

Using Kahoot Based Learning for Reading Exercises at Senior High School Muhammadiyah 4 Porong

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A B S T R A C T

Low levels of active participation and learning motivation remain persistent challenges in English language classrooms that rely heavily on lecture-based instruction and textbook-centered practices. Such conventional approaches often create a monotonous learning environment, particularly in reading activities that require sustained attention and cognitive engagement. These conditions call for more interactive and learner-centered strategies that align with students' digital learning preferences. One potential alternative is Kahoot!, a game-based quiz platform designed to promote competition, enjoyment, and immediate feedback. This article examines the implementation of Kahoot-based learning as an innovative strategy to enhance students' reading exercises. Reading is a fundamental language skill; however, learners frequently encounter difficulties due to limited motivation and minimal engagement in traditional instructional settings. By integrating Kahoot into reading activities, classroom interaction becomes more dynamic, participatory, and student-centered. The study aims to investigate how Kahoot-based learning supports reading comprehension, vocabulary development, and learning motivation. The research method involves administering reading exercises through Kahoot quizzes and observing students' responses and performance during the instructional process. The findings indicate that Kahoot-based learning increases active participation, strengthens motivation, and improves comprehension through instant feedback and competitive elements. Moreover, it fosters a positive classroom climate and encourages collaborative learning. Therefore, Kahoot-based learning represents an effective alternative strategy for improving students' reading skills.

Keywords: *Kahoot-Based Learning, Reading Exercises, Reading Comprehension, Game-Based Learning, Students' Motivation*

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INTRODUCTION

Reading is one of the essential skills in language learning, as it plays a vital role in developing students' vocabulary, comprehension, and overall language proficiency. Through reading activities, students are exposed to various types of texts that help them understand ideas, messages, and information presented in written form. However, many students experience difficulties in reading practice due to limited motivation, lack of engagement, and monotonous teaching methods often used in the classroom. As a result, students tend to perceive reading as a boring and challenging activity, which negatively impacts their learning outcomes. On the other hand, learning English is often considered a less enjoyable subject for most students, especially when conducted using conventional methods such as lectures or textbook-based learning because they are considered monotonous and do not involve active

student participation. Therefore, appropriate alternative methods are needed to overcome this.

In this digital age, integrating technology into education plays a crucial role as a strategy to improve the quality of learning. One form of innovation that is widely used is game-based learning, where learning is packaged form interactive games that are interesting for students. The Kahoot application as one of the online game-based quiz platforms has received widespread attention because of its ability to create a fun and competitive learning atmosphere. Kahoot is a simple but fun game (Dharma, 2018), Kahoot is a game-based learning application that allows teachers to create interactive quizzes and educational games that can be followed by students via mobile devices or computers. The use of this application is considered to be able to increase student involvement in learning and make the learning process more enjoyable. The use and utilization of technology in the learning process can maximize student learning activities (Chairudin & Dewi, 2021). Various previous studies have proven that the use of Kahoot as a learning medium can have a positive impact on the learning process (Abdillah et al., 2022) for example, in a study conducted by Artika, the results showed that students had a good perception of the use of Kahoot and its influence provided benefits and new experiences in the learning process for teachers and students (Artika et al., 2024).

The use of learning media by utilizing appropriate technology can have a positive impact on student learning success (Raya et al., 2020). Teachers are required to adapt to current trends (Mauliana et al., 2022) In addition, the use of appropriate learning media can be used to achieve learning goals efficiently, make learning materials clearer, and improve the learning process and outcomes (Chandra & Yuhelman, 2023). Appropriate learning media can also increase student motivation and participation, and evaluate the level of understanding in learning (Nor & Rosdy, 2021).

Although previous research has addressed the effectiveness of technology-based instructional efforts in improving student learning outcomes, there remains a gap in the utilization of game-based learning platforms, particularly those like Kahoot, in relation to English language learning. Research on Kahoot, particularly at the Indonesian high school level, is still scarce, especially in terms of affective aspects such as comprehension and engagement. Furthermore, most previous research focuses more on cognitive learning outcomes or academic achievement, while affective dimensions such as learning comprehension and student engagement have not been systematically explored. The use of Kahoot in educational settings in Indonesia or developing countries has not been sufficiently documented, although infrastructure conditions and students' digital readiness can influence implementation outcomes.

Therefore, given the potential benefits of game-based learning, Kahoot can be effectively integrated into reading practice to improve students' reading comprehension and engagement. By presenting interactive reading questions, this study seeks to fill the existing gap and empirically test how Kahoot-based learning can improve students' reading comprehension and engagement in English classes, as well as provide implementation recommendations based on relevant learning contexts.

Understanding Kahoot and Features

Kahoot is an educational platform based on games, enabling teachers to design interactive multiple-choice quizzes, true-false, and other puzzles. Students can answer questions in real-time, while viewing their scores and rankings directly. Features such as timers, background music, and visual graphics make the learning atmosphere more lively and interesting.



Figure 1. Initial View of Kahoot! on the Applications on the Smartphone Screen
(Source : Personal Documentation)

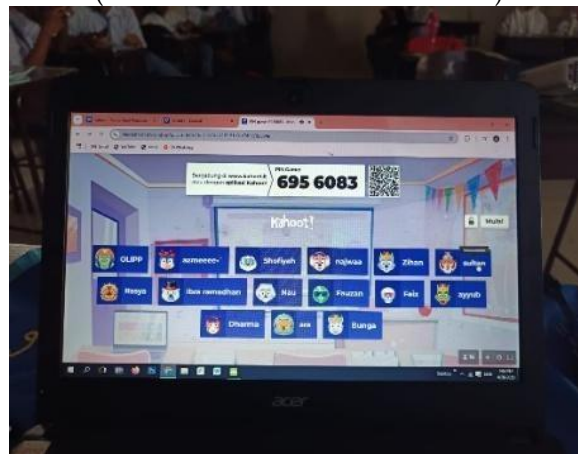


Figure 2. Initial View of Kahoot! before Starting Quizz! on the WEB on the Laptop Screen
(Source : Personal Documentation)



Figure 3. Multiple Choice Question Display on Kahoot! on the WEB on the Laptop Screen
(Source : Personal Documentation)

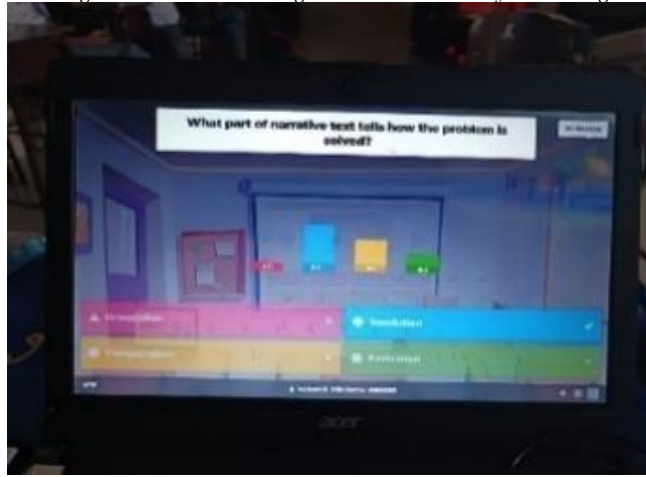


Figure 4. Display of Correct and Incorrect Answers on Kahoot! on the WEB on the Laptop Screen
(Source : Personal Documentation)



Figure 5. Display of Students Rangking with the Fastest Correct Answers on Kahoot! on the WEB on the Laptop Screen
(Source : Personal Documentation)

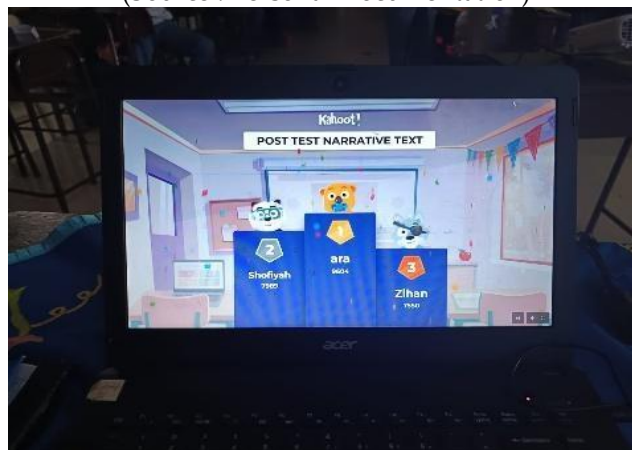


Figure 6. Display of Students Rangking at the End of Session on Kahoot! on the WEB on the Laptop Screen
(Source : Personal Documentation)

Game Based Learning

Game-Based Learning is a pedagogical technique centered around the use of games. So, learning that aligns with the teaching material, is supported by technology, and showcases achievements upon quiz completion. Game based learning is a learning method that uses game applications that are specifically designed to help the learning process (Maulidina et al., 2018)

Games function as a medium to train cognitive skills in resolving conflicts or challenges. These challenges often draw inspiration from real-life situations, blended with elements of imagination. Game Based Learning is one way of presenting learning materials through various forms of games. All the potential possessed by games as media makes it can serve as a learning tool possible to be used as a learning medium that motivates students. Game-based learning strategies are modern learning strategies where students learn in a fun way (Hafeez, 2021), Game Based Learning does not only focus on theory but students are also invited to act or practice it. (Siagian et al., 2023) by engaging users on both cognitive and emotional levels, it proves to be an effective and impactful tool for education, GBL as a method in project management education has been considered potential and useful for improving student learning (Kirana & Jatuporn, n.d.) Digital Game-Based Learning (GBL) solutions have the potential to create a learning environment that is reflective, experience-driven, and highly engaging (Bygstad et al., 2022) which makes it appropriate for use in project management instruction. Based on the perspectives of project management educators, the GBL method can provide students with memorable learning experiences by influencing their emotions (Jääskä et al., 2022). According to (Chumari et al., 2024), GBL not only improves understanding of the material, but also helps students develop social skills and critical thinking. Through interactions in the game, students learn to cooperate, communicate, and solve problems creatively.

From this, Game-Based Learning proves to be an efficient method to boost student involvement and Understanding. With the right design and adequate resource support, GBL can be a powerful tool in creating fun and meaningful learning experiences.

The Importance of Teaching English in a Fun Way

Teaching English in a fun approach Positively influences students' involvement and understanding and academic performance in a meaningful way. This approach contributes to making the learning experience more engaging, and helps students overcome fear and increase their confidence in speaking English, because when students are confident, they are willing to show off their skills and actively participate in learning without fear of failure (J. Program et al., 2024)

Learning English in a fun way is very important because it can increase motivation, memory, and overall language skills. If the learning process feels fun, we tend to enjoy the learning journey more and will not feel stressed. Because monotonous methods make students lazy to learn English and not interested in English (Wardana, 2024). Monotonous methods in this case such as the use of conventional methods where the learning process uses lectures and textbook-based teaching, which ultimately makes students' knowledge as less. Therefore, using the English Fun Learning method will make students interested in English (Jaelani & Sutari, 2020) When teachers use activities that make learning fun, students will give all their attention to the learning process (An-nisa & Suwartono, 2020) Engaging in fun English learning greatly increases students' enjoyment of the subject (Ghafar, 2023)

Furthermore, Language competence acquired through an enjoyable approach to learning English plays an important role in academic success. Because this language has a big role in everyday life, both in global and local contexts. Here are some reasons why a fun way to learn English is very important:

Increase Motivation: When learning English is done in a fun way (such as through games or applications) students will be more enthusiastic to continue and continue practicing. Without enough motivation, students can quickly get bored or give up.

Help Reduce Fear or Anxiety: Learning a language often makes students feel anxious or afraid to speak. With a more relaxed and fun approach, such as talking to friends or through games, this fear can be reduced. The professional, friendly, and non-judgmental attitude of educators can create a positive and enjoyable learning climate. These attitudes help students feel more comfortable, reduce fear, and increase their motivation to learn (Adolph, 2016)

Increase Memory: When learning a language is done in a fun context, the brain tends to absorb information more easily, this is in line with previous research that states that the use of educational games allows students to learn through direct experience, which significantly

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improves their memory and understanding of the subject matter. Interaction in the game also helps reduce anxiety and create a fun learning atmosphere (Nehe, 2023)

Study Longer and Continuously: If learning feels fun, students will be more likely to take the time to practice. This is important because learning a language requires consistency, this is also in line which indicate that varied and enjoyable learning activities, such as games, songs and drama, can increase students' attention span.

Increase Engagement: when students learn a language in a fun way, students will be more active and involved in the process, this is also in line with research (Amalia, 2024) that approaches such as project-based learning, gamification, and simulation in the Independent Curriculum significantly increase student engagement and motivation. This method enhances the learning process by making it more engaging and closely connected to students' everyday experience.

A fun way makes students feel more involved and makes learning English more like an adventure. In this case, the learning process will affect the extent to which students understand what is being taught. A pleasant learning atmosphere will be directly proportional to students' understanding ability.

The Role of the Kahoot Application in Reading Exercises

The Kahoot application plays a crucial role in implementing reading exercises because it creates interactive, enjoyable, and student-centered learning. In English reading instruction, the Kahoot app serves not only as an evaluation tool but also as a reading comprehension practice tool.

The Kahoot application has become an efficient method for boosting student Involvement and Understanding in learning English. With a game-based approach, Kahoot changes the classroom atmosphere to be more interactive and fun. The Kahoot application provides visual stimuli that help memory retention that triggers creativity and innovative thinking and fosters student interest. Kahoot application is also a visual learning resources that has an attention function (Safitri et al., 2023). The attractive appearance and makes the center of attention directed towards the teaching material so as to foster student concentration. By involving visual modalities, the Kahoot application creates a fun learning experience, by using Kahoot, teachers can promote an efficient and positive learning setting. Kahoot increases active student participation because of the excitement experienced (Wardana, 2024) in the learning process technology has a significant influence on students' understanding of English learning and time efficiency in the learning process by educators. Here are some roles of the Kahoot Application In Reading Exercises

Increase Student Learning Motivation

The elements of games, competition, and live scoring make students more enthusiastic about participating in reading exercises. High motivation encourages students to read the text more thoughtfully so they can answer questions correctly. A study by (L. Program, 2024) found that Kahoot increased student motivation and participation in English learning. This approach meets students' psychological needs such as competence, autonomy, and relatedness, which in turn increases their intrinsic motivation while research by (Azkiyah et al., 2024) showed that the use of Kahoot increased student engagement in English vocabulary learning. Through audiovisual elements and friendly competition, students feel more motivated and actively participate in class.

Kahoot Application Helps Improve Reading Comprehension.

Through questions designed based on reading texts—such as main ideas, detailed information, vocabulary, and inferences—students are trained to understand the contents of the text as a whole, not just translate word for word.

Increase Student Activity And Participation

According to research by (Rosalina et al., 2023) most students have a positive perception of the use of Kahoot in learning English. They feel that the learning process is more interesting, motivating, and enjoyable. In the process, all students are directly involved because each student must answer questions using their device. This reduces the passive learning that often occurs in conventional methods.

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Immediate Feedback

Students can see the correct and incorrect answers in real-time, helping them correct mistakes and deepen their understanding of the reading text.

In conclusion, Kahoot application acts as an effective learning medium in reading exercises because it is able to increase students' motivation, activeness, and reading comprehension.

METHOD

This study uses a quantitative approach with a quasi-experimental method to determine the effect of using the Kahoot application on students' reading abilities and student responses to the application of this media in learning. The quasi-experiment in this study is a One-Group Pretest-Posttest Design which is a quasi-experiment where a group is measured and observed before and after treatment is given as shown in the following figure: study used a quasi-experimental method with a quantitative approach. The quasi-experiment in this study was a One-Group Pretest-Posttest Design, which is a quasi-experiment in which a group is measured and observed before and after treatment is administered, as shown in the following figure:

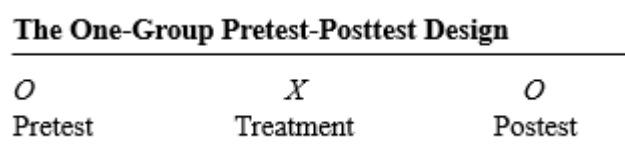


Figure 7. One-Group Pretest-Posttest Research Model

A quantitative approach was used because the research data consisted of pretest and posttest scores, as well as questionnaire scores, which were statistically analyzed to determine improvements in learning outcomes and student responses. The research subjects were 18 XI grade students of SMA Muhammadiyah 4 Porong in the 2024/2025 academic year. The instruments used in this study consisted of two types: tests and questionnaires. Data collection was carried out in several stages. First, students were given a pretest to determine their initial reading abilities. Second, students were given treatment in the form of reading learning using Kahoot-based learning. Third, after the treatment was completed, students were given a posttest to determine improvements in reading abilities. Finally, students were asked to fill out a questionnaire to determine their responses to the use of Kahoot in learning exercises. The test was used to measure students' understanding of the material presented. The analysis used was a Paired Samples t-test, which tests the significance of the difference in the means of two variables to determine improvements in student learning outcomes. The difference in pretest and posttest scores was used as an indicator of the effectiveness of the use of Kahoot-based learning. The questionnaire data was analyzed descriptively by calculating the average score for each aspect and interpreting it based on the 4-score Likert scale response categories, namely sangat tidak setuju, tidak setuju, setuju, sangat setuju.

FINDINGS AND DISCUSSION

This study aims to examine the impact of using the Kahoot application on student involvement and understanding during reading exercises in English learning. The sample consisted of 18 grade XI students at SMA Muhammadiyah 4 Porong. This study used two main variables: the independent variable, a conventional learning model based on lectures and textbooks, and the dependent variable, the use of Kahoot to facilitate student comprehension and engagement student involvement and understandin in English learning. Data were obtained directly by the researcher by administering treatments to the experimental sample. The data collection technique involved the following stages:

Preliminary Exercise

Before participating in the Kahoot activity, students were given a reading test to measure their reading skills before and after the treatment. The test consisted of 15 multiple-choice questions covering main idea comprehension, detailed information, vocabulary, and inference. The same test was used in the pretest and posttest to assess student learning

outcomes. Students were also given the opportunity to ask questions if they encountered any words or vocabulary they struggled with.

Introduction to Kahoot

After the initial practice, the teacher explains how to play Kahoot to the students. The explanation includes: 1) How to access the Kahoot platform via laptop or smartphone. 2) How to enter the PIN code to take the quiz. 3) How to select the correct answer and the time limit for answering each question. 4) The scoring mechanism and leaderboard display to add a competitive element.

The teacher also conducts a short simulation with several practice questions to familiarize students with the Kahoot interaction before the official reading practice begins.

Implementing Kahoot-Based Reading Exercises

Once students understand how to play, the teacher begins a Kahoot-based reading exercise. Students read the text provided on the screen and then answer related questions via Kahoot. Each question is timed, and students can view their current scores on a real-time leaderboard. This exercise is interactive and competitive, encouraging students to read carefully and answer questions quickly and accurately.

Posttest and Evaluation

After completing the Kahoot-based reading exercises, students were given a posttest to measure their reading ability improvement. The teacher also asked students to complete a perception questionnaire regarding their experience with Kahoot, their motivation, interest, and the platform's ease of use. The posttest results were then compared with the pretest to assess Kahoot's effectiveness as a reading practice tool.

Pretest and Posttest Results of Reading Exercises Using Conventional Methods and the Kahoot Application

Using *IBM SPSS 25 for Windows*, the research data were analyzed and found to be which stated that the data was normally distributed and homogeneous. To test the hypothesis, a paired sample t-test was used with a significance (α) of 0.05. The results of the test carried out with SPSS are in the following table:

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.173	18	.162	.925	18	.162
Posttest	.121	18	.200*	.963	18	.663

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Figure 8. Normality Test Results

Based on the significant probability (P-value), for the pretest it has a p-value (0.162)>0.05 then H_0 is accepted so that the data is normally distributed, for the posttest it has a p-value (0.200)>0.05 then H_0 is accepted so that the data is normally distributed, then it can be concluded from the results of the normality test using the Kolmogorov-Smirnov SPSS that the pretest and posttest values are normally distributed. After conducting the normality test, the researcher continued with a comparative test of 2 samples:

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	75.67	18	5.831	1.374
	Posttest	83.22	18	3.874	.913

Figure 9. Paired Samples Statistics

According to the result of the comparative test of 2 samples, it can be concluded that this study used a sample of 18 students with an average value for the pretest of 75.67 with a

standard deviation of 5.831 while for the posttest value of 83.22 with a standard deviation of 3.874.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair 1	Pretest - Posttest				Lower	Upper			
		-7.556	5.426	1.279	-10.254	-4.857	-5.908	17	.000

Figure 10. Paired Samples Test

Before conducting a comparative analysis of reading exercises between the Kahoot application and conventional learning methods, a one-sample t-test was used to assess learning effectiveness. The one-sample t-test was conducted by finding the t-table, formulated as follows:

$$\begin{aligned}
 \text{Table 4. } t\text{-table} \\
 t\text{-tabel} &= \alpha/2; (n-1) \\
 &= 0,05/2; (18-1) \\
 &= 0,025; 17 \\
 &= 2,109
 \end{aligned}$$

Based on the results of the paired samples test in table 3, it is known that [t count] [= -5.908] = [5.908] Then $t\text{-hitung } 5.908 > t\text{-table } = 2.109$, which means that H_0 is rejected, indicating a significant difference after using the Kahoot application as a reading practice medium in English learning. From the several test results presented, it can be concluded that using the Kahoot application as a reading practice medium in English learning can increase student engagement and comprehension in learning English. Conversely, conventional learning methods are less effective because they tend to make the learning process monotonous and less engaging, resulting in students being less actively engaged in the material being taught. Therefore, teachers are required to actively integrate technology into their teaching to foster a fun and engaging learning environment for students.

Student Response Questionnaire

In addition to the pretest and posttest, students were also given a questionnaire that was used as feedback on the activities held, the questionnaire was given to determine students' responses to the use of Kahoot in reading learning. The questionnaire consisted of 20 statements arranged using a 4 point Likert scale, namely 1 (strongly disagree) 2 (disagree) 3 (agree) and 4 (strongly agree). The questionnaire covers aspects of comparing learning motivation, interest and involvement, reading comprehension, ease and comfort, and overall student perceptions. the questionnaire covered aspects of comparative learning motivation, interest and involvement, reading comprehension, ease and comfort, and overall student perceptions.

Table 1. Questionnaire List

No	Statement	Answer			
		Sangat tidak setuju	tidak setuju	setuju	sangat setuju
		1	2	3	4
Perbandingan Motivasi Belajar					
1	Saya lebih termotivasi mengikuti latihan membaca menggunakan Kahoot dibandingkan buku teks.				
2	Latihan membaca berbasis buku teks membuat saya kurang bersemangat dibandingkan Kahoot				
3	Saya lebih antusias mengerjakan soal reading saat menggunakan Kahoot.				
4	Metode konvensional berbasis buku teks terasa monoton bagi saya				
Perbandingan Minat dan Keterlibatan					
5	Kahoot membuat saya lebih tertarik untuk membaca teks bahasa Inggris.				

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6	Saya lebih aktif berpartisipasi saat latihan membaca menggunakan Kahoot dibandingkan metode buku teks.
7	Saat menggunakan buku teks, saya cenderung pasif dalam latihan membaca.
8	Kahoot membuat suasana latihan membaca menjadi lebih menyenangkan daripada metode konvensional
Perbandingan Pemahaman Membaca	
9	Saya lebih mudah memahami isi teks bacaan saat latihan menggunakan Kahoot.
10	Latihan membaca dengan buku teks membuat saya lebih fokus pada penerjemahan kata.
11	Pertanyaan berbasis Kahoot membantu saya memahami ide pokok dan detail bacaan.
12	Pemahaman membaca saya lebih baik dengan Kahoot dibandingkan metode konvensional.
Perbandingan Kemudahan dan Kenyamanan	
13	Latihan membaca menggunakan Kahoot lebih mudah dan praktis dibandingkan buku teks.
14	Saya merasa lebih nyaman mengerjakan soal reading melalui Kahoot.
15	Latihan membaca menggunakan buku teks membutuhkan waktu lebih lama.
16	Penggunaan Kahoot memudahkan saya mengetahui hasil latihan membaca secara langsung
Persepsi Keseluruhan	
17	Kahoot lebih efektif digunakan untuk latihan membaca dibandingkan metode konvensional.
18	Saya lebih memilih latihan membaca menggunakan Kahoot daripada buku teks.
19	Penggunaan Kahoot membuat pembelajaran reading lebih bermakna bagi saya.
20	Kombinasi Kahoot dan buku teks lebih baik daripada hanya menggunakan metode konvensional.

Questionnaire Results

To support qualitative data, a questionnaire was administered to 18 students XI grade of SMA Muhammadiyah 4 Porong. The questionnaire consisted of 15 statements rated on a 4-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree). This questionnaire aimed to identify students' perceptions of the differences between reading practice using Kahoot and reading practice using conventional methods. The questionnaire results are presented in the form of percentages and narrative descriptions as follows:

Likert Scale Statement:

Saya lebih termotivasi mengikuti latihan membaca menggunakan Kahoot dibandingkan buku teks.

18 jawaban

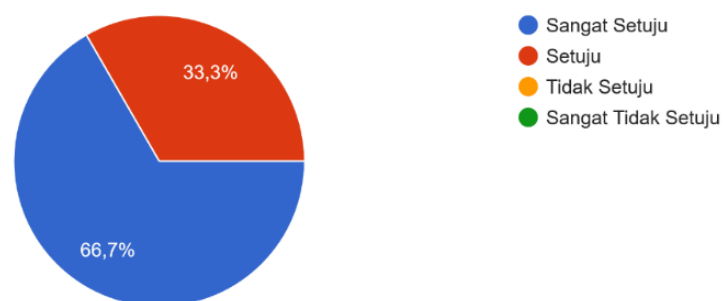


Figure 11. Motivation to Participate in Reading Practice Using Kahoot

Based on the questionnaire results, the statement "*Saya lebih termotivasi mengikuti latihan membaca menggunakan Kahoot dibandingkan buku teks.*" was answered. As shown in Figure 8, the majority of respondents (66.7%) strongly agreed that students are more motivated to

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participate in reading practice using Kahoot than in textbooks, and 33.3% agreed. This indicates that most students recognize the important role the Kahoot app plays in supporting English learning, particularly in reading.

Latihan membaca berbasis buku teks membuat saya kurang bersemangat dibandingkan Kahoot.

18 jawaban

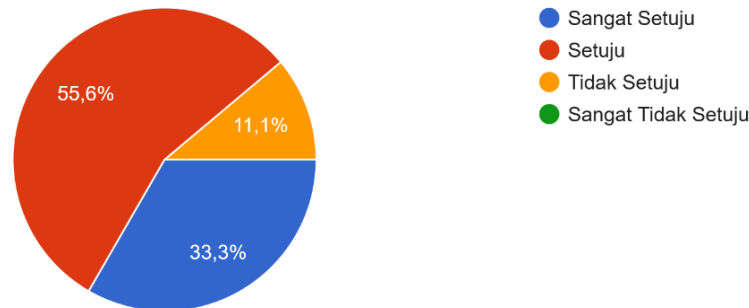


Figure 12. Reading Using Conventional Methods Makes Me Less Enthusiastic

Based on the questionnaire results, the statement "*Latihan membaca berbasis buku teks membuat saya kurang bersemangat dibandingkan Kahoot*". As illustrated in Figure 9, 55.6% of respondents agreed that they were less enthusiastic when practicing reading using conventional methods, namely textbooks, while 33.3% strongly agreed. These results indicate that the use of digital applications in learning media has a positive impact on increasing student interest in the reading practice process. Approximately 11.1% chose to disagree, indicating that negative perceptions toward the use of textbooks in English reading practice are minimal.

Saya lebih antusias mengerjakan soal reading saat menggunakan Kahoot.

18 jawaban

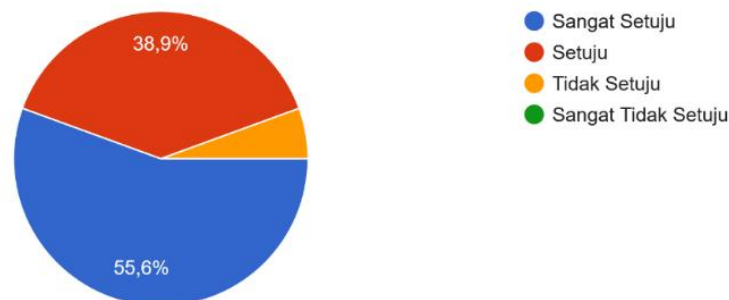


Figure 13. Students' Enthusiasm for Working on Reading Questions Using Kahoot

Based on the questionnaire results, the statement "*Saya lebih antusias mengerjakan soal reading saat menggunakan Kahoot*" is presented in Figure 10. As shown in Figure 10, 55.6% of respondents strongly agreed that they were more enthusiastic about working on reading questions when using the Kahoot app, and 38.9% agreed. This indicates that many students feel more engaged when using media other than textbooks. A small percentage, 5.5%, disagreed with the statement, and none chose to strongly disagree, indicating that only a small number of students felt unaffected by using the Kahoot app.

Metode konvensional berbasis buku teks terasa monoton bagi saya.

18 jawaban

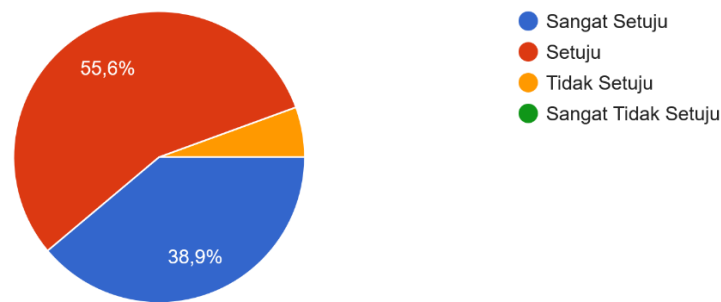


Figure 14. Conventional Methods Feel Monotonous

Based on the questionnaire results, the statement "*Metode konvensional berbasis buku teks terasa monoton bagi saya*". The distribution of responses in Figure 11 shows a clear tendency among students to use digital learning platforms like Kahoot, which they perceived as monotonous compared to conventional textbook-based methods. Fifty-five percent agreed with this statement, and an additional 38.9 percent strongly agreed, indicating that many students prefer learning using digital applications. Meanwhile, 5.5 percent disagreed, and none strongly disagreed, indicating that very few students felt that conventional methods felt monotonous for the fully independent learning process of managing digital platforms for English learning.

Kahoot membuat saya lebih tertarik untuk membaca teks bahasa Inggris.

18 jawaban

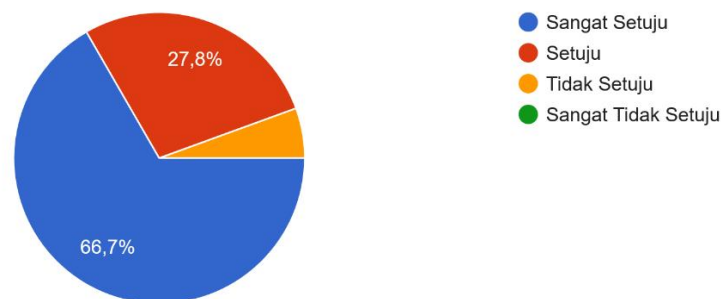


Figure 15. Kahoot Makes Students Interested in Reading

Based on the questionnaire results for the statement "*Kahoot membuat saya lebih tertarik untuk membaca teks bahasa Inggris*", a closer look at Figure 12 shows that the majority of students believe that using digital applications like Kahoot plays a significant role in helping them develop an interest in the material being taught. More than half of respondents (66.7%) strongly agreed with this statement, and an additional 27.8% agreed, indicating a high level of confidence in the influence of Kahoot on students' reading practice. Meanwhile, 5.5% chose to disagree, indicating that negative perceptions toward the use of digital applications like Kahoot were minimal.

Saya lebih aktif berpartisipasi saat latihan membaca menggunakan Kahoot dibandingkan metode buku teks.

18 jawaban

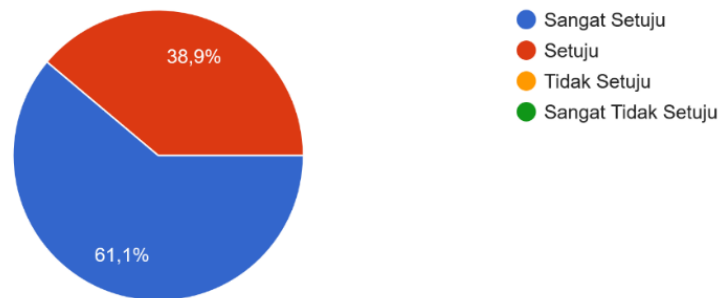


Figure 16. Kahoot Encourages Student Participation

Based on the questionnaire results, the statement "*Saya lebih aktif berpartisipasi saat latihan membaca menggunakan Kahoot dibandingkan metode buku teks*". The distribution of responses in Figure 13 shows that students were significantly more active when practicing reading using Kahoot, thus Kahoot contributed to increasing student participation and motivation in practicing reading English texts. The majority of respondents, 61.1%, strongly agreed with this statement, while 38.9% agreed, indicating that many students felt more motivated to engage with English reading materials when using the Kahoot app. No one chose to disagree or strongly disagree, indicating that the Kahoot app does indeed increase student participation in English reading practice. Only a few students felt that the digital platform did not increase their motivation.

Saat menggunakan buku teks, saya cenderung pasif dalam latihan membaca.

18 jawaban

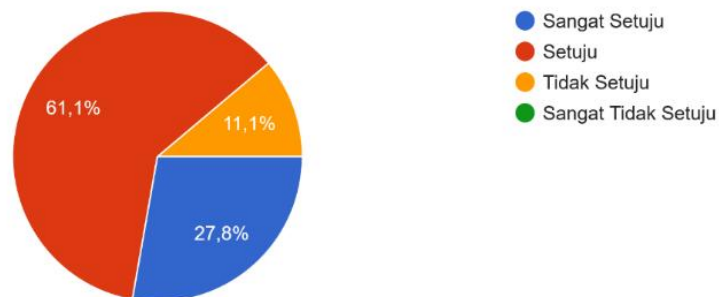


Figure 17. Textbooks Make Students Passive During Practice

Based on the questionnaire results, the statement "*Saat menggunakan buku teks, saya cenderung pasif dalam latihan membaca*" reveals that students are aware that their motivation to practice reading using textbooks makes them passive in the process. This is evident from the fact that 61.1% of respondents agreed with the statement, and 27% strongly agreed. This indicates that many students consciously evaluate their passive behavior when practicing reading using textbooks. Another 11.1% disagreed or strongly disagreed, indicating that very few students acknowledged their passive behavior during English reading practice.

Kahoot membuat suasana latihan membaca menjadi lebih menyenangkan daripada metode konvensional.

18 jawaban

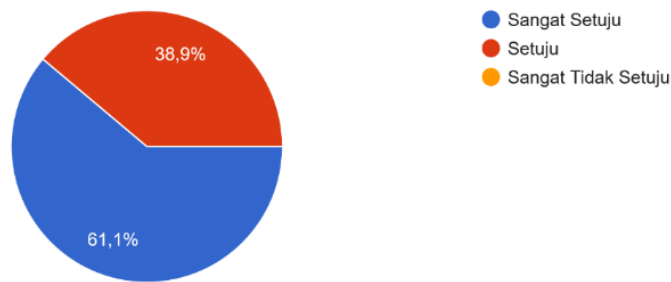


Figure 18. Kahoot Makes the Learning Environment More Enjoyable

Based on the questionnaire results, the statement "*Kahoot membuat suasana latihan membaca menjadi lebih menyenangkan daripada metode konvensional*" was found. Figure 15 shows that digital learning applications like Kahoot play a significant role in supporting students' reading comprehension because using the Kahoot app makes learning more enjoyable. More than half of respondents (61.1%) strongly agreed with this statement, and 38.9% agreed.

Saya lebih mudah memahami isi teks bacaan saat latihan menggunakan Kahoot.

18 jawaban

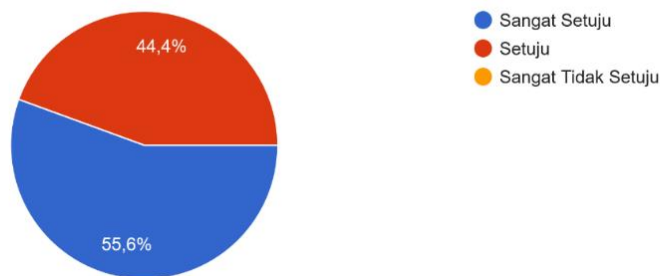


Figure 19. Kahoot Helps Students Understand Texts and Reading Materials More Easily.

Based on the questionnaire results, the statement "*Saya lebih mudah memahami isi teks bacaan saat latihan menggunakan Kahoot*" was answered. Examination of Figure 16 shows that technical issues remain a significant factor affecting students' ability to comprehend reading materials. Nearly half of respondents (55.6%) strongly agreed that issues such as images and monotonous displays in textbooks reduce students' comprehension levels, and 44.4% of respondents agreed with this statement.

Latihan membaca dengan buku teks membuat saya lebih fokus pada penerjemahan kata.

18 jawaban

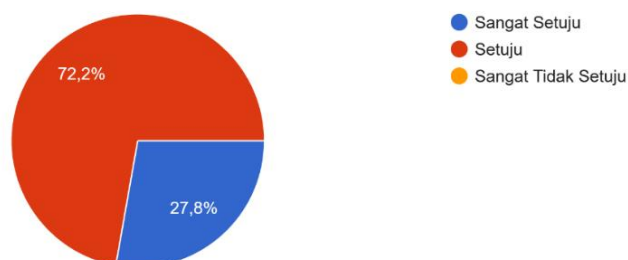


Figure 20. Using Textbooks Helps Students Focus on Translating Words

Based on the questionnaire results, the statement "*Saya lebih mudah memahami isi teks bacaan saat latihan menggunakan Kahoot*" highlights the unexpected fact that more than half of respondents

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(72.2%) agreed that reading using textbooks helps students focus more on translating words, and 27.8% strongly agreed. This indicates that most students recognize the appeal of digital applications like Kahoot in the learning process. It is noteworthy that no participants chose to disagree or strongly disagree, indicating that students generally view Kahoot as a learning tool capable of improving their reading skills.

Pertanyaan berbasis Kahoot membantu saya memahami ide pokok dan detail bacaan.

18 jawaban

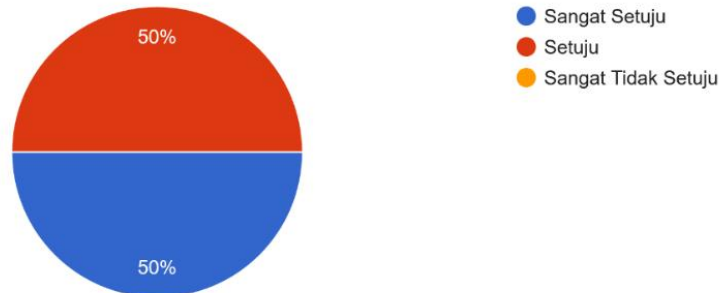


Figure 21. Kahoot Helps Students Understand the Main Ideas and Details of a Reading.

Based on the questionnaire results, the statement "*Pertanyaan berbasis Kahoot membantu saya memahami ide pokok dan detail bacaan*" is highlighted. Figure 18 shows that digital learning applications like Kahoot play a crucial role in helping students understand the main ideas and details of a reading. Besides being well-designed, the Kahoot application also offers an attractive interface, making it comfortable for users to use. This is evident in the statement that 50% of respondents strongly agree and 50% agree.

Pemahaman membaca saya lebih baik dengan Kahoot dibandingkan metode konvensional.

18 jawaban

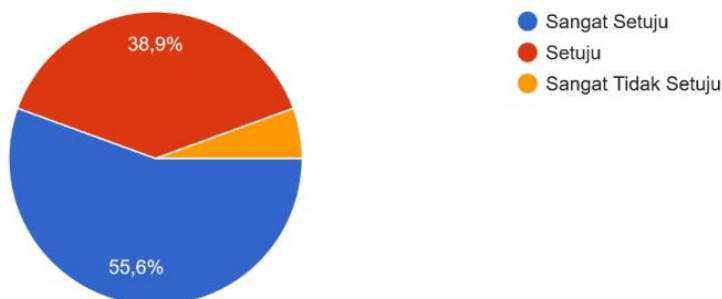


Figure 22. Improved Reading Comprehension When Using Kahoot

Based on the questionnaire results for the statement "*Pemahaman membaca saya lebih baik dengan Kahoot dibandingkan metode konvensional*". Figure 19 shows that 55.6% of respondents strongly agreed and 38.9% agreed that their reading comprehension was better with Kahoot than with conventional methods. This means that 94.5% of respondents responded positively, indicating that Kahoot is considered effective in improving reading comprehension.

Only 5.5% of respondents disagreed, likely due to differing preferences or specific challenges. Overall, Kahoot has a positive impact on reading learning.

Latihan membaca menggunakan Kahoot lebih mudah dan praktis dibandingkan buku teks.

18 jawaban

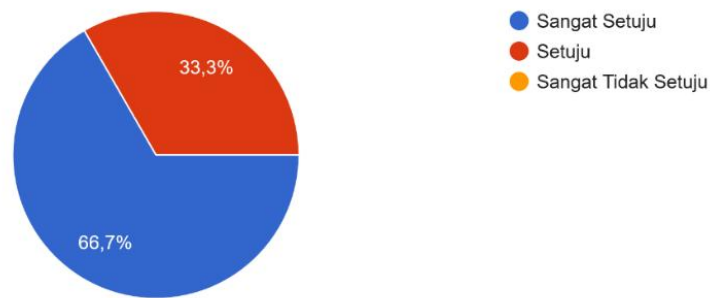


Figure 23. Using Kahoot is Easier and More Practical

Based on the questionnaire results, regarding the statement “*Latihan membaca menggunakan Kahoot lebih mudah dan praktis dibandingkan buku teks*”. Figure 20 shows that 66.7% of respondents strongly agreed and 33.3% agreed. No respondents disagreed or strongly disagreed.

These results indicate that 100% of respondents responded positively, concluding that Kahoot is considered easier and more practical to use for reading practice than textbooks. The high percentage of "strongly agree" indicates that the majority of respondents found Kahoot to be easy, practical, and efficient as a learning tool.

Saya merasa lebih nyaman mengerjakan soal reading melalui Kahoot.

18 jawaban

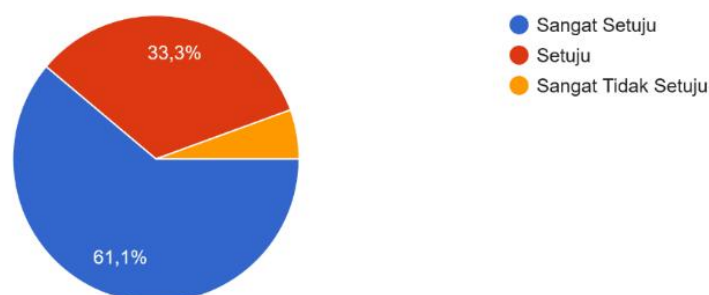


Figure 24. Kahoot Makes Students More Comfortable

Based on the questionnaire results, regarding the statement “*Saya merasa lebih nyaman mengerjakan soal reading melalui Kahoot*”. Figure 21 shows that 66.1% of respondents strongly agreed and 33.3% agreed, indicating a positive attitude toward using Kahoot. This indicates that most participants felt more comfortable and found it helpful when working on reading questions using this medium.

Meanwhile, 5.6% of respondents disagreed, possibly due to differences in learning preferences or specific challenges in using Kahoot. Overall, these results indicate that Kahoot creates a more comfortable environment for working on reading questions for most respondents.

Latihan membaca menggunakan buku teks membutuhkan waktu lebih lama.
18 jawaban

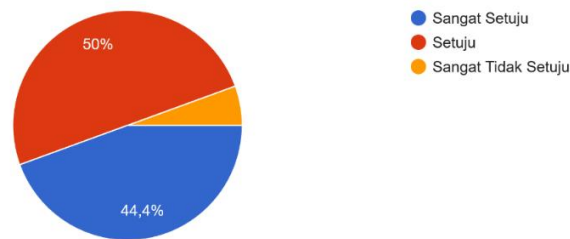


Figure 25. Reading Using A Textbook Takes Longer.

Based on the questionnaire results for the statement "*Latihan membaca menggunakan buku teks membutuhkan waktu lebih lama*". Figure 22 shows the questionnaire results. 44.4% of respondents strongly agreed and 50% agreed that reading practice using a textbook takes longer. Therefore, 94.4% of respondents agreed with this statement. 5.6% of respondents disagreed, and none strongly disagreed. This finding indicates that textbooks are perceived as less time-efficient by the majority of respondents.

Penggunaan Kahoot memudahkan saya mengetahui hasil latihan membaca secara langsung.
18 jawaban

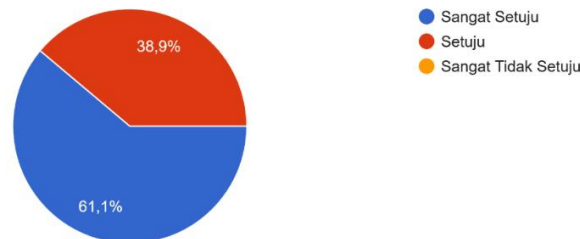


Figure 26. Kahoot Makes It Easy For Students to See Their Practice Results Immediately.

Based on the questionnaire results, the statement "*Penggunaan Kahoot memudahkan saya mengetahui hasil latihan membaca secara langsung*" was answered. 61.1% of respondents strongly agreed, and 39.9% agreed. No respondents disagreed or strongly disagreed.

These findings indicate that all respondents (100%) responded positively, concluding that Kahoot is effective in providing immediate feedback on reading practice results. This indicates that the instant results feature in Kahoot supports transparency and fast and efficient learning evaluation.

Kahoot lebih efektif digunakan untuk latihan membaca dibandingkan metode konvensional.
18 jawaban

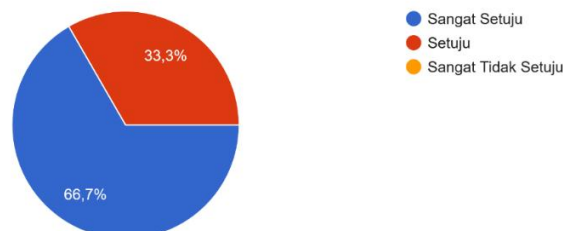


Figure 27. Kahoot Is Effective For Reading Practice

Based on the questionnaire results, regarding the statement "*Kahoot lebih efektif digunakan untuk latihan membaca dibandingkan metode konvensional*". 66.7% of respondents strongly agreed, and 33.3% agreed. No respondents disagreed or strongly disagreed.

Cumulatively, 100% of respondents responded positively, indicating a strong perception of Kahoot's effectiveness in reading practice. The predominance of "strongly agree" indicates a

high level of confidence in Kahoot's superiority over conventional methods. Thus, Kahoot can be viewed as a more effective learning medium for supporting reading practice.

Saya lebih memilih latihan membaca menggunakan Kahoot daripada buku teks.

18 jawaban

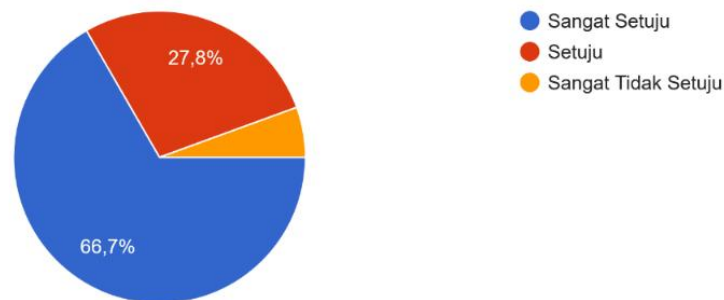


Figure 28. Choosing Kahoot over Textbooks

Based on the questionnaire results, regarding the statement "*Saya lebih memilih latihan membaca menggunakan Kahoot daripada buku teks*". 66.7% of respondents strongly agreed and 27.8% agreed that they prefer reading practice using Kahoot over textbooks. 94.5% of respondents indicated a positive preference for Kahoot. 5.5% of respondents disagreed. Overall, these findings indicate that Kahoot is preferred as a reading practice tool over textbooks.

Penggunaan Kahoot membuat pembelajaran reading lebih bermakna bagi saya.

18 jawaban

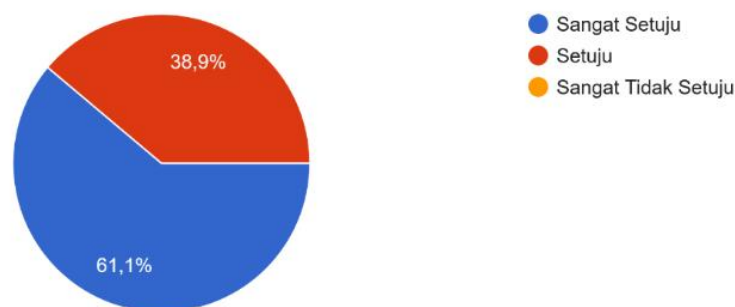


Figure 29. Kahoot Makes Learning More Meaningful

Based on the questionnaire results for the statement "*Penggunaan Kahoot membuat pembelajaran reading lebih bermakna bagi saya*". 61.1% of respondents strongly agreed and 39.9% agreed, while no respondents disagreed or strongly disagreed.

Systematically, these results indicate that all respondents (100%) responded positively to this statement. This finding indicates that using Kahoot can enhance the meaning of reading learning by increasing student engagement, motivation, and comprehension more effectively than conventional methods.

Kombinasi Kahoot dan buku teks lebih baik daripada hanya menggunakan metode konvensional.

18 jawaban

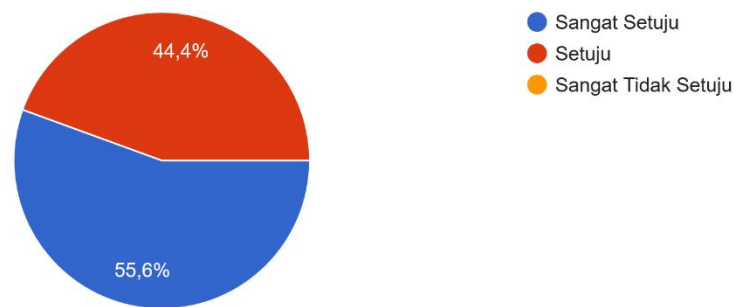


Figure 30. Combining Kahoot with Textbooks

Based on the questionnaire results, regarding the statement "*Kombinasi Kahoot dan buku teks lebih baik daripada hanya menggunakan metode konvensional*". 55.6% of respondents strongly agreed, 44.4% agreed, and no respondents disagreed.

Overall, 100% of respondents responded positively, indicating that the combination of Kahoot and textbooks was perceived as more effective than conventional methods alone. This finding indicates that integrating interactive media and textbooks can improve learning effectiveness, student engagement, and optimal understanding of the material.

Table 2. Output Statistic Descriptive

Statistic	Score
Mean	69,82352941
Median	72
Mode	68
Standard Deviation	8,240413325
Sample Variance	67,90441176
Kurtosis	-0,793575032
Skewness	-0,597456903
Range	26
Minimum	54
Maximum	80

Based on the results of descriptive statistical calculations on the student questionnaire data, the mean was 69.82, with a median of 72 and a mode of 68. The higher median value than the mean indicates that the majority of student responses were above the mean. This indicates that student responses to the use of Kahoot-based learning tended to be positive.

The standard deviation value of 8.24 indicates that the data distribution is moderate, meaning that there is not a significant variation in responses between students. This is supported by the variance value of 67.90, indicating that the questionnaire data is relatively homogeneous.

Based on the skewness value of -0.59, the data distribution is negatively skewed, indicating that most students gave high scores to the questionnaire statements. Furthermore, the kurtosis value of -0.79 indicates that the data distribution is platykurtic, meaning that the peak is flatter than a normal distribution.

The data range was 26, with a minimum score of 54 and a maximum score of 80, indicating that the difference between the highest and lowest scores was not significant. Overall, these descriptive statistics indicate that student responses to Kahoot-based learning were good, with a relatively even and consistent distribution of data.

CONCLUSIONS

Based on the results of research conducted on XI grade students of SMA Muhammadiyah 4 Porong, it can be concluded that the use of the Kahoot application has a positive impact on student engagement, motivation, and understanding in learning to read English. Compared with conventional learning models, the application of Kahoot as an interactive learning medium has been proven to be able to significantly increase student activity and participation. The game-based approach, competition, instant feedback, and attractive and user-friendly design create a more interactive, enjoyable, and student-centered learning atmosphere. In addition, Kahoot encourages collaboration and healthy competition among students, so that the classroom atmosphere becomes more active and conducive. The visual features and direct feedback also help students understand the reading text more thoroughly. Therefore, Kahoot can be considered an effective and innovative learning medium in English reading practice, and shows that the integration of technology in the learning process is very relevant and effective in the digital era. Teachers are advised to integrate Kahoot or similar learning applications to increase student involvement, motivation, and understanding in learning English.

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