

EFL Students' Perception on Kahoot! as Alternative Learning Strategy to Improve Reading Comprehension Skill

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Abstract

Kahoot! has gained popularity for boosting motivation, improving classroom engagement, and supporting collaborative learning over the past few years. The purpose of the study was to find out how EFL students' perception about using Kahoot! as an alternative learning strategy to enhance their reading comprehension skills. This study uses a descriptive design and is quantitative in nature. The participants in this study were 65 students coming from three classes of the third semester students of English Tadris Study Program IAIN Curup. The sampling approach employed was total sampling, meaning a sample of every population was taken. After using Kahoot! as a learning tool, the students were given a closed-ended questionnaire using a Likert scale. To process the data, descriptive statistical analysis was employed. The average proportion, according to the questionnaire's results, was 78,44%. According to this proportion, students' opinions about using Kahoot! as an alternative learning strategy to enhance their reading comprehension skill was classified as positive perception. Additionally, it is possible to draw the conclusion that Kahoot! has impacted students' reading comprehension and can aid in their improvement.

Keywords

EFL students, Kahoot!, Reading Comprehension Skill

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INTRODUCTION

Reading comprehension is one of the key components of learning in the field of education, particularly for Senior High School students. One of the most difficult skills to master is reading comprehension because it has the biggest impact on students' academic success. According to (Gusnetti et al., 2018), reading as a complicated activity and indicated that reading ability was a specific ability. In other words, comprehension has a big impact on a student's capacity for learning. Therefore, Reading comprehension is a crucial component of education.

Considering the importance of students' reading comprehension, lecturer need to put special attention to make students become enthusiast toward teaching and learning process. In this case, the complex challenges faced by students become an important task for lecturers, especially in the process of teaching English. However students faced difficulties in comprehending material, they only read the text but do not know the information sought by the lecturer. In other words, they do not know exactly what they are reading, so this important issue in teaching reading activities must be resolved. Furthermore, when the lecturer discusses the content, which is quite difficult to understand owing to their lack of prior knowledge of the story, students do not appear thrilled to provide their personal point of view. The shortcomings mentioned above could be caused by the lack motivation of students reading comprehension habits.

Associated with the phenomenon above, 3rd semester students in English Tadris Study Program was chosen with one of the considerations that these phenomena happened to the students. Based on the phenomena above, the researchers conclude that the use of interesting strategy in teaching reading can stimulate and upgrade students reading comprehension and one of the strategy that the lecturer can use as an alternative learning strategy to improve reading comprehension skill is Kahoot!. The researchers employed the Kahoot! as an atrenative learning strategy because it has the potential to help enhancing students' reading comprehension skill. The Kahoot! app is a useful tool for online learning that can boost students' interest in the subject matter due to its user-friendly interface (Wang & Tahir, 2020).

After all the information that have been explained above, the researchers found that it is important to investigate students' perception towards the use of Kahoot! as an alternative learning strategy to improve reading comprehension skill in 3rd semester students of English Tadris Study Program. The research lies in the detailed investigation of how students perceive Kahoot! as a tool for enhancing their reading comprehension, which can provide insights into its effectiveness and areas for improvement from the students' viewpoint. In addition, after applying Kahoot! to a specific program and reading phase would add a layer of context-specific insight that may not be widely covered in existing literature before. The research was conducted after the lecturer implemented Kahoot! in Interpretative and Affective Reading class or the second phase of reading subject.

LITERATURE REVIEW

Reading comprehension is the process through which readers understand some information to be known from texts like book, newspaper, magazine, article, and so forth. According to (Nunan, 1991), reading comprehension is the process of grasping, comprehending, and applying the reading's material. It essentially involves creating effective and appropriate comprehension techniques (Brown, 2001). Furthermore, according to (Damanik & Herman, 2021), reading comprehension is a cognitive job that involves comparing words and determining the meaning of sentences, clauses, and paragraphs in reading activities. In contrast, Smith in Fauziati (2020) provides a more practical definition of reading comprehension as the ability to comprehend a writer's content through both visual and nonvisual cues. This realization will serve as the starting point for the conversation on reading theories.

According to some experts, reading comprehension is an active process that involves creating meaning and comprehending written material by quickly and effectively obtaining the necessary information. It entails making deductions based on the language and style a writer chooses to convey ideas, information, and points of view. Three stages of reading comprehension are distinguished by (Hillerich, 1983): literal comprehension, inferential comprehension, and critical comprehension. Recalling facts that are explicitly stated in the text is necessary for readers at the literal comprehension level. The reader is thus able to propose pertinent supplementary information based on their own experiences and the material they are reading, thanks to the inferential comprehension level. Finally, the critical comprehension level enables the reader to form fair assessments of the author's style.

Finding meaning in a text is another term for reading comprehension. According to (Nuttal, 1982) thesis, pupils should be proficient in five areas of reading comprehension: (1) identifying the main idea; (2) locating specific material; (3) drawing conclusions; (4) recognizing references; and (5) comprehending the meaning of words or detail information. It is frequently challenging for the students to comprehend these elements.

Given the significance of reading comprehension, lecturers must pay close attention to igniting students' enthusiasm for the teaching and learning process. In order to accomplish the learning objective, strategy is crucial in teaching. Students become more engaged and enthusiastic about mastering reading comprehension when innovative teaching methods are employed. Depending on the needs of the classroom, several reading comprehension teaching strategies can be applied. It is modified based on the student's history, the text's genre, and the issues that arise when teaching reading comprehension. Therefore, the use of Kahoot! in reading course was implemented in 3rd semester students of English Tadris study program IAIN Curup. This alternative strategy supported the learning process to be more interactive, active and communicative, especially with the students' reading habits.

Kahoot! Application is one of learning management tools that have lot benefits for learning. Kahoot! developed by Versvik, Brand, and Brooker developed in 2012 as a

project at the Norwegian University of Science and Technology. According to (Wang, 2015), Kahoot! is a game-based student response system that temporarily transforms the classroom environment into one that is more engaging and enjoyable, akin to a game show. The idea behind Kahoot! is to create a single learning platform by merging the digital gadgets, social networking, and gaming of students with the infrastructure that schools already have.

(Wang & Tahir, 2020) state that there are three uses for Kahoot! The game improves student engagement, motivation, enjoyment, and focus, all of which contribute to a greater caliber of learning in the classroom. Accordingly, utilizing Kahoot! Playing games as a reading teaching tool can help kids become more proficient readers. As (Johns, 2015) stated that the use of Kahoot! Games as an alternative strategy to improve student reading comprehension has the potential to enhancing students' reading comprehension. This statement supported by (Wang, 2015) that Kahoot! Games can test students' reading ability information. Therefore, the reason this research used Kahoot! as an alternative learning strategy to improve students reading comprehension because Kahoot! has potential to improve students reading habits in a creative way.

Iona (2017) outlined four types of Kahoot! Activities, namely Survey, Discussion, Quiz, and Jumble.

1. Survey: This format allows for an unlimited number of questions, which can include images or videos linked to the questions. It features two to four multiple-choice answers that are not categorized as right or wrong. Unlike traditional surveys, questions are presented in real-time and answered on participants' own devices.
2. Discussion: This type is designed to foster conversation using associated images or videos. It is intended for gathering opinions on current topics and does not involve scoring or time constraints. Results are displayed publicly to facilitate discussion.
3. Quiz: Similar to the survey type, this format supports an unlimited number of questions with associated images or videos. It includes two to four multiple-choice answers, with at least one correct option. Each question has a time limit that can be individually set, ranging from five seconds to two minutes.
4. Jumble: This version is a sequencing-based quiz where participants must arrange items in the correct order.

Kahoot! also has several features that educators can use to make the learning process more fun. Inge in (Setyawan & Hidayat, 2021) said that one of the right media to use in the online learning process is Kahoot! application that can increase students' learning interest through its easy use. Accordingly, (Gündüz & Akkoyunlu, 2019) listed the following benefits of utilizing Kahoot!: 1) Developing a game with a specific topic and an entertaining experience for the players. 2) Making tests available to everybody with ease utilizing different Kahoot! game styles. 3. Having easy access through the use of digital gadgets. Utilizing high-quality audio and visual aids in conjunction with gamified substructures to facilitate learning. 5) Producing an output that allows for analysis of the performances of the participants.

According to Sahrawi in Kurniawan (2018), perception is the cognitive process through which an individual chooses, evaluates, arranges, interprets, and integrates stimuli of any kind of information that they have been exposed to and finds significant and unique among them. This illustrates how a person's perception is shaped by their past experiences using their senses to interpret information they perceive as meaningful in their environment. Matthen backs up (Kurniawan et al., 2024) assertion that perception is about individual experiences via the five senses and emotions. Depending on their experience and ability to judge and feel everything in their surroundings, each person may perceive things differently.

Matthen in (Rizky & Kurniawan, 2015) stated that perceptions can be classified as either positive or negative. Negative perception is the perception that characterizes information (known or unknown) adversely or as unfit for the perceived object. Positive perception is the perception that characterizes all knowledge (known or unknown) positively. Every person has a unique inclination to perceive the same item. There are a number of internal and external elements that can influence the difference. The initial factor comes from an individual and last factor comes from outside of individual such as stimulus, environment culture, believe, and so forth.

When using the hybrid learning strategy, students' perception is the method by which they apply knowledge about an object. Students can interpret an object and give it meaning by using their senses to observe it. Therefore, this research try to find out students' perceptions towards the use of Kahoot! as an alternative learning strategy on students reading comprehension.

RESEARCH METHOD

To conduct this research, the researchers used quantitative research. This research was designed as descriptive quantitative design aimed to investigate students' perceptions on the use of Kahoot! as an alternative learning strategy to improve students' reading comprehension skill through questionnaire. The population in this research were the 3rd semester students of English Tadris Study Program. There are 3 classes as the population of this research consisted of 65 students. For sampling, the researchers used total sampling, because the population was less than 100, therefore the total population were served as sample of the research.

To collect the data of students' perception, the researchers used close-ended questionnaires. The questionnaires were distributed to find out students' views on the use of Kahoot! Apps, as well as to see which of the six indicators of the aspect of reading comprehension is most influenced by Kahoot!. The use of questionnaire with Likert scale design, containing positive statements with choices; Strongly Agree (SA), Agree (A), Disagree (D), consisted of 10 statements and arranged based on indicators of Kahoot! and reading comprehension aspects. The detail can be seen in Table 1 below:

Table 1. Blueprint of Questionnaire

Dimension	Indicator	Statements	Score			
			SA	A	D	SD
Kahoot!	Kahoot! Apps	Kahoot! gives me the opportunity to increase my reading comprehension habits	4	3	2	1
		Kahoot! gives me the opportunity to discuss and to ask more questions in the classroom.	4	3	2	1
		With Kahoot! Apps, I feel easier to access the material.	4	3	2	1
		I am really satisfied using Kahoot! Apps as an alternative learning strategy	4	3	2	1
Aspect of Reading Comprehension	Main Idea	I feel my ability to identify the main idea of a text has improved since learning using Kahoot!.	4	3	2	1
	Specific information	I feel my ability to locate specific information within a text has improved since learning using Kahoot!.	4	3	2	1
	Reference	I feel my ability to identify the reference/pronoun in a text has improved since participating in the classroom using Kahoot!.	4	3	2	1
	Inference	I feel my ability to make the inference of the statements in the text has improved since participating in the classroom using Kahoot!.	4	3	2	1
	Vocabulary (the meaning of word)	I feel my ability to identify the meaning of words or vocabulary in the text has improved since learning using Kahoot!.	4	3	2	1
	Structure and Organization	I feel my ability to determine and identify structure text and language features contained in the text has improved since learning using Kahoot!.	4	3	2	1
	Total 10 Statements					

The researchers used descriptive statistical analysis to process the data. The researchers used SPSS 22 to analyze Validity, Reliability, and the total percentage score of questionnaire result. The construct validity was used in this study's instrument, because according to (Sugiyono, 2015) stated that non-test instruments must have construct

validity. Hence, this study used expert judgment to verify construct validity, therefore the instruments was validated by professional from IAIN Curup. After the questionnaire have been validated and distributed to respondent, researchers analyzed the validity of try out score using SPSS 22. Based on the total respondent, the standard validity in this research are 0,325. The result showed that all items of questionnaire were valid.

On the other hand, to obtain the reliability, the researchers analyze the outcome reliability estimation also by using SPSS 22 Application. The standard reliability in this research are $> 0,70$. The result of reliability statistic showed 0.844, it means that the questionnaire was reliable.

Table 2. Result of Reliability Try Out Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0.844	10

After that, the researchers calculated the percentages of the each items. The purpose of analyzing percentages was to discover students' perception on the use of Kahoot! on students reading comprehension skill. The results of the questionnaire revealed the percentage, which was then classified into three categories :

Table 3. Categories of the Percentage

Range	Category
70% - 100%	Positive
60% - 69%	Neutral
10% - 59%	Negative

FINDINGS AND DISCUSSION

This finding is to answer the research question on EFL students' perception on Kahoot! as an alternative learning strategy to improve students reading comprehension skill. To find out how 3rd semester students of English Tadris Study Program's perception on the use of Kahoot!. The researchers used questionnaire to learn about their perceptions about the use of Kahoot! that have been applied before. The researchers arranged the questionnaire based on the indicators of Kahoot! and reading comprehension skill. The questionnaire was distributed offline by distributing printed questionnaire to the respondents once the teaching and learning process by using Kahoot! finished. The questionnaire was delivered to 65 respondents and has 10 items. Finally, it was completed by 65 respondents too. The total result could be seen in the figure below:

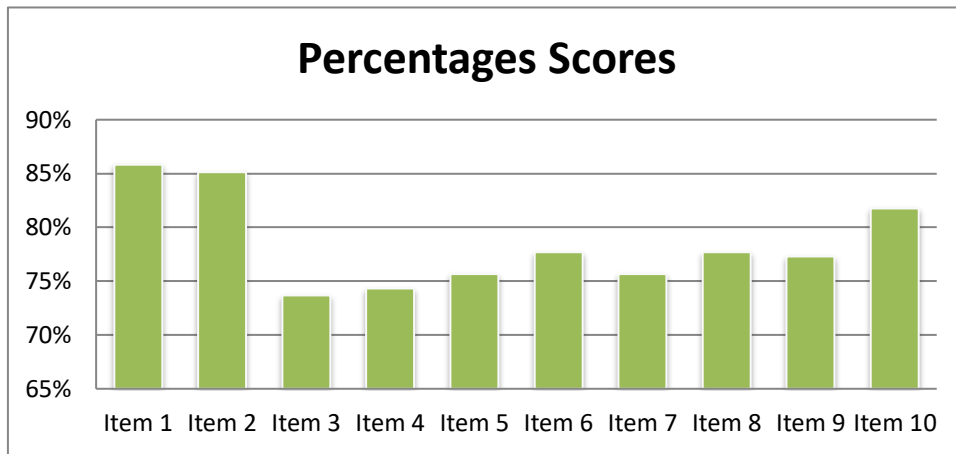


Figure 1. Diagram of Percentages scores of Questionnaire

The detail distribution for each item of questionnaire can be seen in the following table:

Table 4. The Result of Questionnaire Survey

Dimension	Indicator	Statements	%	Total %	
Kahoot!	Kahoot! Apps	Kahoot! gives me the opportunity to increase my reading comprehension habits	85.8	79,72	
		Kahoot! gives me the opportunity to discuss and to ask more questions in the classroom.	85,14		
		With Kahoot! Apps, I feel easier to access the material.	73,65		
		I am really satisfied using Kahoot! Apps as an alternative learning strategy	74,32		
Aspect of Reading Comprehension	Main Idea	I feel my ability to identify the main idea of a text has improved since learning using Kahoot!.	75,68	77,59	
		Specific information	I feel my ability to locate specific information within a text has improved since learning using Kahoot!.		77,7
		Reference	I feel my ability to identify the reference/pronoun in a text has improved since participating in the classroom using Kahoot!.		75,68
		Inference	I feel my ability to make the inference of the statements in the text has improved since participating in the classroom using Kahoot!.		77,7

Vocabulary (the meaning of word)	I feel my ability to identify the meaning of words or vocabulary in the text has improved since learning using Kahoot!.	77,03
Structure and Organization	I feel my ability to determine and identify structure text and language features contained in the text has improved since learning using Kahoot!.	81,76
AVERAGE 78,44%		

The maximum score for total statements are $4 \times 36 = 148$. Based on the result presented in the table above, it could be observed that all percentages statement can be classified as positive category with the highest percentage of 85,81% in Statement 1, followed by statement 2 with a percentage of 85,14%, and lasted in statement 10 with a percentage of 81,76%. Then, it was also continued by other statements sequentially according to the percentages.

The table above also showed the lowest percentage is in statement 3 with a percentage of 73,65%. Then from the table above it can also be seen that the average for Kahoot! Indicators is 79,72%. Then for students' reading comprehension indicator the average percentages is 77,59%. So the total average percentages is 78,44 %. Therefore, it could be concluded that EFL students' perception on Kahoot! as an alternative strategy to improve students' reading comprehension skill fall into the positive perception category and can helps students to improving their reading comprehension skill.

In line with the results of the questionnaire above which is the average percentage is $78,44\% > 70\%$, it could be concluded that students' perception on Kahoot! as an alternative strategy to improve students' reading comprehension could be category into the positive perception. Kahoot! has influenced students' reading comprehension and can helps students to improving their reading comprehension skill.

The result of this research is supported by several previous studies. The first study is titled *Students' Perceptions in Using the Kahoot! Game on Reading Comprehension Learning* by (Rochimah & Muslim, 2021). The study's findings demonstrated that most students had a favorable opinion of utilizing Kahoot! Games. Students discover that using Kahoot! to study was enjoyable, and it also helped them focus and be more cautious. It also eliminated boredom and encouraged them to finish the entire material. This previous study related to present study, 3rd semester students of English Tadris Study Program perception towards the use of Kahoot! fall into positive preceptions, especially for aspect of reading comprehension indicator, each statements has more than $> 70\%$ percetages.

Based on the findings, the result also reveal that students feel more motivated and interested to learn, it ca ben see in Kahoot! Indicators, that has total percentages 79,72%. The statement showed that the use of Kahoot! motivated and increase their reading habit. The interesting features of Kahoot! also make students more enthusiasm

during learning activity. This aligned with the result of (Aditya Bima Kurniawan, Frida Unsiah, 2023) which showed the learning process using Kahoot! is more easy for students to understand the material due to the interesting features and the proper elaboration from the educators also reveal that students feel more motivated and interested to learn the language more extensively in this relaxed atmosphere.

The statement also supported by (Cahyaningtyas & Chakim, 2023), according to the study, students are generally favorable about using Kahoot! and express enthusiasm for it. These students concurred that using Kahoot! to absorb narrative texts helps them learn well, which in turn improves their academic performance. Additionally, Kahoot! encourages their involvement in the classroom. It is aligned with the result of present study, that students see Kahoot! in a positive way, based on reading comprehension indicator, structured and organization of text indicators has the highest percentages, 81,76%. It could be categorized into positive perceptions and it also means that students agree learning interpretative and affective reading course through Kahoot! has significant effect and improve their understanding especially in learning the structure and organization of the text.

CONCLUSION

In relation to the study's goal and in light of the results, data analysis, and discussion, it can be revealed that, given that the average percentage of respondents to the questionnaire survey was 78,44% >70%, it is possible to classify students' perceptions of Kahoot! as an alternative strategy for enhancing reading comprehension as positive perceptions that could enhance reading comprehension skills. The total average percentage, which is more than 70%, indicates that Kahoot! is seen favorably by students as a substitute strategy for enhancing reading comprehension. As a result, Kahoot! seems to have a favorable effect on pupils' comprehension abilities in reading.

Based on the result of this study, researchers would like to recommend to English practitioners to use the inovative strategy in teaching English such as the use of Kahoot! especially in teaching students reading comprehension. Because Kahoot! as an alternative learning strategy provides various kinds of features that can be used to support learning and could improve students' interest in learning. The researchers also hope this research contributes as an additional reference with different discussions. Furthermore, the researchers hopes this research can be better and could become motivation to other researchers to investigate this research more thoroughly.

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