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EFL Students' Achievement in Reading Comprehension through Gamification Kahoot

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ABSTRACT

This study attempts to examine EFL students' achievement in reading comprehension of recount text through gamification Kahoot, a technological-based learning platform, as well as to explore their perceptions of using gamification Kahoot as an assessment tool in the reading test. The data were obtained from both tests and questionnaires, and the assessment criteria used as proposed by Kartika (2001), and uses descriptive analysis. Meanwhile, the students' perceptions are based on the indicator theory of perceptions proposed by Hamka (2002). 36 students (21 females, and 15 male students) in the tenth grade of the State Vocational High School 1 Godean in the academic year 2022/2023 participated as the respondents. The findings revealed that the highest score on the test was 100 and the lowest score was 53. Meanwhile, the average or mean of the student's score is 74 with a total score of 2664. Furthermore, the achievement of students in reading comprehension of recount text using gamification Kahoot is in the "Good" category (74). Meanwhile, the students' perceptions showed that gamification Kahoot as an assessment tool can motivate students, and create fun classroom conditions.

Keywords: Achievement, gamification Kahoot, perceptions, reading comprehension, recount text

1. Introduction

Technological-based learning applications may contribute significantly to the learning and teaching process. The usage of various forms and types of learning media will be a great source of information for students (Ediyani et al., 2020) and effective learning tools will increase students' interest in learning (Puspitarini & Hanif, 2019). Wahyuningsih & Kusumaningrum, (2022), confirm that teachers need to arouse their creativity in using technology in this digital era to improve the learning process, ease message delivery, and facilitate instructional design significantly. Furthermore, the presence of technology in learning-teaching may engage students' participation in reading activities Arianti, (2021).

According to Serravallo, (2010), reading involves thinking, comprehending, or comprehending the meaning of the text. It refers to the method by which a reader obtains a message from an article or text. Reading is the process of comprehending text, enabling a reader to understand and construct the meaning of a text and combine textual information with past knowledge that has been read (Anderson, 2003; Eka Yuliani, 2013). Using technology-based learning platforms will be more effective for students (Kamelia, 2019). The most prevalent type of reading text encountered in everyday life is recount text. Recount text is used to convey the story of an event or something that happened in the past (Djuharie, 2007; Rajan et al., 2002; Wardiman et al., 2008). Meanwhile, Knapp & Watkins, (2013), confirm that recount text is a sort

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of sequential text that only serves to sequence a succession of events. It is the most basic type of story genre because recalls are the most basic text type.

One of the technology-based learning and teaching platforms is Kahoot. It is a game-based learning platform used by teachers and students in doing exercises and tests. Moreover, it is a form of gamification quiz used as a learning media integrated with the material or evaluation questions to make it more interesting and fun which can be assessed using a website (Wang & Tahir, 2020). To join the gamification Kahoot media, we can click the link https://Kahoot.it/ for students, and https://Kahoot.com/ for teachers. Both instructional design and technology are two necessary aspects of learning. It is in line with Brown, (2012), who confirms that these two aspects become essential in developing media to achieve a better learning process and stimulate students' enthusiasm in the learning-teaching process. Therefore, an appropriate learning-teaching platform is important in the educational sector.

The learning-teaching process is always done side by side and grows together. Students' learning achievements may depend on several factors, including instructional design, medium of learning, motivation, and perceptions or beliefs about the nature of their learning conditions (S. Licorish et al., 2018; Setiyadi, 2020). Many intellectual and nonintellectual aspects contribute to this competence (Mašková & Kučera, 2021).

As a teacher, it is essential to comprehend the progress of knowledge, skills, and understanding of learning materials. (Mulyani et al., 2019) state that students' achievements can help teachers determine which techniques will be used and what they should improve. Learning achievement indicates whether or not the learning goals have been achieved by the learning system. It is a teacher who can motivate, and engage their students to learn and the utilization of technology-based learning platforms may enhance learning enthusiasm, and allow them to study independently based on their talents and interests (Buchner & Zumbach, 2018).

Several studies have been conducted concerning the use of Kahoot as a game-based learning application for improving EFL learners' English skills. For instance, Tóth et al., (2019), conducted a study on the effect of the Kahoot quiz on the student's exam results. The results reveal that students who took more Kahoot quizzes performed better on their exams and received good scores. Next, a study was carried out by Baszuk & Heath, (2020) to examine the use of Kahoot to increase exam scores and engagement. The results of the study showed that, utilizing Kahoot in the classroom as a trivia game refresher aids students in mastering vocabulary and course themes.
A qualitative study was conducted by Wang & Tahir, (2020), to explore the impact of using Kahoot on classroom dynamics, student anxiety, learning performance, and students' and teachers' perspectives. The findings revealed that Kahoot has a positive contribution to classroom dynamics, student learning performance, and student and teacher attitudes, The main challenges faced by students are bad internet connections and difficulty in reading questions and answers on a screen. Another qualitative study was carried out by Licorish et al.,(2018), who explored perceptions of students in using Kahoot on their learning process and teaching. The results showed that Kahoot boosted student learning with the greatest impact on students' participation and motivation.

Another relevant study was carried out by Heni et al., (2019), who examined the use of Kahoot: a game-based technology to increase student engagement and active learning of Senior High School students. This study examined students' activities throughout learning and teaching. The specific goal of this research is to look into the use of Kahoot in encouraging students' participation in English learning. The results showed that Kahoot is an excellent alternative learning platform as it can be accessed via mobile device for teaching and learning among high school students.

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Numerous studies have been carried out to examine the use of Kahoot as a learning platform, but studies to examine and explore the effectiveness of game-based learning in the classroom using Kahoot media as an evaluation tool are still limited in numbers. The present study provides some useful theoretical and practical contributions to the existing body of knowledge in the field of English language teaching, especially in reading comprehension tests. Theoretically, Kahoot supports the students and also the teachers in understanding the material easily and makes a pleasant situation in the learning-teaching process. In addition, this research may be a reference for further researchers in doing research on the utilization of gamification Kahoot towards students' achievement and stimulating students' enthusiasm in learning English. Meanwhile, practically, Kahoot helps students and teachers to follow the learning process effectively and efficiently. In addition, teachers can also be innovative in delivering questions utilizing game-based or technology-based media.

The present study focuses on the State Vocational High School 1 Godean students' achievements in reading comprehension of recount text through the gamification Kahoot learning platform, as well as their perceptions of using gamification Kahoot as an assessment tool in doing their reading test. Therefore, the present study attempts to solve the following problems: 1) How are the students' achievements in reading comprehension of recount text through gamification Kahoot? 2) What are the students' perceptions of utilizing gamification Kahoot as an assessment tool in the reading test?

2. Methodology

Research Design and Instrument

A quantitative research design was applied to obtain the data through tests and questionnaires. The purpose of the test is to find out the students' achievements in the instructional design and their scores by using Kahoot media as an assessment tool. Meanwhile, a questionnaire was given to further explore the perspectives of students after using gamification Kahoot as an assessment tool in the reading test.

Research Respondents

36 students, consisting of 21 females, and 15 male students in the first grade of the State Vocational High School 1 Godean, Yogyakarta were involved in the process of gathering the data. The reasons for selecting the respondents are: 1) they have learned the recount text in the previous semester; 2) they have used the Kahoot learning application for their reading course; 3) they have done their tests through the Kahoot learning application many times.

Research Procedures

To gather the data needed, researchers conducted several steps as the research procedures, They are, first, asked the students to do a pre-test and define recount text, as well as the generic structure and language features. Second, the researchers informed the students of what they must perform, namely viewing. During the viewing, the researchers re-explained the material in slides and did some mini-games with the students. In the post-viewing, the researchers explained Kahoot as an assessment tool or quiz that students may utilize to answer questions regarding the recount text. Finally, when the reading test was completed, students were requested to fill out the questionnaire through Google Forms on their experiences using the gamification Kahoot in the reading test.

Data Analysis

The students' reading scores were analyzed using five reading comprehension aspects according to Brown, (2004), namely, Main Idea (M), scanning for details (D), Grammar (G),

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Vocabulary (V), and identifying exceptions (E). The tests are in the form of multiple choice provided through the Kahoot platform. Each question in the Kahoot consists of 15 questions. The data were described using descriptive explanation. The formula utilized by the researchers is as follows.

$$\text{Total Score} = \frac{Correct\ Answer}{Total\ Questions} \times 100$$

To determine students' test achievement, the researchers used the assessment criteria which is proposed by Kartika (2001) as seen in Table 1, as follows:

Table 1. Assessment Criteria of Student Completeness

Interval	Category
90-100	Excellent
70-89	Good
50-69	Fair
> 50	Poor

Adopted from Kartika (2001)

Meanwhile, to analyze the students' questionnaire results, the researchers converted the four-Liker-Scales into the conversion questionnaire statement score as proposed by (Sugiyono, 2018) as presented in Table 2, as follows:

Table 2 Conversion of Questionnaire Statement Score

Scale	Scale Description
4	Strongly Agree (SA)
3	Agrees(A)
2	Disagrees(D)
1	Strongly Disagree (SD)

Adopted from Sugiyono, (2018)

The data were analyzed based on the results of the questionnaire and examined by using the following formula:

$$\text{Percentage} = \frac{The\ frequency\ of\ the\ answer}{total\ number\ of\ respondent}\text{s} \times 100\%$$

Adopted from Arikunto (2006)

3. Results and Discussion

3.1 Results

3.1.1 Students' Achievement in Reading Comprehension through the Gamification Kahoot

To obtain the data about students' reading comprehension achievement of recount text through gamification Kahoot, the researchers conducted pre-and post-tests of the students using questions based on the material that had been previously learned. The pre-test was conducted once in class X of Visual Communication Design (DKV) and was attended by 36 students in 30 minutes using

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Google Forms. Meanwhile, the post-test was conducted in 30 minutes. Then, the students' reading scores were analyzed using five reading comprehension aspects proposed by (Brown, 2004), namely Main idea (M), scanning for details (D), Grammar (G), Vocabulary (V), and identifying exceptions (E). The results of the pre-test and post-test of students' achievement in reading comprehension of recount text are presented in Table 3 as follows:

Table 3. Students' Achievement in Pre-Test and Post-test

No	Initial name	Aspects											
		Pre-test					Total	Post-test					Total
		M	D	G	V	E		M	D	G	V	E	
1	ASK	3	2	2	2	2	**73**	2	2	2	3	3	**80**
2	AAU	2	3	3	3	2	**87**	1	2	3	3	3	**80**
3	ATK	1	0	2	1	2	**40**	3	3	0	2	3	**73**
4	AOR	1	1	1	1	2	**40**	2	3	1	2	2	**67**
5	AGP	3	2	1	1	2	**60**	2	3	1	1	2	**60**
6	ARA	2	3	2	2	1	**67**	2	3	2	3	2	**80**
7	DDA	3	3	3	2	1	**80**	2	3	0	2	2	**67**
8	DSS	3	2	2	1	2	**67**	1	3	1	1	2	**53**
9	EPM	2	2	1	2	1	**53**	3	3	1	1	2	**67**
10	FDS	2	2	1	3	2	**67**	1	3	2	2	2	**60**
11	HFS	3	3	1	2	3	**80**	3	3	2	1	2	**73**
12	IS	2	2	0	2	2	**53**	0	3	3	3	3	**80**
13	KSR	2	1	2	3	1	**60**	2	3	0	1	2	**53**
14	LB	3	3	1	1	2	**67**	2	3	2	3	2	**80**
15	MS	3	3	3	2	2	**87**	2	3	3	3	3	**93**
16	MA	3	2	1	1	2	**60**	1	3	3	2	3	**80**
17	PDJ	1	2	1	2	1	**47**	1	3	1	2	1	**53**
18	RSD	3	2	2	3	1	**73**	3	3	3	3	2	**93**
19	RCPR	2	2	0	1	3	**53**	2	3	1	3	3	**80**
20	REP	1	0	2	2	2	**47**	2	3	0	2	2	**60**
21	RDK	2	1	2	2	2	**60**	2	3	3	3	3	**93**
22	RIE	3	2	1	3	1	**67**	2	2	3	2	3	**80**
23	RCE	3	3	2	3	2	**87**	2	3	1	3	2	**73**
24	SEN	3	2	3	2	2	**80**	1	3	1	3	2	**67**
25	SFS	3	2	1	2	1	**60**	2	3	0	2	2	**60**
26	SAO	3	2	2	1	2	**67**	2	3	1	3	2	**73**
27	SSH	3	2	1	2	1	**60**	2	3	0	2	2	**60**
28	SA	3	3	3	2	2	**87**	2	3	1	3	2	**73**
29	SRR	2	2	1	2	1	**53**	3	3	0	0	2	**53**
30	SKAP	3	3	2	3	3	**93**	2	2	3	3	3	**87**
31	SALM	2	2	3	2	2	**73**	2	3	3	3	3	**93**
32	UNA	3	2	2	3	1	**73**	2	2	2	3	2	**73**
33	VO	2	2	2	2	1	**60**	2	3	0	3	2	**67**
34	YFG	3	2	3	2	3	**87**	3	3	3	3	3	**100**
35	YDY	1	3	0	3	2	**60**	2	3	3	3	2	**87**
36	ZNB	3	1	2	2	1	**60**	2	3	3	3	3	**93**
Total score							**2388**	**Total score**					**2664**
Mean score							**66**	**Mean score**					**74**

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Table 3 shows the students' pre-test and post-test mean scores in the five aspects tested. As we can see, the total score in the pre-test is 2388, and the mean score is 66. The mean score is gained from the total score (2388), then divided by the number of respondents (36) students. This means that the student's achievement (66) in the reading recount text is categorized as 'Fair' as proposed by Kartika (2001) in the aforementioned assessment criteria. The following figure displays the frequency of outcomes from 36 students based on the findings of students' achievement in the pre-test. The frequencies are shown in Chart 1 as follows:

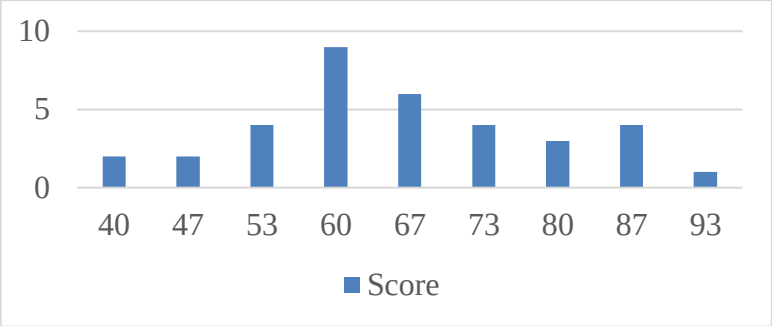

Chart 1. Frequency of Students' Pre-test Scores

Chart 1 shows the variations in the frequency of results from 36 students. It can be seen clearly that 2 students got a score of 40, 2 students gained a score of 47, 4 students got 53, 9 students gained a score of 60, 6 students got 67, 4 students got 73, 3 students got 80, 5 students got 87, and 1 student got 93. It means that 4 students are in the "Poor" criteria, 19 students are in the "Fair" criteria, 11 students in the "Good" criteria, and 1 student in the "Excellent" criteria.

Meanwhile, the post-test shows the total score is 2664, and the mean score is 74. The mean score is gained from the total score (2664), then divided by the number of respondents (36) students. This means that the student's achievement (74) in the reading recount text is categorized as 'Good' as proposed by Kartika (2001) in the aforementioned assessment criteria. The following figure displays the frequency of outcomes from 36 students based on the findings of students' achievement in the post-test. The frequencies are shown in Chart 2 as follows:

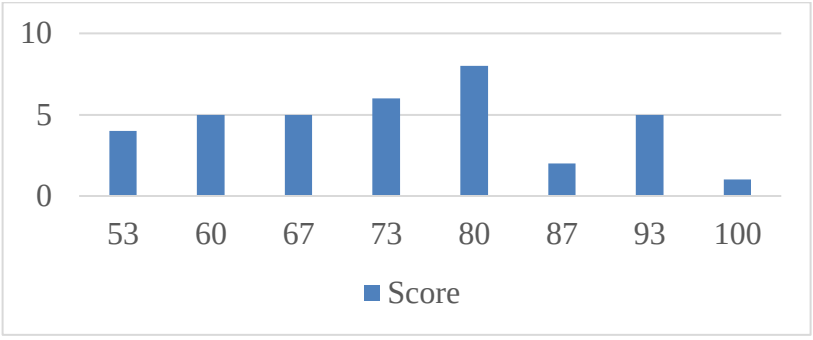

Chart 2. Frequency of Students' Post-test Scores

Chart 2 shows the variations in the frequency of results from 36 students. It can be seen that 4 students gained a score of 53, 5 students got 60, 5 students got 67, 8 students got 80, 2 students gained a score of 87, 5 students got 93, and 1 student got 100. It means that there is none in the

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"Poor" criteria, 14 students who are in the "Fair" criteria, 16 students in the "Good" criteria, and 6 students in the "Excellent" criteria.

Another finding of the present study revealed that students encountered some technical problems such as unstable internet connection and students' phone errors that can interrupt the test. In addition, the students cannot go back to the previous questions to crosscheck the answers because they have very limited time. Thus, it may cause the students to make the wrong choice when in a hurry.

3.1.2 Students' Perception of Utilizing Gamification Kahoot as an Assessment Tool in Reading Comprehension

To obtain the data about students' perceptions of using Kahoot as an assessment tool in reading comprehension of recount text, the researchers used a questionnaire. Furthermore, the questionnaire is in the form of a Likert scale, ranging from a score of 4 (SA) to a score of 1 (SD). There are two indicators of perceptions used, namely absorption, and understanding, with ten items in total, The questionnaire results can be seen in Table 4 as follows:

Table 4. The Questionnaire Results

.No	.Statement.	SA.		A.		D.		SD.	
		.F	.%	.F	.%	.F	.%	.F	.%
Absorption									
1	Statement 1	8	22.2%	26	72.2%	2	5.6%	0	0%
2	Statement 2	6	16.7%	25	69.4%	5	13.9%	0	0%
3	Statement 3	4	11.1%	31	86.1%	0	0%	1	2.8%
4	Statement 4	8	22.2%	27	75%	1	2.8%	0	0%
5	Statement 5	14	38.9%	22	61.1%	0	0%	0	0%
Understanding									
6	Statement 6	3	8.3%	29	80.6%	4	11.1%	0	0%
7	Statement 7	2	5.6%	30	83.3%	4	11.1%	0	0%
8	Statement 8	2	5.6%	32	88.9%	2	5.6%	0	0%
9	Statement 9	5	13.9%	30	83.3%	1	2.8%	0	0%
10	Statement 10	4	11.1%	32	88.9%	0	0%	0	0%

Table 4 shows the results of students' questionnaires in connection with their perceptions of using gamification Kahoot as an assessment tool in reading tests. The data revealed that the majority of students perceived positive thoughts about the utilization of Kahoot in their reading activities. It can be known from the percentage of scores gained in each indicator based on the theory of perceptions proposed by Hamka (2002), namely absorption and understanding.

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The followings are the percentage of the questionnaire results as presented in Chart 3 as follows:

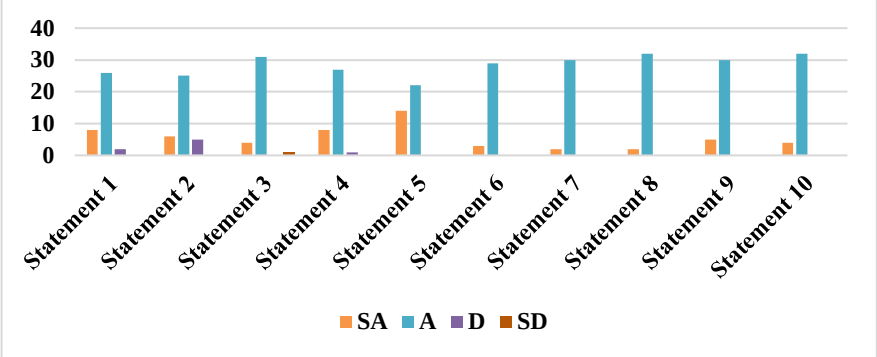

Chart 3. The Percentage of Students' Perceptions

Chart 3 shows the questionnaire results concerning students' perceptions after utilizing the gamification Kahoot as an assessment tool in reading tests. The following are the results of students' responses to each statement in the questionnaire distributed online.

In response to statement 1, it shows that 8 or 22.2% of students strongly agree that Kahoot is an interesting tool to gain scores or to assess students, and 26 or 72.2% of students agree. Meanwhile, 2 or 5.6% of students disagree, and none of the students strongly disagree with the statement. This means that students agree that Kahoot is an interesting tool to gain scores or assess the students. It implies that using Kahoot as an assessment tool can be one of the fascinating media that teachers can utilize in learning-teaching reading. In response to statement 2, it shows that 6 or 16.7% of students strongly agree that they like the concept of Kahoot as an assessment tool, and 25 or 69.4% of students stated that they agree. Meanwhile, 5 or 13.9% of students disagree, and none of the students strongly disagree with the statement. From the data, it infers that students agree that they like the concept of Kahoot as an assessment tool.

In response to statement 3, it shows that 4, or 11.1% of students strongly agree that Kahoot has a clear image object appearance, and 31, or 86.1% of students agree, none of the students disagree. However, 1 or 2.8% of students strongly disagree with the statement. This means that students agree if Kahoot has a clear image object appearance. In response to statement 4, it shows that 8 or 22.2% of students strongly agree that the use of Kahoot can increase students' enthusiasm for doing the test, and 27 or 75% of students agree. Meanwhile, 1 or 2.8% of students disagree, and none students strongly disagree with the statement. This means that the use of Kahoot is good enough for increasing students' enthusiasm for doing a test.

In response to statement 5, it shows that 14, or 38.9% of students strongly agree that Kahoot has a unique concept and/or appearance, and 22, or 61.1% of students agree. Meanwhile, none students disagreed and strongly disagreed with the statement. Therefore, Kahoot has a unique concept and/or appearance to get the students' attention in doing an assessment. In response to statement 6, the data show that 3 or 8.3% of students strongly agree that Kahoot can help students understand the questions better, and 29 or 80.6% of students agree. Meanwhile, 4 or 11.1% of students disagree, and none of the students strongly disagree with the statement. Based on the largest percentage, the students agree that Kahoot can help them understand the questions better. Therefore, the use of Kahoot may increase students' understanding of the questions while doing the test.

In response to statement 7, it shows that 2 or 5.6% of students strongly agree that Kahoot can help students understand vocabulary, and 30 or 83.3% of students agree. Meanwhile, 4 or 11.1% of students disagree, and none of the students strongly disagree with the statement. It implies that

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students agree that the use of Kahoot can help them understand the vocabulary better. In response to statement 8, it shows that 2 or 5.6% of students strongly agree that Kahoot can help students understand the learning concept more easily, and 32 or 88.9% of students agree. Meanwhile, 2 or 5.6% of students disagree, and none of the students strongly disagree with the statement. The data imply that Kahoot can help them understand the learning concept more easily.

In response to statement 9, it shows that 5, or 13.9% of students strongly agree that the use of Kahoot is easy to understand, and 30, or 83.3% of students agree. Meanwhile, 1 or 2.8% of students disagree, and none of the students strongly disagree with the statement. The data imply that students agree that the use of Kahoot is easy to understand. In response to statement 10, it shows that 4 or 11.1% of students strongly agree that Kahoot can motivate students to increase their reading understanding skills, and 32 or 88.9% of students agree. Meanwhile, none of the students disagreed and strongly disagreed with the statement. Therefore, we may say that the use of Kahoot can motivate them to increase their reading understanding skill.

3.2. Discussion

The findings of the present study revealed that there is an improvement in students' mean scores in the post-test (74) with an overall score is 2664, compared to the students' mean score gained in the pre-test scores (66) with the total score is 2388. Furthermore, the data infer that there are twenty-three students under the score of 75 (a Minimum Completeness Criteria-KKM) proposed by the Kemdikbud, and thirteen students met the aforementioned criteria based on the results of the students' pre-test. Meanwhile, the students' post-test results revealed that there were fourteen students under the minimum completeness criteria, and twenty-two students met the aforementioned criteria. The utilization of gamification Kahoot with its unique and interesting features is beneficial for the teachers to train students' reading comprehension skills which in turn to obtain higher scores and reach the passing grade of 75 as set up by the school. The teachers and institution need to increase students' scores as it has implications for the school's good reputation in the community and evaluation from the authorities.

The data revealed that the majority of students perceived positive thoughts about the utilization of gamification Kahoot in their reading activities. The findings revealed that the utilization of Kahhot as an assessment tool can be one of the interesting media that EFL teachers can apply in learning and teaching reading and assessment. Therefore, students have positive perceptions of the concept of Kahoot as an assessment tool. Since Kahoot learning platform provides a clear image object appearance, it may increase EFL students' enthusiasm and motivation in learning English, especially reading, and comprehending the questions while doing the test. In addition, Kahoot can help them master the vocabulary, and know the concept of learning reading recount text. The sophisticated facilities and features which is provided by Kahoot in its dashboard make it possible for EFL learners to know the concept of learning reading recount text. Kahoot is one of the useful and interesting media for learning English for EFL students (Rofiyarti & Sari, 2017; A. I. Wang, 2015).

If we observe the results of students' pre-tests, we will find out that most of the students cannot work on multiple choice well. The students had not understood the five aspects of reading comprehension questions yet, regarding recount text material. The researchers also found out that the most of students made mistakes in several aspects, such as grammar and exceptions. This is because the students did not understand well about the context of the recount text. Meanwhile, the results of students' post-test revealed that students could work on multiple choice test questions, and understand instructional design, as well as the concept of the recount text. However, several

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mistakes were found in several aspects of each question, especially when answering the question because the students did not understand some of the contexts in the recount text.

The positive effect of using gamification Kahoot may create a pleasant environment and adventurous attitude. It provides a great opportunity for EFL students to be actively engaged in learning reading doing their tests, and problem-solving. This is in line with Sercanoglu et al., (2021), who state that the gamification Kahoot platform is supposed to promote engagement and interest in the teaching process by motivating students. They went on to say that Kahoot is very interesting and suitable for enhancing creative learning-teaching, as it facilitates students to take quizzes simultaneously, collaborates with others, and recaps students' scores.

Kahoot learning application has a beneficial impact on students' learning outcomes. For instance, Licorish et al., (2017), confirm that the utilization of media in the classroom may significantly enhance teaching and learning quality(Pho & Dinscore, 2015), state that when built with learning concepts in mind, game-based learning can boost students' motivation, enthusiasm, and learning. Kahoot media, game-based learning is consistent with 21st-century learning concepts, which emphasize student-centred learning to inspire and utilize enjoyable and fascinating learning-teaching experiences (Rochmawati, 2017). The significance of gamification Kahoot in the learning-teaching process is that EFL students and teachers can create fun-entertaining classroom conditions (Henukh & Guntara, 2020).

Like other gamification in general, this gamification Kahoot has advantages and disadvantages. The Kahoot platform has several advantages, including the ability to download, review, and save students' results; a "ghost mode" feature that allows students to take quizzes multiple times and compete against themselves for higher scores; and a setting that allows teachers to adjust the response time from 5 seconds to 120 seconds. Aside from the benefits, teachers and students should be aware of the following drawbacks: there is a restriction to the number of characters that can be used in questions and responses; teachers cannot ask or receive open-ended responses (although this feature is reportedly coming soon), and the free answering options only have two styles (multiple-choice and true or false).

Guardia et al., (2019), confirm that the Kahoot app affects the teaching-learning process, as well as training skills and academic performance as evaluated by student grades Bicen & Kocakoyun, (2018), discuss perceptions of students for gamification approach: Kahoot as a case study. According to the findings, incorporating a gamification method raised student attention in the course as well as student desires for success. This method has also been shown to improve student motivation. Furthermore, the study's findings indicate that the Kahoot tool can be used effectively for instructional gamification. In addition, the gamification technique motivates students to be more ambitious and eager to learn. Meanwhile, Lin et al., (2018), examined Kahoot, a game-based learning tool in Malaysian higher education. These findings revealed that Kahoot! is effective at fostering and reinforcing learning, particularly about conceptual frameworks, numerical simulations, multimedia concepts, aspects or devices of media language, and media writing procedures.

Kahoot is very interesting and suitable for enhancing creative learning-teaching, especially for teachers because students can take quizzes simultaneously with friends and can help teachers recap students' scores. Teachers may easily produce their content, administer quizzes, and assess their students, while students may join it without having to register, play without humiliation (anonymously), have fun, and be competitive in learning (Wang, 2015).

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4. Conclusion

Several important points are to be addressed concerning the results of this study, namely: 1) The students' learning achievement in reading comprehension of recount text of students using gamification Kahoot is categorized into "Good" criteria. This is obtained from the analysis data test that shows a total score of 2664 with a mean score of 74. This means that the achievement of class X of Visual Communication Design (DKV) student of the State Vocational High School 1 Godean in reading comprehension recount text using gamification Kahoot as an assessment tool is in good criteria, with reading comprehension question aspects: main idea, details, grammar, vocabulary, and exception; 2) Based on the results of the students' perceptions obtained from the questionnaire which consists of 2 aspects, namely absorption and understanding, students have the largest percentage of positive perceptions in statements 5 and 4. This means students strongly agree that the Kahoot learning platform has a unique concept and/or appearance. Moreover, Students also strongly agree that the use of Kahoot can increase students' enthusiasm for doing a test. To sum up, the results of the students' perception questionnaire about gamification Kahoot as an assessment tool can motivate the students with the uniqueness of the concept and appearance

Recommendations

Bearing in mind the greatest benefits of gamification Kahoot platform in English language learning and teaching, and reading assessment as well, the researchers would like to provide several recommendations for students, English teachers, and the next researchers. For EFL students, it is recommended to make use of a technology-based learning platform, e.g., gamification Kahoot, as a tool for enhancing their English proficiency level, especially in doing reading comprehension tests of recount text.

For EFL English teachers, we recommend they utilize the gamification Kahoot learning platform when teaching language skills, not only reading skills but also other skills, e.g., writing and assessment activities both inside and outside classroom settings. Besides, Kahoot may also be used for teaching and assessing students' achievements in other genres of text, including descriptive, narrative, and hortatory text. Besides, gamification Kahoot platform may also be used to create a pop-up or fun quiz for the students. These efforts are performed to create an enjoyable, and fun learning atmosphere. Since the research into technological-based learning platforms covers very large areas, we recommend that the next researchers conduct a similar study on the use of gamification Kahoot to improve other language skills, for instance, writing skills by including more respondents from other departments and universities.

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