# The Effect of Using Flipbook and Kahoot in Increasing Students' Reading Ability at the Second Grade of SMPN 33 Padang

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## Abstract

*This study aims to address students' reading skill problems, such as lack of enthusiasm and interest in learning English reading, poor reading comprehension, and failure to achieve learning objectives and minimum literacy standards (KKM). To overcome these problems, this study used Kahoot and Flipbook as an intervention. This research was conducted at SMP N 33 Padang using one class as a sample selected through purposive sampling, namely class 8.7 with 32 students. The method used was pre-experimental with a single group design given a pretest and posttest. The pretest results showed that the average score of the experimental class was only 53.12, while after using Flipbook and Kahoot, the posttest results increased to 77.65. Data analysis using the t-test shows that the t-count value (14.737) is greater than the t-table (1.696), which means there is a significant difference between the pre-test and post-test scores of students' reading skills. This finding is supported by several previous studies which also show the effectiveness of using Flipbook and Kahoot in increasing students' interest, motivation, engagement, and comprehension in reading learning. Thus, it can be concluded that the use of Flipbook and Kahoot has a significant effect in improving the reading skills of second grade students of SMPN 33 Padang.*

**Keywords–** *Flipbook, Kahoot, Reading, Reading Ability*

## 1. Introduction

Reading is a fundamental skill essential for academic success, particularly in language learning. It allows students to understand and interpret written texts, making knowledge accessible across different subjects. However, many students face challenges with reading comprehension, leading to a lack of enthusiasm and engagement in learning activities. This problem is especially noticeable among second-grade students at SMPN 33 Padang, where traditional teaching methods have not succeeded in sparking students' interest in English reading.

Reading is not just a mechanical process of decoding written symbols; it requires understanding and interpreting meanings within a context (Santikacahya et al., 2024; Sun, 2024; Zhou et al., 2024). Effective reading instruction should aim to foster comprehension and critical thinking skills. However, many students face challenges due to monotonous teaching methods, which lead to boredom and disengagement (Ghasoub et al., 2024; Gola et al., 2022; Harwood et al., 2024; Licorish et al., 2018). This disengagement often results in poor reading skills, hindering students from achieving minimum literacy standards. (KKM).

To tackle these challenges, innovative teaching methods are necessary. Digital interactive media, such as Flipbook and Kahoot, provide engaging alternatives that can enhance students' reading skills. Flipbook, as a visual learning tool, enables students to interact with content in a creative way, while Kahoot offers a gamified learning experience that fosters competition and motivation (Humairah & Wahyuni, 2024; Raupu & Furwana, 2024; Syafi'ah & Nugraha, 2024). The incorporation of these tools in reading instruction could result in notable improvements in students' reading comprehension and overall academic performance.

This study aims to investigate the effect of using Flipbook and Kahoot on the reading abilities of second-grade students at SMPN 33 Padang. By exploring the impact of these interactive media, the research seeks to provide insights into effective strategies for enhancing student engagement and comprehension in reading.

## 2. Method

### 2.1 Research Design

This study utilized a pre-experimental design with a single-group approach. A pre-test was conducted to assess the students' reading abilities before the intervention, followed by a post-test to evaluate any changes after the intervention.

### 2.2 Population and Sample

The research was conducted at SMP N 33 Padang, focusing on one class (Class 8.7), which consisted of 32 students. The sample was selected using purposive sampling to ensure that the participants were suitable for the study's objectives.

### 2.3 Research Instruments

The primary instrument used in this study was a reading ability test, which included both pre-test and post-test components to comprehensively assess students' reading skills.

### 2.4 Data Collection Techniques

• Pre-test: Conducted before the implementation of the Flipbook and Kahoot interventions to establish a baseline for students' reading abilities.

• Intervention (Treatment): The study utilized Flipbook and Kahoot as interactive learning media to enhance student engagement and motivation during reading activities.

• Post-test: Administered following the intervention to measure any improvements in students' reading abilities.

### 2.5 Data Analysis

Data were analyzed using the t-test to compare the pre-test and post-test scores. The results indicated a significant difference in reading ability, demonstrating the effectiveness of the Flipbook and Kahoot interventions.

## 3. Result and Discussion

This study shows a significant improvement in the reading ability of second-grade students at SMPN 33 Padang after utilizing Flipbook and Kahoot media. The average pretest score before the intervention was 53.12, while the posttest average score rose to 77.65 after employing both media. Statistical analysis using the t-test revealed a t-count value of 14.737, which exceeds the t-table value of 1.696, indicating a significant difference between the pretest and posttest scores. These results confirm the effectiveness of using Flipbook and Kahoot in boosting students' interest and engagement in reading education.

**Table 1** The T-Test of the Pretest and Posttest

**Paired Samples Test**

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| P a i r 1 | POST TEST - PRET EST | 24.531 25 | 11.870 22 | 2.0983 8 | 20.251 58 | 28.810 92 | 11.691 | 31 | 0.000 |

The discussion of this study indicates a notable enhancement in students' reading skills due to the use of Flipbook and Kahoot. The rise in average scores from pretest to posttest shows that these interactive tools successfully engage students, especially those who previously showed little interest in reading. The use of Kahoot, in particular, creates a fun and lively learning environment, which boosts student motivation. When students are more engaged, they are more likely to take an active part in the learning process, thus deepening their comprehension of the material.

Furthermore, the effectiveness of these digital tools aligns with existing research that highlights the positive impact of interactive media on students' learning experiences. This study reinforces the idea that integrating technology

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into the classroom can significantly enhance students' interest and understanding in reading. Overall, the results highlight the significance of employing innovative teaching methods to promote improved learning outcomes.

This study aims to evaluate the effect of using Flipbook and Kahoot in improving the reading skills of second-grade students at SMPN 33 Padang. The findings showed that there was a significant increase in students' reading scores, where the average pretest score was 53.12 and increased to 77.65 after the intervention. This significant improvement indicates that the interactive learning method applied can engage students who were previously less enthusiastic about learning to read. Rading skills cannot be acquired spontaneously; rather, an engaging and effective learning strategy is necessary. The use of digital media such as Flipbook and Kahoot has been shown to create a more enjoyable and interactive learning environment (Bunari et al., 2024; Dahliana et al., 2024; Fitria, 2024; Nada et al., 2024; Sabitri et al., 2024).

The results of this study align with Zulaidah's (2018) opinion, which states that interactive media can assist students in better understanding the subject matter. In this context, Flipbook offers engaging visualizations, while Kahoot incorporates gamification elements that enhance student motivation. This is also supported by previous research that shows teaching methods utilizing technology can enhance student engagement in the learning process (Ginting, 2024; Lestari et al., 2024; Zhou et al., 2024).

Then, data analysis using the t-test showed that the t-count value (14.737) was greater than the t-table (1.696), confirming a significant difference between the pretest and posttest scores. This indicates that the use of Flipbook and Kahoot not only improved students' scores but also motivated them to engage more actively in the learning process.

## 4. Conclusion

This study concludes that the use of Flipbook and Kahoot significantly enhances the reading abilities of second-grade students at SMPN 33 Padang. The marked improvement in average scores from the pretest to the posttest indicates

that these interactive media not only increase students' reading skills but also foster greater motivation and engagement in the learning process. The positive outcomes of this research support the notion that integrating digital tools into teaching can effectively address challenges in reading comprehension. Therefore, educators are encouraged to adopt innovative teaching strategies that incorporate technology to improve student learning outcomes in reading.

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