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Teaching Reading Comprehension Through KWL Strategy Integrated with Kahoot for Tenth Grade Students at MAN 4 Madiun

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ABSTRACT

Reading comprehension remained a challenge for many English as a Foreign Language (EFL) students due to limited vocabulary, insufficient background knowledge, and low learning engagement. To address these issues, this study aimed to explore the implementation of teaching reading comprehension through the Know, Want to Know, and Learned (KWL) strategy integrated with Kahoot! for tenth-grade students at MAN 4 Madiun. This study employed a qualitative descriptive design involving 26 students selected through purposive sampling. Data were collected through classroom observations, semi-structured interviews, and documentation, and were analyzed using an interactive model consisting of data condensation, data display, and conclusion drawing and verification. The findings showed that the implementation was conducted systematically through pre-activities, whilst-activities, and post-activities, encouraging students to activate prior knowledge, participate in collaborative reading, evaluate comprehension through Kahoot, and reflect on their learning. The study also identified several challenges, including difficulties in completing the KWL chart, limited vocabulary, and unstable internet connectivity. Despite these challenges, students demonstrated positive responses by applying independent learning strategies and actively participating in classroom activities. These findings suggested that integrating the KWL strategy with Kahoot! supported a structured, interactive, and student-centered approach to teaching reading comprehension in an EFL classroom.



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1. INTRODUCTION

Reading comprehension is one of the most important skills in English as a Foreign Language (EFL) learning because it enables students to construct meaning from written texts and access academic knowledge effectively. According to Mahmood (2022), reading is a process of creating meaning through the interaction between textual information and readers' prior knowledge. Similarly, Dugasa et al. (2022) emphasize that reading comprehension involves actively constructing meaning rather than merely decoding words. However, many EFL students still experience difficulties in reading comprehension due to limited vocabulary, ineffective reading strategies, and low learning motivation (Selvathurai and Ismail). Insufficient background knowledge often prevents learners from connecting new information with their existing understanding, which consequently affects comprehension performance (Ramadhianti & Somba, 2023). To overcome these challenges, teachers need instructional strategies that actively engage students throughout the reading process.

One of the most widely used metacognitive strategies is the Know, Want to Know, and Learned (KWL) strategy, which was originally developed by Ogle (1986). The KWL strategy encourages students to activate prior knowledge, formulate questions before reading, and reflect on newly acquired information after reading (Ardiyani et al., 2022). Then, Susana & Rojabi (2025) found that KWL enhances students' engagement and comprehension by encouraging them to connect existing knowledge with textual information. Similarly, Sari et al. (2023) reported that KWL significantly improves students' reading comprehension achievement through a structured learning process. KWL is considered an effective strategy for promoting active reading and metacognitive awareness among EFL learners.

Besides cognitive strategies, students' motivation and engagement are equally important factors influencing reading success. According to Kheang et al. (2024) state that reading motivation encourages learners to interact

meaningfully with texts and contributes to deeper comprehension. In response to the increasing demand for engaging learning environments, teachers have begun integrating digital technologies into classroom instruction. (Hakim and Wahyuni) state that technology-based learning media can create more interactive and student-centered reading activities. Furthermore, Adnan et al. (2023) explain that digital learning tools support students in developing both reading skills and digital literacy competencies. Technology integration has become an important component of contemporary EFL instruction.

Among various educational technologies, Kahoot! has emerged as a popular game-based learning platform that promotes active participation and classroom interaction. Zhang & Yu (2021) describe Kahoot! as a game-based student response system that transforms classroom activities into engaging learning experiences. Through quizzes and interactive assessments, Kahoot! provides immediate feedback and encourages students to participate actively in learning tasks. Gonzales (2024) found that the use of Kahoot! significantly improved students' literary comprehension and classroom engagement. Similarly, Mdalose et al. (2021) reported that Kahoot! creates opportunities for collaboration and active contribution among learners. These findings suggest that Kahoot! can serve as an effective medium for supporting reading instruction in EFL classrooms.

The integration of KWL strategy and Kahoot! offers a promising approach because it combines structured reading guidance with interactive technology. KWL assists students in organizing their thinking before, during, and after reading activities, while Kahoot! provides engaging opportunities for assessment and feedback. Hasanah et al. (2024) explain that Kahoot! can be effectively used for comprehension checks, pre-tests, and post-tests in reading lessons. Moreover, Licorish et al. as cited in Mdalose et al. (2021) found that Kahoot! enhances students' motivation, engagement, and academic achievement. Pornchai et al. (2024) further reported that the integration of KWL Plus and Kahoot! significantly improved students' reading comprehension achievement and generated positive attitudes toward reading activities. Therefore, integrating KWL and Kahoot! has the potential to address both cognitive and motivational aspects of reading comprehension.

Although numerous studies have investigated the effectiveness of KWL strategy and Kahoot! separately, limited research has examined how both approaches are integrated in actual classroom practices. Previous studies by Zuriah & Mutia (2023) primarily focused on the effectiveness of KWL in improving reading comprehension, while Gonzales (2024) and Mawarni et al. (2025) concentrated on the impact of Kahoot! on students' reading achievement and engagement. Research investigating the implementation process, challenges encountered, and students' responses toward the integration of KWL strategy and Kahoot! remains limited, particularly in Indonesian EFL contexts. This gap is especially evident at Islamic senior high schools such as MAN 4 Madiun, where students continue to face challenges in reading comprehension, learning motivation, and classroom participation.

This study aims to explore the implementation of teaching reading comprehension through KWL strategy integrated with Kahoot! for tenth-grade students at MAN 4 Madiun. The study describes how the strategy is implemented in classroom practice, identifies the challenges encountered during the implementation process, and investigates students' responses toward those challenges. The findings are expected to contribute practical insights for English teachers and enrich the existing literature on technology supported reading instruction in EFL classrooms.

2. RESEARCH METHOD

This study employed a qualitative descriptive research to describe the data Sugiyono (2023). The aim of this study is to describe the implementation of teaching reading comprehension through KWL strategy integrated with Kahoot! for tenth grade students at MAN 4 Madiun during the 2025/2026 academic year. The participants consisted of 26 students, selected through purposive sampling because they were directly involved in the implementation of the instructional strategy. The data were collected through classroom observation, semi-structured interviews, and documentation. Classroom observations focused on the implementation of the KWL strategy during the pre-activity, whilst-activity, and post-activity stages, while interviews were conducted to explore the teacher's and students' perspectives regarding the implementation, challenges, and responses. The collected data were analyzed using the interactive model which consists of data condensation, data display, and conclusion drawing and verification. To ensure the trustworthiness of the findings, source triangulation and technique triangulation were employed by comparing data obtained from observations, interviews, and documentation.

3. RESULTS AND ANALYSIS

The findings of this study were derived from classroom observations, interviews with the English teacher and students, and supporting documentation. The results are presented in three sections corresponding to the research objectives: the implementation of teaching reading comprehension through the KWL strategy integrated with Kahoot!, the challenges encountered during the implementation, and students' responses to those challenges. The discussion provides an interpretation of the findings by relating them to relevant theoretical perspectives and previous research in the field of English language teaching. The explanation will be describes as follow.

3.1. The Implementation of Teaching Reading Comprehension Through KWL Strategy Integrated with Kahoot! for Tenth Grade Students at MAN 4 Madiun

The classroom observation was conducted at MAN 4 Madiun during an English lesson involving tenth-grade students. The observation focused on how the English teacher implemented the Know, Want to Know, and Learned (KWL) strategy integrated with Kahoot! in teaching reading comprehension through a narrative text entitled *Malin Kundang*. The lesson was designed based on the objectives of the *Kurikulum Cinta* and followed three main stages: pre-activities, whilst-activities, and post-activities. Throughout the learning process, the teacher acted as a facilitator by encouraging students to actively construct their prior knowledge, participate in collaborative learning, and reflect on their understanding through technology supported activities. The observation indicated that the integration of the KWL strategy and Kahoot! created a structured learning environment in which students were actively involved in every stage of the reading lesson.

During pre-activities, the teacher initiated the lesson by greeting the students, explaining the learning objectives, and conducting an apperception activity to activate students' prior knowledge about narrative texts. Students were then introduced to the KWL chart and completed the Know (K) and Want to Know (W) columns by writing what they already knew about the story of *Malin Kundang* and what they wanted to learn from the text. In the whilst-activities, the teacher presented the characteristics of narrative texts through a PowerPoint presentation before organizing students into small groups to read the text collaboratively. Students identified the generic structure, discussed unfamiliar vocabulary, and presented the results of their discussion. Afterward, the teacher conducted an individual formative assessment using Kahoot!, allowing students to answer ten multiple-choice questions related to the reading text in an interactive and competitive learning atmosphere.

The post-activities emphasized reflection and knowledge consolidation. After completing the Kahoot! quiz, students filled in the Learned (L) column of the KWL chart to summarize the new knowledge they had gained and to answer the questions previously written in the Want to Know (W) column. The teacher then guided the class in reviewing the narrative text by discussing its moral value and encouraging students to reflect on the importance of respecting their parents. The lesson concluded with a classroom reflection and closing activities. These findings demonstrate that the implementation of the KWL strategy integrated with Kahoot! was carried out systematically through interconnected learning stages that encouraged students to activate prior knowledge, engage actively with the reading text, evaluate their comprehension, and reflect on their learning outcomes. These findings are in line with Pornchai et al. (2024) stated that the integration of KWL Plus strategy and Kahoot! significantly improved students' reading comprehension achievement, enhanced their engagement in reading activities, and fostered positive attitudes toward English reading.

3.2. The Challenges Encountered in Teaching Reading Comprehension Through KWL Strategy Integrated with Kahoot! for Tenth Grade Students at MAN 4 Madiun

The findings revealed that several challenges emerged during the implementation of the KWL strategy integrated with Kahoot! in teaching reading comprehension. The first challenge was students' difficulty in completing the KWL chart, particularly when filling in the Know (K), Want to Know (W), and Learned (L) columns. Some students experienced difficulties in activating their prior knowledge, formulating questions, and summarizing what they had learned from the text. This finding was supported by S5 (L.O.N), who stated, "*My difficulty was filling in the W column because I had to make questions about the text*", while S3 (S.A.N) explained, "*The difficulty was filling in the L column because I had to explain what I had learned*". These findings indicate that implementing the KWL strategy requires students to employ higher-order thinking and reflective learning skills. This finding is consistent with Zuriah & Mutia (2023), who reported that students often encounter difficulties in expressing prior knowledge and generating questions when implementing the KWL strategy.

The second challenge involved students' limited vocabulary knowledge and technical issues during the Kahoot! activity. Several students encountered unfamiliar vocabulary in both the narrative text and the quiz questions, making it difficult for them to comprehend the reading material. S2 (Q.W.D.A) stated, "*The difficulty was understanding new vocabulary whose meanings I did not know*", while the English teacher (Mrs. H.S) explained, "*The learning process ran smoothly. However, there was a problem with Kahoot due to an unstable Wi-Fi connection*". S4 (M.N.S) also confirmed this issue by stating, "*Yes, because the Wi-Fi signal was unstable*". These findings suggest that vocabulary mastery and technological readiness remain important factors influencing the successful implementation of technology-assisted reading instruction. Similar finding were reported by Selvathurai & Ismail (2024), who identified vocabulary limitations as a major barrier to reading comprehension among EFL learners.

The implementation of KWL strategy integrated with Kahoot! generally successful, several challenges were identified during the teaching and learning process, including students' difficulties in completing the KWL chart, limited vocabulary, and unstable internet connectivity during Kahoot! activities. Some students experienced difficulties in activating prior knowledge, formulating meaningful questions, and identifying information learned from the text. This finding in line with Zuriah & Mutia (2023), who reported that students encountered challenges in generating ideas and responding to teachers' questions while using KWL strategy. Limited vocabulary occasionally hindered students' comprehension of the reading text and their ability to answer Kahoot! quiz questions accurately. Vocabulary limitation is one of the major factors affecting EFL students' reading comprehension (Selvathurai & Ismail, 2024). Unstable internet connections also caused temporary interruptions during Kahoot! sessions, indicating

that technology-based learning depends on adequate technological infrastructure. These challenges did not hinder the successful implementation of the learning activities, as the teacher managed the classroom effectively and students remained engaged throughout the lesson.

3.3. The Students Responses the Challenges in Teaching Reading Comprehension Through KWL Strategy Integrated with Kahoot! for Tenth Grade Students at MAN 4 Madiun

The observation and interview findings showed that students responded positively to the challenges encountered during the learning process. Students actively searched for solutions by using available learning resources and collaborating with their classmates. During the implementation of the KWL chart, students searched for additional information, discussed ideas with group members, and consulted the teacher whenever they encountered difficulties. These findings were supported by S1 (C.A.R), who stated, *"I overcame it by searching for information on the internet"*, while S5 (L.O.N) explained, *"I overcame it by browsing the internet"*. These responses indicate that students developed greater learning independence and actively constructed their understanding throughout the reading activities. This finding is in line with Susana & Rojabi (2025), who argued that the KWL strategy promotes students' metacognitive awareness and active engagement during learning.

Students also demonstrated positive responses when encountering vocabulary difficulties and technical problems during the Kahoot! activity. S2 (Q.W.D.A) stated, *"I overcame it by translating the difficult words using a dictionary"*. and further explained, *"I reread the Malin Kundang text and tried the quiz again until I achieved a satisfactory result"*. Meanwhile, S4 (M.N.S) responded to internet connectivity problems by stating, *"I used mobile data to make the connection stable"*. These responses demonstrate that students were willing to adapt to both academic and technical challenges instead of allowing the difficulties to interrupt their participation in the learning process. The findings also indicate that students employed various self-directed learning strategies to maintain their engagement throughout the lesson, including using dictionaries, rereading the text, and utilizing alternative internet access.

The students perceived the integration of the KWL strategy and Kahoot! as an engaging and meaningful learning experience despite the challenges encountered. Their ability to search for information independently, use dictionaries, reread the text, collaborate with peers, and utilize alternative internet connections reflects positive learning attitudes and self regulated learning behaviors. The students reported that the Kahoot! session made the learning process more enjoyable and motivated them to participate actively in answering reading comprehension questions. This finding supports the study by Gonzales (2024), who found that Kahoot! creates a more interactive learning environment that enhances students' motivation, participation, and engagement in classroom activities. Consequently, the integration of the KWL strategy and Kahoot! not only facilitated students' reading comprehension but also encouraged them to become more active, confident, and responsible for their own learning.

4. CONCLUSION

This study explored the implementation of teaching reading comprehension through the KWL strategy integrated with Kahoot! for tenth-grade students at MAN 4 Madiun. The findings revealed that the implementation was conducted systematically through three interconnected stages: pre-activities, whilst-activities, and post-activities. The integration of the KWL strategy and Kahoot! encouraged students to activate their prior knowledge, engage actively in collaborative reading activities, evaluate their understanding through interactive quizzes, and reflect on their learning outcomes. These findings indicate that combining metacognitive reading strategies with digital learning media can support a more structured and interactive reading instruction process.

The study also identified several challenges encountered during the implementation, including students' difficulties in completing the KWL chart, limited vocabulary knowledge, and unstable internet connectivity during the Kahoot! activity. Despite these challenges, the teacher provided appropriate instructional support and technological assistance, enabling the learning activities to proceed successfully. Therefore, the identified challenges became important considerations for teachers when implementing technology-supported reading instruction in EFL classrooms.

The findings showed that students responded positively to the challenges encountered during the learning process. Students demonstrated learning independence by searching for additional information, using dictionaries, rereading the text, collaborating with their peers, and utilizing alternative internet access when necessary. They also perceived the integration of the KWL strategy and Kahoot! as engaging and motivating, which encouraged active participation and greater confidence during reading comprehension activities.

Overall, this study addresses the research gap concerning the classroom implementation of the KWL strategy integrated with Kahoot! by describing its implementation process, the challenges encountered, and students' responses in an Indonesian EFL context. The findings provide practical insights for English teachers who intend to integrate metacognitive reading strategies with game-based digital platforms to create more interactive and student-centered reading instruction. Future studies may extend this research by investigating the implementation of this approach in different educational settings, with various text genres or language skills, or by employing different research designs to gain a broader understanding of its application in EFL classrooms.

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