# 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 bagiamana 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



#### **CHAPTER I**

#### 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. 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.<sup>2</sup> In addition, the multisensory and interactive nature of games can also enhance the involvement, problem solving, and critical thinking abilities of students <sup>3</sup> 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. Kahoot is a game-based stdents 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

<sup>&</sup>lt;sup>1</sup> 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.

<sup>&</sup>lt;sup>2</sup> El-Nasr MS, Smith B.K. *Learning through game modding*. (Computers in Entertainment, 2006) 4:7.

<sup>&</sup>lt;sup>3</sup> 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

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

that is freely available, a real time, and has got full acceptance globally with the amount of more than 30 million users worldwide.<sup>5</sup> Additionally, Ismail and Arifin said that Kahoot allows the instructors to create digital game-based quiz, discussion, or even survey in which the participants compete against each other.<sup>6</sup> Kahoot is a unique digital game-based quiz concept. The use of this application for teaching tool was firstly started in a project by Norwegian University of Science and Technology (NTNU) at 2006.<sup>7</sup>

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. 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

<sup>&</sup>lt;sup>5</sup> Plump CM, Larosa J. Using Kahoot! in the Classroom to Create Engagement and Active Learning: A Game-Based Technology Solution for eLearning Novices. *Management Teaching Review*.Vol.2, 2017.151–158.

<sup>&</sup>lt;sup>6</sup> Ismail, M. A.-A., Ahmad, A., Mohammad, J. A.-M., Fakri, N. M. R. M., Nor, M. Z. M., & Pa, M. N. M.. Using Kahoot! as a formative assessment tool in medical education: a phenomenological study. *BMC Medical Education*, Vol. *19* No.1, 2019. DOI: 10.1186/s12909-019-1658-z

<sup>&</sup>lt;sup>7</sup> Tan Ai Lin, D., Ganapathy, M., & Kaur, M. Kahoot It: Gamification in Higher Education. *Pertanika Journal of Social Sciences & Humanities. Vol.26* No.1, 2018.

<sup>&</sup>lt;sup>8</sup> Dellos, R. Kahoot! A digital game resource for learning. *International Journal of Instructional Technology and Distance Learning*, Vol.12 No.4, 2015, 49-52.

<sup>&</sup>lt;sup>9</sup> Wang, Alf & Lieberoth, Andreas. The effect of points and audio on concentration, engagement, enjoyment, learning, motivation, and classroom dynamics using Kahoot. *Conference: 10th European Conference on Game Based Learning At Paisley, Scotland*, 2016.

<sup>&</sup>lt;sup>10</sup> 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

effects of using this tool and how do teachers and students perceive this tool in the teaching-learning process. For instance, A classroom research conducted by Aramruangsakul in Thailand High School. A survey to 86 Thai high school students examined "The perceptions on the use of Kahoot as an educational tool in the English language classroom". The study found that Kahoot increases the level of students' confidence in using English in the classroom. Besides that, it showed that nearly 91% of students believed the use of Kahoot as a beneficial tool for their language acquisition. Furthermore, a similar result by Iaremenko and Natallia revealed the motivating effect of using Kahoot on English language learners. The qualitative study showed that the utilisation of Kahoot for teaching learning in the classroom was more useful, fun and engaging. Besides, students also claimed that they could actively participate in the whole session and had learned the intended materials during the game.

Other study conducted by Tan, Singh, & Ganapathy in Thai high school, which aimed to seek the suitability of Kahoot's implementation displayed the high level of extrinsic motivation and participation promoted by Kahoot. A survey to 50 participants reflected the indication of students' high level of competitiveness when the Kahoot session is implemented. Moreover, the researcher could also see students' excitement at the prospect of winning, and their enthusiasm to learn via this tool. Similarly, a study done by Ismail, which took a sample from vocational students in Malaysia, Herorted that the vocational college students well accept the digital gamification utilisation concepts using the Kahoot apps as a teaching media. Additionally, a research conducted by Licorish, George, Owen, & Daniel, Frevealed that Kahoot and its following review session could give feedback to students and they can immediately correct their own mistakes, realising if they had answered the questions truly or falsely.

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

<sup>&</sup>lt;sup>11</sup> <u>Aramruangsakul</u>, N.Thai High School Students' Perceptions on the use of Kahoot as an Educational Tool in the English Language Classroom." *International Journal of Management and Applied Science (IJMAS)*. Vol.4 No.5, 2018. 28-34

<sup>&</sup>lt;sup>12</sup> Iaremenko, N. V. Enhancing English Language Learners'motivation Through Online Games. *Information Technologies and Learning Tools*. Vol.59 No.3, 2018. 126-133.

<sup>&</sup>lt;sup>13</sup> Tan Ai Lin, D., Ganapathy, M., & Kaur, M. . Kahoot It: Gamification in Higher Education. *Pertanika Journal of Social Sciences & Humanities*. Vol.26 No.1, 2018.

<sup>&</sup>lt;sup>14</sup> M E Ismail et al (2018) J. Phys.: Conf. Ser. 1140 012013

<sup>&</sup>lt;sup>15</sup> 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

language classrooms<sup>16</sup> and still many schools do not support excellent technological facilities for the students. Even though some schools may support the technological facilities, the teacher's lack abilities in utilising technological tools can also cause another problem. Besides that, what differ this present study with any other previous studies is this study uses the document analysis that obtained the data from various researches with various methods and results. This is essential to help the educators in giving an overview or reference on how to utilise Kahoot in classroom activity particularly EFL classes. It has also been mentioned that utilising game such as Kahoot can boost students' active learning, performance, and even critical thinking since students are given a short time to answer or complete the question and compete with others. Furthermore, a digital game-based learning tool can also be used for students' evaluation or just a practice but in a more fun way. Hence, the present study tries to investigate not only students' responses toward the utilisation of Kahoot in EFL context but also the influence of this tool as a media facilitate students' active learning based on the real experiences. Thus, using the documentation, this present study aimed to reveal what studies around the world tell about the use of Kahoot as a tool that can be used to promote active learning.

#### B. RESEARCH QUESTIONS

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

- **1.** How is the implementation of *Kahoot* as a tool to promote active learning?
- 2. What are students' responses toward the use of *Kahoot* in classroom activities?

#### C. OBJECTIVES OF THE RESEARCH

Derived from the mentioned research questions, this paper will cover these following cases:

- 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

#### D. SIGNIFICANCE OF THE RESEARCH

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

<sup>&</sup>lt;sup>16</sup> Mcinerney, D. M., Cheng, R. W.-Y., Mok, M. M. C., & Lam, A. K. H. Academic Self-Concept and Learning Strategies. *Journal of Advanced Academics*. Vol.23 No.3, 2012. 249–269. DOI: 10.1177/1932202x12451020

# 1. Theoretical Significance

#### a. For Teachers

This research can provide some information and fact about how to implement Kahoot as one of the tools to promote students' active learning. This research also expected to reveal the influence toward the use of Kahoot to engage students' participation, encourage them to be more active in learning, and boost teaching learning performance.

#### b. For Students

This research is aimed to give an overview for learners about the use of Kahoot as one of the tools to support learning in a more fun way, including the benefits and drawbacks. Moreover, it may also boost their participation in learning English since Kahoot helps in bringing a different way of learning by combining quiz, game, time management, and digital technology.

c. For Future Researchers

Hopefully, this research can be beneficial to be used as an insight for future researchers to carry out other studies related to the use of educational digital tool to promote students' active learning.

# 2. Practical Significance

A. This research hopefully can give advantages for teachers so they will know how to integrate such technology to engage students in learning and modify the teaching plan into a fun way to reduce students' boredom. Furthermore, it is also expected to give some advantages to the teachers, particularly the candidate of teachers, about the understanding of student's response towards the use of Kahoot in learning as one of the tools to promote students' active learning.

- B. This research aims to give information on Kahoot Utilisation for students so that they will not find difficulties in using Kahoot for learning. Also, they will figure out that there are ways to have a fun activity while learning.
- C. The use of Kahoot can also be an alternative way to conduct exercises interestingly without burdening the students since it is considered as a quiz tool.

# E. SCOPE AND LIMITATION OF THE RESEARCH

This study analysed the use of Kahoot as a tool to promote active learning, based on what previous research across the globe has told about how Kahoot was utilised and students' point of view or how do they response toward the use of Kahoot. This scope of this present study is the utilisation of Kahoot in EFL classroom particularly the middle and high education level. The consideration of choosing the level is because Kahoot commonly used in the high education level since most of the institution provides adequate facilties. Furthermore, many studies found that teachers who usually implement Kahoot for teaching are those from high school. The data were taken from the studies mentioned how teacher implemented Kahoot for teaching, and students who are participating in English lesson when the teacher is using Kahoot (to know their responses). The data are

collected through the analysis of documents. This research is limited to only focus on certain research which talk about the use of Kahoot as a tool for teaching English as a foreign language. Also, the researcher concerned about how does teacher implement Kahoot for teaching and the students' responses toward the use of Kahoot including the atmosphere or feel they may get when using this tool, other benefits from their point of view, and also the challenges that can occur during the teaching-learning process.

## F. DEFINITION OF KEY TERMS

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.

#### 1. Active learning

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.<sup>17</sup> 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.<sup>18</sup> 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.

## 2. Digital Technology in ELT

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 philosopy. <sup>19</sup> 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.

#### 3. Kahoot

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

<sup>&</sup>lt;sup>17</sup> Bonwell, C. C., & Eison, J. A. Active learning: creating excitement in the classroom. (San Francisco: Jossey-Bass, 2005)

<sup>&</sup>lt;sup>18</sup> Renkl, A., Atkinson, R. K., Maier, U. H., & Staley, R. From Example Study to Problem Solving: Smooth Transitions Help Learning. *The Journal of Experimental Education*, 70(4), 2002. 293–315. doi: 10.1080/00220970209599510.

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

boost learning performance.<sup>20</sup> 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 e.t al as a technical process, strategy, or method to place and apply certain knowledge or tools to be practiced.<sup>21</sup> The implementation is also called as "use" or "utilisation".<sup>22</sup> 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.<sup>23</sup> Response comes from the the phenomenon, subject, or relationship by interpreting the certain understanding or messages.<sup>24</sup> 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.

<sup>&</sup>lt;sup>20</sup> 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

<sup>&</sup>lt;sup>21</sup> Whitten J.L, Bentley L.D. *Introduction to systems analysis and design*. Boston: McGraw Hill Irwin, 2008.

<sup>&</sup>lt;sup>22</sup> 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.

<sup>&</sup>lt;sup>23</sup> Kartono, K. Pemimpin Dan Kepemimpinan. (*Jakarta*: PT. Raja Grafindo Persada, 2006), 43.

<sup>&</sup>lt;sup>24</sup> Rakhmat, J. *Psikologi komunikasi*. *Bandung*: PT Remaja Rosdakarya, 2013.

## **CHAPTER II**

## REVIEW OF RELATED LITERATURE

This second chapter presents the review of related literature and previous studies which aim to give information about the theories underlying this present study. The review is distributed into several subheadings including digital tools in EFL, promoting active learning, digital tool and active learning, and Kahoot in ELT. Besides, the writer also mentions several previous studies which have similar context that give contribution to the current study.

#### A. THEORETICAL FRAMEWORK

# 1. Digital tools in EFL

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. <sup>25</sup> 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.<sup>26</sup> 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.<sup>27</sup> 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.<sup>28</sup>

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.<sup>29</sup>

Publisher, 2011.

<sup>&</sup>lt;sup>25</sup> 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

 $<sup>^{26}</sup>$  Susanti, Susi. Fun activities in teaching English by using Kahoot. 2nd International Seminar on Education : Empowering Local Wisdom on Education for Global Issue. 2017

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

<sup>&</sup>lt;sup>28</sup> 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

<sup>&</sup>lt;sup>29</sup> Martinez, Jaime. *A performatory approach to teaching, learning and technology*. Rotterdam: Sense

In the classroom, technology can cover all types of low-tech items such as books, pen, board, and marker for presentation tools, or high-tech media like PC or tabs, digital teaching media and conferencing devices, and many more. Digital technology in education has brought many contribution, such as promoting active learning, stimulating autonomous learning, and adding authenticity to the teaching learning process.<sup>30</sup> According to Isman, 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 philosopy.<sup>31</sup> The use of technology provides not only digital tools, other devices or machines but also included the structured interaction with other human beings, equipment, and the surroundings. Furthermore, Raihan and Lock added that with a well-organised classroom setting, students will know how to learn effectively. 32 The technologybased teaching environment is more efficient than a lecture-based class. Teachers have to find such strategies to apply technology as a beneficial learning instrument for the students. However, they have not learnt the technique and are not able to use it sophisticatedly.

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.<sup>33</sup> 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.<sup>34</sup>

## 2. Promoting Active Learning

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

<sup>&</sup>lt;sup>30</sup> Smeets, E. Does ICT contribute to powerful learning environments in primary education? *Computers & Education*. Vol. 44(3), 2005. 343–355. doi: 10.1016/j.compedu.2004.04.003

<sup>&</sup>lt;sup>31</sup> Isman, A. Technology and technique: An educational perspective. *TOJET: The Turkish Online Journal of Educational Technology, Vol. 11*(2), 2011. 207-213. Retreieved from: tojet.net/articles/v11i2/11222.pdf

<sup>&</sup>lt;sup>32</sup> Raihan, M. A., & Lock, H. S. Technology integration for meaningful learning-the constructivist view

Bangladesh Educational Journal. Vol. 11(1), 2010. 17-37.

<sup>&</sup>lt;sup>33</sup> O'Flaherty, J., & Phillips, C. The use of flipped classrooms in higher education: A scoping review. *The internet and higher education*. Vol.25, 2015. 85-95.

<sup>&</sup>lt;sup>34</sup> Morera Trasierra, M. The use of technology in EFL classroms: advantages and disadvantages, 2018. 8-10

in the learning process that can be delivered through some discussions or other fun activities in a classroom.<sup>35</sup> This thing is opposed to passively listening to the teachers' explanation or lectures. It also emphasises the higher order thinking or involves students to a group discussion. In one hand, Prince also supported this idea by stating that effective teaching-learning process encompasses the use of various methodological and instructional strategies to know what students' need and stimulate their creativity or even critical thinking.<sup>36</sup> Prince added, one of the practical approaches to meaningful learning is where it can engage students to participate in active learning activities. In line with this, Bonwell & Eison said the key feature that is correlated with active learning instructional strategies involves students "in doing things and thinking about the things they are doing".<sup>37</sup>

Active learning deals with involving students in an activity that will enable learners to consider and evaluate the lessons or knowledge delivered by the teacher. It can be processed at every phase of a lesson, to involve the students in the topic, through an engaging and exciting part in discovering language and rules, to consciously active production.<sup>38</sup> Similarly, Petress stated, when learners are involved in active learning, it means that they are actively participating in the teaching-learning process and are not only passively receiving information from the teacher.<sup>39</sup>

Generally, the term of active learning in non-language classroom and language classroom is closely related and similar. Active learning is one of the fruitful strategies can be used by EFL teachers as an effective teaching technique. In spite of particular subject, when active learning is compared to conventional learning methods (such as lecturing method), students can learn and enjoy the activity more and hold the knowledge longer. Furthermore, rather than relying on their own, Active learning encourages students to learn in the classroom with the help of both teacher and peers while still becoming independent since they are also participating.

However, several strategies can be used to promote active learning in EFL classroom such as think-pair-share method, role play, and also approach with the

<sup>&</sup>lt;sup>35</sup> Freeman, S., Eddy, S.L., McDonough, M., Smith, M.K., Okoroafor, N., Jordt, H., and Wenderoth, M.P. Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences USA 111*, 2014. 8410-8415.

<sup>&</sup>lt;sup>36</sup> Prince, M. Does active learning work? A review of the research. *Journal of Engineering Education*. Vol. 93(3), 2004. 223-231.

<sup>&</sup>lt;sup>37</sup> Bonwell, C. C., & Eison, J. A. Active Learning: Creating Excitement in the Classroom. ASHE-ERIC. 2001

<sup>&</sup>lt;sup>38</sup> Gholami, V., Moghaddam, M. M., & Attaran, A. Towards an interactive EFL class: Using active learning strategies. *Modern Journal of Language Teaching Methods*, *Vol. 4 No.*(2), 2014. 124. Retrieved from: <a href="http://www.mjltm.com">http://www.mjltm.com</a>

<sup>&</sup>lt;sup>39</sup> Petress, K. What is meant by" active learning?". Education. 2008. 128(4).

<sup>&</sup>lt;sup>40</sup> 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: <a href="http://www.mjltm.com">http://www.mjltm.com</a>

help of technology which will need less preparation. The activities to promote active learning depends on the actual situation and thus, teacher should select strategy that fits the learning content, objectives, students' interests, and abilities. 41 Technology becomes the thing that will be highlighted in this present Martyn, Guthrie, and Carlin believe that, the use technology in the classroom can engage more passive students.<sup>42</sup> Moreover, teachers can deliver the teaching material to the students in a more interactive way. 43 Along with this, Baker, et.al stated that applying technology for teaching can make students become more active in the learning process. 44 Moreover, if the technology used, invite students to interact with others. The example of the utilisation of technological tool could be the use of smartphone or PC applications to engage students active learning. They also added that many of smartphone and PC applications (the educational ones) are expected to get users interactivity.

# 3. Digital Tool and Active Learning

In terms of varieties technology can be used for teaching, a statement by Ammade & Mahmud suggested several kinds of technology that could be employed in teaching. 45 Social networking such as skype, smartphone application, blogs, google docs, or other educational digital tools like Plickers, Quizziz, and Kahoot are some of the technological resources that can be utilised in the teaching practices. They are suitable to be employed in supporting teaching learning activities. Moreover, they can help the active learning of the students. Neverheless, further research will be required to know the use of certain platform or tools for teaching different skills in language learning, such as Skype for speaking and listening practice, or google docs and blogs for writing.

New development of technologies eases both teacher and pupils to discus, communicate, and do the assignments.<sup>46</sup> Due to this development, the current educational institutions have had the chance to redesign the way how learning

<sup>&</sup>lt;sup>41</sup> Shaikh, B., & Algannawar, A. Active Learning Strategies in Classroom Using ICT tool. *Active Learning Strategies in Classroom Using ICT Tool*, *Vol.*6 (1), 2018. 89–95. ISSN 2278-5655

<sup>&</sup>lt;sup>42</sup> Guthrie, R., & Carlin, A. Waking the dead: Using interactive technology to engage passive listeners in the classroom. *AMCIS 2004 Proceedings*, 2008. 358. http://aisel.aisnet.org/amcis2004/358

<sup>&</sup>lt;sup>43</sup> Martyn, M. Clickers in the classroom: An active learning approach. *Educause Quarterly*, Vol. **30**(2), 2007. 71.

<sup>44</sup> Baker, R., Do, D., & Mailand, S.

The Use of Technology to Enhance English Language (ESL) Teaching. The Caritas Institute of Hi gher Education, Worcester. 2015

<sup>&</sup>lt;sup>45</sup> Ammade, Salasiah & Mahmud, Murni & Jabu, Baso & Tahmir, Suradi. Integrating Technology in English Language Teaching: Global Experiences and Lessons for Indonesia. International Journal of English Linguistics. Vol.8, 2018. DOI: 107. 10.5539/ijel.v8n6p107.

<sup>&</sup>lt;sup>46</sup> European University Association. Promoting active learning in universities: Thematic peer group report. 2019

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.<sup>47</sup> 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.<sup>48</sup> 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, <a href="https://Kahoot.com">https://Kahoot.com</a> 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. <sup>49</sup> 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 <a href="http://Kahoot.it">http://Kahoot.it</a>. Students will use the displayed pin to enter the

<sup>&</sup>lt;sup>47</sup> 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).

<sup>&</sup>lt;sup>48</sup> 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.

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



game and log in by determining their nicknames (can be accessed by mutual users).

Figure 2.1 Sample of Kahoot homepage with the game pin

Kahoot uses educational trends to capitalise on its popularity. Moreover, these educational trends include gamification and student engagement. The creators focus on students' interest, engagement, and motivation to keep the popularity of the game spreading. <sup>50</sup> Besides, students do not need to register and account and simply use the pin to login, so it is very easy. Kahoot can give more advantages rather than the disadvantages for learning, if both teacher and students use this tool properly. Kahoot is a game-based quiz tool, and when the students use this tool, they will feel like they are playing game rather than studying.

Additionally, the challenging thing of playing the game is also provided. Kahoot provides top 3 best players and their final points they acheived at the end of the result, it can also display the whole rank on the scoreboard if the students are curious with their result (see figure 2.2 and figure 2.3).

<sup>&</sup>lt;sup>50</sup>Singer, N. Kahoot App Brings Urgency of a Quiz Show to the Classroom. 2016. Retrieved October 20, 2019, from <a href="https://www.nytimes.com/2016/04/17/technology/Kahoot-app-brings-urgency-of-a-quiz-show-to-the-classroom.html">https://www.nytimes.com/2016/04/17/technology/Kahoot-app-brings-urgency-of-a-quiz-show-to-the-classroom.html</a>.



OUP AWL BRONZE-2 2 Azize 15366 3 Mustafa 14575 5 Eren 12781 7 BERKAY 12502 8 Banu 11921 9 Burak 10 Ceyda 11506 13 14 10929 12 Hephais t3 lidenia 9353 16 14 Şeyma 7946 15 Oğuz

Figure 2.2 The top 3 scorers in Kahoot will appear when the quiz has ended.

Figure 2.3 The whole scores of all players, can be saved in excel format

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.

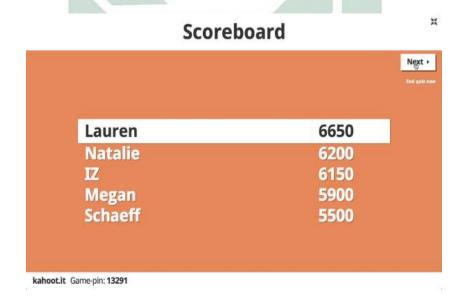


Figure 2.4 The illustration of temporary scores achieved by the players

The new development of Kahoot platform was also provided in this literature review section. According the the website <a href="https://Kahoot.com">https://Kahoot.com</a>, this learning platform now can support teaching in every learning space particularly those who have distance learning. It was previously mentioned that to apply Kahoot, the instructors need to use the LCD projector but now they do not always need that. The teachers can simply use this tool in video conference such as zoom, google meet, web-ex, and so on. Another way of utilising this tool is simply by creating an agenda for quiz (as illustrated in the figures 2.5, 2.6, and 2.7 below) and set the duration of the due date).

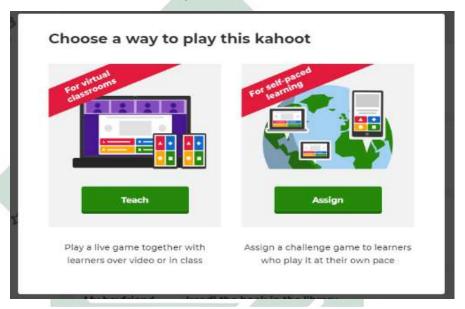
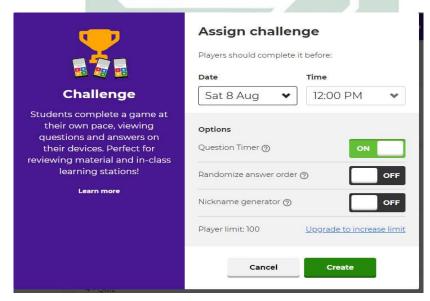


Figure 2.5 Two ways to play Kahoot for online/offline classroom

As it is illustrated in figure 2.5, the educators who use Kahoot can select one of the way to utilise this tool whether the virtual classroom or self-paced learning. (This way of using Kahoot has just updated in 2020 since most of the institutions around the world conduct the online learning). If teacher choose to use the "virtual classroom" way, they can use Kahoot by simply display it on the LCD or without LCD but using video conference sites just like what has been mentioned previously so now it is possible to use this way for online/offline classes. Different with the "virtual classroom", the "self-paced learning" can be accessed online by creating an agenda. The figure 2.6 displays the example of /Kahoot for distance learning, and what facilities that Kahoot provides for virtual learning. Additionally, the figure 2.7 shows the agenda menu for those who choose to conduct "self-paced learning". Users can set the date and time, timer for each question, and the number of players that can participate in the quiz.



Figure 2.6 The use of Kahoot for distance learning



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

# 5. Students' Responses

The term response in general is usually described by Kartono as the way someone react toward something that is doing by other people (also similar to opinion or attitude) either visually or verbally. Response itself is an answer or view that can be clearly visible or hidden, can be expressed in written or spoken words. In line with this context, Slavin stated that response comes from the the phenomenon, subject, or relationship by interpreting the certain understanding or messages. 2

In this study, response here was focused on students' response which can appear by several influencing factors such as learning strategy, environment, activity, experience, and performance. The concept of response according Ahmadi are described into two things including positive response and negative response. The positive response can be seen when people can receive, appreciate, and enjoy the things the see or feel.<sup>53</sup> The signs of positive response can be shown when people are excited or enthusiastic as expressed by saying "I am happy", "I enjoy this thing", "this is really interesting", and etc. Meanwhile, the negative response shows the opposites when people seems uninterested toward the things they see or feel. The signs of negative response can be shown toward some expressions such as "I am bored", "I don't think this is good enough", "I have no interest", and etc.

#### B. REVIEW OF THE PREVIOUS STUDY

Several studies across the globe related to the utilisation of Kahoot as a tool to promote active learning: EFL Students' Point of View have been conducted before this current study. The study aimed to reveal how this tool is utilised and how do teachers and students perceive this tool in the teaching-learning process. However, some previous studies also have a different focus but still not out of context.

The first previous study is "Applying Kahoot to Improve the Senior High School Students' Vocabulary Achievement" conducted by Mansur & Fadhilawati in Indonesia Senior High School.<sup>54</sup> This research aimed to develop secondary school students' English vocabulary mastery by employing Kahoot as learning tool in the classroom. By using classroom action research, this study involved the researcher to use this tool in the real classroom directly. As it has been mentioned before, the study used the Classroom Action Research Design, which required the researcher to conduct some tests about students' vocabulary mastery. Results showed that at the

<sup>&</sup>lt;sup>51</sup> Kartono, K. Pemimpin Dan Kepemimpinan. (*Jakarta:* PT. Raja Grafindo Persada, 2006). 431

<sup>&</sup>lt;sup>52</sup> Slavin, R. E. Educational Psychology: Theory and Practice, Enhanced Pearson eText with Loose-Leaf Version -- Access Card Package (11th Edition). *London:* Pearson. 2014

<sup>&</sup>lt;sup>53</sup> Ahmadi, H. A. Psikologi Umum (cet. IV). Jakarta: PT. Reneka Cipta. 2009

<sup>&</sup>lt;sup>54</sup> Mansur, M., & Fadhilawati, D. Applying Kahoot to Improve the Senior High School Students' Vocabulary Achievement. *VELES Voices of English Language Education Society*, Vol.3 No.2, 2019. 164. DOI: 10.29408/veles.v3i2.1591

pre-test, the students' average score was 59.23. That score was under the minimum criterion mastery set by the school (75.00). After the pre-test, there was an increase in the students' score became 71.23, which was the 1st test, but it was still under minimum criteria. Consequently, the researcher needed to conduct the second cycle, and the result increased into 84.58.

The result of the study showed that there was an improvement in the students' achievement. This phenomenon was also influenced by the positive attitude of students towards the utilisation of Kahoot in the classroom activity. This study has a similarity with the current study, which look for the students' perspective or the way they perceive Kahoot as a tool for learning English. Meanwhile, the present research focusses on the use of Kahoot as a tool to promote English active learning. The second study is "Kahoot It: Gamification in Higher Education". Tan, Singh, and Ganapathy conducted the study at Putra Malaysia University. 55 This study sought the efficacy of Kahoot in terms of its ability to enhance motivation as well as involvement and to cultivate / reinforce learning (for both theoretical and practical purposes). The participants in this study were 51 students of English Department who took English for the Media lecture. The researchers created 33-items questionnaire and distributed it to the respondents. The study used the mix-method which carried out the survey approach, and reports result using a descriptive design based on quantitative and qualitative data.

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.

Interestingly, the results of this study also displayed a significant level of "extrinsic motivation" promoted by Kahoot. This thing was illustrated in the fact that students showed high competitiveness rate during their Kahoot activity, their excitement at to win the quiz, and their eagerness to learn using this tool. It means that students are actively participated and can enjoy their time studying. By this mean, it is strongly suggested that Kahoot could be implemented in the teaching and learning process in institutional course or any educational level.

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." The researcher applied the qualitave research method by

<sup>&</sup>lt;sup>55</sup> Tan Ai Lin, D., Ganapathy, M., & Kaur, M. Kahoot It: Gamification in Higher Education. *Pertanika Journal of Social Sciences & Humanities*, Vol.26 No.1, 2018.

<sup>&</sup>lt;sup>56</sup> Damara, G. Students' Perception On the use of Kahoot as an ice breaker in Movie Interpretation Class (Doctoral dissertation, Sanata Dharma University). 2016.

conducting survey, interview, and observation to get the answer of the research problems. The researcher surveyed 66 students of Movie Interpretation class by distributing a questionnaire. Results in this study revealed that the students perceived the use of Kahoot in their class as something positive since most of them felt that Kahoot helped them to learn with a fun activity. Furthermore, Kahoot also motivated the students to learn the lesson more in-depth. The similar thing between this study and the current research is trying to explore the students' attitude or perception toward the use of Kahoot as a fun tool for learning but, the case in the present study focuses on the utilisation of Kahoot in English class.

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.<sup>57</sup> 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.<sup>58</sup> 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 theree different topics about the English lesson and would be utilised at the end of the meeting each day.

The Questionnaires assessing the attitude and motivation which consisted of 10 items were distributed to the nine participants as one of the ways to collect the data. Moreover, the researcher also conducted a semi-structure interview with the three selected participants to know the results of each Kahoot quiz played by the students. In this study, the data were analysed by using qualitative descriptive method. In this research, findings showed that all nine participants were successfully engaged in the game, and they could also comprehend the target language effectively. Besides, students enjoyed learning English using this digital game and expect to have more interactive games.

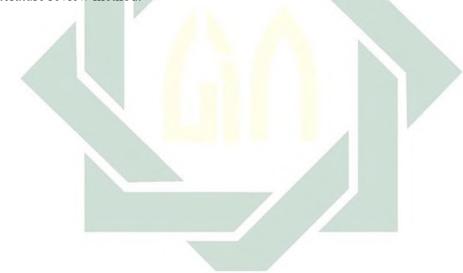
In this research, it was also found that based on the recent trends in the Malaysian education field, the 21st-century learning style is more focused and granted priority. Therefore, Kahoot has been used as a quiz-based tool to encourage rural students in southern Malaysia to learn English more efficiently,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

<sup>&</sup>lt;sup>57</sup>Ismail, M. E., Sa'Adan, N., Samsudin, M. A., Hamzah, N., Razali, N., & Mahazir, I. I. Implementation of The Gamification Concept Using KAHOOT! Among TVET Students: An Observation. *Journal of Physics: Conference Series*, *1140*, 012013. IOP Publishing. (2018) doi: 10.1088/1742-6596/1140/1/012013

<sup>&</sup>lt;sup>58</sup> 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.

interestingly. Similarly, this study has a similar context to the current research, which uses Kahoot as a fun tool for learning. The difference is those mentioned study used different method with this present study.

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. 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.



<sup>&</sup>lt;sup>59</sup> 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

# **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. 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. 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.

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.

<sup>&</sup>lt;sup>60</sup> Shank, G. Qualitative Research. A Personal Skills Aproach. New Jersey: Merril Prentice Hall. 2002

<sup>&</sup>lt;sup>61</sup> Creswell, J. W. *Educational research: Planning, conducting, and evaluating quantitative*. (Upper Saddle River, New Jersey: Prentice Hall, 2008), 46

<sup>&</sup>lt;sup>62</sup> James H. McMilllan dan Sally Schumacher, *Research in Education: A Conseptual* introduction (New York: Longman, vol.4, 2001), p.38.

#### 2. Sources of data

The data in this research were obtained from the analysis result of available/empirical research across the world about the use of Kahoot for teaching particularly to promote active learning in the English language classroom. The researcher specified the data only in the strategy used by teachers to utilise Kahoot for teaching and how do students' response to it. In this current study, there will be only one source of data which is empirical research papers. It will automatically answer two research questions.

# C. DATA COLLECTION TECHNIQUE

In case of collecting the data of the research, the researcher needs the instrument. In this study, the researcher obtained the data by collecting documents from the published articles or journals which can be accessed online. It is called a meta/document analysis technique. The technique of collecting this data is similar to the content-analysis study, which focuses on reviewing the content of a research article, paper, journal, book, or any literature. According to Corbin and Strauss, document analysis is a structured method for record examination or assessment in both written and digital (computer-based and internet-based) content. 63 Similar to other analytical techniques in the qualitative study, document analysis requires the review and evaluation of data in order to elaborate the research explanation, gain understanding, and develop empirical knowledge. As a research method, Stake described that document analysis refers in particular to qualitative case analyses — intensive research that provides detailed explanations of a specific case, phenomenon, organisation, or program. Additionally, Grant & Booth said that a rigid systematic procedure is used to collect article in document analysis; then, it uses a qualitative method to analyse them.<sup>64</sup> Furthermore, Merriam pointed out, Documents of all forms will help the researcher uncover context, develop a deeper understanding and find ideas related to the research question.<sup>65</sup>

#### D. RESEARCH INSTRUMENT

The research instrument is the tool used by the researcher to analyse research data. <sup>66</sup> In this case, the researcher tried to measure the variable and the items of the research through. This research uses the result of the previous studies across the world about the implementation of Kahoot to promote students' active learning in the English language classroom to be analysed. Besides, the researcher used the checklist table, which contains the teachers' way

<sup>&</sup>lt;sup>63</sup> Corbin, J., & Strauss, A. L. Basics of qualitative research: techniques and procedures for developing grounded theory. Los Angeles: SAGE, 2015.

<sup>&</sup>lt;sup>64</sup> Grant, M. J., & Booth, A. A typology of reviews: an analysis of 14 review types and associated methodologies. (*Health Information & Libraries Journal*, Vol. 26 No.2, 2009). 91-108.

<sup>&</sup>lt;sup>65</sup> Merriam, S. B. Case study research in education: A qualitative approach. San Francisco: Jossey-Bass, 1988.

<sup>&</sup>lt;sup>66</sup> Neil J Salking, *Encyclopedia of Research Design* (http://srmo.sagepub.com/view/encycof-research-design/n189xml, accessed on January 11<sup>th</sup>, 2020)

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.<sup>67</sup> 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.<sup>68</sup> 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

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

<sup>&</sup>lt;sup>68</sup> Moleong, L. J. *Metodologi penelitian kualitatif*. (Bandung: PT Remaja Rosdakarya, 1989), 161

result of studies in the finding chapter. The table examples which is adapted from study by Harper<sup>69</sup> (see figure 3.1) can be seen below:

Table 3.1 research list table adapted from harper (2018)

Title	Author	Research Procedure	Result
1.	1/		
2.		_	
3.			

Table 1
Top 10 high-impact documents of LCS

Rank	Title	Author	Journal	Year	LCS	GCS
1	Digital game-based learning: Impact of instructions and feedback on motivation and learning effectiveness	Erhel S, Jamet E	Computers & Education	2013	27	85
2	A collaborative game-based learning approach to improving students' learning performance in science courses	Sung HY, Hwang GJ	Computers & Education	2013	26	107
3	Gamifying learning experiences: Practical implications and outcomes	Dominguez A, Saenz-de-Navarre te J, et al.	Computers & Education	2013	18	245
4	A concept map-embedded educational computer game for improving students' learning performance in natural science courses	Hwang GJ, Yang LH, Wang SY	Computers & Education	2013	18	75
5	A meta-analytic review of the role of instructional support in game-based learning	Wouters P, van Oostendorp H	Computers & Education	2013	13	67
6	An implementation of design-based learning through creating educational computer games: A case study on mathematics learning during design and computing	Ke FF	Computers & Education	2014	10	43
7	Scaffolding game-based learning: Impact on learning achievements, perceived learning, and game experiences	Barzilai S, Blau I	Computers & Education	2014	9	51
8	Enjoy and learn with educational games: Examining factors affecting learning performance	Giannakos MN	Computers & Education	2013	8	39
9	A contextual game-based learning approach to improving students' inquiry-based learning performance in social studies courses	Hwang GJ, Chiu LY, Chen CH	Computers & Education	2015	8	30
10	Acceptance of game-based learning by secondary school teachers	Bourgonjon J, De Grove F, et al.	Computers & Education	2013	7	56

Figure 3.1 research list table from Harper (2018)

<sup>&</sup>lt;sup>69</sup> Harper, B. Technology and Teacher–Student Interactions: A Review of Empirical Research. (*Journal of Research on Technology in Education*, Vol. 50 No.3, 2018), 214-225. doi:10.1080/15391523.2018.1450690

# E. DATA ANALYSIS TECHNIQUE

After the documents of previous research are collected, the researcher analysed the strategy of how the teacher implement Kahoot in teaching English and after that, see how the students' response toward it.<sup>70</sup> In order to evaluate papers for major themes, several essential aspects of each paper were identified.

For each article, the following characteristics will be noted: (revised the bullet into letter or number)

- 1. Year of publication. (2015- early of 2020)
- 2. Country in which study was conducted. (EFL only)
- 3. Research Method and Procedures (quantitative, qualitative, classroom action research, mixed methods).
- 4. Educational level (i.e., high school, middle school, higher education).
- 5. Findings and conclusions.

This present study was undertaken according to Dybå & Dingsøyr which consist of five phases including: The Development of review protocol, Classification of inclusion and exclusion criteria, Review for appropriate research, Critical evaluation, Data extraction, and Synthesis. The following chart (see: Fig. 3.2) displayed the PRISMA flowchart can be used as a guideline for processing the data in the document analysis. It provides a summary of the procedure from the initial search of the papers, the scanning, the critical analysis, and to the subsequent papers in any method used for analysis.

<sup>&</sup>lt;sup>70</sup> Harper, B. Technology and Teacher–Student Interactions: A Review of Empirical Research. (*Journal of Research on Technology in Education*, 50(3), 2018) 214-225. doi:10.1080/15391523.2018.1450690

<sup>&</sup>lt;sup>71</sup> Dybå, T., & Dingsøyr, T. Empirical studies of agile software development: A systematic review. (*Information and Software Technology, Vol.50* No. 9–10, 2008), 833–859.

<sup>&</sup>lt;sup>72</sup> Moher, D. Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. *Annals of Internal Medicine*, Vol. *151* No.4, 2009), 264. doi:10.7326/0003-4819-151-4-200908180-00135

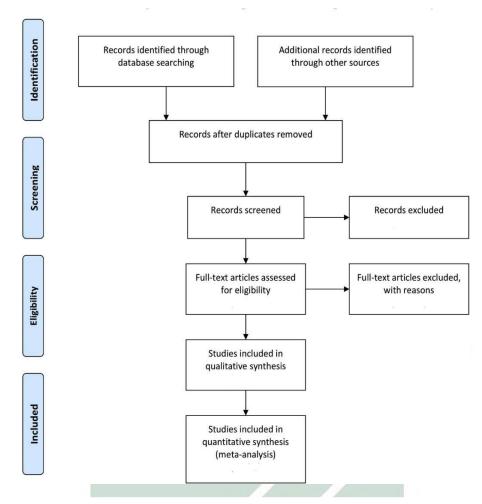


Fig. 3.2 PRISMA Flow Chart for the study (Moher, Liberati, Tetzlaff, & Altman)

# 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 exclusion criteria were adapted from research by Wang & Tahir.<sup>73</sup> However, some criteria referring specifically to Kahoot, active learning, response/perspective, and EFL were tailored to this current study. More detailed inclusion and exclusion ought to be completed in the critical analysis step.

The inclusion criteria used to collect the relevant articles were the article:

- 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.

*The exclusion criteria were the article:* 

- 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.

# 3. Review for appropriate research

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.

In this step, the researcher needs to check the title and abstract of the articles. If an article accomplished all the inclusion and exclusion categories,

<sup>&</sup>lt;sup>73</sup> 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 full paper and citation would be downloaded, and the citation data will be added to the references.<sup>74</sup> A total of 23 relevant articles were accepted in this step. Several articles were also rejected due to its unavailable access through full free payment and did not provide the term of students' responses, active learning, English language teaching.

# 4. Critical evaluation

The objective of the critical evaluation was on pertinence<sup>75</sup> (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.

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
 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 3.2 (Critical Evaluation for Paper Selection)

Group	The number of Papers	Description
Accepted studies of Kahoot	43	Studies with relevance, rigor, and credibility
Studies of Kahoot utilisation which provides discussion about students' response, active learning	23	Kahoot! was the tool used in the study or one of the tools that became the main tool in the study.
Presentations	2	Only presentation and not a study
Reviews	5	Reviews or comparisons from a single person
Rejected studies	20 (including review+presentation)	Do not discuss one of the main focus (students' response and active learning), lack of description, analysis, too limited scope, invalid results due to the research design and purpose
Total	43	

#### 5. Data extraction

In this stage, the data were obtained from the 23 accepted papers by reading through the whole results, particularly the finding in detail. The required data will be recorded in the database: the background of the study, the focus of the study, the procedure used, the number of participants in the research (N), the explanation of the findings, and the brief overview of the report. The primary elements in the paper, such as research procedures and subjects, will be highlighted to ease the researcher to look for further information in the papers later.

# 6. Synthesis

In this stage, all the papers in the analysis were classified by the method of study and by five attributes, as seen in *Table 3.3*. The first two attributes signify the two research questions. The aim of using these

attributes was to categorise the papers based on the two research questions and the form of findings they presented. The first two attributes were identified by analysing the findings reported in the papers. Similarly, the rest of the attributes were determined by analysing the research procedure, analysis, and findings. For each paper, all attributes that suited the research were highlighted, and the relevant statement was attached to the findings and the research overview in the database. After that, all of the information was obtained and classified. The findings of all the relevant studies were concluded based on the two research questions and the type of results presented. The more detailed use of attributes is attached in the appendix section.

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

Research Title ΙP SR ST QN QL Author Result **Procedure** 1. Kahoot in EFL Chiang H. Qualitative: Based on the reading classroom observation Observation and students Interview seemed..... 2. 3. 4. 5.

*Table 3.3.2 (example of analysis using attributes)* 

# E. VALIDITY AND RELIABILITY OF FINDINGS

In qualitative research, trustworthiness and reliability are discussed in terms of credibility, transferability, dependability, and confirmability of the instrumentation and results of the study. For the researcher, it is essential to understand that there must be dependability on the findings. Thus, to have dependability, there must be credibility. The qualitative researcher must elaborate on how dependability and credibility are ensured in the research design and explained in the collected data.

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.<sup>77</sup> 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.<sup>78</sup>

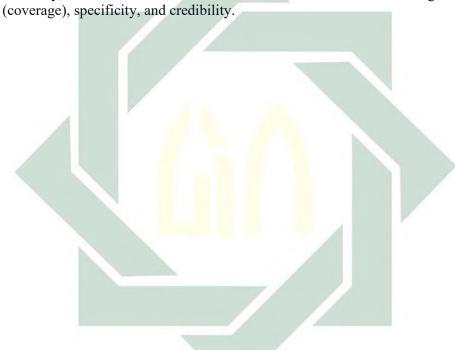
<sup>&</sup>lt;sup>76</sup> Denzin, N. K. *The research act: a theoretical introduction to sociological methods*. Somerset, New Jersey: Aldine Transaction. (2017)

<sup>&</sup>lt;sup>77</sup> Brown, R. B., & Brown, R. *Doing your dissertation in business and management: the reality of researching and writing.* Sage. (2006)

<sup>&</sup>lt;sup>78</sup> 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

In this present study, the scope of the literature is a possible threat to validity.<sup>79</sup> The keyword in this study was quite simple, yet there might be several studies that could not be found. However, by using several trusted websites like Google Scholar, Research Gate, and Science direct, the literature's scope would be satisfying. Thus, The Researcher provides all relevant studies, organises, and synthesises the findings systematically obtained from such studies, to maximise literature coverage.

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



<sup>&</sup>lt;sup>79</sup> Dybå, T., & Dingsøyr, T. Empirical studies of agile software development: A systematic review. (*Information and software technology*, Vol. *50* No.9-10, 2008), 833-859.

# 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.

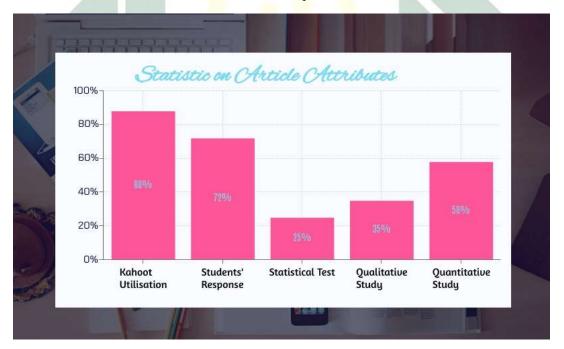


Figure 4.1: Statistic of the focus of identified research articles

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

(72%) discussed the students' responses toward the utilisation of Kahoot for English Language learning.

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.

The number of participants on average is between 30-50. Most studies in the reviewed articles were conducted in high school/secondary school (50%) and higher education/university (40%), and the rest (10%) were conducted in middle school. There were several most cited article by Basuki et.al with 15 citations and Chiang with 7 citations.

#### **Table Indicators:**

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

# **RQ.1** The implementation of *Kahoot* as a tool to promote active learning

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.

The table 4.1, 4.2, and 4.3 below presented a brief result of the implementation of Kahoot as a tool to promote active learning in three different educational stages. The detail explanation about the strategy how teacher utilised Kahoot as a tool to promote active learning in each stage, described in the next sections.

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

Author	Research Procedure	Strategy (teacher)
1.Yuruk N.	Quantitative: Survey	Kahoot was utilised at the end of every units.
2. Puspitasari EAM. I Mahfiana -B.W Pratolo	Qualitative: -Open-ended interview	Kahoot was usually used at the end of the class as a quiz/evaluation.
3.Nurhadianti -B.W. Pratolo	Qualitative: Semi Structured Interview	Kahoot was used at the end of the course as an ice breaker.
4Tara al-hadithy	Qualitative:	Kahoot was utilised as an
- Samer ali	Interview&Reflective	assessment tool.
	Journal	
5.R. Hulse	Quantitative:	Kahoot was used individually
	Survey	as an evaluation tool.
6Saovapa Wichadee	Quantitative:	Kahoot was only given to an
	Quasi Experimental	experimental group in the
		study at the end of the course.

- Fasawang		
Pattanapichet		
7. – F.Rahman	Qualitative:	Kahoot! was applied after
- R. Hidayatullah	- Explorative study	delivering the material.
- N. Rahmadani	- Survey (open ended)	
8. Tsymbal Svitlana	Quantitative:	The games and quizzes
	Survey	designed by the researcher
		were used to review the
		material.
9 Yudi Basuki	Quantitative:	Kahoot! and Quizizz were
- Yeni N. Hidayati	Survey	implemented as daily online
		quizzes (1x@week) of each
		platform, at the end of the
		lecture.
10. Hui-Hua Chiang	Quantitative:	Kahoot! was employed in a
	Survey	warm-up activity at the
		beginning of each unit.
11.A.Yousef	Exploratory mixed methods	Kahoot was used either at the
Alawadhi	research:	end or at the beginning of the
	interview&survey	lecture.
12. Andi Ajip Rosyidi	Qualitative:	Teacher uses kahoot as a tool
	Interview & Observation	to assess students at the end or
		beginning.

# 1. The use of Kahoot in Senior University Level

Some previous researchers researched to seek how Kahoot is implemented in the EFL classroom of University or Higher Education levels. There were several methods used by the researchers, including the Quantitative, Qualitative, and Mixed-Method. Several researchers who have completed studies investigating the use of Kahoot as a tool to promote active learning quantitatively were *Yuruk*; *Chiang*; *Wichadee & Pattanapichet*; *Suitlana*; *Nguyen&Yukawa*; and *Basuki et.al*. Qualitatively: (*Puspitasari et al.*, *Nurhadianti & Pratolo*, *Hadithy&Ali*, *Rosyidi*, *Rahman*, *et al.*), or Mixed, both Qualitative and Quantitative: (*Alawadhi*). According to the reviewed articles, this researcher found that most of the Kahoot utilisation was used at the end of the class or used as an evaluation tool for students. Yet, different researchers reported different procedures in their findings. This way of using Kahoot 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.

The first study was a study done by Yuruk to English translation students of a University in Turkey. In this study, it was mentioned that at the end of every three chapters, Kahoot was utilised three times. The teacher created the multiple-choice questions on the Kahoot platform, adapted from "Inside Listening and speaking 1 by Oxford University Press". This book was also used as the course material. The questions were chosen randomly from each of the three units of the book.

In the first teaching activity, the teacher gave the lecture to the students about a unit. Then, in one hour, students must answer all the 20 multiplechoice questions through the Kahoot platform. The teacher used this Kahoot implementation after each of the three sections of the coursebook has been discussed by the students. Similarly, the utilisation of Kahoot as a review tool was also mentioned in a study conducted by Puspitasari, Mahfiana, & Pratolo. This study observed the use of Kahoot as an evaluation guiz tool. With a total of eight undergraduate students of English education department, this research mentioned that Kahoot was usually used to evaluate students' understanding of the learnt materials. It was also mentioned that students must listen throughout the lecture first to understand the questions in Kahoot. This finding also revealed that students could use Kahoot individually or in a group. There was a statement saying that the students focused on the quiz because they feel the competition's atmosphere and want to defeat their opponents. Some students even forget that the goal of the quiz was to understand the material because they were actively engaging in the quiz. However, students were still learning while playing.

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.

In line with the previous mentioned results, Hulse mentioned that survey to a total 101 participants in a Japanese University has been conducted to reveal the impact of using digital educational tool such as Kahoot in students' learning achievement. In this study, Kahoot was used individually by the students with the teacher's instruction. This tool was used as a tool to practice students' vocabulary. The teacher presented the questions by combining the multiple choices and true or false questions. Since this tool

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

study. Additionally, finding of a study by Basuki et.al. Reported the comparison of using Kahoot and Quizizz as a teaching tool. It was reported that the "participants of their study took lectures implemented Kahoot! and Quizizz as their daily online quizzes." In one semester, the lecture usually conducted the quizzes every once a week by using each Kahoot and Quizzis platform. Therefore, the students had a total 14 times using Kahoot!s and 14 times using Quizizzs in one term. These online tools, particularly Kahoot, was usually used to evaluate students at the end of the lecture.

The use of Kahoot as a tool to promote active learning was found not only at the end of the class, but also some researchers mentioned that this tool could be utilised at the beginning of the class. This result was reported by Chiang in a private university in Taiwan. The findings of this study showed a corresponding result of the previously mentioned studies, but it used a different implementation method. In this study, Kahoot was utilised twice at the beginning of each unit in a warm-up activity and the unit test review at the end of each big chapter in the English reading class. When each unit has been started, the students were informed that they would play Kahoot quiz as a warm-up exercise to help them determine how much they understand the chosen subject. Each warm-up activity contained 8-10 multiple choice questions, and those questions will be taken from the selected reading materials that have been learned before. The students will require to answer each question within 20 seconds. The instructor told the students that their scores on the Kahoot quiz would not contribute to their final grades. Every unit was finished in two to three weeks. Before each unit has finished, the same questions used in the previous warm-up quiz were allocated to the students through the Kahoot unit quiz.

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 mixedmethod 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.

Correspondingly, a study by Rosyidi, also mentioned the utilisation of Kahoot as a tool to test students. It was said that based on the researcher's

observation result, Kahoot was used in the first week and the last week of the whole meetings to know the influence of this learning application on students' understanding, participation, and also achievemnt. The researcher also wanted to compare the different responses showed by the students at the first and last meeting. This tool can be used at the beginning or at the end of course to evaluate students' understanding.

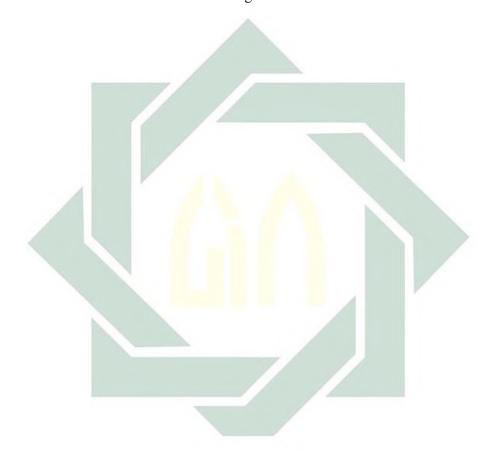


Table 4.2 The implementation of Kahoot as a tool to promote active learning in Senior High School Level.

Author	Research Procedure	Strategy (teacher)
1. Nguyen T.T - Yukawa T.	Mixed-method : -Survey -Interview	Kahoot was used to review the material.
2Claudio -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.
4K. 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. (tests and questionnaire.)	Kahoot was used at the end of the teaching activities. (using CAR)
7Hadijah - Pratolo B.W -Rondiyah	Qualitative : Interview	Kahoot is usually used either at the beginning or at the end of lesson
8N. 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

researchers who collected the data quantitatively were *Claudio et al.*, *Adnyani et al.*, *Yassinne et al.*, *Kaur&Naderajan*, Qualitatively (*Hadijah et al.*, *Zorio, Resmayani, et al.*). Besides, a study done by *Nguyen&Yukawa* combined both qualitative and quantitative research (Mixed-method), while *Mansur&Fadhilawati* used classroom action research to get the data on the utilisation of Kahoot as a tool to promote active learning.

The ways of utilising Kahoot in the high school level were similar to the use of Kahoot at the university level. 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). The first reviewed article by Nguyen&Yukawa conducted a pilot study and survey to use Kahoot for teaching in the English Department of a Vietnam High School, and they interview students to know their responses toward Kahoot. The researchers mentioned that Kahoot was introduced to the total twenty English teachers, in three weeks as a tool to review the previous material right after the lesson had been finished. The researchers mentioned that it took three hours to instruct all the teachers participated in this study, how to apply Kahoot for test tool. The researchers only explain the general things on how to use this tool, and after that, the teachers design their own material, create the questions, and set the time.

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.

Another study that has the corresponding result of the way Kahoot was implemented was done by Adnyani, Adnyana, & Murniasih to several senior high school students in one of the schools in Indonesia. It reported that one of the English teachers, known as Ms. SU (a disguised name), used several strategies to engage students in learning English, such as using a digital game-based tool like Kahoot. Based on the result of structured interviews and observation, researchers mentioned that the first thing to do when utilising this tool was Teacher gave practice before the real quiz begins. The practice was necessary here because when the researchers were doing the observation, it was the first time Kahoot being implemented in the class. For the questions, Teacher adjusted the time limitation of the quiz according to the complexity of the

questions (easy, medium, hard). The Teacher provided various types of questions, including completing the blank space (e.g., a Resolution is a part of...... text), some were arranging sentences based on the right forms(e.g., She-before-has-South Korea?-visited-ever), and some were choosing the most appropriate words. Similarly, a survey to reveal students' perception toward Kahoot, completed by Yassine et.al mentioned that in their research Kahoot was usually utilised by Teacher as an evaluation tool at the end of each chapter. The materials used in the Kahoot were usually about grammar and vocabulary. It was also mentioned that the use of tool had changed the students' feeling from bored to excited.

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 materials for the test by replaying all the *Kahoot* quizzes that have been played before. Meanwhile, students in the control group reviewed the materials without using Kahoot.

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 preactivity 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.	Quantitave : -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

more actively participate in learning when they were also competing in this game. Whereas, other students looked like they were conceivably distracted with the situation happened in the classroom. Thus, a review about students' responses toward the use of this tool was also provided in the following sections.



# RQ.2: Students' responses toward the use of Kahoot in classroom activities

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.

Table 4.4 Students' responses toward the use of Kahoot in the University Level.

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 EAM. I Mahfiana - Pratolo B.W	Qualitative : -Open-ended interview	Kahoot! influenced classroom involvement, and encourages active students' participation.
3Nurhadianti -Bambang Widi Pratolo	Qualitative: Semi Structured Interview	Kahoot had create enjoyable learning environment and enhance students participation
4Tara 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 fee energized, make the lesson much more fun, and increase involvement through playing games. Some negative comments, were also noted.
6Saovapa Wichadee -Fasawang Pattanapiche	Quantitative: Quasi Experimental	Kahoot can stimulate learning, engage 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

		to engage the students in learning
		English.
8. Tsymbal Svitlana	Quantitative:	Kahoot could encourage students
	Survey	involvement, gave them challenge to
		compete with other students, and
		made them relaxed.
9 Yudi Basuki	Quantitative:	Students' viewed kahoot's features
-Yeni Nurmala Hidayati	Survey	not a better choice than Quizizz
		However, if the goal is active
		classroom engagement, then Kahoo
		was probably the better choice.
10. Hui-Hua Chiang	Quantitative:	Students had positive perceptions
	Survey	regarding the advantages of Kahoot
		for learners and the classroom
		atmosphere.
11.A.Yousef Alawadhi	Exploratory mixed methods	Kahoot! increased students'
4	research: interview&survey	opportunities for interaction with
		peers and instructors, facilitated
		students' deep engagement with
		content materials, and encouraged
		active class engagement.
12. Andi Ajip Rosyidi	Qualitative:	Kahoot could really engaged the
	Interview&Observation	students to enjoy and participate in
		learning.

# 1. University Level

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.

Following the first result of RQ.1, A classroom action research conducted by Yuruk to undergraduate students from "Translation and Interpreting English Literature" major in Turkey revealed the positive students' response toward Kahoot. This research was one of the studies which used test related to the students' perception of Kahoot. Several items on the test were related to

active learning. (see figure 4.4.1). The result of this study mentioned "This study has been cultivated positive attitude and show higher level of motivation

	Items	Mean	SD
1	Lessons performed with Kahoot enable permanent learning compared to learning memory in traditional classroom environments	4.44	.59
2	Kahoot increases interest in the lesson	4.48	.52
3	Kahoot improves success	4.41	.61
4	Activities created using Kahoot are more interesting	4.45	.54
5	Using Kahoot makes for more effective collaborative learning	4.56	.61
6	Kahoot increases the effectiveness of the lessons	4.48	.60
7	Kahoot allows for comfortable self-expression	4.42	.65
8	Using Kahoot in education increases student motivation	4.43	.56
9	Kahoot enables active learning	4.39	.54
10	Question techniques in the activities performed by Kahoot provides the students with different perspectives	4.49	.55
11	Kahoot improves the rapid-thinking abilities of students	4.47	.68
12	Kahoot provides permanent learning in classroom activities	4.56	.53
13	Timely questions in Kahoot activities increase student excitement	4.40	.61
14	Kahoot gives students the opportunity to deliver richer content	4.46	.57
15	Sharing activities via social media increases motivation	4.42	.59
16	The scoring system of Kahoot increases the ambition of students to be a top-five scorer	4.39	.65
17	The use of Kahoot in the classroom encourages learners	4.49	.52
18	The active use of Kahoot builds student courage to participate in activities	4.35	.54
19	Activities performed using the Kahoot application allow for easy learning of the topic	4.32	.51
20	The color harmony of the buttons in the application is remarkable	4.42	.66

figure 4.4.1

towards learning language using Kahoot game platform. The participants' responses showed that after they were participated in Kahoot games, they were really excited and more motivated in learning English." Additionally, the researcher said that "Kahoot game in English language classroom has helped a lot to enrich students' positive responses, increase their motivation level, stimulate better expectation and view towards future English classrooms." The researcher also mentioned that "Students were actively engaged in learning to develop their English language skill in such a fun, enjoyable, and competitive learning environment." It was added that as an educational game-based tool, Kahoot was a brilliant choice for college students since many of universities usally have easy access to PC or mobile devices and certainly the availability of Internet Connection. Besides, Kahoot could bring students into curiousity and enthusiasm while the level of positive energies such as "exploration, fun and competition" were also boosting. This could help all type of learners (including the passive learners/intorvert) to be actively involved in the teaching learning process.

The whole results of this research were in line with the study conducted by Puspitasari, Mahfiana, and Pratolo. The Researchers explained that all of the participants acknowledged that the use of Kahoot could bring possitive classroom atmosphere such excitement and increase students' attention toward the learning content. Several participants suggested that by utilising Kahoot in learning can increase and retain their focus/concentration. Besides, Kahoot could break the ice of the lectures and provide a point of difference. The utilisation of Kahoot! itself had become a fun activity, students also mentioned that

"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".

The time limitation of Kahoot also motivated students to understand the course material thoroughly so that they can answer the whole questions quickly and correctly. One of the students added

"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!"

It can be clearly seen that the result showed that "Kahoot! gave students many chances to interact and engage with lecturers, colleagues, and with course material that provides an interesting and fun platform to be involved in it." All participants stated that "Kahoot! brought positive influence toward classroom involvement, and 7 out of 8 participants said that Kahoot! improved their interactivity and involvement in lectures by answering questions, participating in quizzes, and discussions." The authors further added that "The implementation of Kahoot! has encouraged broader students' participation and involvement in the classroom compared to conventional classrooms where the teaching learning activity was usually dominated by a few active students. Besides, Kahoot! also encourages broader and active student participation." Another result of the participants responses reported that when using Kahoot! they had more interaction with their classmates and the lecturer during and after the classroom activity compared to what they commonly did in other subjects. "Yes, this game makes me more interactive with friends to discuss the right answers". It was also revealed that with the use Kahoot! in class, students can decide the level of interaction they feel comfortable with, either participating openly with friends, other classmates, lecturers or with the whole class.

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

"Kahoot was really interesting and not stressful application, as a media to play or as an evaluation tool because I can answer all the questions in a more relax way." (P1)

"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 authors further added that it was interesting to know that almost all participants showed positive view toward the use of Kahoot! They perceived that "Using Kahoot! can push students to actively do the learning, contributing to retaining their knowledge and engagement in the learning process."

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 qualitaive 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 studentcentered 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.

The survey to 101 EFL students in Japan signified the reasons for why the use of DGBL (digital game based learning) tool like Kahoot could make the classroom more intriguing. The participants noted that the use of mobile application cultivated collaboration with the peers, improved engagement during teaching learning process, empowered students' spirit, and reduce boredom compared with the paper based exercises. It could also make the lesson became more fun, and increase involvement. This could be proved by stating that the majority of students strongly agreed (39.60%) or agreed (40.59%). When suggesting why students liked this device, they perceived that they love Kahoot because it could help them follow the materials without getting bored. Students were also excited to compete with their classmates and that Kahoot ease them to learn vocabulary. By this mean, it could be seen that students were actively engage in learning particularly because they like the competition. Students paid the whole attention to the game because they want to win the game but at the same time they were also studying. It was essential to be noted that when students were playing and learning at the same time, it did not mean that students could not receive the lesson given by the teacher on that time.

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,

66.7%% students strongly agreed and 26.7% agreed that Kahoot! made English learning became easier.

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.

The next study was by Basuki&Hidayati which has been mentioned previously that they compare Kahoot and Quizizz for teaching learning activities. They said that students' said that Kahoot might get a bit chaotic when everyone stared at the screen and celebrated at the same moment. Nonetheless, this concept could tie the lesson together and stimulate players to look up. The researcher further highlighted that "If the goal is active classroom engagement, then Kahoot is probably the better choice."

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-topeer 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 that students even suggest Kahoot should be used more when they feel bored, since they could still actively participate in learning while having fun.



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

Author	Research Procedure	Result
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.
2Claudio -Moncada - Campos -Véliz	Quantitive : Quasi experimental research	Kahoot 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.
4K. 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. (tests and questionnaire.)	Students were actively participated in the whole activities and loved to review the materials given by the teacher.
7Hadijah -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.
8Ni Putu Ade Resmayani -Ida Nyoman Tri Darma Putra	Qualitative: Phenomenological Study	Kahoot! 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.

#### 1. Senior High School Level

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).

According to the study by Nguyen and Yukawa, they reveal that the total 20 participants in their research expressed their excitement toward the utilisation of Kahoot in the classroom practice. There were about 90% of the students felt satisfied with the use of Kahoot since it allowed them to use mobile phone for benefecial activity like learning. The rest 10% of the students felt not really satisfied since they had trouble on the internet connection. Nonetheless, the majority of the students acknowledged that Kahoot became a brand new platform that can change their perspective toward monotonous language learning quiz which was paper-based.

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 postive 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.

Despite the positive responses from students that have been mentioned many times before, Mansur& Fadhilawati in their research found that there was a negative response such as several students felt disappointed and unconfident when they saw their name appeared on the screen when Kahoot has ended, but they could not reach the first rank. Even though students knew 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 they just felt unhappy. However, they said that they wanted to have another opportunity to play the game again. They mentioned that the good atmosphere when students were enjoying the quiz, the internet connection suddenly disconnected so they could lose the rank and points they have achieved. This thing was not happened frequently, but it could possibly happen if the users have bad internet connection.

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 & Rondiyah. 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 5

participants in the study revealed the term "active" in their interview session. The researchers noted Kahoot! makes students more active in the classroom, they became increasingly exicted to hit the highest score by trying to perform the best in their test. This was proven by the students who felt bored when learning saying that by using Kahoot, they found a particular method of learning that made them have more fun in completing the vocabulary exam. Students claimed that they could actively involved in doing the quiz since they could learn and compete with each other to reach the highest score. Besides, when their name displayed as the winner, they feel really satisfied. Using Kahoot! could also engage the students to promote their participation in the class because once the quiz finished, students could evaluate themselves by asking the teacher why their answers were wrong and make self-correction. It was pointed out by a participant:

"I participate more in the classroom because I have to compete to get the highest score. Sometimes I did not use my real name, just used initial or fake name hahaha... "(participant I)

Other participants also gave opinion:

"I don't know why but I always participated totally and felt so motivated to get the highest scores. That's why I always try to answer quickly. Very often, I discussed with friends if I am not sure about the answers." (participant 2)

"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)

Kahoot reinforced broader and more active student involvement and offers students the ability to maintain their most desirable personal preference of involvement. In one hand, this research was also mentioned some negative responses from the students. There were students who got lower score feel unconfident with their final result even though some of them chose to write the initial rather than their actual name, yet they had tried their best to participate in the learning activity. Several students added that sometimes the internet connection and the minimum time limitation really influences their performance even though actually they have had their eyes focus on the screen and questions. Since this study took place in Indonesia, it was inevitable for all of us to deal with such problem like the unstable internet connection. Additionally, Kaur and Naderajam reported that students even suggest Kahoot should be used more when they feel bored, they will still actively participate in learning while having fun.

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-

experimental research implied that the implementation of GSRS like Kahoot was able to produce substantial changes in learning progress as it was assessed by students 'achievement on the low-stakes English language exam. In addition, experiences of utilising Kahoot in the EFL classroom were obviously seen as something positive in four main components, including Fun, Engagement, Motivation, and Learning Efficiency. Almost all students acknowledged the use of Kahoot had brought many advantages for both of their learning performance (such as involvement and cooperation) and achievements. The major rise in learning performance can also be assigned to the fact that game mechanics, facilitated by interactive technologies such as mobile devices, encourage greater rates of involvement, satisfaction, and engagement in learning rather than do conventional classroom activities.

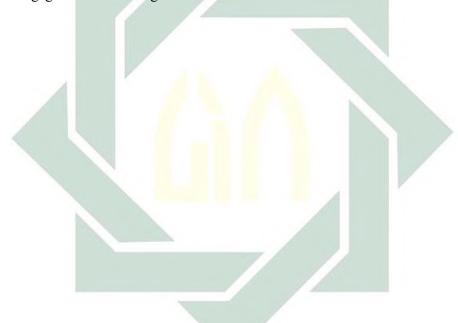


Table 4.6 Students' responses toward the use of Kahoot in the Junior High School Level

Author	Research Procedure	Result
1. Susi Susanti	Quantitave:	The game brought a lot of interaction to
	Survey	the classroom. Teachers are in control
		of advancing the questions that
		allowing them the opportunity to build
		discussion time between questions
		Kahoot was admitted as an enjoyable,
		free, flexible, easy and fun way to learn
		English.
2Jemima Tivaraju, -Melor Md Yunus, -Jamaluddin Badusah	Classroom Action	All of the participants are showing a
	Research	very positive attitude towards learning
		English using Kahoot, they had a very
		high level of motivation to be engaged
		in the learning expecting more
		language base games. The beginner
		level student only shows a slightly
		negative attitude and a bit of low
		motivation level in learning the
		language using games. This might be
		due to the low self-esteem and fear of
		communicating in classroom.

# 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

types used in the classroom. They also had a considerable level of enthusiasm to be involved in the English Language learning and expected more language-based play.

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 postive 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

students to play but at the same time teacher can assess their students' understanding. Besides using it at the end of a chapter, some researchers also mentioned that this tool could also be employed at the beginning of a lesson as a warming up before going to the next material. It was referred to in the research conducted by *Hadijah et al.*; *Resmayani&Putra* in the Senior high school, and *Chiang*; *Alawadhi et al.*; in the universities. The use of a combination between game and technology as a warmer can help active learning in the classroom; it was once mentioned by Baker et al. stated that the use of technology and game for teaching could make students more active in the learning process. <sup>80</sup>

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.<sup>81</sup>

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

<sup>&</sup>lt;sup>80</sup>Baker,R.,Do,D.,&Mailand,S.The Use of Technology to Enhance English Language (ESL) Teac hing. The Caritas Institute of Higher Education, Worcester. 2015

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

studies mentioned that sometimes internet connection was not available in certain cases, which became the main problem of utilising this tool. As discussed previously, the researcher found that this kind of problem mostly happened at the high school level. The reason why this can happen will be various, including the limited facilities provided by the school. In some developing countries such as Indonesia, this is a prevalent problem; the significant number of students in the class can influence the availability of connection since more people are using it and since the connection is not really good. Meanwhile, the problem like internet connection is rarely found in higher education or university level because the higher institution facilities were also different from those in schools. Thus, this term will also be discussed in the next point about students' responses.

# 2. Students' responses toward the use of Kahoot

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. 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. Many studies in this reviewed paper reported the improvement in the students' participation and performance when Kahoot was utilised.

Some studies mentioned that students who tend to feel bored in the class or even have less motivation in learning English saying that it was a difficult lesson, could have excitement in participating when the teacher use Kahoot as a different unique way to conduct a quiz. The positives responses can be seen in the result chapter that most students found that Kahoot was a fun learning platform that can make them enjoy learning while studying. This result was supported by a statement from Gohle which believed that digital technology integrated into learning could enhance students' engagement in the teaching and learning process and the digital games, which can create a pleasant learning environment and promote user engagement.<sup>84</sup>

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

<sup>&</sup>lt;sup>83</sup> Malone, T. W. Toward a theory of intrinsically motivating instruction. (*Cognitive science, Vol. 5 No. 4*, 1981), 333–369.

<sup>&</sup>lt;sup>84</sup> Goehle, G. Gamification and Web-Based Homework. (PRIMUS: Problem Resources, and Issues in Mathematics Undergraduate Studies, Vol.23 No.3, 2013), 234-246.

Plump&LaRosa, Mendis added that "the use of technology and game as educational tools has an intrinsic motivation factor that encourages curiosity and gives students the impression that they are in control of their learning. <sup>85</sup> Indeed, students remarked that they enjoyed this assignment because they were creatively using technology within a learning environment. <sup>86</sup> Besides, students do not need to register an email and simply open the website and enter the code to join the quiz. Furthermore, in some cases, if students do not feel to answer the questions correctly, they can use initial or anonymous since it was free for the user to set their name (both team and individual players).

Many researchers in the reviewed previous studies revealed that Kahoot could help students to participate in the learning since it was both competition and quiz show. Students will focus on their gadgets to think and answer questions by themselves because each student or group wants to achieve the first rank. This thing is in line with the theory by Bonwell & Eison; they said that the key characteristic that is correlated with active learning instructional strategies involves students "in doing things and thinking about the things they are doing". When Kahoot was utilised, it was inevitable that students were also doing both of the mentioned things. Furthermore, when students have less interest in learning, they tend to be passive and do less participation in teaching-learning activities, particularly when the teaching-learning time is almost over.

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."

<sup>&</sup>lt;sup>85</sup> Mendis, C. Impact of technology in teaching and learning electrical circuits. *IEE International Symposium Engineering Education: Innovations in Teaching, Learning and Assessment.* 2001. doi:10.1049/ic:20010043

<sup>&</sup>lt;sup>86</sup> Plump, CM, & LaRosa, J. Using Kahoot! in the classroom to create engagement and active learning: a game-based technology solution for eLearning novices. (Management Teaching Review, Vol.2 No.2, 2017), 151–158.

<sup>&</sup>lt;sup>87</sup> Bonwell, C. C., & Eison, J. A. Active Learning: Creating Excitement in the Classroom. ASHE-ERIC, 2001.

#### CHAPTER V

## **CONCLUSION AND SUGGESTION**

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.

### A. CONCLUSION

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.

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

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:

- a. *Using Kahoot at the beginning* of the lesson to stimulate students.
- b. *Using Kahoot at the end* of the lesson or course to evaluate students understanding, or
- c. Try to mix both of the use at the beginning or at the end of the lesson in different weeks.

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.

# 2. Students' responses toward the use of Kahoot

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

also mentioned that this tool can automatically engage them to be more active in learning since for many of them the use of Kahoot itself is still new but cool. Furthermore, some articles also revealed that students were eager to participate in the learning. The researcher found that even though students only havd limited time to answer the questions in Kahoot, they still wanted to compete to hit the highest score and win the quiz. Even though the result of students' responses were taken from three different educational stages, the overall way of expressing positive response were just the same. The difference is only when compared to the University level, utilising Kahoot in Senior high school or middle school made students be more enthusiatic since they like to make noises and enjoy the tool like a game rather then the test or quiz.

In spite of the positive responses showed by the students, some problems encountered when using Kahoot is still inevitable to happen in certain times which can cause the negative responses. The most common problem that usually happened when using this tool is the internet connection. This kind of problem were commonly happened in senior high school or junior high school level. The students were once felt excited when they were playing Kahoot but then there were troubles from the connection which can break their good mood. This condition was also happening in several studies. However, the researcher highlight that this kind of problem does not become a big thing since it can be solved by some people. Some students mentioned that even though the problem of the internet connection could possibly happen during the activity, they were still able to enjoy the quiz and learn something.

# **B. SUGGESTION**

Based on the result of the study, the researcher found several suggestions given for the teachers/lecturers, students, and future researcher in utilising Kahoot as a tool to promote active learning in EFL classroom.

### 1. For Teachers or Lecturers

There are several ways to utilise Kahoot in teaching including using it as an evaluation tool or practice tool or just simply using it as an ice breaker in the middle of teaching process. The ways of utilising Kahoot can be varied, it depends on the teaching and learning objective and the environment. It is suggested for educators to utilise Kahoot based on the teaching needs as found in this present study. The results of reviewed papers showed that Kahoot brought postive impacts in classroom activity so this study suggest that teachers can try to use Kahoot as additional or supplementary teaching media to create an enjoyable learning environment. Moreover, the use of Kahoot nowadays can support teacher to conduct an engaging learning in every learning space including the

distance learning. Kahoot now can be utilised either virtually or face to face so it will ease both teacher and students to have a fun activity. The main thing is teachers should have more preparations before utilising Kahoot in the classroom particularly for the teachers who do not have good internet connection.

## 2. For Educational Institutions

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.

## 3. For Future Researchers

It is suggested for future researchers to conduct similar topic about the utilisation of Kahoot in different focus, subjects, or even procedures. The researchers may investigate the utilisation of Kahoot in EFL Kahoot in more specific or present more detail reviews of how Kahoot is utilised in the classroom activities. Furthermore, rather than just providing the students' responses toward the use of Kahoot, the researchers may also seek the teachers' responses toward the use of Kahoot.

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