

Using Kahoot! To Improve Skimming and Scanning Skills

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ABSTRACT:

There are a variety of technology instruments and software that can be utilized to improve language teaching and learning. According to research, integrating 'gamification' based software like Kahoot! into language, schools can affect and improve language learning results and can be utilized as effective teaching and assessment tools. This study examines the language learning experiences of eleven junior high school students in an international class that used Kahoot! in their English classes, focusing on skimming and scanning. According to the findings of the study, almost all of the students reported favorable outcomes when Kahoot! was used in their courses. The majority of students said that using Kahoot! in their English classes helped them improve their skimming and scanning skills. In general, it was discovered that using the skimming and scanning reading techniques, Kahoot! enabled students to have a better understanding of the content.

Keywords: Teacher, Reading, Kahoot!, Skimming and Scanning

INTRODUCTION

It's tough to keep students' passion, interest, and focus throughout a presentation, most professors admit. Lack of motivation can result in poor learning outcomes and a negative school environment. This issue is frequently more difficult in higher education when big classes with little interaction are the norm. Furthermore, evidence suggests that student participation in lectures improves understanding and academic success. Breaking the class into smaller groups, questioning the audience, providing instances that students can work on, using written material, organizing

debates, reaction panels, simulations, and role-plays, and employing video and audiovisual aids are all examples of techniques to make lectures more interactive. New means of participating in the classroom have emerged as schools' technical infrastructure has improved and most students now have their own digital devices on which to conduct their online activities. Game-based learning is another innovation in learning technology.

According to Gee (2003), because they inspire and engage players in such a way that they learn without even realizing it, well-designed video games are powerful learning machines. Games can help with academic achievement, motivation, and classroom dynamics. Kahoot! is created to provide a gaming experience based on intrinsic motivation theory's game design concepts (Atherton, 2022; Wang & Tahir, 2020). Audience involvement, role-playing, and the utilization of film and multimedia resources are all part of Kahoot! Even though several SRSs have gaming elements, only Kahoot! was designed from the beginning up to be a video game (Wang, 2015). Kahoot! is a learning platform that combines an SRS, current school technical infrastructure, students' digital devices, social networking, and games into one platform. Kahoot! is a game that encourages student participation in order to improve learning outcomes and classroom dynamics. According to research, integrating 'gamification' based software like Kahoot! into language schools can affect and improve the results of language learning can be used as effective teaching and assessment tools (Kaur & Nadarajan, 2020).

One of the most recent developments in educational technology is Kahoot! Game. It can help and motivate pupils to participate in class and comprehend the text's substance (Hadijah et al., 2020; Kalleney, 2020; Martín-Sómer et al., 2021; Setiawan & Soeharto, 2020). The goal of this study was to see if there is a substantial difference between students who are taught using Kahoot! and students who are taught using a traditional game, as well as to determine the impact of utilizing Kahoot! The findings revealed that using the Kahoot! Game to teach reading comprehension had a significant impact on engagement, perception and motivation, as well as a positive attitude. It had an impact on kids' reading comprehension scores. As a result, it can be inferred that students' reading comprehension achievement can be influenced by using Kahoot! Game with high engagement, perception, motivation, and a good attitude (Dellos, 2015; Tompkins, 2022; Wang & Tahir, 2020).

Through this application, teachers can develop their classes' engagement and fun while teaching the material. Many skills of language fit this application, one of them

is reading with skimming and scanning technic. These applications offer teachers many types of exercise and duration choices. Teachers can use multiple choices, true or false questions, even question with essay answer. According to the phenomenon that happened in an Islamic junior high school in Singosari, Malang, where the students are given skimming and scanning exercise through this application. In fact, besides that this application is suitable for exercising skimming and scanning technic on reading, this application also automatically makes a rank for the users. This rank is indirectly given students bigger motivation and challenges them to do as well as they can. As the result, the class atmosphere becomes fun and challenging for the students.

Instructors have faced a technological training revolution in recent years, spurred by the use of digital technologies to offer education. According to Becker (2001), the effectiveness of games as a medium for teaching concepts while exciting students is now widely acknowledged practically at all levels of education. However, according to Becker (2007), instructors cannot expect students to embrace games as a learning tool unless they have a thorough understanding of their potential and confidence in their ability to use them.

Kahoot! is a free game student may play and instructors can learn how to use it quickly. It is fast-paced and enjoyable in the classroom, which encourages creative energy and student participation. People learn from games, and they learn more from games than from other forms of education (Boller, 2012). To access the platform, students go to <https://kahoot.it>. Kahoot! is a game that can be played on smartphones, tablets, and laptop computers. Students can use one device per individual or one device per team in team mode. Once they've visited the online location, they merely need to enter the game pin displayed on the instructor's screen. Students do not have to register an account or download an application, which saves time and makes technology use more complicated. All of this makes the setup time and procedure short and easy, which are two important considerations for classroom use.

It's tough to keep students' passion, interest, and focus throughout a presentation, most professors admit. Lack of motivation can result in poor learning outcomes and a negative school environment. This issue is frequently more difficult in higher education when big classes with little interaction are the norm. Furthermore, evidence suggests that student participation in lectures improves understanding and academic success. Baits and effective presentation skills are only a few examples of how to make lectures more interactive. As schools' technical infrastructure has developed,

new ways of participating in the classroom have evolved, and most students now have their own digital devices to perform their online activities on. Another breakthrough in educational technology is game-based learning.

Games can help with academic achievement, motivation, and classroom dynamics. Kahoot! on the other hand, is created to provide a game experience based on intrinsic motivation theory's game design concepts. Kahoot! blends audience engagement, role-playing, and the utilization of film and multimedia resources as a result. The purpose of this study was to examine how combining the concepts of a student response system (SRS) and a video game would affect the outcome. The participants of this research are the seventh grade of international class in the school. The class is contained eleven students consisting of three male students and eight female students. That have different background knowledge of English. The students are chosen because they still have basic knowledge as seventh grade. Fortunately, one of the researchers is the English teacher of this class. Which makes the research more effective and actual.

However, rapid eye movement and keywords are used in reading strategies like skimming and scanning to move quickly through content for slightly different reasons. Skimming is the process of reading quickly to get a general summary of the information. Hammer (2001), claimed that skimming is a strategy for quickly gaining an understanding of the gist of a text. While skimming, according to Brown (2004), is the process of quickly scanning a text to find its substance or primary concept. While skimming informs you of the general information present inside a section, scanning aids in the discovery of a specific fact. Scanning is similar to pearl diving, whereas skimming is similar to snorkeling. Brown (2001) defines scanning as the approach for swiftly obtaining specific information in a document while ignoring its broader meaning. Scanning is the process of reading quickly to find specific information. Furthermore, according to Maxwell (1970), scanning is the ability to quickly discover certain facts and data.

METHOD

In line with Creswell (2013), in this study, a qualitative method was applied to obtain specific data. Qualitative research begins in the field, in natural settings rather than in a laboratory. Data and information obtained in the field are examined for

meaning and concept, and descriptive-analytic reports are created, often without the use of statistics, because it places a priority on field procedures without making use of numbers. To obtain the data result, a descriptive strategy was applied. Those methodologies would be used to describe the study's findings. The final report has a flexible structure or framework.

The procedure of this research is, the teacher explained to the students about Kahoot! and the activity that will be done. The activity is held online by zoom meeting. Second, the teacher asked the students to join the Kahoot! game by giving them the code, while asking them to join the teacher show the screen of Kahoot! through the share screen feature of zoom, so that the students can see the status of the game through the perspective of the teacher too. Third, after all, students enter the room of the game, the teacher will start the game. What is prepared inside the Kahoot! game is paragraphs and questions that are related to each paragraph. The students are given twenty seconds to read and answer question each slide. To be noted, the whole slide is containing one theme reading text that is divided and put into each slide. After the game ended, the teacher asked the students one by one in a different room using the breakout room by zoom about what they understood of the text from reading paragraph by paragraph in each slide. The researchers' interview guide to collect qualitative data from students. What the researchers wanted to know is about the students' understanding of the whole text that they read in every slide.

RESULT AND DISCUSSION

In this case, the application is not used maximally. Since some features are not free and required a premium account register. Indeed, a free account still can use two different kinds of questions, which are yes or no questions and multiple choices questions. Both of them are used in this research.

How to use Kahoot! concerning skimming and scanning?

In this research, the researchers decided to give students twenty minutes each slide. Since every question on the application pushed them to read fast, so the students needed to apply skimming and scanning skills. In addition, the students already learned about skimming and scanning before. After the teacher explains a brief about Kahoot! and how to play it, the student directly understands well the features.

The step of the use of Kahoot! for skimming and scanning in this research is first the students have to know the activity and the purpose of the activity so that the students will not be confused. Before that, the teachers already provided a simple report text. The teacher then divided the text into seven paragraphs and put them into slides. There are ten slides for the whole text with the same point and difficulty each slide. The teacher will share the link to the site and also the code of the game that will link students to the game. Since the learning activity is held through zoom meeting, the teacher used the feature of share screen in zoom so that the students will be able to see from the teacher's perspective. When all of the students have already joined the game the teacher can start it. The students have twenty-second each slide to skim and scan the reading and also answer the questions there. After each slide, the score will be shown and will be provided in the form of a ranking.

The slide that is provided by the teacher contains two-three parts, those are questions, the paragraph and the last is the choices. The question appears first before the counting starts. After the question, the paragraph comes at the same time with the choices. The paragraph is presented in the form of a picture and the answer choices are below the paragraph, so the students can read the paragraph first then the choices. The activity using Kahoot! is held three times in the same week with different texts. This schedule is adjusted to the English schedule of the class. While the students play the game, the teacher accompanies them and is the host of the game at once. From the beginning until the end, the teacher motivated the students and maintained the engagement to keep the class environment fun and cheerful.

After all of the slides pass, the students will see the final score and rank. The next step is the interview section. The researchers use the feature of breakout room in zoom to interview them one by one about the point of the whole text to check their understanding. They are also asked about their opinion about the time that is provided on each slide.

Is Kahoot! effective to improve students skimming and scanning reading skills?

The analysis of the interview and teaching result of using Kahoot! concerning improving students' skimming and scanning reading skills shows the improvement of students' ability to understand the reading. the understanding of the students is measured by how many questions they answer correctly and how they retell the text

that was provided. The data that has been collected of the students results in understanding readings in the table below.

Table. 1 *Students' Result*

Nu	Student	Day 1		Day 2		Day 3	
		Answer	Retell point each slide	Answer	Retell point each slide	Answer	Retell point each slide
1	KZA	6 / 10	6 / 10	10 / 10	10 / 10	9 / 10	10 / 10
2	KFS	4 / 10	2 / 10	7 / 10	8 / 10	10 / 10	10 / 10
3	APW	3 / 10	3 / 10	6 / 10	6 / 10	8 / 10	6 / 10
4	QRA	3 / 10	2 / 10	6 / 10	5 / 10	8 / 10	5 / 10
5	AZK	3 / 10	2 / 10	5 / 10	5 / 10	5 / 10	5 / 10
6	ANR	4 / 10	3 / 10	7 / 10	5 / 10	8 / 10	6 / 10
7	MIA	7 / 10	5 / 10	10 / 10	7 / 10	10 / 10	10 / 10
8	MKF	3 / 10	2 / 10	5 / 10	3 / 10	6 / 10	4 / 10
9	MG	2 / 10	2 / 10	4 / 10	3 / 10	7 / 10	5 / 10
10	NZR	3 / 10	3 / 10	5 / 10	4 / 10	8 / 10	7 / 10
11	ALW	4 / 10	4 / 10	7 / 10	7 / 10	10 / 10	9 / 10

From the table above, the result of the research leads to the statement that Kahoot! is effective in improving students' reading comprehension specifically skimming and scanning skills. The students' abilities to answer the question in Kahoot! are improving day by day, which means that their skill of scanning is improving. On the other side, their skill of skimming is also improving, proved by their ability to retell the text also improved day by day. Therefore, this study shows that given the proper infrastructure and training game-based applications such as Kahoot! can improve students' language skills in a fun way and positive engagement.

CONCLUSION

Kahoot!-based games can serve to instill good attitudes, enhance student motivation, and create a pleasant and pleasurable learning atmosphere. Kahoot! can deliver good learning experiences to kids in their language classroom, according to this small exploratory study. Students in this study reported having favorable experiences and outcomes in their language classrooms when they used Kahoot! systematically and

persistently. In conclusion, Kahoot! can be an alternative to improve students' skimming and scanning skills in a fun way and positive class and learning atmosphere. Therefore, Kahoot! can be a teacher's choice when it comes to students reading comprehension, primarily skimming and scanning.

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