

**STUDENTS' PERCEPTION ON THE USE OF KAHOOT!
APPLICATION IN READING NARRATIVE TEXT
AT SMAN 3 MAKASSAR**

*(A Descriptive Quantitative Research at the Second Grade Students
of SMA Negeri 3 Makassar)*



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in partial Fulfillment of the
Requirement for the Degree of Education in English Department*

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2020**



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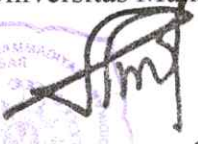
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Date	Chapter	Consultant's Note	Sign
06 April 2020	1	<ul style="list-style-type: none"> ❖ Explain in the background, why kahoot! Application has to applied in SMAN 9 Makassar? ❖ More specifically on the problem statement, change it into just one problem statement into a generic structure. 	<i>En</i>
27 April 2020	1	<ul style="list-style-type: none"> ❖ Limit your scope based on the type of Kahoot! 	<i>En</i>
08 Mei 2020	3	<ul style="list-style-type: none"> ❖ Give treatment material or lesson plan to teach narrative text using Kahoot! for your research. 	<i>En</i>
13 Mei 2020		ACC	<i>En</i>

Makassar, 14 Mei 2020

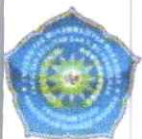
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Day / Date	Chapter	Note	Sign
Mon, 07/09/20		Attention to the use of - Space - table - Paper size, Page numbering - and Position of logo	
Fri, 11/09/20	IV and V	Check your grammar of the thesis. Conclusion and Suggestion	
	Appendix	Include the Source of the Instrument you use. Complete your photo on CV Make Sync of your abstract background and Problem statement	
Fri, 18/09/20			

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Date	Chapter	Consultant's Note	Sign
20 April 2020	1	<ul style="list-style-type: none"> ❖ Cover ❖ Background ❖ Problem Statement ❖ Students Problems and need ❖ Restructure the introduction ❖ Margin/Space ❖ grammar 	
27 April 2020	2	<ul style="list-style-type: none"> ❖ State the relevance of your research and other research ❖ Expert yang digunakan harus dari artikel yang telah di publish di jurnal bereputasi ❖ Revisi conceptual framework ❖ Add more references 	
02 Mei 2020	3	<ul style="list-style-type: none"> ❖ Restructure Research Design ❖ Procedure Collecting Data ❖ Instrument Research ❖ Bibliography (Alphabetic) 	

08 Mei 2020		ACC	e
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Wed. 02/09/20	IV	Provide the result of Reactiv, / Manual omit the result of que. —	X.
Sun. 07/09/20	V	haus muna the result of interview. • interest kel. — • v/ • bu, v/ • sudah p	X.
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A.Egi Setiawan

ABSTRACT

A. EGI SETIAWAN. 2020. Students' Perception On the Use of Kahoot! Application to Improve Students' Ability in Reading Narrative Text. (Descriptive Quantitative Research at the Second Grade Students of SMAN 3 Makassar). A thesis of English Education Department, Faculty of Teacher Training and Education, University Muhammadiyah of Makassar. Guided by Eny Syatriana and Firman.

The aims of this study was to determine students' perceptions of the use of Kahoot! Application in Reading Narrative Text. The approach of this study was descriptive quantitative method which took one month for data collected used questionnaires and interviews. Researcher used purposive sampling as a sample selection technique. The researcher determined three classes consist of 45 students from XI MIPA 2, XI MIPA 4, and XI MIPA 6 SMAN 3 Makassar as samples.

From the results of questionnaires and interviews, most students had positive perceptions about the use of Kahoot! Application in improving the ability to read the narrative text. The students claim that the application of Kahoot! in reading narrative text was beneficial for them, such as to improve their reading skills and use their English vocabulary well, as well as activities at Kahoot! The application encouraged students to be more motivated and excited to practice reading English with their friends. Besides, students could share their knowledge to each other during the application of Kahoot in the reading class.

Based on the data obtained, this study concluded that students gave 98,3% positive perceptions about the use of the Kahoot application to improve students' reading skills in narrative text and 1,7% gave negative perceptions.

Keywords: Students' perceptions, Kahoot! Applications, Reading Skills, Narrative Text.

ABSTRAK

A. EGI SETIAWAN. 2020. Persepsi Siswa Tentang Penggunaan Kahoot! Aplikasi untuk Meningkatkan Kemampuan Siswa dalam Membaca Teks Naratif. (Penelitian Deskriptif Kualitatif Siswa Kelas II SMAN 3 Makassar) Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dipandu oleh Eny Syatriana dan Firman.

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penggunaan Kahoot! Aplikasi dalam Meningkatkan Kemampuan Membaca Siswa dalam Teks Naratif. Penelitian ini menggunakan metode deskriptif yang memakan waktu satu bulan untuk pengumpulan datanya menggunakan kuesioner dan wawancara. Peneliti menggunakan purposive sampling sebagai teknik pemilihan sampel. Peneliti menentukan tiga kelas yang terdiri dari 45 siswa dari XI MIPA 2, XI MIPA 4, dan XI MIPA 6 SMAN 3 Makassar sebagai sampel.

Dari hasil angket dan wawancara, sebagian besar siswa memiliki persepsi positif tentang penggunaan Kahoot! Aplikasi dalam meningkatkan kemampuan membaca teks naratif. Para siswa mengklaim bahwa penerapan Kahoot! Dalam membaca teks naratif bermanfaat bagi mereka, seperti untuk meningkatkan kemampuan membaca dan menggunakan kosakata bahasa Inggris dengan baik, serta kegiatan di Kahoot! Aplikasi tersebut mendorong siswa untuk lebih termotivasi dan bersemangat untuk berlatih membaca bahasa Inggris bersama teman-temannya. Selain itu, siswa dapat saling berbagi ilmu selama penerapan Kahoot di kelas membaca.

Berdasarkan data yang diperoleh, penelitian menyimpulkan bahwa siswa memberikan 98,3% persepsi yang positif tentang penggunaan aplikasi Kahoot untuk meningkatkan kemampuan membaca siswa pada teks naratif dan 1,7 % memberikan persepsi negative

Kata kunci: Persepsi siswa, Kahoot! Aplikasi, Keterampilan Membaca, Teks Naratif.

MOTTO

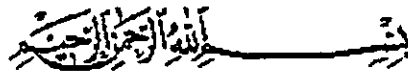
**LEADERS SHOULDN'T TRY TO MAKE EVERY
DECISION AS BIL GATES SAID**

***"IF YOU WANT TO BE A BOSS USE YOUR BRAIN, IF
YOU WANT TO BE A LEADER USE YOUR HEART."***

I dedicated this thesis to

My beloved parents, my families and all of my friends.

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Alhamdulillah Robbil Alamin. The researcher expresses his highest gratitude to the almighty Allah SWT, who has given guidance, blessing, and mercy to his in completing this proposal. Salam and Shalawat are addressed to the final, chosen, religious messenger, the prophet Muhammad S.A.W.

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Billahi Fi Sabillil Haq Fastabiqul Khaerat

January 2020, Makassar

The Researcher

A. Egi Setiawan

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CHAPTER I

INTRODUCTION

This chapter describes the research background, problem formulation, research objectives, research significance, and research scope.

A. Background

Nowadays look at developing science and technology, language has an important rule for human life, by using language the people will express their ideas, emotion, and desires, and it is used as a medium to interact with one another, to fulfil their daily need. English as a foreign language in Indonesia played an important role in many aspects of life like education, economy, international relationship, technology, etc. Consequently, the teaching of English become an International enterprise. The widespread need for English as second or foreign language needs a considerable pressure on the educational resources of many countries. Related to the problems in teaching English, Indonesia introduces English since in elementary school as a local content, to give English to children as early as possible in order to prepare them in covering the globalization era. English becomes a compulsory subject in Junior High School, Senior High School and University (Mulyasa in Parmin, 2014).

There are four skills in English, namely listening, speaking, reading and writing. Students are expected to have the ability in these language skills, namely expressing the use of receptive and productive language. Teaching English is indeed not easy, English teachers not only have to master the language, but also have to be able to make their students learn. English has now become a priority in Indonesia (Murcia et al in Parmin, 2014).

In Umiyati (2011) which has stated that reading is clearly one of the most important skills in learning English, it is seen that many examples around the world argue that reading is the most important foreign language skill, especially in cases where students have to read material English for their own specialist subject, but may never really have to speak the language. One type of reading is narrative text. Narrative text is text that contains fantasy stories, fairy tales, or true stories that have been exaggerated by readers (Utami, 2016).

Kahoot is an educational website originally initiated by Johan Brand, Jamie Brooker and Morten Versvik in a joint project with the Norwegian University of Technology and Science in March 2013. Kahoot was opened publicly in September 2013 (Official Website 'Kahoot! ', 2017). Until now 70 million active users / teachers use Kahoot and 1.6 billion students to play this game. Rafnis (2019) Group games are the main design of Kahoot usage and can also be played individually. There are two Kahoot website addresses, <https://kahoot.com/> for teachers and <https://kahoot.it/> for students. Usage and access to Kahoot is free, including the features in it. Online quizzes, surveys, discussions and jumble or mix are Kahoot platforms that can be used, where to play it has a variety of ways. Learning using the Kahoot application requires internet, computer, infocus and smartphone devices suggesting computer learning can stimulate students to do various exercises due to the availability of various animations, graphic illustrations, and colors that add realism.

Kahoot in this study utilizes an online quiz platform. Kahoot learning in the classroom is carried out by (1) the teacher creates an account for free on the website <https://kahoot.com/> which can later be linked to a google account (2)

the teacher creates features and material questions that have been prepared as needed learning (3) After the material is finished, the teacher gives a pin that is given access by Kahoot and asks students to access the website <https://kahoot.it> to enter the pin and username (to make it more interesting and easy, the teacher can use infocus). (4) The main device teachers will display questions in the form of multiple choice (5) Students choose the appropriate answer from the existing device in accordance with a predetermined time duration (will be more interesting and easier to use a smartphone) (6) Students who choose the fastest and most correct answer will get a higher score, competitively (7) At the end of the game the teacher can save the results of each student's answers on Google Drive or directly downloaded on his computer in the form of a streetspace, as an evaluation evaluation, to make it more interesting teachers can also give rewards to students who get the highest score. So, the writer hopes that using Kahoot can give positive effects to increase students' ability in reading narrative text.

Based on the researcher's observation at the Tenth Grade Students of SMA Negeri 4 BULUKUMBA when Magang 1 and Magang 2, the researcher carried out the problem in teaching reading especially in narrative text. It means that the achievement of the students in reading narrative text is still low and its need the improvement. The students are difficulties to carried out the orientation, complication and resolution of the text that they have read. The lack of handbooks and interesting learning media makes students less interested in learning narrative text. Students are more enthusiastic when teachers use technology in teaching and learning in this case using Kahoot!

Application in learn English. This condition is the reason for the writer to analyze the right teaching techniques that can cover the problem and the teacher is required to make some strategies or activities that can explore the ability of students to read narrative texts through the use of Kahoot! .

The researcher think that the use of Kahoot! has an effective method to improve reading comprehension of students that forces them to interact critically with the text. The purpose of this method has to provide students' motivation to be active in reading activity. It meant that in a teaching-learning process, students were motivated to improve their ideas or opinion through asking some questions and answering to find out the orientation, complication and resolution of the text and they can share with the other friends.

The application of Kahoot! is under the level of understanding of students at the high school level is more abundant, because of the transition from junior high school that only gets a little understanding of the narrative text. SMAN 3 Makassar has chosen as the location of the research site or application of Kahoot! by considering the teachers' and students' there often use Kahoot! in learning process and also at the school the students are allowed to use laptops and mobile phones as well as the internet in the process of learning or teaching and learning. In addition, because of the pandemic which requires all students to study at home, researchers made the decision to conduct online-based research by collecting questionnaires and interviews

Based on the reasons above, the writer wanted to conduct an descriptive qualitative research in reading comprehension with the title: *Students'*

Perception On the Use of Kahoot! Application to Increase Students' Ability in Reading Narrative Text at SMA Negeri 3 Makassar.

B. Problem Statement

Based on the background above, this study focused on the analysis the use of Kahoot! to increase students' in reading ability, especially in narrative text:

How is students' perception on the use of Kahoot! Application in reading narrative text ?

C. Objective of the Study

Referring to the background and the problems, the aims of the study were to know that:

To know students' perception on the use of Kahoot! Application in reading narrative text.

D. Significance of the Study

This research is expected to contribute to the teaching and learning process of English for practical benefits:

1. For students

The use of *Kahoot!* as the subjects of the research, it would be motivated increasing skill in reading and the subject matter more meaningful to students so that is expected to improve the quality of education itself.

2. For Teachers

It allows teachers to implement learning and could achieve a higher quality of learning process interesting, because it can stimulate students to learn independently and interactively and will be used as are more references to improving students' skill in reading ability.

3. For schools

The results of this study will expect to contribute positively as a learning resource for students and also as references.

E. Scope of the Study

The scope of the research limit to know perception the students about the increased ability of students in reading narrative text through the use of Kahoot! Application at second grade of students SMA Negeri 3 Makassar. In this research, the researcher will give an interview and questionnaire by using online (google form) that related using Kahoot! application to find out whether the Kahoot! application can increase students' ability in reading. From these questionnaires, we would get any perception about the using of Kahoot! application to increase students' ability in reading narrative text at SMAN 3 that can be positive or negative.

CHAPTER II

RELATED REVIEW OF LITERATURE

This chapter described the previous of related research, the concept of Kahoot!, the concept of reading comprehension, and conceptual framework.

A. Previous of Literature

There is previous of relate literature about this research:

1. Nunung Susilo Putri (2019)) in her researched “ *Kahoot Application in English Language Teaching (ELT) Context: An Alternative Learning Strategy*”. The results showed that after using Kahoot in the learning process, students were very interested in taking classes, students were more concerned and interested in learning English.
2. Budiati (2017) in her researched “ *ICT (Information Communication and Technology) Use: Kahoot! Program for English Students’ Learning Booster*”. The purpose of this research is to find out whether using Kahoot! the student's English learning booster program with a total of 39 participants in the English course for the first semester students of the nursing program. The results showed that Kahoot succeeded in attracting students' attention in learning English.
3. Kathryn E. Ciaramella (2017) in her researched “*The Effect of Kahoot! On Vocabullary Acquisition and Retention of Students with Learning Disabilities and Other Health Impairments*” . The purpose of this study was to evaluate the effectiveness of using Kahoot on vocabulary mastery and retention of sixth graders with learning disabilities and other health disorders. The participants were seven students selected with learning disabilities or other health disorders according to their individual educational plans. The results of this study indicate that Kahoot! Applications have a positive effect and help improve students' vocabulary mastery.

4. Gheza Dawara (2016) in his researched "*Students' Perception of the Use of Kahoot! As an Ice Breaker In Movie Interpretation Class*". He discovered that the use of Kahoot! As an ice breaker, it helps students to learn in a fun way. Especially Kahoot! very helpful for students to learn with fun, but with Kahoot! Students become more motivated to study deeper material in the subject of Film Interpretation. However, the students gave suggestions for improving the use of Kahoot! As an ice-breaker in the Film interpretation class. The external category, namely internet connection and frequency of use, must be developed properly in order to use Kahoot! As an ice-breaker in a Film interpretation class can be one of the best apps for an ice-breaking session.

Based on the researches above, the writer know that using Kahoot! can make students are excited in joining the class, students are attentive and interested in learning about English. Kahoot was successful in capturing student's attention in learning English. Kahoot! an application had a positive effect and help to increase students' vocabulary mastery. Kahoot! greatly helped students to study with excited and fun, but with Kahoot! Students became more motivated to study the material deeply in the subject of movie interpretation. The similarity with other research is that we are using Kahoot! as a medium in learning, while the difference with my research is to know that the use of Kahoot! as a tool to improve students' abilities in reading narrative text by utilizing the type of Kahoot! namely quizzes and discussions. So it makes the researcher describe the successful of using Kahoot! application in reading class specially narrative text.

So, it made the researcher compose research by formula title "*The Students' Perception On The Use of Kahoot! Application to Increase Students' ability in Reading Narrative Text at SMA Negeri 3 Makassar*". This research is different from previous researcher above because in this research focus on students' perception of using Kahoot! as a medium on learning in reading class, mostly narrative text.

B. Perception

1. Definition of Perception

In the science of psychology, there were terms of processing the information received from the observation, one of which is the perception. Perception is a psychological function that starts from the sensation, but continued with the process of categorizing, classifying, interpreting and linking multiple stimuli at once. Stimuli that have been received and are grouped in such a way is then interpreted into an individual subjective meaning. Slameto (2003;12) found that perception is process to input message or information to human brain by the human perception that continuously make relation with environment. This relation is done by the five sense those are sense of sight, sense of feeling, sense of smell, and sense of touch. According to Robbins (2003) perception as the process taken by individual to govern and to interpret perception of sensory to give significance in their environment.

2. Process of Perception

There are two theories from experts. The first part is a theory about the process of perception from Goldstein, and the second one is stated by Michele Kehoe. According to Goldstein (2014) there are two processes of perception, which are:

a. Bottom-up Processing

Bottom-up processing is a process of perception when the stimuli are reaching the receptors. It is also called the data based processing.

b. Top-down Processing

Top-down processing which is also called knowledge-based processing refers to processing which based on the knowledge. Knowledge such as this is not always involved in perception, but as we will see, it often is sometimes without our even being aware of it.

The next theory is stated by Kehoe (2013) in his book titled *Make that Grade Organisational Behaviour*. He states that there are three process of perception, that is:

a. Selective Attention

The process when the world is perceptual selected, It can be said that this is a process of scanning the person, object, or event. It also filters information which is not relevant.

b. Perceptual Threshold

After the scanning system and information has been filtered, the next process is perceptual threshold. In this process, it involves the sensory information of our brain, This process depends on some factors such as physical condition, movement state, training and experiece.

3. Factors of Perception

Kehoe (2013) says that there are three factors of perception, that is:

a. Individual

It is one of the internal factors which contrubute to the subjective nature of the process of perception. This factor is related to the perceivers, interest, needs, motives, and expectations. This factor is

influencing how people select information which is relevant and meaningful to them.

b. Object

It is included to the external factors of perception and it needs the attention from the perceiver. This factor is related to the physical characteristics of the object which is perceived. The external factors including contrast, intensity, size, movement, repetition, and position.

c. Context

The environment around the object which is perceived also influences the process of perception. This factor is divided into three parts, which are: physical factors, social factors, and also organizational factors.

Physical factor is including whether the environment is formal or informal as the result which is created by the regulations or the rules, social factor is including the type of people and the relationship between the people and their experience in the past, and organizational factor is including the size of the organization, the culture, and the purpose. It can be concluded that there are two major factor in perception which are the individual itself and environment. The individual means the factor which comes from inside of the person. The environment includes the object which is perceived by the individual.

C. The Concept of Kahoot!

1. Definition of Kahoot!

In learning, educators must use effective learning media and also liked by students. Media that can attract the attention of the student is learning while playing. Understanding the learning media is a means or educational tools that can be used as an intermediary in the process of learning to enhance the effectiveness and efficiency in achieving the learning objectives¹⁷. The benefits of learning media is to attract more learners to motivate and create a variety of learning methods.

Kahoot is an education-based interactive game in which there are several icons to be developed. One of them is the icon quiz where users can create quizzes using Kahoot! for a study so that learning becomes interesting and not boring. "Kahoot!" It is an educational website that was originally initiated by Johan Brad, Jamie Brooker, and Morten Versvik in a joint project with the Norwegian University of Science and Technology in March 2013. In September 2013 "Kahoot!" Opened to the public.

"Kahoot!" Has two different website addresses is <https://kahoot.com//> for teachers and <https://kahoot.it//> for learners. "Kahoot!" It can be accessed and used free of charge, including all the features that exist in it. Platform "Kahoot!" It would be used for some form of evaluating among quizzes online, surveys, and discussion where all three had a selection steps to play. "Kahoot!" It would be played individually, though the main design is a game in groups. Kahoot is a kind of visual learning media. As a medium of visual learning, Kahoot! have an

attentional function. The function of visual media attention is at the core, attractive and direct your attention to the contents of learning to concentrate subjects related to the meaning of the displayed visual or text accompanying the subject matter.

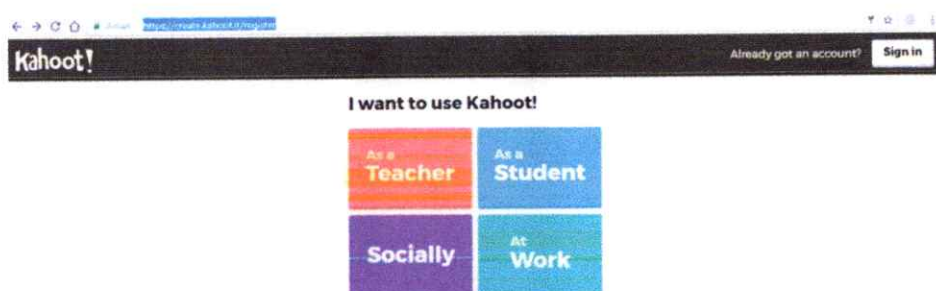
In the Kahoot! contains interesting colors and preferably learners. According to the research Mabel Rudisill, images and colors are preferred children showed that perfect visual representation of realism is the coloring because coloring in the figure will grow impressions or realistic impressions. As a learning medium Kahoot! has benefits to improve the perception of students, improving the ability to remember the students, improve learning knowledge transfer and improve the effectiveness of learning.

2. Procedure of Use Kahoot!

According to Rofiyarti, and Anisa Yuni Fitri Sari (2017) state that there are some steps in Using Kahoot! In the classroom:

Step 1: Create a new account

Register for a new account at <https://create.kahoot.it/register>



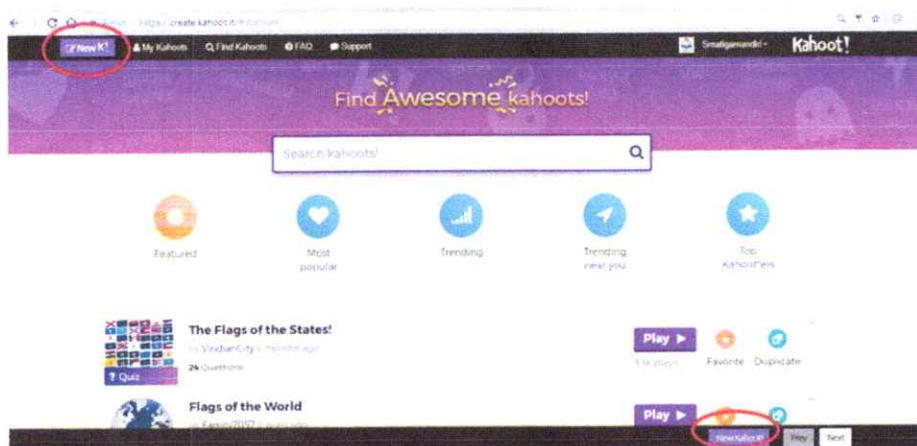
Register a new account

Please choose a category according to your needs. For example, choose as a Teacher. After you click on that category, there will be an option to register via a google account or email. I choose via email, after I click the registration form will appear that must be filled.

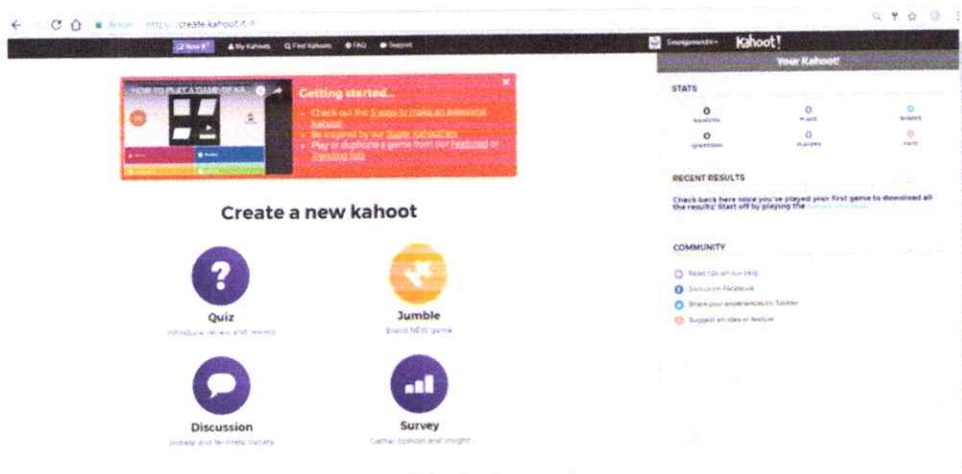
Registration form (fill in completely, then click JOIN KAHOOT!)

Step 2: Start Quizzes

After registration is complete, you will see the page below:



Then, click on the red circled text or open the site <http://create.kahoot.it>. After that the following page will appear:

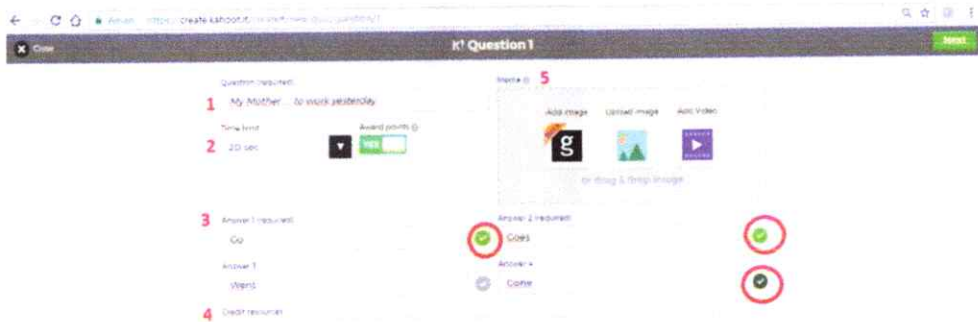


Select the Quiz category to make a few quick questions for formative assessment. You can also use other features / categories for different purposes later. After you click QUIZ, the initial setup page will appear as below, please fill in the appropriate information:

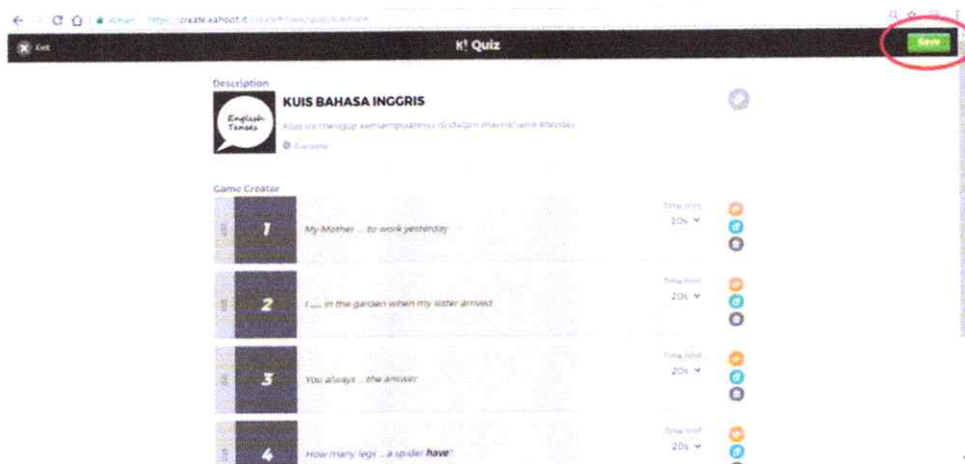


Step 3: Start Composing Questions

If you have completed all the information requested, then click OK, GO (circled in red). A new page will appear, from the page click on ADD QUESTION. Then a new tab appears containing the information that you must complete to make the first question (Question 1). I give an example:



Consider the example above. Write your question in the question column (1), I took an example from an English lesson. Then select the duration or time limit (2) on one question, you can replace 20 seconds with another option (5-120 seconds). Enter your answer choices into the four available fields. Click on the check mark for three deceptive / incorrect answers. You can also add information for the source of the question (4) and media in the form of photos or videos. Then click NEXT and after a new page appears, click ADD QUESTION. Perform the same steps as question 1.



After completing all the questions (this time I made 5 sample questions), click SAVE. The following display will appear:



This means you have successfully created a NEW QUIZ and saved it. You can already play it with students or spread it.

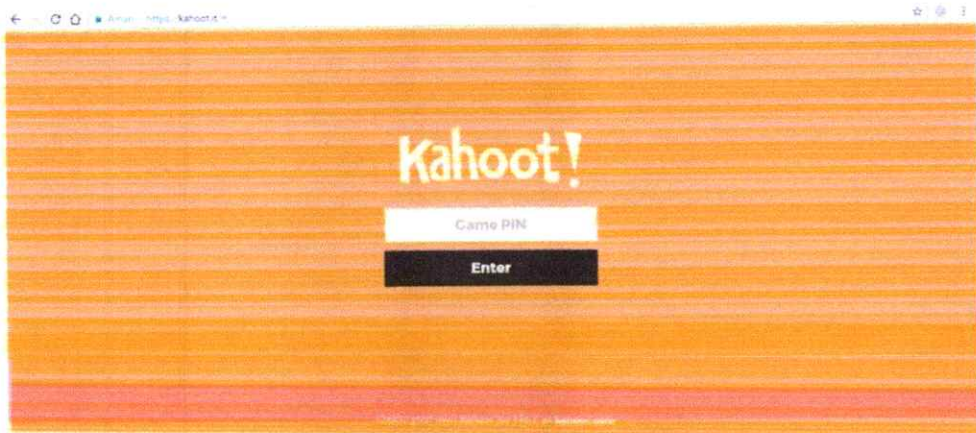
Step 4: Playing QUIZ

Well, now we immediately play! Click PLAY IT, the following page will appear (If you open the tab from the beginning, you can go to the kahoot.com page and sign in):



Two choices will appear. Classic or Team Mode. Classic means this QUIZ is given to you by individual students. So here students can prepare each gadget that they need (smartphone, laptop, or tab) or share the gadget with their friends. Meanwhile, if the team mode, then you need to form students

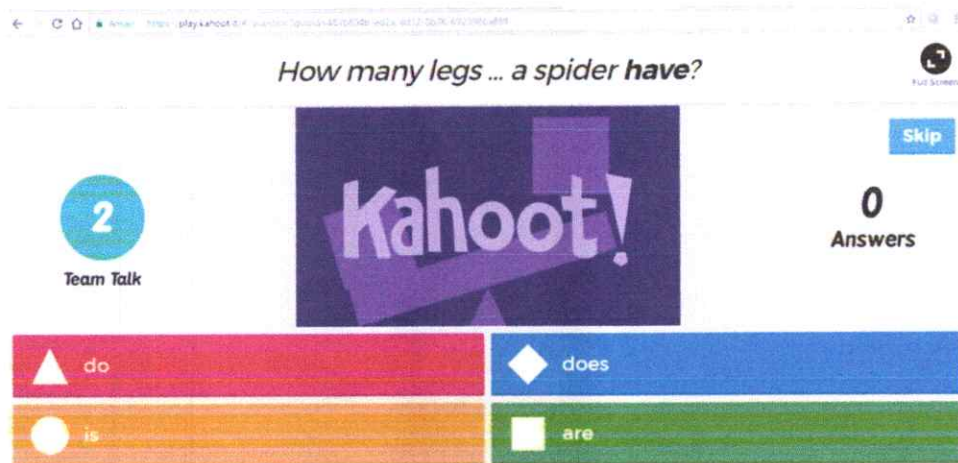
into several groups, and each group only needs one gadget or can share with other groups. Here I will choose TEAM MODE. Then a page will appear containing the PIN of your quiz. Tell the student your pin. Ask them to open <https://play.kahoot.it> from their respective gadgets. Suppose they use a laptop, a page like this will appear.



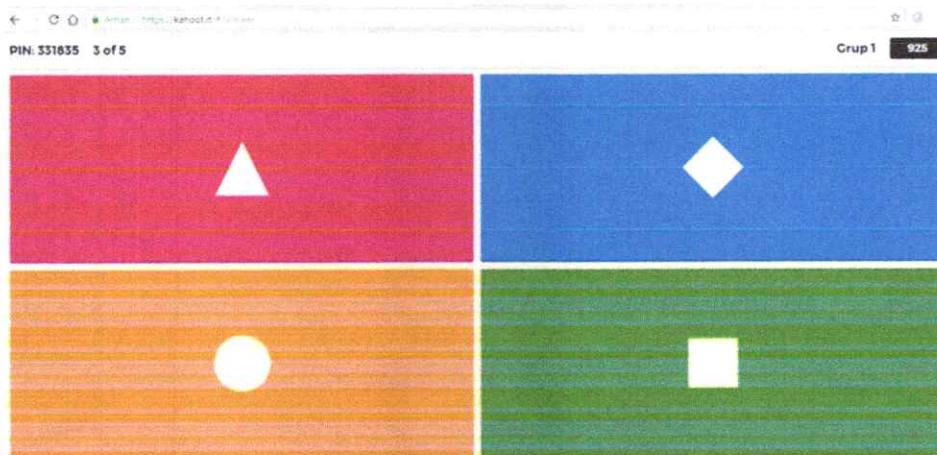
Ask them to enter the quiz PIN in the blank column above and fill in the group name and nickname of each member. Then immediately play by clicking OK, GO! Returning to the teacher screen, when all groups have joined the game, there will be the following display (a total of three groups of students join):



After all groups have joined, click START to start the QUIZ. When the quiz starts, the following display will appear on the teacher screen (or main screen) and on the student screen:



On the main screen and on the teacher screen: contains questions and answer choices



On the student screen: contains answer choices in the form of symbols

Step 5: Assess

After the questions are displayed, results will appear as below:



Done! You can make a formative assessment based on the points students get, to what extent students have understood the lesson you just gave.

D. The Concept of reading Comprehension

1. Reading

a. The definition of reading

Patel (2008) stating reciting is a process consisting of the introduction of active skills and understanding .Reading is important activities in life to someone able to renew their knowledge .Of reading skill is an important to academic success .Reading is a skill that is most useful and relevant for orang-orang .It is more important than skill speech and writing .Reading is a source of excitement .Reading is that make students still regularly in reading pleasure and profit that gave him .Reading is very important for students to get the science .Hence english learner read english should know.

According to Mikulecky (2008) states reading is the basis of instruction in all aspects of language learning using a textbook for the

language course, writing revising, developing vocabulary, acquiring grammar, editing and using computer-assisted language learning programs. Hermida (2009) states a surface approach to reading is the tacit acceptance of the information contained in the text. Students taking a surface approach to read usually consider this information as isolated and unlinked facts. This leads to superficial retention of material for examinations and does not promote understanding or long-term retention of knowledge and information. In contrast, a deep approach to reading is an approach where the reader uses higher-order cognitive skills such as the ability to analyze, synthesize, solve problems, and thinks meta-cognitively to negotiate meanings with the author and to construct new meaning from the text.

Goestina (2016) said that reading is a complex process , aimed at , social and cognitive in which the reader simultaneously using their knowledge of spoken and written language , their knowledge of the texts and their knowledge of their culture to establishing the meaning .Reading is not practical skills obtained once and for all a basic , but the process of development .Competence readers continue to grow through the involvement with different types of text and reading area for various purposes all the time .

According to definition of above , we can conclude if reading skills are important to the learning process .This could be the key to achieving the objective belajar-mengajar , especially in learning english .

b. The Objective of Reading

Any action have a purpose in doing it .Read have some intention or purpose when carried .According to grabe in laureate (2011) , the purpose of read defined in a couple of points , that is as follows:

- 1) Reading for searching information
- 2) Reading for skimming quickly
- 3) Reading for learning (text)
- 4) Reading for writing
- 5) Reading for analyzing text
- 6) Reading to general information

Based on the goal in over , we can understand that reading requiring special attention .No wonder if read is one of essential skill in studying a foreign language.

c. The Types of rading

Wood in goestina (2016) indicates the type of reading is important as the category:

1) Skimming

Our eyes goes quickly over the text to discover what is about the main idea and the gist. The skimming occurs when the reader looks quickly at the contents page of a book or the chapter headings, subheadings, etc. this is sometimes called previewing. When the reader glances through a newspaper to see the main items of the day are this will often mean just glancing at headlines. What the reader

goes through a particular passage such as a newspaper article merely to get the gist.

2) Scanning

The reader looks out for a particular item he believes in the text. Scans be done to look dated name and static or fact. written in the textEye start to quickly, writing on the line.

3) Pre-Reading

According to ajideh (2003) said that mosquito pra-membaca tending to focus exclusively in the linguistic preparation for possible difficulty in a text; recently attention has been shifted to culture or conceptual difficulty. But, pra-membaca activities may not offering only compensation for insufficiency language or sosio-budaya regarded by the language and; they also can remind the regarding their conduct, in fact, have know and think, that is the turn knowledge schematic. Furthermore, he explains the portions to look at in reading the textbook chapters are: (1) Read the title, (2) Read the interaction or opening paragraph, (3) Read each boldface heading, (4) Nice any typographical aids, (5) Notice any typographical aids, (6) Any graphs or pictures, and (7) Read the last paragraph or summary.

d. Reading Technique

The technique does might include strategy or tactics. The technique read a lot. Brown in harris (2011) said in his book about strategy understanding read declare below:

1) Identify read

- 2) The use of the rules and the grafemik to help decoding room from the bottom upward
- 3) Use technique was not efficient to read a relatively early
- 4) Read a text to the central idea scan
- 5) Text to specific information
- 6) Use semantic mapping or grouping
- 7) Guess when you sure
- 8) Analysis vocabulary
- 9) Compare literal between meanings and bound with
- 10) Use the discourse to process

e. Kinds of Reading Text

1. Descriptive text

Artono (2008) descriptive stated that text is part or genre of who factual. Social function is to, described the place or certain objects. Description in writing is a process sensory created visual images and impressiveness by means of words.

2. Narrative text

Based on Crystal (2008) "a narrative text is a story that is told conveyed to the recipient and his telling requires a medium, it is converted into the sign". related to BaI (2009) "a text that not consist solely of narration, in the specific sense. In every narrative text, one point can passage that concern something other than an event such as an opinion about something, for example, a disclosure of face, or a

location". Besides, Schmidt and Richard's (2002) narrative texts are an story spoken of a story real or fiction and structure genre of have story.

According to sulisty (2013) the structure generic a narrative text distinguished into five element , such as 1.Orientation (prefatory) containing the text .At this level , character story introduce students .Story happened and who involved in that story .This level are also used to produce the atmosphere so as to make students such suckers to follow exciting story .In other words , orientation of narrative text tell who figures in which it , in which it happens , when it . 2.The sequence of events (complication) the part talks the order story .Problems would be faced by such characters .Complication make the story be more attractive because the characters prevented to reach her .That am in the middle story . 3. Resolution to talk to the reader (students) .How problem was called also problem solving .Narrative satisfactory give problem solving. 4. Re-orientasi stories about how told or told back figures and containing a message value moral to readers .The elements has to exist at of narrative text .This give it a greater a lot of explaining to made his clear and can understand .But sometimes students find more than one complications and resolution .It can be seen in this example . 5. Evaluation this part can be combined on the orientation .It contains narrative to start .Evolution told me about time and place the incident terraced .The elements has to exist at of narrative text .This give it a greater a lot of explaining to made his clear and can understand .But sometimes students (readers) find more than one complications

and resolution. This can have happened when the subject of (complication) still to appear or still unsolved in the scheme .

Looking at the opinion above, the researcher prefers to Schmidt and Richard's opinion, narrative text is about the oral account and fictional story. Fictional means that the students read with their imagination of the story and can make them easy to understand in reading a story. In this research, the researcher focus on identify orientation, complication and resolution of narrative text.

2. Reading Comprehension

a. The Definition of Reading Comprehension

According to Klingner, et al (2007) suggests reading comprehension is a process of interaction between readers and what they bring to the text, such as their prior or background knowledge and strategy use. This process also includes the variables related to the text, for example, the readers' interest in the texts and their understanding of the genres of the texts. It means that what the readers learn and how they respond and comprehend the text is individualistic. The step of construct the meaning based on competencies of individual.

One of the goals of Reading is comprehension. Reading can help people to improve their comprehension. Comprehension can be meant the process by which a person understands the meaning of written or spoken language. According to blachowicz and ogle in yazdani and mohammadi (2015) stated that reading understanding is a process that demanded skill and strategies .Klingner in 2007 stated that understanding read involving

more than just the reader response to the text .Reading understanding is multi components , process that is extremely complex that involves a lot of interaction between the reader and what they brought into a text (knowledge before , the use of strategy and variables related with the text itself (interest on the text , understanding a kind of text).

Paragraph in over defines definition read and understanding .We can combine in its definition reading short on understanding of. Understanding reading is about connecting knowledge before with new knowledge contained in the text written. Knowledge before, in turn, depends on experience life (pang , et al , 2003). According to Anderson in Klingner (2007): defines reading comprehension is the process of constructing meaning by coordinating several complex processes that include word reading, word, and word knowledge and fluency.

It means that reading with comprehension has meant that the reader can extract from the selection of its essential facts and understanding, visualized details and sense the readiness of facts. Reading Comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques or strategies good readers recognize and get meaning from the word they see in print and use their knowledge of the structure of the language to begin forming a mental nation of the topic.

b. The Levels of Reading Comprehension

Teaimah in Al-Saga by and Allamankhrah (2014) classifies reading comprehension into three levels: comprehending the text, criticizing the

text and interacting with the text. The others have identified reading levels suitable for Grade 4 stage and following stages:

- 1) Literal comprehension: This is called “reading on the lines”. It includes the skills of enriching vocabulary, identifying and remembering details, outlining the general idea stated in the text, understanding the organizational structure of the text, and following instructions.
- 2) Interpretative comprehension: This is called “reading between the lines”. It includes interpreting the figurative meanings of words, identifying the writer’s main themes and point of view, drawing conclusions, outlining the central idea not stated in the text, interpreting feelings, and analyzing characters.
- 3) Applied comprehension: This is called “reading beyond the lines”. It includes the following skills: evaluating the writer’s degree of accuracy in expressing ideas, distinguishing between facts and opinions, and finding solutions to problems (Teaimah and Al-Sheibi in Al-Saga by and Allamankhrah, 2014).

c. The Factors Influencing Reading Comprehension

Inside factors are divided into four components. The first is linguistic component (what the readers know about the language). When the students learn language, they learn three systems (Johnson in Goestina, 2016); they are:

- 1) Phonological Knowledge; It includes of the different phonemes (individual sounds) in the language.

- 2) Syntactic Knowledge; refers to the orderly arrangement among words in a sentence.
- 3) Semantic Knowledge; It refers to our knowledge of words' meaning. It also includes our knowledge of the relationship between words.

C. The Concept of Framework

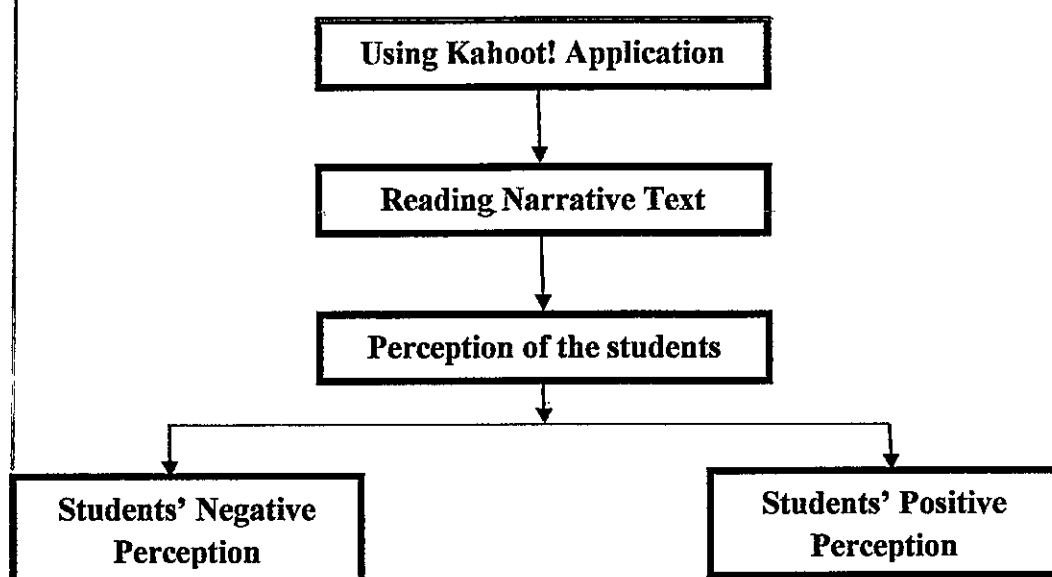


Figure 2.1

Figure 2.1 The conceptual framework describes that Kahoot! application is a media in learning reading narrative text. The researcher will observe their perception with an interview and share the questionnaire to gain their description and information about using Kahoot! application on their teaching and learning process. In instrument consist of positive and negative statement and the researcher will knows the perception of using Kahoot! application wether the students get positive or negative perception in learning narrative text by using Kahoot! Application.

CHAPTER III

RESEARCH METHOD

This chapter describes the research method, participants, research variables, research instruments, data collection procedures, and data analysis techniques.

A. Research Design

This research got information about “The Students’ Perception On The Use of Kahoot! Application in Reading Narrative Text”. In this case the researcher used the design descriptive quantitative method. Besides that, because it was still in a Covid-19 pandemic, researcher was conducted internet-based or online research. According to Umanailo (2019) stated that descriptive quantitative method is research methods that attempt to describe and interpret objects in accordance with facts. The descriptive method was implemented, because the data analysis was presented descriptively.

B. Research Variables and Indicators

1. Research Variables

In this research the researcher also took two variables, these has:

a. Independent Variable (X)

Independent variable will variable which could give influence or response to the dependent variable. In this research, the independent variable will the result of the questionnaire and interview from the use of Kahoot! Application.

b. Dependent Variable (Y)

Dependent Variable was variable which caused or influenced by another variable. The dependent variable in this research was the result of the questionnaire and interview about students' perception on the use of Kahoot! Application in reading narrative text.

2. Research Indicators

The indicator of the research was focused on the students' perception on the use of Kahoot! Application in reading narrative text.

C. Population and Sample

1. Population

The population of this research was the Second Grade Students of SMA Negeri 3 Makassar which consisted of three classes in Academic Year 2019-2020. The total number of population has 45 students.

2. Sample

In selecting the sample, the researcher used purposive sampling technique, because the sample was selected based on the researcher's observation that was the best part to be the sample of the research. This technique determined the sample based on certain consideration. Three classes was selected for the research, because the researcher follow the schedule from school during pandemic of Covid-19.

D. Research Instrument

The researcher used questionnaire and interview as instrument and to collect the data by Google-Form.

1. Questionnaire

Table 3.1 Degree of Agreement for the Students' Questionnaire

Items	Frequency	Percentage (%)
Strongly Agree		
Agree		
Neutral		
Disagree		
Strongly Disagree		
Total		

(Subana, et al, 2014)

Questionnaire was used to collect quantitative data to fit statistical analysis. This questionnaire was about students' perceptions of the use of Kahoot! in reading narrative text in the second grade of SMAN 3 Makassar for the 2020/2021 academic year.

2. Interview

According to Ary (2010), Interviewing is one of the most widely used and basic methods for obtaining data in qualitative research. In addition, it is used to collect data from people about their opinions, beliefs and feelings about situations in their own words. Therefore, the second instrument used by researchers in this study was interviews. Basically, the interview session was used to strengthen, clarified and also confirmed the answers to the questionnaire that was distributed to respondents and made the deep answer from questionnaire more stronger.

E. Procedures of Collecting Data

The data of this research collect through questionnaire and interview by Google-Form. The procedure of collected data in this research describe below.

1. Questionnaire

For data collection, the researcher use questionnaire as instruments with Google-form. The researcher give questionnaires in Google-form for the sample that consist of 15 close-ended questions, the researcher give 30 minutes for the students to answer the question base by their own word. In collected the data, the researcher use following procedures.

- a) The researcher gave questionnaires to the sample of the research and they check list (✓) the option that they feel agree about the questions.
- b) The researcher collected questionnaires.
- c) The researcher analyzed data.
- d) The researcher classified the answers based on the questions.

2. Interview

For data collection, the researcher used interview as instruments with Google-form or by phone (call). It consist of 10 questions. The researcher need 10 minutes for each students' to answer the questions base their own word. In gathered the data, the researcher used the following procedures.

- a) The researcher give 10 question to the sample of the

research.

b) The researcher collected answer of interviewer.

c) The researcher analyzing data.

d) The researcher classified the answers based on the questions.

F. Technique of Data Analysis

The first step in analyzing the data was the recording of the questionnaire. There was several options regarding the answer to the questionnaire itself. Each statement had several agreements, namely strongly agree, agree, disagree, strongly disagree. This study used the most frequently chosen degree of conformity as a way to summarize data in a frequency distribution.

Participants was expected to tick (√) in the available column according to their respective choices so the researcher know their choice. The author calculates all scores from each statement and processes the total score as a result as a percentage. Certain formulas are used to calculate the results and describe the form the numbers interpreted into words. The results are in the form of numbers and will be processed using percentage from the Google-form.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter contains findings and discussion of research results. The findings show the results of the data that has been collected and analyzed from questionnaires and interviews. The discussion is related to the description and interpretation based on the research findings.

A. Findings

The purpose of this study was to determine students' perceptions of The Use of Kahoot! Application in Reading Narrative Text. The researcher took second grade students of SMAN 3 Makassar for the 2020/2021 academic year which consisted of three classes, namely XI MIPA 2, XI MIPA 4, and XI MIPA 6 who had gone through the reading process in class and had gone through Kahoot process! Application in first class. The data from the list of interviews and questionnaires used the rules in chapter three to carried out students' perceptions about The Use of Kahoot! Application to Improve Students' Ability in Reading Narrative Text.

1. Students' perception

a. Questionnaire

Data obtained from distributing questionnaires to students. It is designed to help writers get more information about students' responses to reading class implementation.. The questionnaire was constructed based on Ghaza's (2016) three domains of perception: Understanding, Networking and Media.

In In order to answer the research problem, the researcher obtained data by distributing questionnaires to 58 students of class XI MIPA 2, 4 and 6 in the 2020/2021 academic year who had used the previous Kahoot application in the first grade for the English class of narrative text and

descriptive text and also interviewed some students to get additional information related to the answers to the questionnaire using google form.

Furthermore, the data obtained would be seen in the following tables and description:

Table 4.1 Using the Kahoot application in class is fun

Items	Frequency	Percentage (%)
Strongly Agree	9	15,5
Agree	21	36,2
Neutral	26	44,8
Disagree	1	1,7
Strongly Disagree	1	1,7
Total	58	100

Table 4.1 Using the Kahoot application in class is fun, show that 9 (15.5%) of students strongly agree, 21 (36.2%) of students agree, 26 (44.8%) of students neutral, 1 (1.7%) of student disagree and also 1 (1.7%) of student strongly disagree. Thus, the researcher concluded that most students of second grade SMAN 3 Makassar in academic year 2020/2021 were neutral that Using the Kahoot app in class is fun.

Table 4.2 Application Materials in Kahoot! it's difficult

Items	Frequency	Percentage (%)
Strongly Agree	2	3,4
Agree	4	6,9
Neutral	37	63,8
Disagree	15	25,9
Strongly Disagree	2	3,4
Total	58	100

Table 4.2 Materials in Kahoot! it's difficult, show that 2 (3.4%) of students strongly agree, 4 (6.9%) of students agree, 37 (63.8%) of students neutral, 15 (25.9%) of student disagree and also 2 (3,4%) of student strongly disagree. Thus, the researcher concluded that most students of second grade SMAN 3 Makassar in academic year 2020/2021 were neutral that Application Materials at Kahoot! that's difficult.

Table 4.3 Reading session of narrative text is needed in kahoot application class

Items	Frequency	Percentage (%)
Strongly Agree	5	8,6
Agree	12	20,7
Neutral	37	63,8
Disagree	3	5,2
Strongly Disagree	1	1,7
Total	58	100

Table 4.3 Reading session of narrative text is needed in kahoot application class, show that 5 (8.6%) of students strongly agree, 12 (20.7%) of students agree, 37 (63.8%) of students neutral, 3 (5.2%) of student disagree and also 1 (1.7%) of student strongly disagree. Thus, the researcher concluded that most students of second grade SMAN 3 Makassar in academic year 2020/2021 were neutral that A narrative text reading session is required in the kahoot application class.

Table 4.4 Interested in the Kahoot Application! in reading narrative text as a medium helps me to better understand the learning material

Items	Frequency	Percentage (%)
Strongly Agree	4	6,9
Agree	23	39,7
Neutral	28	48,3
Disagree	2	3,4
Strongly Disagree	1	1,7
Total	58	100

Table 4.4 Interested in the Kahoot Application! in reading narrative text as a medium helps me to better understand the learning material, show that 4 (6.9%) of students strongly agree, 23 (39.7%) of students agree, 28 (48.3%) of students neutral, 2 (3.4%) of student disagree and also 1 (1.7%) of student strongly disagree. Thus, the researcher resume that most students of second grade SMAN 3 Makassar in academic year 2020/2021

were neutral that Interested in the Kahoot Application! in reading narrative text as a medium help me to better understand the learning material.

Table 4.5 Using narrative text in the reading class with the Kahoot application made me more interested in the next learning material

Items	Frequency	Percentage (%)
Strongly Agree	3	5,2
Agree	21	36,2
Neutral	32	55,2
Disagree	1	1,7
Strongly Disagree	1	1,7
Total	58	100

Table 4.5 Using narrative text in the reading class with the Kahoot application made me more interested in the next learning material, show that 3 (5.2%) of students strongly agree, 21 (36.2%) of students agree, 32 (55.2%) of students neutral, 1 (1.7%) of student disagree and also 1 (1.7%) of student strongly disagree. Thus, the researcher resume that most students of second grade SMAN 3 Makassar in academic year 2020/2021 were neutral that Using narrative text in reading class with the Kahoot application makes me more interested in the next learning material.

Table 4.6 Students' perception of The Uase of Kahoot Applicationt Increase Students' Reading Ability in Narrative Text

Items	Frequency	Percentage (%)
Strongly Agree	6	10,3
Agree	19	32,8
Neutral	31	53,4
Disagree	1	1,7
Strongly Disagree	1	1,7
Total	58	100

Table 4.6 Using Kahoot! as a medium in learning to help me understand about learning narrative text or more material, show that 6 (10.3%) of students strongly agree, 19 (32.8%) of students agree, 31 (53.4%)

of students neutral, 1 (1.7%) of student disagree and also 1 (1.7%) of student strongly disagree. Thus, the researcher concluded that most students of second grade SMAN 3 Makassar in academic year 2020/2021 were neutral that Using Kahoot! as a medium in learning to help me understand about learning narrative text or more material.

Table 4.7 The media used to run Kahoot! in reading the narrative text class is of high quality

Items	Frequency	Percentage (%)
Strongly Agree	3	5,2
Agree	24	41,4
Neutral	29	50
Disagree	1	1,7
Strongly Disagree	1	1,7
Total	58	100

Table 4.7 The media used to run Kahoot! in reading the narrative text class is of high quality, show that 3 (5.2%) of students strongly agree, 24 (41.4%) of students agree, 29 (50%) of students neutral, 1 (1.7%) of student disagree and also 1 (1.7%) of student strongly disagree. Thus, the researcher concluded that most students of second grade SMAN 3 Makassar in academic year 2020/2021 were neutral that The media used to run Kahoot! in reading the narrative text class has high quality.

Table 4.8 Use of Kahoot! as a medium to improve students' ability in reading narrative text is very complicated

Items	Frequency	Percentage (%)
Strongly Agree	1	1,7
Agree	11	19
Neutral	36	62,1
Disagree	9	15,5
Strongly Disagree	1	1,7
Total	58	100

Table 4.8 Use of Kahoot! as a medium to improve students' ability in reading narrative text is very complicated, show that 1 (1.7%) of students strongly agree, 11 (19%) of students agree, 36 (62.1%) of students neutral, 9

(15.5%)of student disagree and also 1 (1.7%) of student strongly disagree. Thus, the researcher concluded that most students of second grade SMAN 3 Makassar in academic year 2020/2021 were neutral that Use of Kahoot! as a medium to improve students' ability in reading narrative text is very complicated.

Table 4.9 Kahoot! as a medium to improve students' abilities in reading boring narrative text

Items	Frequency	Percentage (%)
Strongly Agree	6	10,3
Agree	16	27,6
Neutral	27	46,6
Disagree	8	13,8
Strongly Disagree	1	1,7
Total	58	100

Table 4.9 Kahoot! as a medium to improve students' abilities in reading boring narrative text, show that6 (10.3%)of students strongly agree, 16 (27.6%)of students agree, 27 (46.6%) of students neutral,8 (13.8%)of student disagree and also 1 (1.7%) of student strongly disagree. Thus, the researcher concluded that most students of second grade SMAN 3 Makassar in academic year 2020/2021 were neutral that Kahoot application! as a medium to improve students' abilities in reading boring narrative text.

Table 4.10 Kahoot! as a medium to improve students' abilities in reading narrative text is very interesting

Items	Frequency	Percentage (%)
Strongly Agree	10	17,2
Agree	26	44,8
Neutral	20	34,5
Disagree	1	1,7
Strongly Disagree	1	1,7
Total	58	100

Table. 10 Kahoot! as a medium to improve students' abilities in reading narrative text is very interesting, show that10 (17.2%) of students

strongly agree, 26 (44.8%) of students agree, 20 (34.5%) of students neutral, 1 (1.7%) of student disagree and also 1 (1.7%) of student strongly disagree. Thus, the researcher resumed that most students of second grade SMAN 3 Makassar in academic year 2020/2021 were agree that Kahoot application! as a medium to increase students' abilities in reading narrative text is very interesting.

Table 4.11 Using Kahoot! as a medium to improve students' abilities in reading narrative text, it makes me really enjoy learning activities

Items	Frequency	Percentage (%)
Strongly Agree	5	8,6
Agree	24	41,4
Neutral	28	48,3
Disagree	-	-
Strongly Disagree	1	1,7
Total	58	100

Table 4.11 Using Kahoot! as a medium to improve students' abilities in reading narrative text, it makes me really enjoy learning activities, show that 5 (8.6%) of students strongly agree, 24 (41.4%) of students agree, 28 (48.3%) of students neutral, none of student disagree and also 1 (1.7%) of student strongly disagree. Thus, the researcher concluded that most students of second grade SMAN 3 Makassar in academic year 2020/2021 were neutral that Using Kahoot! as a medium to improve students' abilities in reading narrative text, it makes me really enjoy learning activities.

Table 4.12 I became more interested in reading texts, especially narrative texts in class because of Kahoot! as an online learning medium

Items	Frequency	Percentage (%)
Strongly Agree	4	6,9
Agree	21	36,2
Neutral	28	48,3
Disagree	4	6,9
Strongly Disagree	1	1,7
Total	58	100

Table 4.12 I became more interested in reading texts, especially narrative texts in class because of Kahoot! as an online learning medium., show that 5 (8.6%) of students strongly agree, 21 (36.2%) of students agree, 28 (48.3%) of students neutral, 4 (6.9%) of student disagree and also 1 (1.7%) of student strongly disagree. Thus, the researcher concluded that most students of second grade SMAN 3 Makassar in academic year 2020/2021 were neutral that A narrative text reading session is required in the kahoot application class.

Table 4.13 Kahoot! provide some relaxing effects before learning activities in the class to read narrative text

Items	Frequency	Percentage (%)
Strongly Agree	5	8,6
Agree	21	36,2
Neutral	27	46,6
Disagree	4	6,9
Strongly Disagree	1	1,7
Total	58	100

Table 4.13 Kahoot! provide some relaxing effects before learning activities in the class to read narrative text, show that 5 (8.6%) of students strongly agree, 21 (36.2%) of students agree, 27 (46.6%) of students neutral, 4 (6.9%) of student disagree and also 1 (1.7%) of student strongly disagree. Thus, the researcher concluded that most students of second grade SMAN 3 Makassar in academic year 2020/2021 were neutral that

Kahoot! provide some relaxing effects before learning activities in the class to read narrative text.

Table 4.14 Kahoot! It helped me a lot through the learning process in reading narrative text

Items	Frequency	Percentage (%)
Strongly Agree	1	1,7
Agree	20	34,8
Neutral	36	62,1
Disagree	-	-
Strongly Disagree	1	1,7
Total	58	100

Table 4.14 Kahoot! It helped me a lot through the learning process in reading narrative text, show that 1 (1.7%) of students strongly agree, 20 (34.5%) of students agree, 36 (62.1%) of students neutral, none of student disagree and also 1 (1.7%) of student strongly disagree. Thus, the researcher resumed that most students of second grade SMAN 3 Makassar in academic year 2020/2021 were neutral that Kahoot! helped me a lot through the learning process in the class to read narrative text.

Table 4.15 Use of Kahoot! did not affect any of my interests in learning to read narrative text

Items	Frequency	Percentage (%)
Strongly Agree	3	5,2
Agree	15	25,9
Neutral	33	56,9
Disagree	6	10,3
Strongly Disagree	1	1,7
Total	58	100

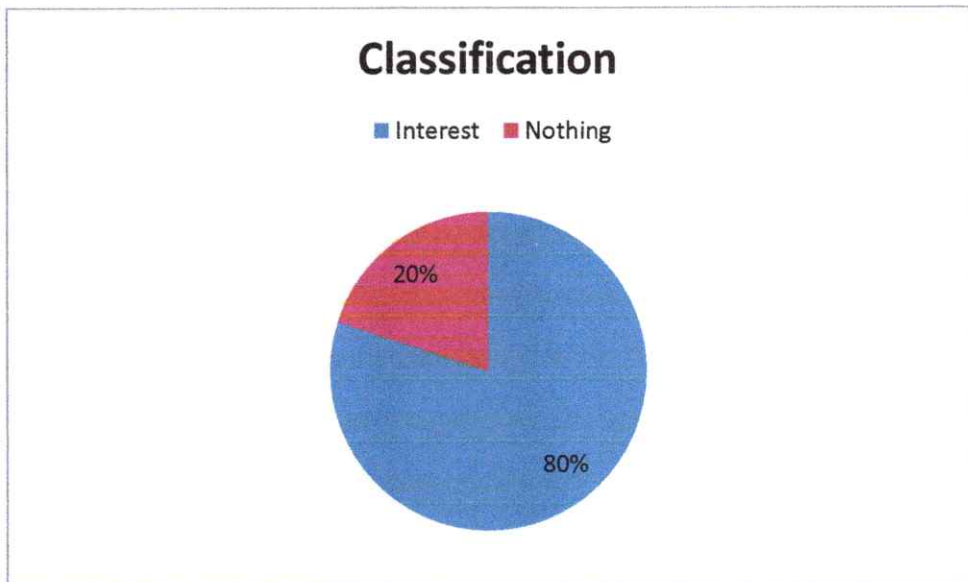
Table 4.15 Use of Kahoot! did not affect any of my interests in learning to read narrative text, show that 3 (5.2%) of students strongly agree, 15 (25.9%) of students agree, 33 (56.9%) of students neutral, 6 (10.3%) of student disagree and also 1 (1.7%) of student strongly disagree. Thus, the researcher resumed that most students of second grade SMAN 3 Makassar

in academic year 2020/2021 were neutral that Use of Kahoot! did not affect any of my interests in learning to read narrative text.

b. Interview

In order to get real data from students to carried out students' perception of the use of kahoot application to increase students' ability in reading narrative text, the researcher asked students through interviews. The results of each interview are detailed below;

- a. What is your response to the material in the Reading Narrative text class?



Based on the interview that conducted by researcher to the students, with the question "What is your response to the material in the Reading Narrative text class?" there are 36 students (80%) interest and 9 students (20%) say nothing. Most of the students answered as follows;

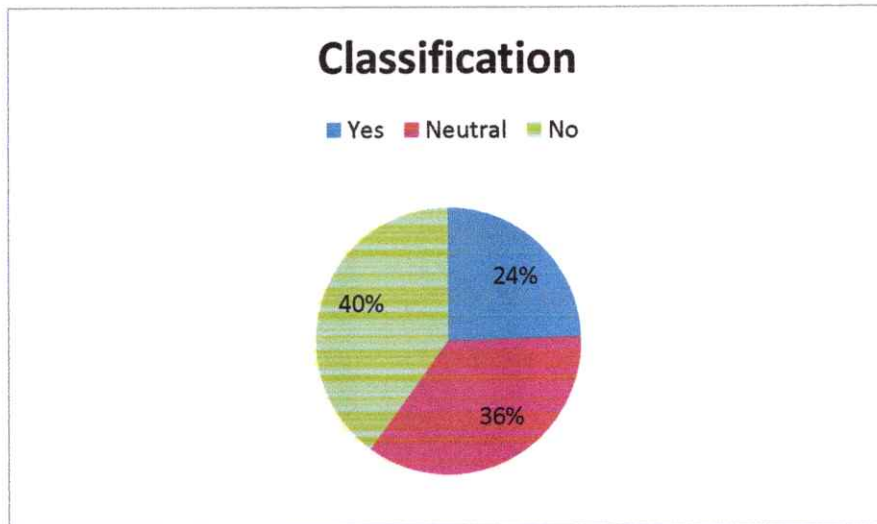
Student 1: "My Response is it can provide some relaxing effect before learning activities in the class to read narrative text and improve skills speaking specially pronunciation."

Student 2: "I really like narrative text, moreover they can add knowledge and entertaint the stories which are very interesting."

In the students' answers above, it can be concluded that the students interviewed had an opinion on " What is your response to the material in

the Reading Narrative text class?" The first answered giving him relaxing effect before studying, improve his skill in pronunciation or speaking, and then the second student answered He can add knowledge and entertaint the story wich are very ninteresting.

b. Is the Reading Narrative text class complicated?



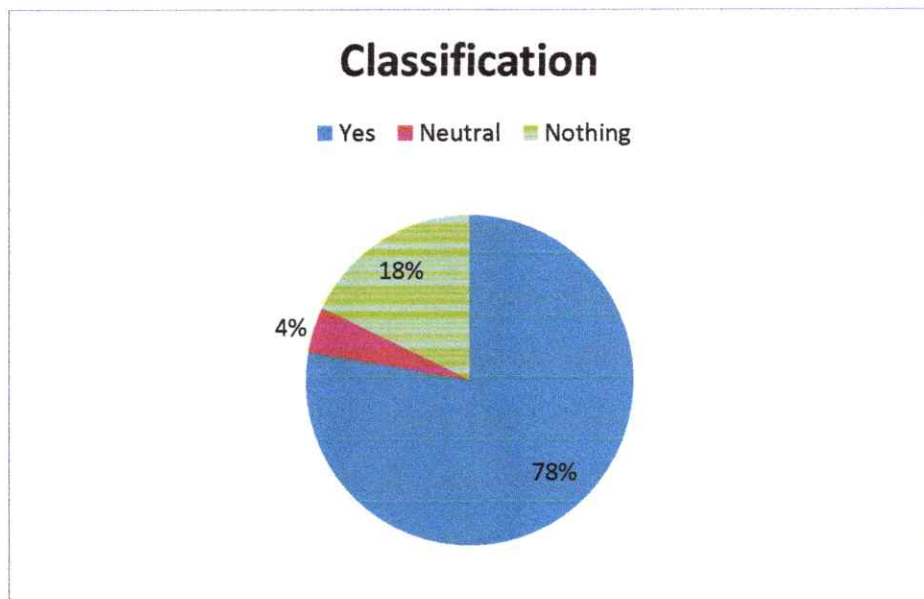
Based on the interview that conducted by researcher to the students with the question "Is the Reading Narrative text class complicated?" 11 students (24%) say tes, 16 students (36%) say neutral, and 18 students (40%) say not complicated. Most of the students answered as follows;

Student 1: "No at all, but reading is a fun thing."

Student 2: "Not complicated, it's just that the usual pronunciation in English is not good"

In the students' answers above, it would be concluded that students interviewed had an opinion on "Is the Reading Narrative text class complicated" The first student and second students answered that it is not complicated.

c. What knowledge did you get in the Reading Narrative text class?



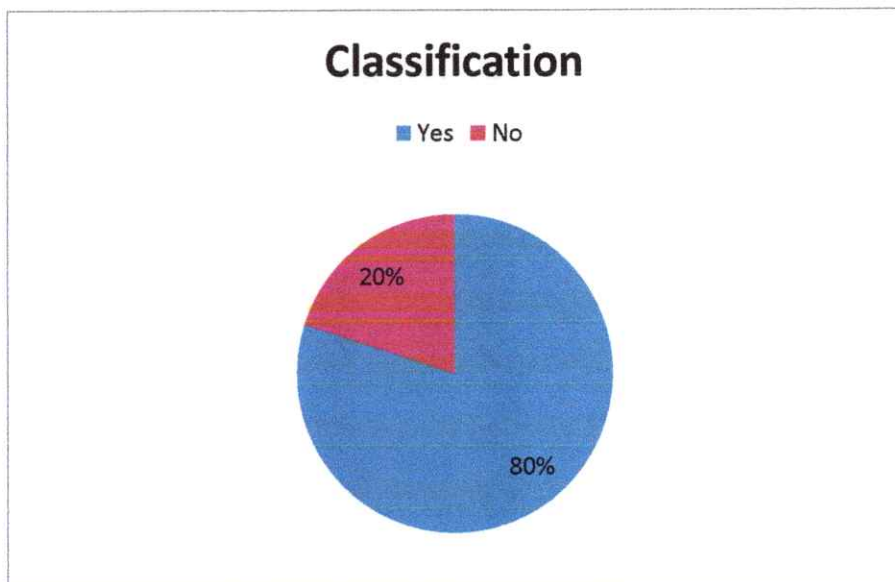
Based on the interview that conducted by researcher to the students with the question "What knowledge did you get in the Reading Narrative text class? " 35 students (78%) say yes, 2 students (4%) say neutral and 8 students (18%) say nothing. Most of the students answered as follows;

Student 1: "I can find out about the types of narrative, characteristics of the narrative, structure of narrative and other."

Student 2: "Narrative text is a reding in the form of an essay that tells or explain an event in detail based on a time sequence "

In the students 'answers above, it can be concluded that the students interviewed had an opinion on "What knowledge did you get in the Reading Narrative text class? " The first student answered She can find out the types of narrative, characteristics of narrative and structure of narrative. The other side, the second student answered She can understand about explanation abaout narrative text based on the anwering questions.

d. Never used Kahoot! previous? if ever, when and where?



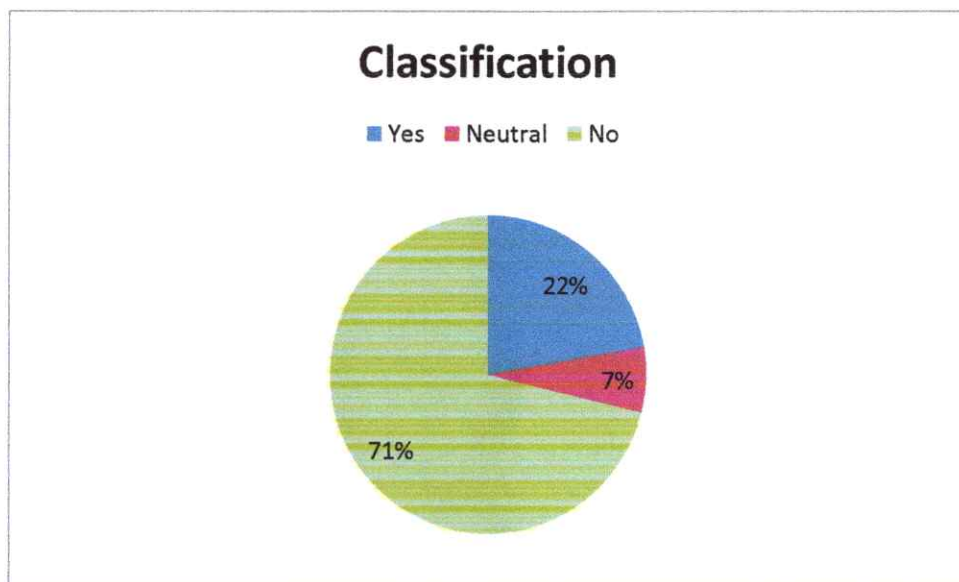
Based on the interview that conducted by researcher to the students with the question " Never used Kahoot! previous? if ever, when and where?" 36 students (80%) say yes and 9 students (20%) say no. Most of the students answered as follows;

Student 1: "I ever, during the 10th grade"

Student 2: "Ever, when 10th grade at SMAN 3 Makassar."

In the students' answers above, it can be concluded that the students interviewed had an opinion on " Never used Kahoot! previous? if ever, when and where?" The first student answered and the second student answered that they ever used Kahoot when 10th grade at SMAN 3 Makassar.

e. First time using Kahoot! as a media to improve the ability to read narrative text, complicated or not?



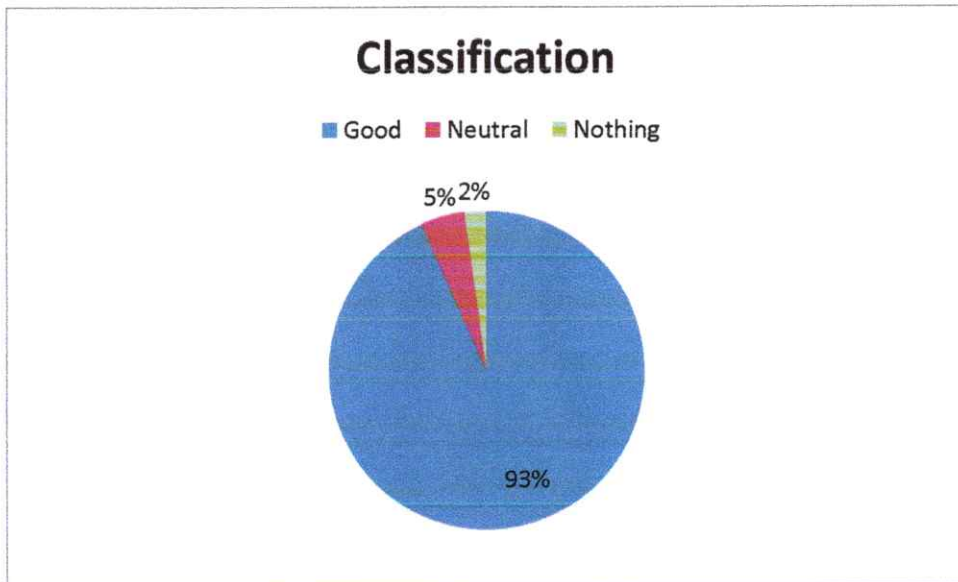
Based on the interview that conducted by researcher to the students with the question "First time using Kahoot! as a media to improve the ability to read narrative text, complicated or not?" 10 students (22%) say yes, 3 students (7%) say neutral and 32 students (71%) say no. Most of the students answered as follows;

Student 1: "A little bit complicated, because most of these applications take up time."

Student 2: "A little complicated but when I learned I started to be able to."

In the students' answers above, it can be concluded that the students interviewed had an opinion on "First time using Kahoot! as a media to improve the ability to read narrative text, complicated or not?" The first student and the second student answered that using Kahoot! as a media to increasing ability students' reading narrative text bit complicated.

f. In your opinion, what are the benefits using Kahoot! as a media to increasing ability of students in reading narrative text classes?



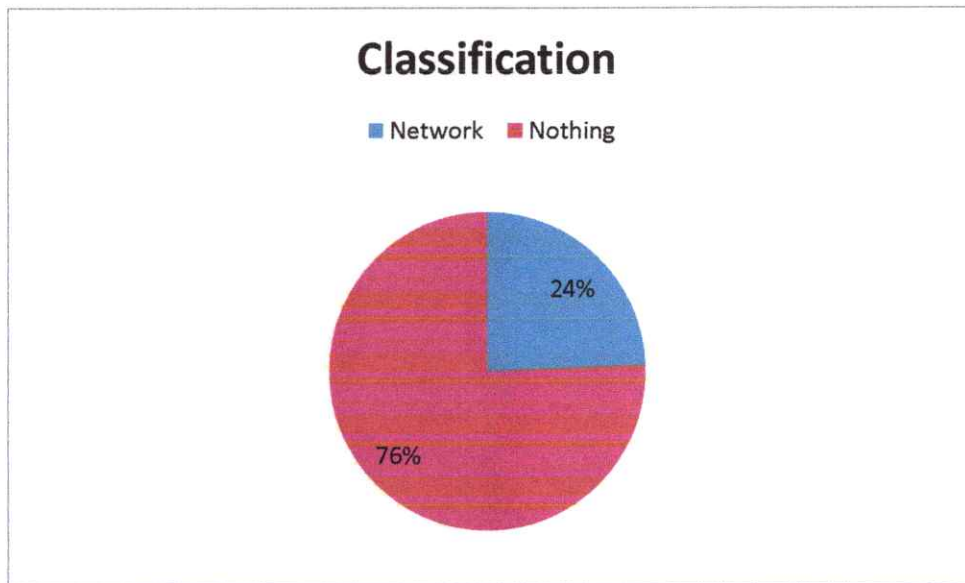
Based on the interview that conducted by researcher to the students with the question " In your opinion, what are the benefits of using Kahoot! as a media to increase the ability of students in reading narrative text classes?" 42 students (93%) say good, 2 students (5%) say neutral and 2 students (2%) say nothing. Most of the students answered as follows;

Student 1: "As a medium in learning to help understand about learning narrative text or more material."

Student 2: "The benefits make us more excited because we try new things, namely learning to use the Kahoot! Application which makes the teaching and learning process not boring. "

In the students' answers above, it would concluded that the students interviewed had an opinion on " In your opinion, what are the benefits of using Kahoot! as a media to increase the ability of students in reading narrative text classes?" The first student answered as medium it help understand about learning narrative. On the other hand, the second student answered that it can motivated becausee students more exited to learn and makes the teaching and learning process not boring.

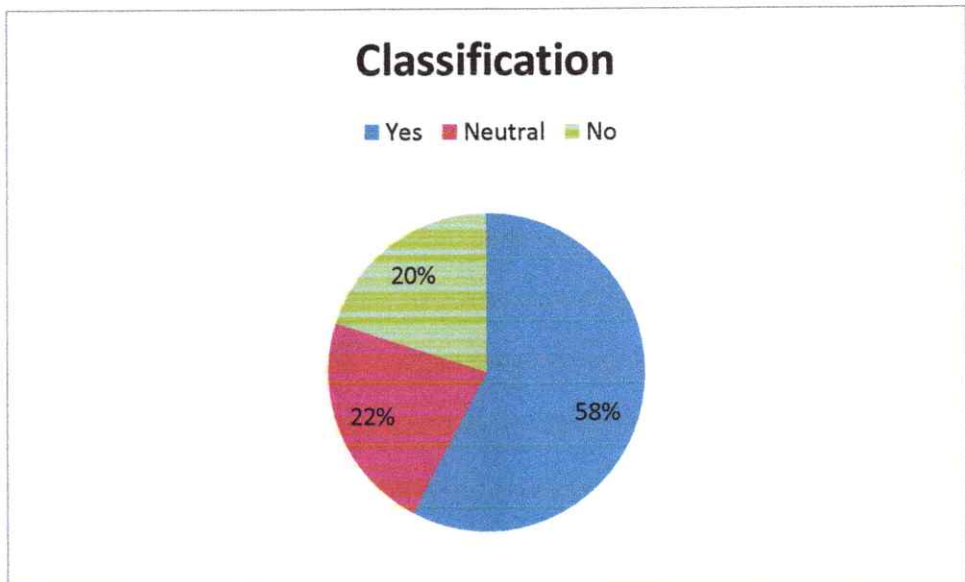
- g. What obstacles do you face in using Kahoot! as a media to increase the ability of students in reading narrative text classes?



Based on the interview that conducted by researcher to the students with the question " What obstacles do you face in using Kahoot! as a media to improve the ability of students in reading narrative text classes?" 11 students (24%) say network and 34 students (76%) say nothing or don't have problem. Most of the students answered as follows; Student 1: "If I use the application, the possibility that obstacle I face is the internet network that is blocked or does not have internet quota. " Student 2: "like those who don't have a smartphone "

In the students' answers above, it can be concluded that the students interviewed had an opinion on "What obstacles do you face in using Kahoot! as a media to improve the ability of students in reading narrative text classes?" The first student answered that the obstacles that arise are internet networking and internet quota or data. And the second student answered those who don't have smartphone.

h. Need not to use Kahoot! as a media to increase the ability of students in reading narrative text classes?



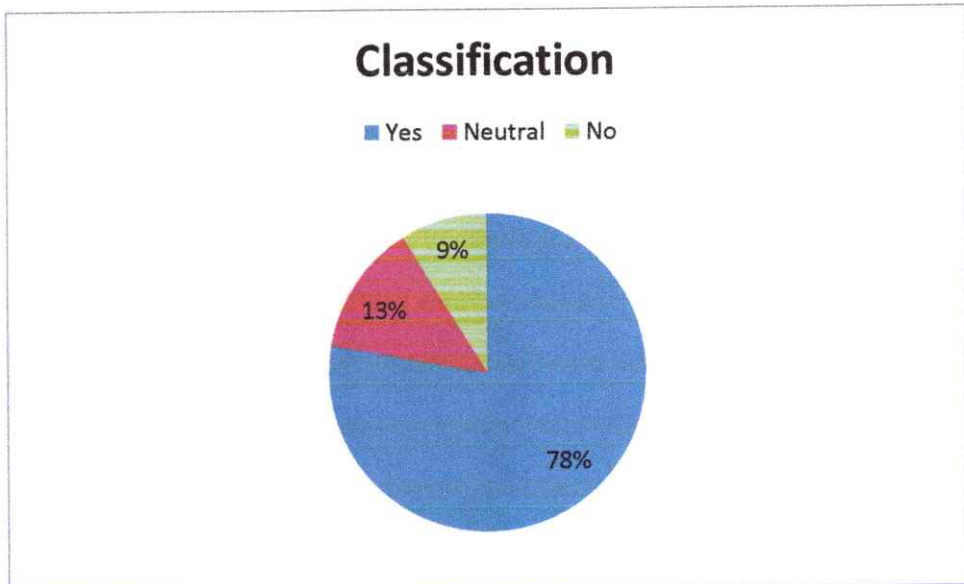
Based on the interview that conducted by researcher to the students with the question ". Need not to use Kahoot! as a media to increase the ability of students in reading narrative text classes?" 26 students (58%) say yes, 10 students (22%) say neutral and 9 students (20%) say no. Most of the students answered as follows;

Student 1: "I need, to add to the learning experience in new and more interesting ways."

Student 2: "Need to use Kahoot Application"

In the students' answers above, it can be concluded that the students interviewed had an opinion on ". Need not to use Kahoot! as a media to increasing ability of students in reading narrative text classes?" The first student and the second student answered that Yes, they need to use Kahoot Application in learning process.

- i. After using Kahoot! as a medium to improve students' abilities, are you more interested in learning to read narrative text? How to?



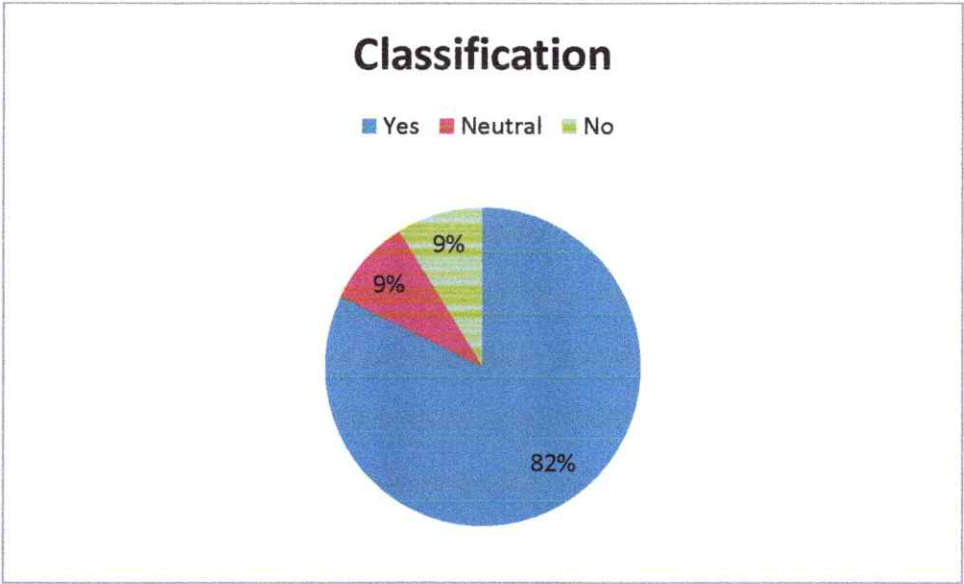
Based on the interview that conducted by the researcher to the students with the question " After using Kahoot! as a medium to improve students' abilities, are you more interested in learning to read narrative text? How to?" 35 students (78%) say yes, 6 students (13%) say neutral and 4 students (9%) say no. Most of the students answered as follows;

Student 1: "I am interested in using Kahoot Application as learning medium in the classroom. "

Student 2: "Yes interested in using Kahoot Application as learning medium at home."

In the students' answers above, it can be concluded that the students interviewed had an opinion on " After using Kahoot! as a medium to improve students' abilities, are you more interested in learning to read narrative text? How to?" The first student answered that he interested in using kahoot as learning medium in the classroom. While the second student answered that she said that she interested in using kahoot as learning medium at home.

j. Do you have any future recommendations for using Kahoot! as a media to increasing ability of students in reading narrative text classes?



Based on interview that conducted by researcher to the students with the question " Do you have any future recommendations for using Kahoot! as a media to increase the ability of students in reading narrative text classes?" 37 students (82%) say yes, 4 students (9%) say neutral, and 4 students (9%) say no. Most of the students answered as follows;

Student 1: "I recommended Kahoot to increase reading ability in narrative text. "

Student 2: "Yes, Kahoot Application very recommended for students."

In the students' answers above, it can be concluded that the students interviewed had an opinion on " Do you have any future recommendations for using Kahoot! as a media to increase the ability of students in reading narrative text classes?" The first student answered that she recommended Kahoot to increase reading ability in narrative text. While the second student answered that he said that he recommended for students.

B. Discussions

1. Students' perception

Hadijah (2020) states that Kahoot! is a media bridging one person with the others in which the purpose is not only to improve their speaking ability but also to improve students' motivation and build up their confidences to reading as much as possible. According to Ghaza's (2016) Perception is a process carried out by individuals to organize and interpret sensory perceptions to give meaning to their environment.. There are two factors that affected perception, the first was the understanding, the second factor was networking, and the last factor was media.

a. Questionnaire

Based on the data analysis found in this study, the researcher wants discuss the formulation of the problem on this study and see what is found in the research results and compare the results of this study. With previous research, researchers focused on students' perceptions of The Use Of Kahoot! Application to Increase Students' Reading Ability in Reading Narrative Text in class XI MIPA 2, XI MIPA 4, and XI MIPA 6 SMAN 3 MAKASSAR in the academic year 2020/2021.

Based on the questionnaire, most of students were neutral that Kahoot affected their reading skills, especially narrative text. From the total 15 questions, the researcher classified the questions into 3 parts. There are students' perception of Kahoot! Application (Q1), Students' perception of increasing students' reading ability in reading narrative text (Q2), and students' perception of the use of Kahoot! Application increase students' reading ability in narrative text (Q3).

From the Q1 9.45% of students strongly agree, then 21.55% of students agree, 54.3% of students are neutral, 13.8% of students disagree, 2.55% of students strongly disagree that using Kahoot! class is quite fun and the material in the Kahoot application is not that difficult! In other words, from the Q2 indicator, 6.9% of students strongly agree, then 32.2% of students agree, 55.76% of students are neutral, 3.43% of students

disagree, 1.7% of students strongly disagree that the increase students in reading narrative text.

And finally, from Q3.57% of students strongly agree, then 34.01% of students agree, 50.88% of students are neutral, 5.85% of students disagree, 1.7% of students strongly disagree that using Kahoot! application to increasing students' reading ability on narrative text. From three data, it shows that more students answered neutral about kahoot in increasing students' reading skills in narrative text.

This finding related with Melviza et al (2017) which states that Kahoot! students feel is very important in supporting students in the reading class. The students also argue that Kahoot! has a great way to uncreasing students' reading skills on narrative text.

b. Interview

After interviews with students, researchers found that Kahoot Applications were very interesting to increase students' reading skills, specifically narrative text and narrative text material in the reading class giving a relaxing effect before learning, reading narrative text in class activities and improving speaking or pronunciation skills, as well as students. likes narrative text, especially it can increase knowledge and entertain with a very interesting story.

Most of the students think that reading narrative text in class is not complicated, they are can find out about the types of narrative text, the characteristics of the narrative text such a used action verb, past tanse and conjunction of time, and the structural of the narrative text (orientation, complication, and resolution), also they are able to know the meaning of the narrative text.

Students use Kahoot! in teaching and learning process from 10th grade in school. In addition, some students feel they are using Kahoot! as a medium to improve the ability to read narrative text it is a bit complicated, because most of these applications use time, but when it is studied students begin to use it. As a medium for learning, Kahoot! help

students understand about learning narrative text or more material. In addition, most students answered that the benefits made students more excited about trying new things, namely learning using the Kahoot! which makes the teaching and learning process not boring. Some students say this is a benefit of Kahoot! as a medium to improve students' abilities in the class to read narrative text.

Most students mentioned the obstacles they faced using Kahoot! as a medium for improving students' abilities in reading narrative text is an internet network that does not support or does not have an internet package, and students do not have smartphones. Most students say Kahoot! It needs to be used as a medium to improve students' abilities in the class to read narrative text, because it can add to the learning experience in a new and more interesting way for them. Most students are interested after using Kahoot! as a medium for improving students' abilities in reading narrative texts by using Kahoot! as a learning medium in the classroom and at home. Most students recommend Kahoot! to improve reading skills on narrative text and recommend it to other students.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part discusses the conclusions of the research, and the second part discusses the suggestions related to the conclusion.

A. Conclusion

Based on the data collected and analyzed data from questionnaires and interviews, it would be concluded that most of the students answered a positive, neutral perception about the Kahoot! in improving students' reading skills in narrative text. Most of the students consider using Kahoot! In increasing students' reading skills in narrative text it is very useful. Kahoot! encourage students to be more motivated and excited to practice reading narrative text in class. Material is fun and not complicated enough to give students a relaxing and encouraging effect in teaching and learning process on class. In addition, improve speaking and pronunciation skills so as to increase knowledge and entertain various stories in the narrative text. Mostly Kahoot! help them find the type of narrative text, the characteristics of the narrative text and the structure of the narrative text as well as the general understanding of narrative text. However, there are resistance faced by students in using Kahoot! as a medium to improve reading skills on narrative texts such as internet networks, internet data packages, and students who do not have smartphones. Students

answer Kahoot! it needs to be used as a medium to increase students' reading skills on narrative text. They are interested in using Kahoot! in class and at home and recommend it to other students. Hence, the Kahoot! is a medium that provides a place for students to improve students' reading skills in students' word narrative text.

B. Suggestion

After analyzing the data that researcher got from interviews and questionnaires, the researcher can like to make suggestions. They are as follows:

1. It is recommended that teachers who are related to reading skills should pay more attention to the teaching and learning process of students. Therefore, teachers must find solutions to solve student problems. Furthermore, one thing that needs to be considered is that each student has their own capacity and learning style. So, teachers must understand their students before continuing the teaching and learning process, they will be more interested in reading narrative text using Kahoot !
2. It is suggested that students realize that mastering narrative text material is not easy. Students really need to practice reading more and always try with friends, lecturers or other people. And then, be more active in class. So, you can share your knowledge and information from the narrative text in the Kahoot app! to your friends in class.

3. It is suggested for future researchers to focus on other cases of Kahoot! and reading skills and using this research as preference to find out more about the Kahoot! and to be able to produce new research on the Kahoot! and reading skills.

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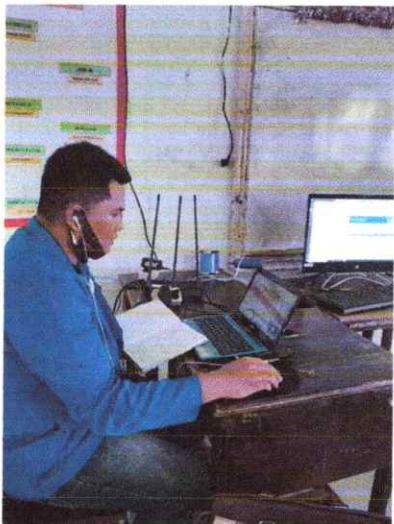
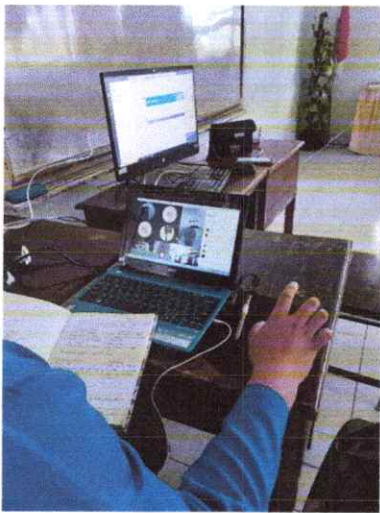
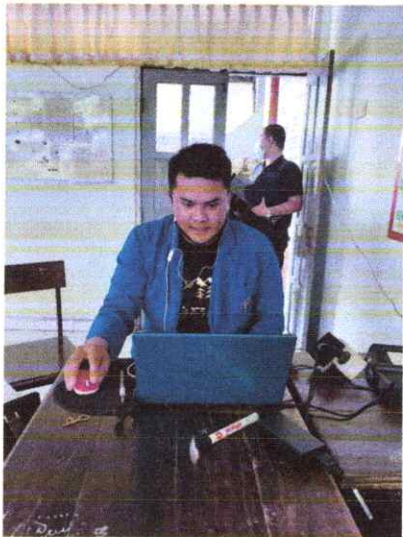
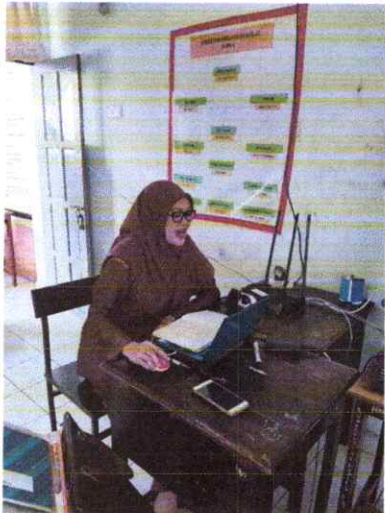
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APPENDIX

Documentation



Questionnaire

This questionnaire is pusposed to gain students' perception of using Kahoot! Application to increase students' reading ability in reading narrative text.

Name :
 Class :
 Student Number :
 Phone Number :

Please give tick (√) on the degree of agreements which represent your opinion about the statement below.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly Agree

No	Statement	Degree of Agreement			
		1	2	3	4
1	Use Kahoot! Application in class is fun.				
2	The materials in Kahoot! Application in class are difficult.				
3	Reading narrative text session is needed in Kahoot! Application class.				
4	Interesting Kahoot! Application in reading narrative text media's help me to understand the learning material more.				
5	Using Reading Narrative text in Kahoot Application class makes me interest more into the next learning material.				
6	Using Kahoot! as media in learning helps me understand about learning narrative text or more materials.				
7	The media used to carry out Kahoot! in reading narrative text class is already qualified.				
8	The use of Kahoot! as media to increase students ability in reading narrative text is too complicated.				
9	Kahoot! Application as media to increase students' ability in reading narrative text is boring.				
10	Kahoot! Application as media to increase students' ability in reading narrative text is exciting.				
11	Using Kahoot! as media to increase students' ability in reading narrative text makes me enjoy the learning activities very much.				

12	I become more interested in reading class specially narrative text because of Kahoot! as an media online learning.				
13	Kahoot! gives some relaxation effect before learning activities in reading narrative class.				
14	Kahoot! helps me a lot through the process of learning in reading narrative class.				
15	The use of Kahoot! does not a affect any of my interest in learning reading narrative text.				

Source instruments adapted: Damara, G. (2016). Students' Perception on the Use of Kahoot! as an Ice Breaker in Movie Interpretation Class. *Yogyakarta: Sanata Dharma University*.

Interview Session

1. What is your response to the material in the Reading Narrative text class?
2. Is the Reading Narrative text class complicated?
3. What knowledge did you get in the Reading Narrative text class?
4. Never used Kahoot! previous? if ever, when and where?
5. First time using Kahoot! as a media to improve the ability to read narrative text, complicated or not?
6. In your opinion, what are the benefits of using Kahoot! as a media to increase the ability of students in reading narrative text classes?
7. What obstacles do you face in using Kahoot! as a media to improve the ability of students in reading narrative text classes?
8. Need not to use Kahoot! as a media to increase the ability of students in reading narrative text classes?
9. After using Kahoot! as a medium to improve students' abilities, are you more interested in learning to read narrative text? How to?
10. Do you have any future recommendations for using Kahoot! as a media to increase the ability of students in reading narrative text classes?

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Setuju	Netral	Setuju	Tidak Setuju	Tidak Setuju	Sangat Setuju	Sangat Setuju
Netral	Setuju	Tidak Setuju	Netral	Netral	Netral	Netral
Saya menjadi lebih tertari	Kahoot! memberikan beb	Kahoot! banyak membant	Penggunaan Kahoot! tida	Apa Tanggapan Anda ter	Apakah membaca teks na	
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Netral	Sangat Setuju	Netral	Netral	Bagus	Lumayan	
Tidak Setuju	Netral	Setuju	Netral	tanggapan saya tdk ada	sanagat setuju	
Sangat Tidak Setuju	Sangat Tidak Setuju	Sangat Tidak Setuju	Sangat Tidak Setuju	Bagus	Tdk rumit hanya saja bias	
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Netral	Netral	Netral	Netral	Saya tertarik belajar teks	Tidak rumit jika kita mem	
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Setuju	Sangat Setuju	Setuju	Setuju	sangat baik untuk di gima	tidak terlalu rumit	
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Setuju	Netral	Netral	Netral	dapat memperluas penge	lumayan	

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Setuju	Setuju	Setuju	Netral	Sangat dimengerti	Tidak begitu rumit
Netral	Tidak Setuju	Setuju	Setuju	Tidak ada	Tidak
Setuju	Sangat Setuju	Setuju	Setuju	Iya saya paham	Tidak Setuju
Setuju	Netral	Netral	Netral	Menambah pengetahuan	Netral
Pengetahuan apa yang A	Tidak pernah menggunakan	Pertama kali menggunakan	Menurut pendapat Anda,	Hambatan apa yang Anda	Apakah Aplikasi Kahoot!
dapat menghibur para pe	pernah, saat quiz di sekolah	tidak	lebih menyenangkan	data internet	gunakan jika perlukan
Terserah	Tidak	Belum pernah	Ya	Tidak ada	Terserah
-	pernah, waktu smp dan di	netral	Biasa aja	Indk ada masalah	perlu Sepertinya
Mengetahui tulisan yang r	0	0	Bagus	0	0
Teks narasi adalah baca	dihandphone	tidak	manfaatnya karena mem	tidak ada	perlu
Tentang teks narasi	Iya	Tidak	Banyak	Tidak ada	Perlu
Teks narasi adalah teks y	Pernah, saat quiz pelajar	Tidak	Baik	Jika ada games dengan p	Tidak setuju
Banyak	Belum pernah	Belum pernah	Mungkin	Tidak ada	Ya
tdk ada	di sekolah	rumit	iyye	cara berbicara	iyya
Pernah di kelas X Yaitu m	Tdk pernah	Belum pernah belajar di k	Belum pernah pake app k	Tdk karena tdk pake	Iya tdk perlu
banyak	tidak pernah	tidak	0	0	0
tidak bisa diungkapkan de	pernah, lupa kapan terakhir	rumit	untuk sekarang sangat m	jaringan sama kouta grati	perlu
Lebih tertarik membaca te	Pernah, pada saat kelas 1	Netral	Membuat lebih tertarik pa	Tidak ada	Netral
tentang jenis narrative, ciri	pernah, pada saat kelas 1	tidak	untuk mengetahui lebih la	jaringan	tidak
Semakin jago bahasa ing	Pernah disaat jam pembe	Rumit	Baik	Bingung bahasa inggris	Tidak juga
banyak	belum pernah	tidak	banyak	tidak ada	ya
kurang tau	pernah kelas 10	tidak	kita lebih paham teks nar	tidak ada hambatan	mungkin
Banyak hal yg dapat saya	Pernah di kelas 10	Tidak	Membantu kami dalam ke	Tidak ada	Jika bagus mungkin itu pe
Saya tahu bagaimana car	Tidak pernah	Saya tidak pernah meng	Mungkin aplikasi kahoot d	Jika sy memiliki aplikasi t	Ya, bisa juga karena ada
Grammar dan mentransla	Pernah, pada saat kelas	tidak-rumit	Memudahkan siswa untu	Tidak ada	Perlu
mudah saat membaca tek	pernah pada saat kelas X	tidak	memudahkan dalam hal b	tidak ada	perlu di gunakan
Mengetahui cerita yang s	Pernah dikelas 10	Tidak	Iya karena lebih muda	Tidak ada	Perlu

dapat memberikan inform	pernah, waktu kelas 10 di	awalnya rumit	kahoot dapat membuat m	jaringan	kahoot sangat membantu
Dapat mengetahui semua	Pernah pada saat kelas 1	Rumit	Banyak	Tidak ada	Tidak setuju
Membaca	Pernah di kelas 10	Tidak	Ya bagus	Tidak ada	Bisa juga
Meningkatkan kemampuan	Pernah, sekelas 10	Tidak	Dapat dengan mudah me	Tidak ada	Perlu
meningkatkan kemampuan	Pernah dikelas 10	Rumit	Mem bantu siswa dalam m	Tidak ada	Ya
Cukup banyak	Pernah Pada Saat Kelas	Tidak	Manfaatnya Tidak Repot	Hanya jaringan	Tidak setuju
Mendapatkan banyak nila	Pernah, di kelas X (10)	Mungkin tidak karena say	Meningkatkan minat bagi	Tidak ada	Perlu, untuk menambah p
Setelah menggunakan Ka	Apakah Anda merekomen	Saya mengisi dan memberikan survei ini dengan penuh tanggung jawab dan benar apa adanya			
biasa saja	ya	YA			
Ya	Insyaallah	YA			
Ntahlah	bisa jadi	YA			
0	Iya	YA			
ya	ya	YA			
Iya	Iya	YA			
Iya. Dengan ikut di room	Iya	YA			
Ya	Yes	YA			
saya sangat setuju	iyaa	YA			
Belajar di quiper	Tdk	YA			
ya	bisa jadi	YA			
tidak, tidak tau	iya	YA			
Ya, meliha2 teks narasi y	YA	YA			
iya, dga menggunakan ap	yaa	YA			
Iya, menambah minat	Iya	YA			
ya tertarik	ya	YA			
mungkin tertarik	iya	YA			
Ya, tertarik	Iya	YA			
Sy belum tahu apikasi ka	Ya, bisa karena mungkin	YA			
Ya, dengan mengunaka	Iya	YA			

Iya, dengan mengadakan	Ya	YA			
Iya tertarik caranya dengan	Iya	YA			
dengan belajar melalui ka	ya	YA			
Ya	Ya	YA			
Ya tertarik dengan meng	Ya	YA			
Dengan menggunakan m	Mungkin	YA			
Ya lebih tertarik	Ya	YA			
Iya, anggap itu asyik	Iya	YA			
Bisa jadi, dengan membac	Iya	YA			
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Netral	Setuju	Netral	Netral	Setuju	Setuju
Netral	Netral	Netral	Netral	Netral	Netral
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Setuju	Setuju	Setuju	Setuju	Setuju	Netral
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Netral	Netral	Netral	Netral	Netral	Setuju
Netral	Netral	Netral	Netral	Netral	Netral

Saya menjadi lebih tertari	Kahoot! memberikan beb	Kahoot! banyak membant	Penggunaan Kahoot! tida	Apa Tanggapan Anda ter	Apakah membaca teks na
Setuju	Setuju	Netral	Setuju	bagus	netral
Sangat Setuju	Netral	Setuju	Tidak Setuju	Tanggapan saya tentang	Tidak
Setuju	Netral	Netral	Netral	sangat menarik	iya, sedikit sulit
Netral	Setuju	Netral	Netral	Hmm bagus	Rumit
Setuju	Tidak Setuju	Netral	Sangat Setuju	Lebih Rileks	Tidak
Netral	Setuju	Netral	Setuju	ya	ya
Netral	Setuju	Setuju	Setuju	Agak susah pelafalannya	Ya, agak rumit
Setuju	Setuju	Setuju	Tidak Setuju	tdk ada	iya
Netral	Netral	Netral	Netral	Menurut saya, hal ini bag	Tidak
Setuju	Setuju	Setuju	Setuju	tanggapan saya adalah s	tidak sama sekali melaink
Netral	Netral	Netral	Netral	Sedikit mudah	Sedikit rumit
Netral	Setuju	Setuju	Netral	0	iya tertarik
Setuju	Setuju	Netral	Netral	Sangat penting	Tidak terlalu
Netral	Netral	Netral	Netral	tidak ada	tidak
Netral	Netral	Netral	Netral	Itu sangat bagus untuk m	Tidak
Netral	Netral	Setuju	Sangat Setuju	Sangat menyenangkan	Tidak
Netral	Netral	Netral	Setuju	Membantu mengetahui le	Ya, lumayan
Netral	Netral	Netral	Netral	bagus	tidak terlalu rumit
Netral	Setuju	Setuju	Tidak Setuju	Tanggapan saya teks nar	Tidak, terlalu rumit
Netral	Netral	Netral	Setuju	Tanggapan saya dalam k	Tidak terlalu
Netral	Netral	Netral	Netral	tanggapan saya tidak ada	hmm kurang lebih begitu
Netral	Netral	Netral	Netral	Tidak tau	Tidak tau
Setuju	Setuju	Netral	Setuju	-	-

Setuju	Setuju	Setuju	Netral	Sulit menemukan general	Lumayan rumit
Setuju	Netral	Setuju	Netral	Cukup senang, krn sy suk	Tidak juga
Tidak Setuju	Tidak Setuju	Setuju	Setuju	Bisa mendapatkan pelaja	Kadang iya kadang tidak
Netral	Setuju	Netral	Netral	Membosankan tapi seru ji	Tidak
Setuju	Tidak Setuju	Netral	Netral	Tidak adaji kak:))	Iya sangat rumit
Setuju	Netral	Netral	Netral	memberikan beberapaef	lumayan rumit
Setelah menggunakan Ka		Apakah Anda merekomen	Saya mengisi dan memberikan survei ini dengan penuh tanggung jawab dan benar apa adanya		
ya setuju	ya setuju	YA			
iya tertarik, dengan meng	Iya saya sangat merekom	YA			
tidak terlalu	iya	YA			
Iya	Iya	YA			
Iya	Tergantung	YA			
ya	ya	YA			
Ya,tertarik	Ya,tertarik	YA			
iyaa, km lebih menyenangkan	iyaa	YA			
Ya, menggunakankahoot	Tidak	YA			
dengan memanfaatkan	Yah saya sangat mereko	YA			
Ia	Ia	YA			
ya	ya	YA			
Tertarik	Iya	YA			
50/50	iyaa	YA			
-	Ya	YA			
Ya tertarik, dengan cara	Ya, aplikasi kahoot sanga	YA			
Ya	Ya tertarik	YA			
saya akan belajar memba	saya akan merekomenda	YA			

Ya, kahoot sebagai media	Saya merekomendasikan	YA			
Ya, tertarik. dengan cara kurang lebih begitu	Ya saya netral	YA YA			
Tidak	Tidak tau	YA			
--	--	YA			
Iya tertarik	Iya Terserah sekolah hehe,kl	YA YA			
Iyaaa	Kalau pji bisa kita gunakan	YA			
Tdk, lebih suka sekolah	Iya	YA			
Iya, karna sprti game jadi	Tidak	YA YA			
Iya, dengan cara menggu dalam membaca teks nar	Iya	YA			

JAWABAN INTERVIEW GOOGLE FORM

A. Apa Tanggapan Anda terhadap materi teks narasi dalam kelas membaca?

1. Bagus
2. Tidak ada
3. bagus
4. Lebih Rileks
5. Sangat dimengerti
6. Menurut saya, hal ini bagus, karena dapat meningkatkan speaking siswa.
7. Tidak adaji kak:))
8. Membantu mengetahui lebih banyak
9. tanggapan saya tidak ada
10. Netrall saja
11. Saya tertarik belajar teks narasi dalam membaca
12. dapat memperluas pengetahuan kita
13. Iya saya paham
14. memberikan beberapa efek relaksasi sebelum belajar kegiatan dalam kelas membaca teks narasi.
15. Hmm bagus
16. Tanggapan saya dalam kelas membaca juga mudah untuk di mengerti
17. Menambah pengetahuan tentang nilai nilai moral kehidupan
18. sangat menarik
19. baik
20. seru dan bagus
21. Agak susah pelafalannya
22. sangat baik untuk di gunakan
23. Menyenangkan
24. tdk ada
25. Tanggapan saya tentang teks narasi yaitu dapat memberikan wawasan yang luas.
26. ya
27. Tanggapan saya teks narasi sangat bagus
28. Ya bagus
29. Bisa mendapatkan pelajaran yg belum di pelajari sebelumnya
30. Bagus, lebih meningkatkan kemampuan
31. Tidak tau
32. Baik
33. Cukup senang, krn sy suka mmbaca
34. Materinya baik dan jelas, serta tersedia dengan contoh-contohnya
35. Membosankan tapi seru ji kadang
36. Itu sangat bagus untuk menambah pengetahuan
37. tanggapan saya tdk ada
38. Sedikit mudah
39. Sangat menyenangkan
40. tidak ada

41. Cukup membantu saya dalam meningkatkan skill pronunciation dalam bahasa inggris
42. Bagus sangat membantu
43. Tanggapan saya sangat mudah di pahami
44. Sulit menemukan general structure
45. tanggapan saya adalah saya sangat menyukai teks narrative apalagi dapat menambah pengetahuan serta menghibur akan cerita ceritanya yang menarik sekali

B. Apakah membaca teks narasi dalam kelas membaca itu rumit?

1. Tidak
2. tidak
3. Tidak terlalu
4. ya
5. netral
6. Tidak juga
7. Tidak begitu rumit
8. Iya sangat rumit
9. Ya, lumayan
10. hmm kurang lebih begitu
11. tidak
12. Tidak rumit jika kita mempelajarinya dengan baik
13. Tidak
14. Tidak
15. lumayan
16. Cukup
17. Ya
18. Tidak Setuju
19. lumayan rumit
20. Tidak
21. Rumit
22. Netral
23. iya, sedikit sulit
24. seperti nya
25. Ya,agak rumit
26. tidak terlalu rumit
27. iya
28. Tidak, terlalu rumit
29. Kadang iya kadang tidak
30. tidak terlalu rumit
31. Tidak tau
32. iya tertarik
33. Tida terlalu
34. sanagat setuju
35. tidak rumit
36. tidak

37. tidak
38. tidak rumit
39. Sedikit rumit
40. Lumayan
41. tidak
42. Lumayan rumit
43. tidak sama sekali melainkan membaca adalah hal yang menyenangkan
44. Tdk rumit hanya saja biasa penyebutan dalam bhs inggris kurang bagus

C. Pengetahuan apa yang Anda dapatkan dalam kelas membaca teks narasi?

1. banyak
2. Lebih mengenal teknologi
3. Meningkatkan kemampuan membaca
4. Speaking saya jadi lebih baik.
5. Pembelajaran tentang teks narasi
6. Pengetahuan mengetahui lebih banyak tentang teks narasi
7. belajar membaca teks narasi
8. Mengetahui tulisan yang rangkaian peristiwa dari waktu ke waktu dijabarkan dengan urutan awal, tengah, dan akhir.
9. tida bisa diungkapkan dengan kata-kata
10. Saya tahu bagaimana cara menjelaskan suatu peristiwa dengan benar, namun saya masih harus belajar lebih lagi
11. dapat memberikan informasi kepada para pembaca
12. Tentang teks narasi
13. Cukup banyak
14. mengetahui lebih banyak materi
15. tentang jenis narative, ciri narative, struktur narative dan lain..
16. meningkatkan kemampuan
17. Pengetahuan
18. Lebih mudah memahami teks narasi
19. Mendapatkan banyak nilai nilai moral dalam kehidupan
20. dapat menghibur para pembaca
21. tentang membaca teks narasi dan lain lain
22. Bercerita di depan umum
23. mudah saat membaca teks narasi
24. Dapat mengetahui semua tentang teks narasi
25. Mendapat wawasan yang luas
26. ya
27. Saya dapat meningkatkan kemampuan saya dalam membaca teks naratif
28. Membaca
29. TIDAK ADA
30. Lebih tertarik membaca teks narasi lainnua
31. saya mendapat banyak pengetahuan
32. Tidak
33. Semakin jago bahasa inggris

34. Teks narasi adalah teks yang menjelaskan sebuah peristiwa dengan urutan-urutan waktunya
35. Banyak
36. tdk ada
37. Ada poinnya seperti orientation, complication, resolution, and re-orientation
38. Mengentahui struktur dlm teks na
39. Grammar dan mentranslate kalimat
40. Tentang paragraf
41. Banyak hal yg dapat saya tau
42. Teks narasi adalah bacaan berupa karangan yang menceritakan atau menjelaskan suatu peristiwa secara detail berdasarkan urutan waktu.
43. Mengetahui cerita yang sudah terjadi di masa lampau misalnya cerita dongeng
44. Mengetahui structure general
45. yaitu pengetahuan tentang bahasa dan cerita

D. Tidak pernah menggunakan Kahoot! Sebelumnya? Jika pernah, Kapan dan di mana?

1. Tidak
2. Pernah dikelas 10
3. Pernah di kelas 10
4. Pernah, pada saat kelas 10
5. tidak pernah
6. Tidak pernah
7. belum pernah
8. Pernah, pada saat kelas 10
9. Tdk pernah
10. Pernah , saat di kelas 10
11. Pernah, sekelas 10
12. Pernah, waktu kelas 10.
13. iyaa tidaak pernah
14. Tidak
15. pernah, lupa kapan terakhir menggunakannya
16. pernah, waktu smp dan di sekolah
17. pernah, waktu kelas 10 di sekolah
18. Iya
19. Pernah Pada Saat Kelas 10
20. pernah waktu kelas 10
21. pernah, pada saat kelas 10
22. Belum
23. Pernah, Di kelas 10
24. Pernah, di kelas X (10)
25. pernah, saat quiz disekolah dan pembelajaran virtual
26. pernah, di kelas 10
27. pernah kelas 10
28. Pernah, dikelas sepuluh

29. pernah pada saat kelas X
30. Pernah pada saat kelas 10
31. pernah pada saat kelas 10
32. Pernah,pada kelas x
33. Perna kelas 10
34. tidak
35. Pernah disaat jam pembelajaran
36. Pernah di kelas pas semester 2
37. Pernah, saat quiz pelajaran sejarah saat kelas 10
38. di sekolah
39. Belum pernah
40. Pernah kelas 10 di sma negri3 makassar
41. pernah, dikelas 10
42. Pernah,waktu kelas X
43. Ya
44. dihandphone
45. pernah saat di sekolah pada saat proses pembelajaran teks narrative

E. Pertama kali menggunakan Kahoot! sebagai media untuk meningkatkan kemampuan membaca teks narasi, rumit atau tidak?

1. Tidak
2. tidak
3. Rumit
4. rumit
5. netral
6. Belum pernah
7. Rumit.
8. Tidak
9. Tidak
10. Tidak rumit
11. Tidak
12. Tidak
13. Tidak rumit
14. iyaa ini pertama kalinya
15. Tidak
16. Saya tidak pernah menggunakan kahoot, jadi saya tidak tahu bagaimana cara belajar dalam aplikasi tersebut
17. awalnya rumit
18. lumayan rumit
19. tidak
20. Mungkin tidak karena saya belum pernah mencoba membaca teks narasi menggunakan Kahoot!
21. tidak,tapi kadang ada yang rumit
22. Tidak begitu rumit
23. ya
24. Tidak Rumit

25. Tdk
26. Netral
27. tidak terlalu rumit
28. Cuku menyenangkan, tidak rumit
29. Sedikit rumit
30. Sedikit agak rumit. Di karnakan kebanyakan apk tersebut menggunakan waktu.
31. tidak rumit
32. Tidak terlalu
33. Tidak
34. Tidak
35. Tidak rumit
36. Sangat tidak rumit
37. Tidak rumit
38. Tidak
39. Lumayan rumit
40. sedikit rumit namun ketika dipelajari saya mulai bisa
41. Tidak rumit
42. Belum pernah belajar di khoot
43. Tidak rumit
44. Tidak
45. Tidak rumit

F. Menurut pendapat Anda, apa manfaat menggunakan Kahoot! sebagai media untuk meningkatkan kemampuan siswa dalam kelas membaca teks narasi ?

1. Banyak
2. Iya
3. Baik
4. Meningkatkan mood ketika belajar
5. Dapat dengan mudah meningkatkan kemampuan membaca
6. Dapat meningkatkan kecepatan dan kemahiran siswa dalam membaca teks.
7. Untuk meningkat kan minat belajar siswa
8. Bagus
9. say kurang tau apa manfaat belajar menggunakan kahoot karena sya belum tau bagaimana aplikasi kahoot tersebut
10. Bagus
11. untuk sekarang sangat membatu karena kahoot juga bisa sebagai wadah bermain sambil belajar
12. Biasa aja
13. Mungkin aplikasi kahoot dapat meningkatkan kemampuan untuk membaca teks narasi
14. kahoot dapat membuat minat para pelajar agar bisa belajar sambil bermain
15. Manfaatnya Tidak Repot Dan Materi dan visualisasinya Sangat asik

16. sebagai media dalam pembelajaran membantu memahami tentang belajar teks naratif atau lebih banyak materi.
17. untuk mengetahui lebih lanjut tentang materi teks narasi
18. Membantu siswa dalam membaca teks narasi
19. Jadi kita tak memerlukan kertas lagi
20. Lebih memudahkan orang membaca atau mengerjakan teks narasi
21. Meningkatkan minat bagi sebagian siswa untuk belajar membaca teks narasi
22. lebih menyenangkan
23. mempermudah untuk belajar, dan tidak rumit
24. kita lebih paham teks narasi
25. Bagus, karna memudahkan seseorang untuk belajar tentang narasi teks
26. memudahkan dalam hal belajar teks narasi
27. agar lebih tertarik membaca teks
28. iya tertarik
29. Manfaat dari kahoot kita dapat meningkatkan kemampuan dalam membaca teks narasi
30. lebih gampang apalagi untuk kls membaca cuman saya lbh suka di sekolah
31. Membuat lebih tertarik pada narrative text
32. manfaat Kahoot kita bisa meningkatkan kemampuan siswa dalam membaca teks narasi
33. Sgt meningkatkan krn seperti di tantang utk berpikir
34. Manfaatnya dapat membuat org lebih tau ttg teks narasi
35. Meningkatkan pengetahuan lebih
36. Mungkin
37. Memudahkan siswa untuk mengakses contoh teks naratif
38. Lebih gampang
39. Membantu kami dalam kesusahan membaca teks narasi
40. manfaatnya karena mempermudah untuk memahami materi pembelajaran
41. Iya karena lebih memudahkan
42. Manfaat sangat bagus untuk siswa yang tidak mengetahui teks narasi
43. manfaatnya membuat kita lebih bersemangat karena mencoba hal baru yaitu belajar menggunakan app kahoot yang membuat proses belajar mengajar tidak membosankan
44. sangat banyak
45. Belum pernah pake app kahoot

G. Hambatan apa yang Anda hadapi dalam menggunakan Kahoot! sebagai media untuk meningkatkan kemampuan siswa dalam kelas membaca teks narasi?

1. Tidak ada
2. tidak ada
3. tidak ada
4. Tidak ada hambatan
5. Jaringan
6. Tidak ada

7. Tidak ada
8. Saya susah memahami pelajaran menggunakan kahoot, karena waktu yang biasanya digunakan terlalu cepat.
9. Tdk adaji kak
10. Tidak ada
11. Mungkin data seluler
12. hambatannya adalah karena saya belum pernah ,enggunakan kahoot sebelumnya
13. jaringan sama kouta gratis
14. tidak ada
15. tidak ada
16. Ndk ada masalah
17. Jika sy memiliki aplikasi tersebut, kemungkinan hambatan yang sy hadapi adalah jaringan internet yang terhambat atau tidak memiliki kuota
18. Hanya jaringan
19. tidak ada hambatan, cuma jaringan yang biasanya kurang mendukung.
20. Jaringan
21. Belum ada hambatan
22. data internet
23. tidak ada hambatan
24. Jaringan
25. Tidak ada
26. Tdk ada
27. Tidak ada
28. Tidak ada
29. Iya
30. Bingung bahasa inggris
31. Biasanya ada yg minta hotspot kendalanya
32. Tidak ada
33. Jika ada games dengan pertanyaan diberi waktu terlalu cepat
34. Tidak ada
35. Saya tidak pernah memakai aplikasi tersebut
36. cara berbicara
37. Seperti yang tidak memiliki hp
38. Tidak ada
39. Tidak ada
40. Tidak ada
41. Waktu yg diperlukan cukup terbatas
42. Belajar gampang
43. Tidak ada
44. kendala jaringan
45. Tdk karna tdk pake

H. Tidak perlu menggunakan Kahoot! sebagai media untuk meningkatkan kemampuan siswa dalam kelas membaca teks narasi?

1. Perlu

2. Ya
3. perlu
4. Tidak setuju
5. ya
6. iya
7. Tidak
8. Netral
9. Tergantung
10. Iya
11. saya netral
12. perlu Sepertinya
13. Ya, bisa juga karena adanya buku dan aplikasi lain yang dapat mengajari kita tentang teks narasi
14. kahoot sangat membantu
15. Terserah
16. tidak
17. Tergantung dari setiap orang.. ada yg menggunakan kahoot dan tidak
18. Perlu, untuk menambah pengalaman belajar dengan cara yang baru dan lebih menarik
19. gunakan jika perlukan
20. ya
21. mungkin
22. perlu di gunakan
23. perlu menggunakan apk kahoot
24. Sepertinya perlu menggunakan kahoot
25. Tidak, kahoot dapat mempermudah meningkatkan kemampuan siswa dalam kelas membaca teks naratif
26. Bisa juga
27. Tdk
28. menurut saya perlu
29. Tidak tau
30. Tidak juga
31. Bisa perlu bisa juga tidak
32. Perlu agar lebih seru
33. iyyyya
34. Bisa menggunakan
35. Kahoot sangatlah dianjurkan bagi pelajar untuk memahami teks narasi tersebut
36. tergantung
37. _
38. Jika bagus mungkin itu perlu
39. perlu atau tidak perlunya tergantung dari proses belajar itu sendiri mungkin seorang siswa bisa meningkatkan kemampuannya tanpa memakai app kahoot dan ada yang perlu menggunakannya.
40. tidak setuju
41. Iya tdk perlu

42. Perlu
43. Ya
44. Iya
45. Sangat perlu

I. Setelah menggunakan Kahoot! sebagai media untuk meningkatkan kemampuan siswa, Apakah Anda lebih tertarik untuk belajar membaca teks narasi? Bagaimana caranya?

1. Ya
2. ya
3. Iya
4. Ya,tertarik
5. Iya
6. Dengan menggunakan media membaca
7. Ya, menggunakan kahoot, namun waktunya jangan terlalu cepat.
8. Iya,dengan cara menggunakan kahoot sebagai media pembelajaran
9. kurang lebih begitu
10. Ya
11. tidak,tidak tau
12. Ntahlah
13. Sy belum tahu aplikasi kahoot itu seperti apa, namun sy tertarik juga untuk belajar membaca teks narasi
14. dengan belajar melalui kahoot seterusnya
15. Iya,anggap itu asyik
16. dalam membaca teks naratif sebagai media membantu saya untuk lebih memahami materi pembelajaran.
17. iya, dgn menggunakan aplikasi kahoot
18. Ya lebih tertarik
19. Ya, tertarik.. dengancara menggunakan kahoot sebagai media pembelajaran di kelas
20. Bisa jadi,dengan membaca buku non fiksi dan juga menggunakan Kahoot!
21. biasa saja
22. tidak terlalu
23. ya tertarik
24. mungkin tertarik
25. iya, dengan mengadakan kmbli menggunakan kahoot
26. iyaa, krn lebih menyenangkan
27. iya tertarik, dengan menggunakan kahoot sebagai media pembelajaran di kelas
28. Ya,kahoot sebagai media pembelajaran
29. Ya tertarik dengan menggunakan kahoot
30. Tdk, lebih suka sekolah
31. Ya,melihat2 teks narasi yg lbh byk
32. saya akan belajar membaca teks nafas menggunakan Kahoot
33. Tidak
34. Iya, menambah minat

35. Iyaaa
36. Iya. Dengan ikut di room bhs Inggris
37. Iya, karna sprti
38. game jadi nda membosankan
39. -
40. saya sangat setuju
41. Ia
42. Ya tertarik, dengan cara menggunakan aplikasi kahoot sebagai media pembelajaran dirumah.
43. 50/50
44. Ya, dengan menggunakan Kahoot ataupun berbagai media lain sebagai alat bantu dalam belajar membaca teks narasi
45. dengan memanfaatkan app kahoot dapat menambah ketertarikan akan membaca di app selain membaca melalui buku

J. Apakah Anda merekomendasikan kedepannya untuk menggunakan Kahoot! sebagai media untuk meningkatkan kemampuan siswa dalam kelas membaca teks narasi?

1. Iya
2. ya
3. Ya
4. iya
5. Tidak
6. bisa jadi
7. iyaa
8. Tergantung
9. Mungkin
10. Ya tertarik
11. Ya
12. Iya
13. Ya
14. Ya
15. Ya
16. iya
17. saya netral
18. Ya, bisa karena mungkin aplikasi kahoot dapat meningkatkan kemampuan siswa membaca teks narasi
19. Insyaallah
20. yaa
21. Ya,tertarik
22. ya
23. Iya saya sangat merekomendasikan
24. Saya merekomendasikan kahoot untuk meningkatkan kemampuan membaca teks naratif
25. Kalau pjg bisa kita gunakan tetapi pada saat di sekolah lbh bain tdk menurut saya

26. YA
27. saya akan merekomendasi
28. Tidak tau
29. Terserah sekolah hehe,klo saya sih merekomendasikan skli
30. Iyya
31. yes
32. Ia
33. Yes
34. Ya, aplikasi kahoot sangat direkomendasikan bagi khalangan pelajar
35. Ya'
36. Yes sir
37. Ya
38. Iya
39. Iya
40. Yah saya sangat merekomendasikan app ini dengan app ini proses belajar teks narrative menjadi lebih menyenangkan
41. ya setuju
42. ya
43. iya
44. iya
45. Tdk



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THE USE OF KAHOOT! APPLICATION TO INCREASE STUDENTS' ABILITY IN READING NARRATIVE TEXT AT

SMAN 3 MAKASSAR

From author/researcher

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CURRICULUM VITAE

The reseacher, A.Egi Setiawan was born on October 27, 1998 in Bulukumba. He is the third child from third siblings. His father is Mr. Tahiruddin and his mother is Mrs. ST. Hasnah. He has two sisters. He started his study at SDN 133 Hila-Hila in 2004 to 2010. In 2010, He continued his Junior High School at SMPN 29 Bulukumba then graduated in 2013, in the same year, he continued his Senior High School at SMAN 4 Makassar and finished it in 2016. Finally he continued his study as ordinary students specializing in English Education in Faculty of Teacher Training and Education at Muhammadiyah University of Makassar. He is Runner Up 1 Toursm Ambassador of Bulukumba Regency 2020, Secretary of Sahabat Beasiswa Chapter Makassar 2019/2020, President of Indonesian Future Leaders South Sulawesi 2019/2020 and also participant of Learning Express of Muhammadiyah University of Makassar collaboration of Singapore Polytechnic 2019. At the end of her study, he could finish his thesis with the title The Use of Kahoot! Application to Increase Students' Reading Ability in Narrative Text.