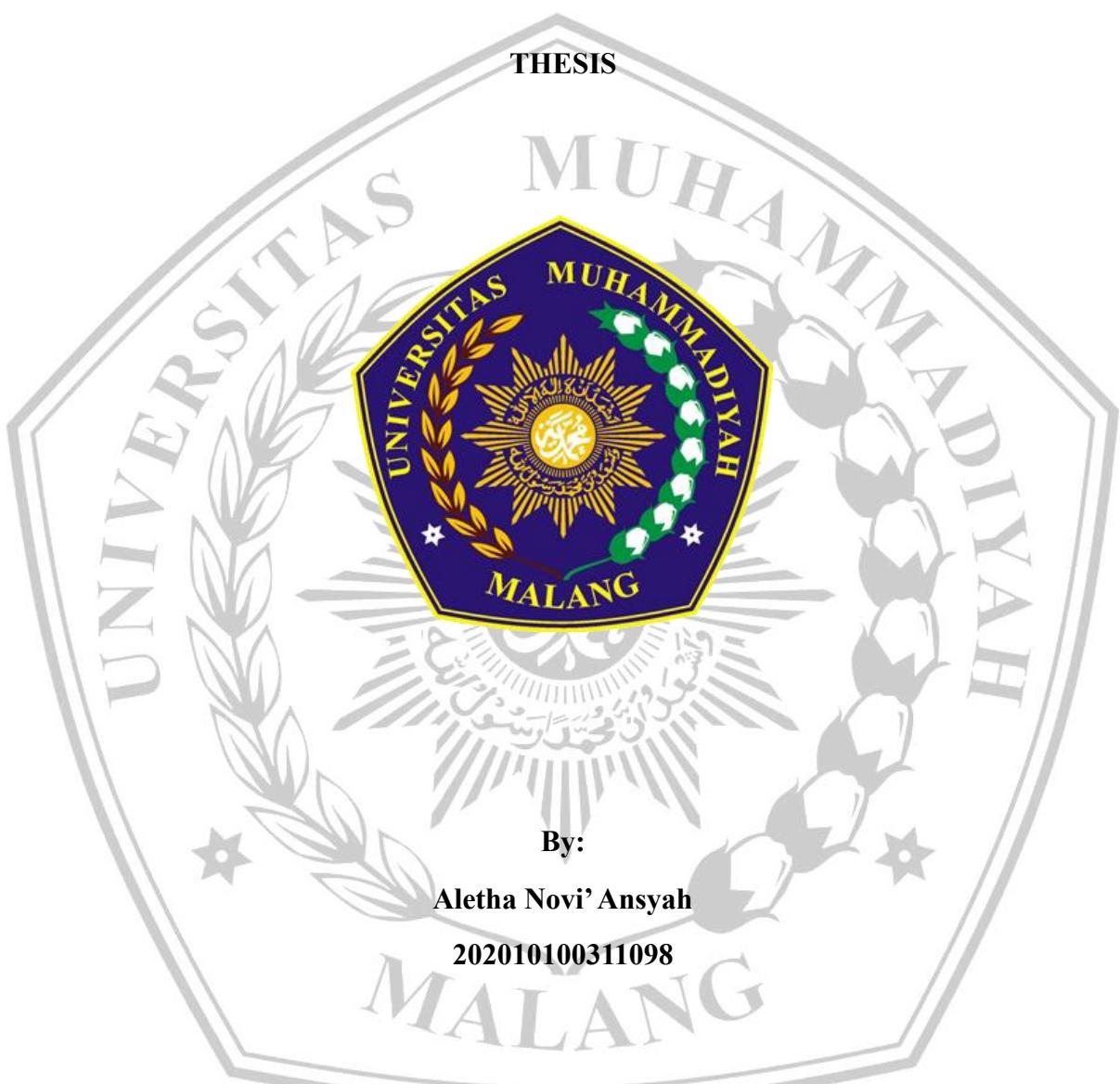


**THE USE OF KAHOOT AS A MEDIA IN EFL READING
SKILL: STRENGTHS AND WEAKNESSES**



**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG**

2024

**THE USE OF KAHOOT AS A MEDIA IN EFL READING
SKILL: STRENGTHS AND WEAKNESSES**

THESIS

**This thesis is submitted to meet one of the requirements to achieve
Sarjana Degree in English Language Education**



By:

Aletha Novi' Ansyah

202010100311098

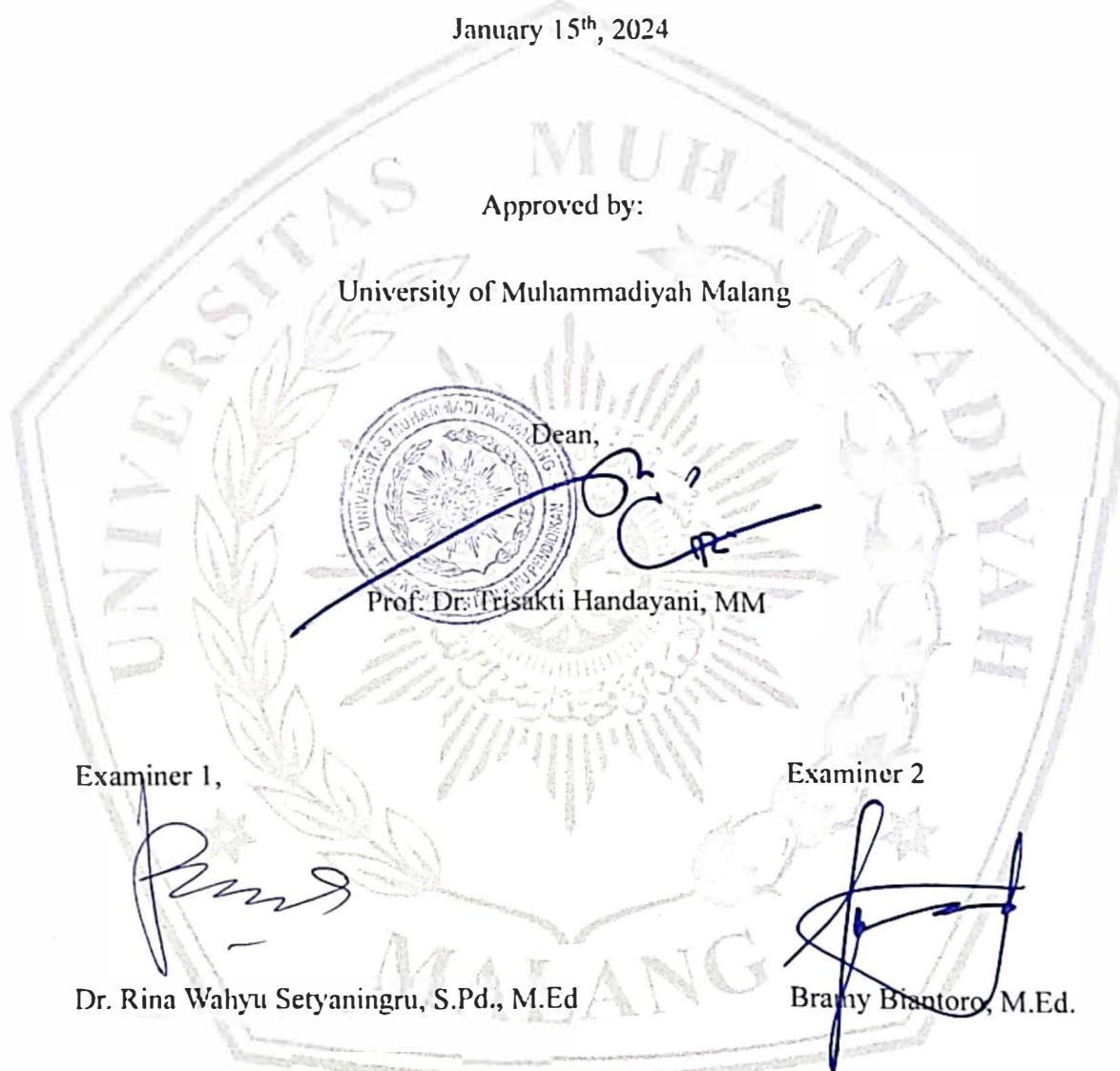
**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG**

2024

APPROVAL PAGE

This thesis was defended in front of the examiners the Faculty of Teacher Training Education of University of Muhammadiyah Malang and accepted as one of the requirements to achieve Bachelor Degree in English Language Education on

January 15th, 2024



Dr. Fardini Sabilah, S.Pd., M.Pd

AUTHOR'S DECLARATION OF ORIGINALITY

I hereby declare that the intellectual content of this thesis is the product of my own work and has not been submitted to any other University or Institution.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

I also declare that this is a true copy of my thesis, as approved by my thesis committee and the English Language Education Department office.

Malang, January 15th 2024



1350AALX084554512

Aletha Novi Ansyah

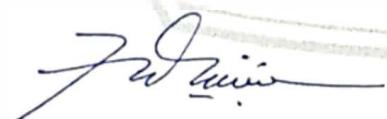
THE USE OF KAHOOT AS A MEDIA IN EFL READING SKILL: STRENGTHS AND WEAKNESSES

ABSTRACT

Digital technology is common in practically every educational level these days, including mobile devices and apps. This design aims to create an enjoyable and stimulating learning environment that will improve student experience and academic achievement in the classroom. One of those fun apps to utilize is Kahoot. Through the platform's digital interface, educators and students can write and exchange assignments, audio, video, and photos. This study aimed to know the strengths and weaknesses of Kahoot as a media in English as a Foreign Language (EFL) reading skill. This study used a mixed methods research design. Quantitative data collection through a questionnaire, and qualitative data collection through interviews. The participants of this study were twenty students who took the survey, two students, and one teacher were selected to conduct interviews. This study used a close-ended questionnaire to obtain data. The study found that Kahoot had a positive effect on improving students' reading skills, including student experience, student cognitive, and student affective. In addition, Kahoot's weaknesses were found, namely internet connectivity influences engagement in learning to read, and students' attention span influences learning to read. As a result, it can be concluded that using Kahoot as a media in EFL reading skill had a positive effect. Overall, Kahoot gives a significant contribution as a tool in the EFL reading skill.

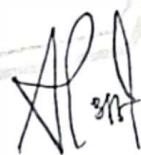
Keywords: Kahoot, Strengths, Weaknesses.

Advisor



Dr. Fardini Sabilah, S.Pd., M.Pd.

The Researcher



Aletha Novi' Ansyah

ACKNOWLEDGMENTS

Alhamdulillahi rabbil 'alamin, the researcher expresses her highest gratitude to Allah subhanahu wa ta'ala for giving me health, guidance, and patience to complete this research successfully. In this valuable chance, the researcher aims to express her gratitude and appreciation to people who have provided motivation, advice, support, and even remark that helped the researcher. First, the researcher expressed the deepest thanks and appreciation to my advisor I, Dr. Fardini Sabilah, S.Pd., M.Pd., who has helped me to finish this thesis by giving suggestions, guidance, and correction since the preliminary of a manuscript until the completion of this thesis.

I will also be grateful to my greatest parents and my family for their endless love, prayers, and sacrifices for educating and preparing me for my future. Thankfulness also to my companions in cost Al - Anshor are Izza Avcarina, Wahyu Desi and Viola Nada for their cheerful days and togetherness, and also to my comrade Alif Fuadanindya, Thania Apriliani, and Rabiyatul Adabiyah for their prayer, motivation, and for being places to share.

Malang, 15 Januari 2024



Aletha Novi' Ansyah

TABLE OF CONTENT

APPROVAL PAGE	iii
MOTTO AND DEDICATIONS	v
AUTHOR'S DECLARATION OF ORIGINALITY	vii
ABSTRACT.....	viii
AKNOWLEDGMENT	ix
TABLE OF CONTENT	x
CHAPTER I	1
INTRODUCTION	1
1.1 Research Background	1
1.2 Research Problem	5
1.3 Research Objectives	5
1.4 Scope and Limitations.....	5
1.5 Research Significant	6
1.6 Definition of Key Term	6
CHAPTER II.....	8
REVIEW OF RELATED LITERATURE.....	8
2.1 EFL Instructional Media.....	8
2.1.1 Kinds of Instructional Media.....	8
2.1.2 The strength of instructional media in EFL classroom.....	10
2.1.3 The weaknesses of instructional media in EFL classroom	11
2.2 Kahoot as a social media in EFL classroom	12
2.2.1 Kahoot in teaching English skill.....	12
2.2.2 The strengths and weaknesses of Kahoot in teaching reading	13

CHAPTER III	15
RESEARCH METHOD	15
3.1 Research Design	15
3.2 Research Subject.....	15
3.3 Data Collecting	16
3.3.1 Technique	16
3.3.2 Instrument	17
3.3.3 Procedure	19
3.4 Data Analysis	19
CHAPTER IV.....	22
FINDING AND CONCLUSION.....	22
4.1 Findings	22
4.1.1 The strengths of using Kahoot as a medium in learning reading	23
4.1.2 The weaknesses of using Kahoot as a medium in learning reading	29
4.2 Discussion.....	31
CHAPTER V	35
CONLUSION AND SUGGESTION	35
5.1 Conclusion	35
5.2 Suggestion	36
5.2.1 Readers	36

5.2.2 Future Researcher	36
REFERENCES.....	37
APPENDIX	40



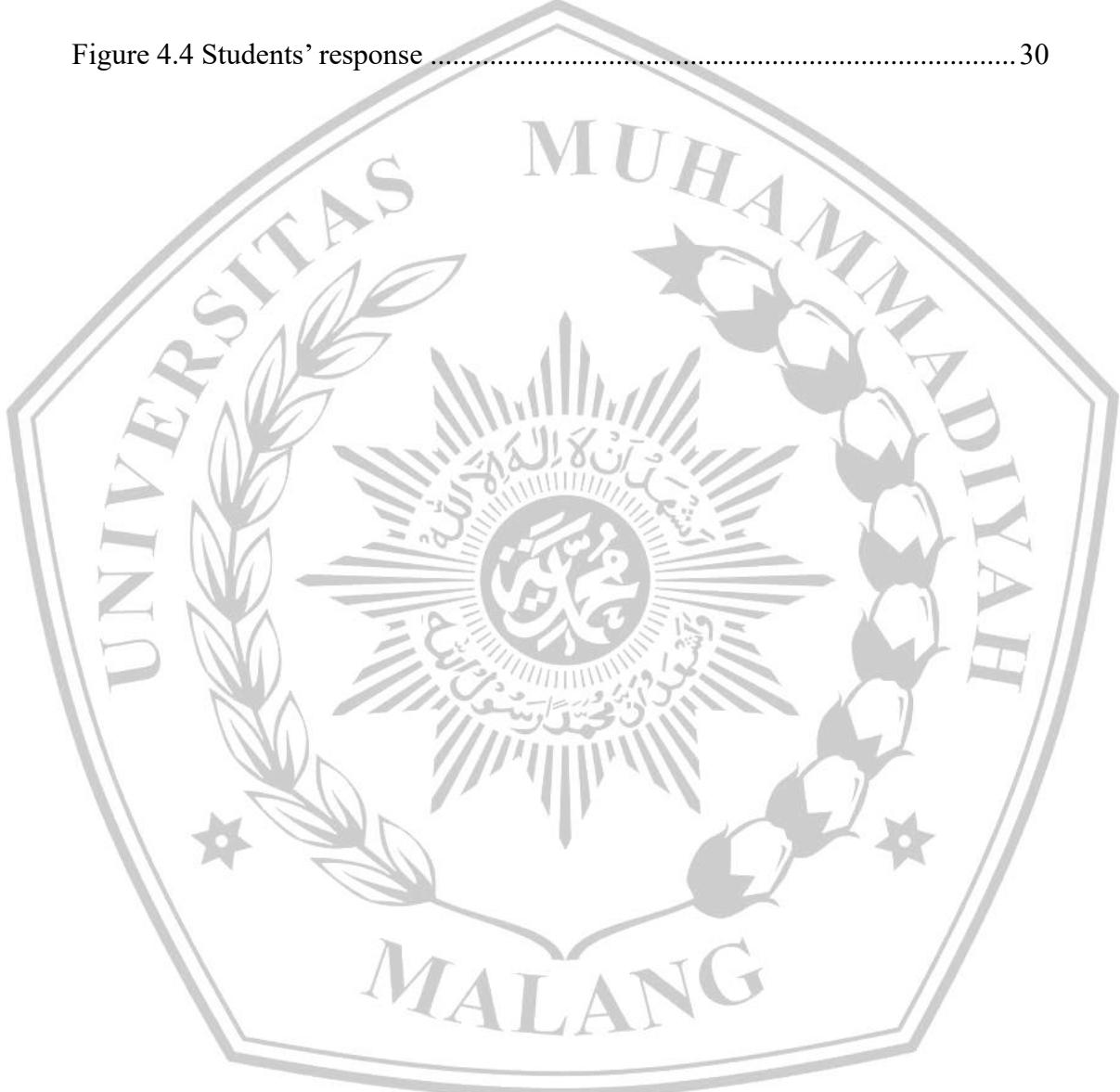
LIST OF TABLES

Table 3.1 Options and score	18
-----------------------------------	----



LIST OF FIGURES

Figure 4.1 Students' experience	23
Figure 4.2 Students' cognitive.....	26
Figure 4.3 Students' affective.....	28
Figure 4.4 Students' response	30



LIST OF APPENDICES

Appendix 1 Questionnaire and interview	40
Appendix 2 Tabulation of respondent data.....	42
Appendix 3 Answer from interview	43
Appendix 4 Kahoot learning activity in class	46
Appendix 5 Research cover letter	48
Appendix 6 Plagiarism check result.....	49



REFERENCES

- Adam, Anne, Cox, & Anna L. (2008). Questionnaires, in-depth interviews and focus groups. 17–34.
<http://www.cambridge.org/catalogue/catalogue.asp?isbn=9780521870122&s=toc>
- Adnyani, K. E. K., Adnyana, I. W., & Murniasih, N. N. (2020). Teacher and Students' Perception on Using Kahoot! for English Learning. 394(Icirad 2019), 62–67. <https://doi.org/10.2991/assehr.k.200115.011>
- Aisyah, S., & Haryudin, A. (2020). Instructional Media Used in Teaching English. PROJECT (Professional Journal of English Education), 3(6), 737. <https://doi.org/10.22460/project.v3i6.p737-742>
- Alfansyur, A. (2019). Pemanfaatan media berbasis ICT "KAHOOT" dalam pembelajaran PPKN untuk meningkatkan motivasi.
- Bawa, P. (2019). Using Kahoot to Inspire. Journal of Educational Technology Systems, 47(3), 373–390. <https://doi.org/10.1177/0047239518804173>
- Bicen, H., & Kocakoyun, S. (2018). Perceptions of students for gamification approach: Kahoot as a case study. International Journal of Emerging Technologies in Learning, 13(2), 72–93. <https://doi.org/10.3991/ijet.v13i02.7467>
- Centauri, B. (2019). Efektivitas Kahoot! Sebagai Media Pembelajaran Kuis Interaktif Di SDN-7 Bukit Tunggal. Jurnal: Seminar Nasional Pendidikan Mipa Dan Teknologi (SNPMT II), 1(1), 124–133. <https://journal.ikippgriptk.ac.id/index.php/snpmt2/article/view/1360>
- Chiang, H. H. (2020). Kahoot! in an efl reading class. Journal of Language Teaching and Research, 11(1), 33–44. <https://doi.org/10.17507/jltr.1101.05>
- Chotimah, I. C., & Rafi, M. F. (2018). The Effectiveness of Using Kahoot As a Media in Teaching Reading. Jurnal ELink, 5(1), 19. <https://doi.org/10.30736/e-link.v5i1.44>
- Creswell, J. W., & Creswell, J. D. (2018). Mixed Methods Procedures. In Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.
- Dewi, T., & Kareviati, E. (2021). The Use of Powerpoint As the Instructional Media in Teaching English for Young Learners. PROJECT (Professional Journal of English Education), 4(4), 617. <https://doi.org/10.22460/project.v4i4.p617-621>
- Idowu, A., Nat, M., & Kissi, P. S. (2020). Student perception of usefulness and ease using kahoot, a free web-based tool in a tertiary education setting. Acta Scientiarum - Technology, 43, 1–12. <https://doi.org/10.4025/actascitechnol.v43i1.47347>
- Jamian, A. R. (2011). Permasalahan kemahiran membaca dan menulis bahasa melayu murid-murid sekolah rendah di luar bandar. Jurnal Pendidikan Bahasa

- Melayu, 1(1), 1–12. <http://jurnalarticle.ukm.my/2528/>
- Lavy, S. (2020). A Review of Character Strengths Interventions in Twenty-First-Century Schools: their Importance and How they can be Fostered. *Applied Research in Quality of Life*, 15(2), 573–596. <https://doi.org/10.1007/s11482-018-9700-6>
- Maulidah, E., Syaf, A. H., Rachmawati, T. K., & Sugilar, H. (2020). Berpikir kritis matematis dengan kahoot. *Jurnal Analisa*, 6(1), 19–27. <https://doi.org/10.15575/ja.v6i1.8516>
- Nicholls, M. E. R. (2010). Likert Scales. *The Corsini Encyclopedia of Psychology*, 1–1. <https://doi.org/10.1002/9780470479216.corpsy0508>
- Niu, J. (2009). Knowledge Necessary For Secondary Data Use. May 2008.
- Noori, A. Q., Orfan, S. N., Akramy, S. A., & Hashemi, A. (2022). The use of social media in EFL learning and teaching in higher education of Afghanistan. *Cogent Social Sciences*, 8(1). <https://doi.org/10.1080/23311886.2022.2027613>
- Putra, L. D., & Pratama, S. Z. A. (2023). Pemanfaatan media dan teknologi digital dalam mengatasi masalah pembelajaran. *Journal Transformation of Mandalika.*, 4(8), 323–329. <https://ojs.cahayamandalika.com/index.php/jtm/article/view/2005/1586>
- Rajabpour, A. (2021). Teachers' Perception of Advantages and Disadvantages of Kahoot! English Linguistics Research, 10(4), 49. <https://doi.org/10.5430/elr.v10n4p49>
- Resti, & Rachmijati, C. (2020). Analysis The Use Of Instructional Media On Teaching English To Young learners. *Professional Journal Of English Education*, 3(4), 453–458.
- Saraswati, N. M. S. D., Ratminingsih, N. M., & Utami, I. A. L. P. (2020). Students' and Teachers' Perception on Reward in Online English Teaching Context. *Journal of Education Research and Evaluation*, 4(3), 303. <https://doi.org/10.23887/jere.v4i3.27923>
- Setiawan, M. F. (2020). The Effectiveness of Using Kahoot! As a Media To Improve Students' Reading Comprehension in Narrative Text. *Retain*, 08(03), 19.
- Siahaan, L., Wiranata, V., Zai, K., & Nasution, J. (2023). Keterampilan Membaca Pada Pengajaran Bipa Menggunakan Media Digitalisasi. *Journal of Science and Social Research*, 6(1), 160. <https://doi.org/10.54314/jssr.v6i1.1186>
- N. M., Wirawan, P. W., Adhy, S., Andi, S., Mukhlasin, H., Muhaemin, M., Nurhayati, S., Untuk, D., Salah, M., Syarat, S., Gelar, M., Teknik, S., Studi, P., Elektro, T., Martinench, A., Network, N., Php, W., Algoritma, M., ... Adhitya Putra, D. K. T. (2019). Title. *Rabit : Jurnal Teknologi Dan Sistem*



LEMBAR HASIL CEK PLAGIASI

Koordinator Plagiasi Program Studi Pendidikan Bahasa Inggris FKIP UMM menyatakan bahwa:

*Nama : Aletha Novi' Ansyah

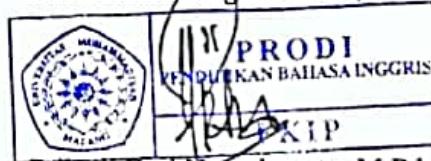
*NIM : 202010100311098

Bagian Skripsi (CHAPTER)	Prosentase Hasil Kesamaan
CHAPTER I Introduction	4%
CHAPTER II Review of Related Literature	0%
CHAPTER III Research Method	9%
CHAPTER IV Findings and Discussion	0%
CHAPTER V Conclusion and Suggestions	0%

Berdasarkan prosentase hasil uji kesamaan, dapat disimpulkan bahwa hasil deteksi plagiasi telah memenuhi syarat dan ketentuan yang telah diatur pada Peraturan Rektor No. 2 Tahun 2017.

Malang, 16 Januari 2024

Koordinator Plagiasi Prodi,



Prihadi Dwi Nurcahyanto, M.Pd



Visi: *Menyelenggarakan pendidikan dan pengajaran Bahasa Inggris yang berbasis pada teori pembelajaran constructivism dan intercultural communication*



Kampus I

Jl. Bandung 1 Malang, Jawa Timur
P: +62 341 551 253 (Hunting)
F: +62 341 460 435

Kampus II

Jl. Bendungan Sutami No 188 Malang, Jawa Timur
P: +62 341 551 149 (Hunting)
F: +62 341 582 060

Kampus III

Jl. Raya Tlogomas No 246 Malang, Jawa Timur
P: +62 341 464 318 (Hunting)
F: +62 341 460 435
E: webmaster@umm.ac.id