

**The Effect of Using the Kahoot Web Strategy in
Developing 8th Grade Students' English Language
Reading Skill in Amman Governorate**

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Abstract:

The study aimed to determine the effect of applying the Kahoot Web-based Strategy in developing reading skill in English language. To determine students' achievement in reading skill among 8th grade male and female students in Amman \ Jordan, the study followed the Quasi Experimental approach. The population of the study included all the (97600) eighth grade students in Jordan from which a sample of 80 Eighth grade students (40 male and 40 female students) and the sample was randomly selected. The tools of the study represented by pre and post reading achievement tests after verifying its reliability and validity. The results showed that there is clear differences in 8th grade students achievement in the English language reading skill and this is attributed to the KAHOOT strategy compared to the traditional method of teaching. In addition, result indicated no statistically significant differences between students' scores on the English language reading skill test attributed to the sex variables and, the results indicated effectiveness of the KAHOOT strategy as the experimental group outperformed the control one. In light of the results, the study recommended elaborating KAHOOT strategy in English language classes and conducting more studies comparing the effect of KAHOOT strategy on Jordanian students' achievement in English language in general.

Keywords: 8th Grade Students, English language Reading Skill, KAHOOT Web.

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Introduction

English language is important for interacting among nations, as it is a common language worldwide. According to Al-Diab and Al-Natour (2018), it is necessary to learn English language and it is an important requirement in any educational institution, also they indicate that learning English represents a great challenge. Hijazi (2012) states that Jordanian students find English is difficult to learn. It is necessary for students to improve their acquisition of English language four skills (reading, writing, speaking and listening), and student should master these four skills as they are integrated.

Reading is an essential skill to successfully acquire English language, and also is necessary for most academic fields at both school and university levels. McShane, (2005) indicates that the core process of reading tasks is comprehension and that reading according to Snow (2002), is deriving meaning from written language via an interactive process where the reader engages with the text and participates by drawing on his or her capacities, experiences, knowledge, and abilities. Popescu, (2012) identifies two main types of developing reading comprehension, intensive reading and extensive reading, the two types assist students to improve their comprehension skills. Intensive reading according to Nation (2009) is related to comprehending a specific text in detail while the second type, extensive reading, is according to Grabe&Stoller, (2013) requires students to read extensive material to comprehend texts.

There are three common approaches adopted in the teaching of reading: bottom-up, top-down and interactive/integrative. The proponents of the bottom-up approach, such as E. J. Gibson (1966) and those in the field of education, who took a direct approach to the understanding of perception and , claim that reading is initiated at the visual level, the morpheme level and the word level (Ministry of Education, 2020). This implies that understanding a text starts at the bottom level of language and readers gradually work their way upward toward larger units, like phrases, sentences, paragraphs and chunks of discourse (Hedgcock& Ferris, 2009). The bottom-up processing of texts

can be looked upon as a “mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, typically with little reference to background knowledge. Emelogu (2019) suggested various strategies and types of reading according to the learners' level. For the lower primary level, Emelogu (2019) recommended sound/letter strategy and holistic strategy. While for upper primary and secondary levels, he recommended reading aloud, shared reading, paired reading and guided silent reading.

The skill of writing is a method of communication.

To develop students' reading and writing skills, there are many strategies and methods utilized by English teachers, among these strategies the Kahoot strategy. Kapuler (2015) indicates that Kahoot is a new strategy used in classroom and Ciaramella,(2017) describes it as a game-based approach to combine education that contains questions on specific topic where the users can develop and build their own questions based on the appropriate topics, he also indicates it as having good advantages to educational trends including gamification and students' engagement. This strategy encourages students and makes them active learners as it tests their knowledge, reiterate important concepts, and help them retain information (Mendoza, 2018 stated in Jenny and Berti, 2023).

This research study comes to investigate the effect of using the Kahoot Web based strategy in developing 8th grade students' reading skill in English language in Amman.

Statement of the Problem

English language teachers teach reading skills based on conventional methods instead of concentrating on conceptual knowledge, and in traditional methods, teachers are the controller of the class for the learning environment. This is supported by Alkhalil (2010) who states that despite the changes in language education which have stressed the autonomous nature of learner's learning, the teacher's role is stressed as a main factor for successful learning. In addition, students in Jordan look to English language as a very difficult subject as indicated by Alzayyat (2014) who indicates that although students are taught English

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in Jordan for a long period of time (about 12 years), it is clear that they view it as one of the most difficult school subjects.

According to the above mentioned, the problem of the current study is represented by English teachers' lack for knowledge about the most recent and modern strategies that positively affect the educational process and students' ability to acquire and learn the skills necessary for each material.

Based on reviewing the related literature, the researcher concluded that there is an urge need for developing and changing the way teachers reach students the reading skill in English language by utilizing methods and strategies proved to be successful within environments like the Jordanian environment, among these strategies is the Kahoot Web Strategy to develop reading skill in English language among Jordanian students in general and 8th Grade Students in particular in Jordan.

Significance of the Study

The significance of this study lies in its theoretical and practical significances. At the practical level, its significance lies in that it helps English language teachers to be familiar and acknowledged about the Kahoot Web Strategy within school and teaching-learning process to avoid the traditional approaches to increase in turn the effectiveness of teaching. The study assists in keeping pace with recent and effective teaching approaches and strategies proved to be successful within the educational environments.

Its significance is also lies in addressing the difficulties facing students in the reading skill in English language and accordingly, offering solutions to overcome these difficulties, among these solutions is the Kahoot Web strategy which proved to help teachers and decision makers to effectively design and offer the material to students in addition to its effect on 8th grade students' achievement in reading skill in English language which may assist in making wise and appropriate decisions that support and encourage such strategies.

Practically, this study is assumed to assist and support students in developing the reading skill in English language by utilizing a strategy that proved to be successful in similar environments.

Purposes of study

The study basically aims to is to determine the effect of applying the K.U.D. and the Kahoot Web Strategies in developing reading and writing skills in English language and to determine students' achievement in reading and writing skills among 8th grade male and female students in Amman \ Jordan.

Specifically, the research purposes are as follow:

1. To determine the effect of the teaching approach (the Kahoot Web Strategy \ conventional method) on 8th grade male and female student's achievement in reading skill in English language in Jordan.
2. To determine the effect of the teaching approach (the Kahoot Web Strategy \ conventional method) on 8th grade students' achievement in reading skill in English language in Jordan due to sex (male \ female) .

Research Questions

This study attempts to answer the following research questions:

1. Is there a statistically significant difference at the level ($\alpha \leq 0.05$) in 8th grade students in English language reading skill due to the teaching method (KAHOOT and Traditional)?
2. Is there a statistically significant difference at the level ($\alpha \leq 0.05$) in 8th grade students in English language reading skill due to gender (male \ female) and o interaction between the teaching method and gender?

Research Hypotheses

The research hypotheses of the study **are** as follows:

- Ho1: There is no statistically significant main effect of teaching method (the Kahoot Web Strategy \ conventional method) on 8th grade male and female students' achievement in English language reading.
- Ho2: There is no significant main effect of sex (male, female) on the teaching method (the Kahoot Web Strategy \ conventional method) on 8th grade students' achievement in English language reading skill.
- Ho3: There is no statistically significant difference at the level ($\alpha \leq 0.05$) in 8th grade students in English language reading skill due to the

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variable of gender (male/female) and the interaction between the teaching method and gender.

Operational Definition of Terms

English Reading Skill: The ability or competence of the reading process is very important in learning English for both beginners and advanced learners or adults (Brown, 2001). The process of interpreting information with pre-existing knowledge to form understanding (Nunan, 2003). So it can be concluded that the ability to understand the information obtained through vocabulary and also to build understanding by using previously available information will greatly affect the meaning and ability to understand the text (Sulistami, Pahamzah, Baratayaomi and Syafriza, 2018). According to Al-Toubat (2004), reading is a cognitive process where occurs the process of deconstruction of symbols called letters to form a meaning and reach the stage of understanding and understanding, reading is also part of language and language is a way to communicate or understand. The language includes well-known letters, numbers and symbols for communication between people.

Conventionally, reading is the 8th grade students' ability to decode a written form of communication to understand and comprehend it.

Kahoot Web Strategy: an Internet-based game with accounts of teachers and students where every teacher can create questions that will be played by all students simultaneously but still under the teacher's supervision (Charanjit et al., 2021). Ajie et al (2017) define it as a learning technology platform that combines learning evaluation experience by combining interactive and equipped with a system of observing the activities of students. Tomlinson, (2001) indicates that KUD is an educational strategy consisting of three stages (Know, Understand, Do) based on determining what the learner knows and provides a variety of activities to build meaning for the learner, and apply the concepts learned in the subject of the lesson.

Conventionally, Kahoot is the strategy used with 8th grade students in this study and it offers questions to students and is a game that students can play either individually or in groups and includes multiple-choice questions.

8th Grade Students: students who aged between 13 and 14 years and have been learning English language for 8 years at public schools in Jordan.

In this study, the 8th grade students are defined as the population of students who has been receiving instruction in English language writing and reading for 8 years now and their ages range from 13 to 14 years from which the sample of this study is selected.

Limitations of the Study

The study is limited to the followings:

1-Spatial Limitation: this study was conducted in Amman\ Jordan.

2-Objective Limitation:- The study investigated the Effect of Using the Kahoot Strategy in developing reading skill in English language among 8th Grade Students in Jordan.

3-Time Limitation:- The study was conducted in the second semester of the academic year 2022 / 2023.

4-Human Limitation: The study is limited to 8th grade male and female students at public schools in Amman\Jordan.

Theoretical Framework and Previous Studies

Theoretical Framework

Reading Skill

Reading is an important part of a person's English language proficiency, and in the academic context, it is one of the most important skills that English as a Foreign Language (EFL) students need to acquire because the ability to read English texts greatly affects students' academic performance, particularly in cases where they have to read for their own specialist subject (Bastug, 2014).

According to Harwood (2010), reading is a complex process and readers should be able to use a variety of reading strategies appropriately, access the meaning of vocabulary accurately, access their knowledge of English grammar, and draw upon their background knowledge and relate it to the materials they are reading. Therefore, reading instructors face the challenge of teaching the students the skills needed to be successful readers.

Reading comprehension plays an essential role in learning English since it is the first skill that learners of L2 should acquire to enhance their

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information and increase vocabulary knowledge, and develop other language skills (Ling, 2011). Reading in L2 is not the same as L1 since learners don't get enough opportunities to read in English; however, it seems that a lot of learners suffer when it comes to reading. Based on Ahmadi and Hairul (2012), reading comprehension is not an easy process because learners of a foreign language need to read the written words and decode the vocabulary. They believe that it is an important element of the English language learning process for all learners.

The main purpose of reading is comprehending the text read and Everyone confirms that reading comprehension is difficult s it is not easy to recognize words separately, or understanding each individual word as eyes pass over it. All models of comprehension recognize the need for readers to build up a mental representation of text, a process that requires integration across a range of sources of information (Estika ,2018).

According to Anderson (2014) there are five characteristics of engaged readers: reading purposes, fluent reading, reading comprehension, metacognitive awareness of reading strategies, and motivation, and by reading purposes, he means whether having a reading purpose in mind affects reading comprehension, and for reading, he indicates three typical purposes: reading for pleasure, reading for information, and reading to learn something new. Such distinctions, however, divide reading purpose rather simply and limit its boundaries. Intuitively, with this simple division it seems likely that readers, in many cases, do already know their purposes when reading.

Reading is very important because it is a process carried out to get messages or information, in addition to getting information, we can also understand the information contained in the reading and can become knowledge for the readers' future, reading can also stimulate mentally, reduce stress, increase vocabulary, and expand thinking. Reading is a physical and psychological process (Anindhita 2021).

Alyousef (2005) indicates that reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where

various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

Due to the importance of reading skills, the Ministry of Education (MoE) in Jordan (2006) affirmed that students should read to understand and respond to written English in an authentic way. This reflects the necessity of employing strategies that help students transcend the factual level of reading texts to process the texts deeply (Dina and Hadeel, 2016).

Countries that use English as a second language (ESL) sometimes have difficulties reading and comprehension. Reading comprehension is not just only realizing or understanding individual words when our eyes pass over them, instead, all comprehension models emphasize the need for readers to build up a mental representation of text, a process that requires integration across a range of sources of information from lexical features to knowledge concerning events in the world. Reading, understanding, and comprehension of the second language, especially English, pose a great challenge to the learners, teachers, and parents since young learners may lack required exposure to the proper enabling environment, social milieu, and peers well-versed in linguistic abilities (Mohammad, 2021).

In EFL context, English language is considered as a foreign language for Jordanian students at different levels. It is taught as a compulsory subject at schools from the first grade through to the twelfth grade. Students rarely use English outside or in their daily social activity (Al-Barakat&Bataneh, 2009). Learners all over the world usually face problems in learning a language because different reasons such as reading materials, teaching methods, environment whether social, economic, or Arabic-speaking environment, and other linguistic features like, syntax, phonetics, and semantics (McKeown& Beck, 2004).

Al Dgheim (2001) states that the weakness in the reading comprehension skill among Jordanian students is clear when dealing with it as teachers of the subject at public schools, therefore, the most usual EFL reading comprehension teaching techniques in Jordan were observed to be: vocabulary teaching, silent and aloud reading, reading

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lesson discussion and preparation, following up the organization of the reading text information, and the preparation for the reading process, as well as establishing purposes.

Kahoot Strategy

The use of technology in the teaching and learning process will improve the quality and experience in that process which can also be a media that can facilitate and support the process resulting in a great deal of advantages. In addition, combining the technology in the classroom must be accompanied with a good planning so that the learning will be meaningful and the class participation will authentically appear to build students' motivation and improve their scores (Altun,2015). In this digital era, there is a term namely "Web 2.0" which is about the second generation of the Internet, which is more active and user friendly. There are kinds of them such as Prezi, Google Doc, and Kahoot! Siegle (2015) defined Kahoot as an online game that can test the knowledge of the students on English reading skill.

Kahoot is a game-based approach to combine education that contains questions on specific topic where the users can develop and build their own questions based on the appropriate topics. Kahoot is also good advantages to educational trends including gamification and students' engagement (Ciaramella, 2017). It can also motivate and activate students' learning because it can test their knowledge, reiterate important concepts, and help them retain information (Mendoza, 2018).

KAHOOT is an alternative choice from a variety of interactive learning media that makes the learning process fun and not boring for both students and teachers since competitive environment emerges in the classroom when the teachers apply it. The students should also hold the experience in mind, as study while playing. In other words, Kahoot can be used as one of a media to encourage students' attention on reading texts which have many words with only several pictures(Jenny ,2023). Nugroho (2021) also confirmed that the students who were taught by using Kahoot had a better reading achievement especially in identifying main ideas, reference, vocabulary, implicit and specific information.

Ahmad (2012) claims that the response of EFL students to media technology can have an impact that can improve accent patterns in individual English words and can improve students writing skills.

Using Kahoot aims as a formative assessment for teachers helps teachers monitor each student's progress towards learning goals, identify strengths and weaknesses, and to identify areas where students will benefit from more than one teaching, more challenging learning opportunities, or reviews of basic knowledge for the subject. More experienced users also integrate Kahoot into their curriculum to introduce new topics, improve retention of new facts, revise before exams, challenge classes around the world, opinion surveys, gather insights, facilitate discussion, or to reward and restore learners energy in the study (NunungSusiloPutri, 2019).

Kletnikov et al (2019) state it is a free student-response tool for administering quizzes, facilitating discussions, or collecting survey data and it is a game-based classroom response system played by the whole class in real-time. Hence, Acquah& Katz (2020) state game-based learning is one of the best approaches to be an effective tool. It tends to create more engagement compared to another approach because it stimulates the verbal and visual components in learning. Kahoot is a simply requires a multimedia tool to participate the quizzes contain questions that have up to four possible choices, and questions can contain various multimedia contents such as pictures or videos (Siegle, 2015). Wang & Lieberoth (2015) indicate that Kahoot's features offer the ability to earn points, engaging sound effects, and motivational music which attracts students' participation and makes the learning process fun, in addition, Kahoot's audio and music create a positive learning experience for the users that encourages participation.

Kahoot has three purposes, there are: increasing students' engagement, motivation, enjoyment, and concentration to make higher their learning process in the class. Kahoot can be used in a multitude of levels of education as K-12 and university, company offices, social settings, and major sporting and cultural events (Golubeva, 2018).

Iona (2017) states that it can be used for creating interesting quizzes, discussions, and surveys in teaching reading comprehension and

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teachers can use it in the classroom and make learning more interesting and enjoyable, he indicates that Kahoot has four types as follows:

- 1. Survey:** The number of question has no limits with picture or video which associated with the questions and also there are two till four multiple-choice answers which nor right and wrong. They are similar to traditional surveys but the question is given in real-time and answered by their own devices.
- 2. Discussion:** It is designed to facilitate making a conversation that the picture or video which associated. However, the audience must be used to gather opinions on the latest topics. It has a limited time to answer and no points that are involved. The results of the activity will be displayed in the front as the basis for their discussion.
- 3. Quiz:** The number of the question also has no limits with picture or video which associated with the questions and have two or four multiple-choice answers but must be at least one correct answer to be chosen also have limited time in answering each question which can be individually set for five seconds till two minutes.
- 4. Jumble:** It is an order sorting version of the quiz Kahoot! which makes the audiences put things consecutively. It is used to ask questions about the chronological or progressive order.

The advantage of Kahoot strategy according to Gündüz&Akkoyunlu (2020) are as follows:

1. Creating a game that makes the players feel enjoyable and has a specified topic.
2. Offering to anyone for creating easily tests by using types of Kahoot! game.
3. Being able to access easily by using digital devices.
4. Having rich audio and visual as a facility in learning appropriate with gamified substructure.
5. Providing an output which participants' performances which is able to be analyzed.

Kahoot is available in four forms. The first is a survey, which allows for an unlimited number of questions, images, or videos, as well

as two to four multiple-choice answers that are neither correct nor incorrect. The second type is discussion, which allows people to have a dialogue about the image or video. The audience, on the other hand, must be used to gather comment on current issues. A quiz is the third and most prevalent type of Kahoot. There is no limit to the amount of questions in this type of quiz. Each question can include a photo or video, as well as two to four multiple-choice answers. Finally, the Jumble is a Kahoot quiz with a sorting feature. This allows the viewer to organize the information. It's utilized to find out how events happened in chronological or progressive order (Nathania and Suryana, 2019).

Previous Studies

Siti and Melor (2023) investigated the use of Kahoot in learning process to support English writing skill. The methodology used in this research was the experimental quantitative research with the paired sample t-test. research sample consisted of 36 eighth grade students at SMPN 3 Sidoarjo in Indonesia in the academic year 2021/2022. The results of the study indicated that, there were significant different scores between pre-test and post-test scores. The pre-test mean score was 54.25 and the post-test mean score was 68.78. The results indicated an effect of Kahoot for learning writing skill.

Al Shra'ah (2020) investigated the effect of kahoot on developing EFL Saudi students' vocabulary acquisition, reading comprehension, and their attitudes towards it. X The researcher adopted the experimental approach and employed a sample consisting of seventy seven male EFL Saudi students at Imam Mohammed Ibn Saud Islamic University at Deanship of Preparatory Programs. The researcher purposefully chose two scientific stream classes assigned one class consisting of (38) students as an experimental group and the other consisting of (39) students as a control group. The traditional method was used in teaching the control group, while kahoot was used with the experimental one in the second term of the academic year (2018-2019). The study used three instruments: a vocabulary test, a reading comprehension test, and a questionnaire. The findings of the study indicated there have been statistically significant differences at ($\alpha= 0.05$) between the means of both groups on the students' post vocabulary acquisition and reading

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comprehension tests and were in favor of the experimental group. This could be attributed to using kahoot as an instructional strategy which had a positive effect on developing student's vocabulary acquisition and reading comprehension.

Paramjit(2019) investigated students' language learning experiences when they used Kahoot The sample included 50 secondary students in an international school. The study used a questionnaire with ten items using a five level categorical Likert scale. The results indicated that almost all the participants had positive experiences when they had lessons that integrated Kahoot. Majority of the participants reported that they were able to engage actively in their language lessons when using the Kahoot! platform in their language lessons. Almost all participants reported positive experiences when they used Kahoot! in the language classrooms. Adapted software and platforms like Kahoot enabled them to engage and actively participate in their language learning processes, and thus provide a more meaningful and rich language learning experience.

Melor, Harwati, Haida, Zaidatul, Farah and Adriana (2019) examined the use of Kahoot for teaching writing in English as a Second Language (ESL) classroom to create engagement and active learning and measured the effectiveness of Kahoot for teaching writing in the ESL classroom. The study utilized a quantitative design to investigate the use of Kahoot among third year Teaching ESL undergraduate students in a public university in Malaysia. A total of forty undergraduate TESL students participated in this study and a questionnaire was designed using online form. The survey in this research is focusing on the effectiveness of Kahoot in creating engagement and active learning for teaching writing. The results indicated that students think the Kahoot! implementation helps them to enjoy the class compared to the traditional method. The findings also indicated how the use of Kahoot can create engagement and active learning among students for teaching writing in the ESL classroom.

Dina and Hadeel (2022) investigated the effect of using Kahoot on Jordanian EFL ninth-grade students' reading comprehension. A sample of 66 female students was distributed randomly into an experimental

group and a control one with 33 students each. The data were collected using a quasi-experimental design through a pre-/post-tests for both control and experimental groups. In terms of data analysis, One-way MANCOVA and One-way ANCOVA were used to answer the research question. The findings revealed that there were significant differences between the two groups' performance in the post-test in favor of the experimental group. Therefore, the researcher recommends using Kahoot in different EFL skills and different levels of students.

Johnny , María, Katherine &Raúl(2022) investigated the influence of the application of the digital tool Kahoot as a didactic strategy in the development of reading comprehension of narrative texts among elementary school students. The research is of explanatory level and applied type, of experimental design, in the pre-experimental modality, of quantitative approach, the sample included 32 students of the second grade of the primary level of an educational institution of San Juan de Miraflores. A pretest and posttest were used as the tools of the study. Result indicated that the application of the Kahootstrategy has positive effects on the comprehension of narrative texts in primary school students and increases the level of reading skills development.

Saleh (2020) assessed how Kahoot, a game-based learning tool, can be integrated with learning to improve student's engagement, motivation, and learning outcomes in Saudi Arabia . A total of 36 students participated in the study. The students were divided into two groups; the experimental group (20 students) and the control group (16 students). The experimental group received various tests and two main exams, known as Language Acquisition and Learning Exams. The study also explored the participants' perception about Kahoot to determine its effectiveness as a learning tool. Cronbach's alpha, descriptive statistics, and SPSS were used to analyze the data. The findings indicated that the Kahoot game not only augments the learning process but also improves students' motivation, engagement, and positively impacts the classroom dynamics.

Reviewing the above stated previous studies, it is noted that there are few studies addressing the effect of the Kahoot strategy on English language

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reading, and the only study addresses this topic is Siti and Melor (2023) and also Al Shra'ah (2020) within the Arabic environment.

METHODOLOGY

Introduction

This chapter presents the research methodology. The chapter provides with the procedures of the research including the selection of the samples, data collection and analysis, and will also address validity and reliability of the tool.

Research Design

The study followed a quasi-experimental approach which is appropriate for the nature of such research.

Population and Sample of the Study

The population of the study includes all the 8th grade male and female students in public schools at Amman 2nd directorate of education during the first semester of the academic year 2023\2024 which represented () male and female 8th grade students. A sample of 80 8th grade students (40 male and 40 female students) was selected using the simple random sampling technique, four female 8th grade sections and four male 8th grade students distributed on three groups, an experimental group of 40 male and female 8th grade students (40 male and female 8th grade students: 20 male and 20 female students was taught using the Kahoot strategy, and a control group of 40 male and female 8th grade students that was taught using the conventional method: 20 male and 20 female students from Marj Alhamam secondary school for boys and Aisha secondary school for girls as shown in table (1) below.

Table 1 The Sample Distribution

Group	No	sex	
		Males	Females
Experimental KUD Kahoot	40	20	20
Control	40	20	20
80 Total		80	80

Instrumentation

The pre and post English Reading and Writing Achievement Tests

To confirm the equivalency between the experimental and the control groups before the application of the Kahoot and the KUD Strategies and the conventional approach, a Two-texts reading test with 5 questions on each passage and a writing test requiring students to write about two different topics were designed. The same reading and writing pre tests represented the post test materials. The post tests were designed to identify the differences between both the experimental and control groups after applying the strategies and conventional approach on the experimental and the control groups.

Validity of the Pre and Post English Reading and Writing Achievement Tests

To check the content validity, the Pre and Post tests were submitted to a jury of five experienced English teachers and five English language supervisors. Based on their opinions and recommendations, the necessary modifications were applied and some items of the tests were modified and some others were changed as shown in table 3.2 and table 3.3 below:.

Reliability of Instruments

Reliability of the Pre and Post English reading tests:

To check for the reliability of the Pre and Post English reading test, Test-Retest was utilized by applying the test on a sample of (25) male and female students from the population of the study but other than its original sample, then two weeks later, the test was applied again on the same pilot sample. Reliability of the tools was checked using the Pearson Correlation Coefficients and reached (0.78) which is an appropriate value for the purpose of this study.

Reliability of the Pre and Post English Writing tests:

To check for the reliability of the Pre and Post English writing test, Test-Retest was utilized by applying the test on a sample of (25) male and female students from the population of the study but other than its original sample, then two weeks later, the test was applied again on the same pilot sample. Reliability of the tools was checked using the Pearson Correlation Coefficients and reached (0.82) which is an appropriate value for the purpose of this study.

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Data Analysis

Means and standard deviations were calculated in addition to utilizing ANCOVA, MANCOVA, Eta Square and the Scheffe' Test to answer the study questions.

Procedures of the Study

The researcher followed the following steps to implement the study:

- Reviewing literature related to the topic of the study.
- Obtaining the necessary documents and documents and a letter addressed to the Ministry of Education and the education directorates included in this study from Mu'tah University for the purposes of facilitating the researcher's mission.
- Obtaining approval from the Amman Second Directorate of Education and a letter addressed to the schools included in the study.
- Meeting eighth-grade English language teachers in the concerned schools to explain the nature of the study and training them to teach a unit based on the strategies addressed in the current study. At this point, the researcher has trained the teacher on the Kahoot strategy following to the official website for the Kahoot program available on: <https://kahoot.com/schools/back-to-school-23-basic/#bts-pricing> (appendix A), where the researcher reviewed with the teachers a video and written materials explaining the strategy and how it is applied for teaching the English language four skills (reading, writing, listening and speaking) for eighth grade students, then the Kahoot plan was developed. For the KUD strategy (Appendix B), the researcher has reviewed related studies and then developed a plan for the purposes of this study.
- Interviewing eighth grade students in the concerned schools to explain the nature of the study and dividing the subjects between the experimental and the control groups.
- Designing the instruments of the study and ensuring the validity and reliability of the instruments of the study.
- Giving the pre-test in reading and writing to all students and calculating their results before starting to apply the strategies.
- Applying the KUD and Kahoot strategies, and after application, conducting the post-test for the students participating in the study.

- Applying the post-test to the experimental and control groups, calculating students' scores and then scores were computed, then data were analyzed and compared to determine the students' achievement in the pre-test and the post-test, finally, the results were formulated and discussed and in light of these results, recommendations were offered.

Results, Discussion and Recommendations

Results

Results related to the research 1st question: Is there a statistically significant difference at the level ($\alpha \leq 0.05$) in 8th grade students in English language reading skill due to the teaching method (KAHOOT and Traditional)?

To answer this question, means and standard deviations for eighth grade students' scores on the English language reading skill based on the teaching method (KUD, KAHOOT and Traditional) as shown in table 2 below.

Table 2

Means and standard deviations for participants' scores on the English language reading skill's pre, post and modified performance based on the teaching method

Teaching Method	Gender	Pre performance		Post performance		Modified performance		N
		Mean	SD	Mean	SD	Mean	SD	
KAHOOT	Male	12.15	1.87	17.95	3.53	17.956	0.630	20
	Female	11.70	2.13	17.00	2.41	16.984	0.631	20
	Total	11.93	1.99	17.48	3.02	17.470	0.446	40
Traditional	Male	11.50	1.61	14.05	2.24	14.024	0.634	20
	Female	12.70	2.00	14.35	1.81	14.383	0.636	20
	Total	12.10	1.89	14.20	2.02	14.204	0.446	40
Total	Male	11.87	1.77	17.47	3.93	17.459	0.364	40
	Female	12.18	2.17	17.00	3.39	17.008	0.364	40
	Total	12.03	1.98	17.23	3.66			80

Table 3 above indicates a parent contrast in means, SDs and modified means for 8th grade students achievement in the English language reading skill test due to strategy (instructed based on the KAHOOT strategy) and the control group (instructed based on the traditional

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strategy). To determine the statistically significant differences and standard deviations, ANOVA was used as shown in table 3.

Table 3
ANOVA for post means of participants' performance on the English language reading skill test based on the variable of teaching method

Contrast Source	Type III Sum of Squares	df	Mean Square	F	Sig	Partial Eta Squared
Pre Assessment	1.062	1	1.062	0.134	0.715	
Teaching Method	681.292	2	340.646	42.926	0.000	0.432
Gender	6.068	1	6.068	0.765	0.384	
Teaching method x Gender	9.817	2	4.908	0.619	0.541	
Error	896.738	113	7.936			
Total	37234.000	120				
Corrected Total	1595.467	119				

Table 3 indicates statistically significant differences between 8th grade students' scores in the two groups, the experimental group that received instruction based on the KAHOOT strategy and the control group that received instruction based on the traditional method, and these differences are attributed to the variable of teaching method where F calculated value reached (42.926) with a statistical significance of (0.000), and to determine the trend of these differences, the Scheffe's test was used as shown in table 4 below.

Table 4 Post comparisons' Scheffe test for the teaching method variable's effect

Modified Mean	Groups	Differences between means	
		KAHOOT	Control
17.470	KAHOOT	*٢.٥٥٦	*٥.٨٢٣
		*٣.٢٦٦
14.204	Control	*-٣.٢٦٦

***Statistically significant at $\alpha \leq 0.05$**

From table 4 above it is concluded that there are statistically significant differences between the post test means of the experimental group that received instruction based on the KAHOOT strategy and the control group that received instruction based on the traditional method and these differences were in favor of the first experimental group that received instruction based on the KAHOOT strategy.

To determine the effect of the KAHOOT strategy in increasing 8th grade students' achievement in English language reading skill, n^2 was calculated to measure the effect size and it reached (0.432) which means that 43.2% of contrast among participants on the English language reading skill test is attributed to the teaching method and this size value of effect is a high one according to Abu Hatab (1991) who indicated that effect size that explains less than 6% of total contrast indicates a minor effect and effect size that explains about 6% of total contrast indicates is a medium one while that explains about 15% and above is a high one.

Results related to the research 2nd question: Is there a statistically significant difference at the level ($\alpha \leq 0.05$) in 8th grade students in English language reading skill due to gender (male/female) and o interaction between the teaching method and gender?

Results in table 5 indicate no statistically significant differences between students' scores on the English language reading skill test attributed to the gender variable as F value reached (0.756) and this value is not statistically significant at the level ($\alpha \leq 0.05$). results also indicate no statistically significant differences in students' mean scores on the English language reading skill post test attributed to the interaction between the teaching method and gender where F calculated value reached (0.619) and this value is not statistically significant ($\alpha \leq 0.05$) level.

Discussion

The results of the study indicated that there is a parent contrast in 8th grade students' achievement in the English language reading skill and this is attributed to the KAHOOT strategy compared to the traditional method of teaching. This result confirms that utilizing such starategy in teaching English language in general and the reading skill in particular improves students' performance and mastery of the reading skill in

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English language. According to Al- Shra'ah (2020) found a significant effect for the kahoot strategy on students positive attitudes and achievement in English reading and also Johnny et al (2022) who found that the Kahoot strategy has positive effects on the comprehension of narrative texts in primary school students and increases the level of reading skills development.

The results also revealed no statistically significant differences between students' scores on the English language reading skill test attributed to the gender variable. There are actually few studies investigating the effect of KAHOOT strategy on students' achievement in reading skill in English language based on the variable of gender, for example, Dina and Hadeel (2022) found that there was a great effect for using the Kahoot strategy in developing reading comprehension among students and Huda (2019) found that the KUD strategy proved to be successful among Iraqi femal students in Historical concepts.

Recommendations

In light of the result revealed in this study, the study concludes with a group of recommendations as follows:

- Conducting more studies to compare the KAHOOT strategy with other strategies proved to be successful in improving students' achievement in English language.
- Focusing on developing the KAHOOT strategy to be applied in English language classes and all the four English language skills.
- Including larger sample sizes in future research in different areas in Jordan to generalize the results.

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