

# EFL STUDENTS' ACHIEVEMENT IN READING COMPREHENSION OF RECOUNT TEXT THROUGH GAMIFICATION KAHOOT INSTRUCTIONAL MEDIA

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# EFL STUDENTS' ACHIEVEMENT IN READING COMPREHENSION OF RECOUNT TEXT THROUGH GAMIFICATION KAHOOT INSTRUCTIONAL MEDIA

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## Abstract

Teachers are highly encouraged to be more creative and innovative in utilizing instructional media using technology to suit learners' needs. The present study attempts to find out EFL students' achievement in reading comprehension of recount text through gamification Kahoot, a technological-based learning platform, as well as explore their perceptions of utilizing gamification Kahoot as an assessment tool in the reading test. The data were obtained from both test and questionnaire, therefore the students' achievement based on the test results in assessment criteria which was proposed by Kartika 2001. Meanwhile, the students' perceptions based on the indicator theory of perceptions proposed by Hamka (2002). Furthermore, the data were analysed in quantitative descriptively. 36 students (21 females, and 15 male students) in the tenth grade of SMK Negeri 1 Godean in the academic year 2022/2023 were 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 score is 74 with a total score of 2664. The results of this research indicated that the students' achievement in reading comprehension of recount text using gamification Kahoot is in "Good" category (74). Meanwhile, the students' perceptions showed that gamification Kahoot as an assessment tool can create fun, enjoyable classroom condition, and could motivate students in doing test due to the great functions and features of Kahoot's concepts and appearances.

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

## INTRODUCTION

Technological-based learning application may contribute significantly to the teaching and learning process. The usage of various forms and types of learning media will be a great source of information for students (Ediyani *et al.*, 2020). When

used effectively, it becomes an <sup>1</sup> effective and efficient learning tool to achieve learning objectives, increase students' desires and enhance students' interest to learn (Puspitarini & Hanif, 2019). Moreover, the appropriate usage of technological-based learning media may improve <sup>37</sup> the learning process, ease the delivery of messages, and facilitate the instructional design significantly.

The presence of technology in learning-teaching may engage students' participation in reading activities. Reading skills, along with other skills, <sup>5</sup> is one of the most important language skills for EFL students. 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 platform 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 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 platform is Kahoot. It is a game-based learning platform used by teacher and students in doing exercises and test. 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 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.

<sup>2</sup> Both instructional design and technology are two necessary aspects in teaching and learning. It is in line with (Brown, 2012), who confirms that these two aspects become essential in developing media with the goal to achieve a better

learning process and stimulate students' enthusiasm in the learning-teaching process. Therefore, an appropriate learning-teaching platform are 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 for comprehending the progress of knowledge, skills, and understanding learning materials. (Mulyani *et al.*, 2019) state that students' achievements can help teachers in determining 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, engage their students to learn and the use of technology-based learning platform may increase learning enthusiasm, and allow them to study independently based on their talents and interests (Buchner & Zumbach, 2018).

Several studies have been conducted in relation to 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 results in the exam. This experimental research attempted found out how effective the Kahoot quiz was in the learning process. The results reveal that students who took more Kahoot quizzes performed better on their exams and received good score. Next, a study was carried out by (Baszuk & Heath, 2020) to examine the use of Kahoot to increase exam scores and engagement. The findings revealed that, utilizing Kahoot in the classroom as a trivia game refresher aids students in gaining a deeper comprehension of vocabulary and course themes while providing rapid feedback.

A qualitative study was conducted by (Wang & Tahir, 2020), to explore the impact of using Kahoot on classroom dynamics, student anxiety, and learning performance, and students' and teachers' perspectives. The findings revealed that

Kahoot has positive contribution to the classroom dynamics, student learning performance, student and teacher attitudes, The main challenges faced by students are unreliable internet connections, difficulty reading questions and answers on a projected screen. Another qualitative study was carried out by Eight, (S. Licorish *et al.*, 2018), who explore the students' perceptions of using Kahoot' on their teaching and learning process. The results showed that Kahoot boosted student learning in the classroom, with the greatest impact on classroom dynamics, engagement, motivation, and a better learning experience. Their findings also imply that using educational games in the classroom may reduce distractions, hence boosting the quality of teaching and learning above and beyond what is delivered in traditional classrooms.

Another relevant study was carried out by (Heni *et al.*, 2019), who examine the use of Kahoot: a game-based technology to increase students' engagement and active learning of Senior High School students. This is a classroom action research that examines students' activities over the course of teaching and learning. The specific goal of this research is to look into the use of Kahoot in encouraging students' active 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.

Numerous studies have been conducted to investigate the use of Kahoot as a learning platform, but studies to examine and explore effectiveness of game-based learning in the classroom using Kahoot media as an evaluation tool is still limited in numbers. The present study provides some useful theoretical and practical contributions to the existing body of knowledge in the filed of English language teaching. Theoretically, Kahoot supports the students and also the teachers in understanding the material easily and makes a pleasant situation in the learning-teaching process. Besides that, this research is expected to be a reference for further researchers in doing research on the utilization of gamification Kahoot towards students' achievement and stimulating students' enthusiasm in learning-teaching English. Meanwhile, practically, Kahoot helps students and teachers to follow the

learning process effectively and efficiently. Teachers can also be innovative in delivering questions utilizing game-based or technology-based media.

The present study focuses on SMKN 1 Godean students' achievements in reading comprehension of recount text through gamification Kahoot learning platform, as well as their perceptions of utilizing gamification Kahoot as an assessment tool in doing their reading test. Therefore, the present study attempts to answer the following research questions: 1) How is the students' achievements in reading comprehension of recount text through gamification Kahoot? 2) What is the students' perceptions of utilizing gamification Kahoot as an assessment tool in the reading test?

## RESEARCH METHODS

A quantitative research design was applied to obtain the data through test and questionnaire. The purpose of the test is to find out the students' achievements in the instructional design and their score by using Kahoot media as an assessment tool. Meanwhile, questionnaire was given to explore students' perceptions after using gamification Kahoot as an assessment tool in the reading test. Furthermore, 36 students (21 females, and 15 male students) in the first grade of SMK N 1 Godean, Yogyakarta were participated in the data gathering process. The students have been learned the recount text in the previous semester and used Kahoot learning application.

To gather the data needed, researchers conducted several steps as the research procedures, they are, first, asked the students to do 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 performed, namely viewing. During the viewing, the researchers re-explained about 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 has been completed, students were asked to fill out the questionnaire through Google Form on their experiences using gamification Kahoot in reading test.

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), 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.

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

To determine students' test achievement, the researchers used the assessment criteria which is proposed by Kartika (2001) as presented 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 analyse the students' questionnaire results, the researchers converted the four-Liker-Scales into the conversion of 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	Agree (A)
2	Disagree (D)
1	Strongly Disagree (SD)

Adopted from (Sugiyono, 2018)

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

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

Adapted from Arikunto (2006)



## FINDINGS AND DISCUSSION<sup>21</sup>

### Findings

#### Students' Achievement in Reading Recount Text through Kahoot Learning Platform<sup>21</sup>

To obtain the data about students' reading comprehension achievement of recount text through gamification Kahoot, the researchers conducted pre- and post-tests to the students using questions based on the material that have been previously learned. The pre-test was conducted once in class X Visual Communication Design (DKV) and was attended by 36 students in 30 minutes using Google Form. Meanwhile, the post-test was conducted in 30 minutes. Then, the students' reading scores were analyzed using five reading comprehension aspects proposed to (Brown, 2004), namely Main idea (M), scanning for details (D), Grammar (G), Vocabulary (V), and identifying exceptions (E). The results of pre-test of students' achievement in reading comprehension of recount text can be seen in Table 3 as follows:

**Table 3.** Students' Achievement in Pre-Test

No	Initial Name	Aspects					Final Score
		M	D	G	V	E	
1	ASK	3	2	2	2	2	73
2	AAU	2	3	3	3	2	87
3	ATK	1	0	2	1	2	40
4	AOR	1	1	1	1	2	40
5	AGP	3	2	1	1	2	60
6	ARA	2	3	2	2	1	67
7	DDA	3	3	3	2	1	80
8	DSS	3	2	2	1	2	67
9	EPM	2	2	1	2	1	53
10	FDS	2	2	1	3	2	67
11	HFS	3	3	1	2	3	80
12	IS	2	2	0	2	2	53
13	KSR	2	1	2	3	1	60
14	LB	3	3	1	1	2	67
15	MS	3	3	3	2	2	87
16	MA	3	2	1	1	2	60
17	PDJ	1	2	1	2	1	47



No	Initial Name	Aspects					Final Score
		M	D	G	V	E	
18	RSD	3	2	2	3	1	73
19	RCPR	2	2	0	1	3	53
20	REP	1	0	2	2	2	47
21	RDK	2	1	2	2	2	60
22	RIE	3	2	1	3	1	67
23	RCE	3	3	2	3	2	87
24	SEN	3	2	3	2	2	80
25	SFS	3	2	1	2	1	60
26	SAO	3	2	2	1	2	67
27	SSH	3	2	1	2	1	60
28	SA	3	3	3	2	2	87
29	SRR	2	2	1	2	1	53
30	SKAP	3	3	2	3	3	93
31	SALM	2	2	3	2	2	73
32	UNA	3	2	2	3	1	73
33	VO	2	2	2	2	1	60
34	YFG	3	2	3	2	3	87
35	YDY	1	3	0	3	2	60
36	ZNB	3	1	2	2	1	60
<b>Total</b>							2388
<b>Mean</b>							66

Table 3 shows the students' pre-test mean score in the five aspects tested. As we can see, the total score 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 mean that the students' achievement (66) in the reading recount text is categorized into '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:

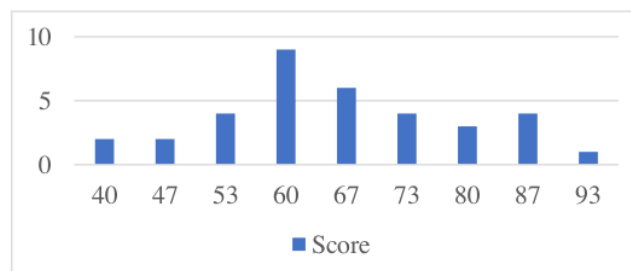


Chart 1 shows the variations in frequency of result from 36 students. It can be seen clearly that there were 2 students got score 40, 2 students scored 47, 4 students who got score 53, 9 students scored 60, 6 students scored 67, 4 students scored 73, 3 students scored 80, 5 students scored 87, and 1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

The following is the example of students’ work in the post-test, ranging from the highest and the lowest scores as presented in Table 4 as follows:

**Table 4.** Students' Achievement in Post-Test

No	Initial Name	Aspects					Final Score
		M	D	G	V	E	
1	ASK	2	2	2	3	3	80
2	AAU	1	2	3	3	3	80
3	ATK	3	3	0	2	3	73
4	AOR	2	3	1	2	2	67
5	AGP	2	3	1	1	2	60
6	ARA	2	3	2	3	2	80
7	DDA	2	3	0	2	2	67
8	DSS	1	3	1	1	2	53
9	EPM	3	3	1	1	2	67
10	FDS	1	3	2	2	2	60
11	HFS	3	3	2	1	2	73
12	IS	0	3	3	3	3	80
13	KSR	2	3	0	1	2	53
14	LB	2	3	2	3	2	80
15	MS	2	3	3	3	3	93
16	MA	1	3	3	2	3	80
17	PDJ	1	3	1	2	1	53
18	RSD	3	3	3	3	2	93
19	RCPR	2	3	1	3	3	80
20	REP	2	3	0	2	2	60
21	RDK	2	3	3	3	3	93
22	RIE	2	2	3	2	3	80
23	RCE	2	3	1	3	2	73
24	SEN	1	3	1	3	2	67
25	SFS	2	3	0	2	2	60
26	SAO	2	3	1	3	2	73
27	SSH	2	3	0	2	2	60
28	SA	2	3	1	3	2	73
29	SRR	3	3	0	0	2	53
30	SKAP	2	2	3	3	3	87

No	Initial Name	Aspects					Final Score
		M	D	G	V	E	
31	SALM	2	3	3	3	3	93
32	UNA	2	2	2	3	2	73
33	VO	2	3	0	3	2	67
34	YFG	3	3	3	3	3	100
35	YDY	2	3	3	3	2	87
36	ZNB	2	3	3	3	3	93
<b>Total</b>							<b>2664</b>
<b>Mean</b>							<b>74</b>

Table 4 shows the students' post-test mean score in the five aspects tested. As we can see, 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 mean that the students' achievement (74) in the reading recount text is categorized into '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:

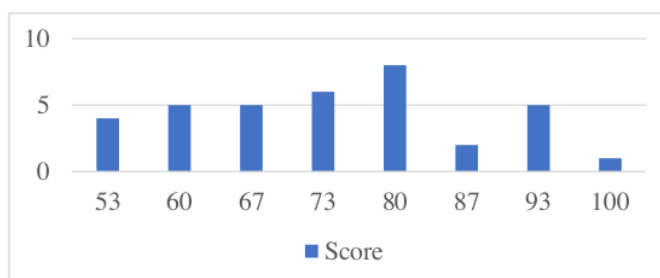


Chart 2 shows the variations in frequency of result from 36 students. It can be clearly seen that there were 4 students who got score 53, 5 students scored 60, 5 students scored 67, 8 students scored 80, 2 students scored 87, 5 students scored 93, and 1 student scored 100. It means that there is none in "Poor" criteria, 14 students who are in "Fair" criteria, 16 students in "Good" criteria, and 6 students in "Excellent" criteria.

Another findings of the present study showed 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 answer because they have a very limited time. Thus, it may cause the students chose the wrong choice when in a hurry.

### 9 Students' Perception of Utilizing Gamification Kahoot as an Assessment Tool in Reading Comprehension of Recount Text

To obtain the data about students' perceptions of utilizing Kahoot as an assessment tool in reading comprehension of recount text, the researchers used questionnaire. Furthermore, the questionnaire is in the form of Likert-scales, ranging from score 4 (Strongly Agree-SA) to score 1 (Strongly Disagree-SD). There are two indicators of perceptions used, namely absorption, and understanding, with ten items in total. The results of the questionnaire is presented in Table 5 as follows:

Table 5. Results of Questionnaire

No	Statement	SA		A		D		SD	
		F	%	F	%	F	%	F	%
<b>Absorption</b>									
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%
<b>Understanding</b>									
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 5 shows the results of students' questionnaire regarding their perceptions of using gamification Kahoot as an assessment tool in reading test. The data revealed that the majority of students perceived positive thought 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.

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

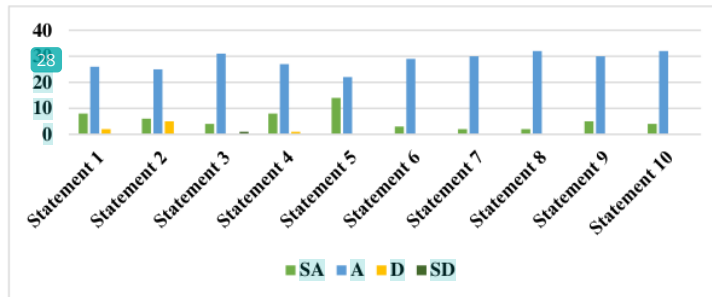


Chart 3. The Percentage of Students' Perceptions

Chart 3 shows the questionnaire results in relation to students' perceptions after utilizing gamification Kahoot as an assessment tool in reading test. The following is 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 score or to assess students, and 26 or 72.2% of students agree. Meanwhile, 2 or 5.6% of students disagree, and none of students are strongly disagree with the statement. This means that students agree if Kahoot is an interesting tool to gain score or assess the students. It imply that 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% students stated that they agree. Meanwhile, 5 or 13.9% students disagree, and none of students strongly disagree with the statement. From the data, it infer 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 say agree, none students disagree. However, 1 or 2.8% student 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 in doing the test, and 27 or 75% of students say agree. Meanwhile, 1 or 2.8% students disagree,

and none students strongly disagree with the statement. This means that the use of Kahoot is good enough for increasing students' enthusiasm in doing a test.

In response to statement 5, it shows that 14 or 38.9% of students strongly agree that Kahoot has unique concept and/or appearance, and 22 or 61.1% of students agree. Meanwhile, none students disagree, and strongly disagree 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 in understanding the questions better, and 29 or 80.6% of students agree. Meanwhile, 4 or 11.1% of students disagree, and none of students strongly disagree with the statement. Based on the largest percentage, the students agree that Kahoot can help them in understanding the questions better. Therefore, the use of Kahoot may increasing 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 in understanding vocabulary, and 30 or 83.3% of students say agree. Meanwhile, 4 or 11.1% students disagree, and none of students strongly disagree with the statement. It imply that students agree if the use of Kahoot can help them in understanding the vocabulary better. In response to statement 8, it shows that 2 or 5.6% students strongly agree that Kahoot can help the students in understanding the learning concept easier and 32 or 88.9% of students say agree. Meanwhile, 2 or 5.6% students disagree, and none of students strongly disagree with the statement. The data imply that Kahoot can help them in understanding the learning concept easier.

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

that the use of Kahoot can motivate them in increasing their reading understanding skill.

## Discussion

The findings of the present study revealed that there is improvement of students' mean scores in the post-test (74) with the 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 are met the aforementioned criteria based on the results of students' pre-test. Meanwhile, the results of students' post-test, revealed that there are fourteen students under the minimum completeness criteria, and twenty two students met the aforementioned criteria.

The data revealed that the majority of students perceived positive thought about the utilization of gamification Kahoot in their reading activities. The results of the present study showed that the utilization of Kahoot 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 of learning English for EFL students (Rofiyarti & Sari, 2017; A. I. Wang, 2015).

If we observe the results of students' pre-test, we will find out that most of 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 exception. This is because the students did not understand well about the context of recount text. Meanwhile, the results of students' post-test revealed that students could work on multiple choice text questions, understand instructional design, as well as the concept of the recount text. However, several mistakes are found in several aspects of each question, especially when answering the question because the students did not understand some of contexts in recount text.

The positive effect of using gamification Kahoot may create a pleasant environment and adventurous attitude. It provides a wide range of opportunities for EFL students to actively engaged in learning reading and doing their tests, and problem-solving. This is in line with (Sercanoglu *et al.*, 2021), who state that gamification Kahoot platform are 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 bring beneficial impact on students learning outcome. For instance, (Licorish *et al.*, 2017), confirm that the use of media in the classroom may significantly enhancing the quality of teaching and learning beyond what is provided in typical classrooms. (Pho & Dinscore, 2015), state that when built with learning concepts in mind, game-based learning can boost students' motivation, enthusiasm, and learning. Kahoot media, a game-based learning is consistent with 21st century learning concepts, which emphasize student-centered 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).

## CONCLUSION AND RECOMMENDATION

### Conclusions

Several important points to be addressed in relation to the findings of the present study are as follows: 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 SMKN 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 Kahoot learning platform has a unique concept and/or appearance. Moreover, Students also strongly agree that the use of Kahoot can increase students' enthusiasm in 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 the English language teaching and learning, as well as reading assessment, the researchers would like provides several recommendations for students, English teachers, and next researchers. For EFL students, it is recommended to make use of technology-based learning platform, e.g., gamification Kahoot, as a tool for enhancing their English proficiency level, especially in doing reading comprehension test of recount text.

For EFL English teachers, we recommend them to utilize 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. This efforts are performed to create enjoyable, and fun learning atmosphere. Since the research into technological-based learning platforms cover very large areas, we recommend for next researchers to conduct the 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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