

THE UTILISATION OF *KAHOOT* AS A TOOL TO PROMOTE ACTIVE LEARNING: EFL STUDENTS' POINT OF VIEW

THESIS

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ABSTRACT

Hilmun, Perisya. (2020). *The utilisation of Kahoot as a tool to promote active learning: EFL Students' point of view*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: H. Mokhammad Syaifudin, M.Ed., Ph.D and Fitriah, Ph.D

Keywords: *Kahoot, Kahoot implementation, active learning, students' response, digital technology in ELT*

The development of technology in this modern era plays an essential role in human life, including teaching and learning. Educators often utilise technology in education to encourage students' interest and promote active learning. Among the available technological tools, Kahoot is a digital game-based quiz that can be integrated into teaching. This research sheds light on reviewing the empirical studies across the globe to utilise Kahoot to promote students' active learning and the students' responses toward it. A qualitative meta-analysis was used to answer the proposed research questions. The study reviewed 23 Research articles that examined the use of Kahoot in classroom practices within the EFL context. The results revealed that from studies with different educational stages, Kahoot was utilised at the beginning of the teaching, at the end of the teaching, or both at the beginning and the end, depending on the learning materials. The majority of students acknowledged that the use of Kahoot brought a positive learning environment and encouraged active participation. This study implies that practitioners in education should consider integrating technology in their teaching as the technology that can facilitate active learning. However, teachers should identify the type of digital games, the function, and how to integrate it into the classroom to obtain efficient results. In brief, this paper provides some insights for future research on the influence of Kahoot utilisation in classroom activities.

ABSTRAK

Hilmun, Perisya. (2020). *The utilisation of Kahoot as a tool to promote active learning: EFL Students' point of view*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: H. Mokhammad Syaifudin, M.Ed., Ph.D and Fitriah, Ph.D

Kata kunci: Kahoot, penerapan Kahoot, pembelajaran aktif, tanggapan siswa, teknologi digital dalam pembelajaran Bahasa Inggris

Perkembangan teknologi di era modern ini memegang peranan penting dalam kehidupan manusia, termasuk dalam proses belajar mengajar. Pendidik sering memanfaatkan teknologi dalam pengajaran untuk mendorong minat siswa dan mendorong pembelajaran aktif. Di antara perangkat-perangkat teknologi yang tersedia, Kahoot merupakan salah satu jenis aplikasi kuis berbasis game digital yang dapat diintegrasikan dalam pembelajaran. Penelitian ini menyoroti tinjauan studi empiris di seluruh dunia tentang cara mengaplikasikan Kahoot untuk mempromosikan pembelajaran aktif siswa dan bagaimana tanggapan siswa terhadapnya. Sebuah meta-analisis kualitatif digunakan untuk menjawab pertanyaan penelitian yang diajukan. Studi ini meninjau 23 artikel penelitian yang meneliti penggunaan Kahoot dalam praktik kelas dalam konteks pembelajaran Bahasa Inggris sebagai bahasa asing. Hasil penelitian menunjukkan bahwa dari pembelajaran dengan tahapan pendidikan yang berbeda, Kahoot dapat digunakan pada awal pembelajaran, pada akhir pembelajaran atau keduanya yaitu pada awal dan akhir tergantung pada materi pembelajaran. Mayoritas siswa mengakui bahwa penggunaan Kahoot mempengaruhi lingkungan belajar yang positif dan mendorong siswa untuk aktif berpartisipasi dalam pembelajaran. Penelitian ini mengimplikasikan bahwa praktisi pendidikan harus mempertimbangkan untuk mengintegrasikan teknologi dalam pengajarannya sebagai teknologi yang dapat memfasilitasi pembelajaran aktif. Namun, pendidik harus mengidentifikasi jenis permainan digital, fungsinya dan bagaimana mengintegrasikannya ke dalam pembelajaran untuk mendapatkan hasil yang efisien. Secara singkat, skripsi ini memberikan beberapa wawasan untuk penelitian masa depan tentang pengaruh pemanfaatan Kahoot dalam kegiatan pembelajaran di kelas Bahasa Inggris.

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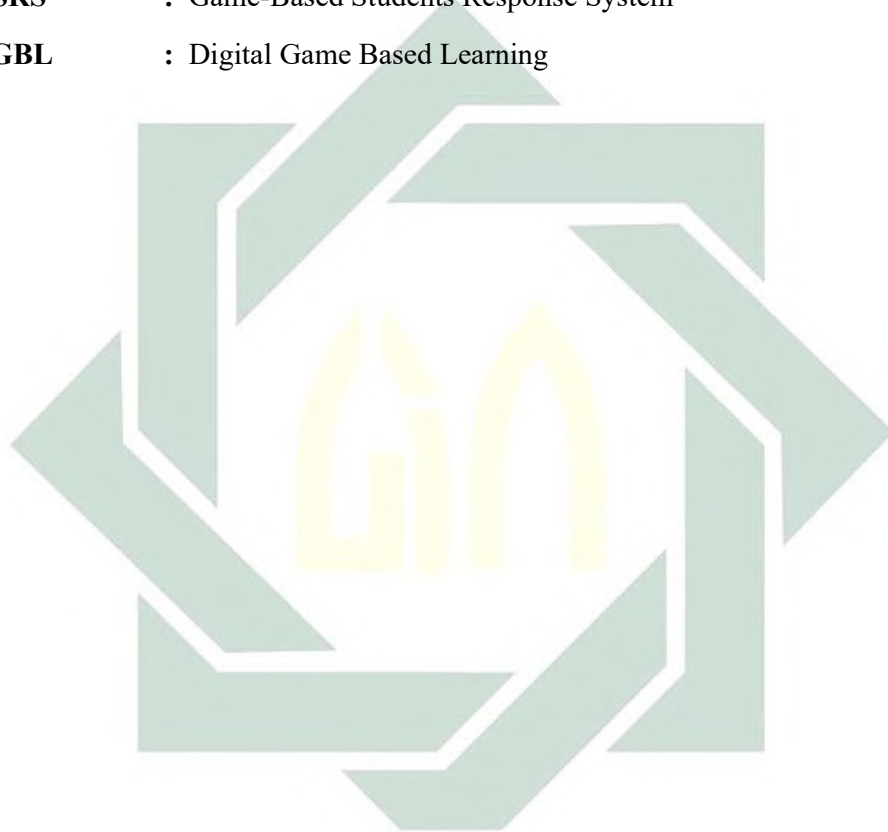
LIST OF ABBREVIATION

ELT : English Language Teaching

EFL : English as a Foreign Language

GSRS : Game-Based Students Response System

DGBL : Digital Game Based Learning



INTRODUCTION

This chapter addressed the general issues related to current research. It encompassed the research background, research questions, objectives of the research, significance of the research, scope, limitation of the research, and the definition of key terms used in this research.

A. RESEARCH BACKGROUND

The integration of Technology in ELT becomes one of the most popular issues that is still commonly studied and discussed in this modern era. Modern learners are inseparable with technology. They need and deserve motivating, engaging learning content, supportive instructional environments, and the opportunity to learn in settings that support collaboration with peers and teachers. The use of technology for teaching can be varied, it depends on the students' need, the effects of using technology for teaching, and the supportive environment such as the availability of technological learning tools. Among the many available technologies, game is one of the things that can be integrated in teaching-learning. Reid-Griffin and Slaten stated that the current technology and game had played an essential role in human life, particularly for teaching and learning.¹ This condition implies that present educators have had the chance to incorporate and adopt game-based learning practices through interactive technologies in their teaching. This statement is also supported by Nasr and Smith, saying the implementation of games to promote students' engagement and performance in education settings, particularly for Language learning has been found to develop students' learning experience.² In addition, the multi-sensory and interactive nature of games can also enhance the involvement, problem solving, and critical thinking abilities of students³ as they cannot move up to the "next level" without trying to complete the missions or question.

Among the many digital game-based tools that can be applied in ELT, Kahoot is chosen as one of the most popular educational applications.⁴ Kahoot is a game-based students response (GSRS) quiz tool and not only serves as an interactive classroom response system but also as a tool that can enable instructors to conduct formative assessments on the learners. Kahoot is a tool

¹ Reid-Griffin A, Slaten K.M. *Wikis: Developing pre-service teachers' leadership skills and knowledge of content standards*. (European Journal of STEM Education, 2016)1:1–9.

² El-Nasr MS, Smith B.K. *Learning through game modding*. (Computers in Entertainment, 2006) 4:7.

³ McFarlane.A, Heald.Y, Sparrowhawk.A. *Report on the educational use of games: an exploration by TEEM of the contribution which games can make to the education process.* (Cambridge: TEEM). 2002

⁴ Keane, J. *Norwegian Edtech Company Kahoot! Reaches 1 Billion Players*. (2017) [cited 2019Aug]. Available from: <http://tech.eu/brief/Kahoot-1-billion-players>

Earlier studies revealed that utilising Kahoot to enhance the classroom activity is more efficient than using conventional media. A research conducted by Dellos, experienced the implementation of Kahoot for teaching English to South Korean University students from different levels, revealed a fantastic result. It showed that when using Kahoot, students become excited by taking up the game's format very quickly even though it is digital.⁸ Moreover, students can also receive prompt feedback from the Excel document after the quiz has done and see how many students answered the questions correctly. Kahoot spurs students' involvement and curiosity, which can also promote active learning. Besides, this can help educators since students can show their comprehension and knowledge without having the burden of speaking aloud in the classroom. In line with this context, a recent study regarding Kahoot conducted by Liebroth and Wang explained the advantages of utilising the educational game-based tool. This reported that the combination between the use of audio-visual and games can affect on focus, excitement, involvement, motivation and performance in the teaching and learning process. Kahoot provides audio and music features that can have a major and constructive effect on active classroom environment..⁹ Additionally, a study conducted by Stige in psychology class, found that Kahoot can be used as a platform to adjust teaching and tailor it to students' level of knowledge, not only that but students also got feedback on the correct answer to each question given by the teacher.¹⁰ Besides that, it is essential to evaluate the expected learning outcomes from students. The use of Kahoot in ESL and EFL classroom has been conducted by several studies across the globe to know the

¹⁰ Stige, S. H. Kahoot! as a tool for adjusting teaching to match students' knowledge level and promoting active learning in a lecture setting. *Bora.uib.no: Program for Universitets Pedagogikk, Universitetet I Bergen*, 2. 2016

Despite the all the successful results in motivating and engaging learners' participation, until now this tool can only be applied to certain classes of certain schools which support several technological facilities and can easily be used by both teacher and learners. Whereas in several developing countries such as Indonesia, change and acceptance have been slow to catch on in English

¹⁵ Licorish, S. A., Owen, H. E., Daniel, B., & George, J. L. Students' perception of Kahoot!'s influence on teaching and learning. *Research and Practice in Technology Enhanced Learning*, Vol.13 No.1, 2018. DOI: 10.1186/s41039-018-0078-8

Based on the research background, the researcher formulated the main research questions, stated as follows:

- ### C. OBJECTIVES OF THE RESEARCH

1. To investigate the implementation of *Kahoot* as a tool to promote active learning
2. To reveal students' responses toward the use of *Kahoot* in classroom activities

The result of this present study hopefully can bring contribution for English Teachers particularly those who teach English as a Foreign Language, students, and future researchers.

[illegible]

The researcher provides several definitions of the most commonly used vocabulary to ease the readers in recognising this study and provide the same understanding as the researcher.

According to Allison & Bonwell, Active learning refers to the technique of teaching, where students are actively participating more in the learning process rather than just passively listening to a lecture.¹⁷ In line with this, Renk, Atkinson, Maier, & Staley added that Active learning engages students in two aspects which are discovering/exploring things and applying things they do.¹⁸ In this research, active learning is defined as a good interaction where teachers can create a pleasant atmosphere, and the students actively participate in the teaching-learning process.

Digital Technology in ELT refers to the use of methods and tools that used to tackle with the problems or achieve a target for language teaching and learning. Previously, the term of technology for teaching itself has been reiterated by some experts such as Isman. He stated that Technology is the practical use knowledge, especially in a particular setting, and is a way to carry out a task particularly using technical processes approaches, or philosophy.¹⁹ In this research, digital technology will be limited to the utilisation of digital tools or learning platforms such as game students' response system or online quiz.

Kahoot is one of the most popular applications that is game-based and not only serves as an interactive classroom response system but also as a tool that enables instructors to conduct formative assessments on the learners and

¹⁹ ISMAN, A. Technology and technique: An educational perspective. *TOJET: The Turkish Online Journal of Educational Technology*, 11(2), 2002. 207-213. Retrieved from: tojet.net/articles/v11i2/11222.pdf

boost learning performance.²⁰ In this study, Kahoot is used as a tool to promote active learning where students are actively participated in English Language learning. Kahoot can be accessed by both teachers and students but on different sites. The teacher may design and create the lesson on www.Kahoot.com and students will play it on Kahoot.it.

4. Kahoot Implementation

The terminology of implementation itself is described by Whitten et al as a technical process, strategy, or method to place and apply certain knowledge or tools to be practiced.²¹ The implementation is also called as “use” or “utilisation”.²² The implementation in this study refers to the Implementation of Kahoot or the way how teachers Implement Kahoot as a teaching tool to promote students active learning.

5. Student's Response

According to Kartono, response is an answer or view that can be clearly visible or hidden, can be expressed in written or spoken words.²³ Response comes from the the phenomenon, subject, or relationship by interpreting the certain understanding or messages.²⁴ In this study, the term of response is meant as the response showed by the students' during the teaching learning process when Kahoot is utilised. The responses can be the positive response or negative response.

²⁰ Chaiyo, Y., & Nokham, R. The effect of Kahoot, Quizizz and Google Forms on the students' perception in the classrooms response system. *International Conference on Digital Arts, Media and Technology (ICDAMT)*. 2017. doi: 10.1109/icdamt.2017.7904957

²¹ Whitten J.L., Bentley L.D. *Introduction to systems analysis and design*. Boston: McGraw Hill Irwin, 2008.

²² Fixsen, D., Naoom, S., Blase, K., Friedman, R., Wallace, F. *Implementation Research: A Synthesis of the Literature*. Louis de la Parte Florida Mental Health Institute, National Implementation Research Network. Tamps, FL: University of South Florida, 2005.

²³ Kartono, K. *Pemimpin Dan Kepemimpinan*. (Jakarta: PT. Raja Grafindo Persada, 2006), 43.

²⁴ Rakhmat, J. *Psikologi komunikasi*. Bandung: PT Remaja Rosdakarya, 2013.

REVIEW OF RELATED LITERATURE

A. THEORETICAL FRAMEWORK

The integration of technology in EFL classroom across the globe has significantly increased, as time goes by. It has also changed both educator and learners' perspective and becomes an option for education studies, e-learning, and tool to develop a better education. This idea is supported by Lin, stated that a learning way employing network delivery and extracting learning information could break through the efficient learning of knowledge and skills.²⁵ Susanti added that implementing technology for teaching may ease your time as an educator. If teachers use less paper or other conventional tools, they can collaborate more effectively with students. Moreover, the teacher may also spend little time on teaching when possible because they need to have less preparation as well.²⁶ Similarly, Merzifonluoglu said the use of technology in EFL classroom had brought new opportunities for both teachers and language learners to have a better learning atmosphere.²⁷ This statement is also supported by Arnó, saying that technology has changed the viewpoint of English teaching and learning. People trust that technology has significantly helped both teacher and students to develop English and teaching-learning process.²⁸

Several experts have stated the term of technology itself. Such as Martinez came up with the idea that technology leads to enhancements in the strategies and tools used to tackle with the challenges or to achieve certain goals of teaching.²⁹

²⁵ Lin, M.-H. A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome. *EURASIA Journal of Mathematics, Science and Technology Education*. Vol.13, 2015. DOI: 10.12973/eurasia.2017.00744a

²⁶ Susanti, Susi. Fun activities in teaching English by using *Kahoot*. 2nd *International Seminar on Education : Empowering Local Wisdom on Education for Global Issue*. 2017

²⁷ Merzifonluoglu, A., & Gonulal, T. Review of Digital language learning and teaching: Research, theory, and practice. *Language Learning & Technology*. Vol.22(1), 2018. 65-68.

²⁸ Arnó-Macià, E. The Role of Technology in Teaching Languages for Specific Purposes Courses. *The Modern Language Journal*. Vol. 96. 2014. 89-104. doi:10.1111/j.1540-4781.2012.01299.x

²⁹ Martinez, Jaime. *A performatory approach to teaching, learning and technology*. Rotterdam: Sense Publisher, 2011.

Based on several theories about technology in language teaching, it can be clearly seen that technology has its essence to improve students' language skill. Integrating technology in the English classroom helps students to facilitate their success in learning English.³³ Technology gives more opportunities to learn the language rather than conventional methods. Thus, teachers need to provide a lot of techniques and materials that they can include in their teaching. Cutter also explained that technology can boost students' learning motivation. Students become more motivated and it can lead them to actively participate in classroom activities when they learn and work on PC using modern tools, rather than just learning with the printed books.³⁴

Several experts have suggested the terms of active learning. For instance, Freeman implied that Active learning is a kind of activity that can engage learners

Several experts have suggested the terms of active learning. For instance, Freeman implied that Active learning is a kind of activity that can engage learners

³⁴ Morera Trasierra, M. The use of technology in EFL classrooms: advantages and disadvantages, 2018. 8-10

⁴⁰ Gholami, et.al. Towards an interactive EFL class: Using active learning strategies. *Modern Journal of Language Teaching Methods*. Vol. 4(2), 2014. 124. Retrieved from: <http://www.mjltm.com>

methods, space, and time are used, and arrange them to support active learning. It is necessary to provide learning environments which support active learning for both formal and informal learning classes.⁴⁷ Thus, the learning environment which supports good technology can bring more excellent opportunity for teachers to promote active learning.

4. Kahoot in ELT

According to Heni, Sudarsono, & Regina Kahoot is a digital quiz-based Tool which was created for educational purpose and used in classroom practice.⁴⁸ They also added that this tool is popular for language teaching. This tool may bring positive implications on teaching and learning English since there's a link between its use and students' English grammar or other skills. Here, the games focused on various subject and skills such as grammar (including the 16 tenses), writing, or even kinds of texts taught in English. It can be suited by the teachers based on their needs.

Kahoot is an online game-based quiz (also known as game-based response quiz) that can teach and test students of course content. The users can visit the link, <https://Kahoot.com> and click on the button that says, "GET MY FREE ACCOUNT." It will provide the role of the teacher, or institution, create a username, fill the e-mail address, and make a password. To use Kahoot, if the users log in as a teacher, they will need to decide whether to duplicate the available quizzes, combine the available quiz with the new one, or simply create a new quiz by themselves. If the users choose to make a new Kahoot, they need to decide whether it is a survey, a quiz, or discussion question. Whereas, if the users decide to use the available Kahoot, they can use it based on the necessity whether use the full available quiz or edit it by adding some questions if necessary.

The game in Kahoot is available for both teachers and students, and certainly free. To participate, it merely requires a multimedia tool such as internet connection and gadgets.⁴⁹ Teachers can launch their approved Kahoot quiz on their PC that is connected to classroom's LCD and click on "play" to open the application and play. There is a game pin at the top of the screen (Figure 2.1), teachers will need to display this pin when the students are ready to open the Kahoot website <http://Kahoot.it>. Students will use the displayed pin to enter the

⁴⁷ Baepler, P. M., Walker, J. D., Brooks, D. C., Saichaie, K., Petersen, C. & Cohen, B. A., (2016) A guide to teaching in the active learning classroom: history, research, and practice. (Sterling, VA, Stylus Publishing).

⁴⁸ Heni, V., Sudarsono, S., & Regina, R. Using Kahoot to increase students' engagement and active learning: A game based technology to senior high school student. *ICoTE Proceedings*, Vol.2(1), 2017. 129-134.

⁴⁹ Siegle, D. Technology. *Gifted Child Today*, Vol. 38(3), 2015. 192–197. doi: 10.1177/1076217515583744

	A	B	C	D	E
1	OUP AWL BRONZE-2				
2	Final Scores				
3	Rank	Players	Total Score (points)	Correct Answers	Incorrect Answers
4	1	Haydar	15525	15	5
5	2	Azize	15368	15	5
6	3	Mustafa	14575	14	6
7	4	Otovan canolbi	13045	13	7
8	5	Eren	12781	13	7
9	6	Esra C	12708	13	7
10	7	BERKAY	12502	13	7
11	8	Baru	11921	12	5
12	9	Burak	11718	12	8
13	10	Ceyda	11506	13	7
14	11	Esra	11157	12	7
15	12	Hephaistos	10929	11	9
16	13	Idenz	9353	10	10
17	14	Seyma	8090	9	11
18	15	Ogur	7946	10	10
19					
20	Switch tabs/pages to view other result breakdown				
21					

Not only that but during the game, Kahoot can also show the temporary scores of the players right after they answer each question. It is displayed in the figure 2.4 below. It is obvious that rather than just playing, students are actually studying but in another fun way. If this tool is utilised to make students involved more in teaching learning process, this tool could bring advantage.

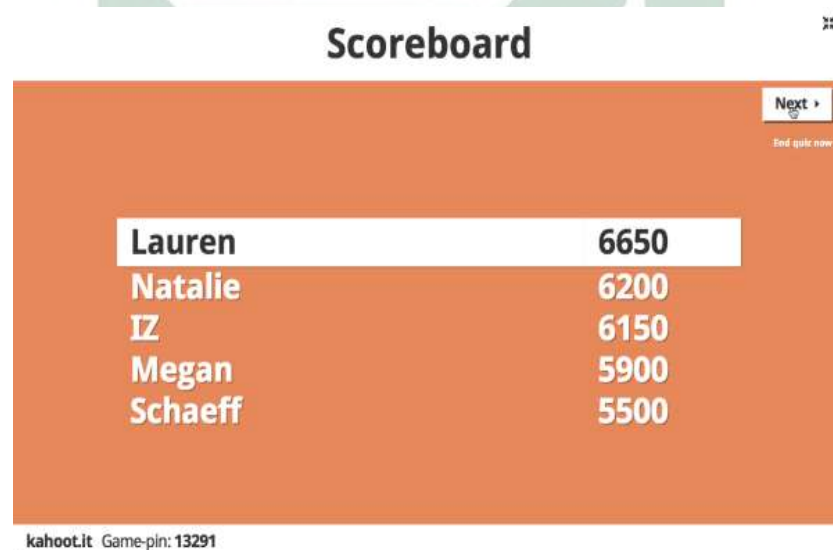

[illegible]



Figure 2.6 The use of Kahoot for distance learning



Challenge

Students complete a game at their own pace, viewing questions and answers on their devices. Perfect for reviewing material and in-class learning stations!

[Learn more](#)

Assign challenge

Players should complete it before:

Date

Sat 8 Aug

Date

12:00 PM

Options

Question Timer ?

ON

Randomize answer order ?

OFF

Nickname generator ?

OFF

Player limit: 100 [Upgrade to increase limit](#)

Cancel

Create

Figure 2.7 Setting the time of playing Kahoot (does not require LCD/video conference platform)

The finding showed that the Survey data, overall, indicated that the students found Kahoot is a beneficial tool that can promote both engagement and learning motivation. Furthermore, if it is seen from both theoretical and practical aspects, this tool can foster and bolster the learning. The distributed 33-item questionnaire was also tested for its reliability, with the returned values showing significant internal accuracy, which could make the instrument a reliable alternative to be used in the future research.

The third study is "Students' Perception of the use of Kahoot as an ice breaker in movie interpretation class" conducted by Damara in Sanata Dharma University, Indonesia. This research aimed to reveal how students perceived the use of Kahoot as an ice breaker and engage students' motivation by using Kahoot in the "Movie Interpretation class."⁵⁶ The researcher applied the qualitative research method by

⁵⁶ Damara, G. *Students' Perception On the use of Kahoot as an ice breaker in Movie Interpretation Class* (Doctoral dissertation, Sanata Dharma University). 2016.

Several other studies also have been conducted. Quantitative research conducted by Ismail, Sa' dan, & Mahazir in a Malaysian school seek to reveal students' attitude toward a digital tool for learning.⁵⁷ The study found that, aspects such as the responses towards the use of educational game such as Kahoot, students' motivation and students' attitudes bring essential roles in ensuring learning. This thing can be enhanced by using Kahoot tool. Kahoot provides the maximum level of learning, and therefore ensuring the material taught by the teacher can be effectively delivered. In line with this, A study conducted in Malaysia University by Tivaraju, Yunus, Badusah entitled "Learning English is fun via Kahoot: Students' attitude, motivation and Perceptions" also showed a significant contribution to the present study.⁵⁸ An action research design was used in this study. The purpose of this research is to explore the motivation, attitude, and perceptions of students toward learning English using Kahoot. The questions in the Kahoot encompassed three different topics about the English lesson and would be utilised at the end of the meeting each day.

In this research, it was also found that based on the recent trends in the Malaysian education field, the 21st-century learning style is more focused and granted priority. Therefore, Kahoot has been used as a quiz-based tool to encourage rural students in southern Malaysia to learn English more efficiently, actively and

⁵⁸ Tivaraju, J., Yunus, M. M., & Badusah, J. Learning English is fun via Kahoot: students' attitude, motivation and perceptions. In *Proceedings on Seminar on Transdisiplin Education (STEd2017)*, (2017). 218-229.

None of the mentioned studies above used the document review/literature review to reveal how do research papers around the world tell the way to utilise Kahoot in English Language Teaching particularly in EFL countries. However, there is a study that has been completed by Wang&Tahir under the title “*The effect of using Kahoot! for learning – A literature review*” which reported the effects of using Kahoot in several articles across the globe. The researchers mentioned that most of the reviewed studies showed that Kahoot bring positive impact toward the teaching learning process as long as people know how to use it properly and certainly with the availability of technological support.⁵⁹ This study actually didn’t focus on the utilisation of Kahoot in ELT but only the use of Kahoot in general uses. Nevertheless, this study has similarity to the present study since it used the Kahoot topic and the literature review method.

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CHAPTER III

RESEARCH METHOD

This chapter explains how this study is carried out. This chapter covers the research design and approach, subject and setting of the research, data and sources of the data, data collection technique, research instruments, and data analysis technique. The procedure of how the results are interpreted is also explained in this chapter, including the checking of validity and reliability.

A. RESEARCH DESIGN AND APPROACH

Based on the mentioned research questions, the appropriate design of this study is qualitative meta-analysis research. Shank defined Qualitative meta-analysis as an effort to do a systematic and empirical secondary descriptive data of the main research.⁶⁰ Likewise, Creswell stated that Qualitative Research refers to exploring, understanding, and interpreting social phenomenon within its natural setting, deeply and in a more detailed way. Qualitative researchers usually see participant views, define, and understand the real situation.⁶¹ This study uses one of the qualitative research methods, which is a non-interactive qualitative method. McMillan and Schumacher stated that non-interactive method seeks the concepts from an analysis of the document. In doing such kind of non-interactive qualitative method, the researcher can identify, study, and synthesise the available data to gain understanding about the research concept.⁶²

This present study aims to investigate the students' point of views toward the use of Kahoot in English Language classroom. Therefore, having the research questions, what are the responses of students in the classroom regarding their active learning participation, and how is the influence of Kahoot for them.

B. DATA AND SOURCES OF DATA

1. Data

The data that used in this research are the results of previous research related to the students' responses toward the use of Kahoot that had been given in the English class and teachers' ways in implementing Kahoot for teaching. The researcher analysed the result of students' responses in the selected journals and articles and also the analysis of the teaching-learning process given by the teacher to know the way how they use of Kahoot for teaching, and whether the students' show attention or actively participated during the lesson.

⁶⁰ Shank, G. *Qualitative Research. A Personal Skills Aproach*. New Jersey: Merril Prentice Hall. 2002

⁶¹ Creswell, J. W. *Educational research: Planning, conducting, and evaluating quantitative*. (Upper Saddle River, New Jersey: Prentice Hall, 2008), 46

⁶² James H. McMillan dan Sally Schumacher, *Research in Education: A Conceptual introduction* (New York: Longman, vol.4, 2001), p.38.

C. DATA COLLECTION TECHNIQUE

D. RESEARCH INSTRUMENT

[illegible]

in utilising Kahoot for teaching and how students' response toward it. It is essential to classify the category of each empirical study and to collect the data appropriately. In this present study, the data were gained by using these following instruments:

1. Main Instrument

In this present study, the researcher is the main instrument. As the main instrument, the researcher will collect, analyse, and interpret the data of the study. The term of the researcher as the main instrument was once stated by Given saying that the researcher will play a role as the main key of their study.⁶⁷ Thus, the researcher is the one who has a function of the observer and data collector. The researcher also analysed all the data and interpret the findings.

2. Instrument Tools

These particular tools are necessary to collect the data in this present study:

a. Documentation

Documentation is a large set of written materials that can provide qualitative data.⁶⁸ In this documentation, the researcher analysed the methodologies and results from existing, peer-reviewed, scientific studies. That investigated teachers' way of implementing Kahoot for English language teaching and how students' response toward it. Documentation will be used to answer both RQ 1 and RQ 2. The scope of the study covered all the relevant articles published in the peer-reviewed publications from 2015 to 2019. Studies that included findings regarding the implementation of Kahoot in ELT were included regardless of whether that topic was the primary focus of the research. The previous studies published online will be used to be analysed in this present study. The researcher will randomly take the studies with the same focus, which are the use of Kahoot in English language teaching and students' responses.

b. Research lists Table

In this study, the researcher used the table to classify the studies that is going to be analysed and presented. It could help the researcher illustrating generally how the implementation of Kahoot is in the teaching-learning process. Besides, the table will help researcher in explaining the

⁶⁷ Given, L. M. *The SAGE encyclopaedia of qualitative research methods* (Vols. 1-0). Thousand Oaks, CA: SAGE Publications, Inc. 2008. DOI: 10.4135/9781412963909

⁶⁸ Moleong, L. J. *Metodologi penelitian kualitatif*. (Bandung: PT Remaja Rosdakarya, 1989), 161

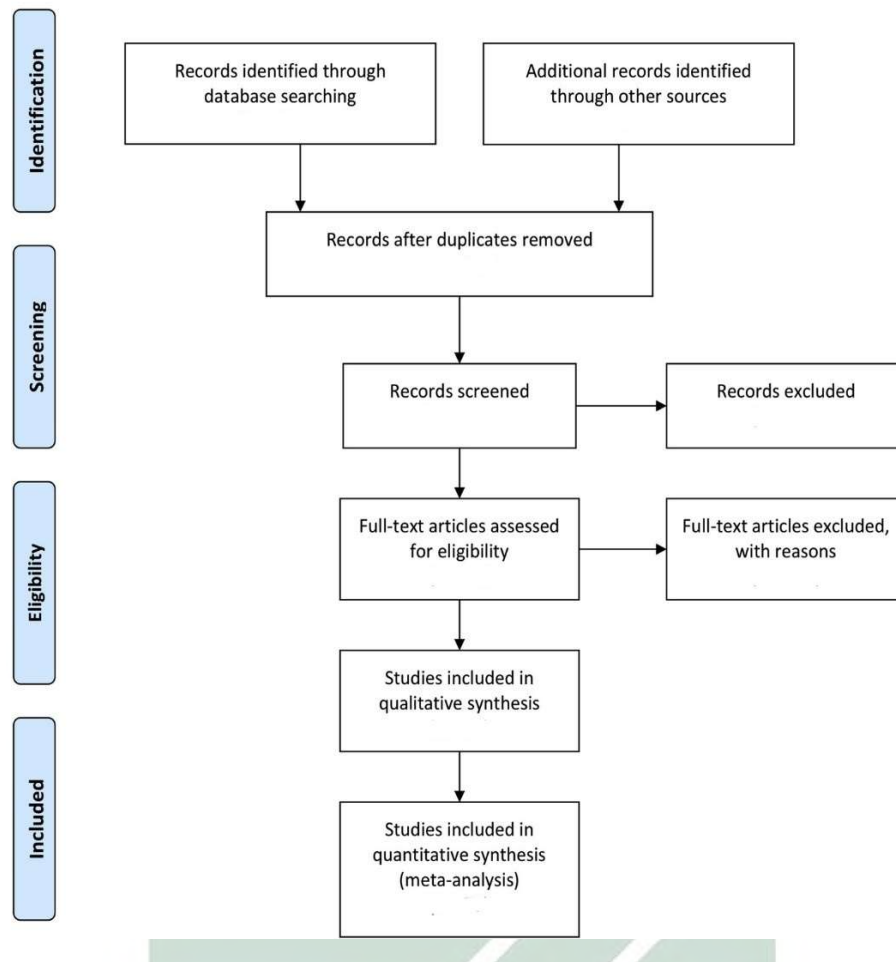


Fig. 3.2 PRISMA Flow Chart for the study (Moher, Liberati, Tetzlaff, & Altman)

1. Development of review protocol

The review protocol was designed to accomplish the following objectives including to maximise the scope of literature, to classify and provide similar work that can be categorised as a study (observation&surveys, action research, experiment, case studies or such), and to gather and summarise relevant data from the resources related to identified research questions. By using this protocol, the researcher could specify the research questions, research procedures, inclusion, exclusion and accuracy requirements, extraction of data and synthesis processes.

2. Classification of inclusion and exclusion criteria

The classification of inclusion and exclusion criteria was listed to identify as many appropriate papers as possible. The template of the inclusion and

1. Which is a working paper/article, and not an essay, book chapter, letter, or abstract.
2. Published in national/international peer-reviewed journal or conference.
3. Written in English.
4. Provides the explanation of students' response toward the use of Kahoot in learning.
5. Refers to the use of Kahoot! in English Language Classroom in the title or abstract.

1. Which cannot be accessed through the university memberships or maintenance.
2. Which does not provide result about the students' response/perception/attitude.
3. Views only some chapters and can be accessed by a payment.
4. Uses the term "Kahoot", but was not the main point and has only been mentioned as an example in the article.

The review for appropriate research was accomplished in two steps: 1.) the digital literature repositories were checked for the appropriate studies; 2.) The sources in the listed studies were reviewed for additional studies. The keywords used in this analysis were Kahoot, Active Learning, EFL. Besides, five study repositories were checked in order, including Google Scholar, Research Gate, Science Direct, jstor and other ELT online journals. The papers included in this document analysis study are only articles are written in English and available articles published in conferences or journals. Several repositories, such as Google Scholar, Science direct, and research gate have been selected on the grounds of their rating as scientific study sites, decent coverage of studies related to the present study, and focused on prior experience. Google Scholar was selected because of its broad coverage. The drawbacks of accessing Google Scholar were the lack of accountability for designating article categories and articles in other languages which use automatic English translation for its title and abstract.

⁷³ Wang, A. I., & Tahir, R. The effect of using Kahoot! for learning – A literature review. *Computers & Education*, 149, 103818. 2020. doi: 10.1016/j.compedu.2020.103818

The objective of the critical evaluation was on *pertinence*⁷⁵ (only papers categorised as research case studies, experiment, observation or similar with a focus on Kahoot in the ELT, active learning and students' perception), *specificity* (relevant research methodology described including research background, number of participants, scale, procedure, design, and result), and *reliability* (findings based on sound reasoning and rationale).

The critical evaluation was fulfilled by the researchers who independently appraised which studies to be accepted and rejected. *Table 3.2* displays the result from the critical evaluation stage. Twenty three (23) of the 48 articles were accepted. A detailed discussion of the papers approved and disapproved, and the reason why those papers were rejected can be found in the *appendix* section.

⁷⁵ Wang, A. I., & Tahir, R The effect of using Kahoot! for learning – A literature review. *Computers & Education*, 149, 103818. 2020. doi: 10.1016/j.compedu.2020.103818

Table 3.3.1 (Attributes used for data synthesis)

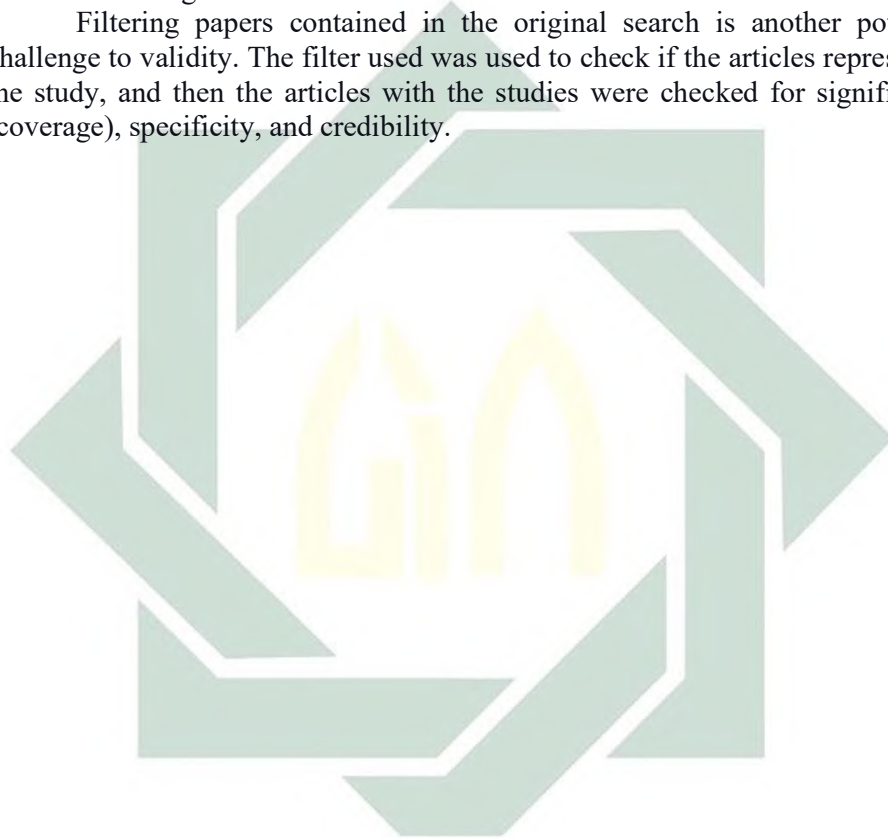
Attribute	Description
IP	The explanation of how Kahoot is implemented in a study
SR	The students' responses toward the use of Kahoot
ST	Studies that include statistical testing
QN	Studies that contained Quantitative data and analysis
QL	Studies that contained Qualitative data and analysis

E. VALIDITY AND RELIABILITY OF FINDINGS

According to Brown, there are five criteria for evaluating the validity of document/content analysis or a literature review, including the purpose, scope, authority, audience, and format.⁷⁷ Therefore, the researcher needs to consider these factors into the final result of the study. Synder suggested that the reviews were helpful when the researchers need to test the hypothesis or proof in a particular field of study or to analyse the relevance or credibility of a specific theory and the opposing theories.⁷⁸

⁷⁸ Snyder, H. Literature review as a research methodology: An overview and guidelines. (*Journal of Business Research*, No.104, 2019), 333–339. doi: 10.1016/j.jbusres.2019.07.039

Filtering papers contained in the original search is another potential challenge to validity. The filter used was used to check if the articles represented the study, and then the articles with the studies were checked for significance (coverage), specificity, and credibility.

[illegible]

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the results and discussions of the main research finding. The finding describes the answer to this study's research questions about The utilisation of Kahoot as a tool to promote active learning and the students' responses toward it. The chapter's organisation follows the two research questions and discusses the main findings with the relevant theory and previous studies. Below is the description of the findings and discussion sections.

A. RESEARCH FINDINGS

This study reviewed research articles on how teachers use Kahoot to encourage students to participate actively in classroom activities, to identify the use of Kahoot as a tool to promote active learning. This study particularly focused on identifying the implementation of Kahoot and students' responses when teachers use it in the classrooms. The detail findings of the utilisation of Kahoot as a tool to promote active learning and students' responses toward the use of Kahoot were described in this chapter.

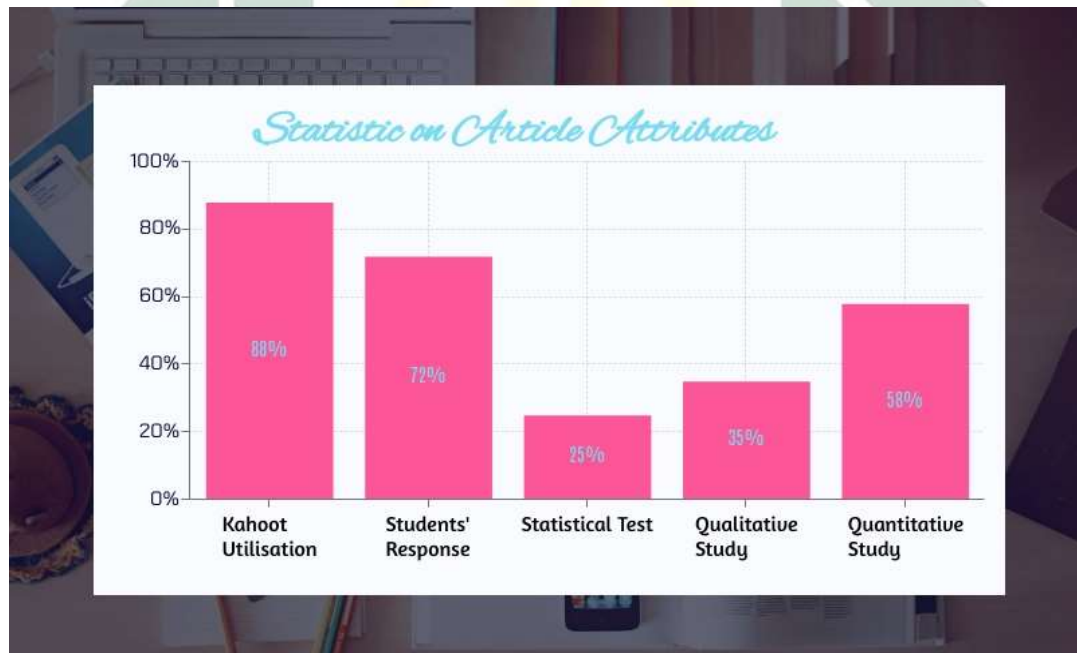


Figure 4.1 : Statistic of the focus of identified research articles

The Fig. 4.1 described the percentage of articles that examined the use of Kahoot in language learning with five different attributes. The figure revealed that the majority of studies mentioned the term Kahoot utilisation or the way how this tool was used in the classroom. The total articles reviewed in this current study were 23 (twenty-three). There were 38 out of 43 selected articles mentioned how Kahoot was implemented (88%). Moreover, 31 out of 43 studies

There were 12 articles out of 43 selected articles that did not provide the term of students' responses. Thus, these 12 articles cannot be written on the review. From the accepted studies, 11 out of 43 (25%) can be classified as studies that conducted a test. Further, 35% of the studies contained an analysis of qualitative data, and about half (58%) contained an analysis of quantitative data. Some studies used mixed method which contained both qualitative and quantitative data. Since the RQ.1 and RQ.2 in this current study is connected to each other, the reviewed articles must contain two main elements about how Kahoot is utilised and how do students respond toward it. Therefore, to get the total 23 articles the 31 studies discussed about students' responses and 38 studies about how Kahoot is utilised were classified and selected again. Additionally, there was a significant variation in the number of participants (N) in the studies, where the smallest number only involved 5 participants "(qualitative study)" while the largest number of participants involved were 125.

Table Indicators :

	: Research conducted using Quantitative method
	: Research conducted using Qualitative method
	: Research conducted using Mixed-method
	: Research conducted using Classroom Action Research

This section described a more detailed explanation of the studies related to the actual utilisation of Kahoot as a tool that can be used to promote students' active learning in English language classroom. In the reviewed paper, researcher found several studies that investigated how Kahoot has been implemented in teaching learning process. Over twenty studies mentioned in their results that the proper implementation of Kahoot for teaching can bring positive influence toward students' achievement, including their active participation. This current study only focuses on the utilisation of Kahoot in middle school, high school, and higher education (bachelor's degree or diploma). Therefore, to ease the reader in reading the description of this research findings, the researcher classified the procedure of utilising Kahoot as a tool to promote active learning in three big categories, which are the use of Kahoot in the University level, High School level, and Middle School level.

4.1 The implementation of Kahoot as a tool to promote active learning in University level

[illegible]

Nurhadianti et al. also reported that Kahoot had been used as an assessment tool in a Language testing course of a university in Indonesia. In the findings, it was mentioned that Kahoot had been applied more than five times as a tool to evaluate students' understanding of the material. The researchers explained that after interviewing some students, they found that this tool was not only used as a test quiz, but it can also help students fostering the learning since they need to focus and pay attention to complete the quiz, attracting students to participate in the learning, and reduce their boredom. This way of utilising Kahoot as an evaluation tool was also discussed in research done by Hadithy & Ali at UAE University. This study used an action research approach to explore how Kahoot was integrated into the teaching-learning process as a formative assessment to maximise active learning opportunities and lead to higher summative outcomes. The researcher mentioned that various teaching materials were provided in the Kahoot quiz, such as paragraph writing and grammar.

[illegible]

was used individually, every student competed with their classmates to be the winner and get the first rank. The researcher mentioned, it was obvious that all of the students were actively participating in the quiz. They were all focus on their own gadget but excited to click the button when the questions has been displayed.

Another study to test Kahoot as a teaching tool was also used by Wichadee & Pattanapichet in the EFL classroom of a private university in Thailand. The researchers conducted a pre-test and post-test, which were written to test the students' grammar and vocabulary at the end of the lesson. To engage the students in two different groups (experimental and control group), the researchers prepared 10 questions about vocabulary and 5 questions about grammar. It was aimed to review the lessons taught each time. Nonetheless, in this study the treatment of Kahoot was only given to the experimental group while the control group was treated by doing the paper based quizzes. Students in the experimental group could see how many scores they had earned at the end of the quiz. Meanwhile, the control group also completed the same quiz but using paper based test. In this group, students will not be able to automatically see their score but in the following week they were told the score they had earned. The goal of doing this test for both group was actually the same, it was aimed to know how well students master English vocabulary and grammar. Yet, the researchers used different procedures to compare the effect of using modern and conventional methods in teaching, including students' quiz results and their.

Rahman, Hidayatullah, & Ramadhani, in their study, reported that the teacher applied Kahoot! in almost every meeting to assess the students' acquisition. The teacher started a digital-game based quiz using Kahoot, after delivering the material. In this step, the students' always reacted positively and excitedly. They found that Kahoot was fun and interesting to utilize in assessing their learning acquisition. The teacher tried using two different modes in Kahoot, which were classic mode and team mode. In the classic model, the students used their cellphones to answer the whole quiz individually while in the team mode, the teacher grouped the students into several teams, and they could answer the quiz by sharing one mobile phone. Once the teacher has chosen the model of utilising Kahoot, the students could join the game created by the teacher using the game pin displayed on the LCD in front of the class. It was also mentioned that in this step, one of the obstacles in utilising Kahoot for teaching was that the teacher usually had a problem in controlling the students. It happened because students were enthusiastic and talked to each other while waiting for all the students to join the game.

Other researchers who participated were Wang & Liebroth; they mentioned in a 45-minute motivational lecture on game-based learning where Kahoot! was employed at the end of the lecture to review the primary/key points in the material been taught. As well as Wang & Liebroth, Suitlana also mentioned that Kahoot was used to review the material learned during the practical lessons. The researcher designed the questions in this experimental

Another way of using Kahoot in teaching-learning can also be at either the beginning or the end, for instance, a research finding reported by Alawadhi; and Rosyidi. The first result was a study using exploratory mixed-method research conducted by Alawadhi in a UAE university. It was explained that firstly, the students were categorised in four levels according to their English Proficiency. The participants in this study were "native Arabic speakers within the CEFR" (*Common European Framework of Reference for Languages*) levels of A1-B2. In order to achieve Bachelors's title, they were required to pass the test. With the mobile device's accessibility, students have become distracted and have little excitement for studying. The researcher added that "*Students tend to passively participate in the class and often complain about the class being too long and boring.*" Due to the increasing popularity of digital educational tools, GSRS, such as Kahoot, was assumed to bring new opportunities to improve learning in ways that have never existed before. Hence, the instructor has started to use this teaching tool. This study didn't mention the specific number of lecturers who have applied Kahoot for teaching, but this tool was used to reduce students' boredom in learning either as a warming up or review.

[illegible]

Table 4.2 The implementation of Kahoot as a tool to promote active learning in Senior High School Level.

Author	Research Procedure	Strategy (teacher)
1. Nguyen T.T - Yukawa T.	Mixed-method : -Survey -Interview	Kahoot was used to review the material.
2.-Claudio -Moncada - Campos -Véliz	Quantitive : Quasi experimental research	-Experiment 1 -Experiment 2 -Treatments (kahoot was given to experimental group only)
3. Zorio	Qualitative case study : -Survey -Test	Kahoot was used as an evaluation tool in a group of 3-4.
4. -K. Adnyani -I. Adnyana -Murniasih	Quantitative : -Survey - Interview -observation	Kahoot was used at the end of the lesson as a review tool.
5. – Y. Benhadj -Messaoudi - Abdelhamid	Quantitative : -Survey	Kahoot! was utilized to evaluate the effectiveness of gamified platforms at the end of the sessions.
6. - Mansur.M - Fadhilawati D.	Classroom action research. (<i>tests and questionnaire.</i>)	Kahoot was used at the end of the teaching activities. (using CAR)
7. -Hadijah - Pratolo B.W -Rondiyah	Qualitative : Interview	Kahoot is usually used either at the beginning or at the end of lesson
8. -N. Ade Resmayani - I.P Putra	Qualitative : Phenomenological Study	Kahoot was used in the main activity after the teacher does setting up the supporting equipment and a pre-activity.
9. – Kaur P. - Naderajan R.	Quantitative : -Survey	The trained teacher use kahoot for teaching English in general.

1. The use of Kahoot in Senior high school Level

Similar to the previous section of using Kahoot at the university level, several previous studies collected the data differently using the Qualitative method, Quantitative, Mixed-method, and Classroom Action Research. The

The way of utilising of Kahoot at the end of the class was also discussed by Zorio in an EFL classroom of a Secondary school in Spain. In this study, Kahoot was used to replace the traditional written exam and investigate if the results would have been better due to a higher level of motivation. It was also mentioned that the students needed to study the present perfect and the past simple verb tenses since the questions that will be put in Kahoot were related to those verb tenses. According to the result of this study, the students were asked to form a group that consists of three or four people and chose a name for their team. Each team should decide which smartphone can be used to play the Kahoot game. After that, they had to answer the questions displayed by the Teacher on the projector. Students had chances to discuss the correct answer with their teammates in a limited time. In this case, the results revealed if the digital educational online tool like Kahoot can help students boost their learning involvement and learning motivation.

[illegible]

Mansur&Fadhilawati conducted classroom action research and used Kahoot at the end of the lesson. It was mentioned that the processes of employing this tool were including Planning, Acting, Observing, and Reflecting. The aim of conducting this classroom action research was to improve the students' vocabulary mastery, particularly on the topic of "*self introduction*" by applying Kahoot in the teaching and learning activit. Besides the main goal, this tool was hopefully can encourage students' to be more involved in the teaching-learning process with fun and excitement. This procedure of applying Kahoot was corresponding with an experimental study by Claudio, Campos, & Veliz in a Chilean Vocational High School EFL classroom. Yet, the difference was only on the targetted participants were in this study; there were two groups of students involved. The main goal of this study was to know the effectiveness of Kahoot as a teaching tool.

In the study, the researchers administered tests consisted of three parts, which examined structures, vocabulary, and writing skills. Students had a total of an hour to take the tests. The students in the experimental group used Kahoot at both the beginning and the end of every chapter in a total of four weeks of a period. It was reported that this tool was utilised to review the previous material and to introduce the new lesson of the current class, at the beginning of each meeting. Meanwhile, at the end of the meeting, Kahoot was used once again to review the lesson that has been learned/covered on that day. The researcher who also acted as the Teacher taught the students in both experimental and control groups. The way of teaching in both groups was exactly the same, with the same materials and resources, and also in the exact same learning environment. The participants in the control group were not subjected to the use of Kahoot as a tool to introduce, evaluate, and establish language content. Instead, the new content will be introduced and reviewed by using traditional non-gamified approaches. Each question in Kahoot consisted of jumbled sentences or multiple-choices (10 in total). One of the researchers wrote the questions for *Kahoot* by using the main material for the upcoming quiz. The quiz items in *Kahoot* were adjusted with the main material, but it was not identically made with the exact phrasing used for the test. At the end of the experimental cycle, both the experimental and control groups undertook the same low-stakes assessment in their respective classes. The researchers added that "*Prior to the test, both groups spent an entire class reviewing the previous lessons.*" The difference was, students in the experimental group reviewed the

Other procedures in utilising Kahoot as a tool to promote active learning were either using it at the beginning or at the end of the class. That way was explained in the study by Hadijah, Pratolo, & Rondiyah at the public senior high school of Indonesia. They reported in the finding that Kahoot as an interactive GSRS usually used by the Teacher as a tool to test students' vocabulary mastery, it was like a practice for the students. This tool sometimes used at the beginning of the class, when previously Teacher and students had discussed a chapter of a lesson or at the end of the teaching learning to review the material. They also added that this tool can actually become a tool that can facilitate students' engagement, active participation, and motivation. Despite the positivities on the findings, researchers also mentioned the challenges when Teacher utilising this tool.

To look at how Teachers can tackle the challenges when utilising Kahoot for teaching and at the same time make the students enjoy this tool, Resmayani&Putra conducted a survey and interviews with both the Teacher and students in an English for tourism class. In this study, researchers said that the unique strategy used by the Teacher in utilising *Kahoot!* (in the first meeting) was telling nothing about the lesson to the students. The Teacher kept it secret until she found students figured it out while they were playing along. This application was used in the while-activity after the Teacher did a pre-activity and prepared all the supporting equipment used to apply Kahoot. Before making the questions in *Kahoot!*, the Teacher needed some time to make notes about the content of the quiz that would be provided, how it would be played, and also the learners' condition. In this study, the process was namely "the designing step." In this step, teachers did some works to consider the specific questions to be put and ensuring if it has been suitable with the learning goals of the meeting. There were a total of 20 questions created by the Teacher. It was estimated that each question would be resolved in about ten seconds to anticipate the over-timing. The unique strategy to make "an engaging *Kahoot!*" was by creating the questions that were tricky enough to stimulate learners' thinking when they could answer correctly. Kaur&Naderajan added a similar explanation that in their study, a trained teacher used Kahoot in the main activity to teach General English of students in a secondary school. The way of using this tool was not described in detail (how many questions used, or any strategies used), but the researchers only mentioned that it was used in the main activity.

Table 4.3 The implementation of Kahoot as a tool to promote active learning in Junior High School Level.

Author	Research Procedure	Strategy (teacher)
1. Susanti S.	Quantitative : -Survey	At the beginning of the class, students were asked to open or download <i>Kahoot</i> application and answer questions related to topic of grammar lesson. This activity was used by the teacher as brainstorming to start the class and gain students' attention.
2. – Tivaraju J., - Yunus M., - Badusah J.	Classroom Action Research	Kahoot was utilised at the activity phase during the lesson time.

2. The use of Kahoot in Junior High School Level

The use of Kahoot as a teaching tool in the reviewed papers was not only done to the Senior high school and university students but also junior high school. In this current study, it was found that there were two papers from two different researchers reported the use of Kahoot in middle school.

The first study was conducted by Susanti; the finding reported that Kahoot was used at the beginning of the class by using either multiple choices or true/false questions to stimulate students in learning and gain attention. Besides, Susanti added that this tool was used to assess group activity or sometimes an individual student's participation.

Another study in the middle school context was done by Yunus, Tivaraju&Badusah. They conducted a classroom action research which aimed to develop students' vocabulary mastery. The Researchers mentioned that they applied Kahoot at the activity phase during the teaching learning process. The term of students' involvement and engagement were discussed in the review section either as an ice breaker or evaluation test. They also mentioned that the use of Kahoot was really fruitful to engage students in learning so that the number of passive students in the class would be decreased. Yet, it was added that based on the findings, the researcher wondered if the students would fully understand the contents of the lesson simultaneously. Based on the several procedures of utilising Kahoot as a tool to promote students' active learning, it seemed that some students began to

Most of the articles found in the reviewed papers investigated how students' response/perceive the utilisation of Kahoot! in the English language classroom, and thirty-six articles reported findings from the students' point of view. Several articles in this reviewed literature provide test to investigate how do students perceive Kahoot as a tool to promote active learning in EFL classroom. The students' responses toward the utilisation of Kahoot in classroom activities were provided in the table 4.4, 4.5, and 4.6.

Author		Research Procedure	Result
Yuruk N.		Quantitative: Survey	Kahoot helped in cultivating p

Author	Research Procedure	Result
1. Yuruk N.	Quantitative: Survey	Kahoot helped in cultivating positive attitudes, increasing students' motivation and creating enjoyable learning environment.
2. Puspitasari E. -AM. I Mahfiana - Pratolo B.W	Qualitative : -Open-ended interview	Kahoot! influenced classroom involvement, and encourages active students' participation.
3. -Nurhadianti -Bambang Widi Pratolo	Qualitative: Semi Structured Interview	Kahoot had create enjoyable learning environment and enhance students' participation
4. -Tara al-hadithy -Samer ali	Qualitative: Interview&Reflective Journal	Kahoot classrooms transformed the lecture classes into student-centered classes with maximized opportunities for active learning.
5. R.Hulse	Quantitative : Survey	Kahoot foster cooperation with other students, make students feel energized, make the lesson much more fun, and increase involvement through playing games. Some negative comments, were also noted.
6.-Saovapa Wichadee -Fasawang Pattanapiche	Quantitative: Quasi Experimental	<i>Kahoot</i> can stimulate learning, engaged students' involvement, and language improvement
7. - Faisal Rahman - Rizky Hidayatullah - Nur Rahmadani	Qualitative : - Explorative study - Survey (open ended)	The utilization of Kahoot! in English as Foreign Language (EFL) classroom was enjoyable and was able

This way of using Kahoot as a review tool was mentioned by several researchers such as Yuruk; Puspitasari et.al; Nurhadianti&Pratolo; Hadithy&Ali; Hulse; Wichadee & Pattanapichet; Rahman et.al; Suitlana; and Basuki&Hidayati.

[illegible]

"Kahoot motivates us to pay attention during college and we want to always involve because everyone in this class definitely want to be the champion".

"I thought it keeps you more concerned in a way, but you need to thoroughly listen the lecture to know what the answer is in Kahoot! which is also a good thing. So, you're always focused if you want to participate well in Kahoot!"

The next study was a phenomenological qualitative research done by Nurhadianti et.al in Indonesian Students of a university highlight the ***Fun and Enjoyment*** when using Kahoot. Based on the data collection, it showed that all participants enjoyed in using Kahoot! as an assessment tool. Kahoot! was claimed to create an energetic and exciting classroom environment, this tool was viewed as an icebreaker and a competition tool to improve the positive classroom atmosphere. The authors also said that “The pleasant classroom atmosphere could greatly help students to learn, boost their participation in teaching and learning activity, and stimulate them in learning”. It was proved by some statements from the participants mentioned that

"It is cool that Kahoot! encourages me to do the best in learning English, I always try to hit the top three ranks. Kahoot! was such an enjoyable platofrm."
(P2).

The corresponding result in research done by Hadithy & Ali reported the study gave an understanding about student-centred classroom experience in Abu Dhabi, UAE context. The qualitative data was evaluated in the context of the two variables characterizing active learning. The results indicated that the Kahoot classrooms also converted the lecture classes into student-centered classes with increased opportunities for active learning. Wichadee & Pattanapichet's study also showed that students perceived the implementation of DGBL like Kahoot in language learning as something positive. Kahoot allows students to compete with their classmates through a smartphone app/website. During the lessons, they paid more attention as they had to understand the materials used in the Kahoot quiz. This concern has contributed to an increase in learning performance. Additionally, the elements of Kahoot apps were appropriate for academic purposes including "*Kahoot's features (e.g. screen, music)*" which are well-designed to engage the users' attention, and the quiz provided are matched to their ability. The finding was in accordance with Hulse's research, from students' perspectives.

Rahman et. al. mentioned in their finding that “Kahoot! was suitable to assess students’ learning acquisition because it was easy to use, fun and interesting which makes the students engaged in the teaching and learning process.” It was supported by the result of the survey which shows 70% students strongly agreed and 26.7% of them agreed that Kahoot! was easy to use, 73% students strongly agreed and 26.7% of them agreed that Kahoot! was fun and interesting to utilize in English language learning. Furthermore,

Suitlana reported that from the result, it was found that most of the students felt that they like the engaging and cooperative atmosphere and wanted such games to be used often during English lessons. They also mentioned that Kahoot could give them challenge to compete with other students and made them relaxed. Also, students mentioned that their level of motivation and confidence increased and they felt much more secure and safe.

Another way of using Kahoot was by employing this tool as a warmer. This result was reported by Chiang in a private university of Taiwan. The result of students' responses when this tool was utilised as a warming up tool revealed that the participants had positive impression toward the advantages of Kahoot! for students and the classroom environment. As a matter of fact, the participants were highly appreciated the digital game-based learning (DGBL) activity. This result further supported the previous studies that suggested Kahoot could help learning became more interesting and exciting. When using this kind of warming up, students were really engaged in participating the teaching learning process since they think that this was unique but also fun. Students stated that they feel relaxed and did not need to think hardly about the material while they were actually learning. One possible explanation for this finding was, students were still active and want to participate in the quiz activity even though it involves assessment.

Besides the mentioned two ways in the previous section, the way of using Kahoot in teaching learning can also be at either the beginning or the end, such as a research finding reported by Alawadhi; and Rosyidi. An exploratory mixed-method research using in-depth interview showed that *Kahoot!* increased students' opportunities to interact with peers and teachers. It also enabled students' deep engagement with the subject matter. All of the participants agreed that *Kahoot!* could promote active learning engagement, and 8 students said that *Kahoot!* developed their cooperative skills. It could be seen in these two statements "*I enjoyed working together with my peers to answer questions.*" (Student 1) "*I felt that I was more involved and active in class.*" (Student 2). In addition, students claimed that both classroom performance and interaction with peers "keep them on the task". These results revealed that the students enjoyed the peer-to-peer interaction supported by Kahoot. Additionally, the data analysis showed that the gamification aspects entrenched in *Kahoot!* had been found to develop students social, interaction, cognitive, and cooperative learning experience. Likewise, in the finding of a study by Rosyidi, it was reported

Table 4.5 Students' responses toward the use of Kahoot in the Senior high school Level.

Author	Research Procedure	Result
1. Nguyen T.T - Yukawa T.	Mixed-method : -Survey -Interview	Kahoot could play a fundamental role in establishing participation among learners and reinforce learners' creativity in learning.
2.-Claudio -Moncada - Campos -Véliz	Quantitive : Quasi experimental research	<i>Kahoot</i> was capable of producing significant increase on learning, such as promoting higher levels of enjoyment, engagement,etc.
3. Zorio	Qualitative case study : -Survey -Test	Most students were interested in learning, actively involved in the lessons, and wanted to continue working with ICTs in the future.
4. -K. Adnyani -I. Adnyana -Murniasih	Quantitative : -Survey - Interview -Observation	The teacher and student's perception on the use of <i>Kahoot!</i> is "very good" although there were also disadvantages such as connection.
5. – Y. Benhadj -Messaoudi - Abdelhamid	Quantitative : -Survey	Kahoot brought a lot of interaction to the classroom. They also enjoyed the competitive nature of the game.
6.Moh.Mansur,Dian Fadhilawati	Classroom action research. (<i>tests and questionnaire.</i>)	Students were actively participated in the whole activities and loved to review the materials given by the teacher.
7. -Hadijah -Bambang Widi Pratolo -Rondiyah	Qualitative : Interview	Kahoot! made students more active in the classroom, they become more enthusiastic to reach high score by trying to do the best in doing the test.
8. -Ni Putu Ade Resmayani -Ida Nyoman Tri Darma Putra	Qualitative : Phenomenological Study	<i>Kahoot!</i> made the students' eye open widely during the class, it could break the monotonous, and brought much interaction to the classroom.
9. - Paramjit Kaur - Reenuga Naderajan	Quantitative : Survey	Almost all students have positive experiences and feelings about the application of Kahoot! in their language classes. Only 6% of the students showed a 'disagree' reaction due to their confidence.

Some researchers reported the use of Kahoot as a review tool for students at the end of the lesson (*Nguyen&Yukawa, Zorio, Adnyani et.al, Yassine et.al, and Mansur&Fadhilawati*) or either at the beginning and the end of the lesson (*Hadijah et.al, Resmayani&Putra, Kaur&Naderajan*).

Similarly, in the research by Zorio, it was mentioned that during the teaching learning process when Kahoot was utilised, students' admitted that they involved more than what they usually do. Which this meant that Kahoot was viewed as something positive for the participants in the mentioned study. *Adnyani et.al* from the finding of their research, investigated that the teacher and student's perception toward the implementation of *Kahoot!* was "dramatically good". There were also some other benefits in implementing *Kahoot!* for the teacher, such as Kahoot could be used as a practice tool before starting the real quiz, teacher could still control the classroom situation even when it was loud because of students' enthusiasm.

The statement of successful Kahoot utilisation in English language classroom to engage students in active learning while enjoying the game was also agreed by Hadijah & Rondiayah. In their study, teacher implemented Kahoot as a tool to facilitate students' vocabulary mastery and bring the fun into teaching. The findings showed that the use of Kahoot as a digital game based tool to evaluate student's vocabulary has influenced the students' view toward studying English as well as their vocabulary mastery. Besides the use of vocabulary, this study focused on the students' perception toward the utilisation of Kahoot in the English lesson. It was mentioned that 5 out of 5

Other participants also gave opinion:

"I thought of using Kahoot! in the vocabulary test make me more active in finishing the test because it challenged me in doing the best to reach a high score." (participant 3)

The next study was reported by Claudio, et.al, they conducted an experimental study to see the impact of Kahoot in EFL classroom. The process of the implementation has been explained in the previous point in RQ.1. Surprisingly, the effect on students' learning outcomes in this quasi-

2. Junior High School Level

In the study done by Susanti, it observed the different responses compared to the mentioned previous studies in other two different educational stages (university and senior high school). The author revealed that sometimes the good atmosphere of using Kahoot could suddenly change, because when students were having fun the connection was becoming worse and even troubled so that they were failed to win the game. Some students mentioned that the sudden bad connection could ruin their excitement in doing the quiz in Kahoot. Nevertheless, their view toward Kahoot in general was still good. It was found to be interesting and they really enjoyed it. Similarly, Yunus&Badusah in their study reported that overall, the participants had a positive attitude about studying English through Kahoot platform and showed good impressions too about the learning

Various research methods have been used in this literature review to investigate how Kahoot was implemented in teaching learning process of an EFL classroom. As it has been mentioned in the previous section, the majority of studies used Qualitative research method. (some explanations above also contain Qualitative studies) Those authors are : Hadijah et.al, Rosyidi, Zorio, Rahman&Ramadhani, and Resmayani & Putra. Besides, Other ways to seek how Kahoot was utilised in the teaching learning process were completed by doing quantitative studies (such as Adnyani et.al; Yassine et.al; Susanti; Messaoudi et.al; Wang&Liebroth; Tsymbal; Kaur & Naderajan; and Basuki et.al), and doing classroom action research (Mansur&Fadhilawati; Yunus et.al; and Heni et.al) or even mixed-method (Nguyen&Yukawa; Lin et.al; and Budiati).

Following the above explanation about the utilisation of Kahoot for teaching, most of the authors' purpose of study was to bring positive impact including positive response from students. However, sometimes the reality was different from the expectation. Most of the studies reported that the utilisation of Kahoot as a tool to promote active learning could bring positive impact toward students' participation and engagement. Despite the positive results, some studies provided negative results of using this tool for learning. None of them mentioned that the problem actually was not in the tool but the connection. The mentioned results indicated that Kahoot had a major positive influence on encouragement, attention, involvement, and positive learning for most of the studies, although not all of them.

B. DISCUSSION OF THE FINDINGS

The majority results of the whole review present the way of using Kahoot as a tool to promote students' active learning and how students viewed/responded it. Most participants in the reviewed articles showed positive responses toward the utilisation of Kahoot. The scientific framework for the game design in Kahoot can be seen in Malone's principle focused on an underlying motivational guidance that emphasizes on the three categories including "*fantasy, challenge, and curiosity*". The fantasy in Kahoot means that the classroom was tentatively turned into a game show, where the instructor was the presenter of the game show, and the students were the contestants. This fantasy could be improved by the support of the audio, pictures, videos, and podium so that students can imagine if they are participating a competition and compete each other to stand on the highest podium. Some studies mentioned that "*the game show elements*" such as scoreboard or points, audio, visual, and graphs can help creating a more positive learning environment. The *challenge and curiosity* in Kahoot can lead students to participate more in learning because they want to be the winner and at the same time want to know if they answer correctly or not. Thus, the main reason to utilise this tool for teaching was its function to bring excitement and competition for the users. This section contains the description of the main findings which will focus on the two research questions: The utilisation of Kahoot as a tool to promote active learning and the students' response toward it.

1. The utilization of Kahoot as a tool to promote active learning

Based on the results of this present study, there are many ways to utilise Kahoot to teach English in General since there are various goals set by different researchers with different studies. The majority of the studies from different education levels mentioned that the utilisation of Kahoot could bring positive interaction between students and teachers. Only a few studies mentioned the lack or challenges of using Kahoot as a tool to promote active learning, including the research by *Adnyani et al.*; and *Puspitasari et al.* They mentioned that the use of Kahoot could significantly engage students in learning and boost students' active participation. Yet, the limited facilities provided by the school or institution, such as the availability of internet connection, sometimes become a challenge for both teachers and students in the teaching-learning process.

There were only a few studies that used active learning as the main title for its research, but all of the selected papers that have been reviewed discussed that Kahoot could help the teacher to promote students' active learning. Most of the studies in any educational stages particularly in university level mentioned that Kahoot was usually used by the teacher after the end of a material or chapter because it will have many advantages for both teacher and students such as helping students evaluate themselves whether they have understood or not and helping teacher to break the ice by inviting

There was also a study by Basuki et al., which mentioned that Kahoot was always used as an evaluation test tool in every chapter. It does not matter if Kahoot was used, whether at the beginning of the class or the end of the class; the thing was teachers should understand how to use it appropriately, and students also need to be good contributors. As mentioned in the previous chapter, the concept of Kahoot itself could engage students to actively participate in learning, since it used the combination of audio-visual, graphs, and competition vibe. This thing was in line with the statement by Baepler, saying that Kahoot uses educational trends to capitalise on its popularity. Moreover, these educational trends include gamification and student engagement. The creator focused on students' interest, engagement, and motivation to keep the game's popularity spreading.⁸¹

The procedures of utilising Kahoot for teaching were mostly the same; the teacher will only need to set the questions based on the teaching materials and matched them to the students' level. Researchers highlighted that most of the studies from the university level showed that the procedure of using Kahoot way easier since both students' and teachers do not need any preparation, universities usually support the facilities. On the other hand, sometimes this thing can be different from the situation in secondary school since the available facilities were also different. Furthermore, in the university or higher education level, students tend to have more experience in the teaching-learning process using different strategies or methods. It was easier to use Kahoot routinely at the university level rather than at the secondary level. Thus, the procedures for using Kahoot from any educational level can be similar. Still, the preparation will be different depends on the classroom environment, such as students' level or needs and the availability of facilities.

Besides the procedures and preparation, supporting tools such as gadget and internet connection are also necessary. If the users do not have either gadget or internet connection, they will never be able to use Kahoot. Some

⁸¹Singer, N. Kahoot App Brings Urgency of a Quiz Show to the Classroom. (2016) Retrieved October 20, 2019, from <https://www.nytimes.com/2016/04/17/technology/Kahoot-app-brings-urgency-of-a-quiz-show-to-the-classroom.html>.

The results of the reviewed research papers showed that there were only a few papers that mentioned the negative result. Nonetheless, the term negative here was not an actual negative response internally, caused by Kahoot itself, but it can be from external problems such as technological support. The majority of the results from any different educational stages showed that students' view toward the utilisation of this tool can significantly help them to be more active in learning, while still feel the fun when playing and learning at the same time. This was in line with the theory by Sweetser & Wyeth saying that one of the key factors of Kahoot is the social support that takes place both in the digital game and in the classroom.⁸² They also added that this thing is also in alignment with gamification and technology can create an enjoyable experience where the challenges put inside the game are essential to maximise the interaction, engagement, and involvement.⁸³ Many studies in this reviewed paper reported the improvement in the students' participation and performance when Kahoot was utilised.

⁸² Sweetser, P., & Wyeth, P. GameFlow: A model for evaluating player enjoyment in games. (*ACM Computers in Entertainment, Vol.3 No. 3*, 2005)

⁸³ Malone, T. W. Toward a theory of intrinsically motivating instruction. (*Cognitive science*, Vol. 5 No. 4, 1981), 333–369.

[illegible]

Despite the positive responses toward the use of Kahoot as a tool to promote students' active learning, there were some studies who discussed the negative responses from students such as Susanti in the junior high school level, Fadhilawati&Mansur in Senior high school level. They mentioned that "Despite the positive responses toward the use of Kahoot as a tool to promote students' active learning, some studies discussed the negative responses from students such as Susanti in the junior high school level, Fadhilawati&Mansur in Senior high school level. They mentioned that *"The positive classroom environment when students were enjoying the game in Kahoot, the internet connection unexpectedly troubled so that they could lose the scores they have got.* This thing did not happen frequently, but it can happen if users have a poor internet connection. Besides, another possible problem that can occur was students' confidence. Some students seem unsatisfied if they cannot achieve the rank even though they know that sometimes the goal of using Kahoot was just for practice, and the final points on Kahoot will not be written on students' final grade."

⁸⁷ Bonwell, C. C., & Eison, J. A. *Active Learning: Creating Excitement in the Classroom*. ASHE-ERIC, 2001.

This chapter presents the conclusion based on the results of the research in the previous chapter. There are also some suggestions and recommendations for English teachers, educational institute, students, and future researchers.

According to the result of this present study, the researcher concludes it in two main points : The utilisation of Kahoot as a tool to promote active learning and students' responses toward the use of Kahoot.

In terms of utilising Kahoot as a tool to promote active learning, The Researcher found that there were three main ways that teacher can do such as :

- It is highlighted that most of the result from reviewed articles showed that Kahoot mostly used *at the end of the lesson* to break the ice from the whole materials taught that could bring stress to some students. For the materials used in the Kahoot, teachers could choose to adapt, adopt, create new quiz, or even combine the available questions from Kahoot with their own new questions so it is very easy and flexible. Furthermore, the consideration of when will be the most appropriate time to use this tool can be adjusted by the teachers. They can freely use Kahoot anytime, as long as the facilities and time are available. The use of Kahoot itself can automatically help the active learning classroom since it is exciting, easy, fun, and certainly useful.

Based on the result of reviewed papers, the findings highlighted that the majority of the students in three different educational stages (university, senior high school, and junior high school) viewed Kahoot as something positive and interesting. It is highlighted that the positive things seen by students are about their active participation in learning, excitement, and learning performance. Many articles mentioned that students were excited when teachers used Kahoot as part of the teaching process. Some

B. SUGGESTION

1. For Teachers or Lecturers

[illegible]

Learning English may look difficult for many students who speak english as a Foreign language since they are not getting used to it. Yet, there are also strategies and tools to make learning English fun with the use of technology in classroom practices. It is suggested for the educational institutions to equip with the technological facilities such as internet connection to ease teaching learning process.

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