

**STUDENTS' PERCEPTIONS OF USING KAHOOT! AS GAME
BASED LEARNING TO ENHANCE STUDENTS READING
COMPREHENSION IN RECOUNT TEXT
THESIS**

**Submitted as one of the requirements to fulfill
the requirements to obtain a Bachelor's degree
in English Education.**



Organized By :

MARSHANDA AZMI FAWAZ

Student Number : 2103046138

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY SEMARANG
2024/2025**

THESIS PROJECT STATEMENT

I am as the student with the following identity:

Name : Marshinda Azmi Fawaz
Student ID : 2103046138
Department : English Education Department
Title : STUDENT'S PERCEPTIONS OF USING KAHOOT! IN EFL
CLASSROOM TO ENHANCE THEIR MOTIVATION

Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

Semarang, 11 Maret 2023

The Researcher,



Marshinda Azmi Fawaz
NIM 2103046138

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof.Dr. Harko (Kampus II) Ngaliyan Telp.024-7601295 Fax. 024-7615387 Semarang 50183

RATIFICATION

Thesis with the Following Identity :

Title : STUDENTS' PERCEPTIONS OF USING KAHOOT! AS GAME BASED
LEARNING TO ENHANCE STUDENTS READING COMPREHENSION
IN RECOUNT TEXT
Name of Student : Marshanda Azmi Fawaz
Student Number : 21030461138
Department : English Language Education

Had been ratified by the board of examinee of the education and teacher training faculty of UIN
Walisongo Semarang and can be received as one of any requirement for gaining a Bachelor's
Degree in English Education .

Semarang, 24st April 2025

THE BOARD OF EXAMINERS

Chairperson,

Vina Darismurayya, M.App Ling
NIP. 199305132020122006

Secretary,

Nadiah Ma'mun, M.Pd
NIP. 197811032007012016

Examiner I,

Dr. Siti Mariani, M.Pd
NIP. 196507271992032002



Examiner II,

Aurwalia Firdin Izza, M.Pd
NIP. 198203012020122005

Advisor,

Nadiah Ma'mun, M.Pd
NIP. 197811032007012016

ADVISOR NOTE



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Harko (Kampus II) Ngaliyan Telp. 024-7661298 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To :

The dean of Education and Teacher Training Faculty
Walisongo State Islamic University
Semarang

Assalamu'alaikum, wr.wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : STUDENTS' PERCEPTIONS OF USING KAHOOT! AS
GAME BASED LEARNING TO ENHANCE STUDENTS'
READING COMPREHENSION IN RECOUNT TEXT
Name of Student : Marshanda Azmi Fawaz
Student Number : 2103046138
Department : English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munasqosyah session.

Wassalamu'alaikum Wr. Wb.

Semarang, 24 April 2025

Advisor,

Nadiyah Ma'man, M.Pd.
NIP. 197811032007012016

ABSTRACT

**Title : Students' Perceptions Of Using Kahoot! As
Game Based Learning To Enhance Students
Reading Comprehension In Recount Text**

**Author : Marshanda Azmi Fawaz
Nim 2103046138**

This study aimed to explore how Kahoot! is implemented in the EFL classroom to enhance students' reading comprehension of recount texts, and how students perceive its use as a game-based learning platform. This research used a descriptive qualitative method, focusing on the experiences of junior high school students during English learning activities involving Kahoot!. The participants included 15 eighth-grade students from SMP Islam Al Azhar 29 BSB City, Semarang, in the 2024/2025 academic year. Data were collected through classroom observations, semi-structured interviews with students, and triangulation interviews with one English teacher to ensure the credibility and validity of the findings. The data were analyzed using the Miles and Huberman interactive model, consisting of data reduction, data display, and conclusion drawing. The findings revealed that the implementation of Kahoot! made the reading class more interactive, fun, and effective, especially in helping students identify the structure of recount texts. Most students perceived Kahoot! as easy to use and helpful in improving their focus, motivation, and reading confidence. According to the Technology Acceptance Model (TAM), these results reflect high levels of both Perceived Usefulness and Perceived Ease of Use, which supported the students' acceptance of Kahoot! in the classroom. However, some challenges such as time constraints and internet connectivity were also noted. Overall, Kahoot! was seen as a beneficial game-based learning tool that supports reading comprehension in EFL classrooms by combining engaging digital features with active learning strategies.

Keywords: Game- based learning, Kahoot, Reading Comprehension, Recount Text, Student Perceptions.

MOTTO

بِالْعَمَلِ وَالْإِيمَانِ فِي اللَّهِ وَبِالْحَيَاةِ أَسْهَلُ

“With effort and trust in Allah, life becomes easier and more beautiful.”

“Your destiny will not change if you don't fight for it.”

(Marshanda Azmi Fawaz)

ACKNOWLEDGMENT

Bismillahirrohmanirrohim,

Praise is always given to Allah SWT as the most beneficial, and the most merciful who blessed me so that this thesis is accomplished. Shalawat and salam also raised to Prophet Muhammad SAW, who brings ummah from the darkness into the brightness era.

In arranging this thesis, I realize that many people were willing to help, whether directly or indirectly. Hence, in this chance, the researcher would like to express great appreciation to:

1. Prof. Dr. H. Fatah Syukur, M.Ag as the Dean of the Faculty of Education and Teacher Training of Walisongo State Islamic University.
2. Dra. Nuna Mustikawati, M.Pd. as the head of English Language Education and Thesis Advisor for her patience and willingness to provide guidance, helpful corrections, advice, as well as a suggestion and encouragement during the consultation.
3. Nadiah Ma'mun, M.Pd. the academic advisor for her patience and willingness to provide guidance, advice, as well as a suggestion and encouragement during college period.
4. All lecturers of English Language Education Department who give input and advice to the

researcher while conducting this study.

5. My beloved parents, Father Noor Chamdhi and Mother Eva Umi Nasriyah, who have helped me by providing attention, love, enthusiasm, finance and prayers that have never stopped pouring out for my smooth and successful completion of college and this thesis. I can't say anything. I can only say thank you for everything you have given me. Then thank you very much for my beloved brother Wildan and sister Asfarina who have provided support, motivation, and attention that is very meaningful.
6. I would like to take this moment to sincerely thank myself for the unwavering determination, resilience, and commitment that have enabled me to reach this important milestone. Throughout the many challenges, moments of doubt, and sacrifices, I remained steadfast in my pursuit. Completing this thesis is not merely an academic achievement, but also a testament to my personal growth and perseverance. I am deeply grateful to myself for having the courage to continue, even when the journey seemed overwhelming.
7. My lovely Sister Hana Laila Safira who has been a source of enthusiasm in my journey to complete this thesis. The support, motivation, and warmth given are invaluable encouragement for me to keep going. May the kindness and affection that have been given be rewarded in abundance. Thank you for

everything.

8. My sincere gratitude goes to my best friends, Mutiara Zazkia. Thank you for being part of this journey, accompanying every joy and sorrow during college, and being an encouragement when tired and almost giving up on completing this thesis. Your togetherness, laughter, and endless support make everything feel lighter.
9. My lovely boyfriend Ahmad Mansyur al Maturidi, who are present not only as a lover, but also as the best friend, the greatest encouragement, and the most comfortable home in my life journey. Thank you for coming into my life and being an important part of every process I go through, including when completing this thesis. When I almost gave up, you were there with words of encouragement. When I felt tired and lost my way, you faithfully accompanied me, reminding me of the goals and dreams we wanted to achieve together. Every bit of your attention, support, and understanding became an invisible force that I felt the impact of. Your presence is one of the reasons why I can finish this all with a grateful heart. Hopefully, after this thesis sheet is finished, we can together open new sheets of life. Together face every challenge and write new stories.
10. My lovely ex, Siget M.S, who has unwittingly become a source of encouragement, thank you

for the memories and valuable lessons, the support that has been imparted is still my motivation to complete this thesis. although bitter, may your life go well.

11. To Sri Wahyuningsih, thank you for being my friend and part of my journey in Semarang. Thank you for your kindness, togetherness, and memories.
12. Those who cannot be mentioned one by one who has supported me to finish this thesis.

Finally, I realize that this thesis is far from the perfect arrangement. Therefore, I will be happily accepting any constructive suggestions to make this thesis better.

Semarang, February 24, 2025

The Researcher,

Marshanda Azmi Fawaz
NIM 210304613

TABLE OF CONTENTS

THESIS STATEMENT	II
RATIFICATION	III
ABSTRACT	2
MOTTO	4
ACKNOWLEDGMENT	5
TABLE OF CONTENTS	9
CHAPTER I.....	11
INTRODUCTION	11
A. Research Background	11
B. Research Question	17
C. Research Objective	17
D. Research Limitation	18
E. Research Significance.....	18
CHAPTER II	21
LITERATURE REVIEW.....	21
B. Research Gap	27
C. Literature Review	28
CHAPTER III.....	51
METHODOLOGY	51
A. Research Methodology	51
B. Research Design	51
C. Research Participants	53

D. Researcher's Role.....	54
E. Data Collection Techniques	54
F. Data Analysis Instruments.....	55
G. Data Analysis Method	61
H. Research Analysis Procedure	64
CHAPTER IV	65
RESULT AND DISCUSSION.....	65
A. Findings	65
B. Discussion.....	72
CHAPTER V.....	76
CONCLUSION.....	76
A. Conclusion	76
B. Suggestion	81
REFERENCES	86
APPENDICES	88
Appendix I. Letter of Research Permission.....	88
Appendix II, Interview Sheet For Students	89
Appendix III, English Interview Transcript.....	118
Appendix IV, Observation Sheet.....	122
Appendix V, Link Video.....	131
CURRICULUM VITAE	138

CHAPTER I

INTRODUCTION

This chapter consists of research background, research questions, research objectives, and research significance.

A. Research Background

Reading comprehension is widely recognized as a fundamental component of language learning. It refers to a complex cognitive process that involves decoding symbols (words) and constructing meaning from written texts (Snow,C.E.2002). In English as a Foreign Language (EFL) classrooms, the ability to comprehend reading materials is not only vital for academic achievement but also for the development of other language skills such as writing and speaking (Grabe, 2009). When students understand what they read, they are more likely to acquire new vocabulary, recognize grammatical patterns, and internalize language structures. One type of text that is commonly taught in the EFL curriculum at the secondary level is Recount text. This genre serves to describe a particular person, place, object, or phenomenon in detail, using vivid

language and specific features (Gerot and Wignell 1994).

In the context of *Kurikulum Merdeka*, which is currently implemented in Indonesian junior high schools (SMP), reading comprehension is considered an essential component of language learning that supports students' literacy and communication competence. One of the key text types emphasized in Grade VIII English instruction is the recount text. According to the *Capaian Pembelajaran (CP)* for Phase D (equivalent to Grades VII–IX), students are expected to comprehend and produce texts that express personal experiences, events, and factual information. The recount text genre helps students recount events in chronological order, using appropriate time connectives, past tense verbs, and relevant details to describe past activities.³ Through reading recount texts, students develop the ability to identify sequence, main events, specific information, and the writer's intention skills that are critical for effective reading comprehension. Moreover, the inclusion of meaningful and personal content in recount texts makes them highly relatable, thus offering a more engaging reading experience for learners.

Despite its importance, many students encounter significant difficulties in reading comprehension. These difficulties often stem from various factors, including limited vocabulary, lack of reading strategies, insufficient background knowledge, and low interest in the reading material (Nation, 2009). One specific genre that presents a challenge for EFL learners is the recount text. Recount texts, which aim to retell past experiences in chronological order, require readers to understand the sequence of events, time markers, and cause-effect relationships. According to (Anderson, M., & Anderson, K. 2003), readers must be able to identify the orientation, series of events, and reorientation in a recount structure to fully comprehend the message being conveyed. Moreover, many students struggle with inference-making and understanding implied meanings within personal recounts, especially when unfamiliar cultural references or idiomatic expressions are involved. These challenges can hinder students' ability to comprehend the overall flow and intention of the text. Without adequate reading strategies, students may only read at the surface level, missing key information and connections needed for deeper comprehension.

Additionally, traditional approaches to teaching reading—such as silent reading followed by comprehension questions—tend to be monotonous, passive, and demotivating for students (Day & Bamford, 1998). These methods may fail to capture students' attention or encourage deep engagement with the text.

In recent years, educators and researchers have increasingly emphasized the need for innovative, student-centered approaches to improve reading comprehension and make learning more engaging. One such approach is Game-Based Learning (GBL). GBL is a learning model that integrates game elements—such as competition, rewards, points, challenges, and immediate feedback—into instructional activities to promote student motivation, participation, and learning outcomes (Plass et al., 2015). Research has shown that GBL can significantly enhance learners' engagement and cognitive involvement, which are key factors in the development of reading skills (Hamari et al., 2014).

Among the various digital tools that support GBL, Kahoot! has emerged as a popular platform used by educators worldwide. Kahoot! is an online game-based learning platform that allows teachers to create

interactive quizzes and surveys, which students can participate in using their smartphones, tablets, or computers (Wang, A. I.2015).Its game-like environment includes music, colorful visuals, time-bound questions, and leaderboards, which help create a fun, competitive atmosphere in the classroom.

The use of Kahoot! in teaching reading has several pedagogical benefits. Firstly, it encourages active engagement by prompting students to pay closer attention to reading materials in order to answer questions correctly and quickly (Licorish et al., 2018). Secondly, Kahoot! provides immediate feedback, allowing both students and teachers to identify areas of misunderstanding and address them promptly (Ismail et al., 2019). Thirdly, the interactive and social aspects of Kahoot! can reduce the anxiety that often accompanies traditional assessments and create a more relaxed learning environment (Piskorz., 2016). These factors can ultimately lead to improved comprehension, especially when applied to specific text types such as recount texts, which require understanding of event sequences, time connectors, and the chronological flow of past experiences. Given these potentials, it is important to

investigate students' perceptions of using Kahoot! in reading instruction, particularly how they perceive its impact on their engagement and understanding of Recount texts. Students' perceptions play a crucial role in determining the success of any learning innovation, as positive attitudes can lead to deeper participation and better learning outcomes. By exploring how students respond to the use of Kahoot! as a game-based learning tool, educators can gain insights into its effectiveness, and potentially refine teaching strategies to better support reading comprehension in EFL classrooms.

Therefore, this study aims to explore the perceptions of junior high school students regarding the use of Kahoot! in the classroom to enhance their reading comprehension of Recount texts. The findings of this study are expected to contribute to the development of more effective and engaging reading instruction models, particularly in contexts where English is taught as a foreign language.

B. Research Question

This research aims to provide a picture of the complex reality of Junior High School students' perspectives on their motivation in learning English. Specifically, this research seeks to answer the following questions:

1. How is the implementation of using kahoot to enhance their reading comprehension of Recount text?
2. How does student perceptions of using kahoot as game based learning to enhance their reading comprehension of Recount text?

C. Research Objective

In accordance with the research questions, the objectives of this study are:

1. To describe how Kahoot! is implemented in the english class to enhance reading comprehension of Recount text
2. To describe students' perceptions of using Kahoot! as a game-based learning tool in improving their reading comprehension, particularly in Recount text.

D. Research Limitation

This research is limited to the implementation and students' perceptions of using Kahoot! as a game-based learning tool to enhance reading comprehension of Recount text. The study is conducted in one specific setting, which is class 8B of SMP Al Azhar 29 BSB City, Semarang, during the academic year of 2024/2025.

Therefore, the findings of this study may not be generalized to other classes, schools, or educational levels.

E. Research Significance

The results of this study are intended to make a positive contribution both theoretically and practically:

Theoretical Significance

The findings of this study are expected to be used as a reference for other researchers and additional information for readers regarding students' perceptions of the use of kahoot to increase students' motivation in learning English.

Practical Significance

The researcher hopes that the results of this study can be used practically by researchers, teachers, students, and future researchers for the following purposes:

1. For researchers and teachers

This research can offer insights for English teachers on the use of Kahoot! as an alternative interactive learning strategy to increase student engagement and improve reading comprehension, especially in learning descriptive texts.

2. For researchers and teachers

This research can offer insights for English teachers on the use of Kahoot! as an alternative interactive learning strategy to increase student engagement and improve reading comprehension, especially in learning Recount texts.

3. For learners

Through the findings of this study, students may become more aware of the benefits of using educational technology such as Kahoot! to enhance their motivation and participation in reading activities. It is hoped that this approach can create a more enjoyable and effective learning experience.

4. For other researchers

The study can serve as a reference for future researchers who are interested in exploring the use of game-based learning tools in language education, particularly in reading comprehension. It may also open opportunities for further investigation in different educational settings or with different language skills.

CHAPTER II

LITERATURE REVIEW

This chapter discusses previous research and the theoretical review of this study.

A. Previous Research

Several studies have examined how students feel about using Kahoot! to increase their Reading Comprehension in Recount Text. The researcher studied previous works relevant to this issue before starting this research. Some of these studies offered insightful information that influenced and directed the current research. The main conclusions of this important research are outlined in this section.

According to (Chiang, 2020) The results of the study on students' perceptions towards the use of Kahoot! in language learning are divided into three parts: students' general perceptions, differences in perceptions based on gender, and perceptions towards the use of Kahoot! as an evaluation tool. In general, students showed a positive attitude towards using Kahoot! in EFL reading classes, although there were some negative views regarding its use as a test tool. There were no differences in perceptions based on gender. The findings support the affective filter

hypothesis and provide implications for EFL teachers and future research. This article discusses the use of Kahoot! in improving reading comprehension and shows students' positive perceptions, similar to the findings in my thesis which focused on recount texts in junior high school using TAM theory. The difference is that Hui-Hua Chiang's research was conducted in higher education with an experiential learning approach. Although the context and theories are different, both concluded that Kahoot! is effective in increasing motivation and reading comprehension.

According to (Korkmaz & Öz, 2021) This study showed that the use of Kahoot! significantly improved EFL university students' reading ability, with an increase in scores from 67.89 to 83.76 and a positive correlation between students' attitudes and reading outcomes ($r = .541$, $p < .001$). No significant differences by gender were found. Student responses were generally positive, especially in terms of motivation. However, this study has limitations such as small sample size and no control group. The researcher concluded that Kahoot! is effective in increasing engagement and reading comprehension, although it is not ideal as the only formal assessment tool. My thesis and

Korkmaz & Öz's (2021) article both concluded that Kahoot! is effective in increasing EFL students' motivation and reading comprehension. While they differ in terms of approach, level of education, and theoretical underpinnings-my thesis used a qualitative approach at the junior high school level with TAM theory, while Korkmaz & Öz used an experimental quantitative approach with university students-both emphasize the importance of students' perceptions and show that game-based learning such as Kahoot! can improve reading engagement and comprehension.

According to (Ahmed et al., 2022) The results of the research indicate that the experimental group (EG) outperformed the control group (CG) on both vocabulary acquisition and reading comprehension examinations, suggesting that using Kahoot as an educational technique had a favorable impact on improving students' vocabulary learning and reading comprehension skills. My thesis and the article by Ahmed et al. (2022) both show that Kahoot! effectively improves EFL students' motivation and learning outcomes through game-based interactive learning. The difference is that my thesis focuses on reading comprehension of recount texts at the junior high school

level with a qualitative approach, while the article examines vocabulary acquisition of intermediate students in Iran with a quantitative approach. Despite the different contexts and methods, both emphasize that Kahoot! supports active and fun learning.

According to (Gonzales, L.A. 2024). The research showed that the traditional lecture method was effective in improving literary comprehension, with the majority of students showing high levels of comprehension and recall. Meanwhile, the group using Kahoot! showed better mastery of new vocabulary and inferential ability, although their average score was lower. The findings conclude that Kahoot! is effective in deepening comprehension and supporting English literature learning, especially in the aspects of grammar, reading, and memory retention. My thesis and Gonzales' article (2024) both show that Kahoot! is effective in improving reading comprehension through interactive and fun learning, as well as increasing student motivation and engagement. The difference is that my thesis focused on recount texts in junior high school with a qualitative approach, while Gonzales examined literary comprehension in high school with a quantitative approach. Despite the different contexts and methods, both agree that

Kahoot! supports reading learning in the EFL classroom.

According to (Marsa et al.,2021) The results of the research indicate that the use of the Kahoot! Game in teaching reading comprehension has a very high impact on students' engagement, perception, motivation, and positive attitude, which in turn influences their reading comprehension achievement. This conclusion is based on findings from both quantitative and qualitative data collected during the study. Additionally, the observation of the experimental group showed high engagement, with almost all students participating and an increase in correct answers over the meetings. My thesis and the article by Marsa et al. (2021) both show that Kahoot! is effective in improving EFL students' reading comprehension and motivation through interactive and fun learning. The difference is that my thesis used a qualitative approach on junior high school students with a focus on recount text and TAM theory, while Marsa et al. used a mixed method approach on university students with a general focus on reading comprehension without a specific theory. Despite the different contexts and methods, both agree that Kahoot! supports active engagement and better learning outcomes.

According to (Özdemir,2024) The results showed that Kahoot! had a positive impact on various aspects of learning, including improved academic achievement (Hedges's $g \approx 0.77$), retention ($g \approx 0.54$), motivation ($g \approx 0.96$), and students' attitude towards learning ($g \approx 0.68$). In addition, Kahoot! also contributed to reducing anxiety levels ($g \approx -0.34$), although the effect was not statistically significant. These positive effects were supported by a strong publication bias analysis, despite a high degree of heterogeneity between studies, suggesting that the effectiveness of Kahoot! may vary depending on the context, method of implementation, and learner characteristics. My thesis and Özdemir's article (2025) both show that Kahoot! is effective in improving EFL students' motivation, engagement and learning outcomes through interactive learning. My thesis used a qualitative approach with a focus on recount texts in junior high school and TAM theory, while Özdemir's article was a quantitative meta-analysis of 43 studies that examined the impact of Kahoot! on achievement, retention, motivation, attitudes, and anxiety. Although different in approach and scope, both agree that Kahoot! is an effective and fun learning tool.

B. Research Gap

Based on various previous studies, such as those conducted by Chiang (2020), Korkmaz & Öz (2021), Ahmed et al. (2022), Gonzales (2024), Marsa et al. (2021), and Özdemir (2025), it can be concluded that Kahoot! is effective in improving students' reading comprehension, motivation, engagement, and learning outcomes in the context of learning English as a foreign language (EFL). However, most of these studies used a quantitative approach, involved higher levels of education such as high school or university, and only addressed general aspects of reading ability without a specific focus on certain text genres. Meanwhile, there are not many studies that specifically examine junior high school students' perceptions of using Kahoot! in learning reading comprehension of recount texts with a qualitative descriptive approach that utilizes the Technology Acceptance Model (TAM) theoretical framework. This research is important because junior high school students have different developmental characteristics and learning motivation from other educational levels, and because recount text is one of the core materials in the junior high school English curriculum.

Thus, this study fills a gap in the literature by providing an in-depth and contextualized picture of how junior high school students interpret the use of Kahoot! as a game-based learning media in understanding recount texts, which has not been widely studied qualitatively and based on the perceptions of the students themselves. This approach provides a new contribution to the development of technology-based learning strategies at the secondary level.

C. Literature Review

This section will provide information related to the research topic, such as English language proficiency, motivation for adaptation in learning, and Technology Integration in EFL:

1. Technology Acceptance Model (TAM)

The theory used to explain the formation of student perceptions includes the Technology Acceptance Model (TAM) which explains how perceived ease of use and application benefits affect student acceptance. The Technology Acceptance Model (TAM) is a theoretical model developed by Davis in 1985 to explain the factors that influence individual acceptance of new technology. The model focuses on two main elements that influence

technology acceptance, namely Perceived Ease of Use (PEU) and Perceived Usefulness (PU). Perceived Ease of Use refers to the extent to which a person believes that the use of a particular technology will be easy and without difficulty. Meanwhile, Perceived Usefulness refers to the extent to which a person feels that the technology will help improve their work performance or results. Both elements affect a person's attitude towards technology, which then affects behavioral intention or intention to use the technology, and ultimately determines whether the technology is actually adopted by users. TAM was designed as a simple and flexible model that can be applied in a variety of contexts, including business, information technology, and education. The model provides insights into how users' perceptions of the usefulness and benefits of technology play an important role in the adoption process of new technologies (Zaineldeen et al., 2020),

The relationship between the Technology Acceptance Model (TAM) and students' perceptions of perceived ease of use and perceived usefulness of technologies such as Kahoot! that influence technology acceptance can be explained as follows. TAM states that if students find a technology like Kahoot! easy to use, they will be more likely to accept it.

Based on the research, Kahoot! is perceived to have a simple interface that makes it easy to access and navigate across multiple platforms. Factors such as the ease of answering questions via smartphone and projecting the app on the screen support this perception. In addition, if students believe that Kahoot! helps improve learning, engagement or achievement, they will be more open to using it. When students have positive perceptions of the ease of use and benefits of technology, their intention to use that technology in learning increases. In the context of Kahoot!, this acceptance is supported by students' positive experiences, such as increased participation, active learning, and an active learning environment. Participation, active learning, and a fun and effective game-based learning environment. Thus, TAM helps explain how students' perceptions of Kahoot!'s ease of use and benefits influence their acceptance , ultimately contributing to the successful implementation of gamification in the classroom (Bicen & Kocakoyun, 2018).

2. Students Perception

Definition

Students' perceptions of teaching quality play an important role in various school-related academic outcomes, such as classroom engagement and learning achievement (Maulana et al., 2016; Helms-Lorenz, 2016;

Inda-Caro et al., 2019). In this context, student perception refers to how learners interpret, understand, and make meaning of their experiences in the learning process.

Students' perception of using Kahoot! refers to how they view, assess, and respond to the use of this digital platform in the learning process. According to Ebadi et al. (2021), student perception includes their views, experiences, and evaluations regarding the practicality, ease of use, and benefits of a technology such as Kahoot! in supporting their learning. In this case, such perceptions specifically reflect students' views on the effectiveness of Kahoot! in supporting reading comprehension of the materials being studied, such as Recount texts.

A study by Chiang (2020) shows that using Kahoot! in an English as a Foreign Language (EFL) reading class significantly helps students in understanding reading content. Through interactive quizzes aligned with the reading material, students gain reinforcement in understanding the meaning of texts, answering literal and inferential questions, and recalling important information. The game-based learning environment also creates a fun and engaging experience, allowing students to focus and comprehend content more effectively. This supports

Krashen's Affective Filter Hypothesis (1982), which suggests that a comfortable and interactive learning atmosphere enhances language acquisition, including reading skills. Specifically in recount texts, which aim to retell past events or personal experiences in chronological order, Kahoot! enables students to sharpen their ability to recognize the sequence of events, identify time markers, and understand the cause-and-effect relationships within the narrative. The time-limited quiz format trains students to read both quickly and carefully, as well as enhances their critical thinking skills related to the reading content.

Perceptions Are Formed

Perceptions are formed through complex interactions between cognitive processes, experiences, and social interactions. Perceptions are formed through a combination of observed behavior and information processing by the individual's belief system. The rational-emotive behavior (REB) model suggests that thoughts, feelings, and behaviors interact and influence each other, leading to different perceptions based on individual experiences and reactions to those experiences. Consequently, the evaluation of teaching quality combines an observed external event (teaching quality) and a set of students'

personal belief systems. Students' perceptions of teaching quality are important for school- related outcomes, such as motivation and academic engagement. Understanding students' individual and collective perceptions can contribute to improving the development of teaching quality and ultimately education quality. The diversity in Students' perceptions of teaching quality are important for school- related outcomes, such as motivation and academic engagement. Understanding students' individual and collective perceptions can contribute to improving the development of teaching quality and ultimately education quality. The diversity in student perceptions suggests that there are individual factors that influence these perceptions, and they can also vary across countries, suggesting cultural factors are at play. Factors that influence student perceptions include individual factors, cultural factors, value orientation, value alignment and social desirability.

The diversity in student perceptions indicates that individual factors influence these perceptions, and these factors can also vary across countries, indicating the presence of cultural influences (Gencoglu, et al., 2021). Based on research conducted by (Gencoglu, et al., 2021) in his journal entitled conceptual framework for understanding

variability in student perceptions, the factors that influence student perceptions include individual factors, cultural factors, value orientation, and social desires. The variability in student perceptions indicates that individual factors influence these perceptions, and these factors can also vary across countries, indicating a cultural influence.

Individual Factors

Individual factors such as values, belief systems and personal characteristics play an important role in shaping students' perceptions of teaching quality. According to Schwartz's Value Theory, individual values-including self-improvement, self-transcendence, openness to change, and conservation-transcendence, openness to change, and conservation-influence students' priorities of personal success, group well-being, or stability, which then impact their evaluation of teacher behavior. The Rational-Emotive Behavior (REB) model explains that perceptions are processed through individual belief systems, so students' reactions to teaching depend not only on the teacher's actions but also on value alignment. Value alignment between teachers and students plays an important role, where value congruence results in positive perceptions, while value differences can trigger negative responses. In

addition, age and developmental factors influence the evolution of values, with adolescents placing more emphasis on autonomy and independence, leading to greater variation in perceptions than younger students. Social and cultural norms also influence perceptions, as students tend to adjust their views to align with accepted social standards. Overall, students' perceptions of teaching quality are not simply a response to teacher behavior but are the result of a complex interaction between individual psychological processes, evolving value systems and the broader cultural context (Gencoglu, et al., 2021).

Cultural Factors

Cultural factors strongly influence students' perceptions of teaching quality by shaping a broader framework of values and norms. According to Schwartz's Value Theory, cultural value orientations such as harmony vs. mastery, autonomy vs. attachment, and hierarchy vs. egalitarianism determine how students interpret and respond to teaching. In cultures that emphasize harmony, students tend to have uniform perceptions because they follow shared expectations, while cultures that value autonomy and mastery encourage critical evaluation that results in diverse perceptions.

In addition, hierarchical cultures make students more respectful of teachers as authority figures, while egalitarian cultures encourage critical judgment based on personal experience. Collectivist cultures that emphasize common goals shape perceptions through group consensus, while individualist cultures encourage independent evaluation. Cultural norms also interact with social desirability, where students from collectivist cultures may adjust their perceptions to maintain social harmony, while students from individualist cultures express more personal views. These cultural influences suggest that social values and norms not only shape students' perceptions of teaching but also how they express and process those perceptions in different educational contexts. (Gencoglu, et al., 2021).

Value Orientation

Value orientations influence students' perceptions of teaching quality by determining how they interpret and evaluate classroom experiences. According to Schwartz's Value Theory, orientations such as self-development vs. self-transcendence and openness to change vs. conservation shape individual and group preferences.

Students who emphasize self-development tend to value teaching that encourages success and competition,

while those who are oriented towards self-transcendence value collaboration and shared well-being more. Students with an openness to change favor innovative teaching methods, while those with a conservation orientation prefer a structured and stable teaching style (Gencoglu, et al., 2021).

Social Desire

Social desirability influences students' perceptions by encouraging them to adjust their opinions to align with environmental norms and expectations. This phenomenon consists of two main aspects, namely impression management and self-deceptive positivity, which shape the way students process and express their perceptions.

Impression management is a conscious effort to present oneself as socially acceptable, whereby students adjust their perceptions to fit group norms, especially in collectivist cultures that emphasize harmony. In contrast, self-deceptive positivity is an unconscious tendency to view experiences as excessively positive, which is more common in individualist cultures, resulting in more perceptual variation.

The impact of social desirability depends on cultural and environmental dynamics. In cultures that prioritize harmony, students' perceptions tend to be uniform as they

avoid critical views in favor of group stability. Meanwhile, in cultures that emphasize individuality, students are more free to express diverse views, broadening the spectrum of perceptions within the group According to (Gencoglu, et al., 2021).

3. Kahoot as game based learning of reading comprehension.

Kahoot is a popular quiz game. The difference is that it is an online game. The game is usually played in social situations, but can also be used for classroom learning. Players can develop and share their own quizzes with the community in addition to participating in them.

Founded in Norway in August 2013. The quiz is ideal for classroom use as it is displayed on a big screen. Based on the official Kahoot! Indonesia website, more than 15 million non-unique players have participated in this platform over the past year. These players have engaged in more than 1.8 million Kahoot sessions across Indonesia, which includes many students. In addition, more than 1.2 million people have participated in Kahoot! learning sessions conducted by more than 115,000 teachers. Kahoot is a web-based program that blends instructional information into a quiz-like game format, making it both informative and fun. It as a hybrid

between a television game show and a video game, with professors acting as hosts and engaging students. The game encourages strategic thinking, problem solving, social interaction and collaborative learning in the classroom (Singer 2016).

Kahoot! is a game-based learning platform that has been widely used in English language teaching, especially to improve students' reading comprehension. In this context, Kahoot! functions not only as an evaluation tool, but also as an interactive media that is able to foster students' motivation, engagement, and fascination with reading materials. According to Korkmaz and Öz (2021), Kahoot! was proven to significantly improve EFL students' reading comprehension after being implemented in seven weeks of learning intervention. They stated that the use of Kahoot! creates an active, competitive, and fun learning atmosphere, which ultimately helps students in understanding different types of reading texts better.

Kahoot! also supports students' critical thinking skills and self-reflection through its immediate feedback feature that allows students to evaluate their own understanding. In their study, Korkmaz and Öz found that there was a significant increase in reading scores between pre-test and post-test after

students participated in Kahoot! based learning, as well as a strong positive correlation between students' attitudes towards Kahoot! and their learning outcomes. This means that students who have a positive perception of Kahoot! tend to have higher reading comprehension scores. Kahoot! encourages students to focus more on reading because they want to answer the questions correctly and get the best score. In addition, competitive elements such as point earning and leaderboards increase students' motivation, both intrinsically and extrinsically.

Thus, Kahoot! can be understood as a gamification-based learning tool that not only makes learning more interesting, but also strengthens students' mastery of text structures such as orientation, events, and reorientation in recount text. Kahoot! provides a learning experience that is not only entertaining, but also cognitively deep, which ultimately supports the improvement of students' overall reading skills.

4. Game Based Learning

Game-Based Learning (GBL) is a learning approach that utilizes games, both digital and non-digital, to achieve clearly defined learning objectives. (Plass, Homer and Kinzer (2015) define GBL as a form of game designed with a challenge-response-feedback structure to activate students' cognitive,

affective, social and motivational processes. GBL does not just use game elements for fun, but rather integrates learning content and objectives into the mechanics of the game itself. In other words, games are not just entertainment, but rather a vehicle that activates student engagement in understanding and practicing the subject matter in a contextual and interactive manner.

One of the strengths of GBL is its ability to create engagement on multiple dimensions. In the interact model (Domagk, Schwartz, & Plass, 2010), engagement is divided into four types: cognitive (mental processing and metacognition), affective (emotions and their regulation), behavioral (physical movement or action), and sociocultural (social interaction in a cultural context). A well-designed game will incorporate all four types of engagement to support a well-rounded learning process.

In addition, GBL has key design elements that determine its success in supporting learning, namely:

Game Mechanics: The main activities in the game that are repeated by the player and are directly related to the learning or assessment process. Examples include answering questions, strategizing, or solving puzzles related to the subject matter.

Visual Aesthetics: The visual appearance of the game is attractive and supports the delivery of information. This visual design functions cognitively and aesthetically, assisting students in understanding the concepts and direction of the game.

Narrative: An in-game storyline that provides context, motivation, and an emotional connection between the player and the learning content.

Incentive System: A reward system such as points, badges, rankings, or power-ups that serves as a motivational booster for students.

Musical Score: Music and sound effects that enhance the play experience and mark important or emotional moments.

Content and Skills: The content and skills that the game aims to teach, such as vocabulary, reading comprehension, or problem solving.

Plass et al. (2015) also emphasize that GBL can support various learning functions, such as preparing students for future learning, introducing new knowledge, reinforcing learned knowledge, and developing 21st century skills such as collaboration, communication, creativity, and problem solving.

In the context of English language learning, especially

reading comprehension, this approach is very relevant because it is able to create a fun and interactive learning environment, which in turn can increase students' interest and ability to understand the content of the text.

One type of text that is often taught in reading skills is Recount text, which requires students to understand factual information, recognize details, and compose visual images of what they read. Through GBL, Such as the use of Kahoot! or other quiz-based games, students are encouraged to actively read recount texts because they need to understand the content of the text to be able to answer the given questions. This process includes understanding vocabulary, identifying the sequence of events, recognizing time expressions, and comprehending the chronological flow of the story being told. Game elements such as leaderboards, badges, and point systems create both intrinsic and extrinsic motivation, which helps students to stay focused and engaged in the reading activity.

Furthermore, design elements in GBL-such as game mechanics, visual aesthetics, and narrative-facilitate reading comprehension by activating different types of student engagement. For example, narration in games can provide visual context that helps students understand recount text

structures, such as how a sequence of past events is organized and retold clearly in the text. In addition, the affective and social engagement created in GBL allows students to discuss, compete, and strengthen their memory of the content. Thus, GBL plays an important role in creating a reading learning experience that is not only cognitively effective, but also emotionally and socially enjoyable, which is very important in improving the ability to understand descriptive texts in learning English as a foreign language.

Gamification Theory

Constructivist Theory

Learning is not a passive receiving of ready-made knowledge but a process of construction in which the students themselves have to be the primary actors (Von Glasersfeld, 1995). Constructivist theory is a learning approach that emphasizes that learning is an active, idiosyncratic, and evolving process. This theory posits that knowledge is not passively transferred from teacher to student but is actively constructed by each individual based on their prior experiences and knowledge. Learners are seen as "architects" who build their own knowledge structures, rather than mere recipients of information. A key figure in the development of constructivist theory is Ernst von

Glaserfeld, 1995 who argued that learning is not about passively receiving ready-made knowledge, but rather an active process in which students themselves must be the primary agents in their own understanding.

In this framework, active learning becomes essential. Strategies such as metacognition (awareness of one's own thinking), affective strategies (motivation), and resource management are necessary for learners to cope with the high cognitive demands of a constructivist learning environment. For instance, the case study in the document contrasts two students, Gareth and Adam, who exhibit passive and active learning styles respectively. Gareth relies on memorization and replicating teacher instructions, while Adam engages more deeply by trying to understand the material, creating his own notes, and critically evaluating his understanding. The theory also suggests that merely involving students in learning activities such as discussions or problem-solving does not automatically lead to meaningful knowledge construction. Instead, the quality of learning strategies and the learner's metacognitive awareness are critical to achieving effective learning outcomes. Therefore, fostering appropriate learning strategies and creating a supportive learning environment are key in implementing constructivist

theory effectively.

5. Reading Comprehension

Reading comprehension is a complex process that involves various linguistic, cognitive, and background knowledge aspects. According to (Kendeou et al.,2016), reading comprehension is not just about recognizing words in the text, but also about building a coherent mental representation of the content of the text through a process of information integration, inference, and activation of prior knowledge. Readers who understand the text well will be able to connect meaning between sentences, understand the structure of the text, and identify the author's purpose and perspective. This process involves the ability to access phonological and semantic representations of words, combine meanings using syntax, and model the situation of the text. The main elements in reading comprehension include: (1) word decoding, which is the ability to recognize and pronounce words; (2) fluency, which is the fluency of reading the text; (3) vocabulary knowledge, which is the mastery of adequate vocabulary; (4) inference making, the ability to draw conclusions based on implied information; (5) comprehension monitoring, which is the awareness of checking comprehension while reading; (6) background

knowledge, which is prior knowledge relevant to the text; and (7) working memory, which helps retain and process information while reading. One model that is often used to explain the relationship between these elements is the Simple View of Reading (Hoover & Gough, 1990), which states that reading comprehension results from a combination of decoding and language comprehension. Inference becomes a key component in reading comprehension, as texts do not always convey all information explicitly. Proficient readers will complete the missing parts in the text through inference based on prior knowledge and experience. Failure to form appropriate inferences can lead to misconceptions or difficulties in understanding the main message of the text. Therefore, effective learning interventions should be able to develop students' inferential skills and strengthen their background knowledge in order to construct meaning thoroughly, and reading comprehension involves complex processes, such as decoding, inference, and activation of prior knowledge. Elements such as vocabulary, fluency, working memory, and inference making are key determinants in forming a complete mental representation of the text (Kendeou et al., 2016). Inference plays an important role as a bridge to understanding meaning that is not

explicitly written, and difficulties in inference have been shown to be a major cause of students' weak reading comprehension.

6. RecountText

Recount text is a type of text in English that functions to retell experiences or events that have occurred in the past. This text is usually organized chronologically and aims to inform or entertain readers through a series of events experienced by the author. In English learning practice, recount text is often used as a medium to train students in expressing their personal experiences, such as vacations, school activities, or other important moments. According to Widiastuti and Santosa (2020), recount text has a general structure consisting of three parts, namely orientation, which introduces the background of the story such as who, when, and where the event occurred; events, which convey the main sequence of events in a coherent manner; and reorientation, which functions as a closing in the form of comments or conclusions from the author regarding the experience. In terms of language, recount texts are characterized by the use of simple past tense, action verbs, and time connectives such as then, after that, and finally to show time sequence. These structures and linguistic features make it easier for students

to organize their ideas when writing and also help them in understanding similar texts. Recount text is very relevant to be developed in the context of genre-based approach because it can improve students' writing skills by providing a clear framework.

Recount Text Example

Title: My First Day at High School

Text:

Last year, I had my first day of high school. I was very nervous but also very excited. I woke up early in the morning, put on my new uniform, and set off from home with my dad. When I arrived at school, I saw many new faces. The teachers and senior students welcomed us warmly. We had a short orientation in the school hall, where the principal gave a speech and introduced the school environment. Afterwards, we were guided to our new classrooms. I met my new classmates and we played some ice-breaker games together. At the end of the day, I felt very happy. I made new friends, got to know new teachers, and felt more confident to start a new chapter in my life.

Recount Text Structure:

Orientation:

“Last year, I had my first day of high school...”

Provides background information about the time and atmosphere of the beginning of the event.

Events:

“When I arrived at school, I saw many new faces...”

Tells a chronological series of events during the first day of school.

Reorientation:

“At the end of the day, I felt very happy...” Conclude with a personal impression or reflection on the events experienced.

CHAPTER III METHODOLOGY

This chapter is an overview of the research methods. Practically speaking, this chapter plays an important role in the research as it impacts the findings as well as the discussion. Before conducting the research, I must procedurally refer to and apply appropriate techniques to find accurate data. Here, it is a clear description of the research time, research setting, research participants, data collection techniques, and data analysis procedures.

A. Research Methodology

This section discusses the methods used in conducting this research consisting of research design, research participants, researcher's role, data collection techniques, data collection instruments, data collection instruments, data analysis methods, and research analysis procedures. Research methods are scientific techniques for collecting data for specific purposes and uses. Thus, the role of methods is very important in determining the success or failure of a study.

B. Research Design

Cresswell classifies research designs into two types: qualitative and quantitative. Here, I objectively conducted this

research using qualitative data, where the results and some procedures are presented in the form of tables, interpretations, or explanations. This study used a descriptive qualitative research design to explore Students' Perceptions Of Using Kahoot! As Game Based Learning Classroom To Enhance Students Reading Comprehension In Recount Text. A descriptive qualitative approach was chosen as it allows for a comprehensive and in-depth understanding of students' experiences and interpretations of Kahoot! without manipulating variables.

This research focuses on the description and analysis of students' real experiences in their own words through semi-structured interviews and classroom observations. Interviews provided direct insights into students' thoughts and feelings towards Kahoot!, while classroom observations helped capture their engagement and interaction patterns. Data collection was conducted in a natural learning context, so that the information obtained reflected students' actual learning experiences. With this design, the research aims to provide a rich and contextualized picture of how Kahoot! affects students' participation and engagement in EFL learning. The results will be thematically analyzed to identify common patterns and themes related to students' perceptions of Kahoot! as a gamification-based learning tool.

C. Research Participants

In conducting this scientific report, I needed to gather appropriate research subjects and objects. Since the subjects consisted of many high school students, I had to refer to the purposive sampling method, which allows the author to use his judgment to select members of the population. This study was conducted in class VII B grade in al azhar 29 Islamic junior high school. The research participants were purposively selected to complete the research instrument. When conducting observations during teaching, the researcher found that students' motivation in learning English was still low, thus encouraging the researcher to conduct this study.

The setting of this study was conducted in class VII B in the odd semester of the 2024/2025 academic year, with participants in the form of students of class VII who had used Kahoot! in learning English. Data were collected through interviews conducted by the researcher, who also taught in the class. A total of 15 students participated in a single interview to explore how Kahoot! is implemented in English learning as well as their perceptions towards using Kahoot! as a gamification-based learning tool. In addition, to enrich and validate the data, I also plan to add the opinion of another

English teacher who is not directly involved in this research. The teacher's opinion will provide an additional perspective on the effectiveness of Kahoot! in increasing students' Reading Comprehension, as well as strengthen the interpretation of the results of the interviews that have been conducted with students.

D. Researcher's Role

In this study, I acted as a data collector and analyzer using a descriptive qualitative approach. As a data collector, I conducted interviews and classroom observations to explore students' perceptions of using Kahoot! in English learning. The data collected from interviews and observations became the main source in this study.

As the data analyzer, I systematically described and interpreted the results of the interviews and observations. Using a descriptive qualitative approach, I tried to provide a clear picture of how Kahoot! affects students' motivation in learning English based on their experiences and responses. The results of this analysis are then presented in the form of academic findings supported by relevant theories.

E. Data Collection Techniques

Before conducting the research, I determined the type of data to be collected and the steps to be taken. This study used

descriptive analysis, by collecting data through classroom observations, interviews, and documentation from various sources. The data collection process involved identifying and selecting participants, obtaining their permission to participate in the research, and collecting information through interviews and direct observation.

The main focus in this process was to ensure the data obtained was accurate and relevant to the research objectives. I observed the English learning process in the classroom to find out how Kahoot! was implemented in increasing students' Reading Comprehension. I asked permission from the teacher and the school to join the EFL class and made observations during the learning process. In addition, I also interviewed students about their experience of using Kahoot! in English learning. This interview was conducted with the guidance of a list of questions that had been compiled in the research instrument to ensure that the data obtained was in accordance with the research objectives.

F. Data Analysis Instruments

In this research, data analysis instruments were used to ensure that the research report was prepared in a credible and trustworthy manner. This instrument aims to guide me in presenting the research results objectively and

systematically. In analysing students' perceptions of the use of Kahoot! in English language learning, I attached the number of interview questions in a tabular form. The form is as follows:

Table 3.1 Guided Interview of Using Kahoot! for Teacher

Focus	Research Focus	Item of Questions
1. How is the implementation of using kahoot to enhance their reading comprehension of Recount text?	Constructivist Theory (Von Glasersfeld, 1995).	1. How do students usually respond when Kahoot! is used in a reading class, especially for learning recount texts? 2. In your opinion, does using Kahoot! increase students' motivation and participation in reading activities? Why or why not? 3. How does Kahoot! help students better understand the content of a recount text? 4. Do you think Kahoot! supports

		students in constructing their own understanding rather than just memorizing text content? Please explain. 5. Can you observe any differences in reading comprehension between students who engage actively during Kahoot! and those who don't? 6. How do you see Kahoot! helping students in developing metacognitive awareness, such as recognizing their own mistakes or understanding gaps? 7. What challenges do you face when using Kahoot! to teach reading comprehension of recount texts? 8. In your view, what
--	--	---

		needs to be improved to make Kahoot! more effective in supporting reading comprehension through a constructivist approach?
--	--	--

Table 3.2 Guided Interview of Using Kahoot! for Students

Focus	Research Focus	Item of Question
How does student perceptions of using kahoot as game based learning to enhance their reading comprehension of Recount text?	Technology Acceptance Model (Davis, 1985)	1. Do you enjoy using Kahoot! in your reading class, especially when learning recount texts? Why or why not? 2. Does Kahoot! make the reading class more fun and exciting for you? Please explain. 3. Is it easy for you to use Kahoot! during the lesson? Why do you think so? 4. Do you think using Kahoot! helps you understand recount texts better? How? 5. When you play Kahoot!, do you try to

		read and understand the text better so you can answer the questions? 6. Do you feel more confident in your reading after practicing with Kahoot!? Why or why not? 7. What problems do you usually face when using Kahoot! in the reading class? 8. Is there anything you think should be improved in using Kahoot! to help you learn reading better?
--	--	--

G. Data Analysis Method

I used Miles and Huberman's theory as a guide to achieve results that are in line with my research focus. There are three steps from Miles and Huberman's theory, namely data reduction, data presentation, and conclusion drawing.

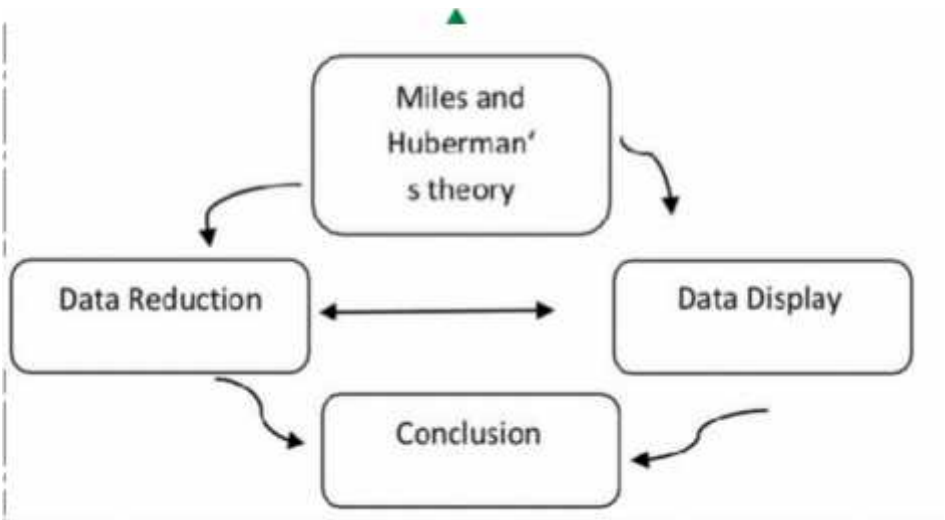


Figure 1.3
Interactive Model of Data Analysis According to Miles and Huberman

The researcher took the following steps:

Data Reduction

Data reduction in descriptive qualitative research means summarising, selecting, and focusing on relevant data. At this stage, I collected data through observations and interviews.

The data reduction steps I took were as follows:

- a. Observation Data: I observed the teaching and learning activities between the students and the English teacher in the classroom, where the teacher used Kahoot! to teach the subject matter. For example, the teacher opened the class by explaining how to use Kahoot! in English learning. Then, students followed the lesson and asked questions, and participated in an interactive quiz that increased their motivation.
- b. Identifying and Classifying Data: From the interviews with students, the data obtained was analysed to explore students' perceptions of the use of Kahoot! in English learning, as well as its impact on their motivation. The data obtained was then grouped and analysed to identify the main themes that emerged from the students' responses.

Data Presentation

Once the necessary data were collected and identified, they were presented in the form of descriptions describing the teacher's activities and students' responses to the use of Kahoot! in English learning. The presentation of this data also includes the challenges faced during the implementation of using Kahoot! in the classroom and .how it affects students' motivation to learn English.

Conclusion

Interpretation is the final stage in the descriptive qualitative data analysis technique. At this stage, I interpreted the results of the analysis to come up with conclusions. These conclusions include a description of the teachers' activities, students' responses to the use of Kahoot!, as well as the significant impact that the use of Kahoot! has on students' motivation in learning English.

H. Research Analysis Procedure

The researcher of this analysis scheme procedurally, analysed based on the following procedures:

1. Preparing proper documentation for this instrument
2. Making observations during the teaching process
3. Interviewing students.
4. Conducting investigations based on these instruments.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. The findings and discussion address the research problem stated in the first chapter, which focuses on students' perceptions of using Kahoot! as a game-based learning tool to enhance their reading comprehension in recount texts.

A. Findings

The findings of this study come from How is the implementation of using kahoot to enhance their reading comprehension of Recount text and How does student perceptions of using kahoot as game based learning to enhance their reading comprehension of Recount text. According to Singer (2016) describes it as a hybrid between a television game show and a video game, with professors acting as hosts and students engaging. The game encourages strategic thinking, problem solving, social interaction and collaborative learning in the classroom.

Authentic data was taken from interviews conducted with students. Through a piece of paper containing questions asked to students after participating in the teaching and learning

process in class VIIB Islamic Al Azhar 29 Junior High School. Students of class VIIB Islamic Al Azhar 29 Semarang at the beginning of the school year semester of the 2024/2025 school year using Kahoot media. This research procedure was applied methodologically to provide an opportunity for me to obtain valid information in the place where I made the observation. The research participants consisted of 15 students from class VIIB at Islam Al Azhar 29 Junior High School to be interviewed and I also interviewed 1 English teacher who taught in the class.

1. How is the implementation of using kahoot to enhance their reading comprehension of Recount text

I discussed the implementation of kahoot as a gamification media. The outcome of this perception is to answer research question number two: “1.How is the implementation of using kahoot to enhance their reading comprehension of Recount text”. To ensure the credibility and validity of the findings, in-depth interviews were also conducted with EFL teachers. Data from these teachers was used as triangulation, comparing their perspectives with students' perceptions to gain a deeper understanding of the impact of Kahoot! on the learning process. From the observation and interviews results, the following are some

interpretations regarding the implementation of Kahoot for EFL classes by observing the activities in the class.

Findings based interview

Based on the interview with the English teacher, the students generally responded more enthusiastically when Kahoot! was used in reading classes, particularly for learning recount texts. Compared to conventional methods, students showed greater interest and engagement when reading materials were presented through Kahoot!, especially when supported by visual elements such as animations to prevent monotony. The teacher stated that Kahoot! significantly increased students' motivation and participation, as its appealing visuals, customizable templates, and illustrations helped students better understand the mood and context of the text. These features made learning more enjoyable and encouraged active involvement. Kahoot! also supported students in understanding the structure of recount texts more easily through the variation in fonts and visual formats, helping them identify key parts such as orientation, events, and reorientation. Furthermore, the teacher observed that Kahoot! promoted deeper comprehension, as students were more engaged and able to construct their own understanding

rather than simply memorizing text. The difference in comprehension between students who actively participated and those who did not was noticeable, with engaged students showing better results. In terms of metacognitive awareness, Kahoot! allowed students to review their performance, identify gaps in understanding, and reflect on what they had not yet mastered. Despite its benefits, the teacher noted challenges such as the time-consuming process of preparing custom content and limited access to premium templates. To enhance its effectiveness, the teacher suggested integrating features like AI-powered voice notes and adding more free games to make Kahoot! more accessible and supportive of constructivist learning.

Findings Based Observation

Based on the observation, the implementation of Kahoot! in teaching recount text created effectively supported students' reading comprehension. The lesson began with an opening session where the teacher greeted students, led a prayer, and conducted motivational and ice-breaking activities to prepare them for the lesson. Students responded positively, displaying enthusiasm and readiness to learn. The teacher then reviewed previous materials to

activate students' prior knowledge and connect it with the new topic recount text.

In the core activities, the teacher integrated Kahoot! as a tool to present and reinforce reading materials. Students were introduced to the structure and language features of recount texts through interactive quiz games, sentence reconstruction tasks, and visual-based comprehension questions available in Kahoot!. These features helped students identify key elements of recount texts, such as orientation, sequence of events, and reorientation, in an engaging and memorable way. The competitive elements of Kahoot!, including the point system and live rankings, further encouraged active participation and deepened comprehension through repeated exposure and immediate feedback.

During the closing session, the teacher facilitated reflection by asking students to summarize what they had learned, allowing them to reinforce their understanding of the text. Students were also given a Kahoot!-based homework assignment to strengthen their comprehension outside the classroom. Their high level of excitement demonstrated by frequent questions about when Kahoot! would be used again and eagerness to join the game before it started highlighted

how the implementation of Kahoot! fostered not only better understanding of recount texts but also increased student motivation and engagement throughout the learning process.

2. How does student perceptions of using kahoot as game based learning to enhance their reading comprehension of Recount text.

Based on the results of interviews with 15 students regarding their perceptions of using Kahoot! as a game-based learning media in improving reading comprehension of recount text, it was found that most students gave positive responses. The majority of students stated that they enjoyed using Kahoot! in reading class, especially when learning recount texts. For example, Student 1, Student 3, and Student 9 felt that Kahoot! made learning more exciting and helped them understand the material because of its fun and interactive format. They considered that learning through quizzes like Kahoot! made them more focused and motivated in following the learning.

Some students also mentioned that Kahoot! helps them understand the recount text better as the quizzes focus on important details in the text. Student 3 emphasized that Kahoot! helps reinforce comprehension through focusing on

important information, while Student 11 mentioned that answering quizzes can increase knowledge about recount text. Even students who disliked Kahoot!, such as Student 2 and Student 13, still acknowledged that the quiz format encouraged them to read more carefully and think quickly, although they felt that time constraints were an obstacle in understanding the text thoroughly.

In terms of self-confidence, many students admitted to feeling more confident after practicing reading with Kahoot!, especially when they could answer the questions correctly and obtain a good score. Student 3 and Student 15 stated that the scores they got increased their confidence in reading. This shows that the competitive element in the game provides a significant motivational boost for students.

Nevertheless, there were also some challenges faced by students, such as internet connection problems, too short processing time, and questions that were considered too difficult. Student 6, Student 7, and Student 13 complained that the time available to read and answer the questions was often too short, while Student 11 suggested that the quiz text be displayed in a larger or clearer format to make it easier to read. Overall, students' perceptions of using Kahoot! as

game-based learning in understanding recount texts were very positive. Kahoot! is considered to not only make learning more fun and less boring, but also help them understand the content of the text better, improve their concentration, and give them confidence in reading. Despite some technical difficulties, most students felt that Kahoot! was an effective tool in supporting their comprehension of recount texts in reading class.

B. Discussion

Based on the research findings that answer both problem formulations, namely regarding the implementation of using Kahoot! in improving reading comprehension of recount text, as well as students' perceptions of its use as a game-based learning media, it can be concluded that most students gave positive responses. They considered that Kahoot! helps to increase focus, engagement, and understanding of the text content in a fun and interactive way.

This is in line with the Technology Acceptance Model (TAM) theory developed by Davis (1985), which states that user acceptance of a technology is influenced by two main factors: Perceived Usefulness (PU) and Perceived Ease of Use (PEU). In the context of this study, Perceived Usefulness

was reflected in the number of students such as Student 1, Student 3, and Student 9 who felt that Kahoot! helped them understand the structure of recount text better, improved their concentration while reading, and provided immediate feedback on their understanding. Meanwhile, Perceived Ease of Use is evident from students' comments such as Student 5 and Student 10 who stated that the Kahoot! app is very easy to use, only need to click on the answer buttons, and can be accessed smoothly through digital devices.

Support for Perceived Usefulness can also be seen from how students actively read and understand the content of the text in order to answer questions correctly when playing Kahoot! (Student 7 and Student 15). Even students who claimed to dislike Kahoot!, such as Student 2 and Student 13, still admitted that this quiz required them to pay more attention to reading details and think fast. This shows that Kahoot! indirectly encourages the improvement of students' reading skills, both in terms of literal and inferential.

In relation to PU and PEU, it can be said that most students perceive tangible benefits from using Kahoot! and find it easy to use, so they accept and support its presence in the learning process. Gamification elements such as

leaderboards, scores and time limits create a healthy competitive feel, which according to Student 3 and Student 15 actually increases their confidence when they manage to answer questions correctly. This suggests that the motivational aspect of TAM runs parallel to these findings.

However, some barriers were also found. Students such as Student 6 and Student 13 complained that the answering time was too fast and the text was difficult to read, as well as network constraints as stated by Student 1 and Student 11. However, these constraints did not significantly interfere with the general perception of students who tended to remain positive towards using Kahoot! In this case, TAM also accommodates external factors such as facilitating conditions that influence user experience.

Thus, learning using Kahoot! can be understood as a form of technology implementation that is well received by students because it is considered useful, easy to use, and fun, as described in the TAM framework. Kahoot! not only creates a more interactive learning environment, but also encourages students to build their own understanding of recount text according to the principles of game-based learning and constructivism.

C. Data Validity Techniques

In this study, researchers used data triangulation as one of the techniques to increase the validity of the data obtained. Data triangulation is the process of collecting data from various sources to ensure the truth and consistency of information obtained from respondents. Denzin (1978) divides triangulation into several types, one of which is source triangulation, which is comparing and checking the truth of information through different data sources.

In relation to that, because the main focus of this research is students' perceptions of the use of Kahoot! in improving reading comprehension of descriptive text, the main data is obtained through questionnaires and student interviews. However, to increase the validity of the findings regarding these perceptions, the researcher also conducted an interview with the English teacher as an additional data source. This interview was used to confirm and complement the students' perception data, particularly in terms of how the use of Kahoot! in the classroom is seen from the educator's perspective, as well as how it affects students' participation, their understanding of the text, and the overall learning dynamics.

Thus, data triangulation through teacher interviews serves as a verification tool to ensure that the data obtained from students is not one-sided subjective, but has been validated from the teacher who is also directly involved in the implementation of learning using Kahoot! The use of this triangulation strengthens the validity of the data and increases the credibility of the overall research results.

CHAPTER V

CONCLUSION

In the previous chapters, I have discussed and explained the introduction of the research, the review of related literature, research methods, as well as the findings and discussion of this research. This final chapter presents the conclusions and suggestions of the study on students' perceptions of the use of Kahoot in EFL Classroom to enhance their motivation.

A. Conclusion

1. How is the implementation of using kahoot to enhance their reading comprehension of Recount text?

Based on data obtained from observation, in-depth interviews with English teachers, as well as interviews with students, it can be concluded that the use of Kahoot! has a positive impact on the learning process of reading recount text.

From the implementation results, Kahoot! proved to be able to create an interactive, competitive, and fun classroom atmosphere. Observations show that students are more actively involved in the learning process through quiz features, interactive games, and interesting

visualizations. Teachers use Kahoot! not only as an evaluation tool, but also as a medium to introduce recount text structures, such as orientation, events, and reorientation. Features such as animations, illustrations, and various forms of questions also support students' understanding of the text content in a deeper and more fun way. Students' enthusiasm can be seen from their eagerness in answering the quiz, as well as the request to use Kahoot! again in the next learning session.

From the interview with the teacher, it was found that Kahoot! significantly increased students' motivation and participation. The interesting visuals and interactive format help students understand the atmosphere, context and content of the text better. In addition, the teacher also observed that students who actively played Kahoot! showed better comprehension than passive students. Kahoot! also helps improve students' metacognitive awareness as they can evaluate answers, know their weaknesses, and reflect on their learning process.

In the context of the Technology Acceptance Model (TAM), these findings reinforce that students accept the use of Kahoot! for two main reasons: Perceived Usefulness (PU), i.e. Kahoot! is proven to improve text

comprehension effectively; and Perceived Ease of Use (PEU), i.e. the ease of use of this application by students who are already familiar with digital devices. These two factors contribute to students' acceptance of this technology as part of the learning process.

Thus, it can be concluded that Kahoot! is an effective and relevant learning media to be used in teaching recount texts in the EFL classroom. Kahoot! not only enriches the teaching method, but also supports the constructivist learning approach, improving text comprehension, learning motivation, and overall student engagement. Although there are some technical constraints such as time constraints and the need for premium access, the benefits that Kahoot! provides are far greater in the context of improving the quality of reading learning. Therefore, Kahoot! is highly recommended as an alternative innovative learning media to improve students' reading comprehension, especially in recount texts.

2. How does student perceptions of using kahoot as game based learning to enhance their reading comprehension of Recount text.

Based on the results of interviews with 15 students regarding their perceptions of using Kahoot! as a game-based learning media to improve reading comprehension of recount texts, it can be concluded that the majority of students gave very positive responses. Most students felt that Kahoot! makes learning to read more fun, interactive and motivating, especially when learning recount text which is usually considered boring if delivered conventionally.

Students such as Student 1, Student 3, and Student 9 considered that Kahoot! not only made them more enthusiastic about the lesson, but also helped them understand the content of the text because of its interesting and challenging format. They felt more focused and encouraged to pay attention to the details in order to answer the questions correctly. Even students who were not very fond of Kahoot!, such as Student 2 and Student 13, still admitted that the quiz format encouraged them to read more carefully and think quickly, although time constraints were an obstacle for them to understand the text in depth.

In terms of confidence, many students reported that they felt more confident after practicing reading using

Kahoot! This was especially evident when they managed to answer the questions correctly and get a high score. Student 3 and Student 15 stated that the scores they obtained encouraged them to be more confident in their reading ability. This suggests that the competitive element that Kahoot! offers provides a significant motivational boost for students in the learning process.

However, some obstacles also arose, such as internet connection problems, too short an answer time, and questions that were considered difficult. Student 6, Student 7, and Student 13 mentioned that the reading and answering time is often not enough, while Student 11 suggested that the text size in the quiz should be enlarged to make it easier to read.

Overall, students' perceptions show that Kahoot! is an effective learning tool in helping to understand recount text. Not only does it enrich the variety of learning methods, but it also improves students' concentration, comprehension, and confidence in reading. Despite the technical challenges, the majority of students still felt that the use of Kahoot! really supported the learning process of reading recount texts in EFL classes in a more interesting and meaningful way.

B. Sugestion

Based on the results of the research entitled "Students' Perceptions of Using Kahoot! as Game-Based Learning Classroom to Enhance Students' Reading Comprehension in Recount Text", several suggestions are provided for stakeholders in the field of education, especially for teachers, students, and future researchers:

1. For Teachers

English teachers are encouraged to utilize Kahoot! as a regular part of the reading class, particularly when teaching recount texts. Since students perceive Kahoot! as an engaging and motivating tool, its integration can increase attention and participation during learning. Teachers should design quizzes that are aligned with students' reading levels and focus on key components of recount texts such as orientation, events, and reorientation. To address challenges such as limited time and connection issues, teachers are advised to optimize game settings—such as extending response times, using images to aid understanding, and grouping students to collaborate when necessary. Incorporating Kahoot! alongside reading strategies or post-quiz reflections can further deepen comprehension.

2. For Students

Students are encouraged to make the most of Kahoot! not only as an in-class game but also as an independent learning resource. Engaging with quizzes or creating their own allows students to review and strengthen their understanding of recount texts in an enjoyable and interactive way. Students should aim to balance the fun and competitive elements of Kahoot! with a focus on comprehension, carefully reading texts before answering to maximize both accuracy and understanding. Developing time management strategies while playing can also help reduce anxiety and improve performance.

3. For Future Researchers

Given that this study explored student perceptions of using Kahoot! to enhance reading comprehension, future researchers are recommended to examine its impact on other language skills, such (Korkmaz, 2020) (Catherine Snow, 2002) (Panayiota Kendeou, Kristen L. McMaster, Theodore J. Christ1, 2016) (Nation, 2009) (Licorish, Students' perception of Kahoot!'s influence, 2018) as listening, speaking, or writing. Further research can also focus on longitudinal studies to explore the long-term effects of game-based learning platforms like Kahoot!

on language acquisition and text retention. Expanding the sample size and including participants from different educational backgrounds or proficiency levels may offer broader insights and strengthen the generalizability of the findings. Additionally, comparing the effectiveness of Kahoot! with other gamification tools could provide a more comprehensive understanding of its role in EFL reading instruction.

REFERENCES

- Ahmed, A. A. (2022). An Empirical Study on the Effects of Using Kahootas a Game-Based Learning Tool on EFL Learners' Vocabulary Recall and Retention. *Hindawi Education Research International*.
- ANTHONY, G. (1996). ACTIVE LEARNING IN A CONSTRUCTIVIST FRAMEWORK. *Educational Studies in Mathematics*.
- Bamford, R. R. (1998). EXTENSIVE READING IN THE SECOND LANGUAGE CLASSROOM.
- Catherine Snow, C. (2002). *Reading for understanding*.
- Chiang, H.-H. (2020). Kahoot! In an EFL Reading Class. *Journal of Language Teaching and Research*,.
- Gonzales, L. A. (2024). Enhancing Literary Comprehension Through Interactive Reading Assignment via Kahoot! *Journal of Interdisciplinary Perspectives*,.
- Hamari, J. (2014). Does Gamification Work?,— A Literature Review of Empirical Studies on Gamification.
- Korkmaz, S. (2020). USING KAHOOT TO IMPROVE READING COMPREHENSION OF ENGLISH AS A FOREIGN LANGUAGE LEARNERS. *International Online Journal of Education and Teaching (IOJET)*.

- Licorish, S. A. (2018). *Students' perception of Kahoot!'s influence*.
- Licorish, S. A. (2018). *Students' perception of Kahoot!'s influence on teaching and learning*.
- Marsa, S. S. (2021). The Effect of Kahoot! Game to Teaching Reading Comprehension Achievement. *Journal of English teaching*.
- Nation, I. (2009). *Teaching ESL/ EFL reading and writing*.
- Özdemir, O. (2024). Kahoot! Game-based digital learning platform:A comprehensive meta-analysis. *Computer Assisted Learning*.
- Panayiota Kendeou,Kristen L. McMaster,Theodore J. Christ1. (2016). *Reading Comprehension: Core Components and Processes*.
- Piskorz, E. Z. (t.thn.). *Kahoot it or not /*.
- Plass, J. L. (2015). Foundations of Game-Based Learning. *EDUCATIONAL PSYCHOLOGIST*,.
- Zarzycka-Piskorz, E. (2016). KAHOOT IT OR NOT?CAN GAMES BE MOTIVATING IN LEARNING GRAMMAR?
<http://www.tewtjournal.org>.

APPENDICES

Appendix I. Letter of Research Permission

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://tik.walisongo.ac.id>

Nomor : 0931/Un.10.3/K/DA.04.10/2/2025
Lamp :
Hal : 1
Semarang, 18 Februari 2025
Hal : Izin Riset/Penelitian

Kepada Yth.
Kepala Sekolah SMP Islam Al Azhar 29
di Semarang

Assalamu'alaikum Wr/ Wb.

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir skripsi pada mahasiswa Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : **Marshanda Azmi Fawaz**
NIM : **2103046138**
Semester : **Gesap VIII**
Judul Skripsi : **Students Perception of Using Kahoot ! in EFL Classroom to enhance their Motivation**

untuk melakukan riset/penelitian di Sekolah SMP Islam Al Azhar 29 Semarang yang Bapak/Ibu pimpin, sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas, yang akan dilaksanakan pada tanggal 19 Februari 2025 – 19 Maret 2025.

Demikian, atas perhatian dan terakabnya permohonan ini disampaikan terima kasih.

Wassalamu'alaikum Wr/ Wb.

a.n. Dekan,
Kepala Bagian Tata Usaha


Siti Chotimah

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Appendix II, Interview Sheet For Students

Name : M mahira K

Class : VII B

Student 1

The Researcher Question	The Students Answer
Do you enjoy using Kahoot! in your reading class, especially when learning recount texts? Why or why not?	Yes, because it's more fun and more understandable
Does Kahoot! make the reading class more fun and exciting for you? Please explain.	Because it is not boring unlike a book that only contains writing
Is it easy for you to use Kahoot! during the lesson? Why do you think so?	Easy because now the digital era is good
Do you think using Kahoot! helps you understand recount texts	yes because it is easy to understand

better? How?	
When you play Kahoot!, do you try to read and understand the text better so you can answer the questions?	Yes
Do you feel more confident in your reading after practicing with Kahoot!? Why or why not?	Yes because I already understand how to read it
What problems do you usually face when using Kahoot! in the reading class?	Sometimes the signal is difficult
Is there anything you think should be improved in using Kahoot! to help you learn reading better?	Not too fast

Name : Shafa nida

Class : VII B

Student 2

The Researcher Question	The Students Answer
Do you enjoy using Kahoot! in your reading class, especially when learning recount texts? Why or why not?	I don't really like using kahoot in reading class, I don't think it's efficient enough.
Does Kahoot! make the reading class more fun and exciting for you? Please explain.	It's quite exciting because it can train the ability to read faster
Is it easy for you to use Kahoot! during the lesson? Why do you think so?	It is very easy because it can be accessed through Gadget.
Do you think using Kahoot! helps you understand recount texts better? How?	I haven't understood it maybe because I didn't really listen to the lesson.

When you play Kahoot!, do you try to read and understand the text better so you can answer the questions?	Not too confident, I haven't understood too much.
Do you feel more confident in your reading after practicing with Kahoot!? Why or why not?	Yes
What problems do you usually face when using Kahoot! in the reading class?	The kahoot is too fast
Is there anything you think should be improved in using Kahoot! to help you learn reading better?	Understand the text

Name : Nararya Anindya Kusuma

Class : VII B

Student 3

The Researcher Question	The Students Answer
Do you enjoy using Kahoot! in your reading class, especially when learning recount texts? Why or why not?	Yes I am happy especially when learning recount texts it feels like playing while learning
Does Kahoot! make the reading class more fun and exciting for you? Please explain.	Yes, of course
Is it easy for you to use Kahoot! during the lesson? Why do you think so?	Yes. Of course kahoot is easy to use for both quiz makers and players like us
Do you think using Kahoot! helps you understand recount texts better? How?	Yes, of course it helps me understand recount texts because it focuses on important details, strengthening

	comprehension.
When you play Kahoot!, do you try to read and understand the text better so you can answer the questions?	yes
Do you feel more confident in your reading after practicing with Kahoot!? Why or why not?	yes, of course because with the score I am more confident that I can answer right or wrong
What problems do you usually face when using Kahoot! in the reading class?	No
Is there anything you think should be improved in using Kahoot! to help you learn reading better?	No

Name : Muhammad Aydin Sidyana

Class : VII B

Student 4

The Researcher Question	The Students Answer
Do you enjoy using Kahoot! in your reading class, especially when learning recount texts? Why or why not?	Yes, because kahoot is a game
Does Kahoot! make the reading class more fun and exciting for you? Please explain.	Yes, because kahoot is a game
Is it easy for you to use Kahoot! during the lesson? Why do you think so?	Yes, because it's fun
Do you think using Kahoot! helps you understand recount texts better? How?	Yes, because there are questions in kahoots

When you play Kahoot!, do you try to read and understand the text better so you can answer the questions?	No
Do you feel more confident in your reading after practicing with Kahoot!? Why or why not?	Yes, because I want to be First winner
What problems do you usually face when using Kahoot! in the reading class?	Reading too fast
Is there anything you think should be improved in using Kahoot! to help you learn reading better?	Read carefully

Name : Izzati belinda

Class : VII B

Student 5

The Researcher Question	The Students Answer
Do you enjoy using Kahoot! in your reading class, especially when learning recount texts? Why or why not?	Yes, I enjoy learning using Kahoot. Because, kahoot is an exciting learning game.
Does Kahoot! make the reading class more fun and exciting for you? Please explain.	Yes of course because kahoot can make us happy. When doing learning
Is it easy for you to use Kahoot! during the lesson? Why do you think so?	Yes It's very easy.
Do you think using Kahoot! helps you understand recount texts better? How?	Yes, of course

When you play Kahoot!, do you try to read and understand the text better so you can answer the questions?	Yes
Do you feel more confident in your reading after practicing with Kahoot!? Why or why not?	Yes, because kahoot can make me understand more.
What problems do you usually face when using Kahoot! in the reading class?	No
Is there anything you think should be improved in using Kahoot! to help you learn reading better?	No

Name : Lovia

Class : VII B

Student 6

The Researcher Question	The Students Answer
Do you enjoy using Kahoot! in your reading class, especially when learning recount texts? Why or why not?	I like kahoot for recount text use
Does Kahoot! make the reading class more fun and exciting for you? Please explain.	Kahoot is fun
Is it easy for you to use Kahoot! during the lesson? Why do you think so?	Kahoot is used for students to sharpen their brain
Do you think using Kahoot! helps you understand recount texts better? How?	Yes because it can make things easier

When you play Kahoot!, do you try to read and understand the text better so you can answer the questions?	Probably not because there is time in kahoot
Do you feel more confident in your reading after practicing with Kahoot!? Why or why not?	Because if we win and rank 1st in Kahoot
What problems do you usually face when using Kahoot! in the reading class?	Guarded by time and difficult questions
Is there anything you think should be improved in using Kahoot! to help you learn reading better?	Difficult problem time is late

Name : Nadia ammara p

Class : VII B

Student 7

The Researcher Question	The Students Answer
Do you enjoy using Kahoot! in your reading class, especially when learning recount texts? Why or why not?	Yes, for me, kahoot is more fun than practicing questions in Google classroom, like there is a challenge. Kahoot also teaches us to think fast in order to get more points than others.
Does Kahoot! make the reading class more fun and exciting for you? Please explain.	Yes, if you use kahoot, you feel nervous, either worried about the questions, or nervous with smart opponents but it's still fun.
Is it easy for you to use Kahoot! during the lesson? Why do you think so?	For me, it's not bad, but that doesn't mean kahoot, you can also use google classroom, but if told to choose google classroom or Kahoot, I still

	choose Kahoot because it's more exciting.
Do you think using Kahoot! helps you understand recount texts better? How?	Yes
When you play Kahoot!, do you try to read and understand the text better so you can answer the questions?	yes, it makes me more confident and if I can answer correctly, I feel more confident.
Do you feel more confident in your reading after practicing with Kahoot!? Why or why not?	Yes! Maybe it's just me, but that's okay.
What problems do you usually face when using Kahoot! in the reading class?	I usually come out alone and choose the wrong answer
Is there anything you think should be improved in using Kahoot! to help you learn reading better?	More focused.

Name : Aisya ayu nur khasanah

Class : VII B

Student 8

The Researcher Question	The Students Answer
Do you enjoy using Kahoot! in your reading class, especially when learning recount texts? Why or why not?	Yes, because the vibes are fun
Does Kahoot! make the reading class more fun and exciting for you? Please explain.	Yes, because it's straight to the point
Is it easy for you to use Kahoot! during the lesson? Why do you think so?	Yes, because the app is easy to use
Do you think using Kahoot! helps you understand recount texts better? How?	Yes, because kahoot! The language is easy to understand

When you play Kahoot!, do you try to read and understand the text better so you can answer the questions?	Yes
Do you feel more confident in your reading after practicing with Kahoot!? Why or why not?	Yes a little, with kahoot I gain confidence because it's like a game
What problems do you usually face when using Kahoot! in the reading class?	I'm afraid my answer is wrong so I just enjoy it
Is there anything you think should be improved in using Kahoot! to help you learn reading better?	No, because everything is good

Name : Namira Fellice Adonia

Class : VII B

Student 9

The Researcher Question	The Students Answer
Do you enjoy using Kahoot! in your reading class, especially when learning recount texts? Why or why not?	Yes, because it's fun
Does Kahoot! make the reading class more fun and exciting for you? Please explain.	Yes, because we like playing games with our classmates
Is it easy for you to use Kahoot! during the lesson? Why do you think so?	It's easy, because it's like playing a game so as not to get bored, and it makes learning easier.
Do you think using Kahoot! helps you understand recount texts better? How?	Yes, because the words are easy to understand.

When you play Kahoot!, do you try to read and understand the text better so you can answer the questions?	Of course yes
Do you feel more confident in your reading after practicing with Kahoot!? Why or why not?	Yes, easier to understand
What problems do you usually face when using Kahoot! in the reading class?	No
Is there anything you think should be improved in using Kahoot! to help you learn reading better?	No

Name : Falisha aliya divya tinantya

Class : VII B

Student 10

The Researcher Question	The Students Answer
Do you enjoy using Kahoot! in your reading class, especially when learning recount texts? Why or why not?	Yes, because it's easier to do quizzes in Kahoot.
Does Kahoot! make the reading class more fun and exciting for you? Please explain.	Yes, because I like doing Quiz in Kahoot!
Is it easy for you to use Kahoot! during the lesson? Why do you think so?	Yes, it's easy because I use kahoot quite often!
Do you think using Kahoot! helps you understand recount texts better? How?	Yes, because there is an example of recount text in the Quiz.

When you play Kahoot!, do you try to read and understand the text better so you can answer the questions?	Yes, of course
Do you feel more confident in your reading after practicing with Kahoot!? Why or why not?	Yes, because the quiz practiced reading
What problems do you usually face when using Kahoot! in the reading class?	Sometimes there is lag
Is there anything you think should be improved in using Kahoot! to help you learn reading better?	There is none

Name : Tanuhita Azzahra L

Class : VII B

Student 11

The Researcher Question	The Students Answer
Do you enjoy using Kahoot! in your reading class, especially when learning recount texts? Why or why not?	Yes, because it's fun and you can compete for points.
Does Kahoot! make the reading class more fun and exciting for you? Please explain.	Yes, because that way I can practice my memory when answering the quiz that is given.
Is it easy for you to use Kahoot! during the lesson? Why do you think so?	Yes, because you only need to press the button that has been given
Do you think using Kahoot! helps you understand recount texts better? How?	Yes, and answering the questions in Kahoot! Can increase knowledge about recount texts

When you play Kahoot!, do you try to read and understand the text better so you can answer the questions?	Yes, to be honest, I don't know the reason, but learning through quiz is more effective and fun, especially if played together.
Do you feel more confident in your reading after practicing with Kahoot!? Why or why not?	Yes
What problems do you usually face when using Kahoot! in the reading class?	Network constraints or loading
Is there anything you think should be improved in using Kahoot! to help you learn reading better?	If the text question is made in the form of an image, maybe it can be enlarged again the use of the font

Name : M iqbal syarif

Class : VII B

Student 12

The Researcher Question	The Students Answer
Do you enjoy using Kahoot! in your reading class, especially when learning recount texts? Why or why not?	Easier to learn
Does Kahoot! make the reading class more fun and exciting for you? Please explain.	Yes because it's easier and more fun
Is it easy for you to use Kahoot! during the lesson? Why do you think so?	Very helpful to answer
Do you think using Kahoot! helps you understand recount texts better? How?	Yes because it's easier

When you play Kahoot!, do you try to read and understand the text better so you can answer the questions?	Yes
Do you feel more confident in your reading after practicing with Kahoot!? Why or why not?	Yes
What problems do you usually face when using Kahoot! in the reading class?	No
Is there anything you think should be improved in using Kahoot! to help you learn reading better?	No need

Name : Ivander.dzahwan mj

Class : VII B

Student 13

The Researcher Question	The Students Answer
Do you enjoy using Kahoot! in your reading class, especially when learning recount texts? Why or why not?	No because sometimes they give less time when I haven't finished reading.
Does Kahoot! make the reading class more fun and exciting for you? Please explain.	Yes if the time is not lacking when reading
Is it easy for you to use Kahoot! during the lesson? Why do you think so?	Yes because just clicking and reading is very efficient
Do you think using Kahoot! helps you understand recount texts better? How?	Not really because I have to repeat the reading

When you play Kahoot!, do you try to read and understand the text better so you can answer the questions?	Yes
Do you feel more confident in your reading after practicing with Kahoot!/? Why or why not?	Not really because sometimes I get in a hurry when reading
What problems do you usually face when using Kahoot! in the reading class?	Not enough time
Is there anything you think should be improved in using Kahoot! to help you learn reading better?	Yes

Name : Galang

Class : VII B

Student 14

The Researcher Question	The Students Answer
Do you enjoy using Kahoot! in your reading class, especially when learning recount texts? Why or why not?	No I hate memory games
Does Kahoot! make the reading class more fun and exciting for you? Please explain.	Sometimes yes
Is it easy for you to use Kahoot! during the lesson? Why do you think so?	Maybe it makes me think hard
Do you think using Kahoot! helps you understand recount texts better? How?	No because it makes me compete

When you play Kahoot!, do you try to read and understand the text better so you can answer the questions?	Same as number 4
Do you feel more confident in your reading after practicing with Kahoot!? Why or why not?	Same as number 4
What problems do you usually face when using Kahoot! in the reading class?	Competitive answer
Is there anything you think should be improved in using Kahoot! to help you learn reading better?	I don't know

Name : Haziq aswin khalil

Class : VII B

Student 15

The Researcher Question	The Students Answer
Do you enjoy using Kahoot! in your reading class, especially when learning recount texts? Why or why not?	Yes, it's a lot of fun
Does Kahoot! make the reading class more fun and exciting for you? Please explain.	Yes, it's very fun
Is it easy for you to use Kahoot! during the lesson? Why do you think so?	Yes kahoot is very easy to use
Do you think using Kahoot! helps you understand recount texts better? How?	Yes using kahoot can make me understand recount text because of its interesting features

When you play Kahoot!, do you try to read and understand the text better so you can answer the questions?	Yes I tried it
Do you feel more confident in your reading after practicing with Kahoot!? Why or why not?	Yes kahoot makes me more confident when I am right in answering questions
What problems do you usually face when using Kahoot! in the reading class?	Kahoot system that sometimes errors
Is there anything you think should be improved in using Kahoot! to help you learn reading better?	No

Appendix III

ENGLISH TEACHER INTERVIEW TRANSCRIPT

Researcher : How do students usually respond when Kahoot! is used in reading class, especially to learn recount text?

Informant : for learning using kahoot especially in understanding or maybe in reading comprehension skills, the enthusiasm of children is much better than I use the form of text in general, of course, we also have to prepare in advance especially with material that is quite difficult like text material where we have to provide variations such as animations for text so that it is not monotonous and as a result children “tend to be more interested in seeing reading material through kahoot”.

Researcher : Do you think using Kahoot! can increase students' motivation and participation in reading activities? Why or why not?

Informant : kahoot has very interesting features the visuals are also interesting even we can use templates yes, we can use the type of illustration that is in accordance with our wishes so that children can understand then with the text it can match the atmosphere in the text so that children enjoy more when learning text by text and when we are presented with various kinds of several other reading texts with various variations of features children also tend to enjoy more like that and it can increase student participation

Researcher : How does Kahoot help students to better understand the content of recount texts?

Informant : The features in kahoot are very varied, if for example we provide general text in the usual way, maybe it can be said to be monotonous, but if we provide text with kahoot, the font shape varies, the pictures are so that children can understand the recount text more easily.

Researcher : In your opinion, does Kahoot! support students to build their own understanding rather than just memorizing the content of the text? Please explain.

Informant : In kahoot, of course, it can support students to learn independently and maybe their understanding can be said to increase, especially if the child was given one or two texts, especially if the text is in the form of ordinary columns in microsoft word which only uses monotonous fonts, it makes them less enthusiastic in learning.

Researcher : Can you observe any difference in reading comprehension between students who are actively involved while using Kahoot! and those who are not?

Informant : Of course there is, as we can see the alpha generation is attached to their interest in media especially those that contain interesting visuals that make them excited rather than just giving them a display with ordinary word media.

Researcher : How do you see Kahoot helping students to develop metacognitive awareness, such as recognizing their own errors or gaps in understanding?

Informant : in the material for the use of kahoot, children can review again and it can be seen anywhere as a personal evaluation of what they think they haven't mastered and whether their understanding with what has been conveyed is the same, so they know how their understanding gaps are.

Researcher : What challenges do you face when using Kahoot! to teach reading comprehension of recount text?

Informant : My own challenge in kahoot although there are templates is that for example the material that we make ourselves must be made slowly and in detail so that the results are maximized when displayed for students and it requires a lot of preparation and time for example a week before, besides that many templates are appropriate but still premium

Researcher : What do you think needs to be improved to make Kahoot! more effective in supporting reading comprehension through constructivist approach?

Informant : kahoot is very applicable, maybe if we can add this, kahoot should open the ai feature by means of voice notes and maybe kahoot can open one more additional game for free so that users who

are not premium kahoot do not have difficulty using it.

Appendix IV
Table 4.1 Observation Sheet

Aspects	Media	Method	Stage of Teaching	Assesment
Knowledge Emphasis	Lcd, Video, Chromebook, Kahoot	Game Based Learning	1. The teacher opened the learning activity by greeting and leading the prayer. 2. The teacher asks about the students' condition and checks the students' attendance. 3. The teacher conveys the learning objectives that will to be achieved. 4. The teacher provides ice breaking to train students'	Kahoot Quiz

			focus 5. The teacher provides apperception and motivation 6. The teacher asks about the previous material 7. Teacher conveys the scope of material, learning steps and assessment techniques.	
Reading Skills	Lcd, Chromebook, Video, Kahoot	Game Based Learning	1. Students are facilitated by the teacher with a special course in kahoot for English material on that day, namely expressing ability as the first material	Make an example of material and Kahoot Quiz and Game

			and weather as the second material 2. Then, the teacher explained the first material and the students listened to the explanation 3. After that, the teacher displays a conversation picture about the material on the screen using the features in kahoot. 4. After that, students identify the linguistic structure of the learning	
--	--	--	--	--

			materials. The teacher asked the students to make example sentences from the material spontaneously. 5. Then the teacher appoints students to say the sentences that have been made spontaneously, 6. Students ask some questions about can and can't to get more information about its usage. 7. Then the teacher	
--	--	--	--	--

			gives a game in kahoot which is a quiz to stimulate their knowledge of the material. 8. After that, students are asked to enter the game code to be used when logging in. 9. After playing, the teacher automatically displays the ranking of the scores they get from the quiz. 10. In the second material session,	
--	--	--	--	--

			namely about weather, the teacher used the course feature in kahoot to explain the material, then students listened to the teacher's explanation. 11. The teacher provokes students spontaneously to make sentences about the material. 12. After that the teacher appoints students one by one to practice pronouncing the correct pronunciati	
--	--	--	--	--

			on of the material displayed through kahoot. 13. After that the teacher displays the video material through the video feature in Kahoot. 14. The teacher invites students to play true / false games on kahoot and students enter the game pin to join the game. 15. After the game is over, the ranking value of	
--	--	--	---	--

			the game automatically appears on the screen and is witnessed by all students. 16. Here is the structured sequence in numbered order: 17. After participating in the learning activities, students are asked to reflect on what they have learned. 18. The teacher asks questions to determine whether	
--	--	--	--	--

			the students have understood the material about expressing ability and weather from the video and Kahoot! activities. 19. Students convey the learning conclusions from the session. 20. At the end of the lesson, students are assigned a Kahoot! game as homework for reflection and reinforcement at home.	
--	--	--	--	--

Appendix V

Link video and Kahoot

<https://create.kahoot.it/share/weather/61a15bee-7b99-4ec5-bb6d-96bb6186f3aa>

<https://create.kahoot.it/share/can-and-can-t/4dbdb6eb-6c99-4dcd-a5c4-3c92697deb45>

<https://youtu.be/BVSc07bcmaY?si=tgVo3mCZFUzVQZ8W>

Appendix VI

Documentation

In this documentation I do observations and interview in class when the teacher taught and after class done.

Observation Documentation







Documentation Teacher Interviews



Documentation Students Interview





CURRICULUM VITAE

Personal Details

Nama : Marshanda Azmi Fawaz
Place and Date of Birth : Jepara, July 17, 2003
Religion : Islam
Gender : Female
Address : Ds. Bangsri Rt01/Rw004
Kec.Bangsri, Kab. Jepara
Telephone Number : 089608222060
E-mail : Marshandaazmi4@gmail.com

Formal Education

SD/MI : MI HASYIM ASY'ARI
SMP/MTs : MTS HASYIM ASY'ARI
SMA/MA : MA HASYIM ASY'ARI
S1 : UIN Walisongo Semarang

Organizational Experience

- o HMJ PBI UIN Walisongo
- o KMJS UIN Walisongo