THE EFFECTIVENESS OF KAHOOT AND GOOGLE CLASSROOM AS ASSESSMENT MEDIA IN READING CLASSES AT THE ELEVENTH GRADE OF SMK NEGERI 1 JATIREJO

Ismi Fatmala

Email: malafatmala14@gmail.com

Pendidikan Bahasa Inggris STKIP PGRI Jombang

Abstract

This study is motivated by the development of gadgets in adolescence or high school at SMK N 1 Jatirejo, but with the development of the times students are still low in their interest in learning English, especially in reading skills and have an effect on low scores. Therefore, the researcher wants students to remain biased to keep up with the times using cellphones for reading learning, the innovation of this researcher is that students learn to read using kahoot media where the kahoot media is currently active for learning and can improve students achievement. However, because there were a few obstacles when this research was taking place, because there was Covid-19. So the researchers used two media namely kahoot and google classroom because when a pandemic like this is not possible if you have to face to face with students. This research is included in quantitative research, with the type of research used is a quasi-experimental research type. The population in this study were 11th grade students majoring in TITL (electrical power installation techniques) at SMK Negeri 1 Jatirejo. While the sample in the research in this study was the TITL class (electrical installation technique) 1 as an experimental group of 30 students and the TITL CLASS students (electric power installation technique) 2 as a control group class of 30 students. The data collection method used in this study was the reading achievement test the descriptive text and documentation method, while the data analysis used the normality and homogeneity test after the results of the study concluded that there was a relationship with the use of kahoot media in learning reading achievement test with mean rank (41, 77) is higher than the reading value of students using kahoot media while using google classroom media with the mean rank test (19.23), so that the relationship between students learning to read using Kahoot has an effect on student learning outcomes.

Keywords: Media, Kahoot, Google Classroom, reading achievement test.

Abstrak

Penelitian ini dilatarbelakangi oleh perkembangan gadget pada masa remaja atau sekolah menengah atas di SMK N 1 Jatirejo, namun dengan perkembangan zaman minat belajar bahasa

Inggris siswa masih rendah terutama dalam keterampilan membaca dan berdampak pada nilai yang rendah. Oleh karena itu peneliti ingin siswa tetap bias mengikuti perkembangan zaman menggunakan handphone untuk pembelajaran membaca, inovasi yang dilakukan peneliti ini adalah siswa belajar membaca dengan menggunakan media kahoot dimana media kahoot saat ini aktif untuk pembelajaran dan dapat meningkatkan prestasi siswa. Namun karena terdapat sedikit kendala saat penelitian ini berlangsung, karena adanya Covid-19. Jadi peneliti menggunakan dua media yaitu kahoot dan google classroom karena saat terjadi pandemi seperti ini tidak memungkinkan jika harus bertatap muka dengan siswa. Penelitian ini termasuk dalam penelitian kuantitatif, dengan jenis penelitian yang digunakan adalah jenis penelitian eksperimen semu. Populasi dalam penelitian ini adalah siswa kelas XI Jurusan TITL (Teknik Instalasi Tenaga Listrik) SMK Negeri 1 Jatirejo. Sedangkan sampel dalam penelitian dalam penelitian ini adalah kelas TITL (teknik instalasi listrik) 1 sebagai kelompok eksperimen berjumlah 30 siswa dan siswa TITL CLASS (teknik instalasi tenaga listrik) 2 sebagai kelas kelompok kontrol yang berjumlah 30 siswa. Metode pengumpulan data yang digunakan dalam penelitian ini adalah tes hasil belajar membaca deskriptif teks dan metode dokumentasi, sedangkan analisis data menggunakan uji normalitas dan homogenitas setelah hasil penelitian disimpulkan ada hubungan dengan penggunaan media kahoot dalam tes hasil belajar membaca. dengan mean rank (41,77) lebih tinggi dari nilai membaca siswa yang menggunakan media kahoot sedangkan menggunakan media google classrrom dengan mean rank test (19,23), sehingga hubungan antara pembelajaran membaca siswa menggunakan media kahoot berpengaruh terhadap pembelajaran siswa. hasil.

Kata Kunci: Media, Kahoot, Google Classroom, reading achievement test.

Introduction

English subject at Vocational High School level are generally taught include Listening, Speaking, Reading and Writing. It expected that the Vocational High School students are able to master English well. The success in English Teaching learning process in Vocational High School can not be separated from several factors. They are: the discipline, the persistence of learning, the student's motivation to study, Hamzah (2013).

Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in (Hunt, 2004, p. 137). Reading an academic text does not simply involve finding information on the text itself. Rather, it is a process of working

with the text. When reading an academic text, the reader recreates the meaning of the text, together with the author. In other words, readers negotiate the meaning with the author by applying their prior knowledge to it (Maleki & Heerman, 1992).

Using effective assessment techniques is an essential part of effective teaching and learning in the electronic environment. As educational institutions are increasingly held accountable for student learning (Association of American Colleges and Universities 2004; National Council for Accreditation of Teacher Education 2003), assessment represents an important way to respond to such accountability. Before this research took place, researcher intend to compare the two media Kahoot and conventional media or paper. However, because of the covid -19 pandemic that is sweeping across the world, one of them is the Indonesian state, which recommends that school children study at home not to make face-to-face learning but through online. So the researcher changed the conventional media or paper using google classroom. Because, google classroom is almost the same as using paper, which only uses word when entering questions. So, Kahoot and Google Classroom is one of the electronic media that has the same function can be for students learning, which uses the internet network and can be used through smartphones and laptops. But the learning models have many differences. Where the Kahoot application is a free learning platform based game, as an educational technology.

Research Method

This research was conducted by using the principles of classroom online action research. It is a form of self reflective investigation carried out by participants in social situations to enhance the rationality and fairness of their own social and educational practices. The purpose of this research is to find out whether by using Kahoot and Google classroom media students can have better grades if they use media as assessment in reading comprehension. In this study using quasi experiments.

The target in this study is eleventh grade students where students are still high in the spirit of getting good assessment. The eleventh grade students selected in this study were TITL (Electrical Installation Engineering) students totaling 94 students and divided into three classes, of which there were 34 students in TITL 30, and which there were 30 students in TITL 2, and which there were 30 students in TITL 1.

The data in this research were quantitative in nature and were also be supported by the quasi- Experimental. To obtain the quantitative data, the researcher describes the process during the action, monitoring how to use Kahoot and Google Classroom media, online observation checklist and students as assessment in learning. First, the researcher sees the findings as original

students data that will be used as the first and second experimental class. That is done to meet the validity of the process. Then, the researchers analyze the description of opinions, performance and result of the study. Second, from the result of students assessment using Kahoot and Google Classroom students feel challenged by assessment with a modern system.

Findings and Discussion

Following the assumption tests, the hypothesis test was conducted. Since the assumption of normality test was fulfilled, the hypothesis test was conducted by using non parametric Mann-Whitney U Test.

The Mann-Whitney U test is used to compare differences between two independent groups when the dependent variable is either ordinal or continuous, but not normally distributed. The Mann-Whitney U test is often considered the nonparametric alternative to the independent t-test although this is not always the case ("Mann-Whitney U Test in SPSS Statistics," 2020). The results of Mann-Whitney U Test presented in Table 4.3 and 4.4.

Table 4.3 Mann Whitney U Test Rank

	Class	N	Mean Rank	Sum of Ranks
	Ranks			
Score	Class Experiment (Kahoot)	30	41,77	1253,00
	"Class Control (Google Classroom)"	30	19,23	577,00
	Total	60		

The Table 4.4 Mann-Whitney Test Ranks shows that the mean rank score for control group is 19,23 while the experimental group is 41,77. Thus, it can be interpreted that the experiment group is higher than the control group by difference 22.54. Following the result of

Mann Whitney Test Rank, the result of test statistic is presented in the Table 4.5 Test Statistic.

Table 4.4 Test Statistic

Test Statistics[a]	
	Score
Mann-Whitney U	112,000
Wilcoxon W	577,000
Z	-5,113
Asymp. Sig. (2-tailed)	,000
a. Grouping Variable: Class	

Based on the Table 4.4 Test Statistic above, the result of the Test Statistic shows that sig (2-tailed) is ,000. Then, Asymp. Sig (2-tailed) was compared with the significance level (0,05). It shows that the sig (2-tailed) is higher than the significance level (,000 > 0,05). Thus, the null hypothesis (HA) is accepted. So then, there is significant difference in students' reading achievement test the descriptive texts between those who do Kahoot superior to using Google Classroom as assessment reading test to the descriptive texts.

This research was conducted to find the effectiveness of Kahoot superior to using Google Classroom as assessment reading test to the descriptive texts.This can confirm that effective online instructional and assessment strategies (Gaytan Jorge & Berly; 2016)

Prove that the effectiveness of online classes does not get better results for assessment compared to best papers though. Surprisingly, the results of this study contradicting with previous research. Because in this study using media that is more interesting by using Kahoot superior to using Google Classroom as assessment reading test to the descriptive texts for learning assessment. The results of this result indicate that there are significant differences in students who use kahoot because sig (2-tailed).

Researchers can reveal that kahoot are effective as formative assessment tools in reading

achievement tests the descriptive texts. This is shown in the posttest results interpreted by SPSS 16.0 The sig (2-tail) value of the Mann-Whitney U Test (,000) is high than 0.05. Thus, the null hypothesis is accepted. The results of the Mann-Whitney Test Ranks showed that the score of the experimental group higher than the control group (19,23<41,77). In short, researchers strongly believe, based on the Mann-Whitey hypothesis test above, that kahoot are as effective as formative assessment tools in reading achievement tests the descriptive texts.

Conclusion

Based on the problem statement and the result of the data analysis, it can be concluded that the students' achievement test who are using Kahoot as a formative assessment tool preferably of Google form is significantly higher than those who are using Google form. In addition, using Kahoot as a formative assessment tool was less efficient when it compares to the google classroom based on the SPSS 16.0 analyzing result. It proved the result of the posttest especially in mean ranks score in the posttest, the experimental group who applied Kahoot is lower than the control group (19,23<41,77),the significance value of Mann-Whitney U Test (,000) shows a high value compare to 0.05, which shows insignificance difference on the students' reading achievement test performance between those who do Kahoot to test. All the facts have been presented and, as can be seen, the results are clear that Kahoot is less efficient to be utilized as a formative assessment tool in Reading achievement test than Google Classroom.

Reference :

Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010) *Introduction to research in education eight edition.* USA: Wadsworth.
Basuki, Y., & Hidayati, Y. N. (2019). *Kahoot! or Quizizz: the Students' Perspectives*.

Bloom, B. et al. (1971), *Handbook on Formative and Summative Evaluation of Student Learning*, McGraw-Hill Book Co., New York.

Box, C., Box, C., & Vernikova. (2019). *Formative Assessment in United States Classrooms*. Springer International Publishing.

Cherly. A.J (2005). Assessment for learning. *Learning and skills development agency,(hlm.5-6).*

Didik F., & Karwono. (2013). *The Comparison of Student's Reading Comprehension in Recount Text Instruction Between Using Stad and Jigsaw Technique at Different Reading Frequency at the Frist Grade of SMA N 1 Rumbia Academic Year 2012/2013*. Teacher Training and Education Faculty, Muhammadiyah University of Metro, Metro Indonesia, 2, 2089-3345.

Dylan W. (2013). Assessment: The Bridge between Teaching and Learning. *National Council of Teacher of English*,21,16-20.

Donald A., Lucy C.J., Chris S., & Asghar R. (2010). *Introduction to Research in Education (hlm.319-320).* USA : Wadsworth, Cengage Learning.

Hermadi J. (2009). The Importance of Teaching Academic Reading Skills in Fisrt-Year University Courses. Algoma University, Canada, 3,(20-30).

Inti E. (2017). Using 'Google Classroom' App for Teaching Language. *Department of Strata 1, Faculty of Language and Culture, University of 17 Agustus 1945, Semarang, Indonesia, 334-344.*

Jorge G., & Beryl, C.M. (2007). Effective Online Instructional and Assessment Strategies. *American Journal of Distance Education*,2(3), 117-132.

Mir M. F. R. (2018). Teaching Listening Skill Through Google Classroom: A Study at Tertiary Level in Bangladesh. *Dhaka University of Engineering & Technology*, 1-7.