ABSTRACT

Aziva, S.N., 2024. Exploring Students' Reading Motivation and Achievement Through Kahoot!. A Thesis. English Education Study Program. Faculty of Teacher Training and Education Jambi University in Academic Year 2023/2024. The first supervisor is Dr. Fortunasari, S.S., M.A. The second supervisor is Dra. Armiwati, M.Hum.

Key words : Reading Motivation, Reading Achievement, Kahoot.

Technology integration in education has driven the adoption of interactive learning platforms such as Kahoot, a game-based tool that offers engaging quizzes accessible through digital devices. Despite Kahoot's popularity in the educational environment, it is necessary to investigate its impact on students' reading motivation and achievement, especially in one of the junior high schools in Kuala Tungkal, where students' low interest in reading activities has been a persistent problem. This study aims to explore and analyze students' perceptions of the effect of using Kahoot on their reading motivation and investigate its effect on students' reading achievement. The research used a mixed-methods approach involving 59 eighth-grade students from two classes. Data was collected through observations, interviews with seven students, and analysis of Kahoot test results. Qualitative data was analyzed using thematic analysis, while quantitative data underwent descriptive statistical analysis. Findings indicate that students viewed Kahoot as an effective tool for increasing reading motivation. It created a dynamic learning environment incorporating gamification, assessment, and social interaction, increasing reading motivation and engagement. Test results showed improved reading achievement, with more students reaching the target score (>70) in the second week compared to the first in both classes studied.