

THE EFFECTIVENESS OF USING *KAHOOT!* AS A MEDIA TO IMPROVE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT

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Abstrak

Tujuan peneliti dalam melakukan penelitian ini adalah untuk mengetahui apakah ada perbedaan yang substansial dalam pemahaman membaca siswa di teks naratif setelah pemberian pembelajaran menggunakan Kahoot! sebagai *platform* untuk siswa kelas 10 di salah satu SMA di Lamongan. Metode yang digunakan adalah eksperimental kuantitatif yang mengaplikasikan *pretest-posttest research design*. Ada dua kelas dalam penelitian ini, yaitu kelas X IPS 1 sebagai kelas eksperimen yang memiliki 20 siswa dan kelas X IPS 2 sebagai kelas kontrol yang juga memiliki 20 siswa. Proses pengajaran yang dilakukan di kelas kontrol menggunakan buku teks sebagai media, sedangkan di kelas eksperimen menggunakan Kahoot!. Instrumen penelitian yang digunakan adalah tes pemahaman membaca. Peneliti menggunakan Paired Sample T-test di SPSS 26 untuk menganalisis hasilnya. Hasilnya menunjukkan bahwa nilai signifikannya yaitu .000 dimana nilai tersebut kurang dari tingkat signifikan 0,05. Oleh karena itu, ini menunjukkan bahwa ada perbedaan antara nilai pre-test dan post-test siswa. Kemudian, untuk menunjukkan nilai signifikan tertentu dari kelas eksperimen, peneliti menghitung ukuran efek yang nilainya adalah 0,9 yang berarti bahwa *treatment* yang telah diberikan berhasil memberikan efek sedang ke kelas eksperimen. Itu juga dapat disimpulkan bahwa penggunaan Kahoot! sebagai media untuk siswa kelas X di salah satu Sekolah Menengah Atas di Lamongan memengaruhi nilai mereka dalam pemahaman membaca teks naratif.

Kata Kunci: Kahoot!, Media, Pemahaman Membaca, Teks Naratif.

Abstract

The researcher's intention in doing this research was to know if there is a substantial difference in the comprehension of students reading in a narrative text after treatment with Kahoot! as a platform for 10th graders at one of the Senior High Schools in Lamongan. The method used was quasi-experimental pretest-posttest research design. There were two classes of this research, and they are X Social 1 as experimental class which has 20 students and X Social 2 as control class which also has 20 students. The teaching process done in control class was using textbook as a media, while in experimental class was using Kahoot!. The research instrument used was a reading comprehension test. The researcher utilized Paired Sample T-test in SPSS 26 to analyze the results. It shows that the significant value was .000, which was less than the significant level 0.05. Therefore, this indicated that there was difference between the pre-test and post-test score of students. Then, to show the specific significant value of experimental treatment, the researcher calculate the effect size which value was 0.9 which means the treatments given successfully gave moderate effect to the experimental class. It can be concluded that the use of Kahoot ! as a media for tenth graders of one of Senior High Schools in Lamongan influences their score in reading comprehension in narrative text.

Keywords: Kahoot! Media, Reading Comprehension, Narrative Text.

INTRODUCTION

Reading aims to make the readers understand the writer's idea by using the word. It becomes an important skill that students should learn, because it influences the success of students' learning English. According to Cambria and Guthrie (2010) that reading is important since basically student need it for everything, obviously in education such as reading a book or text, they will need it to absorb as much knowledge as possible for life. Pangestu (2012) stated that reading is an essential skill for student to ensure success in learning English. By reading a text, the student can get many kinds of information which can expand students' knowledge. Without reading, the students cannot know how to use word, sentences, and comprehend the text. To understand what that the readers are reading, of course, they need to catch the writers' idea.

Therefore, the students need to comprehend when they are reading text. Students' reading comprehension is important for the teacher to know how well students have already understood the material given. Woolley (2011) and Antoni (2010) stated that reading comprehension is a method of seeking the essence of the writers in the form of writing rather than defining word by word in the text which the readers understand and get information from the text. Based on this statement, it means that reading comprehension is that the readers must know overall the writers' meaning from the text. If the readers know the meaning of isolated words, it cannot be defined as reading comprehension.

One of the texts that require reading comprehension, which is learned by tenth grader is Narrative Text (Permendikbud: 2017). It is nearly a story form that has characters in time and place and creates one or more problems that need to find a way to solve that problem. Smalley (2012) stated that Narrative text is a text which informs readers of the historical events by giving the problem happen and then how the problem is solved. Nevertheless, not all the students can comprehend narrative text well, teacher should apply the appropriate method or technique can enhance students' ability in narrative text and can help them to understand completely. However, by using conventional teaching techniques tend to make learning boring because the atmosphere of the learning process is not attractive and it tends to make it difficult for students to focus on the learning process. Therefore, the teacher must have another technique for applying their learning so that the students feel enjoyable and fun. Fun learning for students in the world of education is needed so that the aims and objectives of teaching expected in the learning process are easily achieved.

The concept in this study refers to the application of game-based learning technique that can help improve the potential and quality of students in absorbing knowledge. Learning using a game approach that involves student participation in digital technology shows the greater desire to continue the next learning process compared to conventional learning. It is supported by Huang (2011) and Dellos (2015) that game-based learning is one of the effective tools that can help students in teaching, especially to maintain motivation for continuous learning, improve critical thinking and make an assessment in the learning process.

However, to create interesting learning requires technology media as an intermediary for interaction in the learning process. The use of technology in teaching can make students have a fun learning. It also increases students' engagement and motivation and accelerates learning. According to Altun (2015), the use of technology in teaching students will improve the experience and quality in the process, which can also be a media that can help process resulting in plenty of benefits. Furthermore, the use of classroom technology will be meaningful and build students' motivation in their scores. It is also supported by Ima and Rafi (2018), they stated that media has the main function as teaching tool to teach in the classroom, influence condition, and the learning environment is created by the teacher. From this statement, it shows that media will help the learning process, raised the motivation, students' interest and also help students increase understanding.

One of the technological innovations that will be applied in this research to enhance the reading comprehension of students in narrative text for tenth grader is Kahoot! platform. Budiati (2017) stated that Kahoot! is a game-based approach to combine education that contains questions on specific topic where users can develop and build their own questions based on the appropriate topics. It is an alternative choice from a variety of interactive learning media that makes the learning process fun and not boring for both students and teachers. The users can set the time, create a social, fun game, play it to an unlimited number of players, and also as a media to teach English material. The Kahoot! application emphasizes learning styles that involve the active role of the participation of students with their peers in a competitive manner towards learning that is or has been learned. It is supported by Icard (2014) and Siegele (2015) that Kahoot! is a free online digital media for teacher and students where the teachers can get an evaluation for their class. The students can also have fun while learning from Kahoot! since competitive environment emerges in the classroom when the teachers apply it. The students should also hold the experience in

mind, as study while playing. It can be concluded that Kahoot! can be a medium for teaching English in the classroom, to help the student's comprehension in English material given.

Kahoot is an educational platform found by Johan Brand, Jamie Brooker and Morten Versvik in 2012, in a joint project with the University of Technology and Science of Norway (www.kahoot.com/company, retrieved at Official Website Kahoot! 2020). Usage and access to Kahoot is free, including its features. The users just need a smartphone or computer and internet network to join it.

The types of Kahoot are Kahoot! as quiz, discussion or learning media, and survey. However, for this research only focus on Kahoot! as quiz and discussion to students' comprehension in narrative text for the tenth grade in semester 2. It is the common type of it that can be used to test students' knowledge formatively. The number of question in a quiz is not capped. It consists of 2-4 multiple choice answers which have limit time to answer it. The faster users answer correctly, the more points they get. The top 5 highest point scores will be displayed on the leaderboard and the winner will be shown at the end.

There are several studies related to Kahoot! implementation in teaching English in the classroom. Ryan (2015) stated that there is a significant effect after used Kahoot! on his students. He said that his experience with Kahoot! has been fantastic. He conducted three classes. When he first introduced the game, all of the students in each of the three grade levels were excited about it. At the end of the quiz, many his students answered the questions correctly. Furthermore, the other studies come from Muhridza et al. (2018) stated that Kahoot! is very helpful. It is proven to be effective in enhancing language skills as well as useful in fostering classroom engagement. From the result, they found that the students become more attentive and more engaged in classroom participation. The another previous study comes from Budiati (2017). The research talked about Program for English Students Learning Booster. Based on the outcome shows that the students are very interested in entering the class after using Kahoot for teaching; they are more excited to come to the class, they pay more attention in English and they are interested in learning more about what they have learned and want to tell others about it. Kahoot could increase the motivation and enjoyment of the students to achieve their scores.

Based on the previous studies above, it could be summed up that Kahoot! influences students' performance in the classroom. Students need to get involved while studying. It provides a positive and competitive atmosphere that encourages learning in

students. Considering on those studies, the researcher wants to know whether Kahoot! would be effective in improving students' comprehension of the narrative text or not and whether it is suitable for senior high school students. This study also helps the teacher to know students' improvement in reading comprehension in narrative text. Based on the reasons, the researcher wants to conduct research in order to enhance students' ability of reading by using of Kahoot! as a media to improve students' reading comprehension in Narrative Text to tenth graders.

Based on the context of analysis, the researcher formulates a research question that is "What is the effectiveness of using Kahoot! as a media to improve students' reading comprehension in Narrative text?". Therefore, the objective of this research is to find out if using Kahoot! as a media would be beneficial to raise the reading comprehension scores for students or not in the narrative text for Senior High School.

METHOD

Research Design

This study used quasi-experimental pretest-posttest research design to investigate the efficacy of using Kahoot! platform as a media in teaching reading in Narrative text. Based on Ary et al (2010), Experimental research is a researcher who uses one or more independent variables and then tests the dependent variable or variables for variance associated with the independent variables manipulation. This study used Kahoot! as a media as independent variable and students' score in reading comprehension in narrative as dependent variable. The aim of this research is to find how successful Kahoot! in teaching reading comprehension in Narrative Text.

Participant

The researcher conducted the research in tenth graders at one of senior high school in Lamongan. The control group was X Social Class 2 which has 20 students, while the experimental group was from X Social Class 1 which also has 20 students who got a treatment or implementation of Kahoot! application. In this research, the researcher became a teacher and handled two classes in the treatment process in experimental class and teaching in control class.

Instruments of the Research

In collecting the data, the researcher used the instrument to obtain the necessary data. A test is the instrument used for this research. There are three kinds of test for this research: those are try-out test, pre-test and post-test.

The researcher conducted try out first to the different subject in the same grade. The aim of this tryout-test is to know whether the items are valid and reliable. It also aims to help the researcher in finding the appropriate test items which appropriate with the level of the students. Furthermore, it also helps the researcher in deciding the time allocation which is suitable with students in doing the test in the classroom. Below are the following explanation about the validity and reliability of the test item based on the result of the tryout.

Validity of Test Instruments

In this study, the researcher uses validity of content as consideration that it is related to the test's conformity with its objective. The researcher conducted validity of the content by claiming the expert's opinion as a validator to evaluate the test to determine whether the tests are acceptable or not. The validator of this research is one of English teacher in Senior High School 2 Lamongan. The analysis result toward the test considered that the test instrument was accurate since the item used in the test was relevant to the learning objectives in the 2013 curriculum basic competence in Indonesia.

Reliability of Test Instruments

The other important element was test reliability, because the quality of the test itself was also important to measure. The researcher estimated reliability by using Kuder-Richardson 21 formula:

$$KR-21 = \left(\frac{20}{20-1} \right) \left(1 - \frac{15(5)}{20 \times 8.7474} \right)$$

$$KR-21 = \left(\frac{20}{19} \right) \left(1 - \frac{75}{174.948} \right)$$

$$KR-21 = (1.0526) (0.5713)$$

$$KR-21 = 0.60135$$

From the calculation above, it could be seen that the test reliability value of try-out test was .0.6. According to George & Mallery, 2003, the interpretation of the reliability test level at points greater than 0.6, it means that test is used to conduct the research is minimally reliable to be used as a pre-test and post-test instrument.

The purpose of index is to show each item's level of difficulty. It can be seen from students' ability to answer the question correctly. Test items which include in difficult and easy while test items labeled as moderate, average, or good items which is suitable to be used as the test items. To gain this percentage the researcher adopted Heaton's formula, Heaton states that the index of difficulty illustrates how difficult or easy the test items given. In addition, the following formula stated by Heaton, below:

$$FV = \frac{R}{N}$$

R = The number of correct answer

N = The number of students taking the test

The result of the difficulty elements shows that there are 7 items which have the index difficulty between 0.71-1.00. It means that those items are easy for students. Then the total number of multiple choice items have the difficulty index between 0.31 0 – 0.70 is 10 item. This means classifying items as moderate. While the other 3 have the index of difficulty between 0.00-0.30 or categorized as difficult. So, it could be inferred that the items used in the test are considered moderate. Therefore, the test items are appropriate to be used.

Based on the explanation above, it can also be inferred that the instruments were valid and reliable, then it is suitable to be used as the instrument for pre-test and post-test.

Data Collection Techniques

For pre-test and post-test, the researcher gave 20 questions of Narrative text in multiple choice to students. Each question has 4 answers or options that students have to choose one of them as the correct answer. The instruction of pre-test was the same as the instruction in post-test, but the text of pre-test and post-test used in this research was different. The text in pre-test was about Dayang Sumbi, while the text for post-test was about Golden Snail. The question covers social function, generic structures and language feature in Narrative text as well as the indicators, knowing and understanding main idea in narrative text and identifying the organization in Narrative text. The allocation time to answer each question is 20 second.

Pre-test was conducted for two classes to make sure that both classes are equal. The researcher also administered pre-test in order to assess the students' reading comprehension in Narrative text by using Kahoot before given some treatments or learning in narrative text. Before starting the pre-test, the researcher introduced them about Kahoot application. The researcher also explained how to play Kahoot and the rules of Kahoot application. The students were asked to read the text first, and to answer all questions must be done in Kahoot application by using their smartphone.

After giving the pre-test, the researcher gave a treatment to the Social Class 2 as the experimental group. The researcher taught reading comprehension in narrative text by using Kahoot as a media for experimental group, while in control group the researcher did not used Kahoot! as a media. In this step, the researcher gave three meetings to experimental group.

In the first meeting, the students were given a material about narrative text; the definition, purpose, social function, and the generic structure. To explain narrative text material when learning takes place, the researcher

applied Kahoot! as a discussion or learning media. Then, to provide an assessment of the exercises given, the researcher also asked students to answer through Kahoot! application.

In the second meeting, the students learned about simple past as generic structure of Narrative text. They also learned scanning and skimming techniques in reading narrative text. In this section the students were given a text which has several questions. In doing exercise, students were divided into several group, each group has 2 members. The researcher asked to discuss and understanding the text, then answer all questions by using Kahoot! as quiz. However, in this meeting, the students were more careful doing this exercise because all of them should get best result. The faster users answer correctly, the more points they get. The top 5 highest point scores will be displayed on the screen and the winner will be shown at the end.

In the third meeting, the researcher asked student to conclude about narrative text material that have learnt in the last week. After that, the researcher asked them to do the exercises that need to be done with their peers. Each partner must provide their own smartphone. First of all, the researcher opened the Kahoot application. Second, each partner was asked to join Kahoot by typing kahoot.it in their own smartphone by giving their group names. Third, students should pay attention to 20 multiple choice questions given and applied on the screen, then they asked to answer those questions through their phone as fast as possible since each item just has 20 seconds to answer. Each partner should have a good team work to do this exercise, because the last result was not shown from the true answer only, but also the fastest answer. In the end of this activity, the students would know who the winner of this activity.

In the last meeting, the researcher gave post-test for both experimental group in Social Class 1 and control group in Social Class 2. The post-test was the same as the pre-test consisting of 20 questions in multiple choice with four options. Each student has 20 seconds to answer of each item. The aim of the post is to know whether the result of pre-test is significantly different with the post-test score or not.

Data Analysis Technique

In the analyzing the data of this study, the researcher used paired-sample t-test to measure the significant difference between students' score of pre-test and post-test. Then, the researcher interpreted the output from paired-sample t-test through the steps as explained by Pallant (2010:244-247): First step determine overall significance. It is considered significant if the value not less than or equal to .05. The second steps compare mean values.

Step three calculates the effect size for paired sample t-test.

RESULT AND DISCUSSION

The aim of this study is to investigate whether Kahoot! as a media in teaching narrative text can increase students' reading comprehension. It was calculated by analyzing the result of students' pre-test and post-test score using IBM SPSS 26.

The result of the pre-test shows that the mean score of pretest in experimental class and the control class was almost same. The mean score of pre-test in experimental class got 58.25 (SD = 7.9) while the mean of control class got 59.25 (SD = 7.6). So, those groups have the similar condition on the pre-test score. However, for the post-test, the researcher found that the score for experimental class is higher than control class. The mean score of post-test in the experimental class got 74.00 (SD = 4.7) while the mean of post-test in control class was 69.00 (SD = 6.4).

Then, after collected the result of pre-test and post-test score from experimental and control class, the researcher measure the level of significance of the mean difference and analyze the significant level by using IMB SPSS 26. The result of this analysis to know enhancement of students' reading narrative text after taught using Kahoot! game application.

The result of students' mean score of pre-test in control class was 59.25 (SD = 7.6) and the post-test mean score was lifted up to 69.00 (SD = 6.4). That means that there is an increase in points from the pre-test and post-test results. To know the significant different between pre-test and post-test in control class, paired sample T test was conducted by using IBM SPSS 26. The difference between the scores of mean was found to be statistically significant. the significant level in Sig. (2-tailed) value was .000 was less than the reality level that is 0.05 which means significant result have been achieved for control class after learning with conventional technique.

Then, the result of students' mean score of pre-test in experimental class was 58.25 (SD = 7.9) and the post-test mean score was lifted up to 74.00 (SD = 4.7). That means that there is an increase in points from the pre-test and post-test results. To know the significant different between pre-test and post-test in experimental class, paired sample T test was conducted by using IBM SPSS 26. The difference between the scores of mean was found to be statistically significant. The significant level in Sig. (2-tailed) value was .000 was less than the reality level that is 0.05 which means there was difference in the mean of pre-test score with the post-test score in experimental

class before applied Kahoot! application and after taught using Kahot! game application.

This may be inferred that Kahoot! Treatment is able to help the tenth graders in improving their reading in narrative text. Therefore, the null hypothesis in the previous chapter stated that there is no significant difference between students' score of pre-test and post-test was rejected or not proven. While, the alternative hypothesis in the previous chapter stated that there is significant difference between students' scores of pre-test and post-test was proven or accepted.

Then, to show the specific significant value of experimental treatment, the researcher calculate the effect size formula defined by Cohens (2007) to determine the given effect size by using Microsoft Exel. It can be establish if there was large different in the result of post-test. Thus, the formula for calculating the effect size of t-test was presented below:

$$\text{Effect Size} = \frac{(\text{Mean of experimental class}) - (\text{Mean of control class})}{\text{Average Standart Deviation}}$$

$$d = \frac{74 - 69}{5.44093}$$

$$d = 0.918965 = 0.91 \text{ (Moderate Effect)}$$

From the calculation above, it can be seen that the Cohen's d value was 0.9 which means the treatments given successfully gave moderate effect to the experimental class.

After doing several phases of analyzing data, it is showed that Kahoot! as a media is able to improve students' reading comprehension in narrative text. It has been proven from the significant result of experimental class after conducting the treatment of learning by using Kahoot! game application.

Discussion

The result showed that the post-test scores performed in the experimental class was better than control class. The mean of post-test score in experimental class was 74.00 while in control class was 69.00. It happened since Kahoot! application as a media was used to treat the experimental class. Therefore, it can be inferred that learning using Kahoot! can improve reading comprehension in narrative text of the tenth graders.

The outcome of this study supports the theory by Ima and Rafi (2018) that the use of Kahot! as a media in teaching processes increase the students' attention. It relates to the outcome of this research that the use of Kahoot is capable of making the students more concentrate on the given questions. Because they have limitation time to do exercise, so they have to try to get full attention to answer the questions given. Students have a challenge winning the game by responding well to

the questions and having the shortest time possible. Thus, they have to be very careful to do it.

Furthermore, the use of Kahoot! can give good influence to student' reading comprehension. This is similar to previous study conducted by Wisbisono (2019) that game-based learning given in Kahoot! application for language learning, especially in improving reading comprehension, shows a positive impact to students which can affect the students' enthusiasm in doing the exercises. In using this Kahoot! application they will be enthusiastic in answering any questions that appear on their mobile devices or laptops. Because the students who get the highest score will appear on every smart phone or laptop they use. Therefore, considering the observation result, it could be concluded that learning reading comprehension by using Kahoot! has many positive impacts for students.

The last study by Edison and Hurtado (2017) shows that Kahoot! is an excellent media to teach student in the classroom since it provide positive environment in the class, increase the mind, and students fell more enjoy to follow the learning. Because when discussing material using Kahoot! it will occur communicatively between the teacher and students, while interactions in the class that use ordinary techniques occur formally.

According to the result of the studies done by previous researchers and utilizing Kahoot! in this research, it can be summed up that the positive effects on Kahoot! are in line with the previous researcher. Therefore, since the statistical data shows that alternative hypothesis was proven, it is indicated that using Kahoot! as a media is effective on students' reading comprehension in narrative text.

CONCLUSION

Learning media is one component in the learning process that is used as a teaching aid. Kahoot! is an alternative choice from a variety of interactive learning media. It emphasizes learning styles that involve the active role of participation of students with their peers in a competitive manner towards learning that is being learned or has been learned. As verified by the result and discussion in the previous chapter, it can be concluded that Kahoot! application as a media is able to improve comprehension of students reading in narrative text. It could be seen from the mean score of pre-test in the experimental class got 58.85 and mean score of post-test was 74.00. The significance level showed a positive significance differences as Sig. (2-tailed) value was .000 which not less than or equal to .05. It means that there was a great difference in the score after test. While, Cohen's d value was 0.9 which means the treatments given successfully gave moderate effect to the experimental class.

SUGGESTION

Related to the conclusion stated previously, the researcher would like to give several suggestions for English teachers, students, and further researchers.

Since reading comprehension in narrative text is important to students, teacher should choose appropriate media to stimulate students learning enthusiasm. The researchers agree that each teacher has personal own ways of teaching, yet being an innovative teacher is also recommended. Because the main demand of school is focusing on development of teaching tools, especially on teaching media which uses technology or other digital resources. Therefore, the researcher suggests to enhance their teaching strategy which is adapted using the recent technology source such as Kahoot! application for teaching reading that can be easily accessed through mobile phone. Even though there are many online media can be used to improve students' reading comprehension, Kahoot! is still attractive for students.

To other researcher, since the lack of this research purely based on reading aspect in narrative text which was done in a short period of time, the researcher suggest that further researcher is performed to make result more diverse over a longer period of time. And it observes in different aspect provided by Kahoot! to enhance language teaching and learning awareness. To add, other researcher can conduct this research on different level of students like Junior High School. Other researcher can also conduct this same research by using Kahoot! for different skills or other types of text.

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