



EFL Students' Perception Towards Kahoot! as A Gamification Tool in English Learning

Educalingua,
Vol. 2 No. 2, 2024, pp. 106-118
DOI [10.26877/educalingua.v2i2.1214](https://doi.org/10.26877/educalingua.v2i2.1214)

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Received November 6, 2024
Revised November 12, 2024
Accepted November 25, 2024

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ABSTRACT

Technology in education forces teachers to modify their teaching strategies by implementing gamification as a tool in teaching and learning process. Kahoot is a popular gamification tool in English learning. Using a qualitative research design, this study aimed to determine the EFL students' perception of the gamification tool in an English learning environment. Thirty-six (36) students of 10th grade from a public senior high school in Semarang, Central Java, Indonesia. The participants were asked to complete a closed-ended questionnaire using Google Forms to gain information about their perceptions of the educational environment. The findings revealed that the students generally have a positive perception of Kahoot! as a gamification tool in the English learning process. The interactive and competitive nature of the quizzes increases students' motivation and engagement in the learning process, which can enhance students' engagement and motivation in the classroom. The students generally perceive Kahoot! as an effective, fun, and effective educational environment that enhances students' learning experience and creates a vibrant and engaging classroom environment. By combining motivation, collaboration, competition, fun, interest, excitement, and an energetic environment, Kahoot! can enhance the English learning experience, promote interaction and collaboration, and offer customizable features.

Keywords: English language teaching, Kahoot, gamification tool, students' perception

Introduction

Over the past few decades, technology has significantly transformed various aspects of our lives. It has permeated various sectors and industries, transforming how we live, work, and interact, including education (Dellos, 2015). Technology in education has become even more prominent and integral to the learning process. According to (Lofti et al., 2021). Onyema et al. (2020), the COVID-19 pandemic impacted every element of human life, including education. The most severe impacts occurred in education (Firdaus et al., 2022). The shift towards online and blended learning during the pandemic accelerated the adoption and innovation of educational technologies.

The growth of technology in many fields makes teachers and other academic practitioners have had to modify and construct teaching and learning procedures to help students develop the abilities they need for life in the twenty-first century. Teaching and learning activities are no longer restricted to traditional classroom settings due to the daily growth in mobile phone usage (Mahbubah & Anam, 2022). Furthermore, students in the twenty-first century prefer learning fun, enjoyable, practical, and relevant information. Student involvement can be raised by providing fun and enjoyable learning opportunities. Students are more likely to actively participate in the learning process when they are engaged, which improves learning outcomes and knowledge retention. They prefer to use their gadget in the teaching and learning process, which is modern and straightforward. Moreover, students need more participation and motivation in teaching and learning if the teacher still uses conventional teaching methodologies. Because of that, most schools now generally use technology to facilitate the teaching and learning process (Lofti et al., 2021).

Education must continually adapt to technological advancements to raise the standard of instruction, particularly regarding changes in how information and communication technology is used. The function of academics as one of the agents responsible for carrying out educational objectives must be connected to efforts to improve educational quality. The learning process, both inside and outside of the classroom, supports it. Schools must thus carry out and practice innovations and breakthroughs based on science and technology that include lecturers to assist the learning process.

Kaur & Naderajan (2019) also explain that integrating technology into our educational system created the development of several innovative educational tools and models that may improve efficiency, effectiveness, and students' engagement in the teaching and learning process. Therefore, most educators started integrating technology into their lessons, for example, by implementing educational gamification as a tool for teaching and learning to help students become more engaged and motivated in the teaching and learning process. It has also allowed teachers to foster students' critical thinking and problem-solving skills (Wang & Tahir, 2020)

Gamification is the application of game mechanics and principles to situations that are not game-related. Utilizing the human propensity for competition is typically connected to supporting students' learning processes. Furthermore, gamification should be used as a complementary tool to traditional teaching methods, and it is essential to adapt teachers' approaches to suit the needs of the students and the subject matter that will be taught.

Teachers can improve the learning experience for students by incorporating gamification as technology into English lessons. This will raise student engagement, improve language competency, and foster a good attitude toward language study.

Numerous gamification techniques and tools can be employed in teaching and learning, and Kahoot! is just one example. According to Cameron & Bizo (2019), Kahoot! is a well-known real-time multiplayer online quiz tool that enables teachers and students to anonymously and quickly assess student learning. Kahoot enables educators to design games-based tests, polls, and other activities where participants compete with one another. After the Kahoot! session, the top participants to each question are revealed, and the overall winner(s) are presented. The winners will be shown on the scoreboard after the game. The incredible thing about Kahoot! is that teachers can export and keep the results, including their descriptive analysis data, for later use.

Gamification in Language Learning

Since it describes a creative and engaging learning activity, the term "gamification" is employed in learning through games that can be utilized to enhance English (Redjeki & Muhajir, 2021). Gamification refers to integrating game mechanics and components into the learning process. It makes language learning more engaging, dynamic, and enjoyable for students. Gamification attempts to inspire learners, increase their involvement, and foster a sense of accomplishment as they advance in their language-learning journey by including components like points, badges, leaderboards, levels, and incentives (Jain & Dutta, 2019; Li & Chu, 2021; Rapp et al., 2019). Challenges and leaderboards are introduced through gamification, encouraging healthy competitiveness among students. In language-related tasks, students can compete with one another, which encourages them to perform well and maintain interest. However, it is essential to balance entertaining and instructive material to ensure that language learning goals are successfully fulfilled.

Gamification is the application of game elements and mechanics in non-game contexts, such as education, to enhance engagement, motivation, and learning outcomes. In contrast to other improvements in educational technology, gamification increases participation, engagement, and competition (Dani, 2019). Gamification of education has the potential to boost learning, improve specific skills, and promote student engagement (Smirdele et al., 2020).

By incorporating gamification elements, language learning becomes more interactive, enjoyable, and motivating. According to Rincon-Flores & Santos-Guevara, (2021), gamification helps to create a positive learning environment that encourages consistent practice, active participation, and a sense of progress, ultimately leading to improved language proficiency. However, it is crucial to make sure that gamification functions as an additional tool to the more prominent language learning program. The core elements of language training, such as grammar, vocabulary, and language rules, should not be replaced by gamification, despite the fact that it can foster an environment that is stimulating and entertaining.

Effective gamification integration needs thoughtful preparation and attention to specified learning goals. To guarantee that students meet their language learning objectives while having fun, educators must establish a balance between fun and educational content. The

gamification approach is likely to develop as technology advances, providing even more innovative and efficient ways to support English language learning for students worldwide.

Kahoot!

Kahoot! is widely used in classrooms as an interactive and engaging tool for formative assessment, content review, student feedback, and classroom discussions. It can be adapted for various subjects, grade levels, and learning objectives. Kahoot's game-based approach promotes active learning, student participation, and knowledge retention enjoyably and interactively (Asniza et al., 2021; Donkin & Rasmussen, 2021). Kahoot! is a game-based response system in a classroom played by the whole class at the very time or live time (Kaur & Naderajan, 2019).

Teachers can create their own Kahoot! games by designing quizzes, surveys, or discussions. They can add multiple-choice questions, images, videos, and time limits to make the game more engaging. Teachers can also include points, timers, and leaderboards to foster competition and motivation. Once a Kahoot! is created, teachers can launch the game and share a unique PIN with students. Students can then access Kahoot! game by visiting Kahoot! website or using Kahoot! app on their devices. During the game, students see the questions and answer options on their screens and select their answers within a given time limit. Kahoot! emphasizes competition and engagement. Students earn points based on the accuracy and speed of their responses. After each question, the game displays a leaderboard showing the top performers, which can create a sense of excitement and friendly competition among students.

Pointing to the benefits and advantages of Kahoot! as the tool in English teaching and learning today, this study emphasizes on a main research question: "How is the EFL students' perception towards Kahoot! as a gamification tool in English learning?"

Sub Heading 1

The reference list should be arranged alphabetically following the guidelines of the Publication Manual of the American Psychological Association (7th ed.). For example:

When paraphrasing a source that is not your own, be sure to represent the author's information or opinions accurately and in your own words. Even when paraphrasing an author's work, you still must provide a citation to that work. When directly quoting an author's work, provide citation marks at the beginning till the end of the citation, and the year of publication is necessary to be noted beside the name of the author, and the page number is optional. For example:

Giving meaning to specific symbols, such as sounds and marks, is considered to be the origin of written language.

Sub Heading 2

If the article has more than one subheading level, the Sub heading level 2 is bold and italic, while level 3 is normal and italic.

Methodology

This study aims to know the EFL students' perception of Kahoot! as a gamification tool in English learning. A qualitative research design was used in this study. This study presents information, facts, and circumstances as they are. According to Creswell (2013), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a human social problem.

In this study, thirty-six (36) students of 10th grade from a public senior high school in Semarang in the 2022/2023 academic year served as the sample. The study was conducted in the second semester of the 2022/2023 academic year. In this study, the researchers used a convenience sampling technique. The class was selected by looking at the same characteristics related to this study. The students were asked to fill out the closed-ended questionnaire to gain information about their perceptions toward Kahoot! as a gamification tool in English learning—the questionnaire was adapted from Bicen & Kocakoyun (2018) and Basuki & Hidayati (2019).

The researchers used a questionnaire to gather about the students' perception towards Kahoot! as a gamification tool in English learning. There were 10 question items to which the participants responded the questionnaire by choosing one of the five scales from the Likert Scale. Those are Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). After the data was collected, it was presented in table and percentage to examine the level of agreement. Furthermore, the data result was then described.

Findings

The findings section reports the results of your study based on the methodology [or methodologies] you applied to gather information. The results section should state the findings of the research arranged in a logical sequence, clear and concise, without bias or interpretation. You can use table(s) and figure(s) (graphic, photo) to support your presentation and description. Please pay attention to how to attach the table and figure below. In this section, the researchers conducted ten items of questionnaire distributed to thirty-six participants from a public senior high school in Semarang to determine the EFL students' perception towards Kahoot! as a gamification tool in English learning. The result of the questionnaire is presented in Table 1 and Table 2.

Table 1: Students' Perception on Gamification Methods

No	Statement	Strongly Agree (SA) (%)	Agree (A) (%)	Neutral (N) (%)	Disagree (D) (%)	Strongly Disagree (SD) (%)
1	A gamification method increases my interest in the lesson.	50%	44,4%	2,8%	2,8%	0%
2	The use of a learning method blended with a gamification method	47,2%	50%	2,8%	0%	0%

No	Statement	Strongly Agree (SA) (%)	Agree (A) (%)	Neutral (N) (%)	Disagree (D) (%)	Strongly Disagree (SD) (%)
	helped me to understand the lesson better.					
3	Being placed in competition with other students in the classroom via a gamification method increases my motivation.	47,2%	44,4%	5,6%	2,8%	0%
4	The gamification method enables me to learn difficult topics while having fun.	44,4%	50%	5,6%	0%	0%
5	The gamification method allows me to see my achievement status and improve myself in the areas that I am weak in.	44,4%	55,6%	0%	0%	0%

Table 1 shows that the students' perception of gamification methods in the learning process is categorized as good because most participants strongly agree and agree. In the first statement in Table 1, strongly agree was chosen by 50% of the participants. 44,4% of those agreed that a gamification method increases students' interest in the lesson. 2,8% chose neutral, and 2,8% chose to disagree. None of the participants who choose strongly disagree. It can be concluded that most of the participants agree that a gamification method can increase their interest in the lesson. They feel interested in the lesson because the gamification method encourages an interactive learning experience.

The second statement results revealed that there were 97,2% in total of the participants chose strongly agree and agree. It indicates that the majority of the participants agreed with the statement, and only 2,8% gave a neutral response to the statement. From the percentage, the researcher can conclude that there is a positive perception of the participants related to the second statement. Gamification frequently involves repeated efforts or iteration to overcome obstacles or advance through levels. Students can reflect on their strategies, learn from their mistakes, and make changes as a result of this iterative learning process. Students can better comprehend the lesson content and enhance their problem-solving abilities by being encouraged to try things out and make mistakes in a secure atmosphere.

The third statement stated that competing with other students in the classroom via a gamification method increases students' motivation. The overall number of the agreement

was 91,6%. Meanwhile, the overall number of disagreements was only 2,8%. It is inferred that the gamification method can increase students' motivation because of the competitive vibes in the classroom. The competitive atmosphere encouraged a variety of positive emotions, such as excitement, a desire to participate in class, and an eagerness and readiness to attend class. The competition was observed as a powerful motivator that encouraged students to perform and demonstrate their desire to top the leaderboard and be the best in their class. Many students were motivated to prepare and pay attention to the subject because they wanted to win. Additionally, it appears to have served as an icebreaker for many students, motivating them to socialize with their classmates.

The fourth statement talks about the gamification method enables students to learn complex topics while having fun. 50% of those chose to agree, and 44,4% of others strongly agreed. At the same time, none of the participants choose to disagree or strongly disagree. By using these techniques, gamification improves the fun, interaction, and enjoyment of learning challenging material. When immersed in an enjoyable and dynamic learning environment, students are more inclined to devote their time and effort to studying complex ideas.

The fifth statement stated that the gamification method allows students to see their achievement status and improve themselves in areas they are weak. The result showed that 44,4% chose strongly agree, 55,6% agree, and none were neutral, disagree, or strongly disagree with this fifth statement. Gamification techniques give students a clear picture of their accomplishments and enable them to identify their areas for development. Gamification helps students address their areas of weakness, inspires them to set goals for development, and eventually improves their comprehension and performance by providing targeted feedback, adaptive learning, practice opportunities, goal-setting, and peer comparison.

Table 2 Students' Perception on Kahoot! in English Learning

No	Statement	Strongly Agree (SA) (%)	Agree (A) (%)	Neutral (N) (%)	Disagree (D) (%)	Strongly Disagree (SD) (%)
1	I find Kahoot! exciting, interesting, motivating, and fun.	44,4%	55,6%	0%	0%	0%
2	Kahoot! create an energetic classroom atmosphere.	44,4%	50%	5,6%	0%	0%
3	Kahoot! does not give any chance to cheat.	52,8%	41,6%	5,6%	0%	0%
4	I like the collaboration & competitiveness in Kahoot! sessions.	44,4%	44,4%	8,3%	2,8%	0%
5	I feel Kahoot! familiar and simple to do.	50%	41,6%	5,6%	2,8%	0%

Table 2 shows a positive result of students' perception of Kahoot! in English learning. The first statement asked whether the students found Kahoot! exciting, interesting, motivating, and fun. 44,4% of participants chose strongly agree, and 55,6% chose to agree. It proves students can find excitement, interest, motivation, and fun in Kahoot! It is because of Kahoot! transforms traditional quizzes into an interactive and enjoyable activities, making the learning process more engaging and memorable.

The second statement in this section talks about Kahoot! create an energetic classroom atmosphere. The questionnaire results revealed that 44,4% chose strongly agree, 50% chose to agree, and 5,6% chose neutral. Kahoot! can create an energetic classroom atmosphere. Kahoot! is a useful tool for fostering an energetic classroom environment because of the active involvement, competition, captivating images and sound effects, real-time feedback, social interaction, quick pace, and overall enjoyment. It turns the learning process into a fun and engaging activity that captures students' interest and stokes their passion for the subject.

The third statement stated that Kahoot! does not give any chance to cheat, revealed that the overall number of the agreement was 94,4%. Meanwhile, only 5,6% who neutral. It is inferred that Kahoot! does not give any chance to cheat. The design of Kahoot! aims to create a fair and engaging environment that discourages cheating and promotes honest participation. Kahoot! is designed to minimize opportunities for cheating during quizzes and games. It is because of Kahoot! quizzes are time-limited, so students only have a limited time to respond to each question. This function prevents students from asking for help from others during the test.

The fourth statement stated that the students like the collaboration & competitiveness in Kahoot! sessions. The result showed that 44,4% chose strongly agree, 44,4% agree, 8,3% chose neutral, and only 2,8% chose to disagree with this fourth statement. The collaboration and competitiveness in Kahoot sessions promote social interaction, teamwork, friendly competition, a sense of achievement, increased engagement, and a fun learning environment. These factors contribute to why students often appreciate and enjoy the collaborative and competitive aspects of Kahoot.

The fifth statement results revealed that there were 91,6% in total of participants who chose strongly agree and agree. It indicates that the majority of the participants agreed with the statement. Moreover, only 5,6% of the participants responded neutrally, and 2,8% disagreed with the statement. From the percentage, the researcher can conclude that there is a positive perception of the participants related to the fifth statement. Students believe Kahoot to be simple and familiar because of its user-friendly layout, familiarity with online quizzes, low learning curve, wide acceptance, consistency in gameplay, mobile device compatibility, and clear directions.

Based on Table 1 and Table 2, the researchers conclude that most participants strongly agree and agree with the statements. It shows that the total percentage of agreement is up to 85%, which shows that the participants agreed with the statements. The findings revealed that the students positively perceived Kahoot as a gamification tool in English learning. As a result, the researchers could conclude that Kahoot! as a gamification tool can be used in English learning because the questionnaire results show a positive perception.

Discussion

After calculating the questionnaire responses, it was reported that most students agreed that Kahoot! is good to be used as a gamification tool in English learning. It also indicates that Kahoot! is fun, exciting, motivating, and interesting and also builds a competitive, collaborative, and energetic atmosphere in the classroom. Moreover, Kahoot! is simple to use and can prevent students to do cheating. These findings align with research by Fuster-Guilló et al. (2019) and Tetep and Arista (2022), which found that Kahoot! can increase students' motivation and excitement in English learning. Students are more motivated because of Kahoot's gamification features, instant feedback, social engagement, competitive atmosphere, tailored learning experiences, variety of information, and encouraging feedback. Kahoot inspires students to actively participate, strive for achievement, and cultivate a love of learning by fostering an entertaining and engaging learning environment.

Moreover, Zhang and Yu (2021) and Hadijah et al. (2020) showed that using Kahoot! as a gamification tool can create fun, engaging motivation, and make the students focus on English learning. Not only for academic goals but also for psychological ones, Kahoot! is useful. Students exhibit curiosity when they are focused on the course material and actively defend their attention. The researcher noticed that the participants' eagerness to learn more is evident in their efforts to remain focused throughout the course. It was determined that Kahoot! is a fantastic tool for encouraging classroom engagement during and after the Kahoot! session, which has a significant impact on students' capacity to recall the material that has been studied.

Thus, motivation is essential for encouraging students to engage in learning activities related to their attempts to advance their knowledge and skills and accomplish the learning process's initial objectives. Activities related to learning can be impacted by motivation. Highly motivated students will concentrate on the learning process and complete the learning exercises successfully. The learning objectives can be met in several ways, including teachers creating motivating environments and highly motivated students.

Furthermore, Donkin & Rasmussen (2021) stated that Kahoot! develop energetic, interactive, collaborative, and competitive learning. Kahoot! excels at developing an energetic, interactive, collaborative, and competitive learning environment. By incorporating these elements, Kahoot! encourages active participation, teamwork, critical thinking, and a passion for learning among students. With Kahoot! students have numerous opportunities to interact with their peers, the instructor, and the course materials. Kahoot! Students are more encouraged to compete with their friends to find the appropriate answers by playing this game, which fosters healthy competition. Students prefer to 'play,' while others express their excitement to obtain the best marks and achieve the highest in the class. The Kahoot! quiz ends with a friendly competition among the students, where the names of the top three finishers receive a higher ranking.

The responses of the participants in answering the questionnaires. The majority of them said that Kahoot! had assisted them in developing an exciting learning experience, one that is characterized by enjoyable learning activities backed by a welcoming classroom environment. At the same time, research by Novrianti (2021) found that Kahoot! can

minimize cheating. Although Kahoot! did not completely eliminate cheating, it did assist in lowering the proportion of students who did so during the test. The chance that a student will cheat other students was reduced because of Kahoot!'s timing feature. Therefore, previous theories and findings in prior studies are proven.

The majority of the students also agree that Kahoot! captured their interest throughout the entire course. Refer to the results to see how the students tried to comprehend and research why they were right or wrong when reviewing their responses to see if they were correct or incorrect. Based on this circumstance, the students were able to develop a more profound comprehension that firmly supports their capacity for memory and active participation in learning activities.

Using the Kahoot gaming platform, students can cultivate positive attitudes and demonstrate a better degree of enthusiasm toward language acquisition, which is the primary objective of this study, according to the data collected and analyzed. Due to their integration of the Kahoot game into their learning, almost all participants have an entirely positive attitude about language acquisition. Their actions and reactions in the classroom underwent a great deal of change. After playing the Kahoot game, the participants also demonstrated a high level of interest in learning languages. According to the participants, Kahoot! made the learning environment in the classroom more engaging. The use of the Kahoot game in the English classroom can therefore be inferred to generate positive attitudes and high levels of motivation among students.

Overall, students perceive Kahoot as a fun and effective gamification tool that enhances their motivation in English learning. By leveraging Kahoot's features, educators can create an engaging and interactive learning environment that promotes active participation, collaboration, and a sense of achievement among students.

Conclusion

Based on the findings of this study, students generally have a positive perception of Kahoot as a gamification tool in English learning. Kahoot quizzes' interactive and competitive nature tends to increase students' motivation and engagement in the learning process. By incorporating gamification elements such as points, leaderboards, and instant feedback, Kahoot creates a dynamic and enjoyable learning environment that appeals to students. Kahoot! can be an effective gamification tool in English learning. One of the key advantages of using Kahoot in English learning is its ability to create an engaging and enjoyable learning environment. The platform incorporates competition, immediate feedback, and a time-based format, which can increase student motivation and participation. By turning English learning into a game, students are more likely to be actively involved and develop a positive attitude toward language learning. Kahoot also provides opportunities for interactive and collaborative learning.

Since Kahoot! is a game-based platform that gives students a sensation of competing in real-time, it fosters creativity in teachers and improves students' learning experiences. Additionally, because feedback is provided right away, students may monitor their learning progress. Kahoot! is an improvement and adaptation of information and communication

technologies in games and education. Students enjoy using Kahoot! because it is simple to develop and provides an engaging learning environment. To improve the learning of the students, it is highly beneficial and efficient. According to the findings, almost all of the students believed Kahoot! was a valuable tool in English learning, and they like and feel competitive when they participate in Kahoot! activities.

Additionally, Kahoot allows for real-time feedback, enabling teachers to assess students' progress and address misconceptions immediately. Further, teachers must ensure that the use of Kahoot aligns with their pedagogical approach and the needs of their students. In summary, Kahoot can be an effective gamification tool in English learning, as it enhances engagement, promotes interaction and collaboration, and offers customizable features. When used appropriately, Kahoot can contribute to creating a dynamic and effective language learning environment. By combining motivation, collaboration, competition, fun, interest, excitement, and energy, Kahoot can enhance the English learning experience and create a vibrant and engaging classroom environment. By leveraging the exciting and motivating features of Kahoot, students can actively participate in collaborative and competitive English language learning activities. The interactive format, immediate feedback, variety of content, and social engagement make Kahoot a valuable tool for enhancing English language skills enjoyably and effectively.

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References and citations should be well-balanced, current, relevant, and in **alphabetical order**. Although every field is different, you should cite references that are not more than ten years old. The studies you cite should be strongly related to your research question. Please use APA 7th Edition style citation and use the Reference Manager app (EndNote, **Mendeley**, Zotero, or other). Please use a consistent format for references-see examples:

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