



The Effect of Using Kahoot! Game in Teaching English to Improve Students' Reading Comprehension

Galina Sitinjak¹, Nenni Triana Sinaga^{2*}, Sahlan Tampubolon³

¹English Department, Student, Medan, Indonesia

^{2,3}English Department, Lecturer, Medan, Indonesia

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ABSTRACT

This article is based on the author's initial observations through interviews with students of English Education Study Program, HKBP Nommensen Medan. Researchers found several problems in achieving student reading comprehension, especially in third-semester students. This research method is descriptive qualitative, which aims to collect and describe information related to answers from respondents given to students through questionnaires and interviews. The subjects in this study were students in the third semester of English education at the University of HKBP Nommensen Medan. The sample in this study was 31 students. The results of this study indicate that 89% of students agree with Kahoot! Games are learning media that are easy to access and easy to use when learning English to improve students' reading comprehension, and 70% agree that Kahoot! Games are useful for students because they can help students explore English reading material delivered by lecturers.

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Corresponding Author:

Nenni Triana Sinaga

English Department/Faculty of Teacher Treaning and Education

English Education Study Program, Lecturer,

Jl. Sutomo No.4A, Perintis, Kec. Medan Timur, Kota Medan, Sumatera Utara 20235, Indonesia

Email: nenni.sinaga@uhn.ac.id

INTRODUCTION

A new challenge has emerged in teaching-learning activities as a result of Industrial Revolution 4.0, which aims to increase achievement through the use of artificial intelligence. Today's technology may be used in many facets of life, including education. Evidence of advanced education technology is the renewal of learning aids where both lecturer and students are required to master technology. The fourth industrial revolution, or "Education 4.0," is explained by Anaelka Hussin (2018, p.92) as having an impact on education. Therefore, students must master international languages in order to keep up with this era. English is one of the languages spoken during this time period. As stated by Hariharasudan & Kot (2018, p. 2), English is the preferred language in the digital age.

One of the skills students must to master in order to extract information from material written in English is reading. The goal of reading instruction is to help students read English texts effectively and efficiently. Students must not only understand the text's structure explicitly, but

they must also understand its meaning implicitly. According to Jannete Klingner (2007:8), Reading comprehension involves a variety of interactions between readers and what they bring to the text as well as aspects linked to the text and is a multifaceted, exceedingly difficult process. This concept describes reading comprehension as the interaction between readers' past knowledge and the information in the text as they read. You must understand the words you read in order to effectively comprehend what you have read. According to Grabe William and L. Fredrika (2002), the category of purposes for Reading includes: Reading to search for simple information, reading to skim, reading to learn from a text, reading to integrate knowledge, reading to write, reading to critique text and reading for general comprehension.

Unfortunately, since English is taught as a foreign language in Indonesia, students have a higher possibility of difficulty comprehending reading text. Students are also not regularly exposed to the language, making it harder to master it quickly and further, leading to a limited vocabulary. Moreover, when it comes to their reading motivation, the students' reading motivation in Indonesia can be considered low. It is proven by a program for the International Student Assessment (PISA) survey 2018 released in 2019. The survey shows that the student's reading ability in Indonesia is considered very low since it sits in the 72nd position out of 77 surveyed countries. Based on preliminary observations and interviews with students from the English Education Program at HKBP Nommensen University Medan, the writer discovered some issues with the students' reading comprehension achievement, particularly among third-semester students. Firstly, most students are not paying attention in class as they are obsessed with their *information and communication technology* (ICT) devices, such as their smartphones and laptops. Secondly, a lot of students lose interest in reading and become passive, and last, because of the traditional teaching-learning approach, many students lack interest in reading. However, because of the unattractive learning environment, conventional teaching methods frequently make learning boring, and making it difficult for students to focus on the learning process. As a result, teacher must have another method for applying their learning so that the students have a good motivation and then the teaching objectives and goals for the learning process can be easily reached.

To keep students engaged in class, the lecturer should be creative in teaching and learning English. Because the use of technologies such as internet learning media is already widely used in the world to learn to teach, incorporating technology into the teaching process can aid in the achievement of the learning goal. Learning media in the classroom can unleash new desires and interests and generate motivation and excitement. Learning activities even affect the psychology of students, is the main reason is the importance of media in the learning process (Mutiani et al., 2022). The essence the learning process is communication, the passing of messages from sender to receiver, or Learning media is one of the keys to learning success (Muslichun, 2019).

The use of technology in the classroom will be beneficial and improve students' motivation to improve their student achievement. It is also supported by Ima and Rafi (2018). They stated that the media parded as a teaching tool in the classroom, influencing the conditions and learning environments provided by the instructor. On the other hand, the media will aid in the learning process by increasing motivation, student engagement, and comprehension. The writer thinks that there are various learning media that teachers can use to increase the activation of learning participants by using Kahoot! Games. According to Wang (2015, p. 218), a game-based student response system, or Kahoot! as it is currently known, may transform classroom instruction into a game show. Information and communication technology (ICT) tools like computers, smartphones, and others make it easy to access Kahoot!. Kahoot! can be used at many levels of education, such as K-12 and university grades, company offices, social gatherings, and major sporting and cultural events Golubeva (2018). As a result, we can conclude that Kahoot! can be used from the elementary to university level. Gunduz & Akkoyunlu (2020, p. 481) state that in the learning environment, Kahoot! has many advantages: Creating a game that makes the players feel enjoyable and has a specified topic, Offering to anyone for the creation of simple tests using Kahoot!, Being able to

easily access it via digital devices, Having rich audio and visuals as a facility in learning appropriate with gamified substructure and Providing an output that participants' performance is able to be analyzed.

The goal of this strategy by using Kahoot! game is to motivate students to participate in the teaching-learning process. If the students are having a good time in class, it can help to increase their reading comprehension. The reason why the writer uses Kahoot! as media in teaching English is because of the unique and interesting way of presentation. When the students try to answer the question, they are also trained to think and remember quickly according to the duration of time on each question given. The students with the higher score after the task finished will be shown their name at every change of question.

RESEARCH METHODOLOGY

In this study, the author uses a qualitative descriptive method Rukminingsih (2020) stated that descriptive quantitative method which aims to collect and describe information related to the answers given by students through questionnaires. The subjects in this research were third-semester English Department learners at the University of HKBP Nommensen Medan. The sample in this study was 31 students. To obtain information related to this research, the author uses an instrument by giving a questionnaire and conducting interviews to several students to find out the effect of using Kahoot! Games in learning at English LEducation, HKBP Nommensen University Medan.

The rating scale used to measure the questionnaire is the Linkert scale, which includes 4 assessment indicators given to students, namely; Agree, Disagree, Strongly Disagree, and Strongly Agree. Sugiyono (2013), stated " The Linkert scale is used to assess a person's or a group's attitudes, views, and perceptions on social phenomena." The data collection technique in this study was the result of a questionnaire containing 10 questions given to 31 students of English education in the third semester. The questions include students' opinions about learning English through Kahoot! Games.

In addition to using a questionnaire technique, the author also uses an interview technique. Moloeng (2014) explains that an interview is a two-way interaction between the interviewer and the interviewee, who asks the questions and who responds with the answers. The interview technique is also one of the instruments to strengthen the results, along with the technique of giving a questionnaire. The interview technique aims to gain reinforcement from the results of the questionnaire as well as obtain direct information from students regarding the analysis the effect of using Kahoot! Games in learning English.

Data for this study were gathered using direct interviews and questionnaires as data collection tools. The data collection instrument, according to Riduwan (2011), is one of the research methodologies utilized in data collection activities so that these activities can be carried out more simply and systematically. To determine the impact of playing Kahoot! Games on English learning, the data is then examined and displayed once more.

RESULTS AND DISCUSSIONS

The use of Kahoot! Games as a media for learning is very influential in learning English. Wang and Tahir (2020, p. 2) explain that Kahoot! Platform Media has three purposes: to increase students' engagement, motivation, enjoyment, and concentration to enhance their learning process in the class. It can be seen from the results of observations made during English learning that easily use Kahoot! Games. In addition, it can also be easily accessed using a cellphone or laptop, as well as Kahoot! Games can be used anywhere, anytime.

The results of interviews and questionnaire data obtained by the authors indicate that most of the third semester students of English education stated that Kahoot! Games have an effect on the

implementation of English learning. This is in line with the findings of the author's interviews and surveys, which were done as part of the data collection procedure using a Google form. The indicators that can show the effect of using Kahoot! Games in following the process of learning English are as follows:

Table 1. The influence of Kahoot! Games for learning English

No	Statement	Result			
		SA	A	D	SD
1	Kahoot! Games are learning media that are easily accessible and easy to use by students.	76%	13%	11%	0%
2	Classroom learning using Kahoot! Game use of an inappropriate game	4,7%	5,4%	71,9%	18%
3	I feel more comfortable when lecturers use Kahoot! Games during the learning process	50%	40%	10%	0%
4	I feel unmotivated in the process of learning English because of the Kahoot! Game is not interesting.	11,8%	0%	64,7%	23,5%
5	I feel uncomfortable when the lecturer sends questions or quizzes through Kahoot! Games	11,8%	0%	64,7%	23,5%

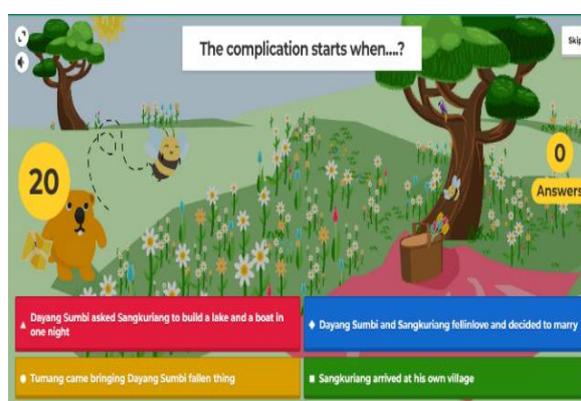
Based on the evaluation of Kahoot! by the students, Playing games to learn English, shown in Table 1 above, 89% of students agree with the Kahoot! Games are learning media that are easy to access and easy to use when learning English to improve students' reading skills. Meanwhile, only 10.1% of students agreed that the Kahoot! games had no effect or were inappropriate for use in English learning. The results were inversely proportional to the 89.9% of students who agreed that Kahoot! Games are the right English learning medium to be used in the reading learning process. This is, of course, supported by the opinion of one of the students who have been interviewed as follows:

I think it's quite influential, miss. For example, what I can feel is the result of our answers to the questions being asked, which appear on the screen. so that students can find out how far they understand the problem based on the text given. In addition, students can also compete in a healthy manner if their friends get the highest score.

A total of 90% of students stated that they felt comfortable when lecturers used Kahoot! Games during the teaching and learning process. This is supported by 88.2% also agreeing that students feel comfortable when lecturers give quizzes through the Kahoot! Games. This can be seen clearly from the enthusiasm of students when participating in the learning process and evaluation through quizzes.



(a)



(b)

Figure 1. (a) and (b): Learning Evaluation Process Through Kahoot! Game

A significant comparison of 88.2% of students agree that the Kahoot! Game is an interesting learning medium in following the process of learning English, and only about 11.8% of students are not interested in using the Kahoot! Game due to several internal factors. This means that as many as 76.4% of students agree that they are enthusiastic and interested in taking English classes using the Kahoot! Games.

Table 2. Benefits of Kahoot! Games Learning Media

No	Statement	Result			
		SA	A	D	SD
6	Kahoot! Games are very useful for me because they can help me explore the English reading material presented by the lecturer	40%	30%	14,7%	15,3%
7	I feel happy with the English reading material when the lecturer delivers it through Kahoot! Games	35%	40%	25%	0%
8	Kahoot! Games can increase my enthusiasm when learning English reading.	50%	31,2%	8,8%	10%
9	I feel bored taking English classes because of the Kahoot! Game does not support	13,9%	14,7%	47%	25,3%
10	Learning using Kahoot! Games are just wasting my time while learning English.	11,8%	11,8%	47%	29,4%

70% of respondents to Table 2 concur that the Kahoot! Games are helpful for students because they allow them to study the English reading material that lecturers have assigned. Through the questions and quizzes provided, students can review the content from the prior meeting and utilize it as an evaluation tool when the teaching and learning process is complete. This compares well with only about 10% of students who agree that the Kahoot! Games do not make students feel happy because of the unsupported internet connection. However, 75% of students agree that Kahoot! Games are very fun for learning English reading. This is supported by student statements as follows:

I feel happy to use it miss, because so far learning is still monotonous and does not use cellphones, even though it is already in the era of globalization. With Kahoot! This game is for students who are too lazy to read, so they are diligent in reading and understanding the contents of the text. so that when the class starts and is given an evaluation, everyone understands and can get a high score. In addition, the lesson material can also be reviewed through this learning application.

In addition, the Kahoot! Games in the process of learning English reading increase the enthusiasm of students. As many as 81.2% of students agree with this statement. And about 72.3% of students feel unsatisfied when taking English reading classes because of the Kahoot! Games support the learning process. This is supported by student statements as follows:

Kahoot! Games can upload images, videos, audio, and other files, so that learning materials and quizzes are more varied and not monotonous. The complete comment feature also makes students mor-free to express their responses to each miss.

A game-based student response system (GSRS) called Kahoot! A game briefly affects the classroom environment to make it more enjoyable and engaging like a game show. By utilizing Kahoot! it is anticipated that the teaching-learning process will affect the students' performance, motivation, attitude, and perceptions. This is shown from the results of student statements where as much as 76.4% agree with Kahoot! Games don't waste time when learning English reading.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher found that this research shows statistically that Kahoot Application-assisted teaching improves students' reading comprehension. Learning is how a person tries to acquire some form of Relatively permanent

behavioral changes (Yoga & Tetep, 2018). Through development, Technological advancements are increasingly encouraging Technical achievements in the learning process. By using learning media in the classroom, the learning process can awaken new desires and interests, stimulate and stimulate learning Activities even affect the psychology of students. Kahoot! Games have a considerable impact on students' English reading skills, according to study that has been conducted by the previous author in the Third Semester of English Education at HKBP Nommensen University Medan. From the data by questionnaires and direct interviews, Kahoot! Games are very easy to access and easy to use so that both lecturers and students can access them via their cellphones and laptops. Kahoot! Games also provide benefits to lecturers and students, including as an evaluation tool at the end of learning. An assessment of the results of student answers will make it easier for lecturers to input student scores.

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