

**THE EFFECT OF KAHOOT GAMES ON THE STUDENTS' READING
ACHIEVEMENT OF THE 10TH GRADE AT SMA NEGERI 11
BANJARMASIN**

SARJANA'S THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2025

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SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the *Sarjana Pendidikan*
Program in English Language Education Study Program**

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2025

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This is to certify that the Sarjana's thesis proposal of Annisa Karina reg. number 2110117320002 entitled "The Effect of Kahoot Games on the Students' Vocabulary Achievement of the 10th grade at SMA Negeri 11 Banjarmasin" has been approved by the advisors for oral examination.

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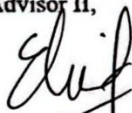
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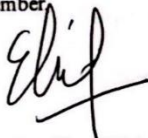
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**PERNYATAAN KEASLIAN TULISAN
(STATEMENT OF ORIGINALITY)**

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ABSTRACT

Karina, Annisa. 2025. The Effect of Kahoot Games on the Students' Reading Achievement of the 10th Grade at SMA Negeri 11 Banjarmasin. Sarjana's Thesis. English Language Education Study Program, Faculty of Teachers' Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Hj. Noor Eka Chandra, M.Pd., the second advisor: Elsa Rosalina, S.Pd., M.Pd.

Keywords: Gamification, Kahoot games, Reading achievement

Reading achievement is an important aspect of learning English, especially for senior high school students in the 10th grade. However, many 10th grade students especially at SMA Negeri 11 Banjarmasin still have low reading scores and show a lack of motivation in learning English. Additionally, gamification has been recognized as an effective approach for improving students' learning achievement. Hence, this research aims to explore an effective method for enhancing students' reading achievement by examining the effect of using Kahoot games to 10th grade students at SMA Negeri 11 Banjarmasin.

This study used a quantitative approach with a quasi-experimental research design to investigate the effect of using Kahoot games on students' reading achievement. The participants were divided into two groups: an experimental class and a control class. Data were collected through tests and analyzed using the Mann-Whitney U test in SPSS version 21.

The findings indicated a significant difference effect between the two groups, with a significance value of 0.000 ($p < 0.05$), confirming that Kahoot had a more positive effect on students' reading achievement. These findings support the use of game-based learning platforms, particularly Kahoot, as effective tools to enhance reading comprehension in English language education.

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The Researcher

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