The Effect of Kahoot! Game to Teaching Reading Comprehension Achievement

Shella Septina Marsa
E-mail: shllasptina@gmail.com
STKIP Nurul Huda Sukaraja, Belitang, Indonesia

Hastuti Retno Kuspiyah
E-mail: retno@stkipnurulhuda.ac.id
STKIP Nurul Huda Sukaraja. Belitang, Indonesia

Eka Agustina
E-mail: ekaagustina@stkipnurulhuda.ac.id
STKIP Nurul Huda Sukaraja, Belitang, Indonesia

Abstract

Kahoot! Game is one of the advancements in learning technology. It can facilitate and motivate the students for being active and understanding the content of the text. This study aimed to find out whether there is or not any significant difference between the students who are taught by using Kahoot! Game and the students who are taught by using a conventional game and to find out the impact of using Kahoot!. Altogether in this study, the writer used an explanatory sequential mixed method design which involving 39 students of the fourth-semester students of the English Education Program of STKIP Nurul Huda by using a reading comprehension test for quantitative data and observation, questionnaire, and interview for qualitative data. The findings were the effect of Kahoot! Game in teaching reading comprehension achievement is a very high impact on engagement, perception and motivation, and positive attitude. It influenced students' reading comprehension achievement. Therefore, it can be concluded that the use of Kahoot! Game with high engagement, perception, motivation, and positive attitude of the students can influence their reading comprehension achievement.

INTRODUCTION

Industrial revolution 4.0 is about enhancing attainment by artificial intelligence and it has transformed a new challenge in teaching-learning activities. However, Hussin (2018, p. 92) stated that education is affected by industrial revolution 4.0 which name is Education 4.0. So, to follow this era people have to master international language. One of the languages that people use in this era is English. According to Hariharasudan & Kot (2018, p. 2), in the digital era, the most commonly preferred language is English. It is one of the languages in the world and every language has four skills. Powers (2010, p. 1) said that there are four different modes of communication to which language researchers often refer, they are: listening, reading, writing, and speaking. Among those four skills, the skill which has complicated act highly is reading skill. In reading course, the activities of teaching-learning are focused on reading for comprehension because students are expected to be able to interpret the content of the text.

Unfortunately, the Program for International Student Assessment (PISA) of Organization for Economic Co-operation and Development (OECD) which has been published in 2018 entitles "PISA 2018 Result (Volume I): *What Students Know and Can Do*" reported that Indonesia has a score 371 for students' reading performance and it put far below the OECD's average is 487 (OECD, 2019). Based on data from PISA, it was able to conclude that Indonesia is at 72nd place for reading performance. It means that reading performance in Indonesia still low.

From the writer's observation and interview with the lecturer of the English Education Program of STKIP Nurul Huda Sukaraja, the writer found some problems in the students' reading comprehension achievement, especially in the fourth-semester students. *First*, most of the students are so interesting in their tools of Information and Communication Technology (ICT) like smartphones and laptops, so they are not able to focus on the course. *Second*, many students have less motivation, so they are passive in the reading course. *Finally*, many students have uninterested in reading comprehension achievement. However, it is not effective to promote language acquisition.

In compliance with the explanation above, the writer is interested to use Kahoot! Game to help the students in reading comprehension achievement and divert their useless activities. Wang (2015, p. 218) defined that a game-based student response system is able to make the learning process in the classroom become a game show temporarily is known as Kahoot!. It was able to be accessed through tools of ICT like laptops, smartphones, or others.

From the explanation above, the writer used Kahoot! Game as an alternative game in teaching reading comprehension for the fourth-semester students of the English Education Program of STKIP Nurul Huda Sukaraja because this game can facilitate and motivate the students for being active and understanding the content of the text. However, Nurcihan Yürük's (2019) study conducted the data through 20 items questionnaire by including 15 participants to determine the perceptions of the use of Kahoot! Game. The result of this study explained that the students were able to engage actively in the lessons and they were able to master the target language effectively and enjoy learning English by using Kahoot! Game. Meanwhile, Hui-Hua Chiang's (2020) study found that Kahoot!

Game can cause better in a reading class for presenting warm-up activities and administering assessments. The data was collected through 29 questionnaires by including 65 sophomore students. Nonetheless, further study is necessary to refine and explain statistical results in quantitative data by exploring participants' views in more depth including qualitative data by obtaining the qualitative result by using observation, questionnaire, and interview.

Research Questions
Above all, this study was aimed to answer the following problems :
1. Is there any significant difference between the students who are taught by using Kahoot! Game in reading comprehension achievement and the students who are taught by using a conventional game in reading comprehension achievement at the fourth-semester students of English Education Program of STKIP Nurul Huda Sukaraja?
2. What is the impact of using Kahoot! Game in teaching reading comprehension achievement at the fourth-semester students of English Education Program of STKIP Nurul Huda Sukaraja?

LITERATURE REVIEW
Reading Comprehension
Reading is about comprehending all of the components in a text, it is called reading comprehension. However, in reading comprehension, there is a deeper meaning in elaborating the text. Based on Klingner, Vaughn, & Boardman (2007, p. 8), there is a highly complex process in reading comprehension which is called multi-component, it does not only involve some interactions which occur among the readers and what they have brought to the text, but also the variables which are related to the text.

From the explanation above, by reading comprehension, people can understand and reach much information from the text

Game-based Students Response System (GSRSs)
Game-based learning or gamification is about using games as learning tools (Chiang, 2020, p. 33). As developments appeared so fast, teachers' smartphones controlling wireless projectors, students' smartphones enabling them to respond instantly in the classes, and teachers' tablets helping them to arrange different classroom activities are just some part of this super-fast development in gamification techniques. Meanwhile, Wang & Lieberoth (2016, p. 737) said that game-based student response systems (GSRSs) is a development of game-based learning in a learning environment.

However, game-based students response system are defined as game-based systems which some interactive quizzes project are designed by the teacher which as learning material that students can respond to the questions by using their own digital devices like a game show (Licorish et al., 2017, p. 755). Despite that, the game-based student response system is different from the student response system. It focuses more on how to engage, to give motivation to the students, and make a fun class during the process of learning.

In brief, game-based student response systems can be used to motivate students and increase students' engagement in the class.

Kahoot! Game

Wang (2015, p. 218) defined that Kahoot! is known as a game-based student response system that changes the classroom atmosphere to become more fun and engagement like a game show temporarily. Meanwhile, the concept of Kahoot! is combining an SRS, the infrastructure had by the schools, the students' digital devices, social networking, and gaming become one platform of learning (Wang & Tahir, 2020, p. 2). By using Kahoot! is expected to the process of teaching-learning will give an impact on students' achievement, motivation, attitudes, and perceptions.

Nevertheless, Wang and Tahir (2020, p. 2) explained that Kahoot! Game has three purposes, they are increasing students' engagement, motivation, enjoyment, and concentration to make higher their learning process in the class. Kahoot! Game is able to be used to teach skills and increase learning outcomes. Whereas, Wang (2015, p. 218) explained that in increasing the students' engagement, the playful and colorful graphics and audio is used by Kahoot!. It means that the audio and colorful graphics in Kahoot! are able to give motivation to the students during playing the game. However, Kahoot! is able to be used in a multitude of levels of education as K-12 and university grade, company offices, settings of social, and the events of major sporting and cultural (Golubeva, 2018). So, Kahoot! Game can be used in elementary till university grade.

In this respect, Kahoot! Game can be used for creating interesting quizzes, discussions, and surveys in teaching reading comprehension achievement. So, the teachers can use this game in the class and make learning more interesting and enjoyable.

Whereas, Iona (2017, p. 84) explained that Kahoot! has four types. They are:

1. Survey

   The number of question has no limits with picture or video which associated with the questions and also there are two till four multiple-choice answers which nor right and wrong. They are similar to traditional surveys but the question is given in real-time and answered by their own devices.

2. Discussion

   It is designed to facilitate making a conversation that the picture or video which associated. However, the audience must be used to gather opinions on the latest topics. It has a limited time to answer and no points that are involved. The results of the activity will be displayed in the front as the basis for their discussion.

3. Quiz

   The number of the question also has no limits with picture or video which associated with the questions and have two or four multiple-choice answers but must be at least one correct answer to be chosen also have limited time in answering each question which can be individually set for five seconds till two minutes.

4. Jumble.

   It is an order sorting version of the quiz Kahoot! which makes the audiences put things consecutively. It is used to ask questions about the chronological or progressive order.

However, Gündüz & Akkoyunlu (2020, p. 481) stated that in the learning environment, Kahoot! Game has many advantages:
1. Creating a game that makes the players feel enjoyable and has a specified topic.
2. Offering to anyone for creating easily tests by using types of Kahoot! game.
3. Being able to access easily by using digital devices.
4. Having rich audio and visual as a facility in learning appropriate with gamified substructure.
5. Providing an output which participants' performances which is able to be analyzed.

METHOD
The writer used the mixed method as the method of this study which means that used quantitative method and qualitative method to answer the formulations of the problem. As stated by Pardede (2019, p. 232) that in mixed-method, there is a combination of qualitative and quantitative which making the design becomes rich because it is able to add words, pictures, and narrative. Creswell (2014) stated that combining or integration of two research and data which is called quantitative and qualitative in a research study is known as mixed-method. So, mixed-method is defined as the methodology of research that mixing quantitative and qualitative data within a study. Besides that, Creswell and Plano-Clark (2006, p 59) explained that mixed-method has four types of designs which are known as triangulation design, embedded design, explanatory design, and exploratory design. Meanwhile, the writer used an explanatory sequential mixed method design in this study.

Creswell (2014) said that the explanatory sequential design has a quantitative background strongly or from the latest fields to the qualitative approach is known as the explanatory sequential mixed-methods approach. The process of explanatory sequential mixed methods design as follow:
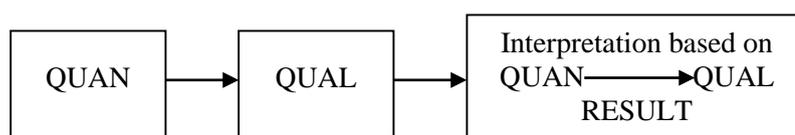

Figure 1. Creswell and Plano-Clark (2006, p. 59)

Quantitative Method
For the quantitative method, the writer used quasi-experimental as the research design. Quasi-experiment is one of the assignments, but it is not a random assignment of participants in groups (Creswell, 2012, p. 309). Whereas, there are two groups in a quasi-experimental design. They are known as the experimental group and control group that is given the pre-test and post-test sample which use both of them obtained by not random which technique to represent population. Here, quasi-experimental design by Creswell (2012, p. 310) can be drawn in Table 1:

Table 1. Quasi Experimental Design

Pre- and Posttest Design		Time	
Control Group	Pre-test	No Treatment	Post-test
Experimental Group	Pre-test	Experimental Treatment	Post-test

Qualitative Method

For the qualitative method, the writer used a qualitative descriptive study as the design of the study. Sandelowski (2000, p. 337) defined that the combination of sampling which has typically eclectic but reasonable and well-considered with the collecting data, analysis, and re-presentational techniques is known as qualitative descriptive design. Meanwhile, Kuspiyah (2016, p. 55) added that determining and reporting things is a descriptive study that happens naturally, there is no control over the condition and the situation, and it is able only to measure what has been existed. So, the qualitative descriptive study has offered a summary comprehensively about the events in everyday terms.

Participants

Moreover, the population of the study was all of the fourth-semester students of the English Education Program of STKIP Nurul Huda Sukaraja with a total number was 39 students consisting of 2 classes. The sample of this study was class the 4th of EEP B as a control group with a total of 9 students and the 4th of EEP C as an experimental group with a total of 30 students. Therefore, the writer chose purposive sampling to take the sample with a total number was 39 students.

Instruments

Besides, the data was conducted based on quantitative data and qualitative data. They were conducted by reading comprehension test as quantitative data, and observation, questionnaire, and interview as qualitative data. They were used because it was considered the most reliable way to get the information. However, the writer administered: 1) reading comprehension test as the instruments to obtain the students' reading comprehension achievement, 2) observation, questionnaire, and interview to obtain the students' engagement, perception, motivation, and attitude.

Reading Comprehension Test

The writer used a reading comprehension test which consists of the pre-test and post-test with similar topic material to conduct the data about the students' ability in reading comprehension achievement. The pre-test was given before the writer did treatments, for seeing the student's reading comprehension ability. Post-test was given to the students after did treatments, for knowing the students reading comprehension ability after treatment. However, the writer gave a reading comprehension test to the students which

were constructed in 25 items test with the time allocation for pre-test and post-test was 55 minutes and the type of the question was multiple choice.

Observation
In this study, students' actions were divided based on visual and auditory. The observation was adapted from Mohd Muhridza et al. (2018, p. 41). Moreover, Muhridza et. al described that the observation rubric focuses on five aspects. Meanwhile, the writer took four aspects. The observation conducted in the eighth meeting and two observers observed the students' engagement.

Questionnaire
In this study, there were 26 questions of a total questionnaire which is adapted from Chiang (2020, pp. 37–38) and Lin et al.'s (2018, p. 575) study which consist of 8 items to measure students' perception, 5 items to measure students' motivation and 13 items to measure students' attitude towards Kahoot! Game. However, for analyzing the data, the writer used the Likert scale and scored them: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Neutral (N), 2 for Disagree (D), and 1 for Strongly Disagree (SD). Then, the writer calculated, determined the score range for each set of questionnaire, and drew the score interpretation in the continuum diagram as follows:

Perception item
- Maximum score of perception item = 30x5= 150 x 8 = 1.200
- Minimum score of perception item = 30x1 = 30 x 8 = 240
- Score range of perception item = 1.200 – 240 = 960

Table 2. Total Score Interpretation of Perception Item

| Score	Interpretation
961 – 1.200	Very high
721 – 960	High
481 – 720	Medium
241 – 480	Low
240	Very low
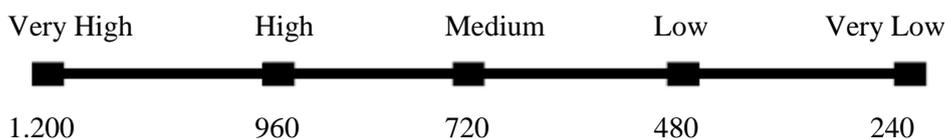
Figure 2. Continuum Diagram of Perception item

Motivation item
- Maximum score of motivation item = 30 x 5 = 150 x 5 = 750
- Minimum score of motivation item = 30 x 1 = 30 x 5 = 150
- Score range of motivation item = 750 – 150 = 600

Table 3. Total Score Interpretation of Motivation Item

Score	Interpretation
601 – 750	Very high
451 – 600	High
301 – 450	Medium
151 – 300	Low
150	Very low

Very High	High	Medium	Low	Very Low
▆	▆	▆	▆	▆
750	600	450	300	150
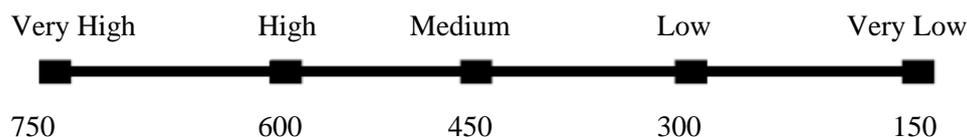
Figure 3. Continuum Diagram of Motivation item

Attitude item
- Maximum score of attitude item = 30 x 5= 150 x 13 = 1.950
- Minimum score of attitude item = 30 x 1 = 30 x 13 = 390
- Score range of attitude item = 1.950 – 390 = 1.560

Table 4. Total Score Interpretation of Attitude Item

Score	Interpretation
1.561 – 1.950	Very high
1.171 – 1.560	High
781 – 1.170	Medium
391 – 780	Low
390	Very low

Very High	High	Medium	Low	Very Low
▆	▆	▆	▆	▆
1.950	1.560	1.170	780	390
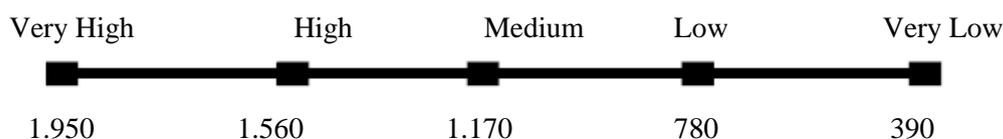
Figure 4. Continuum Diagram of Attitude item

Interview

This study used semi-structured types of research interviews because it was more flexible than a structured interview. It also allowed for discovery or elaboration of the information which was important to students but might not have been thought by the writer previously. The writer interviewed 4 students of the fourth semester of the English Education Program of STKIP Nurul Huda Sukaraja. However, the instrument of the interview was adapted from Licorish et al.'s (2018, p. 8) study.

Procedures

Firstly, the writer collected and analyzed quantitative data, afterwards the qualitative data was also collected and analyzed to help explaining or elaborate on the quantitative results obtained in the first phase. It means that by using quantitative data, the writer analyzed the descriptive statistics of pre-test and post-test, normality, homogeneity, and Independent t-$_{test}$ by using SPSS version 25.00 and for qualitative data, the writer refined and explained the results of the statistical more depth by observing and exploring students' view. Whereas, quantitative data was collected from the first meeting until the eighth meeting and qualitative data was collected on the ninth meeting.

FINDINGS AND DISCUSSION

Quantitative Data

1. *Is there any significant difference between the students who are taught by using Kahoot! Game in reading comprehension achievement and the students who are taught by using a conventional game in reading comprehension achievement at the fourth-semester students of English Education Program of STKIP Nurul Huda Sukaraja?*

Firstly for the quantitative method, the writer presented the findings of quantitative data which was already done. The findings were shown in Table 5, Table 6, and Table 7:

Table 5. The results of the descriptive statistic of pre-test

Groups	N	Minimum	Maximum	Mean	SD
Experimental Group	30	32	80	52,00	13,120
Control Group	9	44	72	57,33	10,198

From Table 5 above, it was obtained that both groups obtained minimum score was 32 and 44, the maximum score was 80 and 72, mean was 52,00 and 57,33, and SD was 13,120 and 10,198 respectively. It means that the students of both groups were suitable for treatment.

Table 6 The results of descriptive statistics of post-test

Groups	N	Minimum	Maximum	Mean	SD
Experimental Group	30	60	100	79,60	10,095
Control Group	9	48	84	66,67	12,961

From Table 6 above, it was obtained that both groups obtained minimum score was 60 and 48, the maximum score was 100 and 84, mean was 79,60 and 66,67, and SD was 10,095 and 12,961 respectively. It shows that the students who were taught by using Kahoot! Game gained a higher score than the students who were taught by conventional game.

Table 7. The Results of Normality, Homogeneity, and Independent t-test

	Statistical Analysis					
	Normality		Homogeneity	Sample	Independent t-test	
	Kolmogorov-Smirnov	Shapiro	Levene		Ha	Ho
Kahoot!_Game	,142	,220	,187	39	3,157	Rejected
Conventional_Game	,200	,493			Accepted	

Based on Table 7 above, the result of the normality test by using Kolmogorov-Smirnov showed that the significant value of Reading Comprehension by using Kahoot! Game and the conventional game were higher than 0,05 level which has 0,142 for the experimental group and 0,2 for the control group. It means that the data was considered normally distributed. However, the result of the homogeneity test by using Levene statistic was found that the value of sig. was 0,187. It was higher than the value of sig. 0,05. So, it means that the samples of the experimental and control group were homogeneous. Meanwhile, the value of the Independent t-test showed that t-obtained was higher than t-table (3,157 > 2,042). Finally, the writer concluded that the alternative hypothesis (Ha) of this study was accepted and the null hypothesis (Ho) of this study was rejected. It means that there was any significant difference between students who are taught by using Kahoot! Game and students who are taught by using conventional Game in reading comprehension achievement.

Qualitative Data
2. What is the impact of using Kahoot! Game in teaching reading comprehension achievement at the fourth-semester students of English Education Program of STKIP Nurul Huda Sukaraja?

The writer conducted a study by using a qualitative method after conducted a study by using a quantitative method. The writer presented the findings as follows   :

1. **The Result of Observation in the Experimental Group**
   Firstly, the writer conducted the Kahoot! Game quiz results in each meeting during doing the treatments, the score shot was obtained on the platform itself to see the overall performance of each group with regards to their reading comprehension achievement. From the data of the score shot, the writer found that the students' engagement on Kahoot! Game is high engagement. Because from 6 meetings for the treatment almost all of the group participated on Kahoot! Game with the total correct answer always increased in every meeting.
   Secondly, the data from the observation rubric was tallied and tabulated. The total tallies for each aspect and the characteristics (visual) were totaled in order to see the engagement made by the groups. They were as follows :
   a.   Teacher's Engagement with the students

The writer is a person who introducing Kahoot! Game to the students. The writer makes sure that the students to acquaint and be familiar with Kahoot! Game, so they can understand how to use it. However, The writer has made the activities run smoothly with her best by motivating the students to engage on Kahoot! Game by giving the rewards in every meeting.

b.   The students' engagement

Generally, the engagement is good, with the majority of the group participated in Kahoot! Game by displaying outward expressions of happiness and enthusiasm on their photos even some students submitting late.

c.   The interaction between group members

Meanwhile, this game is not only a race against other teams but also a race against time. So, most of the students discussed their answers by private or group chatting deliberately and every group decide to let one person in their groups answer the question based on what they discussed before.

d.   The interaction between different groups.

However, the interaction between the groups can be seen when the quiz scores are being compared with the others. Every group has strong competitiveness and the students feel satisfied when they are in the top 5.

2.   The Result of Questionnaire in the Experimental Group

The writer calculated, determined the score range for each set of questionnaire, and drew the score interpretation in the continuum diagram as follows:

Table 8. Respondents' perceptions toward Kahoot! Game

No	Statements	Levels of agreement (N=30)					Item Score
		SD (1)	D (2)	N (3)	A (4)	SA (5)	
1.	Kahoot! Game helps students retain learning for a longer time by comparing with the conventional learning environment,	0	1	5	19	5	118
2.	Kahoot! Game increases successful learning.	1	2	3	9	14	120
3.	Kahoot! Game motivates cooperative learning.	1	1	2	14	12	125
4.	Kahoot! Game improves the effectiveness of the course.	0	3	4	15	8	118
5.	Kahoot! Game can achieve active learning. .	1	1	1	18	9	123
6.	Kahoot! Game makes activities more fun.	0	2	3	11	14	127
7.	Kahoot! Game enables learners to express themselves easily	0	2	7	10	11	120
8.	Kahoot! Game can improve students' ability to think quickly.	1	2	3	9	15	125
	Total Score	4	15	30	110	81	
	Total Score X Option Value	4	30	90	440	405	
	Total Score of students' perception of Kahoot! Game	969					

Perception (969)

| Very High	High	Medium	Low	Very Low
1.200	960	720	480	240
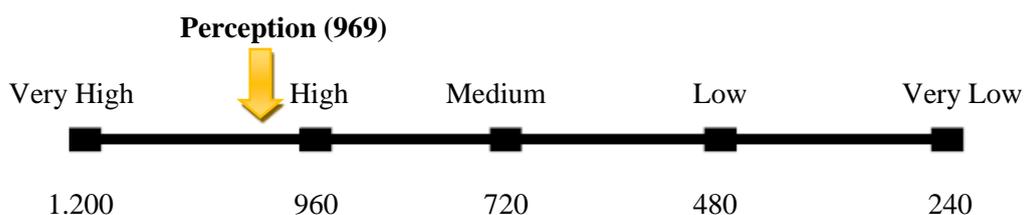
Figure 5. Continuum Diagram of Perception item

By referring to Table 8 and Figure 5, it proved that Kahoot! Game has given a very high impact on students' perception, it resulted in a total score of 969 in the "very high" range of the score interpretation.

Table 9. Respondents' motivation toward Kahoot! Game

No	Statements	SD (1)	D (2)	N (3)	A (4)	SA (5)	Item Score
9.	Using Kahoot! Game in teaching can improve students' learning motivation	0	1	3	20	6	121
10.	Kahoot! Game's timed answer method can stimulate students' excitement.	0	1	7	13	9	120
11.	Through social media sharing activities, learning motivation can be improved.	0	3	2	13	12	124
12.	Kahoot! Game's scoring system motivates students to become one of the top five students.	1	1	2	16	10	123
13.	Using Kahoot! Game in class encourages learners.	1	3	4	12	10	117
	Total Score	2	9	18	73	48	
	Total Score X Option Value	2	18	54	292	240	
	Total Score of students' motivation of Kahoot! Game	606					

Motivation (606)

| Very High	High	Medium	Low	Very Low
750	600	450	300	150

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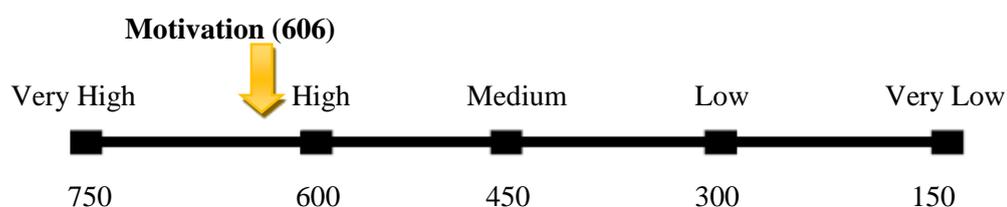
Figure 6. Continuum Diagram of Motivation item

Based on Table 9 and figure 6 above, it proved that Kahoot! Game has given a very high impact on students' motivation, it resulted in a total score of 606 in the "very high" range of the score interpretation.

Table 10. Respondents' attitudes toward Kahoot! Game

| No	Statements	SD (1)	D (2)	N (3)	A (4)	SA (5)	Item Score
14.	I look forward to playing Kahoot! Game	0	1	7	14	8	119
15.	I find Kahoot! Game interesting.	0	4	2	15	9	119
16.	I find Kahoot! Game fun.	1	0	4	16	9	122
17.	I feel excited when playing Kahoot! Game	1	1	3	12	13	125
18.	I enjoy playing Kahoot! Game	1	2	1	14	12	124
19.	I feel positive when playing Kahoot! Game	1	2	0	13	14	127
20.	I focus on the items or questions in each Kahoot! Game session.	0	3	4	17	6	116
21.	I respond to each item or question in each Kahoot! Game session.	0	3	5	16	6	115
22.	I like the competitiveness in our Kahoot! Game sessions.	0	2	3	13	12	125
23.	I am motivated by the prospect of winning in these Kahoot! Game sessions.	1	2	2	18	7	118
24.	I pay more attention during lectures because I hope to win in the Kahoot! Game sessions.	0	2	4	15	9	121
25.	I am eager to learn via Kahoot! Game	0	2	3	16	9	122
26.	Kahoot! Game should be used in higher education.	1	2	5	16	6	114
	Total Score	6	26	43	196	119	
	Total Score X Option Value	6	52	129	784	595	
	Total Score of students' attitudes of Kahoot! Game	1566					
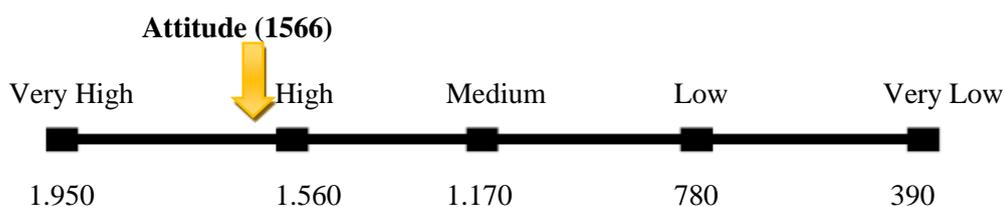
Attitude (1566)

Figure 7. Continuum Diagram of Attitude item

According to Table 10 and Figure 7 above, it proved that Kahoot! Game has given a very high impact on students' motivation, it resulted in a total score of 1.566 in the "very high" range of the score interpretation.

3. The Result of Interview in the Experimental Group

The writer asked interviewees some questions related to the use of Kahoot! Game during the critical reading course. They were also asked to give some suggestions and describe their own general experience with Kahoot! Game. Meanwhile, the sample of questions included " How do you feel about the changes in the critical reading classroom dynamics brought about by Kahoot! Game?" and "Do you feel that Kahoot! increase/decrease your engagement during the critical reading course, and how did it increase/decrease?"

Students' engagement

The writer found that the students have more interaction and engagement by using Kahoot! Game in a critical reading course. 3 informants of 4 informants stated that Kahoot! is a new thing differently for them during the college course and it makes them finding new experiences in the reading course. However. Informant 1 said that there is a limited time which makes her more excited and enjoyable to engage in the critical reading course by using Kahoot! Game.

> *"Learning Kahoot! Game is fun because there is a limited time that makes us more excited and also it is immediately given a point so it is a game based on students response systems which become fun and enjoyable." (Informant 1)*

Meanwhile, Kahoot! Game helps students to increase their engagement during lectures, such as discussing questions with peers and answering the questions on the platform. As Informant 2 said that participate in Kahoot! Game platform is a way to know about Kahoot! Game's work. However, Informant 4 stated that discussing their answer with their peers makes them being competitive and motivated.

> *"...I feel like I have to participate in the critical reading course to know how this game works." (Informant 2)*

> *"I was not used to discussing with my team, but I have more discussion to try to answer the question and get Top 5. We are being competitive and motivated." (Informant 4)*

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Kahoot! Game makes students more focused on the course. It could be also used as a revision. It means that engaging Kahoot! Game makes the students can evaluate their mistakes because of Kahoot! Game always gives which one the right answer on the platform.

> *"Kahoot! Game makes me more focused in this course. Answering the question on Kahoot! Game needs my focus because where I answer it and get wrong, I will know the right answer and sure I learn something from it. It is like a fun game to get people engaged and evaluate their mistakes that related to the question."* (Informant 3)

Students' attitude

There is a positive impact on students' attitudes which are felt by students during the lecture. The students feel enjoyable, fun, motivated, and excited to follow the course by using Kahoot! Game and it increases students' engagement in a critical reading course.

> *"....I feel that this game enough increases my engagement during the critical reading course I can express what I think, even though it is silent, I still have an idea on my mind...."* (Informant 2)

Despite the positive impact on students' attitude of the use of Kahoot! Game. Two students mentioned that Kahoot! Game harm their learning experience such as Kahoot! Game decreased their engagement if they do it in the group because they just send one member to participate on the platform. However, two students others stated that Kahoot! Game is an optional fun way of interacting and learning in course but it should not always be used to retain learning for a longer time.

> *"...I am personally involved quite well but when in the group, it decreased enough because only one person who represented. So, it is less effective to play in the group..."* (Informant 1)

> *"...But, these all only in individually session, not for the group. I mean like my team cannot participate on the platform, we just send a person"* (Informant 3)

> *"...The lecture should not always use this game to retain learning for a long time. I mean that Kahoot! Game can be great option to make the classroom more interactive and motivated."* (Informant 2)
> *"...It can be an optional fun way of interacting and learning in course but not for a longer time. I mean it is like an entertaining in the course."* (Informant 4)

Besides that based on the interview, The students reported that Kahoot! Game cannot only use in higher education, but also in junior education or elementary education because of Kahoot! Game can be used for increasing vocabulary and grammar.

"...I think not only in higher education, but also Kahoot! Game can be used in junior education or elementary school with other skill like grammar or vocabulary." (Informant 4)

CONCLUSION

From the data above, the writer was able to answer the formulations of the problem of this study. Firstly, the quantitative data showed that there is any significant difference between students who are taught by using Kahoot! Game and students who are taught by using a conventional game in reading comprehension achievement at the fourth-semester students of English Education Program of STKIP Nurul Huda Sukaraja. Secondly, the qualitative data showed that there are impacts of Kahoot! Game in teaching reading comprehension achievement at the fourth-semester students of English Education Program of STKIP Nurul Huda Sukaraja. Those are students who have a very high impact on perception, motivation, and positive attitude.

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