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The Impact of Kahoot to Enhance Students' Participation and Reading Ability in ELT Classroom

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Article Info	Abstract
  	This research investigated the impact of Kahoot on students' participation and reading ability in ELT classrooms. Conventional teaching methods were found to be ineffective, leading to low student engagement and poor reading scores. By incorporating Kahoot, the experimental group demonstrated significantly higher levels of participation and improved reading performance compared to the control group. These findings highlight the potential of Kahoot by applying a mixed-method type, quasi-experiment research design (quantitative research – t-test) and (qualitative research – observation and questionnaire). The results of the students' participation in the control class were 2.33 with a low degree level. Whereas the results of students' participation in the experimental class were 4.37 with a high degree level. Statistical test to determine whether there is an impact of using Kahoot on students' participation and reading ability through an independent sample t-test using SPSS 25. As a result, Kahoot effectively enhances students' reading ability with a mean of 75.94. It means that the experimental class students' scores in reading ability are in a good category. The score of Kahoot questionnaire in the experimental class with a mean of 4.61 with a high degree level. Kahoot is influential in improving students' reading ability, hence it raises students' grades.

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INTRODUCTION

Education is crucial for developing countries and is especially important in the industrial revolution. English language expertise is essential for improving human resources and opening doors to the world of education. In Indonesia, English is taught from elementary school to university. Students master reading skills, which help them process information, understand the purpose of reading, and match it with what the reader knows. Teachers play a key role in the educational process, creating a conducive learning atmosphere using appropriate strategies, methods, media, and materials.

However, many students have low critical reading ability and low participation in learning English. To overcome these issues, teachers should be inventive and use technology to increase engagement. One effective learning medium is the Kahoot game, which combines audience participation, role-playing, film, and other multimedia tools. Kahoot is an effective learning medium that gets students interested and motivated, making them more engaged in their learning.

A study at SMPN 2 Sedan Rembang found that passive learning of English led to low participation and English achievement, especially in reading ability. Further research is needed to investigate the impact of Kahoot on enhancing students' participation and reading ability in English Language Teaching Classrooms. This research can be used as a reference for teaching English to students at SMP Negeri 2 Sedan. Besides, those previous studies have yet to investigate the students' reading ability. It is needed for deep investigation on the impact of Kahoot to enhance students' participation in English Language Teaching Classroom. Therefore, the researcher will fill in the gaps by investigating the improvement of students' participation and reading ability through Kahoot. Based on those explanations, the researcher was interested in conducting research entitled "The Impact of Kahoot to Enhance Students' Participation and Reading Ability in ELT Classroom".

The main reasons the researcher found that students have difficulty with reading activities. It is because many students need help with basic reading ability, including determining a text's purpose, conducting a linguistic analysis to determine its meaning, and avoiding unnecessary guessing about words, idioms, and other phrases.

In this case, the teacher should provide an effective method and medium to improve students' participation and reading ability in reading class. In addition, several researchers have proven these strategies can tackle students' obstacles, such as improving students' reading, motivation, participation, cooperative, positive attitudes, group work and social skills.

Furthermore, the use of Kahoot medium in the classroom helps create a positive learning environment and impacts students' achievement. Wang and Tahir (2020) discovered that Kahoot improves learning. They also stated that Kahoot reduces student anxiety about asking questions, reduces stress and tension, encourages participation without judgment, adds humor to class, and allows shy students to participate. It can be concluded that using Kahoot to improve students' achievement is an effective medium. The goal of this medium is to encourage students to participate in the teaching-learning process. If the students are having fun in class, it can help them perform better. The researcher uses Kahoot as a supplement learning media because of its unique and exciting presentation style. The research focused on major guiding questions for this purpose are:

1. How is the impact of Kahoot application to enhance students' participation in ELT classroom?
2. How is the impact of Kahoot application to enhance students' reading ability in ELT classroom?
3. How do the students' respond to Kahoot application in ELT classroom?
4. How do the teacher's reflect to Kahoot application in ELT classroom?

REVIEW OF RELATED LITERATURE

Review Previous Study

Reviewing previous studies can help the researcher decide what to study by showing how things work in the chosen study scope.The researcher find the different things happening to find the gap that needs to be filled. The researcher found this study after searching for related studies on Kahoot, students' participation, and teaching reading skills.

In this context, Kahoot as a medium to improve students' motivation and participation to achieve target learning. As claimed by Aminatun and Oktaviani (2019) students can use Kahoot to learn English and improve their vocabulary. Students can also learn English whenever they want because they can learn it anywhere and anytime. Therefore, it helps students learn how to learn independently and improves their English skills. Putri (2019) found that many academics have demonstrated this result worldwide, demonstrating that teaching English through the use of media such as Kahoot is an efficient strategy that is effective in making students enjoy the process of learning and teaching English.

Mahbubah and Anam (2022) demonstrated how Kahoot engages and inspires students to learn. It addresses students' involvement's cognitive, emotional, and behavioral engagement dimensions. However, the success of Kahoot integration in teaching and learning activities depends on considering the importance of an internet connection.

Based on those previous studies, Hadijah, Pratolo, and Rondiyah (2022); Mansur and Fadhilawati (2019); Licorish, Owen, Daniel, and George (2018); Pratolo and Lofti(2021); Febriani(2019); Kurnia, Rahmawati, and Fitriyana (2020); and Febriani (2019) also stated that the utilize of Kahoot in the EFL classroom can be a substitute for teachers who want to teach vocabulary and give the students engaging learning activities. Additionally, there are numerous ways that students' behavior was engaged while using the Kahoot application, including their attendance, participation, interaction, obedience, and challenges. Students

benefit from Kahoot in that they comprehend the lesson better, are good at time management, and enjoy taking quizzes on the Kahoot app.

Furthermore, Chotimah and Rafi (2018) claimed that Kahoot has a positive impact on the learning process. The result signifies that the significant value is 0.02, which is less than the significance threshold of 0.05. It indicates that using Kahoot as a medium influences the reading skills of English Department students at STKIP PGRI Jombang. In line with this study.

The researcher concluded that the use of Kahoot can foster student motivation and make learning activities more interactive. It can motivate students to learn, build a good atmosphere in class, help students to focus, and provide positive competition.

In the learning process, students should participate in following the activities because the students are the subject in this context. Participation is the participation of students in the learning process, which includes receiving responses from outside, responding to a problem, and answering a problem that is being discussed. Therefore, the teachers should make students participate in learning by implementing fun activities, group discussions, appropriate strategies, methods, media, and materials in class. It related to some previous studies conducted by Rusmadji, Raharjo, Rustono, and Sudana (2021); Albertson (2020); Côté and Gaffney (2021); Simasiku (2016); Aziz (2019); Abbasi and Adjei (2020); (Kim and Kim (2015); Nurmalasari and Apsari (2019); and Yu and Lee (2015) found that because of teaching activities, student motivations may directly affect their participation in learning. Those previous studies stated that learning activities such as group interaction and teachers' feedback in learning L2 make students deeply participate in the learning process. Besides, those studies new knowledge to the field and deepen our understanding of students' involvement and engagement with peer feedback in EFL classes. It means students' participation can help them to improve their English skills.

Tesfaye and Berhanu (2015) showed that 75% of the students agreed that group discussions

give them more freedom to participate in class than demonstrations and presentations. (Kwihangana, 2021) demonstrates that students participated in translanguaging and recognized its advantages in their group activities. Based on the teaching strategy, the teacher gives the students enjoyable activities and makes them more participate in L2 classes. They like to learn English. Besides, the students improved their participation, as evidenced by the rising average between the pre-test and the post-test from cycle 1 to cycle 2 (Nurhasanah, 2015). It is similar to Wahyuni, Fauziati, and Hikmah (2016) that for students to participate more actively in reading classes and reach their full potential, it is crucial to investigate the efficacy of various instructional methods based on phonics teaching.

Reading ability is very important. Without reading ability, students cannot understand the meaning of a text. Students are like parrots who imitate someone's language without understanding what it means. Therefore, many studies conducted research to improve reading skills through various strategies and methods. Akın, Koray, and Tavukçu (2015); Bagci (2019); Yagci (2015); Salih and Samad (2017); Ibrahim (2014); Ekowijayanto, Astutik, Khomariyah (2021); Pranata (2019); Devi, Musthafa, and Gustine (2015); Marashi and Rahmati (2017); and Salamuddin, Nazriani, Yusnita, and Revi (2022) found that Indonesian EFL students are difficult to improve reading skill. Therefore, the teacher used an effective method, strategies, and media to improve students' achievement in reading skills. Those activities are concerned with reading frequency, vocabulary mastery, prior knowledge, and higher-order thinking. Moreover, the teachers involve HOTs the activities that will be more achievable because the way students understand English texts through enjoyable reading materials can be interpreted and evaluated. Aydoğu, Ercanlar, and Cavkaytar (2022) showed that instruction reading activities improved students' reading skills, increased their awareness of instruction reading, and supported the use of instruction reading strategies. During action research, instruction reading activities influence French teacher candidates' skills. These activities raised pre-service teachers' awareness of instruction and improved reading behavior. Instructional reading activities boosted academic achievement, strategy use, and professional development.

Rostami and Fatehi (2021) indicated that employment dialogue journal writing has a significant impact on EFL learners' reading comprehension skill and their self-regulation. Ahmad and Sriyanto (2021) improve students' reading skills by using MMS (metacognitive, monitoring, and summarizing) strategies. It indicated that students' reading comprehension improved and they can follow the learning activities with enjoyment and interest.

Based on the explanations above, teachers promote Kahoot. Researchers will study and classify Kahoot applications effect on student participation and reading ability. This investigation must determine if Kahoot is appropriate and achieves the desired results. Previous research shows strategies' effectiveness in boosting English language learners' participation and reading skills. Understand how Kahoot affects reading engagement and achievement. Academics have studied methods for boosting students' participation and reading skills. Researchers say good methods, media, and high participation are key teaching-learning components. It helps teachers meet students' needs for knowledge acquisition.

This study is unique because it examines the impact of Kahoot on students' participation and reading ability. Motivation, vocabulary, reading, listening, writing, and speaking are also evaluated. No study has evaluated Kahoot's impact on student participation and reading. The researcher fills in the gaps.

TheoreticalReview
The definition of Kahoot

Kahoot is one of the online learning media that contains quizzes and games. Kahoot can also be interpreted as an interactive learning media because Kahoot can be used in teaching and learning activities such as holding pre-tests, post-tests, practice questions, material reinforcement, remedial, enrichment, and others. Maesaroh,

Faridi, and Bharati (2020) claimed that Kahoot is an educational-based interactive game in which there are several icons to develop. One is the quiz icon, where users can make quizzes using Kahoot for a lesson so that learning becomes more interesting and not boring.

This media has four features: games, quizzes, discussions, and surveys. For games, teachers can create types of questions and determine the answers and the time used to answer these questions (Sofyana, Faridi, and Shakiyya, 2020). Interestingly, the answers will be represented by pictures and colors. Participants are asked to choose a color or image that represents the correct answer. In addition to looking for the right answer, participants must ensure they click correct when choosing an answer.

Based on the description above, it can be concluded that Kahoot is one of the online learning media that contains quizzes and games. Kahoot can be used in teaching and learning activities such as holding pre-tests, post-tests, practice questions, material reinforcement, remedial, enrichment, and others. Pictures and colors represent the unique answer choices in Kahoot.

The access of Kahoot via https://getkahoot.com/ and participants can access Kahoot Via https://create.kahoot.it/.

by several steps are:
1. Enter https://getkahoot.com/ and click sign in on the top right menu.
2. Enter using the account that was created by entering the email and password.
3. Click on my Kahoot menu on the top left
4. Display the quiz list page, then choose which quiz to play by clicking the play button.
5. There are two playing choices: classic or team mode .
6. Selecting Classic or Team Mode, a PIN will appear. Students will use that to access Kahoot.
7. Then, students are directed to access https://kahoot.it and enter a PIN to access the quiz game that has been provided.
8. On the student's device, only answer choices will appear, while on the teacher's laptop display, there will be a question display
9. At the end of the quiz, the student's name with the highest score will appear. This value is based on the correct and speed scores in answering.

Students' Participation

Students' participation is very important in the learning process. Participation in learning is defined as every action students take in learning activities (Margiyanti, 2013). This action is an activity that makes students obtain the material being taught. Abebe (2015) stated that participating in class activities provides an important opportunity to learn new skills. It helps students make deep and meaningful connections in the mind that are important in learning. Students' awareness in participating can help them become active students to develop their skills.

Participation can encourage students' activities to follow the learning process. P articipation can shape students to be active. Therefore, they know that knowledge can be obtained through hard work, and students are also aware of the meaning and importance of learning. According to Suryosubroto (2009), students' participation is the mental and emotional inclusion of students in group situations that encourage students to develop thinking and feelings for achieving satisfactory learning achievement.

Participation in everyday life can be viewed as a process of changing understanding in practice, also known as learning. According to Kerimov, Rais, and Setyaningsih (2017), participation in learning refers to experiences and knowledge. The researcher intends to connect participation theories to this research based on the statement. As we all know, participation is learning itself. It means the concept of participation is students' learning experiences.

Reading Ability

Reading is a language skill or, more precisely, a kind of a learned practical skill with

which the student must establish. Reading ability are not only required in language learning but in all other subjects or sciences as well. Many experts describe reading as a device to make the reader connect to ideas and communicate with them. In this regard, Howart (2006, p.61) sees reading not as a mere passive activity but as communicative, which it is just like other forms of language.

The teacher has found the texts and books as a powerful tool to make the subject of teaching in a way it is easily understood by the students. reading makes it necessary for the human brain to process the information given to it in a way of emotions and beliefs, as we see that reading is a course, which was basically determined by the reader's brain and emotions and beliefs, bring along so the knowledge information (or misinformation, lack of information), strategies for processing text, moods and fears and joys all of it in general. (Weaver, 2009 p.5).

Activities Reading Ability

Activities to engage students that will promote and advance their ability to read (Hudson, 2007) by several steps are:

1. Previewing: Learning about a text before really reading it.
2. Contextualizing: Putting a text in historical, biographical, and cultural context.
3. Reflecting on challenges to readers' beliefs and values: Examining readers' responses.
4. Outlining and summarizing: Identifying and restating main ideas in readers' words.
5. Evaluating an argument: Testing a text's logic, credibility, and emotional impact
6. Understanding related readings better by identifying similarities and differences between them.

METHODS

The researcher carried out this study using a quasi-experimental research. The researcher wants to explain in detail "The Impact of Kahoot to Enhance Students' Participation and Reading Ability in ELT Classroom". Which is explained Creswell (2012) that a quasi-experimental design involves the use of an intervention and uses cluster random sampling as technique of sampling.the research data were taken by pre test and post test with assigns intact the experimental and control treatment.

Participants

This study population was from all classes IX students at SMP Negeri 2 Sedan with the total of 32 students. the researcher analyze the impact The Impact of Kahoot to Enhance Students' Participation and Reading Ability in ELT Classroom". that will be used.

Data Analysis Technique

The researcher Analyzed the data by observed symptoms are converted into numbers. Therefore, statistical techniques can be used to analyze the results. Which is uses to determine correlation techniques and data collection that will be carried out using the questionnaire and test instruments. The questionnaire and test data were previously tested for validity and reliability. The researchers use checking data to gain validity in the correctness of the data from a study can be done. The researchers use checking data to gain homogeneity and normality in the correctness of the data from a study can be done by quasy experimental.

RESULT AND DISCUSSIONS

The Impact of Kahoot application to enhance students' participation

Before the pre-test, treatment, and post-test, the investigator gave questionnaires to the experimental and control groups. There were fifteen questions on the student involvement survey, which were modified from Howard (2015). On Tuesday, July 23, 2024, during the second lecture hour in the experimental class, this questionnaire was given out. Each student received a copy of the questionnaire in addition to a checklist for each column that indicated their level. It took the pupils close to twenty minutes to complete all of the questions. The control class questionnaires were then given on Friday, July 26, 2024, during the last lesson of the day. Within

fifteen minutes, the kids finished all of the statements as directed by the teacher. The researcher manually tallied the surveys after getting the data.

The researcher numbered the questionnaires and used the SPSS 25 program analysis to examine them. Every student in the control and experimental classes was measured and categorized by the researcher. The questionnaire's responses indicated whether or not the pupils' participation was high. It followed the same protocol as the experimental class. Additionally, to assess their agreement with the statements provided in the questionnaire, students were required to complete a checklist. The student participation results were then calculated using the greatest number of option points. After gathering information from the questionnaire, the researcher examined the student involvement survey findings. The pre-and post-tests of the experimental class served as the foundation for the findings.

Descriptive Statistics
Normality Test by Kolmogorov – Smirnov Participation

If the significance value is less than 0.05, the data is considered not normally distributed, while if the significance value is greater than 0.05, the data is considered normally distributed. Based on the results of the statistical analysis, it states that the Sig. value for the Control Class Pre-Test (0.200) and Experimental Class Post-Test (0.124) is greater than 0.05. This means that H0 is accepted and H1 is rejected. This states that the data is normally distributed.

Homogeneity by Levene

The results of the homogeneity test using the Levene's Test method. The Sig value for Participation is shown in the line based on Mean, which is 0.336 greater than 0.05, which means there is an equal variance between groups or which means homogeneous.

Mann Whitney test Participation

Based on the results of the statistical analysis above, it states that the value of Asymp.

Sig. (2-tailed) value for Participation (0.000) is smaller than 0.05. This means that H0 is rejected and H1 is accepted. This states that there is a significant difference between the Control Class and the Experimental Class after using Kahoot.

The Impact of Kahoot application to enhance students' reading ability

A control class, IX A shows the indicates the students' reading abilities are still fair category. Pre-test results in class IX A gained a score of 41-55 for as many as 7 students with poor criteria, a score of 56-74 for as many as 6 students with fair criteria, a score of 75-84 for 1 student with good criteria, and a score of 85-100 for as many as 2 students with very good criteria. The experimental class indicates that students' reading ability are in the fair category. The result shown a score of 41-55 for as many 9 students with poor criteria, a score of 56-74 as many as 5 students with fair criteria, and a score of 75-84 for 2 students with good criteria. The results of students' pre-test scores in the experimental class, it can be viewed that the highest score was 80 and the lowest score was 45 with mean of 58.6125. It implies that the student's scores in the control class inreading ability are still in the fair category.
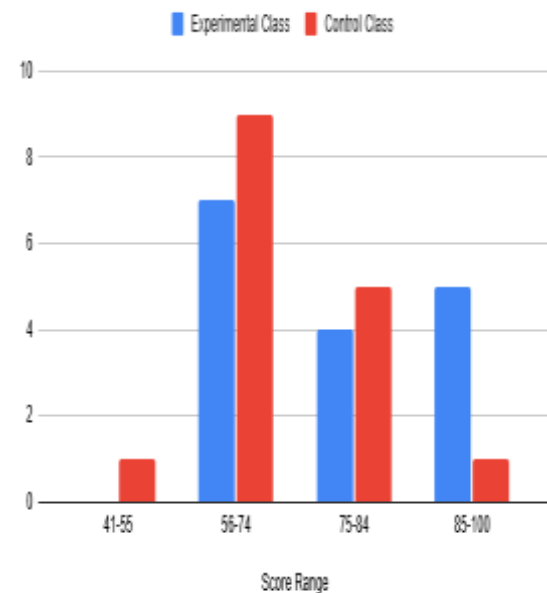
Figure 1. The Graph of Pre-Test Comparison Chart for Control Class and Experimental Class
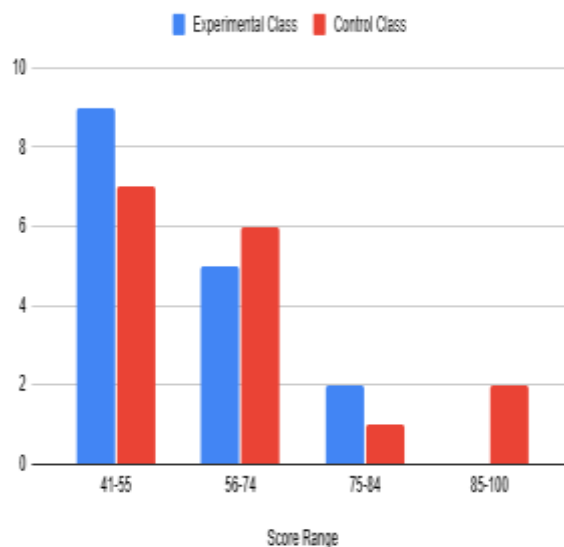
Figure 2. The Graph of Post-Test Comparison Chart for Control Class and Experimental Class

From the Pre-Test Comparison Chart for Control Class and Experimental Class, it can be identify both of the reading classes are in the fair category. Each has a score mean 58.125 for the Experimental Class and 60 for the Control Class. However, there are some differences. In scores 41-55 and scores 75-84 the experimental class is more than the Control Class while in scores 56-74 Control Class is more than the experimental class, and last is there is none student in scores 85 – 100 of experimental but Control Class is existed.

From the Post-Test Comparison Chart for Control Class and Experimental Class, it can be seen that there are differences in the classes' reading ability. The Experimental Class is in the good category, and the control class is in the fair category. Each has a score mean of 75.94 for the Experimental Class and 68.125 for the Control Class. However, there are differences. In scores 41-55, scores 56-74 and scores 75-84 the control class is more than the experimental class. But in scores, 85 – 100 the experimental class is more than the control class.

Descriptive Statistic
Normality Test by Kolmogorov – Smirnov Reading

If the significance value is less than 0.05, the data is considered not normally distributed,

while if the significance value is greater than 0.05, the data is considered normally distributed.

Based on the results of the statistical analysis above, it states that the Sig. value for the Control Class Pre-Test (0.102), Control Class Post-Test (0.200), Experimental Class Pre-Test (0.200), and Experimental Class Post Test (0.200) is greater than 0.05. This means that H0 is accepted and H1 is rejected. This states that the data is normally distributed.

Homogeneity by Levene

The results of the homogeneity test using the Levene's Test method. The Sig value for Reading is shown in the line based on Mean, which is 0.402 greater than 0.05, which means there is an equal variance between groups or which means homogeneous.

Mann Whitney test Reading

The results of the statistical analysis above, it states that the value of Asymp. Sig. (2-tailed) value for Reading (0.086) is greater than 0.05. This means that H0 is rejected and H1 is accepted. This states that there is a significant difference between the Control Class and the Experimental Class.

N-Gain Test

Based on the results of the N-gain score test calculation above, it shows that the average N-gain score for the control class is -3.125 or -3.1%, including in the ineffective category. With a minimum N-gain score of -266.67% and a maximum of 72.73%. Meanwhile, the average N-gain score for the experimental class was 28.7459 or 28.7%, including in the ineffective category. With a minimum N-gain score of -100% and a maximum of 90.91%. However, we can see that the mean value in the experimental class is higher than the control class.

The next step, to find out whether the difference in effectiveness between the experimental class reading method and the control class reading method is significant or not, it is necessary to conduct an independent sample t test.

Independent Sample T Test of Reading

The significance value (Sig) on Levene's Test for Equality of Variances is 0.664> 0.05, it can be concluded that the variance of N-Gain data (%) for the experimental class and control class is the same or homogeneous. Thus, the independent sample t test for n-gain score is guided by the Sig. value found in the Equal variances assumed table.

Based on the "Independent Samples Test" output table above, it is known that the Sig. (2-tailed) is 0.210> 0.05, thus it can be concluded that there is a significant difference in effectiveness (real) between the use of the reading method in the control class and the reading method in the experimental class to improve learning outcomes.

The result of Kahoot Questionnaire

The questionnaire is given to the students at the end of experimental teaching. It is to find out students' participation and responses using Kahoot in reading skills. The questionnaire was designed on 15 questions. The total average is high in ranking the level of influence of Kahoot in improving students' reading ability. The total score was 69.09 with a mean of 4.61.

The students respond to Kahoot in ELT Classroom

Researcher in the experimental and control classes in this study carried out research. Researchers that study learning design employ the Game-Based Learning (GBL) Method with an autonomous curriculum. The ability of the pupils to recognize particular details regarding Indonesian wildlife is the learning objective. Examining Indonesian Fauna in Report Form is the theme of this study. Researchers observed students as part of this study as well. Based on the findings of the observations, the students' reading comprehension skills remain poor; they do not cooperate with one another, they feel reliant on the teacher's material, they study hard and receive low grades; they have little interest in learning, perceive no benefit to their reading progress, lack motivation, and continue to think slowly. Additionally, the students' participation in class is non existent, and their education remains dull

due to the absence of media (conventional mode). Through Kahoot, the students improve the rapid thinking abilities, they motivated in learning English, they feel that Kahoot gives a positive impact to their reading ability, they more interesting in learning, their score was enhanced after using Kahoot, they feel no more hard work in studying, because Kahoot makes them more independent student. So, Kahoot according to the students' response are effective for collaborative learning. It makes enhance their reading ability in a good quality.

From the explanation above, it can be seen that students from the planning, implementing, and evaluating processes are very productive and excited during teaching learning process.

The teacher reflects on the Kahoot ELT

The following findings came from the researcher's observations, which she made along with other colleagues—in this case, the observer:Students utilizing Kahoot to study English were observed to be enthusiastic, involved, and upbeat when observing the interface, features, and some inspirational phrases when using Kahoot. Activities related to studying English pique their interest more. When students correctly answered a question on the quiz that the teacher had given, their response was also shown. The final game appearance displays the entire set of results from using Kahoot as an assessment tool here.

CONCLUSION

This chapter is intended to answer the four research questions of this research which are mentioned in chapter one.The first how effective is Kahoot in enhancing students' participation. It was found that the students' participation of Experimental Class are in the high-degree category after giving treatment by utilizing Kahoot. It has a total score of 65.57 with a mean score of 4.37 in the high degree category. In the meantime, the value of Asymp. Sig. (2-tailed) value for participation (0.000) is smaller than 0.05. This means that H0 is rejected and H1 is accepted. This states that there is a significant

difference between the Control Class and the Experimental Class after using Kahoot.

The second is how effective is Kahoot in enhancing students' reading ability. Researcher found that the students' pre-test scores, the highest score was 85 and the lowest score was 45 with mean of 60. It implies that the students' scores in control class in reading ability are still in the fair category. While, the students' pre-test scores in experimental class had the highest score was 80 and the lowest score was 45 with mean of 58.6125. Whilst, the results of the Post-test was the lowest score was 45 and the highest score was 85 with a mean of 68.125. It means that the control class students' scores in reading ability are in the Good category. From the results of the Post-test, it can be implies that the lowest score was 60 and the highest score was 95 with a mean of 75.94. There appears to be an increase in the Post-Test results, with a total of 1215. It means that the experimental class students' scores in reading ability are in the Good category. From the results of the Pre-test and Pos-test, the control class and the experimental class has an improvement after the experimental class was given treatment in the form of Kahoot.

Based on Normality Test by Kolmogorov – Smirnov Reading, the researcher noted that the significance value is less than 0.05, the data is considered not normally distributed, while if the significance value is greater than 0.05, the data is considered normally distributed. It states that the Sig. value for the Control Class Pre-Test (0.102), Control Class Post-Test (0.200), Experimental Class Pre-Test (0.200), and Experimental Class Post-Test (0.200) is greater than 0.05. This means that H0 is accepted and H1 is rejected.

The Sig value for Reading is shown in the line based on Mean, which is 0.402 greater than 0.05, which means there is an equal variance between groups or which means homogeneous. Based on the results of the statistical analysis of Mann Whitney test of Reading, it states that the value of Asymp. Sig. (2-tailed) value for Reading (0.086) is greater than 0.05. This means that H0 is rejected and H1 is accepted. It concludes that there is a significant difference between the Control Class and the Experimental Class.

The third question how do students respond to Kahoot in ELT. Researchers did observations with students. The results of observations Kahoot to the students' response are effective for collaborative learning. It enhances their reading ability in a good quality. It can be seen that students from the planning, implementing, and evaluating processes are very productive and excited during teaching learning process.

Fourth question how does the teacher reflect on Kahoot in ELT. The researcher provides some suggestions. The suggestions are practical, theoretical, and pedagogical that can help teachers teach and learn how to read. It is mentioned below:

Practically, it suggests that educators use an effective technology, that is Kahoot, in the English language classroom. The findings affect students' participation and reading abilities through an interactive platform.

Theoretically, it suggests to the theoretical foundation of technology-enhanced language learning by examining the relationship between gamification, student participation, and reading ability. The findings will enlarge the knowledge base on how digital tools can support meaningful learning experiences.

Pedagogically, it suggests to the study may provide a creative teaching method that uses technology to boost students' reading The teachers can be innovative because they improve their teaching methodologies and produce fascinating reading classes by the use of Kahoot.

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