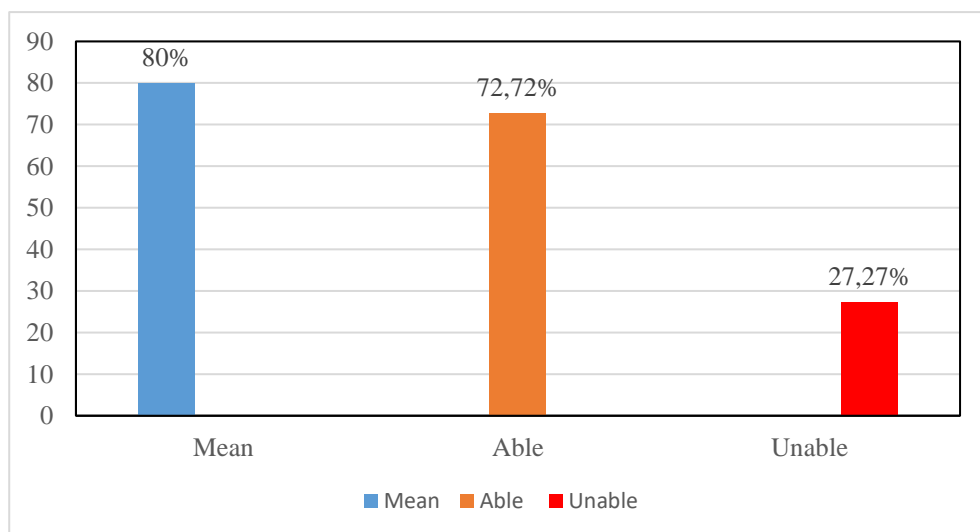
$$P1 = \frac{16}{22} \times 100\% = 72,72\%$$

The value students <75

$$P1 = \frac{6}{22} \times 100\% = 27,27\%$$

Chart 4.3

Student's Score in Cycle II



2. Observation of Student Activity

Observation of student activity after cycle II was based on very good, good, sufficient and poor criteria:

Table 4.7

Score of Student's Activity in the Learning Process of Cycle II

No	Aspects of Observation	Score
1	Interest	85.00%
2	Attention	83.00%
3	Participation	94.00%
4	Presentation	86.00%
Mean		87.00%

Based on the table above, students have shown very good development in teaching and learning activities, with an average percentage of 87.00%. With these four aspects of observation, the lowest attention score of 83.00%. At the same time, the highest score value is for the participation aspect, with a value of 94.00%. The table above shows that students' activeness in the cycle II learning process increased significantly. This means there is an increase in student learning activities between Cycle I and II. This can be seen from the average student activity score between the first cycle of 55.00% and the second cycle of 87.00%, with a difference of 32.00%. This figure shows that student learning activity is increasing.

3. Observation of Teacher Activity's

Table 4.8
Observation of Teachers' Activity

No	Behavioral Types	Observation Focus	YES	NO
1.	Is the teacher prepared	Do they have an organized, detailed lesson plan and all materials needed?	√	
2.	Do they have knowledge of the subject matter and a purpose?	Can the student teacher answer students' questions? , can she motivate students to peak their interest in the subject matter?	√	
3.	Can the teacher control students' behaviour?	Keep their attention	√	
		Involve students in lesson		√
		Stop lesson when needed		√
		Aware of individual needed		√
		Provide positive reinforcement		√
4.	Is the teacher enthusiastic about the lesson they are teaching?	Are students excited shown through class participation and behaviour?		√
		Are the activities appropriate?	√	
5.	Does the student teacher have the ability to	Stay on topic	√	
		Give directions		√
		Involve students'	√	
6.	Do the students respond to the teacher?	Do they follow directions?	√	

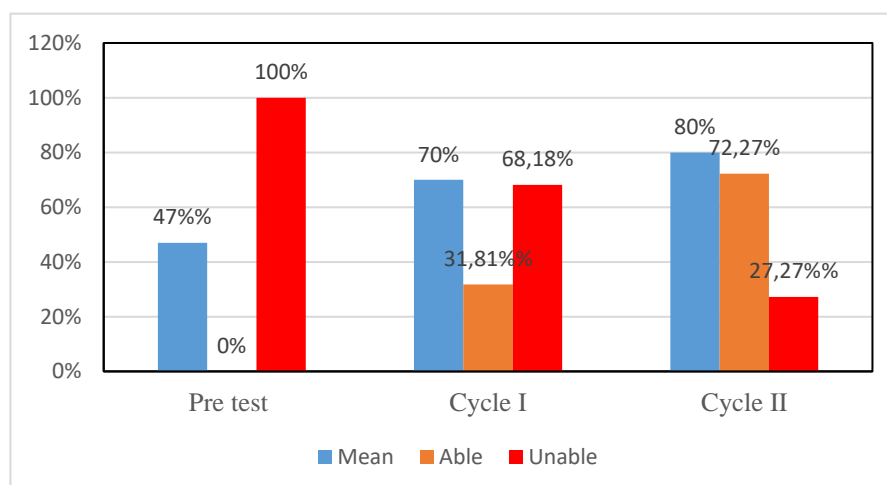
d. Reflecting

The following are some of the achievements after the implementation of cycle II, namely:

1. In the teaching and learning process, students' activities tend to be better towards kahoot application to improve reading skills. This condition can be seen from the increase in student activity which is better from 70% in the first cycle to 80% in the second cycle.
2. The difference in student scores on learning materials has been seen to be significant based on the data on the average value of the results of student evaluations in cycle II. This can be seen in the first cycle data with an average value of 70% with students who scored more than 75 were 31.81%. while in the second cycle the average value of 80% with students who scored more than 75 was 72.27%. The increase in student scores in the pre-test, cycle I and cycle II can be seen in the graph below:

Chart 4.4

The Improvement of Students' Score in Pre-test, Cycle I and Cycle I



B. Discussion

Based on data analysis, it shows that students' reading skills have increased by implementing the Kahoot application. In the classroom, the researcher uses collaborative learning to find out how students work individually or in groups; students must express their opinions about the teaching displayed on the front screen. This can be seen from the quantitative data that has been created and calculated by the researcher, with the questions made by the researcher before the pre-test and post-test; the number of pre-test questions consists of 5 questions about the narrative text, and the questions are made from the story of Malin funding.

In cycle 1, the researcher made the latest questions from the malin kendang tale, the number of inquiries made in the Kahoot application students only entered the code the researcher had given and then answered the questions. The average score in cycle I was 70%, indicating the number of students who got a complete score of seven students.

The researcher saw that in process I, the desired results were not achieved; the researcher continued cycle II, and in cycle II, the researcher asked the same questions in cycle I to see how the results differed in processes I and II. The average value in cycle II was 80%. , with the number of students who received a complete score of 15, the difference in the average value of cycles I and II was only 10%. The final results show that the percentage of students in cycle I who obtained a complete score was 31.81%. In addition, the percentage of students in cycle II who got a total score was 72.27%.

Qualitative data can be seen from the observation sheet carried out by the researcher in the class, the researcher wants to see how the progress in the class is with the average value of student activity in cycle I of 55.00% on the observation sheet I, seen that the presentation is low, so students lack enthusiasm in the learning process activities. After doing the second cycle on the observation sheet, and the results in this second cycle showed a percentage of 87.00%. In teaching and learning activities, students have shown good development and good responses. Researchers want to know the good progress made by students in the class. Qualitative data from the observation sheet also shows that teachers teach well in learning activities.

The results of qualitative and quantitative data show that collaborative learning is based on the Kahoot application by conducting classroom action research. The Kahoot application proves that it can significantly improve students' reading skills. Then the researcher completed the research in cycle II because it had reached a level of completeness and got good results, meaning that by using the Kahoot application, students could improve their reading skills in class X Culinary Planning at Imelda Medan's Tourism Private Vocational School in 2023/2024.

In addition, apply collaborative learning methods in class. Teachers and students gain knowledge about how to implement Kahoot as well as good collaborative learning methods. The final result received by the author is that Kahoot can control the atmosphere in the class, providing a comfortable atmosphere and class. Collaborative learning allows students to think and work well in groups.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis, there is an increase in students' ability in reading skills using the Kahoot application-based collaborative learning. The increase in students' reading skills can be seen in the student's grades. The average pre-test score at the first meeting was still very low. Namely, students who scored up to 75 were 0. In the post-test results in cycle I, students who scored more than 75 were 7 students, and in the post-test in cycle II scored more than 75, as many as 16 students. So there is an increase in students' ability to read using the Kahoot application.

The ability of the percentage of students can be seen from the results of the pretest, Cycle I, and Cycle II. The average value of the pretest was 47%, from Cycle I was 70, and from Cycle II was 80. Then the percentage of students who scored more than 75 in the pretest cycle II, namely for the pretest, value was 0, Cycle I was 47.00%, and Cycle II of 72.72%. The results of the observation sheet have shown an increase in students' reading skills using the Kahoot application. Then, students can apply collaborative learning in the classroom and are interested in using this media.

B. Suggestion

Based on the conclusions above, the researchers provide several suggestions, namely:

1. For principals should pay more attention to the learning methods used in schools, so that teachers can improve the teaching and learning process so that it is not boring.
2. For English teachers, it is better to implement integrated learning using Kahoot! to improve student achievement in reading skills and make it easier for students to understand the text in reading comprehension. Moreover, teachers can introduce modern learning in class and can also apply collaborative learning in class.
3. For students, they must have high learning motivation, especially in learning skills in reading.
4. For all readers, this research can contribute to a good understanding of improving students' reading skills by using the Kahoot application and collaborative learning in the classroom.

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Appendix I

LESSON PLAN

(Cycle I)

School	: Smk Swasta Pariwisata Imelda Medan
Subject	: Bahasa Inggris
Grade/Semester	: X/Genap
Topic	: Narrative Text
Time Allocation	: 2 x 45 Menit

I. Core Competence

KI 1: Appreciate and live up to the teachings of the religion they adhere

KI 2: Appreciate and appreciate ethical behavior, discipline, responsibility, caring (tolerance, cooperation), courtesy, and confidence, in interacting effectively with the natural and social environment within reach of friendship and existence.

KI 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science.

KI 4: Trying, processing, and presenting in a concrete realm (using, parsing, assembling, modifying, and creating) Moreover, the abstract realm (writing, reading, counting, drawing, and composing) by what is learned at school and other sources from the same point of view/ theory.

II. Basic Competence and Indicator

NO	BASIC COMPETENCE	INDICATOR
3.8	Distinguish social function, text structure, and linguistic elements of several spoken and written narrative texts by giving and asking for information related to simple folk legends according to the context of their use.	3.8.1. Identify the type of text read. 3.8.2. Understanding the social function of the text read. 3.8.3. Analyzing the generic structures (text structure) of narrative text 3.8.4. Determine a narrative text's language features (language elements)

		3.8.5. Finding explicit implied information contained in a narrative text that is read
4.8	Presenting short and straightforward narrative texts related to folk legends orally and in writing, taking into account social functions, text structure, and linguistic elements correctly and in context	4.8.1. Write the simple narrative text (folk legend) with a correct structure .

III. Learning Objective

1. Students can identify the type of text read (C1)
2. Understanding the social function of the text read (C2)
3. Analyzing generic structures (text structure) of narrative text (C4)
4. Determine the language features (language elements) of a narrative text (C3)

IV. Learning Material

The narrative text aims to entertain the reader or listener (Entertain the reader) in a story with sequential events that lead to a climax and finally find a solution.

Generic Structure of Narrative Text

The narrative text has 3 structural arrangements as follows:

1. The Orientation section contains the characters' introduction, the place's background, and the story's time. (who, what, when, and where)
2. In the complication section, problems begin to arise and must be resolved by the main character in the story.
3. The resolution is where the story ends. In this section, the problem is solved by the main character. In the Resolution section, there is usually

a moral value or advice from the story or what is also known as the Coda.

Here are some types of narrative text:

1. *Fables* are stories that tell about animals. Examples: The Ugly Duckling, The Country of the Mice, A Bear and A Rabbit, The Cat and The Rat, The Greedy Monkey, A Fox and A Little Bird, The Mouse Deer and Crocodile, and so on
2. Myth is a story of myth/myth that develops in society and is generally considered a factual story or happened. Example: Aji Saka and Dewata Cengkar.
3. *Legend* is a story about the origin of a place—examples: The Legend of Surabaya, The Legend of Prambanan Temple, Story of Lake Toba.
4. Folktale/ folklore/ folklore is a story passed down from generation to generation until it becomes part of the community's tradition—for example, Malin Kundang and Golden Eggs.
5. Fairy tales or fairy tales are folk stories or children's stories that have magic in the story told by the author—for example, Timun Mas, Tinker Bell, and Thumbelina.
6. A *love story* is a story that tells (generally) the love struggle of the main character or about the love story of the characters. For example, I am One of Those Fool Men in Romeo and Juliet.

Linguistic Elements

1. Using the Past Tense tenses so that the Verb or Verb uses Verb 2 or then Verb in the second form (V2).
2. Using specific Nouns (nouns) as pronouns for certain people, animals, and objects in the story. For example, the princess, the girl, the queen.
3. Using Adjectives that form noun phrases. For example, The red riding hood, the poisoned apple.
4. Uses Time Connectives and Conjunctions to order occurrences of events. For example: before, after, then, next, soon.
5. Using adverbs and adverbial phrases to show the location of events or events. For example: on the sea, in the mountain, there, happily ever after.

V. Teaching Method

Approach: Scientific Approach

Method: Discussion, question and answer, assignment and practice

Model: Problem-Based Learning

VI. Media, Tools, and Learning Resources

1. Media: Powerpoint, Kahoot, Picture, LKPD

2. Tools: Marker, Whiteboard, Laptop, Projector

Learning Resources: <https://online.anyflip.com/cyygl/umbq/mobile/>

VII. Learning Activity

Learning Step	Description	Time
Preliminary Orientation	<ul style="list-style-type: none">- The teacher greets students (religious).- The teacher asks one of the students to lead the prayer (religious)- Teachers prepare students physically and psychologically to follow the learning process (discipline)- Teacher checks student attendance (discipline)- Teacher asks some questions about previous lesson (responsive)- Teachers motivate students by associating the material to be learned with the experiences of students.- The teacher conveys essential competencies and learning objectives to be achieved.	10 Minutes
Core Activity	<p>➤ Stimulation</p> <ul style="list-style-type: none">- The teacher shows a simple narrative text in the form of a slide/sheet of paper and asks students to work in pairs	

	<ul style="list-style-type: none"> - find the information contained in the text entitled "Malin Kundang" (critical thinking and cooperation) ➤ Data collection - Learners collect relevant information to answer questions that have been identified (critical thinking) - Students are guided to discuss the function of recounting text, determine the structure of the text, and find elements of narrative text language. - Students are asked to work on Student Worksheets which contain narrative text functions, determine the structure of the text, find elements of the language of the text that has been discussed previously ➤ Verification - The teacher asks one of the students to display the answers obtained. Then other students are asked to respond. ➤ Generalization - Students, through teacher guidance, explain the function of narrative text, structure, and elements of the language used - With the guidance of the teacher, students make conclusions regarding the material studied - The teacher gives rewards/awards to students who have participated 	70 Minutes
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Closing	<ul style="list-style-type: none"> - The teacher reflects on learning that has been done - The teacher gives homework individually to write simple narrative texts (folk legends) with correct linguistic elements and structures. - Present the action plan at the next meeting. - Closing 	10 Minutes
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VII. Evaluation

a. Attitude Observation Sheet

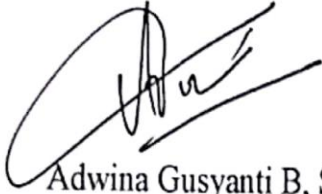
No	Aspect Observed	4	3	2	1	Note
1.						
2.						
3.						
4.						
5.						
	Max Score					

VIII. Learning Assessment

- a. Knowledge Assessment: Written test in the form of multiple choice questions
- b. Skills Assessment: Performance
- c. Attitude Assessment: Observation/observation

Medan, Juli 2023

Teacher Class



Adwina Gusyanti B, S.Pd

Researcher



Putri Rahma Sari Hasibuan

Headmaster of

SMK Pariwisata Imelda Medan



Saudin Elson Sitorus, S.Pd

Appendix II

LESSON PLAN

(Cycle II)

School : Smk Swasta Pariwisata Imelda Medan
Subject : Bahasa Inggris
Grade/Semester : X/Genap
Topic : Narrative Text
Time Allocation : 2 x 45 Menit

I. Core Competence

KI 1: Appreciate and live up to the teachings of the religion they adhere

KI 2: Appreciate and appreciate ethical behavior, discipline, responsibility, caring (tolerance, cooperation), courtesy, and confidence, in interacting effectively with the natural and social environment within reach of friendship and existence.

KI 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science.

KI 4: Trying, processing, and presenting in a concrete realm (using, parsing, assembling, modifying, and creating) Moreover, the abstract realm (writing, reading, counting, drawing, and composing) by what is learned at school and other sources from the same point of view/ theory.

II. Basic Competence and Indicator

NO	BASIC COMPETENCE	INDICATOR
3.8	Distinguish social function, text structure, and linguistic elements of several spoken and written narrative texts by giving and asking for information related to simple folk legends according to the context of their use.	3.8.1. Identify the type of text read. 3.8.2. Understanding the social function of the text read. 3.8.3. Analyzing the generic structures (text structure) of narrative text 3.8.4. Determine a narrative text's language features (language elements)

		3.8.5. Finding explicit implied information contained in a narrative text that is read
4.8	Presenting short and straightforward narrative texts related to folk legends orally and in writing, taking into account social functions, text structure, and linguistic elements correctly and in context	4.8.1. Write the simple narrative text (folk legend) with a correct structure .

III. Learning Objective

5. Students can identify the type of text read (C1)
6. Understanding the social function of the text read (C2)
7. Analyzing generic structures (text structure) of narrative text (C4)
8. Determine the language features (language elements) of a narrative text (C3)

IV. Learning Material

The narrative text aims to entertain the reader or listener (Entertain the reader) in a story with sequential events that lead to a climax and finally find a solution.

Generic Structure of Narrative Text

The narrative text has 3 structural arrangements as follows:

4. The Orientation section contains the characters' introduction, the place's background, and the story's time. (who, what, when, and where)
5. In the complication section, problems begin to arise and must be resolved by the main character in the story.
6. The resolution is where the story ends. In this section, the problem is solved by the main character. In the Resolution section, there is usually

a moral value or advice from the story or what is also known as the Coda.

Here are some types of narrative text:

7. *Fables* are stories that tell about animals. Examples: The Ugly Duckling, The Country of the Mice, A Bear and A Rabbit, The Cat and The Rat, The Greedy Monkey, A Fox and A Little Bird, The Mouse Deer and Crocodile, and so on
8. Myth is a story of myth/myth that develops in society and is generally considered a factual story or happened. Example: Aji Saka and Dewata Cengkar.
9. *Legend* is a story about the origin of a place—examples: The Legend of Surabaya, The Legend of Prambanan Temple, Story of Lake Toba.
10. *Folktale/ folklore/ folklore* is a story passed down from generation to generation until it becomes part of the community's tradition—for example, Malin Kundang and Golden Eggs.
11. Fairy tales or fairy tales are folk stories or children's stories that have magic in the story told by the author—for example, Timun Mas, Tinker Bell, and Thumbelina.
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Linguistic Elements

6. Using the Past Tense tenses so that the Verb or Verb uses Verb 2 or then Verb in the second form (V2).
7. Using specific Nouns (nouns) as pronouns for certain people, animals, and objects in the story. For example, the princess, the girl, the queen.
8. Using Adjectives that form noun phrases. For example, The red riding hood, the poisoned apple.
9. Uses Time Connectives and Conjunctions to order occurrences of events. For example: before, after, then, next, soon.
10. Using adverbs and adverbial phrases to show the location of events or events. For example: on the sea, in the mountain, there, happily ever after.

V. Teaching Method

Approach: Scientific Approach

Method: Discussion, question and answer, assignment and practice

Model: Problem-Based Learning

VI. Media, Tools, and Learning Resources

1. Media: Powerpoint, Kahoot, Picture, LKPD

2. Tools: Marker, Whiteboard, Laptop, Projector

Learning Resources: <https://online.anyflip.com/cyygl/umbq/mobile/>

VII. Learning Activity

Learning Step	Description	Time
Preliminary Orientation	<ul style="list-style-type: none">- The teacher greets students (religious).- The teacher asks one of the students to lead the prayer (religious)- Teachers prepare students physically and psychologically to follow the learning process (discipline)- Teacher checks student attendance (discipline)- Teacher asks some questions about previous lesson (responsive)- Teachers motivate students by associating the material to be learned with the experiences of students.- The teacher conveys essential competencies and learning objectives to be achieved.	10 Minutes
Core Activity	<p>➤ Stimulation</p> <ul style="list-style-type: none">- The teacher shows a simple narrative text in the form of a slide/sheet of paper and asks students to work in pairs	

	<ul style="list-style-type: none"> - find the information contained in the text entitled "Malin Kundang" (critical thinking and cooperation) ➤ Data collection - Learners collect relevant information to answer questions that have been identified (critical thinking) - Students are guided to discuss the function of recounting text, determine the structure of the text, and find elements of narrative text language. - Students are asked to work on Student Worksheets which contain narrative text functions, determine the structure of the text, find elements of the language of the text that has been discussed previously ➤ Verification - The teacher asks one of the students to display the answers obtained. Then other students are asked to respond. ➤ Generalization - Students, through teacher guidance, explain the function of narrative text, structure, and elements of the language used - With the guidance of the teacher, students make conclusions regarding the material studied - The teacher gives rewards/awards to students who have participated 	70 Minutes
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Closing	<ul style="list-style-type: none"> - The teacher reflects on learning that has been done - The teacher gives homework individually to write simple narrative texts (folk legends) with correct linguistic elements and structures. - Present the action plan at the next meeting. - Closing 	10 Minutes
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VII. Evaluation

b. Attitude Observation Sheet

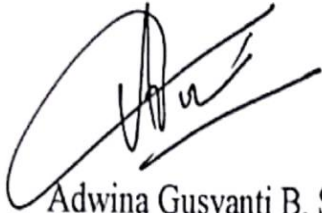
No	Aspect Observed	4	3	2	1	Note
6.						
7.						
8.						
9.						
10.						
	Max Score					

VIII. Learning Assessment

- d. Knowledge Assessment: Written test in the form of multiple choice questions
- e. Skills Assessment: Performance
- f. Attitude Assessment: Observation/observation

Medan, Juli 2023

Teacher Class



Adwina Gusyanti B, S.Pd

Researcher



Putri Rahma Sari Hasibuan

Headmaster of

SMK Pariwisata Imelda Medan



Saudin Elson Sitorus, S.Pd

Appendix III

INSTRUMENT OF RESEARCH (Pre-Test)

1. What kind of text is the text above?

- a. Report c. Narrative b. Recount d. Descriptive

2. What is function of the text?

- a. to tell experience in the past b. to entertain the reader c. to do something d. to give an instruction how to make something

3. The generic structure of the text is?

- a. description – identification b. Identification – description c. Orientation – events – Reorientation d. Orientation – complication – resolution

4. What is tense is used in the text?

- a. Present Tense c. Past Tense b. Present Continuous d. Present perfect

5. What malin said to his mom before he went to the city?

- a. Malin never be back b. He promises to be back c. He will forget his mom d. He will give his mom much money

6. Who is Malin?

- a. A son who love his mother b. A son who care with his mother c. A son who betray his mother d. A son who always with his mother

7. What malin's wife does?

- a. Care with malin's mom b. Love malin's mom c. Did not care with malin's mom d. Talk to malin's mom

8. Who is the main actor of that story?

- a. Malin kundang b. Malin's mom c. Malin's wife d. Malin's society

9. Why malin meets his mom?

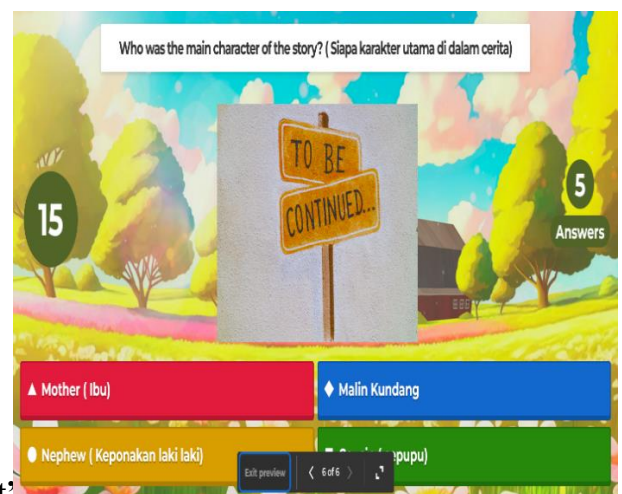
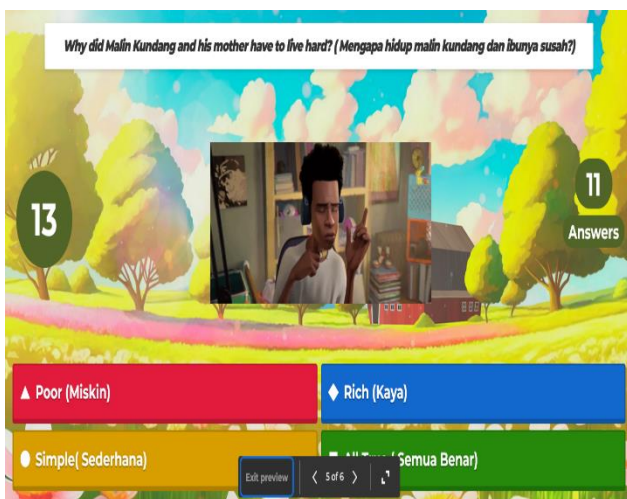
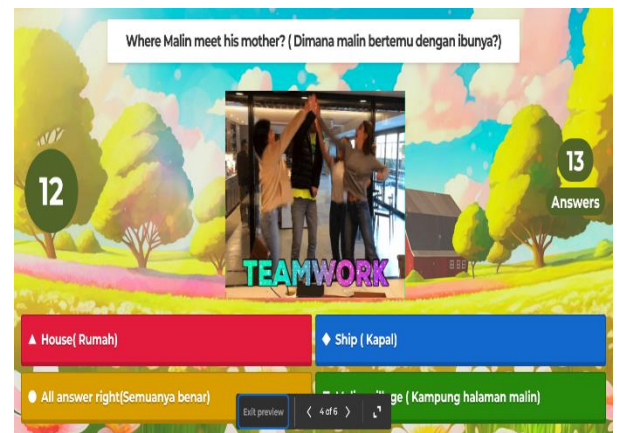
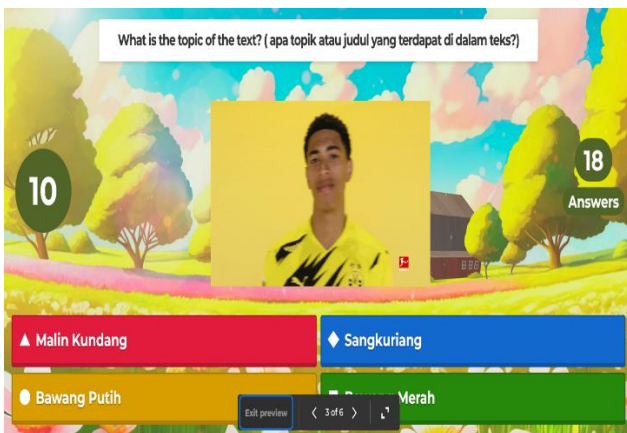
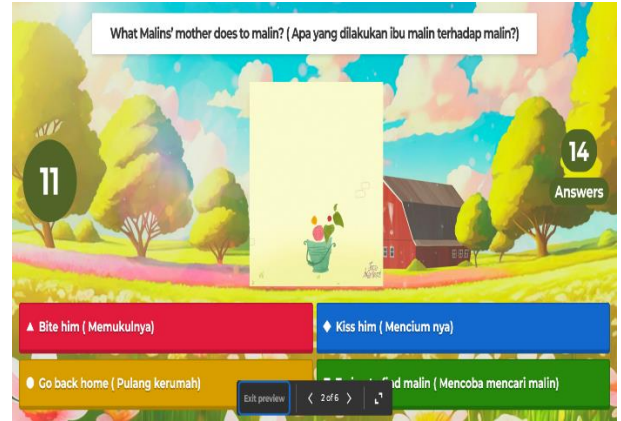
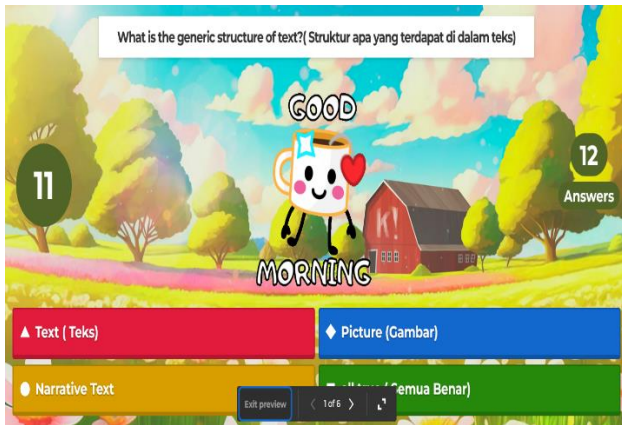
- a. He misses his mom b. He will give much money to his mom c. He accept a request from his wife d. He wants hug his mom

10. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter b. Leave our old mom c. Give our mom money d. Meet our mom

Appendix IV

Instrument of Research Cycle I and Cycle II



List of Student's Initial Name

School : SMK Pariwisata Imelda Medan

School Year :2022-2023

Class : X- Tata Boga

No	Student's Name	Student's Initial Name
1.	Agita Aprilia Manalu	AAM
2.	Aida Nuriani	AN
3.	Al Kahfi Hasan	AKH
4.	Afifah Nazla Pohan	ANP
5.	Chairin Syahfitri	CS
6.	Chelsea Juliandy	CJ
7.	Davina Parah Maghira	DPM
8.	Dinda Safira	DS
9.	Ovo Baliztha Damanik	OBD
10.	Fadila Ginting	FG
11.	Fani Nurhaini H.	FNH
12.	Feby Yolanda Sihite	FYS
13.	Gadis Amanda	GA
14.	Henny Dwi Lestari	HDL
15.	Indri Bunga Amelia	IBA
16.	Jay Vinay Rai	JVR
17.	Jhonatan Cristian S.	JCS
18.	Kayla Syahfitri	KS
19.	Keyla Dwi Amanda	KDA
20.	Lili Jawiyah	LJ
21.	Lydia Yulianti Sitorus	LYS
22.	Lowiza Amanda Zakirah	LAZ

Appendix VI

Student's Observation Sheet in Teaching Learning Activity by Applying

Kahoot Application (Cycle I)

School : SMK Pariwisata Imelda Medan

School Year : 2022-2023

Class : X- Tata Boga

Cycle : I

No	Nama Siswa	Interest	Attention	Participation	Presentation
1	Agita Aprilia Manalu	2	2	3	3
2	Aida Nuriani	2	3	2	2
3	Al Kahfi Hasan	3	3	3	3
4	Afifah Nazla Pohan	3	2	2	2
5	Chairin Syahfitri	3	2	3	2
6	Chelsea Juliandy	2	3	2	3
7	Davina Parah Maghfira	3	3	3	3
8	Dinda Safira	2	2	3	2
9	Ovo Baliztha Damanik	3	2	3	3
10	Fadila Ginting	3	3	2	2
11	Fani Nurhaini H	2	3	3	2
12	Feby Yolanda Sihite	3	3	2	3
13	Gadis Amanda	2	3	3	2
14	Henny Dwi Lestari	3	2	2	2
15	Indri Bunga Amelia	2	2	3	3
16	Jay Vinay Rai	3	2	2	2
17	Jhonatan Cristian	2	2	3	3
18	Kayla Syahfitiri	3	2	2	2
19	Keyla Dwi Amanda	3	3	3	3
20	Lili Jawiyah	2	2	2	2
21	Lydia Yulianti Sitorus	3	3	3	3
22	Lowinza Amanda Z	3	2	2	2
	Percentage	57%	54%	56%	54%
	Mean	55			
	Criteria	Active			

Appendix VII

Student's Observation Sheet in Teaching Learning Activity by Applying

Kahoot Application (Cycle II)

School : SMK Pariwisata Imelda Medan

School Year : 2022-2023

Class : X- Tata Boga

Cycle : II

No	Nama Siswa	Interest	Attention	Participation	Presentation
1	Agita Aprilia Manalu	5	4	4	5
2	Aida Nuriani	4	4	5	4
3	Al Kahfi Hasan	3	5	4	5
4	Afifah Nazla Pohan	5	5	5	4
5	Chairin Syahfitri	3	3	4	3
6	Chelsea Juliandy	4	4	5	4
7	Davina Parah Maghfira	4	4	4	5
8	Dinda Safira	3	3	5	3
9	Ovo Baliztha Damanik	3	4	5	4
10	Fadila Ginting	4	3	5	4
11	Fani Nurhaini H	5	3	4	3
12	Feby Yolanda Sihite	3	3	4	4
13	Gadis Amanda	4	4	3	3
14	Henny Dwi Lestari	4	4	4	5
15	Indri Bunga Amelia	4	4	3	3
16	Jay Vinay Rai	3	5	4	3
17	Jhonatan Cristian	4	4	3	3
18	Kayla Syahfitiri	3	3	5	4
19	Keyla Dwi Amanda	4	4	4	5
20	Lili Jawiyah	4	3	5	5
21	Lydia Yulianti Sitorus	5	4	4	3
22	Lowinza Amanda Z	4	3	5	4
	Percentage	85%	83%	94%	86%
	Mean	87			
	Criteria	Active			

Appendix IX

The Student's Attendance of SMK Pariwisata Imelda Medan

Academic Year 2022-2023

Name of School : SMK Pariwisata Imelda Medan

Class : X- Tata Boga

No	Nama Siswa	Cycle 1		Cycle 2	
		First Meeting	Second Meeting	First Meeting	Second Meeting
1.	Agita Aprilia Manalu				
2.	Aida Nuriani				
3.	Al kahfi Hasan				
4.	Afifah Nazla Pohan				
5.	Chairin Syahfitri				
6.	Chelsea Juliandy				
7.	Davina Parah Maghfira				
8.	Dinda Safira				
9.	Ovo Baliztha Damanik				
10.	Fadila Ginting				
11.	Fani Nurhaini H.				
12.	Feby Yolanda Sihite				
13.	Gadis Amanda				
14.	Henny Dwi Lestari				
15.	Indri Bunga Amelia				
16.	Jay Vinay Rai				
17.	Jhonatan Cristian S.				
18.	Kayla Syahfitri				
19.	Keyla Dwi Amanda				
20.	Lili Jawiyah				
21.	Lydia Yulianti Sitorus				
22.	Lowiza Amanda Zakirah				

Appendix IX

Students' scores in Pre-Test, Cycle I, Cycle II

No	Student's Name	Pre-Test
1	Agita Aprilia Manalu	50
2	Aida Nuriani	50
3	AL Kahfi Hasan	47
4	Afifah Nazla Pohan	43
5	Chairin Syahfitri	41
6	Chelsea Juliandy	52
7	Davina Parah Maghfira	51
8	Dinda Safira	42
9	Ovo Baliztha Damanik	44
10	Fadila Ginting	42
11	Fani Nurhaini H.	47
12	Feby Yolanda Sihite	43
13	Gadis Amanda	43
14	Henny Dwi Lestari	50
15	Indri Bunga Amelia	55
16	Jay Vinay Rai	50
17	Jhonatan Cristian S.	53
18	Kayla Syahfitri	48
19	Keyla Dwi Amanda	46
20	Lili Jawiyah	46
21	Lydia Yulianti Sitorus	40
22	Lowiza Amanda Z.	50
	Mean	47

The Student's Score in Cycle 1		
No	Student's Name	Cycle 1
1	Agita Aprilia Manalu	63
2	Aida Nuriani	77
3	AL Kahfi Hasan	75
4	Afifah Nazla Pohan	65
5	Chairin Syahfitri	65
6	Chelsea Juliandy	68
7	Davina Parah Maghfira	76
8	Dinda Safira	75
9	Ovo Baliztha Damanik	65
10	Fadila Ginting	65
11	Fani Nurhaini H.	70
12	Feby Yolanda Sihite	70
13	Gadis Amanda	69
14	Henny Dwi Lestari	70
15	Indri Bunga Amelia	75
16	Jay Vinay Rai	70
17	Jhonatan Cristian S.	75
18	Kayla Syahfitri	65
19	Keyla Dwi Amanda	65
20	Lili Jawiyah	76
21	Lydia Yulianti Sitorus	70
22	Lowiza Amanda Z.	70
	Total Scores	1539
	Mean	70

The Student's Score in Cycle II		
No	Student's Name	Cycle II
1	Agita Aprilia Manalu	85
2	Aida Nuriani	82
3	AL Kahfi Hasan	80
4	Afifah Nazla Pohan	80
5	Chairin Syahfitri	73
6	Chelsea Juliandy	80
7	Davina Parah Maghfira	83
8	Dinda Safira	80
9	Ovo Baliztha Damanik	74
10	Fadila Ginting	80
11	Fani Nurhaini H.	73
12	Feby Yolanda Sihite	84
13	Gadis Amanda	85
14	Henny Dwi Lestari	72
15	Indri Bunga Amelia	83
16	Jay Vinay Rai	73
17	Jhonatan Cristian S.	85
18	Kayla Syahfitri	83
19	Keyla Dwi Amanda	71
20	Lili Jawiyah	80
21	Lydia Yulianti Sitorus	80
22	Lowiza Amanda Z.	88
	Total Scores	1754
	Mean	80

Appendix X

The Students' Join Kahoot Application

The screenshot shows the Kahoot! Reports page for a live game. The page displays a list of 10 students, their scores, and their completion percentages. All students have achieved 100% completion. The interface includes a navigation bar with options like Home, Discover, Library, Reports, Groups, Marketplace, Upgrade, and Create. A promotional banner at the top encourages upgrading to Kahoot+ Premier for \$5.99/month.

Student Name	Score	Completion Percentage	Time Spent
AGITA APRILLIA	1	100%	4 646
salsa	2	100%	4 550
Lowiza	3	100%	4 521
Gadis Amanda	4	100%	4 426
mawar lestari	5	100%	4 415
riska aulia ptr	6	100%	4 413
Nazwakhairunisa	7	100%	4 235
Bila	8	100%	4 053
arya	9	100%	4 037
Riziq	10	100%	4 016

The screenshot shows the Kahoot! Reports page for a live game. The page displays a list of 13 students, their scores, and their completion percentages. All students have achieved 80% completion. The interface includes a navigation bar with options like Home, Discover, Library, Reports, Groups, Marketplace, Upgrade, and Create. A promotional banner at the top encourages upgrading to Kahoot+ Premier for \$5.99/month.

Student Name	Score	Completion Percentage	Time Spent
keynan	15	80%	3 648
Keyla	14	80%	3 645
Indri bunga	15	80%	3 409
dwi	16	80%	3 366
Chairinsyahftr	17	80%	3 303
Jhonatan	18	80%	3 232
Kayla Syafitri	19	80%	3 206
dafina muflih	20	80%	3 204
Fani	21	80%	3 152
Lili	22	80%	3 141
evoo	23	80%	3 130

Appendix XII

Documentation





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama : Putri Rahma Sari Hasibuan
NPM : 1902050035
Program Studi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Kahoot-Based Collaborative Learning in Middle High School EFL Classroom: Creating Engagement and Learners' Perception	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Disetujui oleh
Dosen Pembimbing

Assoc. Prof. Muhammad Arifin, M.Pd

Medan, 01 Desember 2022
Hormat Pemohon,

Putri Rahma Sari Hasibuan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1



Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Putri Rahma Sari Hasibuan
NPM : 1902050035
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 115 SKS

IPK = 3,56

Persetujuan Ketua/Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	Kahoot-Based Collaborative Learning in Middle High School EFL Classroom: Creating Engagement and Learners Perception	
	The Effect of Using the "Duolingo" Game on Improvement Student Ability in Vocabulary	
	The Implementation of Quizizz Application as an Evaluation Media in Learning English	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 01 Desember 2022

Hormat Pemohon,

Putri Rahma Sari Hasibuan

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 2

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Putri Rahma Sari Hasibuan
NPM : 1902050035
ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Kahoot-Based Collaborative Learning in Middle High School EFL Classroom: Creating Engagement and Learners' Perception

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Assoc. Prof. Muhammad Arifin, M.Pd


Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya



01 Desember 2022

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 01 Desember 2022
Hormat Pemohon,



Putri Rahma Sari Hasibuan

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 3523 /IL.3/UMSU-02/F/2022
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .

Nama : Putri Rahma Sari Hasibuan.
N P M : 1902050035
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Kahoot-Based Collaborative Learning in Middle High School EFL Classroom:Creating Engagement and Learners' Perception.

Pembimbing : Assoc. Prof. Muhammad Arifin Nasution, M.Pd.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa daluwarsa tanggal : **28 Desember 2023**

Medan 4 Jumadil Akhir 1444 H
28 Desember 2022 M



Dr. H. Syamsu Vurnita, M.Pd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LEMBAR PENGESAHAN PROPOSAL

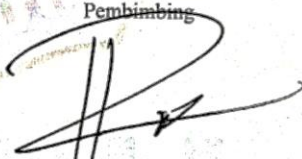
Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Putri Rahma Sari Hasibuan
N.P.M : 1902050035
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Kahoot-Based Collaborative Learning in Middle High School EFI
Classroom "Creating Engagement and Learner's Perception"

Sudah layak diseminarkan.

Medan, Maret 2023

Disetujui oleh
Pembimbing



Assoc. Prof. Muhammad Arifin, M.Pd.

UMSU
Unggul | Cerdas | Terpercaya



UMSU
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Putri Rahma Sari Hasibuan
NPM : 1602050035
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Kahoot-Based Collaborative Learning in Middle High School EFL Classroom "Creating Engagement and Learner's Perception".

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
30-11-2022	discussion of the title final project	
01-12-2022	approval of the title final project	
06-12-2022	discussion of research methods	
12-12-2022	discussion chapters 1 and 2	
20-01-2023	discussion chapters 3	
25-01-2023	addition to the background	
	add a journal or book about collaborative learning	
	adding a conceptual framework	
	more reference using mindmap	
	add more journal references	
02-03-2023	writing proposal must be appropriate	

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, Maret 2023

Dosen Pembimbing

(Assoc. Prof. Muhammad Arifin, M.Pd.)




BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Tanggal 17 Bulan Maret Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Putri Rahma Sari Hasibuan
N.P.M : 1902050035
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Kaboot Based Collaborative Learning in Middle High School EFL Classroom "Creating Engagement and Learner's Perception"

No	Masukan dan Saran
Judul	Revise the title, make it suitable with CAP.
Bab I	Revise the background, the formulation of problem.
Bab II	Revise the theory in relevant studies.
Bab III	Write Chapter 3 based on CAP.
Lainnya	
Kesimpulan	[] Disetujui [] Ditolak [<input checked="" type="checkbox"/>] Disetujui Dengan Adanya Perbaikan


Dosen Pembahas


(Yusriati, SS, M.Hum)

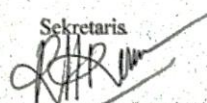
Dosen Pembimbing


(Assoc. Prof. Muhammad Arifin, M.Pd.)

Panitia Pelaksana

Ketua 
dto
(Pirman Ginting, S.Pd., M.Hum)

Sekretaris


(Rita Harisma, S.Pd., M.Hum)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Putri Rahma Sari Hasibuan
N.P.M : 1902050035
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Kaboot Based Collaborative Learning in Middle High School EFL Classroom "Creating Engagement and Learner's Perception"

Pada hari Jumat tanggal 17 bulan maret tahun 2023 sudah layak menjadi proposal skripsi.

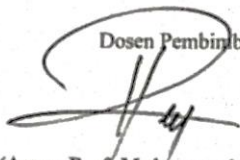
Medan, Maret 2023


Disetujui oleh:

Dosen Pembahas


(Yusriati, SS, M.Hum)

Dosen Pembimbing


(Assoc. Prof. Muhammad Arifin, M.Pd.)

Diketahui oleh
Ketua Program Studi, 


(Pirman Ginting, S.Pd., M.Hum)



UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mochtar Basri, BA No.3 Medan Telp. (061) 661905 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Ibu Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Putri Rahma Sari Hasibuan
NPM : 1902050035
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

Kahoot-Based Collaborative Learning in Middle High School EFL Classroom "Creating
Enggagement and Learner's Perception"

Menjadi:

Kahoot-Based Collaborative Learning to Improve Reading Skill of EFL Learners

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya
atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, Mei 2023

Hormat Pemohon

Putri Rahma Sari Hasibuan

Pembimbing

Assoc. Prof. Muhammad Arifin, M.Pd

Ketua Program Studi
Pendidikan Bahasa Inggris

dto

Pirman Ginting, S.Pd., M.Hum.



UMSU

Rila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 2034/II.3/UMSU-02/F/2023
Lamp : ---

Medan, 5 Dzulqaidah 1444 H
25 Mei 2023 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
SMK Pariwisata Imelda Medan
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Putri Rahma Sari Hasibuan
N P M : 1902050035
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Kahoot-Based Collaborative Learning to Improve Reading Skill of EFL Learners.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
Dekan

Dra. Hj. Syamsuurnita, MPd.
NIDN : 0004066701

**Pentinggal





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Lampiran : -
Perihal : Izin Penelitian

Kepada Yth :

Bapak/Ibu Dekan Universitas Muhammadiyah Sumatera Utara

Prodi : Pendidikan Bahasa Inggris

Di

Tempat

Dengan Hormat,

Assalamu'alaikum Wr.Wb

Sehubungan dengan surat Bapak/Ibu Nomor :2034/II.3/UMSU-02/F/2023 Tertanggal 25 Mei 2023 tentang mohon izin Penelitian, maka dengan ini kami memberikan izin Penelitian kepada Mahasiswa Bapak/Ibu sebagai berikut :

Nama : Putri Rahma Sari Hasibuan
NPM : 1902050035
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Kahoot-Based Collaborative Learning To Improve Reading Skill Of EFL Learners

Dengan ini juga kami menyatakan bahwa Mahasiswa tersebut diatas melakukan Penelitian pada :

Tanggal : Sabtu, 17 Juni 2023
Tempat : X Tata Boga SMK Pariwisata Imelda Medan
Jl. Bilal No.48 Medan

Demikian surat ini kami perbuat. Atas perhatian dan kerjasama yang baik diucapkan terima kasih

Medan, 23 Juni 2023

Kepala SMK Pariwisata Imelda Medan





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Fakultas : Keguruan dan Ilmu Pendidikan
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Nama : Putri Rahma Sari Hasibuan
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Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Kahoot-Based Collaborative Learning to Improve Reading Skill of EFL Learners

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
25-06-2023	Final revision chapter I, II, III	
9-07-2023	Data Analysis - Data Collection	
17-07-2023	Data Analysis - Research Findings	
1-08-2023	Revise chapter 4: Discussion - Revise Acknowledgement	
21-08-2023	- Table of Content - References	

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, Agustus 2023

Dosen Pembimbing

(Dr. Muhammad Arifin, M.Pd.)

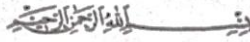
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SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Putri Rahma Sari Hasibuan
NPM : 1902050035
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Kahoot-Based Collaborative Learning to Improve Reading Skill of EFL Learners

benar telah melakukan seminar proposal skripsi pada hari Jum'at, tanggal 17, Bulan Maret, Tahun 2023

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Juli 2023

Ketua,

Pirman Ginting, S.Pd., M.Hum.

