



Applying Blended Learning and Kahoot to Teach Reading Comprehension Among Eighth-Grade Students at Mts Negeri 3 Magetan

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ABSTRACT

This research tries to investigate the application of Blended learning and Kahoot in teaching reading. The purpose of this study is to describe: the application of Blended learning and Kahoot in teaching reading, the advantages and disadvantages of Blended learning and Kahoot in teaching reading. This research employed a qualitative research approach to describe the data. This research used a descriptive qualitative type of research. The population in this research consisted of 30 Students from class VIII C of MTS Negeri 3 Magetan in the academic year 2024/2025. The researcher used observation, interview, and documentation to collect the data. The source of data were social were social situations, participants, and documents. The results showed that the application of Blended learning and Kahoot was carried out through several stages, including pre-activity, whilst activity, and post-activity. During the learning, students were divided into a groups to discuss narrative texts, complete worksheets, and the answer questions individually using the Kahoot platform. The teacher guided students through reading strategies and motivated them to engage actively both offline and online. This research also found the advantages of applying Blended learning and Kahoot, including: 1) students became more active and interested in the learning process; 2) students gained better understanding of narrative text; 3) The learning process becomes easier to understand; 4) The learning becomes fun and enjoyable. However, some disadvantages were also identified: 1) limited time during the learning; 2) poor internet connection; 3) noisy atmosphere which sometimes disturb other classes. The researcher invites the other researchers to do another study on Blended learning and Kahoot.



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1. INTRODUCTION

Reading is critically important in English education as it is the foundation for acquiring other language skills. Through reading, students expand their vocabulary and comprehension and gain exposure to various sentence structures and writing styles that improve their overall language proficiency. By reading, students are involved in looking at writing and understanding the contents of the text. Reading is classified as a receptive language skill through which individuals acquire information, broaden their knowledge, and gain new insights and experiences. As stated by Setiyawan and Amumpuni (2019), Reading helps students learn a lot of current information and expand their knowledge over time.

Reading allows the reader to construct meaning and take information from the text by combining and interacting with previously acquired knowledge. According to Febriana et al. (2022), One of the key competencies in the English language acquisition process is reading, which also has numerous advantages for readers. Reading is one

of the languages skills that all students have to master. Especially in English, students have to understand the meaning of the text. Sari and Almunawaroh (2020) stated that reading is one of the crucial skills that can help enhance English vocabulary and earn knowledge about learning English. It means that by reading, students can enhance their abilities in language to get an understanding and meaning in the learning process.

Related to the English learning process, many students face difficulties and challenges. One of the most common challenges is a lack of vocabulary, which hinders comprehension and makes it difficult for students to understand the texts they are reading. Lisniyanti et al. (2023) stated that Students still had trouble understanding the content of reading texts, making reading a challenging language skill. Additionally, some teachers fail to employ efficient and successful teaching reading strategies. Students are still not paying attention, even though most of them still use traditional teaching tools like books and whiteboards to present the content.

Some students also find it hard to stay motivated or engaged with the reading materials, especially if the texts are irrelevant to their interests or daily experiences. These challenges can significantly affect students' ability to fully comprehend and engage with English texts, making the learning process more difficult. To address these challenges, Blended Learning is an effective method for teaching English, particularly in improving students' reading skills.

Blended Learning is a learning method that combines conventional (face-to-face) learning with online Learning. According to Endangsari and Sapriya (2019), Blended learning is a teaching approach that combines the benefits of three primary learning resources: in-person instruction, computer-based instruction (offline), and online or mobile learning. Furthermore, Venkateswari (2022) argues that the approach that facilitates the fusion of traditional and online learning is known as blended learning. Traditional education, then, is the process of learning that requires in-person interactions between learners and teachers.

Developing teaching methods by implementing technology to support the teaching and learning process is necessary. A teacher should provide interesting ways to encourage students to learn English more enthusiastically. To solve these problems, the use of technology, such as media, in the learning process can help students to engage their interests and improve their skills. One of the ways is through Kahoot as a medium in the teaching and learning process.

Kahoot helps students to have fun and interactive Learning. Amuati et al. (2024) stated that the educational technology Kahoot, which is a game-based learning platform, is utilized in schools and other educational institutions. Kahoot has several benefits, including the ability for teachers to create quizzes, debates, and assessments that use various components, including videos, graphics, and text (Alawiyah et al., 2023). Thus, using Kahoot applications as digital tools can increase students' reading skills Kahoot as a medium to teach reading has a positive impact on learning English, especially in the reading context. Previous studies conducted by Nugroho (2021) investigated the use of Kahoot to enhance seventh-grade students' reading comprehension abilities at SMPN 2 Tegalrejo, Indonesia.

This research was conducted at MTs Negeri 3 Magetan and was limited to English language teaching for eighth-grade students. This research aims to describe the application of Blended Learning and Kahoot in teaching reading for the Eighth-grade students of MTS Negeri 3 Magetan. In conclusion, it will assess whether applying blended Learning and Kahoot can help students face challenges in reading an English text.

2. RESEARCH METHOD

This research employed qualitative research to describe the data, aiming to describe the implementation of Blended learning and Kahoot in reading instruction. According to Creswell (2014), qualitative research emphasizes exploring and understanding the meaning individuals or groups ascribe to a social or human problem. This research used descriptive qualitative types of research. Normawati (2021) stated that descriptive qualitative research is research that aims to describe and relate the phenomena under investigation in a methodical manner. In this research, the source of data were social situations, participants and document. This research uses three techniques in collecting data, these are observation, interview and documentation. The data were analyzed using data condensation, data display, and conclusion drawing and verification. The researcher uses Data Triangulation to check the validity and reliability of the data collections in the research.

3. RESULTS AND DISCUSSIONS

This section presents the results of the research along with the discussion based on the data obtained through observation, interviews, and documentation. The purpose of this study was to describe the implementation of Blended Learning and Kahoot in teaching reading comprehension of narrative texts, as well as to identify its advantages and disadvantages. The results are organized in alignment with the research questions and are explained in three main parts: (1) the implementation of Blended Learning and Kahoot in teaching reading, (2) the advantages of Blended learning and Kahoot in teaching reading, and (3) the disadvantages in teaching reading. The explanation will be describes as follow.

3.1. The Application of Blended Learning and Kahoot to Teach Reading Comprehension of Narrative Text Among the Eighth-Grade Students at Mts Negeri 3 Magetan

In this section, it is explained from the observation results by filling out the observation list and the researcher has completed this research at MTS Negeri 3 Magetan. In the teaching and learning process in the classroom with the eighth-grade students of MTS Negeri 3 Magetan, there are three main activities carried out by teachers, namely pre-

activity, whilst activity, and post-teaching activity. In the pre-activity, the teacher initiates the learning process by preparing both teacher and students before learning activities begins. The first the teacher greets the students. Second, the teacher invites the students to pray together. Third, the teacher checks the students' attendance list and ask who is absent in the meeting. Fourth, to begins the material, the teacher try to asking students with provocative questions related to students' childhood stories, which served as a bridge to the day's topic. Fifth, the teacher provided a detailed explanation of narrative text to the students with integrated a power point presentation.

In the whilst activity, it is done by the teacher through face to face learning and online learning, those are; first, during the face to face learning, teacher divided the students into small groups, each consisting of four to five members, to promote collaboration and discussion. Each group received a printed narrative text along with a worksheet (LKPD) to guide their understanding of the text. Second, students read the text in groups, highlight important information, discuss key points and find the meaning of the story then complete task based on this reading passage. Third, the teacher asked to the students to present their answer in front of the class. Fourth, some groups of students explain their answer related to English narrative text. Fifth, the teacher follow up class into online learning by conducting the students individually task on the Kahoot platform. Sixth, The teacher asked the students to take out their smartphones and make sure they were connected to the internet. Seventh, the teacher opened the Kahoot website and displayed the quiz code that would be used by the students to join the game. Eighth, The teacher then gave instructions on how to play the game. Nineth, the teacher made sure that everyone present in class was able to access Kahoot. The last, the teacher explained the rules about to playing Kahoot and the quiz began, and students actively participated. The final session is the final ranking was displayed, and the teacher acknowledged the top scorers while encouraging everyone to reflect on their performance

Following this, the post activity has been done by the teacher through; the teacher review and ask for conclusions from the material that has been given. Second, the teacher do evaluation related to English learning process. The last, teacher gives greeting to students to end the lesson.

3.2. Advantages of Blended learning and Kahoot to Teach Reading Comprehension of Narrative Text Among Eighth-Grade Students at MTs Negeri 3 Magetan

There are some advantages from the application Blended learning and Kahoot in teaching reading towards the student's reading comprehension on eighth-grade at MTs Negeri 3 Magetan. In this section, the advantages of applying Blended Learning and Kahoot in teaching narrative reading to eighth-grade students of MTs Negeri 3 Magetan are discussed. The analysis is based on data collected through observations and interviews. The first, students become active and interested in the learning process. It can be proven by the students reposnses S3 (ADSNF) by stating, "*It was fun and exciting*". This finding is in line with research by Mala et al. (2023), which stated that Kahoot improves reading comprehension through interactive features

Secondly, learning becomes easier to understand. Several students noted that the questions in Kahoot were simple and presented clearly. This format made it easier for them to understand the structure and content of the narrative text. Third, the learning becomes fun and enjoyable. Kahoot helps change the atmosphere of learning from something that might be considered boring into an engaging and interactive experience.

By turning reading activities into a game, students become more motivated and relaxed. This positive atmosphere helps them absorb the material more effectively. When learning feels enjoyable, students are more focused. As a result, they tend to participate more actively in class. This increased engagement ultimately leads to a deeper understanding of the text and improved reading comprehension skills.

Overall, the use of Blended learning combined with Kahoot provides several pedagogical advantages in teaching reading narrative texts. These advantages show that using Blended Learning and Kahoot can really make a difference in the classroom. Students become more engaged, find it easier to understand the material, and enjoy the learning process more. All of this shows that combining Blended Learning with Kahoot can be an effective way to help students improve their reading skills and develop a more positive attitude toward reading.

3.3. Disadvantages of Blended Learning and Kahoot to Teach Reading Comprehension of Narrative Text Among Eighth-Grade Students at MTs Negeri 3 Magetan

The first obstacles found in the application of Blended learning and Kahoot is the limited time. The second obstacles is that limited internet connection. Students faced a problem while trying to log into the game. Some others also had difficulty entering their names due to unstable internet connections. According to Rochmawati et al. (2023), poor internet access is one of the main barriers in implementing blended and digital learning in rural or developing areas. The third obstacles found by the teacher is noisy atmosphere. This shows that while Kahoot can make learning more fun and engaging, it can also lead to a noisy classroom environment. Students often get excited during the game, especially when answering questions quickly or competing with friends. However, this excitement can become loud and distracting, not only for the class itself but also for neighboring classrooms. This may become a concern in schools with limited space or thin walls, where noise can easily travel and disrupt other learning activities. This is supported by Fitri et al. (2020) who stated that although gamification increases engagement, it often requires strict classroom management to prevent excessive noise and maintain focus. Therefore, while using Kahoot, teachers need to carefully manage the class atmosphere to maintain a balance between fun and discipline.

4. CONCLUSION

The application Blended learning and Kahoot in teaching reading of narrative text provides a structured and engaging learning experiences. The teaching process was carried out through three main stages: pre-activity, whilst-activity, and post-activity. In pre activity the observations results showed that the teacher began with opens the lesson by greetings, attendance checks, and topic introduction. Next is the whilst activity. This includes reading narrative texts in groups, answering comprehension questions, and participating in Kahoot quizzes. The last is teaching post activity. In the post-activity, the teacher reviews the material, concludes the lesson, and allows students to reflect on their learning.

In applying Blended Learning and Kahoot, there are several advantages found during the teaching and learning process. First, the students looked more enthusiastic and motivated to participate in the class. The integration of Kahoot created an interactive, enjoyable, and competitive atmosphere that made the students more active in following the lesson. Students were able to focus better, understand the structure and content of the narrative text, and develop their vocabulary through quizzes provided in Kahoot. Moreover, the game-based format of Kahoot helped build a positive learning environment where students felt more confident and engaged in the learning activities.

However, this study also found several disadvantages in the implementation of Blended Learning and Kahoot. The most common obstacle was limited time during the lesson, which made it difficult to complete all learning activities optimally. In addition, the use of Kahoot required a stable internet connection, and several students experienced difficulty due to connection problems. The use of Kahoot also caused a lively and sometimes noisy atmosphere, which had the potential to disturb other classes.

Even so, overall, the application of Blended Learning and Kahoot in teaching reading narrative texts could help improve students' understanding and make the learning process more enjoyable and meaningful. The integration of Blended Learning and Kahoot proved to be an effective and engaging strategy that enhanced students' reading comprehension while fostering a more interactive and enjoyable classroom environment.

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