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The Freshmen Assessment of the Use of the Kahoot Application Quiz Technique in Lectures on Reading in Scientific Articles

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ABSTRACT
This study aims to describe: 1) freshmen assessment of the use of the Kahoot application quiz technique in online journal scientific article reading lectures; 2) the similarity of freshmen assessment of the use of the Kahoot application quiz technique in online journal scientific article reading lectures per sample group. The research activity took place in the middle of the odd semester of the 2024/2025 academic year. The research was conducted at the Indonesian Education University. The population of this study consisted of freshmen who participated in learning to read scientific articles through the Kahoot media. There were 34 students from the Communication Science Study Program and 36 freshmen from the Science Education Study Program. The sample consisted of 60 freshmen, which was determined based on a statistical formula. This study utilized Google Forms to collect data on freshmens assessments of the Kahoot application quiz technique in online journal scientific article reading lectures. This electronic instrument contains four assessment scales that are arranged systematically and objectively. Data analysis employed descriptive statistics, specifically the mode and mean percentage. The results of the study showed: 1) freshmen were thrilled with the lecture on reading online scientific journal articles that used the Kahoot application quiz technique in learning to read scientific articles; 2) there was no difference in the assessment of freshmen on the use of the Kahoot application quiz technique in the lecture on reading online scientific journal articles.

Keywords: freshmen assessment, Kahoot aplication, quiz technique, lectures on reading, scientific article

INTRODUCTION

Learning Indonesian as a general compulsory course (MKWU) in a university does not receive a positive response from freshmen. With the status of a general course, among other MKWU, such as Islamic Religious Education, Pancasila Education, and Citizenship, MKWU Indonesian is relatively unpopular among freshmen. They tend to have a high level of attention to their respective courses in their study programs. This condition is understandable. Razak (2016:12) mentioned the unattractiveness of MKWU Indonesian in universities if the CPMK of this compulsory course is linguistic, such as studies focused on phonology and/or morphology, without incorporating studies to develop language skills, including reading and writing skills.

Razak (2016:13) added that MKWU Bahasa Indonesia in universities is a strategic course, so it is needed by students. There is a study on how to read critically a scientific work, such as articles in online journals. This involves a fascinating approach to writing scientific articles and recognizing electronic readings, including online journal profiles that publish scientific articles.

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In addition to lecture content, lecture strategy is a strategic issue that is considered in the Indonesian Language MKWU. Lecture strategies that are expected to attract students' motivation to study Indonesian must be carried out continuously. Contemporary lecture strategies must involve digital information technology. In other words, the use of digital information technology is expected to motivate students to study Indonesian. The types of relevant digital information technology that can be used include the use of Google Forms, online scientific journal articles, and/or Kahoot application quizzes. Specifically for this last type, lecturers must have plans to set up the multiple-choice version of the Kahoot application to implement lectures with test techniques.

They are new students of the 2024/2025 academic year of the Indonesian Language Course for the Communication Science Study Program and the Science Education Study Program at Universitas Pendidikan Indonesia. Through the Indonesian Language Course presented in the first year, in line with the RPS, among other things, students are taught material from online scientific journal articles. The purpose of this introduction is to provide factual information that is both relevant to the Indonesian Language Course and to the core courses in the study program itself. In other words, the focus of the introduction of online journal scientific articles for the first time is for their benefit in obtaining information from written sources. The introduction system that is believed to be effective utilizes a test technique with a quiz system based on the Kahoot application. The use of this electronic-based lecture strategy is expected to increase motivation to learn languages among new students.

Based on the description above, a scientific study is needed. This scientific study is entitled 'Assessment of New Students on the Use of the Kahoot Application Quiz Technique in Scientific Article Reading Lectures.

This article contains two problem formulations. The problem formulations are presented as follows:

1) What are the categories of answers for the assessment of freshmen of the Communication Science Study Program and the Science Education Study Program on the use of the Kahoot-based quiz technique in online journal scientific article reading skills lectures?
2) Are the categories of answers for the assessment of freshmen of the Communication Science Study Program and the Science Education Study Program the same regarding the use of the Kahoot-based quiz technique in the online journal scientific article reading skills lectures per sample group?

This article contains two objectives. The objectives are intended to:

1) describe the categories of pre-test results for online journal scientific article reading skills in the scope of language and literature learning in the online journal scientific article reading skills lectures;
2) describe the categories of answers for the assessment of new students of the Communication Science Study Program and the Science Education Study Program on the use of the Kahoot-based quiz technique in online journal scientific article reading skills lectures per sample group.

Here are two of the many benefits of this scientific article for lecturers of Bahasa Indonesia at MKWU. First, the article can be used as a consideration when planning, implementing, and/or evaluating RPS on learning techniques. Second, it has the opportunity to be used as discussion material in meetings with fellow lecturers of MKWU Bahasa Indonesia, both internally and externally, in official and unofficial settings. Third, from a digital literacy perspective, this article also helps strengthen the knowledge and skills of digital literacy, specifically for new students using the Kahoot application. Relevant articles are found in online journals. The three articles in question are presented below:

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1) Sukanti, S. (2023). Penilaian Siswa terhadap Penggunaan Teknologi Informasi Digital dalam Pembelajaran Keterampilan Menulis Proposal Karya Ilmiah. Jurnal Pembelajaran Bahasa dan Sastra, 2(4), 433–448. https://doi.org/10.55909/jpbs.v2i4.315
2) Alfalah, A., Firnadia, E., & Jendriadi, J. (2022). Keefektifan Teknik Tes Menggunakan Media Literasi Digital dalam Kuliah Bahasa Indonesia terhadap Mahasiswa Baru. Jurnal Pembelajaran Bahasa dan Sastra, 1(5), 693–700. https://doi.org/10.55909/jpbs.v1i5.194
3) Sabariah, S. & Norisah, N. (2023). Peningkatan Keterampilan Membaca Teks Eksposisi melalui Media LKPD Menggunakan Teknik Tes Pilihan Ganda Opsi Unik. Jurnal Pembelajaran Bahasa dan Sastra, 2(2), 223–232. https://doi.org/10.55909/jpbs.v2i2.252

METHOD

This study uses a quantitative descriptive method. Descriptive methods are commonly used in various educational and social research (Abubakar, 2021:19; Razak, 2017:21;Creswell, 2014:71). *T*hrough this method, research data are collected, presented, and analyzed using descriptive statistics.

This research was conducted in the Communication Science Study Program and the Science Education Study Program at Universitas Pendidikan Indonesia. The research took place in the first semester of the 2024/2025

1) planning (preparation of non-test instruments based on Google form to obtain research data, determining the time for data collection, selecting the population and research sample, and compiling quizzes as a technique in the Kahoot application);
2) implementation of learning skills in reading scientific articles in online journals using the Kahoot application and collecting data on freshmen assessments of learning
3) writing reports (writing articles that include validation activities, submitting articles in online journals).

The population of this study consisted of freshmen in the 2024/2025 academic year who participated in online learning activities using scientific journal articles through Kahoot media. There were 34 freshmen from the Communication Science Study Program and 36 freshmen from the Science Education Study Program.

The sample consisted of 60 freshmen, determined based on the formula developed by Slavin in Fraenkel et al. (2012:132) and Razak (2015:19). The sample members were drawn randomly from the population group using a technique without replacement.

Table 1
Number of Population and Sample

Study Programe	Population	Sample
Communication Studies	34	29
Science Education	36	31
Total	70	60

To collect data on new students' assessment of the use of the Kahoot application quiz technique in online journal scientific article reading lectures, a non-test instrument was employed, specifically a questionnaire administered via Google Forms. To obtain valid data (Akbar, 2012:28; Azwar, 2013:18; Purwanto, 2008:21; Hatch & Farhady, 1982:33; Fulcher & Davidson, 2007:96), the instrument used must be valid. If this is the case, then the steps for compiling the questionnaire instrument are as described below.

First, determine the type of questionnaire you will use. This article uses a closed instrument by providing options for each statement about new students' assessment of the use of the Kahoot application quiz technique in the online journal scientific article reading lectures.

Second, determine the number of options in the questionnaire statement. This article uses four options, which are a simplification of the Likert

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scale 1-10 (Budiadji, 2011:27; Azwar, 2014:21). The simplified scale is: 1) strongly disagree, 2) disagree, 3) agree, 4) strongly agree.

Third, determine the assessment indicators of new students on the use of the Kahoot application quiz technique in the online journal scientific article reading lectures. This article uses 13 indicators, which are 13 learning phases, namely:

1) download Kahoot play on device
2) receive PIN on infocus screen
3) fiil un the PIN and name on the device
4) find name on infocus screen
5) waiting for Kahoot to start
6) do the quiz per item by item
7) read key per item
8) reading the quiz resulits on the podium
9) peer expression
10) lecturer discusses key question
11) lecturer discusses the relevance of the question
12) colleagues ask for the quiz to be repeated
13) lecture repeats the quiz

Third, determine the type of statement per item. This article uses six positive statements and seven negative statements. Fourth, determine the number of items per indicator. This article uses one item per indicator. Fifth, compile the questionnaire specifications. The test specifications are presented in the following table.

Table-2
Questionnaire Specifications for Freshmen Assessment of the Use of the Kahoot Application Quiz Technique in Learning to Read Online Journal Scientific Articles

No.	Phase of the Teaching	Item Number
1	download Kahoot play on device	1
2	receive PIN on infocus screen	2
3	fill in the PIN and name on the device	3

Table-2
Questionnaire Specifications for Freshmen Assessment of the Use of the Kahoot Application Quiz Technique in Learning to Read Online Journal Scientific Articles

No.	Phase of the Teaching	Item Number
4	find name on infocus screen	4
5	waiting for Kahoot to start	5
6	do the quiz per item	6
7	read key per item	7
8	reading the quiz results on the podium	8
9	peer expression	9
10	lecturer discusses key questions	10
11	lecturer discusses the relevance of the question	11
12	colleagues ask for the quiz to be repeated	12
13	the lecturer repeats the quiz	13

Each sample member chooses option 4 (very much like) on the negative statement; then, the statement has the opposite meaning, so it is interpreted as 1 (very much dislike). For positive statements, each one of the four options is interpreted the same as the answer option.

To determine the category of answers for assessing the use of Kahoot-based quiz techniques in online journal scientific article reading skills lectures for new students of the Communication Science Study Program and the Science Education Study Program, descriptive statistics are employed. The statistical measure relevant to this data is the mode.

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RESULTS

Assessment of new students on the use of Kahoot application quiz techniques in learning to read online journal scientific articles. Data is presented in each learning phase, from the first phase to the thirteenth phase.

1.Phase-1: Download Kahoot Play on Device

For Phase 1, freshmen chose the category of really liking the use of the Kahoot application quiz technique in learning aspects of reading scientific articles in online journals, specifically downloading the Kahoot app on their devices. As many as 95.00 percent of students were pleased to follow this phase-1 learning. For the like category, only 5.00 percent; there is no negative category. Therefore, this data synthesis indicates that sample members, such as those in Phase 1.

There is no significant difference in the Phase 1 assessment among the sample groups. The freshmen in the 2024/2025 Communication Science Study Program and the 2024/2025 Science Education Study Program both have the very same category.

Table-3
Freshmen Assessment Data on the Use of the Kahoot Application Quiz Technique in Learning to Read Scientific Articles in Online Journals for Phase-1

No.	Answer Category	Group-1		Group-2		Total	
		f	%	f	%	f	%
1	very dislike	0	0	0	0	0	0
2	dislike	0	0	0	0	0	0
3	like	1	3,45	2	6,45	3	5,00
4	very lake	28	96,55	29	93,55	57	95,00
	total	29	100	31	100	60	100

2. Phase-2: Receive PIN on Infocus Screen

For Phase 2 (receiving the PIN on the Infocus screen), freshmen chose the category of really liking the use of the Kahoot application quiz technique in learning aspects of reading scientific articles in online journals. As many as 95.00 percent of freshmen were pleased to participate in this phase-2 learning. For the like category, only 5.00 percent; there were no negative categories. Therefore, this data synthesis suggests that sample members like Phase 2.

There is no significant difference in the assessment of Phase 2 across the sample groups. Freshmen in 2024/2025 from the Communication Science Study Program and the Science Education Study Program at Universitas Pendidikan Indonesia both fall into the category of really liking.

Table 4
Freshmen Assessment Data on the Use of the Kahoot Application Quiz Technique in Learning to Read Scientific Articles in Online Journals for Phase 2

No.	Answer Category	Group-1		Group-2		Total	
		f	%	f	%	f	%
1	very dislike	0	0	0	0	0	0
2	dislike	0	0	0	0	0	0
3	like	2	6,90	1	3,23	3	5,00
4	very lake	27	93,10	30	96,77	57	95,00
	total	29	100	31	100	60	100

3. Phase-3: Fil in the PIN and Name on the Device

For Phase 3 (filling in the PIN and name on the device), freshmen chose the category of really liking the use of the Kahoot application quiz technique in learning aspects of reading scientific articles in online journals in Phase 3, namely filling in the PIN and name on the device. As many as 95.00 percent of freshmen were pleased to participate in this Phase 3 learning. For the like category, only 5.00 percent; there are no negative categories. Therefore, this data synthesis suggests that sample members, such as those in Phase 3,

There is no significant difference in their assessment of Phase 3 among the sample groups. Freshmenin the 2024/2025 Communication Science Study Program and the 2024/2025 Science Education Study Program both have the very liking category.

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Table 5
Freshmen Assessment Data on the Use of the Kahoot Application Quiz Technique in Learning to Read Scientific Articles in Online Journals for Phase 3

No.	Answer Category	Group-1		Group-2		Total	
		f	%	f	%	f	%
1	very dislike	0	0	0	0	0	0
2	dislike	0	0	0	0	0	0
3	like	1	3,45	2	6,45	3	5,00
4	very lake	28	96,55	29	93,55	57	95,00
	total	29	100	31	100	60	100

4. Phase-4: Find Name on Infocus Screen

In Phase 4 (find a name on the Infocus screen), freshmen chose the category of really liking the use of the Kahoot application quiz technique in learning aspects of reading online scientific journal articles. As many as 95.00 percent of freshmen were pleased to participate in this phase 4 learning. For the like category, only 5.00 percent; there is no negative category. Therefore, this data synthesis shows that sample members like phase 4.

There is no significant difference in the assessment of Phase 4 across the sample groups. Freshmen in the 2024/2025 Communication Science Study Program and the 2024/2025 Science Education Study Program both have the very liking category.

Table 6
Freshmen Assessment Data on the Use of the Kahoot Application Quiz Technique in Learning to Read Scientific Articles in Online Journals for Phase 4

No.	Answer Category	Group-1		Group-2		Total	
		f	%	f	%	f	%
1	very dislike	0	0	0	0	0	0
2	dislike	0	0	0	0	0	0
3	like	2	6,90	1	3,23	3	5,00
4	very lake	27	93,10	30	96,77	57	95,00
	total	29	100	31	100	60	100

5. Phase-5: Waiting for Kahoot to Start

For phase-5 (waiting for Kahoot to start), freshmen chose the category of really liking the use of the Kahoot application quiz technique in learning aspects of reading scientific articles in online journals in phase-5, namely waiting for Kahoot to start. As many as 90,00 percent of freshmen were very happy to participate in this phase-5 learning. For the liking category, only 10.00 percent; there was no negative category. Therefore, this data synthesis is that sample members really like phase-5.

There is no significant difference in the assessment of Phase 5 across the sample groups. Freshmen in the 2024/2025 Communication Science Study Program and the 2024/2025 Science Education Study Program both have the very liking category.

Table 7
Freshmen Assessment Data on the Use of the Kahoot Application Quiz Technique in Learning to Read Scientific Articles in Online Journals for Phase 5

No.	Answer Category	Group-1		Group-2		Total	
		f	%	f	%	f	%
1	very dislike	0	0	0	0	0	0
2	dislike	0	0	0	0	0	0
3	like	3	10,34	3	9,68	6	10,00
4	very lake	26	89,66	28	90,32	54	90,00
	total	29	100	31	100	60	100

6. Phase-6: Do the Quiz per Item by Item

For phase-6 (do the quiz per item by item), freshmen chose the category of really liking the use of the Kahoot application quiz technique in learning the aspect of reading scientific articles in online journals in phase-6, namely, do the quiz per item by item. As many as 95.00 percent of freshmen were pleased to follow this phase-6 learning. For the like category, only 5.00 percent; there was no negative category. Therefore, this data synthesis shows that sample members like phase 6.

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There is no significant difference in the assessment of Phase 6 across the sample groups. Freshmen in the 2024/2025 Communication Science Study Program and the 2024/2025 Science Education Study Program both have the very liking category.

Table 8
Freshmen Assessment Data on the Use of the Kahoot Application Quiz Technique in Learning to Read Scientific Articles in Online Journals for Phase 6

No.	Answer Category	Group-1		Group-2		Total	
		f	%	f	%	f	%
1	very dislike	0	0	0	0	0	0
2	dislike	0	0	0	0	0	0
3	like	1	3,45	2	6,45	3	5,00
4	very lake	28	96,55	29	93,55	57	95,00
	total	29	100	31	100	60	100

7. Phase-7: Read Key per Item

For phase-7 (read key per item), freshmen chose the category of really liking the use of the Kahoot application quiz technique in learning the aspect of reading scientific articles in online journals in phase-7, namely, read key per item. As many as 96.67 percent of freshmen were pleased to follow this phase-6 learning. For the like category, only 3.33 percent; there was no negative category. Therefore, this data synthesis shows that sample members like phase 7.

There is no significant difference in the assessment of Phase 7 across the sample groups. Freshmen in the 2024/2025 Communication Science Study Program and the 2024/2025 Science Education Study Program both have the very liking category.

Table 9
Freshmen Assessment Data on the Use of the Kahoot Application Quiz Technique in Learning to Read Scientific Articles in Online Journals for Phase 7

No.	Answer Category	Group-1		Group-2		Total	
		f	%	f	%	f	%
1	very dislike	0	0	0	0	0	0
2	dislike	0	0	0	0	0	0
3	like	1	3,45	1	3,23	2	3,33
4	very lake	28	96,55	30	96,77	58	96,67
	total	29	100	31	100	60	100

8. Phase-8: Reading the Quiz Resulits on the Podium

For phase-8 (reading the quiz resulits on the podium), freshmen chose the category of really liking the use of the Kahoot application quiz technique in learning the aspect of reading scientific articles in online journals in phase-8, namely, reading the quiz resulits on the podium. As many as 96.67 percent of freshmen were pleased to follow this phase-6 learning. For the like category, only 3.33 percent; there was no negative category. Therefore, this data synthesis shows that sample members like phase 8.

There is no significant difference in the assessment of Phase 8 across the sample groups. Freshmen in the 2024/2025 Communication Science Study Program and the 2024/2025 Science Education Study Program both have the very liking category.

Table 10
Freshmen Assessment Data on the Use of the Kahoot Application Quiz Technique in Learning to Read Scientific Articles in Online Journals for Phase 8

No.	Answer Category	Group-1		Group-2		Total	
		f	%	f	%	f	%
1	very dislike	0	0	0	0	0	0
2	dislike	0	0	0	0	0	0
3	like	1	3,45	1	3,23	2	3,33
4	very lake	28	96,55	30	96,77	58	96,67
	total	29	100	31	100	60	100

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9. Phase-9: Peer Expression

For phase-9 (peer expression) freshmen chose the category of really liking the use of the Kahoot application quiz technique in learning the aspect of reading scientific articles in online journals in phase-9 namely, peer expression. As many as 95,00 percent of freshmen were pleased to follow this phase-9 learning. For the like category, only 5,00 percent; there was no negative category. Therefore, this data synthesis shows that sample members like phase 8.

There is no significant difference in the assessment of Phase 9 across the sample groups. Freshmen in the 2024/2025 Communication Science Study Program and the 2024/2025 Science Education Study Program both have the very liking category.

Table 11
Freshmen Assessment Data on the Use of the Kahoot Application Quiz Technique in Learning to Read Scientific Articles in Online Journals for Phase 9

No.	Answer Category	Group-1		Group-2		Total	
		f	%	f	%	f	%
1	very dislike	0	0	0	0	0	0
2	dislike	0	0	0	0	0	0
3	like	1	3,45	2	6,45	3	5,00
4	very lake	28	96,55	29	93,55	57	95,00
	total	29	100	31	100	60	100

10. Phase-10: Lecturer Discusses Key Question

For phase-10 (lecturer discusses key question) freshmen chose the category of really liking the use of the Kahoot application quiz technique in learning the aspect of reading scientific articles in online journals in phase-9 namely, lecturer discusses key question. As many as 95,00 percent of freshmen were pleased to follow this phase-10 learning. For the like category, only 5,00 percent; there was no negative category. Therefore, this data synthesis shows that sample members like phase 10.

There is no significant difference in the assessment of Phase 10 across the sample groups. Freshmen in the 2024/2025 Communication Science Study Program and the 2024/2025 Science Education Study Program both have the very liking category.

Table 12
Freshmen Assessment Data on the Use of the Kahoot Application Quiz Technique in Learning to Read Scientific Articles in Online Journals for Phase 10

No.	Answer Category	Group-1		Group-2		Total	
		f	%	f	%	f	%
1	very dislike	0	0	0	0	0	0
2	dislike	0	0	0	0	0	0
3	like	1	3,45	2	6,45	3	5,00
4	very lake	28	96,55	29	93,55	57	95,00
	total	29	100	31	100	60	100

11. Phase-11: Lecturer Discusses the Relevance of the Question

For phase-11 (lecturer discusses the relevance of the question) freshmen chose the category of really liking the use of the Kahoot application quiz technique in learning the aspect of reading scientific articles in olecturer discusses the relevance of the questionpeer expression. As many as 96,67 percent of freshmen were pleased to follow this phase-11 learning. For the like category, only 3,33 percent; there was no negative category. Therefore, this data synthesis shows that sample members like phase 11.

There is no significant difference in the assessment of Phase 11 across the sample groups. Freshmen in the 2024/2025 Communication Science Study Program and the 2024/2025 Science Education Study Program both have the very liking category.

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Table 13
Freshmen Assessment Data on the Use of the Kahoot Application Quiz Technique in Learning to Read Scientific Articles in Online Journals for Phase 11

No.	Answer Category	Group-1		Group-2		Total	
		f	%	f	%	f	%
1	very dislike	0	0	0	0	0	0
2	dislike	0	0	0	0	0	0
3	like	1	3,45	1	3,23	2	3,33
4	very lake	28	96,55	30	96,77	58	96,67
	total	29	100	31	100	60	100

12. Phase-12: Colleagues Ask for the Quiz to be Repeated

For phase-12 (colleagues ask for the quiz to be repeated) freshmen chose the category of really liking the use of the Kahoot application quiz technique in learning the aspect of reading scientific articles in colleagues ask for the quiz to be repeated. As many as 96,67 percent of freshmen were pleased to follow this phase-12 learning. For the like category, only 3,33 percent; there was no negative category. Therefore, this data synthesis shows that sample members like phase 12.

There is no significant difference in the assessment of Phase 12 across the sample groups. Freshmen in the 2024/2025 Communication Science Study Program and the 2024/2025 Science Education Study Program both have the very liking category.

Table 14
Freshmen Assessment Data on the Use of the Kahoot Application Quiz Technique in Learning to Read Scientific Articles in Online Journals for Phase 12

No.	Answer Category	Group-1		Group-2		Total	
		f	%	f	%	f	%
1	very dislike	0	0	0	0	0	0
2	dislike	0	0	0	0	0	0
3	like	1	3,45	1	3,23	2	3,33
4	very lake	28	96,55	30	96,77	58	96,67
	total	29	100	31	100	60	100

13. Phase-13: Lecture Repeats the Quiz

For phase-13 (lecture repeats the quiz) freshmen chose the category of really liking the use of the Kahoot application quiz technique in learning the aspect of reading scientific articles in lecture repeats the quiz. As many as 96,67 percent of freshmen were pleased to follow this phase-13 learning. For the like category, only 3,33 percent; there was no negative category. Therefore, this data synthesis shows that sample members like phase 13.

There is no significant difference in the assessment of Phase 13 across the sample groups. Freshmen in the 2024/2025 Communication Science Study Program and the 2024/2025 Science Education Study Program both have the very liking category.

Table 15
Freshmen Assessment Data on the Use of the Kahoot Application Quiz Technique in Learning to Read Scientific Articles in Online Journals for Phase 13

No.	Answer Category	Group-1		Group-2		Total	
		f	%	f	%	f	%
1	very dislike	0	0	0	0	0	0
2	dislike	0	0	0	0	0	0
3	like	1	3,45	1	3,23	2	3,33
4	very lake	28	96,55	30	96,77	58	96,67
	total	29	100	31	100	60	100

DISCUSSION

The results of the study showed that all students stated that they really liked the reading and writing learning activities in the Indonesian Language MKWU using the Kahoot application quiz technique. Of the 13 indicators, none of the indicators (namely the phase in learning) had a like category, let alone the very dislike category and/ or dislike category. This assessment was indeed expected due to the use of digital information literacy media. This means that Kahoot, as an electronic learning medium, mediates effectively

between ideas originating from lecturers and students. Regarding the function of learning media, this aligns with previous studies. Some of the authors of articles on the role of teaching media are Karo-Karo & Rohani (2018:94), Magdalena et al. (2021:321), Miftah (2013:101), Mahnun (2013:32), Worku (2022:989), and Muhson (2010:8).

The use of information technology in learning Indonesian is considered positive by students. That is the conclusion in a relevant research article conducted by Sukanti (2023:444), Doda (2024:40), Fuadin & Damayanti (2023:19), Damaianti et al., (2020:519), Hwang et al. (2015:470). and Herianti et al., (2022:240).

This article does not use nonparametric inferential statistical analysis procedures to analyze the data. The method used is descriptive statistics. This condition is a weak side of the article in terms of data analysis.

The category of really liking the google classroom-based quiz technique in learning scientific article reading skills is believed to be because the quiz aspect in google classroom is compared to the scientific article reading skill aspect. The electronic-based quiz technique basically raises the enthusiasm and motivation to learn for students, especially the motivation to achieve. The urgency of the motivation variable is also found in various scientific articles of online journals such as this article (Putri & Ramadhan (2022:26), Oktiani (2017:226), Florina & Atmazaki (2023:89), Karabatak & Polat (2019:18).

CONCLUSION

These are the two conclusions of this article. First, the assessment of students from the Communication Science Study Program and the Science Education Study Program at Universitas Pendidikan Indonesia regarding the use of Kahoot-based quiz techniques in lectures on reading scientific articles in the Indonesian language is categorized as very fond. Second, there is no difference in the category of freshmen assessment answers across the sample groups.

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