

Using Online Students Response System Platforms As Integrating Technology On English For Management Learners' Reading Comprehension

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Abstract

Teaching reading not only reads the literature but also comprehends the text, including in teaching ESP reading. Several issues in teaching ESP reading comprehension can be barrier for the success of the teaching and learning process which needs to integrate technology such as smartphone that come up as media to make teaching strategy run well. Online Students Response Systems platform via smartphone can be one of alternatives for teaching reading. This study was aimed to know the effect of Students Response Systems using (Kahoot! and Socrative) toward English for Management students reading comprehension. D1 Equivalent English program students was engaged, 37 (7 males and 30 females) from Management students of A-class as treatment group while control group from B class consisted of 38 students (6 males and 32 females). Quantitative quasi experimental and descriptive quantitative survey as the designs of this study. Pre and posttest as the first instrument analyzed by using T-test while Likert-scale questionnaire as the second instrument analyzed to find the frequencies and percentages. The result shows that the increasing correlation between pre-test and post-test in treatment group is 64,1%, while the increasing correlation between pretest and post-test in control group is 30,8%. The post-test scores of both two groups in Independent T-test showed significant difference improvement with the score of Sig. is $0,670 > 0,05$ and the score in "equal variances assumed" showed that significance 2 tail (t-tailed) is $0.000 < 0.05$. From that result, teaching using SRS (Kahoot! and Socrative) is effective for enhancing Management learners' reading comprehension. The students' perspectives related to the SRS (Kahoot! and Socrative) usage is dominated by positive perceptions' statement of agree and strongly agree. However, this study found factor that necessary to be consideration that is accommodating the time management.

Keywords: *ESP, Reading Comprehension, Online Students Response Systems Platforms.*

INTRODUCTION

Teaching reading comprehension in ESP class is not easy. Some students are having difficulty in comprehending the reading materials. It becomes problem during teaching and learning in reading, so it will influence the students' scores. As stated by Mardinasari (2014) who said that many students are having low reading ability which also become problem faced by educators. Ogano (2012) described that learners cannot understand sentences consist of words comprised of syllables which are also made up of single sounds or phonemes. To teach students reading comprehension toward ESP materials, there are several issues needed to be paid attention which can be barrier for the success of the teaching and also the learning process. Those several issues are; first is students' engagement, second is limited access, third is inappropriate ESP reading materials. As stated by Brozo, Shiel, and Topping (2007) they said that engagement discover as critical variable in reading achievement. Abao et al., (2015); Arzubiaga, Rueda, and Monzó, (2002) also stated that Reading engagement is understood as a socially-mediated event. Gambrell (2011) in Abao et al. (2015) said that access to books need to be applied by educator that invite learners to read of their interest and curiosity related to books and other materials. One of the challenges in teaching any subject is course design regarding to the fact that ESP students have their objectives which directly



related to learners' practical, professional orientation needs or related job. So the teachers for ESP class should not design complicated course. Falas (2017) said that students come in ESP learning environments with variation background of linguistic knowledge. Educators get involved in differential teaching process, so it is necessary for engaging the needs analysis process to satisfy students' needs. Educators are also be required for becoming aware of all necessary elements or materials that include of future course, such as choosing, designing syllabus by themselves, use available textbooks, supplement or giving activities with extra materials (Hasanah & Arifani, 2020).

Those problems cannot be solved by the teachers themselves, so it needs strongly to use technology such as using smartphone that come up as media or tool to make teaching strategy run well (Fitri, 2020). Sohila (2013) mentions that on reading instruction, reading strategies have important role in promoting the reading comprehension, especially for poor readers who struggle in reading. While educators have role too in teaching students. They also have to know how the way for using strategies appropriately and effectively even in different content-area through applying some explicit instructions from texts in different situations. Various strategies in teaching and learning have already developed to cover several reading issues and the good engagement is related to learners need, reading problem appear because of limited facility in accessing reading material related to learners' interest and needed. One of the strategies implemented is using technology which recently has high need as information sources. Those some teaching and learning issues sometimes cannot be solved by themselves. They are requiring any kind of facilities, for example integrating technology in learning and teaching process (Maruf & Anjely, 2020).

According to Sumathi, Lakshmi, and Kundhavai (2018), they said that recent years, adoption of smartphone in higher learning become a global phenomenon as integral part of daily lives and most popular form electronic communication 4 which turned from technological to social tool. Synnott (2017) said that people are using smartphones for listening to music, checking time, texts, surfing web, and visiting the social media sites (e.g., Facebook), purchasing, watching television or movies and also searching information. Interactive learning strategies such as technologies support learning which become effective way for enhancing learning outcomes (Munusamy et al. 2019). Cell phones technology becomes great learning tool which means that they are not just consistence of texting their friends all day (Baah, 2018). Mobile-learning can make learners to study, to collaborate also to share any ideas each other by using the development of internet technology (Al-Emran, Elsherif, and Shaalan, 2016). Arifani (2019) investigated small WhatsApp group effect and individual flipped instructional design for promoting EFL learners' collocation mastery with their attitudes. From those studies we have known that the using of smartphone now can't be separated in humans' life. That's why smartphone becomes one of important thing that people must have because of its multitasking. The advantage of smartphone usage is not only limited as communication tool but also other functions such as payment tools, reservation tools, documentation tools even media which used in learning and teaching. In this technology era, smartphone usage has already familiar and has already implemented in education world (Qisthi & Arifani, 2020).

There are many ways of learning and teaching through accessing internet connection using smartphones, tablet or laptop (Maruf & Anjely, 2020). One of them is using students' response system platforms. Student Response Systems (SRS) also known as clickers, audience-response system, classroom-response system, or student respond system that become a trend in higher education as active-learning technique which engages students with course content, provides interactive classrooms and improves learning (Jandu, 2018). SRS consists of personal devices and software operated by internet connection which promotes interactive and active learning environments (Nasu and Afonso, 2018). SRS is web-based systems like Socrative and Poll Everywhere that allow students using their mobile 5 devices for participating via device's internet browser and entering six-digit codes for signing in to join that quiz (Little, 2016).

Many mobile phones-based SRSs which are developed and accessible toward internet (Wong et al. 2018). Those several SRS platforms that we can access such as kahoot!, socrative, Pool Everywhere, Bookwizet, Quizset, Quizziz, Gimkit, Quipper, etc. Kahoot popular SRS application that runs on any device which has web browser and android demo application (Celik, Akcetin, and Asmali, 2016). Socrative is SRS which questions types administered and way for implementing range from individual to teams (Dakka, 2015) Nowadays, Internet-based SRS applications can be accessed and available on various web-connected platforms using common operating systems, such as Windows, iOS, Android, and Apple (Jandu 2018). Some SRSs integrated by using presentation software, such as Microsoft PowerPoint for providing visual aid (Aljaloud et al. 2016).

While, the use of SRS in ESP field is still rarely examined. That's important for studying the usage of



SRS or clickers not only in general English context but also in ESP. As study done by Asmali (2018) for instance, he studied about the impact of SRS that used through a smart phone application called Kahoot! in ESP field. The content focused on English teaching materials on language expressions, grammar and vocabularies in tourism and hospitality department classes of state university in Turkey. The materials provided through video conversation related to the topic, while questions were provided by using Kahoot! quiz. Another study conducted by Kaya and Balta (2016), they studied about the attitudes of English language learners towards one of SRS called Socrative through six different 9 departments (interior design, civil engineering, architecture, molecular biology, electronic engineering and international relations departments) of private University in Turkey.

Previous studies gave contribution for education research in several concerns, but the using of SRS in ESP reading comprehension is not rarely examined. The researcher concern on reading comprehension because reading is important as source of literature as information for students. If students need to get information for certain information of their major's knowledge, they need to read book, article, journals etc. That's why comprehending text is important include in comprehending ESP reading literatures. Many books and articles now are written in English. Indeed, by teaching the students to comprehend the reading materials, it may help students for understanding the text well. But, there still few studies which concerns on comprehending in ESP reading materials, especially through SRS. Hence, that gap become a reason for the researcher to conduct this study. It is expected that if this study has been conducted, it will give literature contribution in education world related to SRS usage which also complete the SRS research for all concerning. So, the researcher encourages to find how effective the use of online student's responses system platforms (Kahoot! and Socrative) in teaching ESP reading comprehension is. Therefore, to fulfill this gap, this study would be conducted.

METHOD

a. Research Design

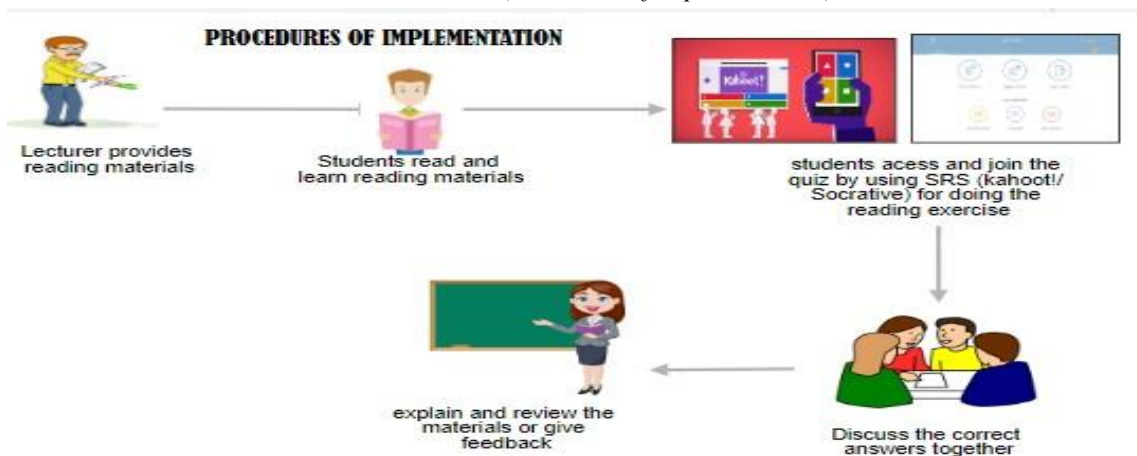
This research employed quantitative approach because it used numerical data. The researcher conducted this study using quasi- experimental research. Quasi-experimental methods involve creation comparison group are mostly used when it not possible for randomizing individuals or groups to treatment and control groups (White and Sabarwal, 2014). This research also employed quantitative descriptive survey design since this study described the students' perspective related to the SRS (Kahoot! and Socrative) usage. The researcher used quantitative method for discovering the important information related to the use of SRS (Kahoot! and Socrative) which the information was collected at just one point in time. Survey methods were used to explore student perceptions of learning and use of student response systems as a pedagogical strategy (Jeryl D. Benson, K. A., 2016). Survey Research is systematic gathering of information from respondents for the purpose 28 of understanding or predicting some aspects of behavior of the population's interest (Sukamolson, 2007).



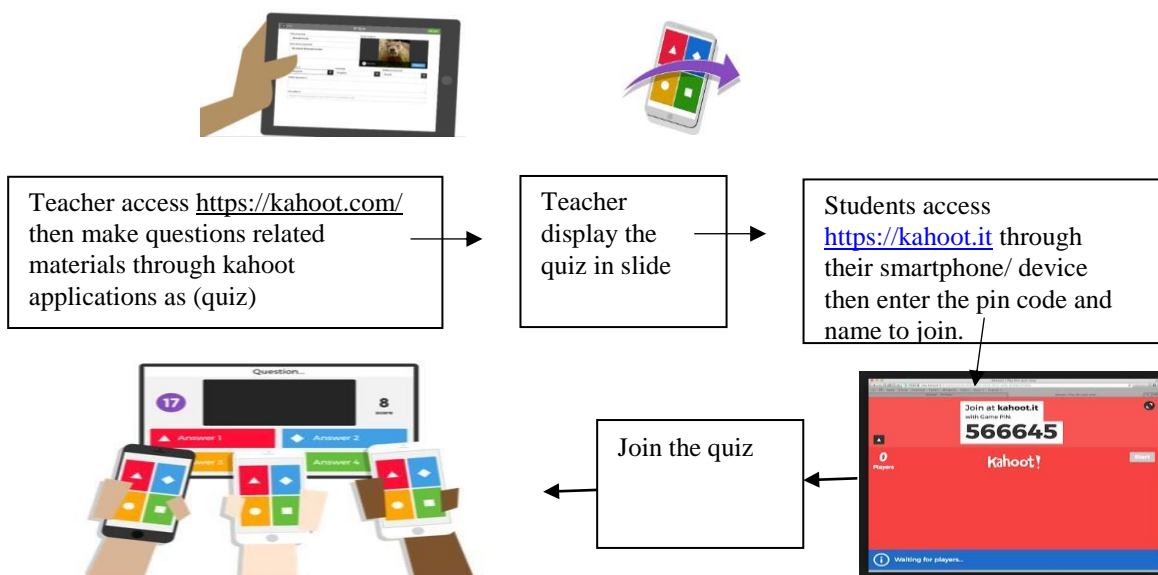
2.2. Procedures

The procedures of applying SRS (kahoot! and socrative) in this study can be implied as illustrate in pictures below:

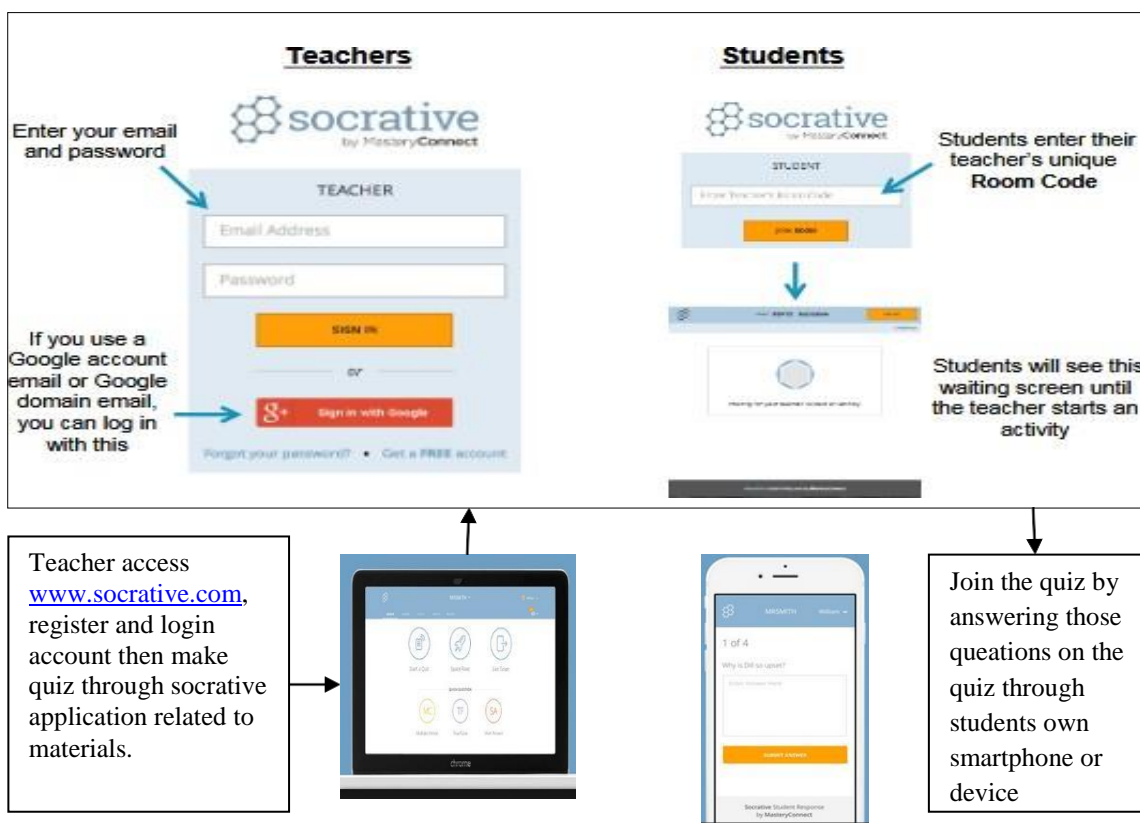
Picture 2.1 (Procedure of implementation)



Picture 2.2. kahoot implementation



Picture 2.3 Socrative implementation



the following table indicates the procedures of implementation of this study which conducted in eight weeks:

Table 2.1. Procedures of implementation

Meeting	Topic	Material discussed	Application
Week 1	Topic1: business (text 1)	Literal	Kahoot!
Week 2	Topic1: business (text 2)	Literal, reorganization	Kahoot!
Week 3	Topic1: business (text 3)	Literal, reorganization, inference, Prediction	Kahoot!
Week 4	Topic1: business (text 4)	Literal, reorganization, inference, prediction, evaluation, personal Response	Kahoot!
Week 5	Topic 2: labor (text 5)	Literal	Socrative
Week 6	Topic 2: labor (text 6)	Literal, reorganization	Socrative
Week 7	Topic 2: labor (text 7)	Literal, reorganization, inference, Prediction	Socrative
Week 8	Topic 2: labor (text 8)	Literal, reorganization, inference, prediction,evaluation, personal response	Socrative

b. Participants



The participants of this research were students in D1 Equivalent English program majoring in Management at University of Muhammadiyah Gresik with academic year 2018 – 2019. This equivalent English program held by LC (Language Center). There were five (5) classes of Management who were taking morning course they are class C, D, E, F, and G which consist of 203 students. But the researchers only choose class C which consist of 37 students (7 males and 30 females) as experimental group, and class D which consist of 38 students (6 males and 32 females) as control group.

c. Instruments

This research employed two kind of instruments namely reading comprehension test (RCT) and questionnaire. The test consists of 20 items of multiple-choice test. This test items are combination of national examination reading comprehension questions and questions developed by researcher. The researcher needed to add self-developed questions in order to all the pretest and posttest questions meet the indicator of reading comprehension. Meanwhile, the questionnaire is adapted from Bicen (2018). The questionnaire items is General Perceptions about SRS (Kahoot! and Socrative) consist of 20 items using 5 point Likert-type scale (completely agree, agree, indecisive, disagree, and completely disagree). An answer of "Completely agree" by the student is associated with a score of point 5, "agree" with a score point 4, "indecisive" with a score point 3, "disagree" with a score point 2 and "completely disagree with the score 1.

d. Validity and Reliability of the Instruments

Validity test is used to measure the validity of a test in order to make sure that the test is able to reveal something that will be measured by the test itself (Ghozali, 2013). The method used is item analysis, where each value in each item is correlated with the total value of all items for a variable using the product moment correlation formula. Significance test is done by comparing the value of calculated r with r table. In this study, the number of samples $n = 30$ and $\alpha = 0,05$. From r tabel = 0,361, so the validity is from r value $> 0,361$. If r value $> r$ table = Valid, and if r count $< r$ table = Un-Valid. As we can see in output Correlated Item-Total Correlation compare with r table = 0,361 which result showed that pretest and posttest items are $> 0,361$. The validity level of the indicator or test can be determined, if r calculated $> r$ table = Valid, and r calculated $< r$ table). Thus, the indicators or questions used by each pretest and posttest variable are declared valid to be used as a variable measurement tool.

Reliability measurement can be done by means of one shot or measurement only once, where the measurement is only once and then compared with other statements or measure the correlation between answers to questions. SPSS provides facilities to measure reliability with Cronbach Alpha (α) statistical tests. A construct or variable is said to be reliable if it gives a Conbach Alpha value > 0.70 (Nunnally, 1994 in (Ghozali, 2013). The following table indicates the reliability test results:

Table 2.1. Reliability Result

Variabel	Cronbach's Alpha	Standard Reliability	Result
Pretest	0,881	0,700	Reliable
Posttest	0,858	0,700	Reliable

The score of *cronbach's alpha* all variables pretest and posttest is higher than 0,700, So it can be concluded that indicator used in variables pretest and posttest all are reliable used as variables measurements. Meanwhile, the Validity and Reliability of the questionnaire which also analyzed by using Cronbach's Alpha. Cronbach's alpha is



generally used as a measure of reliability of instrument like Likert data. The validity measured by using correlation *product moment pattern* too with the sample (n) = 30 and alpha (α) = 0,05 from r table = 0,361. As we can see in output *Combach Alpha* in the *Correlated Item-Total Correlation* compare with r table = 0,361 which the result showed that all items in questionnaire are $> 0,361$. The indicator used from questionnaire stated valid to be used as measurement tool of variable. While for the reliability measurement measured by statistic test using *Cronbach Alpha* (α).

Result of reliability test can be seen as following table 2.2:

Tabel 2.2.

Variabel	<i>Cronbach's Alpha</i>	Standard Reliability	Result
Questionnaire items	0,918	0,700	Reliabel

The score of *cronbach's alpha* all variables questionnaire items is higher than 0,700, So it can be concluded that indicator used in variables questionnaire items all are reliable used as variables measurements.

e. Data Collection and Analysis

The instruments used in this research for collecting the data were Reading Comprehension Tests (RCT) and questionnaire. RCT administered to the both groups, experimental and control groups. This RCT was used to measure students' reading comprehension of literary texts. It was administered to participants before treatment as pre-test, and after the treatment as post-test. The purpose of the post test is to measure the reading comprehension achievement of students in both groups. At after post-test administered in the end of the treatment, a questionnaire was applied to experimental group only. It designed to elicit the data about students' perception toward students' perspectives related to the SRS (Kahoot! and Socrative) usage.

The questionnaire responses were analyzed using format of Likert scale which are completely agree, agree, indecisive, disagree, and completely disagree. An answer of "Completely agree" by the student is associated with a score of point 5, "agree" with a score point 4, "indecisive" with a score point 3, "disagree" with a score point 2 and "completely disagree with the score 1.

The data results collected from pretest and posttest of both groups were processed by comparing with the pre-test and post-test of treatment group to see whether there would be significant difference between treatment and control group. Then the researcher analyzed the result by using SPSS 15.0 through T-test. In this research, the paired sample T- test for comparing the result of pre and posttest of treatment group. While using independent sample T-test for comparing the post test of both treatment and control group. Because the data was taken from the result of pretest and posttest, so the proper pattern was using T-test. The result would answer the 1st research question. After the data analyzed then it was interpreted by the researcher. For answering the 2nd research question, the instrument used Likert scale questionnaire and the result analyzed by the researcher too for finding the frequencies of the questionnaire items result. The researcher calculated the percentage and counted the students' answer through the total of each item then interpreted it.

3. RESULTS AND DISCUSSION

Results

Mean Score and Standard Deviation of Experimental group

Table 3.1. Mean score and standard deviation of Experimental group



Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error
Pair 1	Experimental Pretest	48.03	38	9.266	1.503
	Experimental Posttest	52.11	38	8.977	1.456

Table 3.2. Result of paired sample statistic

Paired Differences		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	T	Df	Sig. (2-tailed)	
					Lower	Upper			
Pair 1	Experimental Pretest- Experimental posttest	-4,079	8,610	1,397	-6,909	-1,249	-2,920	37	,006

Table above indicates that the mean score of pretest and posttest of the experimental group is different, the posttest score is higher than the pretest one. The mean of the pretest is 48.03 while the posttest scored 52.11, and the standard deviation of the pretest is 9.266, while the posttest scored 8.977. Yet further analysis is conducted to see whether such difference is significant.

The difference is claimed to be significant if the observed significance is lower than 5% at the level of significance. By thoroughly examine the result of the paired sample statistic, it can be seen that the observed significance is lower than 5%. The value of significant is at .000 which is lower than .050 ($.000 < .050$). such result suggested that the improvement of the experimental group is significant after the experimental process. Moreover, to answer the question of the research an independent sample t-test needed to be conducted at the next part.

Independent Sample t-test for Post-test Score of Control and Experimental Groups.

The independent sample t-test was computed to find out the significance of two different unrelated groups which is the control and experimental group. The result of analysis indicates whether or not the improvement between the control and experimental group after the treatment is significant. The improvement was proved to be significant if the t-observed is lower than 5% at level of significance. The result of the analysis is presented below:

Table 3.3 Mean and standard deviation of posttest of control and experimental group.

Group Statistics		N	Mean	Std. Deviation	Std. Error
					r



					Mean
Posttests	Control	38	52.11	8.977	1.456
	Treatment	37	68.92	9.215	1.515

Table 3.4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post CG-EG	Equal variances assumed	.183	.670	8.004	73	.009	16.814	2.1006	12.6272	21.0001
	Equal variances not assumed			8.002	72.794	.010	16.814	2.1013	12.6256	21.0017

The table above show that the mean score and standard deviation of the post-test control and experimental group is different. The mean score of the control group is 52.11 while the experimental group scored is 68.92. In order to know such different is significant, the independent sample t-test was run. The result of independent sample t-test reveals that the t-observed is lower than 5% at level of significance ($.009 < .050$), which means that the improvement of experimental group highly significant than the control group. it strongly suggests that alternative hypothesis (H1) is accepted.

Furthermore, the table shows that the t-observed value is greater than the t-table value, in which the t-observed value is 8.004, and the t-table value is 8.002. The difference is caught to be significant since the observed value is greater than the t-table value at 5% level of significant ($8.004 > 8.002$) at 50 (df). The comparison between the mean score of posttest of control and experimental group proves that the score is significantly different, and so rejection of the null hypothesis (H0) is accepted.

Data Results of Questionnaire

The data were collected by using questionnaires and then analyzed descriptively by calculating the percentage of the result of the respondents' responses. The questionnaire was given to the students after implementation guided SRS (Kahoot and Socratic).

Table 3.5. Frequency and percentage of the questionnaire result

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N	Mean	Std. Dev.



	f	%	f	%	F	%	f	%	f	%			
1	21	56,8	14	37,8	2	5,4	-	-	-	-	3	4,51	0,607
2	16	43,2	19	51,4	2	5,4	-	-	-	-	3	4,38	0,594
3	18	48,6	12	32,4	5	13,5	1	2,7	1	2,7	3	4,21	0,895
4	14	37,8	18	48,6	5	13,5	-	-	-	-	3	4,24	0,683
5	18	48,6	14	37,8	4	10,8	-	-	1	2,7	3	4,30	0,878
6	17	45,3	22	59,5	3	8,1	-	-	1	2,7	3	4,16	0,688
7	24	64,9	12	32,4	1	2,7	-	-	-	-	3	4,62	0,545
8	18	48,6	15	40,5	4	10,8	-	-	-	-	3	4,38	0,681
9	13	35,1	15	40,5	9	24,3	-	-	-	-	3	4,11	0,774
10	12	32,4	21	56,8	4	10,8	-	-	-	-	3	4,22	0,630
11	17	45,3	13	35,1	7	18,9	-	-	-	-	3	4,27	0,769
12	10	27,0	13	35,1	14	37,8	-	-	-	-	3	3,89	0,809
13	15	40,5	18	48,6	4	10,8	-	-	-	-	3	4,30	0,661
14	13	35,1	22	59,5	2	5,4	-	-	-	-	3	4,30	0,571
15	13	35,1	17	45,9	7	18,9	-	-	-	-	3	4,16	0,727

From that result of “positive statement” questionnaire above, it was known that item 1 and 12 stated that the total respondents’ answers of agree and strongly agree were 60,58 % and 62,1 %. While others were neutral with 5,4% and 37,8%. In item 2,3,4,5,6,7,8,9,10,11,13,14 and 15 shown that the respondents’ answers were indicated that the total percentage of strongly agree and agree were 94,6%, 81%, 86,4%, 86,4%, 89,2%, 97,3%, 89,1%, 75,6%, 89,2%, 81%, 89,1%, 94,6 % and 81%. While others were neutral with 5,4%,13,5%, 13,5%,10,8%, 8,1%, 2,7%, 10,8%, 24,3%, 10,8%, 18,9%, 10,8%, 5,4% and 18,9%. For the item 3 there were 5,4% from total answers of disagree and strongly disagree. In item 5 and 6 for each 2,7% of strongly disagree’s answers.

It can be concluded that the students’ perspectives related to the SRS (Kahoot! and Socrative usage is dominated by positive statement of perceptions, because almost high percentage of the respondents’ answers were agreed and strongly agree. Based on the percentage shows, there is good respond when SRS (Kahoot! and Socrative) was implemented in the classroom. Students feel that SRS (Kahoot! and Socrative) implementation made their learning was interesting and made them to participate actively in learning process. Students also were attractive and glad to be participated for joining SRS (Kahoot! and Socrative).

Discussion

From the result of independent sampel T-test showed that the score in “equal variances assumed” significance 2 tail (t-tailed) is $0.000 < 0.05$ which means that H_0 is rejected and H_a is accepted. By concluding that



there is significant differences between class which is taught by SRS (Kahoot! and Socrative) with class which is not taught by SRS (kahoot! and Socrative). The score of "equal variances assumed" t-value is also showed $8.004 > t$ table 1.996. It can be concluded that H_0 is rejected and H_a is accepted, which mean that there is significant differences of mean score between treatment (group taught by using SRS Kahoot! and Socrative) and control group (group taught without using SRS Kahoot! and Socrative). The research finding showed that using SRS (Kahoot! and Socrative) is significantly effective for enhancing English for management learners' reading comprehension. It indicates that after giving treatment by using SRS (Kahoot! and Socrative) the students have better score of their reading comprehension and easy to understand for learning. Especially in reading comprehension of English for management.

The result for data collected from the respondents in answering the questionnaire of 15 closed-ended question items about their perspective in SRS (Kahoot! and Socrative) usage showed that dominated with the answer of "strongly agree" and "agree" in positive statement. Like the researcher knows, when the researcher taught with SRS (Kahoot! and Socrative) shows the students active in the class. From explanation above, it is very appropriate with the result that in teaching and learning process using SRS (Kahoot! and Socrative) is effective, especially in teaching English for management learners' reading comprehension.

It is related with Hwang et al. (2015) who stated that by using clickers having advantage of mobile clickers was in helping students to identify their misunderstandings. It is in line with Aljaloud et al. (2016), he said that SRS has proven to be an effective tool in helping students to learn and in helping teachers instruct more effectively. Guarascio, Nemecek, and Zimmerman, (2017) have also agree that active learning is student-centered pedagogical approach, and SRS technology helps to facilitate classroom environment. Regarding to the SRS effectiveness, Asmali (2018) also stated that using SRS system helps educators to make students active in the class and make students understand the topic material easily. Fuad, Deb, Etim, & Gloster, (2018) stated that the most important aspect of the MRS software is the facilitation of the interactive problem solving, where learners are required to directly work on a visual representation of a problem and to develop the answer by following a set of steps guided by a particular algorithm or a process. It is also supported with research done by Wibiso (2019) who studied the effect of Kahoot! in reading comprehension test scores among 50 students and it found that the students' reading comprehension test scores were higher when they were taught using Kahoot! on the learning process. So, he suggested that online media like Kahoot! Is strongly recommended to be used in the teaching and learning process of English reading.

In contrary to the research conducting by Méndez and Slisko (2013) who reported that students disagreed that Socratives enhanced their ability, concept understanding and test practice procedures. It may cause by the different focus in term of questions features in that SRS Socrative such as (Multiple choice, True and False, Short Answer). Sherlock A. Licorish, H. E. (2018) stated that Students also implied that Socrative was not suitable for learning difficult material, potentially because it does not allow for open-ended questions, short statements as responses or discussions of relevant theory in sufficient depth due to time constraints. There is evidence of a reduction in classroom dynamics with repeated use of Kahoot! which may negatively impact learning (Sherlock A. Licorish, H. E. (2018). Although the students were similarly engaged and motivated compared to novice Kahoot! users, the "wear-off" effect of classroom dynamics increased students' state of boredom may decreases students' learning ability (Baker et al. 2010; Squire 2005).

Regarding to the positive and negative effect of SRS usage from the previous studies, This may cause several factors which influence to them. It may be caused by different of research objects, classroom atmosphere and the condition. However, this study has learning contribution in education world. Due to that contribution, it is hoped to become one of research source for the next research or even as the consideration of teachers who wants to bring SRS to their classroom.

By this study, the hypothesis statement that using online students response systems, especially Kahoot! and socrative are effective for improving ESP learners' (English for Management students) reading comprehension. English for Management students who taught by using SRS (Kahoot! and Socrative) are having higher increasing of their reading comprehension scores than students who taught without SRS (Kahoot! and Socrative). Students are also having good perspective (dominated with strongly agree and agree) related to the positive effect of SRS (Kahoot! and socrative). Those effectiveness and positive perspective may be supported by several components, they are; between lecturer- students and students-students are having active and interactive collaboration on learning, students engagement, students motivation and students interest related to the use of SRS (Kahoot! and



Socrative) as integrating smartphone technology in their classroom. Such as stated by Aljaloud, Gromik, Kwan, & Billingsley, (2019) that clicker app promoted increased teacher-student and student-student interactivity, leading to active collaboration learning by students and improved learning performance. Camacho-Minano & del Campo, (2016), they stated that clickers helped students to know how well they were learning the material and having significantly correlated to feedback which they were helpful for students engagement positively. According to Fuad, Deb, Etim, & Gloster, (2018), they stated that Mobile devices are being used in classrooms to improve passive learning environments and to enhance student comprehension include on dynamic and interactive problem-solving activities to better satisfy students' learning needs in ways of engaging students, giving reading material access and proper ESP materials. By using SRS Kahoot! and Socrative, it can be corelated with those three issues. Through SRS Kahoot! and Socrative implementation, students may engage in learning reading. Besides that, Kahoot! and Socrative quiz can make students access the material easily and getting proper materials as information based on their needs. Student attitudes towards ICT and m-learning in their EFL classes was clearly positive, with many stating that they were more engaged and motivated (Caldwell, 2018)



4. CONCLUSION

Two research problems became concerning in this study; first, it was related to the effectiveness of SRS (kahoot! and Socrative) usage in improving students reading comprehension toward English for management learners. Second, this study also described the students' responses toward the SRS (kahoot! and Socrative usage). The result finding indicates that the using of SRS kahoot! and Socrative is effective for increasing English for Management learners' reading comprehension. This study showed that there is significantly differences of mean score between treatment (group taught by using SRS Kahoot! and Socrative) and control group (group taught without using SRS Kahoot! and Socrative). It also showed that the results of students' perspectives related to the SRS (Kahoot! and Socrative usage is dominated by positive statement perceptions which "agree and strongly agree" were having high frequencies and percentage. The implementation of the using SRS (Kahoot! and Socrative) made students participate actively and autism during learning process. They looked attractive and interest with this kind of interactive learning. The activities including students understanding related to the texts (learning materials), group work or individual assignment, the ability for answering the questions of the exercises. This study has significant practical impacts for researchers in education knowledge fields, especially in area of teaching and learning process. Firstly, this research studied about the effectiveness of SRS (Kahoot! and Socrative) in ESP (especially in Management) students reading comprehension which compared it with conventional teaching. Secondly, this research also studied about students' perspective toward SRS (kahoot! and Socrative) usage in their reading class. As future work, it would be relevant as the research contribution in education world. Especially in the using of SRS platforms in the clas



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