THE IMPLEMENTATION OF KAHOOT IN TEACHING READING COMPREHENSION AT ELEVENTH GRADE OF SMK TEKNOLOGI YPL LIRIK

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ABSTRACT

The rapid advancement of educational technology has significantly transformed English language teaching, particularly in the domain of reading comprehension. This study investigates the implementation of Kahoot, an interactive game-based learning platform, in teaching reading comprehension to eleventh-grade students at SMK Teknologi YPL Lirik. Reading comprehension remains one of the most challenging skills for Indonesian EFL learners, often due to limited vocabulary, lack of motivation, and passive learning environments. Kahoot offers a dynamic alternative by integrating gamification elements into classroom instruction. The purpose of this study is to describe and analyze how Kahoot is implemented in teaching reading comprehension, as well as to explore students' responses and teachers' challenges in its application. This research employs a qualitative descriptive method, with data collected through classroom observation, in-depth interviews with the English teacher, and questionnaires distributed to the students. The findings reveal that Kahoot is implemented in three main stages: pre-activity, whilst-activity, and post-activity. During implementation, students demonstrated increased engagement, enthusiasm, and active participation compared to conventional learning settings. The competitive and collaborative features of Kahoot contributed to students' motivation to read and understand texts more carefully. However, several challenges were identified, including internet connectivity issues, device availability, and the need for adequate preparation time from the teacher. The study concludes that Kahoot is an effective supplementary tool in reading comprehension instruction when supported by adequate technological infrastructure and proper pedagogical planning.

Keywords: *Kahoot, reading comprehension, game-based learning, EFL, qualitative*

INTRODUCTION

In the modern era of education, technology plays a pivotal role in reshaping teaching and learning processes. The integration of digital tools in the classroom has become increasingly important as educators seek innovative ways to enhance student engagement and learning outcomes. One area where technology has made a significant impact is language teaching, particularly in the teaching of reading comprehension in English as a Foreign Language (EFL) contexts. Reading comprehension is widely recognized as a fundamental skill that underpins academic success, yet many students continue to struggle with it, especially in non-native language settings.

SMK Teknologi YPL Lirik is a vocational high school located in Indragiri Hulu Regency, Riau Province, Indonesia. English is taught as a compulsory subject, and reading comprehension constitutes a major component of the English curriculum at this level. However, based on preliminary observations and interactions with the English teacher at the school, it was found that many eleventh-grade students exhibited low motivation and passive attitudes toward reading activities. The conventional approach of assigning printed reading texts and comprehension questions has proven insufficient in sustaining student interest and engagement.

Kahoot is a cloud-based educational platform that allows teachers to create and deliver quizzes, discussions, and surveys in a game-like format. First launched in 2013, Kahoot has gained widespread adoption in educational institutions around the world due to its ability to make learning interactive, competitive, and enjoyable. Research has shown that game-based learning tools like Kahoot can positively influence student motivation, participation, and comprehension (Ismail & Mohammad, 2017; Wang, 2015). The gamification features of Kahoot—such as real-time leaderboards, time-limited questions, and immediate feedback—are believed to stimulate higher engagement levels among learners.

Despite the growing body of literature on Kahoot's effectiveness in language teaching, there remains a gap in research examining its specific implementation in reading comprehension instruction within Indonesian vocational school contexts.

Most existing studies focus on general language skills or are conducted in different educational settings. This study, therefore, seeks to fill this gap by exploring how Kahoot is implemented in teaching reading comprehension at SMK Teknologi YPL Lirik and what students' and teachers' experiences are in this process.

The significance of this research lies in its potential contribution to EFL pedagogy, particularly for Indonesian vocational school teachers who are seeking practical and technologically supported strategies to improve students' reading comprehension abilities. By documenting the implementation process and its outcomes, this study provides valuable insights for educators, curriculum developers, and researchers interested in educational technology and language teaching.

LITERATURE REVIEW

Reading Comprehension in EFL Context

Reading comprehension refers to the process of constructing meaning from written texts by interacting with the language and ideas presented (Grabe & Stoller, 2011). In EFL contexts, reading comprehension involves additional challenges because learners must simultaneously decode unfamiliar linguistic structures while trying to extract meaning. Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. For EFL learners, this process is often complicated by limited vocabulary knowledge, inadequate background knowledge, and insufficient exposure to authentic English texts.

In Indonesian high schools, reading comprehension is given significant attention in the English curriculum. Students are expected to understand a variety of text types, including descriptive, narrative, recount, analytical exposition, and procedure texts (Kemendikbud, 2016). However, research consistently shows that Indonesian EFL learners face considerable difficulties in reading comprehension, attributable to factors such as low reading motivation, limited vocabulary, and reliance on passive learning methods (Nasution, 2019; Puspita, 2020). These

challenges highlight the need for innovative instructional approaches that can stimulate students' interest and improve comprehension outcomes.

Game-Based Learning in Language Teaching

Game-based learning (GBL) is an educational approach that incorporates game elements-such as competition, rewards, rules, and challenges—into the learning process to enhance motivation and engagement (Prensky, 2001). In language teaching, GBL has been shown to create a low-anxiety environment where learners feel more comfortable taking risks and making mistakes (Krashen, 1982). The affective filter hypothesis by Krashen suggests that when learners are relaxed and motivated, they are more receptive to language input, which can facilitate acquisition.

Several studies have demonstrated the positive effects of game-based learning on language learners' engagement and performance. Mayer (2019) found that students who participated in game-based learning activities showed significantly higher levels of motivation compared to those in traditional classrooms. Similarly, Plass, Homer, and Kinzer (2015) argued that well-designed educational games can support deep learning by providing meaningful contexts for practicing language skills. In the context of reading comprehension, games that require students to read, interpret, and respond to textual information can effectively scaffold comprehension skills.

Kahoot as an Educational Tool

Kahoot is a web-based platform that enables teachers to create interactive quizzes and learning games that students can participate in using their smartphones or computers (Wang & Lieberoth, 2016). The platform operates in a game-show format where questions are displayed on a shared screen, and students submit their answers via personal devices within a set time limit. Points are awarded for correct answers, and faster responses earn more points, encouraging both accuracy and speed. The leaderboard displayed after each question fosters a sense of friendly competition among students.

Research on Kahoot's use in educational settings has yielded consistently positive results. Ismail and Mohammad (2017) found that Kahoot significantly

increased students' engagement and reduced anxiety in English language classes. Licorish, Owen, Daniel, and George (2018) reported that students who used Kahoot demonstrated improved attentiveness and understanding compared to those in non-Kahoot classes. Plump and LaRosa (2017) noted that Kahoot was particularly effective in consolidating vocabulary and comprehension at the end of lessons. These findings suggest that Kahoot has considerable potential as a tool for teaching reading comprehension in EFL contexts.

Implementation of Technology in Indonesian EFL Classrooms

The implementation of technology in Indonesian EFL classrooms has been a subject of growing interest among researchers and educators. The Indonesian government has encouraged the integration of technology in education through various programs, including the provision of digital learning resources and teacher training initiatives (Kemendikbud, 2020). However, challenges such as uneven infrastructure, limited digital literacy among teachers, and inadequate device availability continue to hinder widespread technology adoption, particularly in rural areas (Darimi, 2017).

Studies on technology integration in Indonesian EFL classrooms have shown that when implemented effectively, digital tools can significantly enhance students' language learning experiences (Rahimi & Miri, 2014; Yudhiantara & Nasir, 2017). In vocational schools, where students often have lower academic motivation compared to their counterparts in academic high schools, innovative technology-based approaches are especially needed. Kahoot, with its accessible interface and engaging format, offers a promising solution for teachers at schools like SMK Teknologi YPL Lirik.

RESEARCH METHOD

This study employs a qualitative descriptive research design. According to Creswell (2014), qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. A descriptive approach was chosen because the primary aim of this study is to describe and explain the implementation of Kahoot in teaching reading

comprehension as it naturally occurs in the classroom, without manipulation of variables.

The research was conducted at SMK Teknologi YPL Lirik, a vocational high school in Indragiri Hulu Regency, Riau Province, Indonesia. The participants of this study consisted of one English teacher and 32 eleventh-grade students from the Department of Automotive Engineering. The teacher was selected purposively because she is the one responsible for teaching English, including reading comprehension, to the eleventh-grade students and has experience using Kahoot in her teaching practice.

Data in this study were collected through three main instruments: classroom observation, in-depth interviews, and student questionnaires. Classroom observations were conducted over six meetings during the second semester of the 2023/2024 academic year. The researcher observed and recorded how the teacher implemented Kahoot in reading comprehension lessons, focusing on the stages of implementation, teacher-student interactions, and students' responses. Field notes were taken during each observation session to document significant events and behaviors.

In-depth interviews were conducted with the English teacher to explore her perspectives on using Kahoot, the challenges she encountered, and her strategies for integrating the platform into reading comprehension instruction. The interview was semi-structured, guided by a set of questions prepared in advance while allowing for flexibility to probe deeper into emerging themes. Additionally, a questionnaire consisting of 20 items on a Likert scale was distributed to the 32 student participants to gauge their perceptions and attitudes toward the use of Kahoot in reading comprehension learning.

Data analysis followed the model proposed by Miles, Huberman, and Saldana (2014), which involves three concurrent flows of activity: data condensation, data display, and conclusion drawing/verification. Triangulation was employed to ensure the validity of the findings, cross-referencing data from observations, interviews, and questionnaires. Member checking was also conducted by sharing

the preliminary findings with the teacher participant to confirm the accuracy of the interpretations.

FINDINGS AND DISCUSSION

Implementation of Kahoot in Reading Comprehension Teaching

The findings of this study reveal that the English teacher at SMK Teknologi YPL Lirik implemented Kahoot in reading comprehension teaching through three main stages: pre-activity, whilst-activity, and post-activity. This structure aligns with the general framework of language teaching recommended by Richards and Rodgers (2014), which emphasizes the importance of preparation, execution, and consolidation in each lesson.

In the pre-activity stage, the teacher prepared the Kahoot quizzes before the lesson by selecting a reading text appropriate for the eleventh-grade curriculum and constructing comprehension questions based on the text. The questions covered various comprehension aspects, including identifying the main idea, determining specific details, understanding vocabulary in context, and making inferences. The teacher ensured that the difficulty level of the questions was varied to accommodate different student proficiency levels. Students were instructed to access the Kahoot platform using their smartphones by entering the game PIN provided by the teacher. This stage typically lasted approximately ten minutes.

During the whilst-activity stage, which constituted the core of the lesson, students first read the selected text independently or in pairs. The teacher then launched the Kahoot game, displaying questions related to the text on the classroom projector. Students competed to answer each question within the allotted time, with their scores displayed on the leaderboard after each round. The immediate feedback feature of Kahoot allowed students to instantly know whether their answers were correct, prompting discussion and clarification from the teacher when incorrect answers were prevalent. This stage lasted approximately 30 to 40 minutes.

In the post-activity stage, the teacher reviewed the results of the Kahoot session with the class, discussing questions that many students answered incorrectly and re-explaining the relevant reading comprehension concepts. Students were

given the opportunity to ask questions and clarify misunderstandings. The teacher also used this stage to provide additional context about the reading text, expanding students' vocabulary and background knowledge. This reflective stage is consistent with the principles of formative assessment, where learning is adjusted based on ongoing evidence of student understanding (Black & Wiliam, 1998).

Students' Responses Toward Kahoot Implementation

The questionnaire results indicate that the majority of students responded positively to the use of Kahoot in reading comprehension learning. Approximately 84.37% of students agreed or strongly agreed that Kahoot made reading comprehension lessons more interesting and enjoyable. Similarly, 81.25% of students reported that Kahoot motivated them to read the text more carefully in order to answer the questions correctly. These findings support the claim by Ismail and Mohammad (2017) that Kahoot enhances student motivation and engagement in EFL learning contexts.

Classroom observations corroborated the questionnaire findings, as students demonstrated noticeably higher levels of participation and enthusiasm during Kahoot sessions compared to conventional reading lessons. Students were observed leaning forward toward their screens, actively reading the texts, and engaging in spontaneous discussions with their peers about the correct answers. The competitive element of the leaderboard appeared to motivate even students who typically showed low engagement in regular lessons. This observation aligns with the findings of Wang and Lieberoth (2016), who noted that the competitive features of Kahoot have a positive effect on student attention and involvement.

During the interview, the teacher noted that students who were previously reluctant to participate in reading activities became more willing to engage when Kahoot was used. She stated that the game format reduced the anxiety often associated with comprehension tasks, as students perceived the activity as a game rather than a test. This observation is consistent with Krashen's (1982) affective filter hypothesis, which posits that lowering learner anxiety facilitates language acquisition. The immediate and non-threatening feedback provided by Kahoot

appears to create a psychologically safe environment for learners to engage with reading tasks.

Challenges in Implementing Kahoot

Despite the positive outcomes, the study identified several challenges in implementing Kahoot in the reading comprehension classroom. The most frequently cited challenge by both the teacher and students was internet connectivity. SMK Teknologi YPL Lirik is located in a semi-rural area where internet access can be unstable, and during some sessions, connectivity issues caused delays and disruptions. This finding is consistent with Darimi's (2017) observation that inadequate technological infrastructure remains a significant barrier to technology integration in Indonesian schools, particularly outside major urban centers.

A second challenge was the availability and adequacy of student devices. While most students owned smartphones, not all devices were compatible with the Kahoot interface, and some students experienced difficulties accessing the platform due to outdated operating systems or insufficient mobile data. This necessitated device-sharing arrangements in some instances, which somewhat diminished the individual competitive experience that Kahoot is designed to provide. The teacher addressed this by encouraging students to pair up when device issues arose, turning the activity into a collaborative rather than purely individual exercise.

A third challenge identified was the time required for preparation. Creating well-structured Kahoot quizzes that are aligned with the reading comprehension objectives requires considerable effort and planning from the teacher. The teacher interviewed in this study acknowledged spending an average of two hours preparing each Kahoot session, a time investment that may not be feasible for all teachers, particularly those with heavy workloads. This challenge underscores the importance of teacher training and institutional support in the successful integration of educational technology (Ertmer & Ottenbreit-Leftwich, 2010).

CONCLUSION

This study has examined the implementation of Kahoot in teaching reading comprehension to eleventh-grade students at SMK Teknologi YPL Lirik. The findings demonstrate that Kahoot is implemented through a structured three-stage process comprising pre-activity preparation, whilst-activity game-based learning, and post-activity review. The implementation of Kahoot was found to have a positive impact on students' engagement, motivation, and willingness to participate in reading comprehension activities. Students responded enthusiastically to the game-based format, and the immediate feedback mechanism supported their comprehension development.

However, the study also identified challenges related to internet connectivity, device availability, and preparation time that must be addressed for Kahoot to be effectively integrated into reading comprehension instruction. These challenges highlight the need for schools to invest in technological infrastructure and provide teachers with adequate training and preparation time. It is recommended that future research examine the long-term impact of Kahoot on students' reading comprehension achievement, as well as explore how Kahoot can be adapted for low-connectivity environments.

The findings of this study contribute to the growing body of literature on game-based learning in EFL contexts and provide practical insights for English teachers in Indonesian vocational schools seeking to incorporate technology into their reading comprehension instruction. With proper planning, sufficient resources, and pedagogical support, Kahoot has the potential to serve as an effective and engaging tool for developing reading comprehension skills among eleventh-grade EFL learners.

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