

THE USE OF KAHOOT! MEDIA IN TEACHING READING

(A Case Study at the First Grade of SMA Hang Tuah Belawan in Academic Year
2019/2020)

SKRIPSI

*Submitted in Partial of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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ABSTRACT

Putri Desmala Sari. 1502050300. The Use of Kahoot! Media In Teaching Reading (A case Study at the First Grade of SMA Swasta Hang Tuah Belawan in Academic Year 2019/2020). Skripsi. English Department of Faculty Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2019

This research was deals with the use of Kahoot! Media in teaching reading. The objectives of this research were to find out the potential of Kahoot! media to increase students' motivation in reading and to find out the students' difficulties in reading. This research was conducted by applying classroom action research (CAR). There are four steps in conducted this classroom action research, namely: Planning, Action, Observation, and Reflection. It implemented two cycles containing two meetings for each. The subject of this research was students at first grade of SMA Swasta Hang Tuah Belawan of the academic year 2019/2020. The number of students consisted of 30 students. After doing the research and analyzing the data, the researcher could conclude that Classroom Kahoot! had significantly improved the students' achievement in reading comprehension. It was found that students' score increased from cycle 1 and of cycle 2. It is shown from the improvement of the means of students' score namely the mean of test of cycle 1 (66,66) and the mean of cycle 2 (90,83) was higher than the mean of the students' score in cycle 1 (66,66). it can be stated that the score continuously improved from the cycle 1 until cycle 2. Classroom Kahoot! can make the learners be active in learning English and also to show their ability in reading comprehension. In other words, teaching reading by Classroom Kahoot! was successfully done and brings good improvement to the students' reading achievement.

Key words : Kahoot!, Teahing Reading, Reading Comprehension

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The researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Study

Education is an activity that can be done by all humans on this earth. Education is inseparable from all human activities. Under no circumstances can humans reject the effects of applying education. The language of modern education, in modern times language, is an important thing in life in this modern age, such as learning English. In English, there are 4 skills such as speaking, listening, writing and reading. And reading skills in English many students who have difficulty.

With technology in the modern era can overcome problems in the teaching process, especially in teaching reading. And teachers can make teaching materials very easily and become more interesting and students can also enjoy learning actively, and the teaching process becomes newer and less busy.

Motivation is an important element leading to student success in most learning designs, including gamification. Modern learners are inseparable from digital life. Thus, a more effective learning process can be produced if gamified designs that consider the element of motivation are added to learning spaces. According to Tom Malone theory in Lieberoth (2016) stated that, there are three categories of intrinsically motivating instructions, that make things fun to learn: Challenge (goals with uncertain outcomes), Fantasy (captivate through intrinsic or extrinsic fantasy), and Curiosity (sensor curiosity through graphics, and audio,

and cognitive curiosity). Games can be applied as supporting tools measuring participants' achievements, progress in learning.

The learning process that used to be can only be done face-to-face, but now can be done through internet technology that can be done without having to face-to-face between the instructor and learner, this learning concept is called e-learning. One of the concepts of e-learning learning that I will discuss in this paper, namely the concept of gamification/gamification. Gamification is the application of techniques and strategies from a game to the non-game context to solve a problem. This method works by making the material or technology more interesting by encouraging users to get involved in the desired behavior. The goal is to increase student participation, motivation, and achievement. Kahoot! is one of a well-known game-based learning platform that is very user-friendly for both educators and learners.

According to Heilman (1981:50) states that the teaching of reading has a unique relationship to and with language. From the time the nation's first schools were founded, reading has been a major means of achieving societal goals. Besides, Heilman (1981:30-31) states direct instruction is conceptualized clearly by Barak Rosenshine a recognized authority in teacher effectiveness research. Teachers who employ a direct instruction format in teaching reading are being identified across several recent research investigations as effective. Although many of the investigations did not specify what process variables teachers employed, it seems logical that many of the teachers used information about their pupils to plan instructions that were structured and based on a direct format.

Teaching activities focused on academic matters where goals are clear to students. Based on the fact that modern learners are very much engaged with technology and that education can no longer ignore the idea that games can be one the platform of learning is more effective than using traditional media. Games is the world in which action is triggered by reward, fun, and competition: where creativity, problem-solving, teamwork, determination, various skill are being developed, and this fact can no longer be unnoticed by the education world.

According to the observation learning process researchers, get the problem in the learning process, such as students not interested in the material because the media is not unique and makes it students' bored in the classroom. Given the pivotal role reading in and this study examined first-grade teachers' perspectives on teaching reading in SMA Swasta Hang Tuah Belawan using Kahoot! to increase students' motivation in reading.

B. The Identification of the Problem

Based on the background of the study above, the problems were identified as follows:

1. The students have lacked the motivation to learn English especially reading.
2. Teachers use traditional in teaching reading.
3. The teacher sometimes has trouble in delivering information.

C. The Scope and Limitation of the Problem

The scope of the study was a focus on media teaching English. And the limitation of this study was on the use of Kahoot! media in teaching reading at the first grade of SMA Swasta Hang Tuah Belawan In the academic year 2019/2020.

D. Formulation of the Problem

The formulated the question in this study as follows:

1. Was there significant improvement on the students motivation in reading by using Kahoot!?
2. Was there any factor that caused the students difficult in reading comprehension?

E. The Objective of the Study

The objective of this study was:

1. To find out the potential of Kahoot! media to increase students' motivation in reading.
2. To find out the students' difficulties in reading.

F. The Significance of the Study

The significance of this study was expected to be useful theoretically and practically.

a. Theoretically

This study used to add knowledge and references, especially in teaching reading.

b. Practically

The findings of this research were useful for :

1. Students

Students, it was expected that the students could learn how to improve theirs in reading comprehension and motivation using e-learning.

2. Teacher

The teacher can get to know modern learners in the classroom and also had the chance to practice using the online app to create and prepare quiz events for modern learners to do.

3. Other researchers

This research expected to be a reference for researchers and gave the sources of information from this study, so they can do their research in deeper, further, and better technique.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Kahoot!

Kahoot! is one of the well-known game-based learning platforms that are very user-friendly for both educators and learners. It is an innovation of Johan Brand, Jamie Brooker and Morten Versvik in collaboration with the Norwegian University of Technology & Science. This game-based application is specially designed and aimed to repeat and or to review the knowledge of the learners and to assess in the form of a light quiz in a fun way. Kahoot! currently owns four kinds of form which are: Quiz, Jumble, Survey, and Discussion that can be used favorably according to needs and interests. Kahoot! also provided a free app that makes it more versatile for educators and (modern) learners alike.

Kahoot! is a popular e-learning tool that can be easily used for providing metacognitive support, liveliness in class and student attendance in higher education which needs limited lecturers and student education. The free online learning platform has been accepted worldwide with more than 30 million users and it is based on behavioral design methodologies and is current user-centered.

Kahoot! is an easy program to join, and can be used to create quizzes with an interface designed in English. Teachers must sign up on “getkahoot.com” to create a simple game environment, but students are not required to sign up. The program is free and simple to join. The Kahoot! application is easily formed after

signing up and games created and shared by other users can be seen. Approved Kahoot! games can be used in classroom activities. Future study questions equivalent to classroom lecture notes can be prepared by Kahoot!. Each student determines his/her nickname when logging in. Students whose nicknames appear on the board show increased motivation, ensuring more active participation. The tables allow the possibility of solving problems faster and of viewing them on the screen.

Kahoot! is one of the simplest game-based learning platforms to use by educators and learners. For educators especially, there are some apparent advantages in using this application, which are:

1. Free. There is no cost for creating, playing and sharing Kahoot!.
2. The application easily fits a wide range of learning environments.
3. It presents a fun and challenging way to engage modern learners in learning.
4. The quiz game can be done not only individually but also in teams.

When playing Kahoot!, the participants need to log into the system using a game pin (a number) and a nickname (See Figure 1). This, if you used Host Live in Kahoot! as a teacher, you can give the pin when playing together. Multiple-choice questions are projected on the screen and learners then can answer questions through a variety of devices (computers, laptops, pads and or smartphones) using colors and shapes to connect to the answer. The goal for the learners is to choose the correct answer as fast as possible and to get as many

points as possible. Educators can use ready-made Kahoot! that have been created by others or create their quizzes, jumble questions, discussion and or surveys based on their preferred topic. The website even tracks participants' achievement by looking at what they did during the Kahoot!, as well as overall achievement while logged in.



Figure 1.
playing Kahoot! using Game-pin

2. Teaching in the 21st Century

According to Ewa Zarycka-Piskorz (2016) stated that associated with learning that uses technology in the form of web-based electronic or digital in an internet site that aims to help students learn in the form exercises about the material provided, so students can better understand the material provided. On the opportunity side of the equation, the growing capacity, capability, and power of technology-based tools and resources give the education community the ability to address these challenges successfully. According to Blackboard (2008) with the strategic use of 21st-century learning tools, educational institutions can provide the supportive productive environment educators need to reach, teach, and support

each student's learning needs and potential. Modern learners are inseparable from digital life.

The consume of the internet, text message, social media and multimedia are natural everyday live activities for them and they expect the use of technology in their academic lives as well. There is a disconnection between the way learners live and the way they learn. Closing this gap is a grand challenge for either educators and schools nowadays. Earlier studies revealed that using Kahoot! to enhance the learning process in the classroom is more effective than using traditional media. Besides Iaremenko, Natallia V (2017) investigated the motivating effect of using Kahoot! on English language learners. The result showed that the use of Kahoot! in the classroom was more useful, fun and engaging.

John Canuel, Jefferson County School District, Colorado, says "We want our teachers to be highly effective. A teacher can be highly qualified but still not very effective. That's why we had to start thinking more comprehensively about how we are going to step into a digital learning environment to strengthen our professional development and support."

And while teachers generally are committed to their students, enjoy their work, and are devoted to their profession and their content areas, 21st-century students come to school with very different sets of experiences and expectations than their 20th-century counterparts. This tech-savvy, multi-media, multi-tasking digital natives navigate everyday life far different than many of their digital immigrant teachers. Connecting with them, relating to them, and motivating them

now requires teachers who are open to new ways of teaching and supporting students.

3. Teaching Reading

According to Heilman, Blair, & Rupley (1981:3-4) stated that reading is interacting with language that has been coded into print. Reading is a language process. Reading ability is closely related to oral language ability. Reading is an active and ongoing process that is affected directly by an individual's interaction with his environment. The result of reading instruction is comprehension. According to (Bald, 2007:118) states reading is not a natural process. In contrast to oral language development, reading does not emerge naturally from the interactions with parents and other adults even in print-rich environments, for most children reading require systematic and explicit instruction.

It is not only important for teachers of reading to form a concept of the reading process but also extremely critical that they distinguish between the reading process and reading instruction.

Weaver and Shonkoff, says "what is the nature of reading . . . The research finding currently available does not provide conclusive information, and it may take a long time for these issues to be resolved and supported by the results of research..."

According to Heilman, Blair, Rupley (1981:5) states if a teacher of reading accepts the idea that a major aspect of the reading process is comprehension, then there are two facets of reading instruction that must be put into proper perspective: 1). Decoding print into sound and 2). Decoding a graphic

representative of language into meaning. The purpose of reading also determines the appropriate approach to reading comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skill and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

3.1 Techniques for Teaching Reading

Reading process it can develop student's awareness of the reading process and reading strategies by asking students to think and talk about how they read in their native language.

1. Allow students to practice the full repertoire of reading strategies by using reading material.
2. Students practice reading strategies in class in their reading assignments. It encourages students to be conscious of what they are doing while they complete reading assignments.
3. Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.
4. Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing, vocabulary, and content.

5. Skimming and scanning: using a quick survey of text to get the main idea, identifying text structure, confirm or question predictions.
6. Guessing from the context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
7. Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

4. Media

Learning media constitutes something that can deliver message, stimulate thought, feeling and will encourage the learning process. This article is aimed to analyze the weight of criteria in selecting instructional media in the subjects that include character education in higher education. The most obvious characteristic of a medium is its technology: the mechanical and electronic aspects that determine its function and, to some extent, its shape and other physical features. Media can be defined by its technology, symbol systems, and processing capabilities. These are the characteristics that are commonly used to classify a medium such as a television, a radio, and so on. Each section will examine how the complementary construction of representations, and operations performed on them, is influenced by characteristics of the medium, designs that take advantage of these characteristics, and the characteristics of learners and tasks. The intent is to demonstrate the relative cognitive effects of learning with different media, particularly effects related to the structure, formation, and modification of mental

models. According to Jensen (1997), Interactive abstract learning that includes the use of various media, such as CD-ROM (Compact Disk Read Only Memory), the internet, distance learning, or virtual reality, utilize the categorical memory and requires little intrinsic motivation. Although traditional forms of education receive the greatest. Using media is the key to moving students to higher-level thinking. Our students are already familiar with using the internet and many of the application to reach such higher-level thinking skills as creativity, problem-solving, comparison, and contrast, and evaluation. Such as Kahoot! is one of the well-known game-based learning platforms that is very user-friendly for both educators and learners.

Furthermore, Nurseto (2011) states that the function of instructional media emphasizes the following points :

1. As a supporting means to achieve a more effective learning situation.
2. As one of the components that are interconnected with other components to create an expected learning situation.
3. Accelerating the learning process.
4. Improving the quality of teaching and learning process.
5. Actualizing an abstract to reduce the occurrence of verbal diseases (disturbance).

4.1 Media and Technology

Technology is not limited by the classroom walls. We can bring the media into the classroom and everywhere. Media and technology are more tunes with the way our students learn today. So media and technology are components

perfect for the learning process, and to enhance students' motivation. The learning process can be easy with the existence of technology in education. The use of technology is a supporting tool for students and teachers to find broader information, in addition to using sources from books and print media. This allows teachers to connect with other teachers, to find broader information and has the potential to increase teacher effectiveness. It can change boring and non-innovative lessons into fun and the interesting lesson it will make students more engaged in teaching. Technology can help teachers in showing their material, evaluation, online assessments can help teachers save a lot of time.

5. Conventional Teaching Method

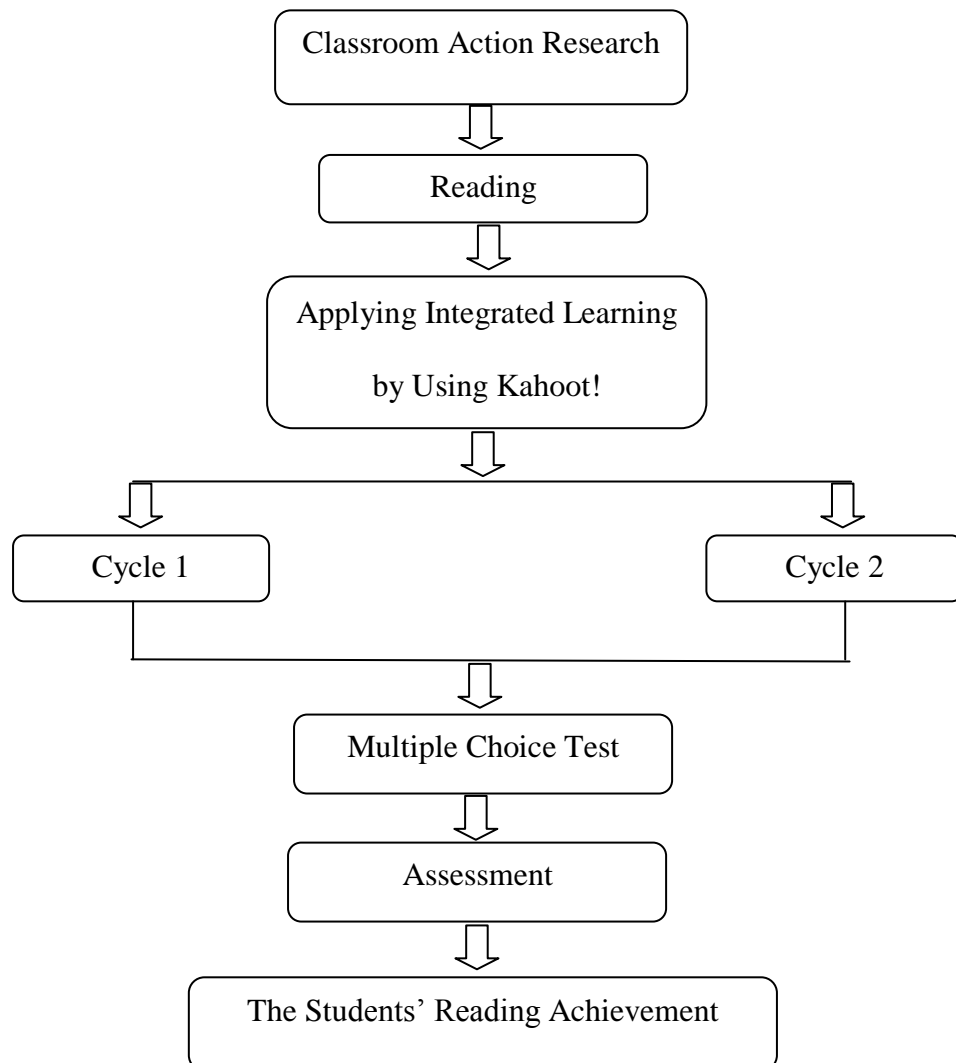
According to Felder, & Silverman (1988), states that the conventional teaching method makes students uninterested in class, discouraged, bored, stop trying in accomplishing tasks given, and poorly in the test. According to Teemant (2010), states moreover, conventional teaching forces students to demonstrate knowledge and content mastery via a test which can jeopardize their learning because they only have minimal control over this matter. Conventional learning is very focused on what is only given to the teacher, and not all will understand the contents of the learning, because the teaching methods are just like that.

In a conventional method, students cannot express their ideas, opinions, thoughts, and experiences. They only accept what the teacher teaches them. They cannot develop their creativities, they can be motivated to be active. They not only accept what the teacher to them but also develop what they get from the teacher.

B. Conceptual Framework

As explained in the review of the literature above, the concept of implementing integrated learning by using Kahoot! to improve students' reading comprehension, but also teaching reading should be more enjoyable and fun for the students so that the students will be interested in the teaching-learning process. So through the using of Kahoot! Application as the teaching-learning media is hopefully being able to help the teacher to teach reading in the class.

Therefore, the implementation of integrated learning by using Kahoot! is a good strategies to solve the problems identified by the researcher in the class X MIA 3 at SMA Swasta Hang Tuah Belawan. This technique is considered appropriate with the condition of the students there. It can make the students feel comfortable with the learning activities and achieve the aims of the reading comprehension. The study will be conducted, as follow :



CHAPTER III

RESEARCH METHODOLOGY

A. Location of the Research

The research was conducted at SMA Swasta Hang Tuah Belawan, which is located at Jl. Kapten Raden Sulian, Belawan II, Medan Kota Belawan, North Sumatera. The reason for choosing this school because students there are not interested in learning English. And there is no slightest interest in learning English based on the facts.

B. Subject of the Research

The subject of this research was in the first-grade students of SMA Swasta Hang Tuah Belawan, academic year 2019/2020. The research only involved one class of X MIA 3. It consisted of 30 students. The researcher was taught reading skills according to the learning materials and the lesson plans which have been developed. The English teacher as a collaborator and an observer in this research. The researcher has collaborated with the teacher during the implementation of the action plan. The observer identified the effectiveness and the ineffectiveness of the action and then, she helps the researcher in improving the actions by giving some feedback.

C. Research Design

In classroom action research, there were four stages included of planning, action, observation, and reflection. The four steps are a unity inseparable and must be present in every class action research. This stage would be applied in each cycle because action research is a cycle process. If the result of the first cycle fails, it will be continued to the next cycle. If there is a significant improvement in reading comprehension, so the cycles have been stopped. It showed up the improvement of students' achievement in reading comprehension, the cycle will be continued and to the next cycle until the result is achieved. In classroom action research, to show a step in classroom action research can be seen below:

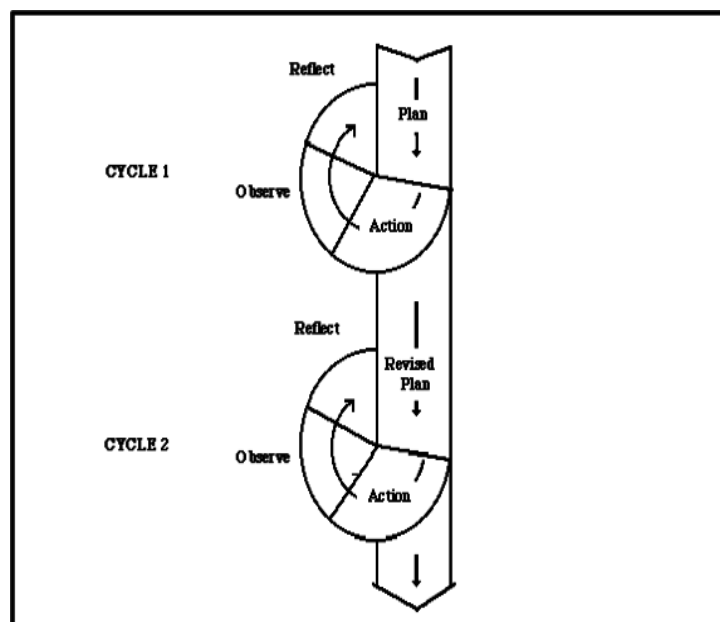


Figure 2.

Classroom Action Research Model by Kemmis and McTaggart

1. Cycle 1

a. *Planning*

The activities in the planning are:

1. Making the lesson plan about Narrative Text.
2. Designing the steps in using Kahoot!.
3. Preparing the material, that is Narrative Text.
4. Preparing teaching aids, that are integrated learning by using Kahoot!.
5. Preparing a test, that is multiple choice.

b. *Action*

Teachers activity:

1. The teacher opened the class by greeting the students.
2. The teacher asked what topic they will learn, that is Narrative Text.
3. The teacher tells the students about the advantages of learning a Narrative Text.
4. The teacher introduced the Kahoot! in learning Narrative Text.
5. The teacher asks the student's opinion about Narrative Text.
6. The teacher shows the text of the Narrative with its generic structure.
7. The teacher will give 8 questions in each part based on the text available in Kahoot!.

8. The teacher will see the results of every student who answers correctly on the computer screen.
9. The teacher and students made the conclusion based on the material.
10. The teacher ended the class by closing

Students' activity:

1. The students' answers greeting from their teacher as a response to the teacher.
2. The students answer what topic they will learn.
3. The students listen to the advantages of learning Narrative Text.
4. The student listens to the explanation of how to use Kahoot! in learning Narrative Text from the teacher.
5. The students give their opinion about Narrative Text.
6. The students will see and keep attention to the text of the Narrative with its generic structure.

c. *Observation*

Besides implementing some action plans, the researcher and the teacher observed and recorded the teaching and learning process. During the process of conducting the auction, the researcher observing everything happening in the classroom. The result of the discussing is important data to serve as an evaluation for the implementation of the action plans to improve the next action.

d. *Reflection*

Reflection is a feedback process from the action that is done. Reflection is used to help the teacher to make a decision. The researcher will analyze all recording information in the learning process through integrated learning by using Kahoot!.

2. Cycle 2

The researcher will do cycle 2 if the result in cycle 1 still needs improvement. In cycle 2 also has four stages; they are planning, action, observation, and reflection. Every weakness in cycle 1 will be revised in cycle 2.

D. Instrument of Research

This research was used 3 instruments. They were tests and observation sheets, and questionnaires. In this research, the data was done by multiple-choice tests, observation, and questionnaires. The observation was done to observe the quality of the teaching-learning process based on the instrument of observation, and the tests were conducted by the researcher to know the improvement of the students reading achievement.

E. Technique of Collecting Data

The researcher used several techniques to collect the data.

1. Observation

The researcher unstructured observation to know the classroom situation when a teaching-learning process, how the teacher taught in the class, and facilities that support the teaching-learning process. Also, the researcher asked the teacher about the students' difficulties in learning English.

2. Test

The researcher gave the test to the first-grade students of SMA Swasta Hang Tuah Belawan. The test was about a narrative text, before the students doing the test, the researcher explained a narrative text. The test consists of 8 questions. 8 question multiple-choice used Kahoot! media.

F. Technique of Data Analysis

Quantitative data was done in this study. It was used to analyze the student's score. The quantitative data were analyzed by using formula as follows:

— (Arikunto, 2013)

Notes:

: The mean of the student's score

: The total score of students

: The number of students

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

$P = \frac{R}{T} \times 100\%$ (Arikunto, 2013)

Note:

P : The percentage of those who got a score

R : The number of students' getting score

T : The total number of students

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

The data of this research consisted of two kinds. They were quantitative data and qualitative data. Quantitative data was got from the students' score in a reading comprehension test of Narrative Text and qualitative data was got from the observation and questionnaire sheet. This research was conducted in one class. It consisted of 30 students. It was accomplished in two cycles in which have four stages, namely: planning, action, observation, and reflection. In cycle 1 was conducted two meetings and cycle 2 was conducted two meetings.

1. Quantitative Data

The quantitative data was taken from the students' score in a reading comprehension test of Narrative Text. It was taken from Kahoot! that consisted of 8 questions of multiple choice in each part of narrative text. The correct answer of multiple choice was given 12,5 points and incorrect answer of multiple choice was given 0 point. So, the highest score was got 100 points. In this research, the researcher divided the score of the students based on the indicator of reading comprehension and the researcher shown the comparison of the students' score based on the indicator of reading comprehension from the students' answered of multiple choice test.

2. Cycle 1

There were 2 meetings in cycle 1. In the first meeting in cycle 1, the researcher explained about the Narrative text without giving a test. In the second meeting in cycle 1, the researcher explained about narrative text and gave the test of 8 multiple choice in Kahoot! Platform. The items of the multiple choice test in this research have indicators of reading comprehension can be seen by the table below.

Question Number	Indicator of Reading Comprehension in Multiple Choice Test in Cycle 1
1	What is the type of the text above?
2	What is the generic structure of text?
3	What is the topic of the text?
4	Why did Malin kundang and his mother have to live hard?
5	What Malins' mother does to malin?
6	Where Malin meet his mother?
7	What is the moral of the story?
8	Who was the main character of the story?

Based on the indicators of reading comprehension, the students score of multiple choice test in cycle 1 can be seen by the table below :

15	IDA	62,5
16	JFM	75
17	JL	75
18	LBS	62,5
19	MSY	62,5
20	MMV	75
21	MRK	75
22	NS	75
23	NA	62,5
24	PH	62,5
25	PS	62,5
26	PSS	75
27	RDS	62,5
28	RW	62,5
29	RNC	75
30	RH	75

$$X = \frac{2000}{30} = 66,66$$

Table 4.1
The Improvement of students' score in cycle 1

From the table of cycle 1, it could be seen from the mean of the students' score during the research, the researcher applied the following formula:

—

Note:

X : The mean of the students

: The total score

N : The total number of students

In the test of cycle 1, the total score of the students was 2000 and the number of the students was 30, so the mean was :

—

To categorize the number of students mastery, the researcher used this following formula :

—

Where :

P : The percentage of students getting score

: The number of the students who get the point

T : The total number of the students' who did the test

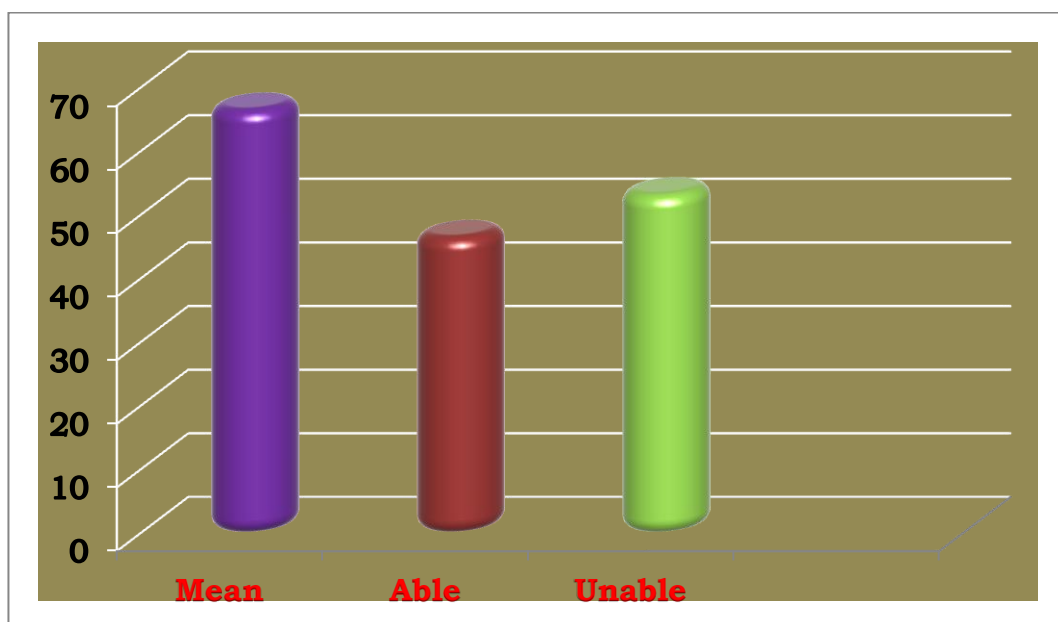
The percentage that the points up to 70 in cycle 1 is 14 students, it could be seen as follows :

—

Based on the data, the researcher concluded that in Cycle 1, the students were not got the maximal scores. The students percentage in Cycle 1 were shown by the chart below :

Chart 4.1

The Students' Percentage Score in Cycle 1



3. Cycle 2

There was two meetings in cycle 2. In the third meeting, the researcher explained about narrative text without giving a test. In the last meeting, the researcher explained about narrative text and gave the test of multiple choice in Kahoot! platform. The items of the multiple choice test have indicators of reading comprehension that can be seen by the table below:

Question Number	Indicator of Reading Comprehension in Multiple Choice Test in Cycle 2
1	What is the type of the text above?
2	What is the generic structure of text?
3	What is the topic of the text?
4	Why did Malin kundang and his mother have to live hard?
5	What Malins' mother does to malin?
6	Where Malin meet his mother?
7	What is the moral of the story?
8	Who was the main character of the story?

Based on the indicators of reading comprehension, the students score of multiple choice test in cycle 2 can be seen by the table below :

Table 4.2
The Improvement of students' score in cycle 2

No	Students' Initial	Multiple Choice Cycle 2								Score
		1	2	3	4	5	6	7	8	

1	ASP	100
2	APS	75
3	AS	87,5
4	AS	100
5	CN	100
6	CS	87,5
7	CSS	87,5
8	DA	75
9	DM	100
10	DA	75
11	EFS	100
12	EFN	100
13	FJ	75
14	GA	100
15	IDA	100
16	JFM	100
17	JL	100

18	LBS	87,5
19	MSY	100
20	MMV	100
21	MRK	100
22	NS	100
23	NA	87,5
24	PH	75
25	PS	87,5
26	PSS	100
27	RDS	75
28	RW	87,5
29	RNC	87,5
30	RH	75
		2725
		90,83

From the table of cycle 2, it could be seen from the mean of the students' score during the research, the researcher applied the following formula :

—

Note:

X : The mean of the students

: The total score

N : The total number of students

In the test of cycle 2, the total score of the students was 2725 and the number of the students was 30, so the mean was :

—

To categorize the number of students mastery, the researcher used this following formula:

—

Note:

P : The percentage of students getting score

R : The number of the students who get the point

T : The total number of the students' who did the test

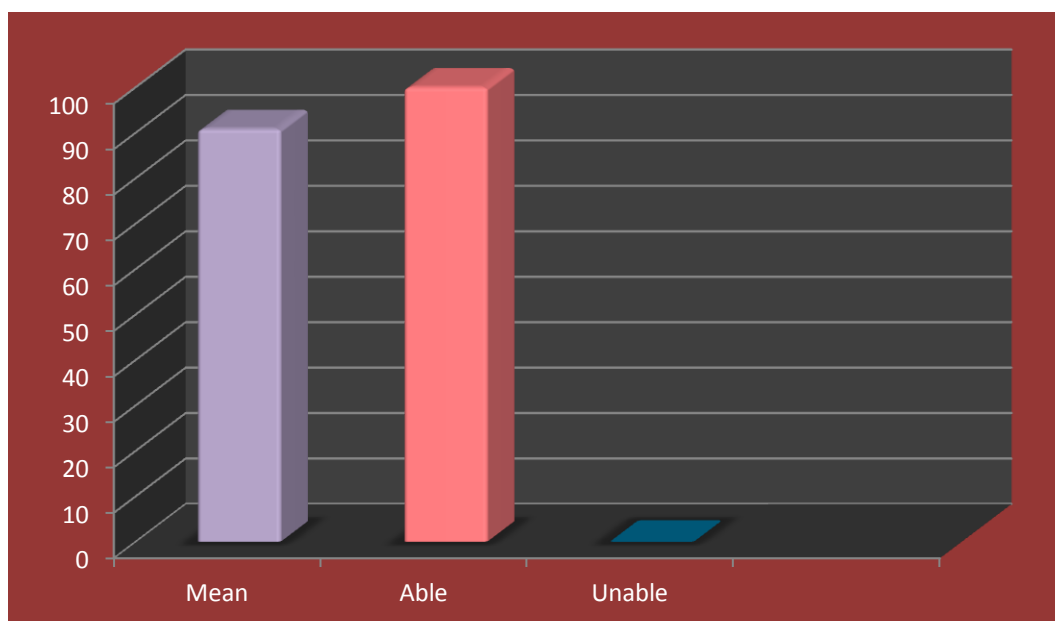
The percentage that the points up to 70 in cycle 1 is 30 students, it could be seen as follows :

—

In the cycle 2 was 100 % of students got score. It could be concluded that Kahoot! learning media could improve students' achievement in reading comprehension. The students percentage in Cycle 2 were shown by the chart below:

Chart 4.2

The Students' Percentage Score in Cycle 2



The table and chart above showed that the students who were able 30 students or 100 % and the students who were unable 0 or 0 %. From the data above, it could be concluded that the students' score in cycle 1 and cycle 2 could be seen from the table below :

Table 4.3**The Improvement of students' score in cycle 1 and cycle 2**

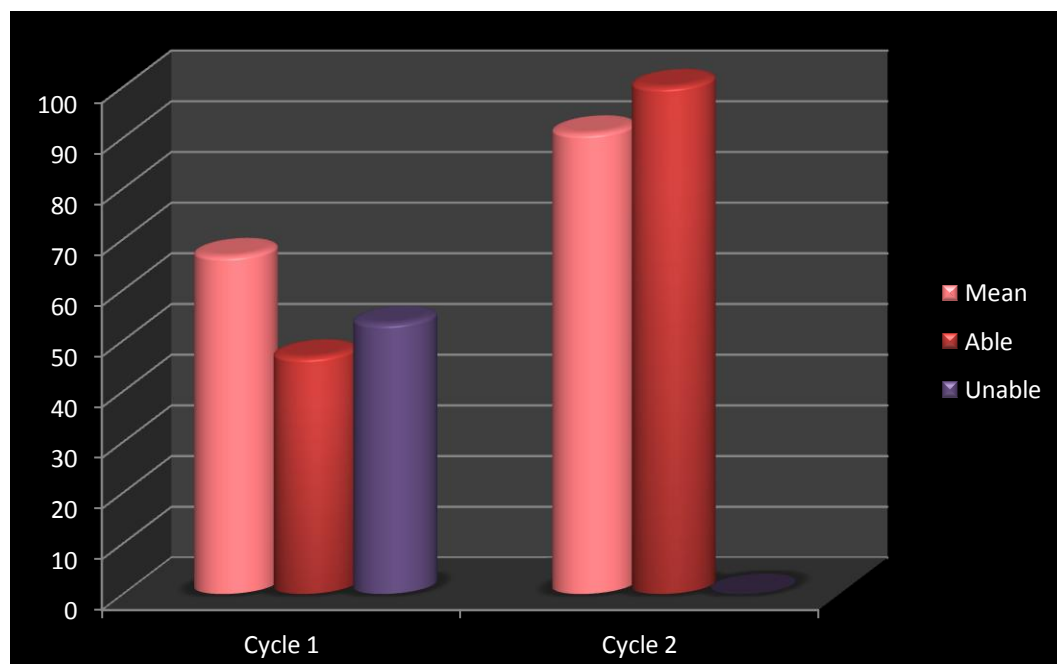
No	Students' Initial	The Students' Score In Cycle 1	The Students' Score In Cycle 2
1	ASP	75	100
2	APS	50	75
3	AS	62,5	87,5
4	AS	75	100
5	CN	75	100
6	CS	62,5	87,5
7	CSS	62,5	87,5
8	DA	50	75
9	DM	75	100
10	DA	50	75
11	EF	62,5	100
12	EFN	75	100
13	FJ	50	75
14	GA	75	100
15	IDA	62,5	100
16	JFM	75	100
17	JL	75	100
18	LBS	62,5	87,5
19	MSY	62,5	100
20	MMV	75	100
21	MRK	75	100

22	NS	75	100
23	NA	62,5	87,5
24	PH	62,5	75
25	PS	62,5	87,5
26	PSS	75	100
27	RDS	62,5	75
28	RW	62,5	87,5
29	RNC	75	87,5
30	RH	75	75
		2000	2725
		66,66	90,83

Based on the result of cycle 1 and cycle 2 that have done by the researcher, so there was improvement that seen during teaching and learning process, the improvement can be seen by the chart below :

Chart 4.3.

The Improvement of Students' Score in Cycle 1 and Cycle 2



From the chart above, could be concluded that there was not able students reading achievement in cycle 1, it could be seen there were 14 students got score more than 70 in reading comprehension or 46,66%. All the students should be reach score up to 70, and the chart shown that there was improvement in reading comprehension score in cycle 2, all the students got the score more than 70 or 100%.

Table 4.4

Table of students' percentage in Cycle 1 and Cycle 2

Test	Students who got Score up to 70	Percentage
Cycle 1	14 Students	46,66%
Cycle 2	30 Students	100%

From the table above, in the cycle 1 there were 14 students (46,66%) who got points up to 70. In cycle 2, there were 30 students (100%) who got points up to 70. So, the improvement from the cycle 1 to cycle 2 was 53,34%. It meant that student's achievement in reading comprehension especially in narrative text in the first-grade at SMA Swasta Hang Tuah Belawan had been improved by applying integrated learning by using Kahoot!.

4. Qualitative Data

The qualitative data was taken from the observation sheet and questionnaire. The teacher and researcher used observation sheet to observe all activities was happened during the teaching learning process. The questionnaires were distributed to know the students' interest in reading comprehension in narrative text by using Kahoot! media.

B. Data Analysis

1. The Analysis of Quantitative Data

Four meetings were conducted in this research. Two meetings in cycle 1 and two meetings in cycle 2. The researcher gave a reading comprehension test from Kahoot! media to know the students' score in reading comprehension. The researcher applied Kahoot! in cycle 1 and cycle 2. There was an improvement of reading comprehension's score from cycle 1 to cycle 2.

Table 4.5**The improvement of students' score in cycle 1 and cycle 2**

No	Students' Initial	The Students' Score In Cycle 1	The Students' Score In Cycle 2
1	ASP	75	100
2	APS	50	75
3	AS	62,5	87,5
4	AS	75	100
5	CN	75	100
6	CS	62,5	87,5
7	CSS	62,5	87,5
8	DA	50	75
9	DM	75	100
10	DA	50	75
11	EF	62,5	100
12	EFN	75	100
13	FJ	50	75
14	GA	75	100
15	IDA	62,5	100
16	JFM	75	100
17	JL	75	100
18	LBS	62,5	87,5
19	MSY	62,5	100
20	MMV	75	100
21	MRK	75	100

22	NS	75	100
23	NA	62,5	87,5
24	PH	62,5	75
25	PS	62,5	87,5
26	PSS	75	100
27	RDS	62,5	75
28	RW	62,5	87,5
29	RNC	75	87,5
30	RH	75	75
		2000	2725
		66,66	90,83

From the table score above, it could be concluded that there was improvement students' reading achievement in cycle 1 and cycle 2. In cycle 1, the total score of the students was 2000 and the number of the students was 30, so the mean was:

In cycle 2, the total score was 2725 and the number of the students was 30, so the mean was :

To categorize the number of students mastered, the researcher used the following formula:

—

—

—

Note:

P : The percentage of students getting score 70

R : The number of the students who getting point 70

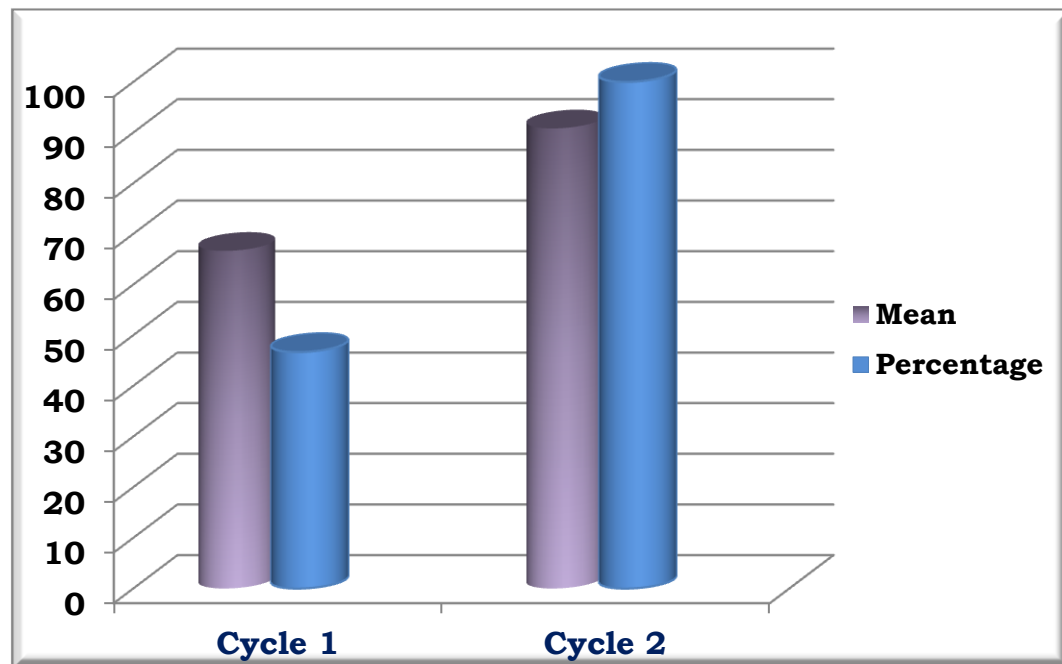
T : the total number of the students who did the test

P1 : the percentage of the students who get point 70 to 100 in cycle 1

P2 : the percentage of the students who get point 70 to 100 in cycle 2

Chart 4.4

Reading Comprehension Score



The improvement of the mean score of the students from the cycle 1 to cycle 2 was 24,17%. It then increased in cycle 2. In the test of cycle 1 there were 14 students (46,66%) who got points 70. In the cycle 2, there were 30 students (100%) who got points up to 70.

2. The Analysis of Qualitative Data

Observation sheet and Questionnaire was used in this research. Observation sheet was used to observe all activities that happened during teaching learning process. The activities included teacher and students activities. The questionnaires were distributed to know the potentials of online games or e-learning in the classroom the use of Kahoot! media in teaching reading. And to describe how e-learning enhances learners' motivation. The researcher observed every meeting in cycle 1 and cycle 2.

2.1. The Situation and Background

There were four meetings in this research. The first meeting in cycle 1, the researcher explained narrative text without giving a test, and in the second meeting in cycle 1, the researcher explained narrative text again and gave a test from Kahoot! media. While doing the test in cycle 1, there were few students who were not able to comprehend the text in Kahoot!. They keep on looking up the words in a dictionary and asked the teacher to find out the meaning of the words.

2.2. The Data of Cycle 1

a. Planning

The plan was arranged before doing the research. First of all, the researcher prepared lesson plan which apply Kahoot! media.

b. Action

The following were the procedures of the action in cycle 1:

1. First, in this stage the researcher as a teacher. This stage researcher prepared instruction and observation instruments needed to facilitate the implementation of English learning. The researcher also reviewed the students whether they had already learned about narrative text. The researcher motivated the students before teaching narrative text.
2. Next, the researcher introduced about what is narrative text, the generic structure of narrative text and some examples of narrative text. After teacher gave explanation, the teacher asked the students to read the text and investigated the generic structure of narrative text.

3. After the students read the text, the teacher gave the test to the students about narrative text from Kahoot! media.

c. Observation

The observation of the action was the students in SMA Swasta Hang Tuah Belawan. The students were learning through Kahoot! media. The observation report was put on the observation sheet of the students. The problems found during teaching and learning process :

1. The students' reading comprehension were still low, especially in Answering some questions through specific information from the text provided.
2. The students' difficulties in answering the questions from Kahoot!. It was caused by bad of internet connection.

d. Reflection

Based on the observation and the result of students test, it was known the teaching reading through Kahoot! not yet satisfied and did not gave improvement, although there was some students got low score or under KKM (70). Reflection also was a phase to process the data that taken from observation while teaching learning process through Kahoot! media. After cycle 1 had finished, the result that was got of researcher did not effective in improving students' reading achievement by using Kahoot!. Therefore, it was needed to continue in cycle 2.

2.3. The Data of cycle 2

a. Planning

In planning, the researcher did:

1. Preparing lesson plan that related with the study, especially still about narrative text.
2. The teacher prepared the research instrument that would be used in teaching reading by applying Kahoot! media.
3. The teacher explained narrative text and then the students have to listen.
4. After the teacher explained narrative text, teacher asked the students to answer the questions in Kahoot!.
5. And then the students did the multiple choice test in Kahoot!.

b. Action

In this step, the researcher done the lesson plan which add arranged in cycle 1, and also in this cycle improved the weakness before. The questions were given remain the same in cycle 1 and cycle 2, about narrative. The teaching and learning process in action same in cycle 1, it was started from opening until closing.

The activities in action were follow:

1. Giving observation sheet to the observer
2. Teaching reading narrative text by using Kahoot!

In the meeting of cycle 2, the researcher told to the students about the students' mistake in cycle 1. Most of them did same mistake in reading narrative text. The researcher gave each students each items test in Kahoot! and they more understand and more focused in doing the test. It could be shown from the different score between cycle 1 and cycle 2. In the test of cycle 1 only 46,66% or 14 students got score 70, and after those students getting maximal score, the researcher gave second test in cycle 2 about narrative text. In cycle 2, 30 students got score more than 70 or 100%.

c. Observation

Observation was done to know the students' activities when teaching and learning process:

1. The students reading comprehension were high. The students could comprehend more than 7 points of reading comprehension's indicators.
2. The students could answer the questions from Kahoot! media fluently. It was caused by good of internet connection.

Thus, the researcher collected the data that used as a basic of reflection. Observation was done together with action in the same time. It was intended to discover the information about behavior, attitude, performance, and activities during teaching learning process by using Kahoot! media in the classroom. In doing observation, the researcher was helped by English teacher as the collaborator.

d. Reflection

Based on the observation and students test, it was known that teaching and learning reading by using Kahoot! media was satisfied and gave the improvement to the students.

According to the description in each cycle, the students' achievement in reading comprehension by applying Kahoot! made students enjoyed in teaching learning process, and also because the material which given by teacher more creative, not monotone, fun, and imaginative. The result of this research was Implementing Integrated learning by using Kahoot! could improve students achievement in learning reading comprehension.

C. Research Findings

Based on the data analysis, it showed that the students' achievement in reading comprehension had been improved by applying integrated learning by using Kahoot!. It could be seen from the quantitative data. The mean score in cycle 1 was 66,66 and the mean score in cycle 2 was 90,83. The students who got score more than 70 in cycle 1 was 14 students and the students who got score more than 70 in cycle 2 was 30 students. The percentage of the students who got score more than 70 in cycle 1 was 46,66% and the percentage of the students who got score more than 70 in cycle 2 was 100%. It also could be seen from qualitative data that was observation sheet and questionnaire.

It could be concluded that integrated learning by using Kahoot! could improve students' achievement in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusion could be drawn as followed :

1. There was improvement of students' achievement in reading comprehension by implementing integrated learning by using Kahoot!. It meant that integrated learning by using Kahoot! was a good way in teaching reading comprehension.
2. The improvement of students' achievement could be shown from quantitative data. The mean score in cycle 1 was 66,66. The mean score in cycle 2 was 90,83. The students who got score more than 70 in cycle 1 was 14 students, the students who got score more than 70 in cycle 2 was 30. The percentage of the students who got score more than 70 in cycle 1 was 46,66%, the percentage of the students who got score more than 70 in cycle 2 was 100%.
3. The improvement of students achievement could be shown from qualitative data. The qualitative data got from the observation sheet and questionnaire. All of these was data indicated that the students given their attitude and response during teaching and learning process.

B. Suggestion

Related to the conclusions above, some suggestions were pointed out as follows:

1. For English teacher, it was better to apply integrated learning by using Kahoot! to improve students' achievement in reading comprehension because it could make the students easier to comprehend the text in reading comprehension. And the teacher can get to know modern learners in the classroom and also had the chance to practice using the online app to create and prepare quiz events for modern learners to do.
2. For students, to know how the comprehend the text and they can obtain idea especially in reading comprehension through integrated learning by using Kahoot!. And students will get to know using e-learning. Students, it was expected that the students could learn how to improve theirs in reading comprehension.
3. For the other researchers, this research was expected to be a reference for researcher and gave the source of the reference to teach other subject, because integrated learning by using Kahoot! was easy to apply.

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APPEXDIXES

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMA SWASTA HANG TUAH BELAWAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Materi Pokok : Malin Kundang
Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar

- 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

C. Indikator

3.8.2 Peserta didik dapat membedakan legenda dan mitos.

3.8.3 Peserta didik dapat mengurutkan struktur teks naratif.

3.8.4 Peserta didik dapat menganalisis karakter, watak tokoh, setting di dalam legenda rakyat sederhana.

4.8.1 Peserta didik dapat mendemonstrasikan teks naratif lisan dan tulis sederhana di hadapan siswa siswi lainnya dengan berani.

4.8.2 Menjelaskan perbedaan teks naratif lisan dan tulis sederhana terkait legenda rakyat dengan berani.

D. Tujuan Pembelajaran

1. Peserta didik mampu menjelaskan pengertian legenda dengan benar.
2. Peserta didik mampu membedakan legenda dan mitos dengan teliti.
3. Peserta didik mampu mengurutkan struktur teks naratif dengan benar.
4. Peserta didik mampu menganalisis karakter, watak tokoh, setting di dalam legenda rakyat sederhana dengan teliti.

E. Manfaat Pembelajaran

Dalam bab ini akan belajar membedakan legenda dan mitos. Dan menganalisis karakter, watak tokoh, setting di dalam legenda rakyat.

F. Materi Pembelajaran

1. Topik : Narrative Text in Legend of Malin Kundang.
2. Structure Texts
 - a. Pengenalan tokoh dan setting.
 - b. Komplikasi terhadap tokoh utama.

- c. Solusi dan akhir cerita.
3. Unsur Kebahasaan :
- a. Kata-kata terkait karakter, watak, dan setting dalam legenda.
 - b. Modal auxiliary verbs.
 - c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
 - d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
 - e. Rujukan kata.

G. Metode Pembelajaran

- Pendekatan : Scientific Approach
- Strategi : Pair Work
- Model : Discovery Learning

H. Kegiatan Pembelajaran

Pertemuan pertama

Langkah pembelajaran	Deskripsi	Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam. 2. Berdoa dan memeriksa kehadiran siswa. 3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. 4. Apersepsi 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> ➤ Mengamati - Peserta didik memperhatikan gambar yang ada di video dan guru membacakan kegiatan apa yang sedang dilakukan di video tersebut. ➤ Menanya - Peserta didik bertanya jawab sesuai dengan gambar yang diamati. ➤ Mengumpulkan informasi - Peserta didik dapat membedakan Nama-nama bulan. ➤ Mengasosiasi 	70 menit

	<ul style="list-style-type: none"> - Peserta didik secara berkelompok mendiskusikan bagaimana penulisannya setiap bulannya. ➤ Mengkomunikasikan - Peserta didik mengumpulkan semua tugasnya. 	
Penutup	Bersama siswa membuat simpulan tentang materi / hal-hal yang telah dipelajari.	10 menit

Pertemuan kedua

Langkah pembelajaran	Deskripsi	Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 5. Guru memberi salam. 6. Berdoa dan memeriksa kehadiran siswa. 7. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. 8. Apersepsi 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> ➤ Mengamati - Peserta didik memperhatikan gambar yang ada di video dan guru membacakan kegiatan apa yang sedang dilakukan di video tersebut. ➤ Menanya - Peserta didik bertanya jawab sesuai dengan gambar yang diamati. ➤ Mengumpulkan informasi - Peserta didik dapat membedakan angka ordinal dan cardinal dan nama-nama hari. ➤ Mengasosiasi - Peserta didik secara berkelompok mendiskusikan bagaimana penulisan angka ordinal lengkap dengan nama bulan dan nama hari. ➤ Mengkomunikasikan - Peserta didik mengumpulkan semua tugasnya. 	70 menit
Penutup	Bersama siswa membuat simpulan tentang	10

	materi / hal-hal yang telah dipelajari.	menit
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I. Media Pembelajaran

1. Media/Alat
Laptop, Hp, Infocus, white board, marker.
2. Bahan
Kahoot App., dan video.
3. Sumber Belajar:
Buku Paket Bahasa Inggris kelas X

J. Penilaian Hasil Belajar

1. Sikap Spiritual

No.	Nama Siswa	Aspek Perilaku Yang Dinilai				Jumlah Skor	Nilai
		A	B	C	D		
1.							
2.							
3.							
dst.							

2. Penilaian Hasil Kerja

No.	Nama Siswa	Aspek				Jumlah Skor	Nilai
		Struktur Teks	Isi Materi	Unsur kebahasaan	Keteptan		
1.							
2.							
3.							
4.							
dst.							

Keterangan Skor :

Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

Sikap		Pengetahuan		Keterampilan	
Modus	Predikat	Skor Rerata	Huruf	Capaian Optimum	Huruf
4,00	SB (Sangat Baik)	3,85 – 4,00	A	3,85 – 4,00	A
		3,51 – 3,84	A-	3,51 – 3,84	A-
3,00	B (Baik)	3,18 – 3,50	B+	3,18 – 3,50	B+
		2,85 – 3,17	B	2,85 – 3,17	B
		2,51 – 2,84	B-	2,51 – 2,84	B-
2,00	C (Cukup)	2,18 – 2,50	C+	2,18 – 2,50	C+
		1,85 – 2,17	C	1,85 – 2,17	C
		1,51 – 1,84	C-	1,51 – 1,84	C-
1,00	K (Kurang)	1,18 – 1,50	D+	1,18 – 1,50	D+
		1,00 – 1,17	D	1,00 – 1,17	D

**Mengetahui,
Kepala Sekolah
SMA SWASTA HANG TUAH
BELAWAN**

**Medan, April 2019
Guru Mata Pelajaran
Bahasa Inggris**

Isnadi S.Pd.I

**PUTRI DESMALA SARI
NPM : 1502050300**

Guidelines for Observation

1. Observation Identity

- a. Class : X MIA 3
- b. Day and Date : Thursday, 11 April - 02 May 2019
- c. Time : 08.20-09.55

2. Aspects Observed

- a. To investigate the potentials of online games or e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Observation Sheet

No	Aspect Observed	Opinion
1	How the teacher use media in teaching reading.	The teacher usually using teaching method by conventional method. in teaching reading if the media used is not interesting then students get bored with the classroom atmosphere which can cause students to be less able to content from learning.
2	How the potentials of e-learning in the classroom by using Kahoot! in teaching reading.	The potential that is generated is very satisfying after using Kahoot! from cycle 1 to cycle 2. by using Kahoot! the student can understand more of his learning and the level of understanding

can be seen from the results of the value of the test using Kahoot.!

The quality of the differences between the two media in motivating students in the learning process is very far away. by using the latest media students are very happy and comfortable in learning and motivation in learning greatly

3 The quality of differences increases. and the class atmosphere using Kahoot! media and between the teacher and students is conventional media in going very well. by using Kahoot!, motivating students in the learning process.

learning to read which initially many were not interested in becoming interesting after using Kahoot!. So in the choice of using learning media, it is very important. And to make the classroom atmosphere more relaxed and the learning process more enjoyable.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Doli Markus
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

My opinion about Kahoot is so cool for the study such as reading, and everything in complete in Kahoot!, in Kahoot! you can show your skill English with friend. I'm recommended Kahoot! App. for learning English and everything.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Christin
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

I think Kahoot is the modern system so good for learning English, because learning like this can get to know more and so fun learning like this.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Aqilah
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

My opinion is that learning in a modern way is very interesting and exciting for students. Students will love this, so fun, and making the students happy.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Nazwa
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

Using Kahoot! in learning English so amazing. And can help you learn to more. And I recommended this application.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Putriana
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

I recommended this application. Because this application so simple and fun for learning English.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Andre
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

My opinion about Kahoot! so good, and very easy to using and for learning English so fun and I like this application.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Erwin
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

Kahoot! is best application for learning English and so fun. Make it your understand for the material like the narrative text, etc.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Rut Nov
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

Kahoot! for this learning is very good, and can think fast. And give your challenge for yourself. Best.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Gilang
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

I like Kahoot! because very easy for using and I can understand the material and In recommended.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Juliana
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

Kahoot! is the best and I like that. In Kahoot! give the question like game and so fun if you can correct answer is like you are the winner.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Mira
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

Kahoot! App. so good and easy for understand the material because have video and picture. So I like learning use Kahoot!.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Ridho
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

I like study using Kahoot!, Kahoot! is the best. Easy to use and I like it. And in Kahoot! have video for explain the material.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Jeni
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

I like learning with the modern system and then Kahoot! can help you for learning English, example for narrative text. And so enjoy learn use it.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Rayhan
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

I like Kahoot! because the question of Kahoot! have picture and I interesting so good and enjoy for use.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Cindy
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

The application can help to learn and be easy to understand, besides that with Kahoot! can learn while playing.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Elis
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

The learning is exciting, and the way to observe the problem is interesting because there is a live video on Kahoot! I really like learning with this application.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Iqbal
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

I really like learning with this application. Because so easy, simple, and so good for learning English.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Bani
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

I really like this application. Because there is a live video on kahoot! and I enjoy study English.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Aprilia
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

I think Kahoot! is very good and the application can help the others for study English and I like it Kahoot!.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Prasetya
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

This application is very good and can train us to think fast. I like this application.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Clara
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

My opinion this application is very good. and this application generates scores directly and we can race against our opponents in answering questions.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Maria
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

Kahoot is very good and easy to use helps me understand the contents of the material. I like it.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Nicky
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

Kahoot! is very good and because of that I became interested in learning English, using Kahoot! can make it easier to understand the contents of the material with the help of pictures and videos.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Pandhu
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

I think Kahoot! can make it easier to understand the contents of the material with the help of pictures and videos.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Rachel
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

Kahoot is good, and with this application you can sharpen your brain in learning. the point is very excellent.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Ris Wanda
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

Kahoot! is not difficult to use and very easy to understand how to use it. And Kahoot! can also help me in learning English such as understanding narrative text lessons.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Dita
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

Kahoot! can also help me in learning English such as understanding narrative text lessons. I like it.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Doni
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

Kahoot! App. so good and easy for understand the material because have video and picture. So I like learning use Kahoot!.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Anggun
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

Kahoot! is not difficult to use very good and can play with friends too, can study alone or together with teachers and other friends. I like it.

Guidelines for Questionnaires

1. Correspondent Identity

- a. Name : Fernando
- b. Day and Date : Thursday, 29 August 2019

2. Aspects Questionnaires

- a. To investigate the potentials of e-learning in the classroom the use of Kahoot! media in teaching reading.
- b. To describe how e-learning enhances learners' motivation.

3. Questionnaires

For Students, as follow:

No	Question	Yes/No
1	Have you ever using e-learning based on games for learning English such as Reading?	No
2	Do you like to learn reading in Kahoot!	Yes
3	Does Kahoot! motivate you to learn reading?	Yes

Give your opinion:

Kahoot! is very good and can play with friends or study alone. In Kahoot! have video and picture. I can understand the story with the help of the video shown and it doesn't bore me.

Appendix 4

FINAL SCORES IN KAHOOT!

READING COMPREHENSION CLASS X	
Played on	22 Aug 2019
Hosted by	Putri Desmala Sari
Played with	30 players
Played	8 of 8

Final Scores				
Rank	Players	Total Score (points)	Correct Answers	Incorrect Answers
1	Doli Markus	5414	6	2
2	Christin	4999	6	2
3	Aqilah	4996	6	2
4	Nazwa	4923	6	2
5	Putriana	4828	6	2
6	Andre	4826	6	2
7	Erwin	4799	6	2
8	Rut Nov	4755	6	2

9	Gilang	4735	6	2
10	Juliana	4725	6	2
11	Mira	4599	6	2
12	Ridho	4552	6	2
13	Jeni	4499	6	2
14	Rayhan	4420	6	2
15	Cindy	3988	5	3
16	Elis	3888	5	3
17	Iqbal D'alfahri	3850	5	3
18	Bani	3821	5	3
19	Aprilia	3786	5	3
20	Prasetya	3777	5	3
21	Clara	3352	5	3
22	Maria	3289	5	3
23	Nicky	3255	5	3
24	Pandhu	3250	5	3
25	Rachel	3222	5	3
26	Ris Wanda	3199	5	3
27	Dita	3142	4	4
28	Doni	2946	4	4
29	Anggun	2803	4	4

30	Fernando	2789	4	4
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FINAL SCORE IN KAHOOT

READING COMPREHENSION CLASS X	
Played on	29 August 2019
Hosted by	Putri Desmala Sari
Played with	30 players
played	8 of 8

Final Scores				
Rank	Players	Total Score (points)	Correct Answers	Incorrect Answers
1	Doli Markus	9876	8	0
2	Jeni	8709	8	0
3	Aqilah	8654	8	0
4	Nazwa	8666	8	0
5	Putriana	8531	8	0
6	Maria	8529	8	0
7	Andre	8519	8	0
8	Ridho	8499	8	0
9	Juliana	8456	8	0

10	Mira	8412	8	0
11	Christin	8379	8	0
12	Elis	8352	8	0
13	Erwin	7999	8	0
14	Gilang	7820	8	0
15	Iqbal	7888	8	0
16	Rut Novita	6988	7	1
17	Ris wanda	6780	7	1
18	Bani	6421	7	1
19	Pandhu	6386	7	1
20	Nicky	6277	7	1
21	Cindy	6152	7	1
22	Aprilia	5989	7	1
23	Clara	5855	7	1
24	Rayhan	5250	6	2
25	Rachel	5122	6	2
26	Fernando	5099	6	2
27	Doni	4742	6	2
28	Anggun	4446	6	2
29	Clara	4403	6	2
30	Dita	3989	6	2



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

Form : K-1

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

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat saya yang bertanda tangan dibawah ini

Nama Mahasiswa : Putri Desmala Sari
NPM : 1502050300
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 136 SKS

IPK = 3,56

Persetujuan Ket/Sekret Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	The Use Of Kahoot Media In Teaching Reading (A Case Study at the First Grade of SMA Swasta Hang Tuah Belawan in Academic Year 2019/2020)	
	The Study of Students Motivation On learning English	
	The Influence of Students' Vocabulary through The Total Physical Response (TPR)	

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

Medan, 27 Maret 2019
Hormat Pemohon

Putri Desmala Sari

Keterangan
Dibuat rangkap 3 : - Untuk Dekan Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang Bersangkutan



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

Form : K-2

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

Assalamu'alaikum Wr.Wb

Dengan hormat saya yang bertanda tangan dibawah ini

Nama Mahasiswa : Putri Desmala Sari
NPM : 1502050300
Prog.Studi : Pendidikan Bahasa Inggris

Mengajukan Permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum dibawah ini sebagai judul berikut:

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Ariful Haq Aceh S.Pd, M.Hum

Sebagai dosen pembimbing proposal/Risalah/Makalah/Skripsi saya

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

Medan, 28 Maret 2019
Hormat Pemohon

Putri Desmala Sari

Keterangan
Dibuat rangkap 3 : - Untuk Dekan Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang Bersangkutan



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

Nomor : 2503 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

Nama : Putri Desmala Sari
N P M : 1502050300
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Use of Kahoot Media in Teaching Reading (A Case Study at the First Grade of SMA Swasta Hang Tuah Belawan in Academic Years 2019/2020.

Pembimbing : Ariful Haq, S.Pd, M.Hum

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 kadaluarsa tanggal : 22 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 17 Ramadhan 1440 H
22 Mei 2019 M

Dekan


Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

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

Nama Lengkap : Putri Desmala Sari

N.P.M : 1502050300

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Use of Kahoot! Media in Teaching Reading A Case Study at the First Grade of SMA Hang Tuah Belawan in Academic Year 2019/2020

Benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 23 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Juli 2019

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Putri Desmala Sari
N.P.M : 1502050300
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Use of Kahoot! Media in Teaching Reading A Case Study at the First Grade of SMA Hang Tuah Belawan in Academic Year 2019/2020

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat ta npa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019

Hormat saya

Yang membuat pernyataan,

METERAI
TEMPEL
C 4791AFF908550298
6000
TUAS RIBUPUAN
Putri
Putri Desmala Sari

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra

Mandra Saragih, S.Pd, M.Hum



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website : <http://kip.umsu.ac.id> Email : kip@umsu.ac.id

Nomor : 50/11.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset,

Medan, 28 Dzulqaidah 1440 H
31 Juli 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMA Swasta Hang Tuah
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Putri Desmala Sari
N P M : 1502050300
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Use of Kahoot! Media in Teaching Reading A Case Study at the First Grade of SMA Hang Tuah Belawan in Academic Year 2019/2020.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan



** Penting **



**CABANG BELAWAN YAYASAN HANG TUAH
SMA SWASTA HANG TUAH BELAWAN**

NDS: G.17124003, NSS : 304076005023 NIS : 030.022.0
Jenjang Akreditasi "A" (Amat Baik) Tahun 2010
SIOP : No. 420/4028/Dikmenjur/2015, 06 April 2015

Jl. Kapten Raden Sulian – Belawan I, Kecamatan Medan Belawan, Kota Medan Telp. (061) 6944524

SURAT KETERANGAN

Nomor : B/183/IX/2019/YHT

Yang bertanda tangan di bawah ini Kepala SMA Hang Tuah Belawan, Kecamatan Medan Belawan, Kota Medan menerangkan bahwa :

N a m a : **PUTRI DESMALA SARI**
Tempat / Tgl. Lahir : Jakarta, 2 Desember 1996
N P M : 1502050300
Universitas / Akademi : UMSU Medan
Program Studi : Pendidikan Bahasa Inggris

Benar nama tersebut di atas telah melaksanakan Penelitian / Riset di- SMA Hang Tuah Belawan dari tanggal 8 Agustus 2019 sampai dengan 5 September 2019 dengan judul "The Use of Kahoot! Media in Teaching Reading A Case Study at the First Grade of SMA Hang Tuah Belawan in Academic Year 2019/2020".

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

12 September 2019
KEPALA SMA HANG TUAH BELAWAN

BELTSYADI



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA
UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mochtar Basri No. 3 Telp. (061) 6623301 Medan 20238
Website: <http://www.umsu.ac.id> Email: rektor@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Putri Desmala Sari
N.P.M : 1502050300
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use Of Kahoot! Media in Teaching Reading (A Case Study at the First Grade of SMA Hang Tuah Belawan in Academic Year 2019/2020)

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
23/9-2019	Daftar Isi + Referensi		
25/9-2019	Referensi		
26/9-2019	Chapter II		
27/9-2019	Conclusion		

Medan, September 2019

Diketahui oleh :
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum

Dosen Pembimbing

Ariful Haq Aceh, S.Pd., M.Hum

CURRICULUM VITAE

Name : Putri Desmala Sari
Register Number : 1502050300
Sex : Female
Religion : Moeslem
Material Status : Single
Place/Date of Birth : Jakarta, December 02nd 1996

Education :

- A. Elementary School : SDN 002 Impress Jakarta (2003-2007)
SDN 008 Sagulung Batam (2008)
SDN Bogorejo Tebo (2008-2009)
- B. Junior High School : SMP N 1 Tebo (2009-2012)
- C. Senior High School : SMA N 3 Tebo (2012-2015)
- D. Student of English Department of FKIP UMSU (2015-2019)

Father's name : Muhammad Kasim Sinaga

Mother's name : Riamin Jenti Br. Silaen

Address : Jl. Km. 08 Lintas Tebo-Bungo, Muara Tebo, Jambi

E-mail : putriyui02@gmail.com

Medan, October 2019

Researcher

Putri Desmala Sari