

**UNCOVERING EFL STUDENTS' PERCEPTION ON USING
KAHOOT! AS A GAMIFICATION TOOL FOR FORMATIVE
ASSESSMENT**

THESIS

Submitted in Partial Fulfillment of the Requirements for Obtaining The
Degree of Bachelor of English Education Department



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
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ACKNOWLEDGMENT

Bismilahirrahmanirrahim,

The researcher gratefully acknowledges Allah S.W.T for providing wisdom, mercy, and good health, allowing them to begin and complete this study report. Salam and Shalawat to our beloved Prophet Muhammad SAW, who has led humanity from darkness to lightness. .

During the course of writing this thesis, the writer realized that many people have offered support in the form of prayers, aid, and motivation. Thus, the writer would like to offer his greatest gratitude to:

1. Prof. Dr. Fatah Syukur, M. Ag as the Dean of Education and Teacher Teaching Faculty of UIN Walisongo Semarang.
2. Dra. Nuna Mustikawati Dewi, M.Pd. as the Head and Mrs. Lulut Widyaningrum, M.Pd. as the secretary of the English Language Education Department.
3. Dr. Muhammad Nafi Annury, M. Pd., as my thesis advisor. He was responsible for patiently providing direction, counsel, correction, and encouragement during consultations.
4. My first love and role model, Mr. Sugiman and my heavenly door Mrs. Suparti. Thank you for all your sacrifices and sincere love. They are the ones who always strive for their first child to get the highest education possible even though they themselves can only get an education up to the elementary stage. To my father, thank you for every drop of sweat and hard work that you exchange into a living so that your child can get to this stage, so that your child can get an education to this level, and thank you for being an example of being a man who is fully responsible for the family. To my mother, thank you for all the motivations, messages, prayers, and hopes that always accompany your children every step and endeavor to become someone who is educated, thank you for the boundless love that never lasts, for the patience and sacrifice that always accompanies my life journey, thank you for being a source of strength and inspiration, and a lamp that never goes out in every

step I take. May mom and dad be healthy, live long and be happy always.

5. To the wonderful students of class XI F, SMA 13 Semarang, thank you for your time, cooperation, and insights during this research. Your participation has been invaluable, and this work is a reflection of your voices and experiences.
6. My dearest friends, Kholishna Fatihatur Rohmah, Salma Muhimmatun Nisa, Aie Khairunnisa Thank you for being an irreplaceable support system in my life. You are always present, accompanying me through joy and sorrow, offering kindness and understanding without the slightest judgment. Your presence has been the greatest source of comfort, always ready to strengthen when I am down and celebrate when I am happy. Our friendship that has been established is a gift that means a lot to me.
7. My best friends in arms, Salma Nuriya Kusuma, Lyna Anifa, Zubdanil Fanni Tafii. Thank you for faithfully accompanying me from the beginning of the lecture until now. You are all great human beings that I have met along the journey of my life. Hopefully after this happiness will continue to come to all of you and hopefully after this you will reach all your dreams and goals with ease and blessings from Allah SWT, Aamiin.
8. All my wonderful friends in Class C of the PBI 21 family. Meeting all of you from the beginning of my university days has been one of the greatest blessings in my life. Thank you for the bonds we have created, the teamwork we have built, and for all the unforgettable memories we have shared. I will cherish them forever.
9. All the wonderful people whose names I cannot mention one by one, Thank you for your support and companionship in helping me complete this thesis. Your presence, kindness, and encouragement mean more than words can express. I truly appreciate every bit of help you've given me throughout this journey.
10. Last but not least, thank you to the author of this thesis, myself, Ulin Nikmah. Thank you for being present in this world, for surviving this far, and for continuing to walk through all the

challenges that the universe presents. Thank you for being strong until the end. Thank you for believing that you are able to complete this thesis and get the degree that you have been working for. Thank you for deciding not to give up no matter how difficult the process you have gone through during the preparation of this thesis and thank you for completing this thesis as well and as much as possible. Thank you for having the courage to be yourself. I am proud of every little step you take, of all the achievements that may not always be celebrated by others. Even though sometimes your expectations don't match what the universe gives, keep learning to accept and be grateful for whatever you get. Never get tired of trying, be happy wherever you are. Celebrate everything in you and make yourself shine wherever you rest. I pray, may the steps of your little feet always be strengthened, surrounded by great people, and your dreams will be answered one by one. In the end, the researcher acknowledges that this thesis is far from perfect in its composition and content. However, the researcher welcomes constructive feedback to improve and refine this work further. It is the researcher's sincere hope that this thesis can be of benefit to others, particularly future researchers, who may find value and inspiration in its findings.

Semarang, 5th of December 2024

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MOTTO

In The Name Of Allah

There are times in life when everything feels so heavy, and the tests that come seem to be beyond my limits. But in the midst of the pressure, I always try to remember that every challenge comes with a purpose, and every test has been tailored to my strengths. In His infinite love and wisdom, God knows how far I can go, even when I start to doubt myself. This verse strengthens my heart, assuring me that I am never truly alone in walking every step of life.

يُسِّرَا الْعُسْرَ مَعَ إِنَّ يُسِّرَا الْعُسْرَ مَعَ فَإِنَّ

"For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease."

~QS: Al-Insyirah:5-6~

وُسْعَهَا إِلَّا نَفْسًا اللَّهُ يُكَفِّ لَا

"Allah does not burden a soul beyond that its capacity."

~QS: Al-Baqarah:286~

"Late does not mean failure, fast does not mean great. Being late is not a reason to give up, everyone has a different process. Trusting the process is the most important thing because God has prepared good things behind the word process that you consider complicated"

Other people can't understand our struggles and hard times, they only want to know the success stories. Fight for yourself even if no one applauds. Our future selves will be very proud of what we strive for today.

ABSTRACT

Title : Uncovering EFL Students' Perception On Using Kahoot! As A Gamification Tool For Formative Assessment

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The use of social media platforms in education has received considerable attention in recent years, particularly for their ability to aid language learning. Kahoot!, a popular gamified interactive quiz platform, offers unique potential for increasing student motivation and engagement in the learning process. However, previous research has tended to focus on Kahoot! as a learning medium, with few investigations specifically addressing its role as a gamification tool for formative assessment. This study addresses that gap by exploring EFL students' perceptions of Kahoot! as a gamification tool in formative assessment, as well as identifying the benefits and drawbacks arising from its use in this context. This study used a descriptive qualitative research design. Data was gathered via semi-structured interviews with five students from Class XI F8 of SMA 13 Semarang in the 2024/2025 academic year. These students were selected through purposive sampling. Data were analyzed using a thematic approach and validated through member checking. The findings revealed that EFL students had very positive perceptions of Kahoot!, viewing it as an extraordinary and enjoyable gamification tool for EFL formative assessment, which significantly enhanced their motivation and enthusiasm. Kahoot! was also found to contribute to interactive English vocabulary enrichment and support the development of reading skills (skimming and scanning) in gamified formative assessment, and was rated as very easy to use. Furthermore, this study identified two main benefits: Kahoot! is able to create a positive and collaborative learning environment, as well as facilitate real-time feedback and self-reflection. However, there are also two significant drawbacks: technical issues and unstable internet connections often disrupt the learning process, and the pressure and anxiety arising from time constraints and speed-based competition systems can increase students' extrinsic cognitive load. This study highlights the

potential of Kahoot! as a versatile and relevant gamification platform for formative assessment in EFL learning, due to its ability to provide engaging, motivating, and interactive learning experiences. The findings provide important insights into the significance of integrating gamification-based digital tools in language learning, and suggest practical implications for educators and learners to optimize the educational benefits of such technology.

Keywords: Benefits, Drawbacks, EFL Students, Formative Assessment, Gamification, Kahoot!, Student Perceptions

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, questions of the study, objectives of the study, significance of the study and limitations of the study.

A. BACKGROUND OF THE STUDY

In the current digital era, the world of education is undergoing a significant transformation through the integration of technology in various aspects of learning. The development of technology has opened up new opportunities in the educational process, allowing for more innovative and interactive learning methods compared to conventional approaches (Dhawan, 2020). The use of digital devices and technology-based learning platforms is increasingly widespread at various levels of education, reflecting a paradigm shift in the teaching and learning process that adapts to the dynamics of information technology development (Cheng, 2019). However, despite the various advances and opportunities offered by these technologies, the learning process is still sometimes faced with various challenges, especially in the study of English as a Foreign Language (EFL). English as a foreign language (EFL) learning refers to the process of learning English in an environment where it is not the primary language of daily communication.

In this context, EFL students often face challenges in developing active language skills due to limited exposure to English usage outside of the classroom environment (Vaca Torres & Gómez Rodríguez, 2017). In addition, other challenges that EFL students still face include low motivation to learn (Nurhadianti & Pratolo, 2020) and lack of opportunities for intensive practice (Munawir et al., 2022). These challenges not only have the potential to hinder students' learning progress, but also indicate that technology integration alone is not sufficient to overcome fundamental barriers to language acquisition (Zou et al., 2021). Therefore, a more comprehensive approach is needed that focuses not only on the delivery method, but also on how students' learning progress is effectively evaluated and responded to. Evaluation serves not only as a measurement of learning outcomes, but also as an instrument to direct the learning process itself. Evaluation can help identify areas of difficulty that EFL students are experiencing, allowing for more focused teaching (Nurhayati, 2020). In this context, learning evaluation, especially formative assessment, becomes very relevant. Formative assessment is needed to measure the extent to which students understand the material as well as identify areas that require continuous improvement (Carless, 2007). The importance of this assessment in learning cannot be ignored as formative assessment serves as ongoing feedback that encourages active learning. Its role is not only to identify errors, but also as a crucial tool to facilitate improvement and increase students'

understanding before they face summative assessments (Sadler, 1989).

In EFL learning, formative assessment provides students with opportunities to repeatedly practice and improve their language skills. This is evidenced by a study conducted by Koroğlu (2021) which showed that digital formative assessment implemented on a recurring basis can improve students' speaking skills. Meanwhile, Trismayanti (2021) mentioned that formative assessment succeeded in improving the aspects of tenses, sentence structure, spelling, and vocabulary of students in the context of writing skills. Formative assessment also enables educators to adjust teaching strategies based on students' individual needs (Naka, 2023), thus improving the overall effectiveness of learning. Thus, the integration of formative assessment in EFL learning is not only an evaluation tool, but also a pedagogical strategy that contributes to increasing students' engagement and motivation in learning English.

Although formative assessment offers a lot of potential to improve learning, its implementation is often hampered by various practical challenges. Obstacles such as students' lack of active participation in the assessment process and teachers' difficulties in providing prompt and meaningful feedback are major barriers. This indicates the need for innovative strategies that can increase the effectiveness of formative assessment and significantly encourage students to be more active in their learning. Amidst this need for

innovation, the utilization of gamification-based digital tools emerges as one of the promising solutions in education. This concept intelligently combines game elements with the learning process, creating an experience that is not only more engaging but also highly interactive (Kiryakova et al., 2018). Gamification offers a more fun and challenging learning environment, while indirectly addressing some of the challenges facing formative assessment.

Seeing the great potential of gamification in overcoming these challenges, Kahoot! comes as an innovative solution that is highly effective in bridging the need for formative assessment with an engaging gamification strategy. Kahoot can be an effective solution to create a fun classroom atmosphere and reduce tension and boredom. Kahoot is an interactive quiz platform that allows teachers to create and present questions in the form of engaging games. Kahoot can be used as a learning medium in a flexible online learning system that can be accessed from anywhere. This convenience is one of the reasons why Kahoot is popular among students, as they tend to prefer online-based learning and have a positive perception of online learning in general (Annury et al., 2022). Kahoot's main advantage lies in its ability to present material interactively through game-based quizzes designed to directly test students' understanding (Nugraha et al., 2023). Through interactive features, Kahoot provides a more dynamic learning experience, increasing student participation and providing instant feedback (Rachmawati Prasetiani & Sukirman,

2024). In addition, the element of healthy competition in Kahoot can increase students' motivation to learn (Perdana et al., 2020). Kahoot was identified to increase student engagement and activeness compared to conventional methods (Sulistiyawati et al., 2021). Kahoot also allows students to learn while socializing with their classmates. They can collaborate with each other, share knowledge, and learn from each other's mistakes. This makes the learning process more fun and meaningful. (Daryanes & Ririen, 2020).

Kahoot can be an effective solution for educators who want to create a fun classroom atmosphere in formative assessment, while reducing tension and boredom during the process. Kahoot as a gamification tool has been identified as useful for transforming the classroom atmosphere into a fun one. Kahoot has the ability to enhance curricular interactions between students and teachers. It can create a more engaging and dynamic classroom environment (Ayuningtiyas & Hajaroh, 2024). In the context of EFL learning, Kahoot! can significantly increase students' motivation in grammar learning (Zarzycka-piskorz & Podchor, 2016). The implementation of gamification such as Kahoot! is proven to increase student motivation, strengthen memory, and create a more interactive learning environment (Mahbub, 2020). The utilization of Kahoot allows educators to evaluate students more efficiently, effectively, and interestingly (Ayuningtiyas & Hajaroh, 2024). Through analyzing Kahoot quiz results, teachers can identify students who need more

attention and further customize their learning methods accordingly (Irwan et al., 2019). Although the quizzes in Kahoot! take place in a short period of time, the effectiveness of learning remains high as students are encouraged to focus more on the task at hand (Licorish et al., 2018). The use of Kahoot! is also proven to increase student engagement in learning, and create an engaging learning experience (Kudri & Maisharoh, 2021).

Several previous studies have examined the use of Kahoot! in the context of EFL learning. A study conducted by Kurniawan (2024) in their research entitled *“Students' Perception on Utilizing Kahoot! as a Game-Based Student Response System for EFL Students”* found that the use of Kahoot! helped to increase student engagement in English learning. Students also felt that this method was more interactive compared to conventional assessment methods. Furthermore, research by Oktaviani (2024) in her study entitled *“Gamifying Education: Exploring Student Perceptions of Kahoot! As a Learning Medium”* revealed that the majority of students have a positive perception of the use of Kahoot! in learning because of its interesting and fun gamification elements. The results showed that the use of Kahoot! can increase students' motivation and understanding of the material taught. In addition, a study conducted by Arimuliani Ahmad (2021) in a study entitled *“Student Perceptions of the Use of Kahoot in Higher Education for the Context of English as a Foreign Language”* showed that students felt more enthusiastic and active in

the learning process when using Kahoot!. The game element in Kahoot! helps them focus more on answering questions and improve their memory of the material they have learned.

Although previous studies have recognized Kahoot as an effective learning medium in increasing students' engagement and motivation in English language learning, there is limited research that specifically addresses Kahoot! as a gamification tool can be strategically integrated in the formative assessment process, particularly in the context of English as a Foreign Language (EFL) learning. Therefore, this research seeks to fill the gap by exploring how Kahoot!, originally known as a game-based quiz platform, can be used as an interactive and effective formative evaluation tool. In this study, a novelty is presented through highlighting Kahoot!'s role as a gamification tool, an aspect that has not been discussed or emphasized in previous studies. Based on such urgency, the authors chose the title “***Uncovering EFL Students' Perception on Using Kahoot! as a Gamification Tool for Formative Assessment***” to provide deeper insights into the effectiveness of this platform in supporting formative evaluation in English language learning.

B. RESEARCH QUESTIONS

The primary research questions guiding this study include :

1. What are EFL students' perception of the use of kahoot! as a gamification tool for formative assessment?
2. What are the benefits and drawbacks of the use of Kahoot! as a gamification tool for their formative assessment?

C. RESEARCH OBJECTIVES

1. To describe EFL students' perception on using Kahoot! as a gamification tool for formative assessment.
2. To explain the benefits and drawbacks faced by students in using Kahoot! as a gamification tool for formative assessment.

D. SIGNIFICANCE OF THE STUDY

The findings of the study are to give some significances :

1. Theoretical significances
 - a. English teachers

This research can provide a theoretical contribution in developing teachers' understanding of the importance of gamification in learning, especially in the context of formative assessment. The results of this study are expected to enrich references on the utilization of interactive media such as Kahoot! as an evaluation tool that not only assesses students' achievement, but also increases their engagement in the learning process

b. Students

Theoretically, this research helps to clarify how gamification, particularly through Kahoot!, can provide a more enjoyable, challenging and meaningful learning experience for students. The findings of this study can also serve as a basis for understanding how students' perceptions influence the effectiveness of using technology in the evaluation process of learning English as a foreign language (EFL).

2. Practical Significances

a. English teachers

This research provides practical insights on how to integrate Kahoot! as part of formative assessment in the classroom. Teachers can understand effective usage strategies, benefits felt by students, and potential obstacles that may be faced in practice. Thus, teachers can design learning that is more adaptive, interactive, and in accordance with the characteristics of students.

b. Students

This research provides a space for students to convey their experiences and perceptions of the use of Kahoot! in learning. Hopefully, students will be more motivated to learn and be more active in participating in formative assessments

because they feel the learning experience is fun and not stressful.

c. Other researchers

This study can be a reference for other researchers who want to study similar topics, especially related to gamification in EFL learning assessment. Future researchers can use the findings as a basis in developing further studies, expanding the research object, or exploring the use of similar applications in other learning and evaluation contexts.

E. LIMITATIONS OF THE STUDY

As explained in the background, this study only focuses on EFL students' perceptions on using Kahoot! as a gamification tool for formative assessment. This study does not include Kahoot's other roles such as learning media or brainstorming. The participants in this study were limited to students in class XI F at SMA 13 Semarang City in the 2024/2025 academic year, so the results cannot be generalized to all students at the junior high school level, both in different school contexts and regions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter highlights three main points such as previous study, literature review and conceptual framework.

A. PREVIOUS STUDY

Researchers use previous research by other researchers as a reference to conduct this study. One research study is *Students' Perception on Utilizing Kahoot! as a Game-Based Student Response System for EFL Students* by Kurniawan (2024). This study was conducted in an English as a foreign language (EFL) learning environment and aimed to investigate students' perceptions towards using Kahoot! as a game-based student response system. The main focus of this study was how EFL students perceived the benefits and challenges of using Kahoot! as a tool in their learning. This study has similarities with the current study, which both discuss EFL students' perceptions of the use of Kahoot! in English language learning. The participants in (Kurniawan et al., 2024) consisted of 100 EFL students at the college level. This study used a quantitative method with a survey approach as the data collection method, where data was collected through a questionnaire given to the participants. The results showed that the majority of the participants had a positive perception towards using Kahoot!. They consider that Kahoot! increases engagement and motivation in English learning. In addition, Kahoot! is also considered to be helpful in understanding the material in a more

interactive and fun way. However, some of the challenges expressed in this study were related to technical limitations, such as internet connectivity and constraints in understanding questions with short time constraints. The main difference between Kurniawan and this study lie in several key aspects. First, the Kurniawan study was conducted on 100 university students, while this study focuses on high school students with a total of five participants. Second, Kurniawan study used a survey-based quantitative approach, while this study uses qualitative methods to explore more deeply how EFL students perceive Kahoot! as a formative assessment tool. In addition, this study focuses more on the gamification aspect in the formative assessment process, while Kurniawan et al.'s study highlights Kahoot! as a game-based response system.

Meanwhile, a similar study *Students' Perception toward the Application of Kahoot! as an Assessment Tool in EFL Class* by Nurhadiani & Pratolo (2020), which was conducted at Ahmad Dahlan University Yogyakarta, Indonesia. This study aimed to investigate students' perceptions towards the application of Kahoot! as an assessment tool in EFL classes. Specifically, the study involved eight students of the Master of English Education program (four male and four female) and used phenomenological qualitative methods. Data were collected through semi-structured interviews to obtain in-depth information about the students' experiences and views on the use of Kahoot! in learning. The results of this study show that the use

of Kahoot! in the learning process increases students' curiosity, motivation, and goals to become successful learners. In addition, Kahoot! also has a positive impact on learning quality, classroom atmosphere, student engagement, and progress in learning activities. The feedback provided through Kahoot! helps students to increase their motivation and understanding of the material learned. The main difference between Nurhadianti's study and this study lies in the number and level of participants, as well as the focus of the study. In Nurhadianti's study, there were eight students in the Master of English Education program, while in this study there were five high school students. In addition, although both studies used qualitative methods, this study focuses more on how EFL students perceive Kahoot! as a gamification tool for formative assessment.

Compared to previous research, this study is *Gamifying Education: Exploring Student Perceptions of Kahoot! As a Learning Medium* by Oktaviani (2024) which was published in STAIRS: English Language Education Journal. This study was conducted at Universitas Negeri Jakarta, Indonesia, and aimed to explore students' perceptions of using Kahoot! as a learning medium in the context of English language education. Specifically, the study involved 30 English Language Education undergraduate students and used qualitative research methods with a descriptive approach. Data was collected through semi-structured interviews as well as open-ended questionnaires to gain insight into how students experience and assess

the use of Kahoot! in their learning. The results of this study show that Kahoot! is perceived as a fun and interactive learning media that is able to increase students' learning motivation as well as engagement in class. In addition, students feel that Kahoot! helps them in understanding the material better due to its gamification feature which provides a more interesting and competitive learning experience. However, some students also mentioned challenges in using Kahoot!, such as limited internet access and difficulty in answering questions with a quick time limit. The main difference between Oktaviani's study and this study lies in the number and level of participants, and the focus of the study. In Oktaviani's study, there were 30 students of The Bachelor of English education program, while in this study there were five high school students. In addition, although both studies used qualitative methods, the study focused more on how EFL students viewed Kahoot! as a gamification tool for formative assessment, while Oktaviani's research further emphasizes the role of Kahoot! as a learning medium in general.

Supporting previous study such as *EFL Students ' Achievement in Reading Comprehension through Gamification Kahoot!* by Lisa Anggraini (2023). This study was conducted at SMK Negeri 1 Godean, Indonesia, and aims to evaluate the achievement of EFL students in reading comprehension recount text through gamification using Kahoot!, as well as explore their perception of the use of Kahoot! as an assessment tool in reading tests. Specifically, the study

involved 36 tenth grade students (21 girls and 15 boys) and used quantitative methods with descriptive design. Data were collected through tests and questionnaires to measure students' achievement of reading comprehension and perception of the effectiveness of Kahoot! the results showed that the highest score achieved by students was 100 and the lowest score was 53, with an average score of 74, which falls into the category of "good". In addition, students stated that the use of Kahoot! as an assessment tool, it can motivate them and create fun and exciting class conditions. The main differences between the research Anggraini et al. and this study lies in the number and level of participants, research methods, as well as the focus of the study. In the study Anggraini et al., there were 36 Vocational High School students, while in this study there were five high school students. In addition, research Anggraini et al. using quantitative methods with descriptive design, while this study uses qualitative methods to explore students' perception of Kahoot! as a gamification tool in formative assessment.

An additional study is *Kahoot! as an Assessment Tools: Students' Perception of Game-based Learning Platform* by Iman (2021), this study was conducted at Syarif Hidayatullah State Islamic University Jakarta, Indonesia, and aimed to determine students' perceptions of game-based learning platforms as a learning evaluation medium. The study involved students from two analytical chemistry classes, where Kahoot! used every two weeks for four months as a tool for formative assessment. Three students from each class were

interviewed to explore their experiences and perceptions of using Kahoot!. Questionnaire Data were processed using descriptive statistics, while data from interviews were analyzed using thematic analysis. The results showed that the perception of chemistry education students to the game-based learning platform as a medium of learning evaluation is quite good. Students also feel that Kahoot! provide challenges in learning. Kahoot! considered as a medium of assessment that is fun and interesting for students. In addition, students feel their learning motivation increases in preparing the material to be tested, resulting in immediate feedback from Kahoot! very effective in correcting errors. The main difference between the Faith Study and this study lies in the number and level of participants, as well as the focus of the study. In the Iman study, participants consisted of chemistry education students at the university level, while in this study, participants were five high school students. In addition, although both studies used qualitative methods, the study focused more on how EFL students viewed Kahoot! as a gamification tool for formative assessment, while Iman research emphasizes students ' perception of game-based learning platforms as a general learning evaluation medium.

Lastly, research study is "*Students' Perception of using Kahoot! as an Online Assessment*" by Muttaqin (2024). This study was conducted at SMPN 1 Lingsar, Indonesia, and aimed to explore students ' perceptions of the use of Kahoot! as an online assessment

tool in English learning. Specifically, the study involved 37 eighth grade students and used quantitative descriptive research methods. Data was collected through Likert scales and interviews to gain insight into students' views on the use of Kahoot! in their learning. The results showed that the majority of students had a neutral view of the use of Kahoot!, with a score of 1073. However, students consider Kahoot! as a fun and easy-to-use app, with features that encourage a constructive learning environment and healthy competition. These findings indicate a positive development among students of SMPN 1 Lingsar in using Kahoot!, especially when it comes to engagement, motivation, competition and concentration. The main difference between the Muttaqin study and this study lies in the number and level of participants, as well as the focus of the study. In Muttaqin's study, there were 37 eighth grade students, while in this study there were five high school students. In addition, although both studies used qualitative methods, the study focused more on how EFL students viewed Kahoot! as a gamification tool for formative assessment, while Muttaqin's research emphasizes students' perception of Kahoot! as a general online assessment tool.

Based on the six previous studies, it can be concluded that there have been many studies on Kahoot! in English language teaching. However, from the existing literature, there appears to be a research gap in that there are no studies that specifically explore EFL students' perceptions of the gamification concept in Kahoot! in the context of

formative assessment. Therefore, this study offers a unique contribution by specifically combining these two aspects—gamification and formative assessment. This study aims to explore in depth how the inherent gamification elements in Kahoot! can shape EFL students' perceptions of its use as a formative assessment tool, thereby providing more focused and comprehensive insights into an area that has not been extensively explored in previous studies.

B. LITERATURE REVIEW

In this chapter, the researcher provides the explanation about literature related to the study.

1. Perception

a. Definition of Perception

Perception is a complex process in which individuals capture, organize, and interpret stimuli from their surroundings to form a certain understanding or meaning. The Big Indonesian Dictionary defines perception as a direct response or reception to a stimulus, as well as an individual's cognitive process of interpreting information through the senses. Perception influences the formation of attitudes, and these attitudes, in turn, guide an individual's actions or behavior. Thus, it can be concluded that an individual's actions are a reflection of the perceptions they hold.

According to the Longman Dictionary of Contemporary English, the term “perception” is defined as a) the way someone

thinks about or understands something and their ideas about what it is like; b) the way someone notices something through their senses, such as sight, hearing, and so on; c) the innate ability to quickly understand or grasp something. Walgito (2010) explains that perception is a process preceded by sensation, which is the process related to the reception of stimuli by an individual through the senses. The stimuli received are then organized and interpreted, resulting in a specific response or understanding. Therefore, perception is greatly influenced by previous experiences, attention, and an individual's interpretation of an object.

Additionally, Ivancevich (2005) defines perception as a cognitive process in which an individual actively selects, organizes, and assigns meaning to various stimuli from the surrounding environment. This means that when our senses capture information from the outside world, our minds do not merely record it passively. Instead, we choose which stimuli to pay attention to, organize them into meaningful patterns, and then assign meaning based on our personal experiences, expectations, and needs at that moment. This process ultimately shapes each individual's unique understanding of reality, explaining why two people can see or hear the same thing yet interpret it differently.

From the above points, it can be concluded that perception is the result of an individual's observation of objects in their

surroundings, accessed through the five senses. This process involves filtering and interpreting the information received, enabling the individual to assess its quality or positivity/negativity. Perception is fundamentally related to the interaction between an individual and their environment, mediated by the five senses. After an individual perceives objects in their environment, the information is then processed to produce meaning.

b. Process of Perception

According to Qiong (2017), The process of perception formation consists of three stages:

- a. Selection: The process of transforming stimuli from the environment into meaningful experiences. Individuals tend to filter the abundant information in their daily lives. Therefore, they sort and store data that is relevant to their interests or focus, while discarding what is considered unimportant.
- b. Organization: The stage of arranging selected information into specific patterns, often referred to as categorization.
- c. Interpretation: The process of assigning meaning to selected and organized stimuli. At this stage, stimuli that have been grouped into stable structures are given meaning. This interpretation can vary among individuals, depending on their sensitivity and how each person understands their surroundings.

c. Types of Perception

According to Irwanto (2002), individuals who have interacted with an object will form two types of perceptions: positive and negative:

- a. Positive perceptions reflect knowledge and feedback that are consistent with the object. This encourages individuals to be more active, accepting, and supportive of the perceived object.
- b. Negative perceptions arise from knowledge and responses that are inconsistent or contradictory to the perceived object. This often leads to passive attitudes, rejection, or even resistance to the object.

d. Factors of Perception

According to Walgito (2004), there are three main factors that play a role in shaping a person's perception:

- a. Perceived Object

This refers to anything that causes stimulation or stimulus. This stimulus can come from outside the individual, such as sounds or sights, but it can also come from within the individual, directly affecting the sensory nerves. However, most of the stimuli that trigger perception come from the external environment.

- b. Senses, Nerves, and the Nervous System

This factor includes the five senses (receptors) that function as stimulus receivers. Once received, the stimulus

is transmitted through sensory nerves to the nervous system, namely the brain. The brain then acts as the center of consciousness that processes the information and produces an appropriate response through motor nerves.

c. Attention

For a perception to form or be recognized, attention is required. Attention is a crucial first step because it is the focus or concentration of all an individual's activities on one or a group of specific objects. Without attention, stimuli received by the senses may not be processed into meaningful perceptions.

Although there are fundamental factors that play a role in shaping perceptions, this process is not static and is greatly influenced by various variables that can cause differences in interpretation between individuals. According to Robbins & Judge, (2013), the factors that influence perception are grouped into three categories:

a. Factors within the Perceiver

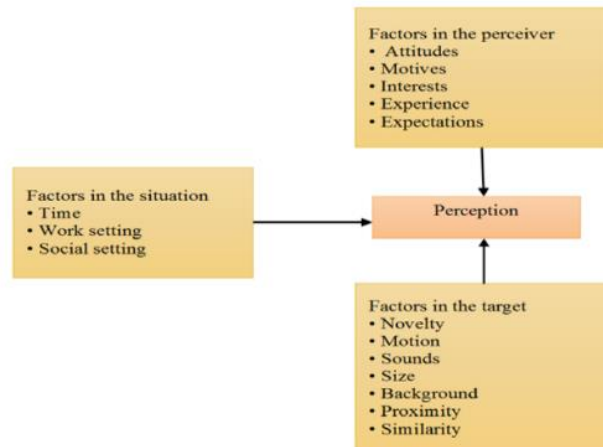
The interpretation process is greatly influenced by the characteristics of the individual doing the perceiving. Some personal factors that play a role include previous experiences, attitudes, personal interests or motivations, and expectations held by the individual.

b. Factors Related to the Perceived Object

The characteristics of the object or stimulus being perceived also play a significant role in the formation of perception. Factors related to the object include novelty, sound intensity, movement, size, proximity, background, and similarity to other objects.

c. Factors in the Situation

The environment or context in which perception occurs also influences the interpretation process. The time, setting, and atmosphere or social setting in which an event takes place can significantly influence how attention is given and perceptions are formed.



Picture 2.1 Factors Affecting Perception (Robbins & Judge, 2013:167)

e. Student Perceptions

Students play a central and crucial role in the success of the formal education process. Without students, the teaching process cannot take place. All stages of learning basically begin with perception, where students interpret stimuli or patterns of stimulation from their surroundings. This perception is the initial foundation of a person's cognitive structure. As explained by Jean Piaget in his theory of cognitive development, individuals actively construct their understanding of the world through the processes of assimilation and accommodation, forming what he calls schemas (Piaget, 1952). These schemas are mental frameworks used to organize and interpret new information. Therefore, it is crucial to instill positive and accurate understanding and perception in students from an early age regarding the material they are learning, as these initial perceptions will form the basis for the development of their cognitive schemas. Furthermore Pintrich & Schunk (2002) argue that the perceptions formed by students become their “reality” in learning, which then influences their motivation, engagement, and academic performance.

In the context of this study, how EFL students perceive the use of Kahoot! as a gamification tool for formative assessment is highly relevant. Similar to learning stimuli in general, if students view Kahoot! positively—for example, as a fun and effective tool

for testing understanding—then this positive perception has great potential to encourage their motivation to learn. Conversely, negative perceptions can hinder their participation and engagement in formative assessment using Kahoot!. Thus, understanding how EFL students perceive this tool will provide valuable insights into the effectiveness and acceptance of Kahoot! in English language learning environments.

2. Gamification in Education

Gamification is a strategy that applies game elements to contexts outside of games (Deterding et al., 2011). The goal is to increase user motivation, enthusiasm, and engagement by utilizing mechanisms and dynamics commonly found in games (Botra et al., 2014). More specifically, gamification can be defined as the use of game elements in a specific field with the aim of making it more interesting by using game mechanics and dynamics in a non-game environment to induce certain behaviors, encourage better interaction, build loyalty, and trigger motivation and engagement in a task.

Gamification has become a rapidly growing phenomenon in various sectors, including education. In the context of education, gamification is used to make learning more engaging, fun and motivate students to be more active. This definition emphasizes that gamification is not just about using games as a whole, but

about integrating the aspects that make games interesting, such as points, badges, leaderboards, challenges and rewards, into a non-gaming learning environment. Gamification in education aims to transform teaching and learning to be more fun and motivating. The concept recognizes that effective learning often requires active participation and intrinsic motivation from students. Through the integration of game elements into curriculum or learning activities, gamification has the potential to spark curiosity, encourage constructive competition, and provide explicit learning objectives for students (Deterding et al., 2011).

The integration of gamification in education offers a range of significant benefits. One of the most prominent benefits is increased student motivation and engagement (Majuri et al., 2014). The interactive nature and reward elements of gamification can make students more enthusiastic to participate and complete academic tasks. This leads to increased participation in the classroom, including from students who may have previously been less active. In addition, gamification often provides instant feedback which is crucial to the learning process, allowing students to immediately identify areas for improvement and adjust their learning strategies accordingly. As such, gamification's ability to create a fun learning environment not only reduces learning anxiety, but fundamentally fosters a

positive attitude towards education, making it key to a more effective and meaningful learning experience.

3. 'Kahoot!'

a. Definition of Kahoot!

Kahoot! is an interactive game-based learning platform. According to Sakdah (2021), This platform allows teachers to effectively create, administer, and share quizzes, surveys, and discussions in an online format. Similarly, Altawalbeh (2023) states that Kahoot! is designed to transform learning materials into a more dynamic and engaging experience for learners, by utilizing game elements.

In its implementation, Kahoot! presents questions in the form of game-like activities. Learners respond to these questions using their personal devices, such as smart phones, tablets or computers, which are connected to the internet. This interactive aspect is at the core of Kahoot!'s appeal and effectiveness in the learning environment. In addition, the Kahoot! system is designed to provide instant feedback to learners. Points are awarded for each correct answer, and learners can immediately monitor their progress. This feature is often reinforced by a leaderboard display that serves as a motivational tool, encouraging participation and constructive competition among students. The flexibility of Kahoot! is also a significant

advantage, as stated by Wang(2015), because it can be applied in both individual and group learning settings, making it adaptable to a variety of different learning needs.

Based on the description above, it can be concluded that Kahoot! is one of the most popular and effective e-learning applications used in learning activities. It provides various features such as quizzes and surveys designed to provide immediate feedback to learners. During the learning process, Kahoot! offers various menus that can be utilized, among others:

- a. Quiz, which presents a number of questions with multiple answer options that must be selected by the player.
- b. True or False, which is a feature that displays statements that must be judged by the player.
- c. Short Answer, where the player is asked to respond in the form of a short answer to a given question.
- d. Puzzle, which challenges the player to arrange the answers in the right order.
- e. Opinion Polls, which serve to gather players' opinions on a topic by choosing one of four available options.
- f. Slides, which allow the presenter to convey additional information or explain the material in more detail.ss

In this study, the focus is on the use of the quiz feature in Kahoot! as a formative assessment tool, by exploring EFL

students' perceptions of their experience using Kahoot! as part of the learning evaluation process.

b. Advantages of Using Kahoot!

According to Bhuna (2023), there are several advantages of using Kahoot!:

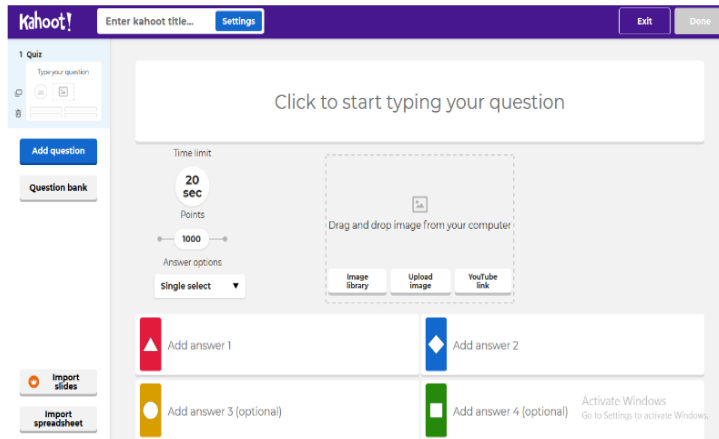
- 1) presents a cheerful learning atmosphere;
- 2) promotes positive competition in the classroom environment;
- 3) triggers students' active participation in activities and discussions;
- 4) increases students' enthusiasm for learning;
- 5) helps students to concentrate on the material being taught.

One of Kahoot!'s strengths is its integrated student learning assessment analysis feature for each question item. This feature makes it easy for educators to evaluate student achievement and provide immediate feedback on the learning process. This feature also allows teachers to ensure not only the correctness of answers but also the response time and level of difficulty associated with each question.

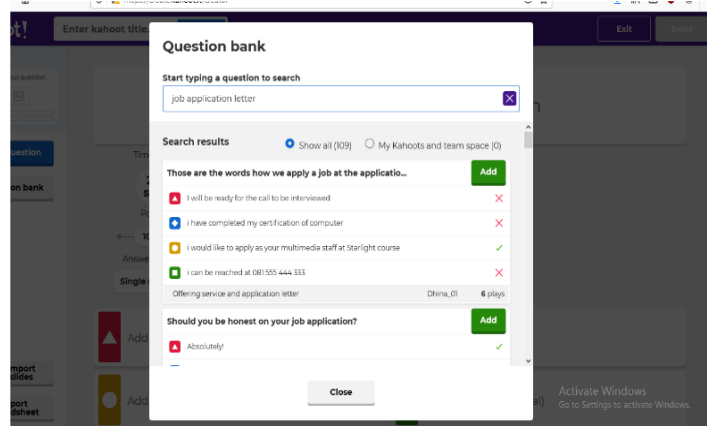
c. The Step of Using Kahoot!

Kahoot! is a gamified student response system (GSRS) that allows teachers to design game-based quizzes and actively engage students in classroom assessment activities (Helmy Nadeem & Abdulaziz Al Falig, 2020). In the context of use, this platform can be operated by teachers by simply connecting a free account to the internet through a laptop device connected to a big screen. Meanwhile, students can easily join Kahoot! sessions by simply accessing “kahoot.it” and entering the code provided by the teacher, without requiring personal account registration. The steps to create a quiz in Kahoot! are explained as follows:

- a. Access the “Create” function.
- b. Select the quiz format (multiple choice) from the list of available game types.
- c. Complete the quiz details and settings section with the necessary instructions. Users also have the option to include videos or images that will be played in the lobby before the game starts.



- d. Arrange the questions and answer options, then mark one or more correct answers. If required, questions can be drawn from a question bank relevant to the topic.

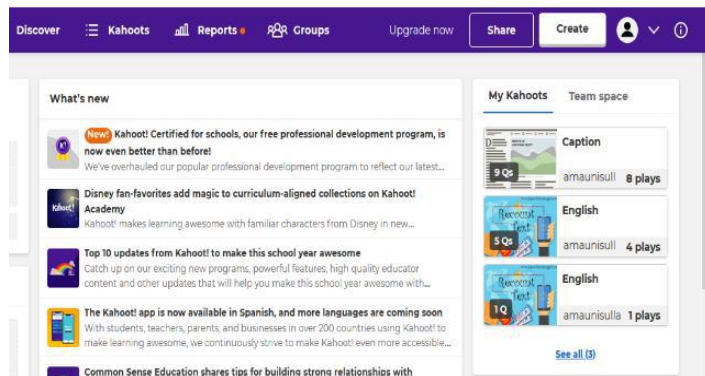


- e. Set an appropriate time limit for each question, especially for questions that are considered difficult, and adjust the point allocation for each question.

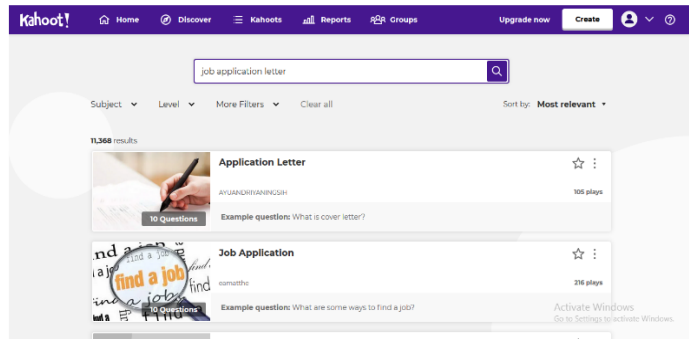
- f. Include images or videos as additional supporting elements to clarify or enhance the questions.
- g. Once all questions have been added, click “Save” to save the quiz.
- h. Finally, users can preview, play, or share the quiz they have created.

The steps to operate the Kahoot! Quiz in the classroom are as follows:

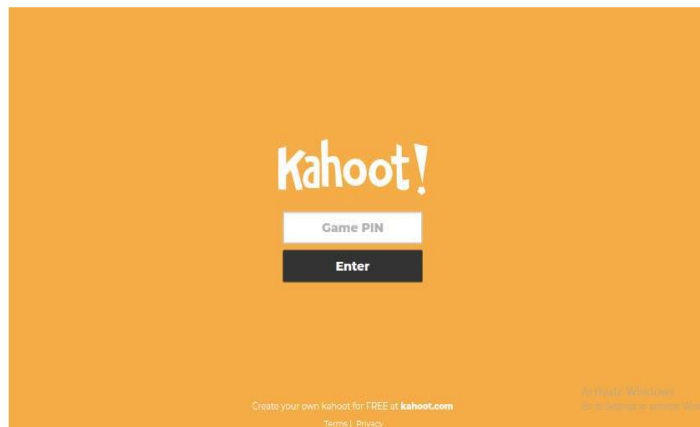
- a. Visit the kahoot.com website and log in to your account.
- b. Select the desired quiz from the Kahoot! list saved on your homepage.
- c. Click “Play” on the quiz to be used. Note that the platform also allows the use of quizzes created by other teachers, which can be customized based on grade level, subject, and relevant material.



- d. Make adjustments to the game settings and select the desired game mode (for example, classic mode for individuals or team mode).



- e. Distribute the game PIN that appears on the screen to all students.
- f. Students will then enter their game PIN and write their nickname on the “kahoot.it” website.



- g. Once all players have joined and their names are visible on the screen, click “Start” to begin the quiz session.

During the game session, questions are presented on the main screen using different color combinations and graphic symbols. Learners are required to respond immediately, as there is a time limit for each question. When all students have responded, the scoreboard displays instant feedback on their performance, showing the top five ranked players. The leaderboard is updated after each question, until the final winner with the highest score is announced at the end of the quiz. In addition, students also receive individualized feedback on their devices, including information on correctness of answers, number of points earned, identification of correct answers, and their ranking. These features such as sound effects, background music, point earning system, and leaderboard are key elements in the design of Kahoot! that aim to increase the fun and competitive aspects of quizzing (Altawalbeh, 2023).

d. Kahoot! as a Gamification Tool

Kahoot! is an interactive platform that serves as a clear example of how gamification can be effectively applied in an educational context. Gamification itself is defined as the use of game design elements and game principles in a non-game context (Deterding et al., 2011). Kahoot! successfully integrates several

key gamification elements that make it a highly engaging and effective tool for learning:

- a. Points: participants earn points based on correct answers and speed of answering. If they answer correctly and quickly, the more points they get.
- b. Leaderboards: After each question or at the end of a session, Kahoot! displays a leaderboard that shows where players rank based on the points they have accumulated.
- c. Rewards: Recognition of good performance such as having one's name displayed on the leaderboard can lead to a sense of pride and personal satisfaction. It becomes a form of reward that encourages continued participation.
- d. Feedback: after answering each question, Kahoot! provides feedback on whether the participant's answer is correct or incorrect. This instant feedback is crucial for learning as it allows participants to immediately understand their mistakes and correct their understanding.
- e. Levels: Kahoot! can have a level system, where players level up when they earn certain points. These levels can be an added motivation for players to keep playing.
- f. Badges: Players can earn badges as rewards for certain achievements, such as answering questions quickly or getting a high score.

e. Kahoot! in Learning English

The application of Kahoot! in English language learning has gained significant attention due to its potential to address common challenges such as lack of motivation and passive learning. In the context of an English as a Foreign Language (EFL) or English as a Second Language (ESL) classroom, Kahoot! can be utilized for a variety of purposes, including vocabulary acquisition, grammar practice, reading comprehension quizzes, and even listening practice (Chicaiza Chicaiza et al., 2024). The interactive and competitive nature of Kahoot! encourages students to actively participate in English learning in the classroom (Sundari & Prasetya, 2024).

Previous studies have shown that the use of Kahoot! in English language learning can result in increased student engagement as well as forming more positive attitudes towards the learning process. Azkiyah (2024) was found that the use of Kahoot! was able to create a more interactive and fun learning atmosphere, which resulted in increased student participation in English learning. In addition, Kahoot! is also proven to be effective in improving vocabulary retention as it provides a repetitive learning experience through a game-based quiz mechanism (Hasanah Lutfi, 2022).

Not only limited to vocabulary acquisition, Kahoot! is also proven to contribute to the development of students' writing skills.

Research conducted by Malvado (2022) showed that the use of Kahoot! can improve English writing skills, particularly in terms of sentence structure and proper vocabulary selection, through competitive and time-based exercises. In addition, findings from research by Alawiyah (2024), who examined the effectiveness of Kahoot! quiz in grammar learning. The results showed that Kahoot! helps students understand grammar rules better due to its immediate feedback and engaging visual elements.

Thus, Kahoot! not only serves as a formative evaluation tool, but also as an effective learning medium to develop various English skills, including vocabulary, grammar, and writing, as well as increasing students' motivation and engagement in the learning process.

4. Formative Assessment

This subchapter consists of the definition of formative assessment, the purpose of formative assessment, formative assessment technique, and the principles of formative assessment.

a. Definition of Formative Assessment

Formative assessment is an assessment activity carried out to obtain useful feedback to improve the learning process that is ongoing or has been carried out. As defined by Black & Wiliam (2009), formative assessment includes “any activity carried out by the teacher, or by the students themselves, that provides

information to be used as feedback to modify teaching and learning activities.” This assessment is used to monitor student learning progress during the learning process and identify weaknesses that need to be corrected so that learning outcomes become more optimal. Through this evaluation, it can be seen who are the students who have achieved success and who still need special attention, so that appropriate corrective measures can be determined. Sadler (1989) stated that one of the main conditions for the success of formative assessment is when students understand the learning objectives and expected success criteria. Thus, formative assessment not only measures learning outcomes, but also shapes students' metacognition through the process of self-reflection.

Formative assessment is not limited to formal instruments such as tests or quizzes. Instead, it also includes observations, class discussions, question and answer sessions, and other activities that provide deep insights into student understanding. Follow-up to this evaluation is done by providing special assistance in the form of remedial to students who have not achieved success, namely assistance to help those who have difficulty understanding certain material. Meanwhile, students who have understood the material well will move on to the next topic. For students who show more ability, teachers can provide an enrichment program, which is additional material aimed at broadening and deepening

understanding of the topics that have been studied. Thus, formative assessment becomes the main driver for improving the quality of learning and teaching, not just a measurement of final achievement.

b. The Purpose of Formative Assessment

The main purpose of formative assessment is to collect information needed by the teacher about the development of students during the learning process. This information is useful as a basis for making improvements and enhancements to teaching and learning activities. Black & Wiliam (1998), in their classic study, confirmed that effectively implemented formative assessment can improve learning achievement, especially for students with low academic attainment. This is due to the ability of formative assessment to help teachers identify students' learning difficulties and immediately provide appropriate interventions. In addition, formative assessment also serves to uncover various obstacles that arise during the learning process, including assessing the effectiveness of the methods used by the teacher and reviewing their strengths and weaknesses. Thus, teachers can make early decisions to make improvements that support the achievement of learning objectives.

c. The Formative Assessment Techniques

Sa'adah (2015) stated that there are various techniques that can be applied in formative assessment, including written and non-written assessment techniques.

Written	Non Written
Daily Test	Direct Questions
Essay	Observation
Portfolio	Interview
Self Assessment	Presentation

This study aims to analyze EFL students' perceptions of using Kahoot! as a gamification tool in formative assessment. In the class that was the object of the study, formative assessment techniques were implemented through interactive delivery of non-written questions using the Kahoot! platform.

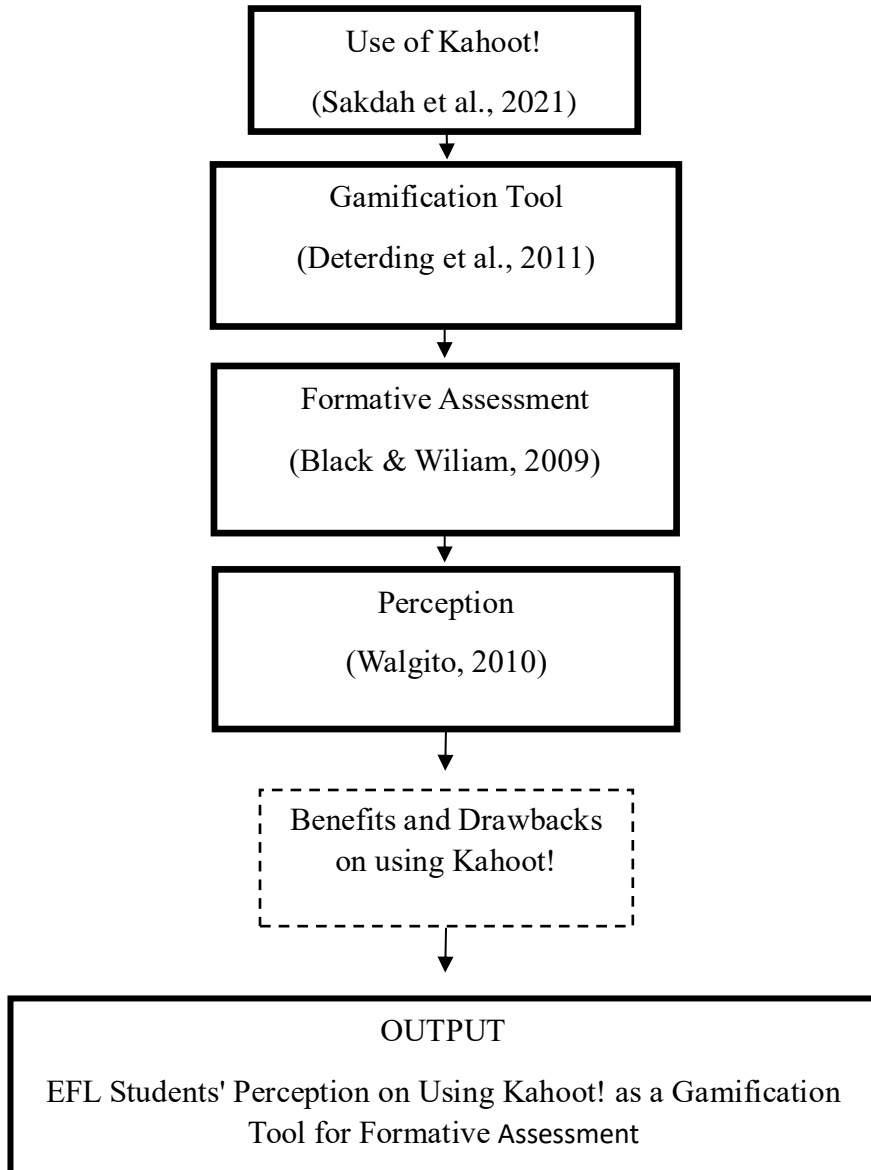
d. Principles of Formative Assessment

In designing and implementing formative assessment, there are several important principles that must be considered. According to Sa'adah (2015), these principles include:

- a. covering all relevant aspects (comprehensive)

- b. takes place gradually and integrated, and is adjusted to the competency objectives to be measured
- c. has clarity, real benefits, and does not cause confusion
- d. is objective
- e. in accordance with the objectives to be achieved
- f. provide adequate time

C. CONCEPTUAL FRAMEWORK



The conceptual framework in this study visually illustrates the logical flow that connects the use of Kahoot! as an instrument, integrated as a gamification tool, in the context of formative assessment, which ultimately shapes EFL students' perceptions of it, while considering the benefits and constraints that arise during its implementation to produce research outputs.

This study first focuses on the use of Kahoot!, a platform widely recognized as an interactive medium for learning, particularly in the context of non-written evaluation. The application of Kahoot! is then intrinsically linked to the concept of gamification, defined as the incorporation of game elements into non-game activities. The primary goal of this gamification approach is to enhance student engagement and motivation in the learning process. Through gamification, learning becomes more interactive and enjoyable, fostering positive learning experiences for students. These positive experiences, in turn, contribute to a deeper understanding of the subject matter and the development of more effective learning strategies.

After understanding Kahoot! as a gamification tool, this framework shifts to its role in formative assessment. As a formative assessment tool, Kahoot! empowers teachers to ask questions directly and collect student responses in real-time, thereby promoting a more dynamic and responsive learning evaluation process. From this series of processes and interactions, students' perceptions of using Kahoot! as a gamification tool in formative assessment begin to form, which

is the main focus of this study. These perceptions reflect how students interpret their experiences using Kahoot! during the learning process. Through the exploration of these perceptions, the researcher also conducted an in-depth search for information regarding the benefits and challenges experienced by students. Thus, the analysis of students' perceptions not only provides a general overview of Kahoot!'s role in learning but also offers important insights into aspects that need to be considered in its implementation, which is the primary output of this study.

CHAPTER III

RESEARCH METHOD

This chapter comprehensively describes the methodological approach used in this study, which was specifically designed to answer the research questions formulated earlier. This chapter covers the research design, research setting, data sources, data collection techniques, research instruments, data analysis techniques, and data validation.

A. Research Design

A research design is a method used by researchers to understand a group or phenomenon around them. The structure or plan of the research is also called the research design Leavy (2017). Research can be qualitative, quantitative, or a mixture of both. Based on the research questions and approaches used in this study, researchers used a qualitative research approach. Qualitative research is known as a type of research design that uses non-numerical data for the purpose of exploring, describing, or explaining data. The importance of subjective experience, the process of making meaning and gaining deep understanding is the basis of qualitative research.

From various types of qualitative research designs, the researcher applied a descriptive qualitative research design in this study to uncover students' perceptions of using Kahoot! as a gamification tool for formative assessment. The focus is on understanding how students perceive Kahoot! and an in-depth

exploration of their experiences, opinions and attitudes towards the integration of Kahoot! as a gamification tool for formative assessment in the classroom learning process.

The main objective of this study is to find out students' perceptions when implementing Kahoot! as a gamification tool for formative assessment and uncover the benefits and drawbacks of Kahoot! in their learning in the classroom. To enhance the credibility and reliability of the findings, member checking was conducted, which allowed participants to validate the interpretation of their responses. This methodological rigor ensures that the research contributes to the ongoing discourse on the effectiveness of gamified learning tools in modern education.

B. Research Setting

This research was conducted at SMA Negeri 13 Semarang, located at Jalan Rowosemanding, Wonolopo Village, Mijen district, Semarang City, Central Java 50215.

C. Source of Data

The main source of data in this study is information obtained directly from the participants. The participants in this study consisted of five students selected from a total of 30 students in class XI F8 of SMA 13 Semarang. The selection of class XI was based on the information obtained by the researcher that the English teacher at that level has often implemented Kahoot! as a formative assessment tool in classroom learning. Although other teachers also use Kahoot!, its

application is still limited and generally only used as a game or ice breaking activity. The reason for choosing class XI F8 specifically was based on the recommendation of Sir Yongki, as the English teacher at SMA 13 Semarang. The recommendation was given with the consideration that most of the students in class XI F8 showed a high level of activeness and enthusiasm towards the use of Kahoot! in formative assessment in class.

The participants of this study were obtained using purposive sampling technique, because the researcher set certain criteria for the participants. According to Bryman (2012), purposive sampling techniques are used to select people, organizations, documents, departments, and others that are directly related to the research question. In selecting participants, the researcher chose a homogeneous sampling technique, where participants were selected based on similar characteristics to obtain detailed information and in-depth examination Patton (2015). Participants were selected for several reasons:

1. Students who have experience using kahoot! for approximately 3 years.
2. Students who have a high interest and enthusiasm for technology
3. students who have good academic performance and actively participate in subjects that integrate Kahoot!.

Data can be collected through field notes from interview transcripts and audio recordings. All information collected was used to interpret students' perceptions regarding the use of Kahoot! as a gamification tool for formative assessment in classroom learning. The data of students who became participants in this research can be seen in the table below:

Table 3.1 List of Research Participants

No.	Name of Student	Students' Initial	Gender
1.	Bianca Namira Palupi	P1	Female
2.	Mutiara Khoirunnisa	P2	Female
3.	Thalita aurora Zahra	P3	Female
4.	Bima Nassyat Afkar	P4	Male
5.	Rangga Andika Putra	P5	Male

D. Method of collecting Data

Data collection is a key stage in scientific research. Qualitative research usually collects data through observation, interviews, documentation, or a combination of these methods. In this study, researcher collected data through interviews. Creswell (2012) says that interviews are used to get more information about the participants' thoughts, knowledge, beliefs, opinions, and feelings about a topic and then record their responses.

The purpose of using interviews in this study is to obtain in-depth qualitative data related to students' experiences and perceptions regarding the use of Kahoot! as a gamification tool in formative assessment. Through interviews, students can directly express their

thoughts, experiences, and perspectives, thus providing greater insight into the effectiveness and impact of Kahoot! in the learning process. In addition, interviews also allow researchers to dig deeper into aspects such as motivations, challenges and benefits that may not be identified through other data collection methods. Thus, the interviews contributed to a comprehensive understanding of the role of Kahoot! gamification in this context.

According to Djam'an & Aan (2017), interviews can be classified into three types, namely structured, semi-structured, and unstructured. In this study, the researcher chose semi-structured interviews as a data collection method because it provides flexibility in its implementation. This method allows the researcher to adjust the questions during the interview, including adding new questions that were not on the initial list. Stuckey (2013) explains that semi-structured interviews have a pre-prepared list of questions, but allow for spontaneous additional questions to obtain more in-depth information from participants. In addition, this approach was chosen because it can further explore students' thoughts, feelings, and experiences. The flexibility of semi-structured interviews allows researchers to explore aspects that arise during the interview process in greater depth, thereby providing a more comprehensive understanding of the research topic.

This study applied a purposive sampling method with a more limited scope, namely 5 students out of a total of 30 students, to ensure

that data collection and analysis could be carried out in depth and systematically. In the research process, direct interviews with participants were used to explore students' experiences and views regarding the use of Kahoot! as a gamification tool in formative assessment.

E. Research Instrument

The data collection instrument plays a crucial role in measuring the gathered data, as it is interdependent with the data-gathering process. In this study, the primary data collection method was interviews with students to explore their perceptions of using Kahoot! as a gamification tool for formative assessment. Specifically, the study aimed to investigate students' perspectives on Kahoot! and identify its benefits and drawbacks in the context of formative assessment. The interview process involved selecting five students from a population of 30 eleventh-grade students from class XI F 8 at SMA 13 Semarang. The interviews focused on understanding students' experiences and opinions regarding the use of Kahoot! in formative assessments, including their engagement, motivation, and challenges encountered. The collected data consisted of verbal responses obtained through semi-structured interviews, allowing for in-depth insights into students' perceptions. This qualitative approach enabled the researcher to gather comprehensive and meaningful conclusions about the effectiveness of Kahoot! in formative assessment and its potential impact on student learning.

Table 3.2 Interview Guideline for Accessing Data About EFL students perception on using Kahoot! as a gamification tool for formative assessment

Theory	Aspects	Indicators	Items of Instruments
TAM (Technology Acceptance Model) by Fred D. Davis - 1989	Perceived Ease of Use (E)	Kahoot! is easy to use for formative assessment in EFL learning.	How easy is it for you to access and use Kahoot! for formative assessment in your English class? Have you ever had trouble?
	Perceived Usefulness (U)	Kahoot! supports the development of students' English language skills through gamification in formative assessment.	In your opinion, does using Kahoot! help you develop your English language skills (e.g., vocabulary, grammar, reading, speaking, or writing)?
	Attitude Towards Using (A)	Students feel happy, enthusiastic and motivated when using Kahoot! in	How do you feel when using Kahoot! in quizzes or formative tests? Does this make

		formative assessments	you more motivated?
	Behavioral Intention to Use (BI)	Students want to continue using Kahoot! in the formative assessment of the future	"Do you want to continue using Kahoot! for English language assessment in the future? (what is the reason ?) do you think formative assessment with Kahoot! is more interesting or different compared to other formative assessment methods? Why?"
	Actual Usage (AU)	Students often use Kahoot! in English learning activities.	How often do you use Kahoot! for quizzes or assessments in your English class?

Table 3. 3 Interview Guideline for Accessing Data benefits and drawbacks on using Kahoot! as a gamification tool for formative assessment

Theory	Aspects	Indicators	Items of Instruments
Benefits Self-Determination Theory (Deci & Ryan, 1985)	Benefits	Kahoot! enhances intrinsic motivation and self-regulation through interaction and feedback	How was your experience in using Kahoot! during formative assessment?
			Does Kahoot! help you to understand the material better through the feedback provided? Why?

Cognitive Load Theory (Sweller, 1988)	Drawbacks	Kahoot! increases cognitive load due to technical challenges and gamification elements	Have you experienced any problems when using Kahoot!?
			When conducting formative assessments or quizzes, do you experience problems related to the game elements in Kahoot!?

F. Methods of Data Analysis

Data analysis is a crucial stage in research, involving the systematic search, processing, and compilation of information. This information can come from various data collection methods such as observation, interviews, and other sources (Sugiyono, 2015). The main objective is to organize, interpret, and present the collected data

in a way that is easy to understand and can be communicated clearly and structurally to the reader.

In this study, the data obtained through interviews will be analyzed using the thematic analysis approach developed by Braun & Clarke (2006). This analysis aims to reveal students' perceptions of the use of Kahoot! as a gamification tool in formative assessment, as well as to identify the advantages and disadvantages of implementing Kahoot! in their formative assessment. The application of thematic analysis enabled the identification of patterns that emerged from the interview data, thus providing in-depth insights into students' views on the use of Kahoot! in the context of formative assessment and learning. The thematic analysis process follows six main stages according to Braun and Clarke:

1. Data Familiarization

This initial stage involves transforming verbal data, such as interview recordings, into written transcripts. The researcher then reads these transcripts repeatedly to familiarize themselves with the content of the data and identify important information relevant to the research objectives. This process is carried out carefully to ensure a comprehensive initial understanding.

2. Code Formation

In this stage, the researcher systematically identifies and organizes relevant data segments from the entire transcript. The researcher then systematically labels or “codes” these segments.

3. Theme Development

Once the data has been coded, the next step is to group related codes into potential themes. Themes are defined as important representations of the analyzed data and have direct relevance to the research questions (Braun & Clarke, 2006). The researcher collects all relevant data under each of these potential themes.

4. Theme Review

This stage involves manually reviewing the initial themes. Researchers verify the consistency of these themes with the underlying codes and the entire data set, often by re-listening to the original interview recordings. This review ensures that the themes accurately reflect the data, resulting in a coherent set of thematic data.

5. Theme Definition and Naming

At this stage, data analysis continues to refine the specificity of each theme and the overall narrative depicted by the analysis. This process results in clear definitions and appropriate names for each theme.

6. Report Writing

The final stage is the writing of the analysis report. This is the final opportunity for the researcher to review and ensure consistency between the codes, the selected themes, and the overall interpretation of the data (Braun & Clarke, 2006). This reporting serves as the researcher's accountability after all data collection and analysis activities have been completed

G. Data validation

To ensure that the research results have a strong empirical basis, the data collected during the research must go through a validation process. According to Masyhuri (2008), validity in qualitative research can be determined through the level of credibility, transferability, dependability, and confirmability of the data. After the researcher tabulated the interview results, participants verified the data using the member check method. Sugiyono (2015) explains that member check is a process in which researchers compare the data that has been collected with the information provided by the sources. This technique is used to assess the extent to which the accuracy of the data obtained is in accordance with the information submitted by research participants. In addition, member checks also play a role in measuring the external validity and transferability of a study. A clear understanding of the research context is a key indicator in demonstrating a high level of transferability. In this study, the member check process was applied in accordance with the formulation of the problem under study. In the first problem formulation, member check was conducted through interviews aimed at confirming students' perceptions of the use of Kahoot! as a gamification tool in formative assessment. Meanwhile, in the second problem formulation, member check was used to evaluate the benefits and weaknesses of Kahoot! platform in their formative assessment.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. FINDINGS

In this section, the researcher presents the research findings based on data collection that seeks to answer the problem formulation: 1) to explore students' perceptions of using kahoot! as a gamification tool for formative assessment 2) to gain insight into the benefits and drawbacks of kahoot! platform in their formative assessment.

1. Students' Perceptions of Using Kahoot! as a Gamification Tool for Formative Assessment

1.1 Kahoot! is an Awesome and Fun Gamification Tool for EFL Formative Assessment

The use of Kahoot! as a gamified formative assessment tool in English as a Foreign Language (EFL) classes is highly appreciated by students due to its engaging and interactive nature. This is in contrast to traditional assessments such as paper-based exercises or written tests, where Kahoot! introduces elements of fun and competition that increase students' motivation to actively participate in the learning process.

Table 4.1 Students' Perceptions of Kahoot! as a Fun Gamification Tool

Participant Quote	Start Code	Subtheme	Main Theme
The timer and sounds in Kahoot! make it feel like playing a game, much more exciting than a regular exam (P1)	Gamification elements make assessment more enjoyable	Gamification makes learning more exciting	Kahoot! is an Awesome and Fun Gamification Tool for EFL Formative Assessment
The colorful visuals make assessments more engaging and fun (P2)	Gamification makes assessment fun	Assessment becomes more enjoyable	
The point system and scoreboard motivate me to answer faster and more accurately (P3)	Competitive gamification features increase learning motivation	Gamification makes learning more exciting	

I'm happy because the immediate feedback helps me identify my mistakes right away (P4)	Positive aspects of gamification feedback	Assessment becomes more enjoyable	
The sound effects and animations in Kahoot! make me feel more relaxed and enjoy the formative quizzes (P5)	Gamification elements reduce stress during formative quizzes	Assessment becomes more enjoyable	

Based on the quotes from the participants, the use of Kahoot! successfully created a fun assessment atmosphere. Elements such as timers, sounds, colorful visual effects, point systems, and animations make the quiz atmosphere more like a game than a formal exam. This makes students more relaxed and enjoy the learning process, while increasing their interest and participation in class activities. The immediate feedback system is also an important point, as it helps students recognize their mistakes in real time,

which makes the learning process more effective and enjoyable.

1.2 Kahoot! Increases EFL Students' Motivation and Enthusiasm in Formative Assessment

The implementation of Kahoot! as a formative assessment tool is highly effective in increasing EFL students' motivation and enthusiasm. Compared to traditional assessment methods that can feel monotonous or stressful, Kahoot! introduces an interactive and game-based experience that makes learning more engaging. The combination of competition, immediate feedback and engaging visuals creates an exciting learning atmosphere that encourages students to actively participate and work on improving their skills.

Table 4.2 Increase in EFL Students' Motivation and Enthusiasm Through Kahoot!

Participant Quote	Start Code	Subtheme	Main Theme
I am more motivated because I want to be at the top of the leaderboard (P1)	Competition increases motivation to learn.	Motivation due to leaderboards	Kahoot! Increases EFL Students' Motivation and Enthusiasm in

			Formative Assessment
I immediately know if my answer is right or wrong through automatic feedback. This makes me even more motivated to learn (P2)	Quick feedback increases enthusiasm for learning.	Enthusiasm due to instant feedback	
The timer and sound make me more focused and challenged to answer quickly (P3)	Sound and time elements add to the challenge of learning.	Motivation due to time and sound challenges	
I am more motivated to learn because the feedback feature helps me identify my mistakes (P4)	Quick feedback increases engagement in learning.	Enthusiasm due to instant feedback	

I want to try again because my score appears immediately and I can compare it with my friends on the leaderboard (P5)	Competition for scores encourages greater effort.	Motivation due to score comparisons	
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From these responses, it is clear that Kahoot! plays an important role in increasing students' motivation and enthusiasm in EFL formative assessment. Gamification elements, such as instant feedback, ranking, and engaging visuals, provide a fun alternative to traditional testing methods. Students appreciate the sense of challenge and competition, which encourages them to learn more effectively. The transformation of assessments into activities that feel more like interactive games than stressful exams, allows Kahoot! to foster positive learning experiences that encourage active participation and continuous improvement..

1.3 Kahoot! Enriches EFL Students' Vocabulary in an Interactive Way

Kahoot! has proven to be an effective gamification tool to enhance EFL students' vocabulary acquisition in an engaging and interactive way. The use of quiz-based challenges, immediate feedback and competitive elements encourage students to actively engage with new words in different contexts, resulting in more effective vocabulary retention.

Table 4.3 Kahoot!'s Contribution to Interactive EFL Vocabulary Enrichment

Participant Quote	Start Code	Subtheme	Main Theme
Kahoot! immediately gives the correct answer when I get it wrong, so I quickly understand the meaning of the word and remember it (P1)	Immediate feedback accelerates vocabulary acquisition	Accelerates vocabulary acquisition	Kahoot! Enriches EFL Students' Vocabulary in an Interactive Way

Getting badges for answering quickly motivates me to memorize more vocabulary (P2)	Badges motivate students to study harder	Motivation to enrich vocabulary	
If I answer incorrectly, I immediately know the correct answer, so it's easy to memorize words for the next quiz (P3)	Immediate feedback accelerates vocabulary comprehension	Accelerates vocabulary acquisition	
I'm more motivated to learn new words because I want to get a high score and appear on the leaderboard (P4)	Gamification elements encourage enthusiasm for learning	Motivation to enrich vocabulary	
The colorful display and images in	Gamification elements strengthen	Increased appeal for learning vocabulary	

Kahoot! motivate me to learn vocabulary and keep me from getting bored (P5)	interest and attention		
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Based on these responses, it is clear that Kahoot! provides an engaging and interactive approach to vocabulary learning for EFL students. The combination of gamification elements and instant feedback helps students acquire and remember new words in a more fun and interactive way. Kahoot! encourages students to develop their language skills in a meaningful and motivating way, as it makes vocabulary learning more fun and dynamic way..

1.4 Kahoot! Supports Reading Skills in Gamification-based Formative Assessment

Kahoot! makes reading practice more engaging by combining interactive and competitive elements. Students are motivated to read more actively, develop key reading strategies such as skimming and scanning, and improve their ability to extract important information efficiently.

Table 4.4 Kahoot!'s Support for Reading Skills in Formative Assessment

Participant Quote	Start Code	Subtheme	Main Theme
Kahoot!'s attractive interface helps me focus more when practicing reading long texts (P1)	Kahoot! makes reading exercises more interesting	Reading becomes interesting	Kahoot! Supports Reading Skills in Gamification-based Formative Assessment
The timer trains me to quickly find important information through skimming and scanning (P2)	The timer trains the use of skimming and scanning	Develops reading techniques	
Because time is limited and there is a leaderboard, I get used to looking for keywords so I can answer	Gamification elements hone reading strategies	Helps improve speed reading skills	

quickly (P3)			
Kahoot! trains me to read quickly because I want to move up in the rankings and know immediately whether my answers are correct or not (P4)	Gamification elements hone reading strategies	Helps improve speed reading skills	
The timer helps me get used to quickly finding important information using skimming and scanning (P5)	The timer trains the use of skimming and scanning	Develops reading techniques	

Based on these responses, it is clear that Kahoot! plays an important role in supporting reading skills in formative assessment. The integration of gamification elements encourages students to engage with the reading material

more dynamically and supports the development of reading skills (skimming and scanning). This approach not only improves their comprehension skills but also fosters a more enthusiastic and active learning environment for developing reading proficiency.

1.5 Kahoot! as an Easy to Use Gamification Tool for EFL Formative Assessment

Kahoot! stands out as a user-friendly and highly accessible gamification tool for EFL formative assessment. Its web-based platform ensures that students can participate without the need to install an app or register for an account, making it especially beneficial for those with limited device storage space.

Table 4.5 Ease of Use of Kahoot! as a Gamification Tool

Participant Quote	Start Code	Subtheme	Main Theme
I can take the quiz right away without downloading anything, and the interface looks like a game, which makes it interesting (P1)	No additional apps required	High accessibility	Kahoot! as an Easy to Use Gamification Tool for Formative Assessment

Just open the website and enter the code, then you can answer the questions and collect points right away (P2)	Easy access via the web	High accessibility	
The navigation is easy, there's sound, color, and points appear immediately after answering (P3)	Intuitive navigation and interface	Simple use	
Simpler than other methods, just click the answer and the score appears instantly (P4)	No confusion and automatic scoring system	Simple use	
The interface is simple, so I can focus on answering and see my position on	Simple interface	Simple use	

the leaderboard (P5)			
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From the responses above, it is clear that Kahoot!'s simplicity and accessibility make it an ideal gamification tool for EFL formative assessment. Students can take quizzes easily with just a game code, thus removing unnecessary technical barriers. Its intuitive design and clear instructions allow learners to focus entirely on the content rather than the mechanics of the platform. These features ensure that Kahoot! remains an effective and engaging tool for formative assessment in the EFL classroom.

2. The benefits and the drawbacks of Kahoot! as a gamification tool for formative assessment

2.1 The benefits of Kahoot!

2.1.1 Promoting a Positive and Collaborative Learning Environment

Kahoot! contributes to creating a more positive and collaborative learning environment, especially in the context of formative assessment. The integration of Kahoot! in formative assessment and evaluation significantly increases interaction between students. Students not only compete, but also share their understanding.

Table 4.6 Benefits of Kahoot! in Creating a Positive and Collaborative Learning Environment

Participant Quote	Start Code	Subtheme	Main Theme
Kahoot! makes the classroom more lively and encourages more discussion among students (P1)	Increasing interaction among students	Positive learning environment	Promoting Positive and Collaborative Learning Environment
Our class has become more active because we often discuss before and after quizzes (P2)	Increases discussion and sharing of understanding	Collaboration in learning	
We often discuss confusing questions after quizzes, so we can learn with	Increases understanding with discussion	Collaboration in learning	

our friends(P3)			
Besides competing, we are also more open to sharing our understanding (P4)	Healthy competition in learning	Positive learning environment	
Learning is more fun because there is interaction with friends, not just listening to the teacher all the time (P5)	Increasing interaction among students	Positive learning environment	

From the above statements, it can be concluded that Kahoot! can build a more positive and supportive classroom atmosphere. Students are more encouraged to participate in discussions, help each other understand difficult concepts, and see multiple perspectives in answering questions. The increased cooperation between

students will strengthen social relationships and create a more inclusive and collaborative learning atmosphere.

2.1.2 Facilitating Real-Time Feedback and Self-Reflection

Kahoot! provides significant Kahoot! provides significant benefits in the formative assessment process by providing immediate feedback after each question. The feature allows students to know the correct answer immediately without having to wait for correction from the teacher. The speed in receiving feedback allows students to instantly identify their mistakes and understand concepts that they may still not have mastered.

Table 4.7 The Role of Kahoot! in Facilitating Real-Time Feedback and Self-Reflection

Participant Quote	Start Code	Subtheme	Main Theme
Kahoot! provides immediate feedback after each question, so there's no need to wait for the teacher to correct it (P1)	Immediate feedback helps understanding	Real-time evaluation in learning	Kahoot! Facilitating Real-Time Feedback and Self-Reflection

After seeing the results, I can reflect on what I did wrong and why (P2)	Learning from mistakes	Self-reflection	
After the quiz, I can reflect and know which parts I haven't mastered yet (P3)	Increasing learning awareness	Self-reflection	
If I get it wrong, I immediately know the correct answer, so I can learn from my mistakes (P4)	Learning from mistakes	Self-reflection	
Immediate feedback helps me understand the material without having to wait for the	Immediate feedback helps understanding	Real-time evaluation in learning	

teacher's explanation (P5)			
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From the participants' statements, it can be concluded that the immediate feedback feature in Kahoot! has a positive impact on the learning process. Students understand the material faster, and they also know the correct answer immediately, so they are more aware of the development of their understanding. Through self-reflection after the quiz, they can identify which parts need further study.

2.2 The drawbacks of Kahoot!

2.2.1 Technical and Internet Issues in Using Kahoot!

One of the main obstacles in using Kahoot! is its reliance on a stable internet connection. Participants reported that connectivity issues often interrupted their experience, which affected engagement and performance during the assessment.

Table 4.8 Technical Issues and Internet Constraints in the Use of Kahoot!

Participant Quote	Start Code	Subtheme	Main Theme
Sometimes an unstable internet connection causes me to fall a few seconds behind my friends (P1)	Internet connection issues	Internet limitations	Technical and Internet Issues in Using Kahoot!
Kahoot! suddenly closed during a quiz, and I missed several questions (P2)	Technical glitches	Technical limitations	
Sometimes a poor connection frustrates me because my score depends on my response speed (P3)	Internet connection issues	Internet limitations	
There is often lag when responding, so my answers are not submitted on time (P4)	Technical glitches	Technical limitations	

If the connection is slow, the next question takes a long time to appear and disrupts the quiz rhythm (P5)	Internet connection issues	Internet limitations	

From this statement, it can be inferred that technical issues, particularly poor connectivity, pose a significant challenge to the effective use of Kahoot!. Kahoot!'s reliance on a stable internet connection can be an obstacle for its users. Therefore, it is very important to ensure a stable internet connection so that Kahoot! can run smoothly when in use.

1.2.2 Pressure and Anxiety Due to Time Constraints

One of the challenges faced by some students when using Kahoot! is the pressure and anxiety caused by the time limit in answering questions. The timer feature in Kahoot! is designed to encourage competition and increase engagement, but for students, it can actually cause anxiety and panic due to limited thinking time.

Table 4.9 Pressure and Anxiety Due to Time Constraints in Kahoot!

Participant Quote	Start Code	Subtheme	Main Theme
The short time to answer made me panic, even though I knew the answer. (P1)	Limited time causes anxiety	Time pressure	Pressure and Anxiety Due to Time Constraints
The speed-based point system made me stressed and confused about whether to think or answer quickly (P2)	Speed-based scoring increases pressure	Time pressure	
Sometimes I haven't finished reading the questions before the time is up, so I just	Time runs out before understanding the question	Time pressure	

pick answers randomly (P3)			
Kahoot! would be more fun if the answer time was more flexible (P4)	Quizzes are more fun with longer time	Time pressure	
The time limit makes me less focused and also anxious, especially if the questions are difficult (P5)	Limited time increases anxiety	Time pressure	

Based on the participants' statements, it can be concluded that the time limit in Kahoot! can be an anxiety-inducing factor for some students. The limited time to answer can interfere with their thinking process and understanding of the material. Therefore, although Kahoot! is an effective formative assessment tool, flexible timing can be an important consideration so that all students have a fairer chance to answer questions without excessive pressure.

B. DISCUSSION

In this part, the researcher presents the answer to the research question. Which seeks to address the formulation of problem : 1) to explore EFL students' perceptions of using Kahoot! as a gamification tool for formative assessment 2) to gain insight into the benefits and drawbacks of Kahoot! platform in their Formative Assessment. This part connects the research findings from the previous part to the research questions. More explanations are provided below:

1. The EFL students' perception on using Kahoot! as a gamification tool for formative assessment

This study aims to uncover EFL students' perceptions of the use of Kahoot! as a gamification tool in formative assessment in the context of learning English as a foreign language (EFL). Based on in-depth interviews with six participants, five main themes emerged: Kahoot! as an excellent and fun gamification tool for EFL formative assessments, enriching students' vocabulary interactively, supporting reading skills in gamification-based formative assessments, ease of Use, and increasing students' motivation and enthusiasm. The following discussion elaborates on these findings with reference to the relevant literature. One of the main findings of this study is the positive perception of students toward Kahoot! as an excellent and enjoyable gamification tool for formative assessment in EFL learning. Participants consistently described

Kahoot! as an engaging platform that successfully transforms the often monotonous assessment process into a dynamic and entertaining activity. Game-based features such as competitions, real-time feedback, and time limits, which are integrated into Kahoot!, have proven effective in creating a more interactive and motivating learning experience. These findings align with the research by Emilio et al. (2024) in their journal article found that Kahoot!'s interactive and competitive game-based approach can create a fun and engaging learning environment for students. Similar support was also found in the study by Alawadhi & Abu-Ayyash (2021). Their research revealed that most students had positive perceptions of Kahoot!, particularly in terms of engagement, motivation, and enhanced learning experiences. Both studies reinforce the findings of this research that Kahoot!, through the integration of gamification elements, consistently creates positive and enjoyable learning experiences in the context of English language learning as a foreign language.

The second finding of this study is that Kahoot! significantly increases the motivation and enthusiasm of EFL students in formative assessment. Participants reported that they felt more motivated and enthusiastic about learning thanks to Kahoot!'s gamification features, such as competitive elements, instant feedback, and a scoring system. This increase in motivation through Kahoot! contributes to higher levels of

student engagement in the learning process. When students feel motivated, they tend to be more focused, tackle challenges with enthusiasm, and strive to understand the material more deeply. This indicates that gamification elements can transform students' perceptions of assessment—often seen as a stressful activity—into an enjoyable and challenging learning experience. These findings are consistent with gamification theory, as explained by Deterding et al (2011) who states that Kahoot! is a form of gamification tool that is easy to use to create a fun learning experience and the application of gamification elements can increase motivation and engagement. In the context of language learning, Kahoot! provides a more interactive and competitive learning experience, which in turn encourages students to participate more actively. Additionally, Wang & Tahir (2020) argue that Kahoot! not only increases intrinsic motivation—where students feel enjoyment and satisfaction during the learning process—but also extrinsic motivation, as the scoring system and leaderboard provide incentives for students to improve their performance. Support for these findings is further strengthened by research conducted by Alharthi (2020) in the *TESOL International Journal*, which shows that integrating Kahoot! into English language learning as a foreign language significantly improves motivation, engagement, and classroom dynamics.

This study also revealed that Kahoot! effectively enriches EFL students' vocabulary through an interactive and gamification-based approach. Participants reported that these gamification-based quizzes were very helpful in acquiring vocabulary, especially because of their ability to introduce new words dynamically and repeatedly. This ultimately improved their understanding and retention of the vocabulary they learned. Participant 1 stated, “Kahoot! immediately gives the correct answer when I get it wrong, so I quickly understand the meaning of the word and remember it.” This highlights the effectiveness of Kahoot!'s instant feedback feature in accelerating the process of understanding word meanings and improving vocabulary memorization, as participants can immediately identify and learn from their mistakes. These findings align with the study by Katemba et al (2022), which showed that using Kahoot! in vocabulary learning significantly improves student performance, driven by interactive and competitive elements that boost motivation and engagement. Consistency was also found in the statements of Ashraf & Rahman (2021) in their experimental study, which indicated that the Kahoot! application significantly improved EFL students' vocabulary skills, particularly in the academic vocabulary (AWL) category. Additionally, research by Ahmed et al (2022) on EFL learners in Iran also showed a significant improvement in vocabulary retention and recall abilities after using Kahoot!.

Similarly, Pahamzah et al, (2022) showed that the use of Kahoot! significantly improved EFL students' vocabulary acquisition and reading skills. Through a classroom action approach, the study found that most students experienced improvements in both aspects, with more than 75% of respondents stating that Kahoot! helped them in understanding vocabulary and reading texts. These four studies confirm that the gamification approach in Kahoot! can create a more effective and enjoyable vocabulary learning experience, unlike traditional methods that may feel monotonous.

Furthermore, this study found that Kahoot! not only enriched students' vocabulary but also supported the development of reading skills in gamified formative assessment. Participants reported that the timed quiz format in Kahoot! encouraged them to read faster and more accurately, thereby effectively improving their comprehension skills—particularly in the application of skimming and scanning reading strategies. Participant 2 stated, “The timer trains me to quickly find important information through skimming and scanning.” This indicates that the time pressure integrated into Kahoot!'s design serves as a motivator to train reading efficiency and encourage them to perform better. These findings align with Mala et al (2023) research, which shows that using Kahoot! in reading instruction effectively helps students develop fast reading skills

through engaging, time-limited exercises. Similarly, Lisa Anggraini et al (2023) in the Surakarta English and Literature Journal reported that Kahoot! gamification enhances EFL students' reading comprehension outcomes and creates a pleasant and motivating classroom atmosphere, as evidenced by the average “Good” score on the recount text. Additionally, Julita (2024) through a literature review in the Journal of English as a Foreign Language Education concluded that gamification, including Kahoot!, provides relevant game elements to enhance motivation, engagement, and reading learning outcomes for EFL students. These findings consistently support the claim that Kahoot! not only enhances students' motivation and engagement but also helps them apply reading strategies more effectively in the context of time-based formative assessment.

Another important finding is that Kahoot! is considered an easy-to-use gamification tool for formative assessment in the context of EFL learning. Participants highlighted its user-friendly interface, accessibility on various devices, and simple navigation as key advantages that made them feel comfortable using it. The simplicity of this platform allows students to focus on learning content without technical barriers that could interfere with the effectiveness of formative assessment. Additionally, intuitive features such as easily accessible game

codes, attractive displays, and real-time responses provide a more interactive and efficient learning experience. This positive perception of Kahoot!'s ease of use is reinforced by research by Licorish et al (2018), which found that students preferred Kahoot! over other gamification platforms due to its simple design and ability to adapt to various learning contexts. This finding is also supported by the study by Idowu et al (2020), which shows that Kahoot! is perceived as easy to use and aligned with learning needs, thereby promoting its widespread adoption in academic settings. Furthermore, the research by Aulia & Muhsin (2022) further supports these findings, with 86.1% of students stating that Kahoot! is easy to use, 91.2% considering the app beneficial for EFL reading learning, and 89.3% expressing willingness to use Kahoot! continuously. This data indicates that Kahoot! is an accessible platform that does not require complex technical skills, thereby supporting the needs of students and educators in conducting effective and efficient learning evaluations.

Based on the findings of this study, it can be concluded that EFL students' perceptions of Kahoot! as a gamification tool for formative assessment are very positive and multidimensional. Kahoot! is not only considered a fun and engaging platform, but also effective in increasing student motivation, engagement, and enthusiasm. Through gamification

features such as competitions, scores, and instant feedback, Kahoot! successfully transforms assessment, which is often stressful, into an interactive learning experience. Furthermore, the use of Kahoot! has been proven to support language skill development, particularly in vocabulary acquisition and reading comprehension, through a dynamic and time-based approach. The ease of use of Kahoot!, supported by an intuitive interface and cross-device accessibility, is also a crucial factor in its widespread adoption. Thus, these findings confirm that Kahoot! is an effective and relevant gamification tool for formative assessment in EFL learning, both from a pedagogical and technological perspective.

2. The Benefits and Drawbacks on using Kahoot! as a gamification tool for formative assessment

This study identified two main benefits and two challenges in using Kahoot! in English as a Foreign Language (EFL) learning based on in-depth interviews with five students. One key finding was the students' view that Kahoot! was able to create a positive and collaborative learning environment. Students revealed that Kahoot! created a fun and supportive learning atmosphere, making them feel comfortable to participate and collaborate. This finding is consistent with research conducted by Alfaruqy & Setyawan (2021) titled

“Learning with KAHOOT! as an Advantageous Learning Experience in the EFL Classroom”. Alfaruqy (2021) concluded that Kahoot! provides a more enjoyable and engaging learning experience for EFL students thanks to its competitive and interactive game elements. Kahoot! not only increases student enthusiasm and participation but also creates a more open and collaborative learning environment. This is highly relevant to the findings of this study, where students perceive Kahoot! as a tool that facilitates a collaborative learning environment. The relaxed atmosphere and student interactions formed through the game make learning more meaningful and participatory. The gamification elements in Kahoot! support the formation of a positive learning community, where students feel more connected and motivated to learn together.

In addition, Kahoot! also facilitates immediate feedback and self-reflection. Students receive instant feedback after answering each question, allowing them to immediately identify their strengths and weaknesses. This process not only provides information about performance, but also encourages active self-reflection. Through the instant results and leaderboard features, students are motivated to critically evaluate their understanding of the material, recognize mistakes, and understand areas that need improvement. This reflection triggers metacognitive awareness, where students begin to adjust their

learning strategies based on their previous quiz experiences—for example, by paying more attention to difficult material or changing the way they understand questions. This aligns with the findings by Sailer & Homner, (2020) in their meta-analysis, which states that feedback is a key component of gamification that can enhance motivation and encourage cognitive engagement through self-evaluation. Students feel more prepared to learn because they can directly see their progress and mistakes, making self-reflection an integral part of a more adaptive and self-improvement-oriented learning process.

One of the important findings in this study is the technical obstacles experienced by students when using Kahoot! as a learning tool, especially those related to internet connection. Some students reported difficulties in accessing questions or completing quizzes on time due to unstable networks. These obstacles disrupted the learning process and reduced the effectiveness of using Kahoot! in formative assessment. These technical problems are a significant obstacle, especially in the context of classroom learning. This finding is in line with research by Sholihah et al (2023), who identified that Kahoot!'s dependence on a stable internet connection is one of its main weaknesses in its application in English language classrooms. Network disruptions cause delays in answering questions and reduce the overall learning experience. Additionally, Alsswey et

al (2024) in their research showed that technological barriers, including poor internet connections, can increase students' learning anxiety and disrupt their academic achievement in EFL environments. Both studies indicate that although technical and internet issues are often considered external factors, they can directly impact student engagement and the effectiveness of Kahoot! in the learning process.

The final finding of my research is that the use of Kahoot! can cause stress and anxiety in students. This occurs because of the time constraints in answering questions and the competitive atmosphere that arises from the scoring and ranking system. These conditions have the potential to disrupt concentration, reduce focus, and create a sense of urgency, thereby hindering optimal information processing. This finding highlights an aspect that has been rarely discussed in previous studies, namely the potential stress caused by Kahoot! in the context of formative assessment. This pressure can be explained through John Sweller's Cognitive Load Theory Sweller (1988). According to this theory, elements such as time constraints and excessive competition in digital games can increase students' extrinsic cognitive load, which is mental load not directly related to the learning content. This increase in extrinsic cognitive load can disrupt information processing and negatively impact accuracy and understanding of the material. These findings are

consistent with the results of a study by Shaker et al (2021) examining the effects of Kahoot! on students' anxiety and self-confidence in learning statistics. While Kahoot! has been shown to increase students' motivation and self-confidence, some participants reported experiencing anxiety due to time pressure during quizzes. One participant even explicitly stated that the time constraints in answering questions added stress and affected their performance. This reinforces the idea that Kahoot!, while effective in increasing engagement and motivation, also has the potential to impose additional cognitive load that can hinder the learning process if not balanced with appropriate settings.

Overall, Kahoot! provides benefits in creating a collaborative learning environment and instant feedback. However, this study also found significant challenges, namely technical constraints and potential stress and anxiety due to time constraints and competition. This increases students' extrinsic cognitive load. Therefore, while Kahoot! is effective in increasing engagement, educators need to consider appropriate settings to mitigate potential stress and additional cognitive load.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is the last chapter of this study. In this chapter, the author presents research conclusions based on the data analysis discussed in the previous chapter and provides suggestions for teachers, students, and future researchers related to the use of Kahoot! as a gamification tool for formative assessment.

A. CONCLUSION

1. Students' Perception of Kahoot! in Formative Assessment:

EFL students have a very positive perception of the use of Kahoot! as a gamification tool in formative assessment. They express high enthusiasm, feel that the lesson material becomes more interesting and memorable, and have a great interest in using Kahoot! in classroom learning. This study highlights the potential of Kahoot! as an innovative, accessible, and interactive platform for language learning and emphasizes its role in helping to develop students' language skills. Overall, this study confirms that Kahoot! is a highly valuable gamification tool for formative assessment because it not only presents learning materials and questions in an engaging and interactive way but also motivates students to actively participate in the assessment process in the classroom.

2. Benefits and Drawbacks of Kahoot! in Formative Assessment:

The benefits of using Kahoot! are clearly identified. Kahoot! plays a role in promoting a positive and collaborative learning environment among participants and also plays a role in increasing interest and motivation to learn. In addition, Kahoot! effectively facilitates real-time feedback and supports self-reflection, which helps participants understand areas that need improvement instantly. Although the benefits are significant, potential drawbacks from using Kahoot! should also be considered. Technical issues such as unstable internet connections or device limitations can hinder participation. Additionally, participants may feel anxious due to time pressure when answering questions, which can sometimes hinder their ability to think calmly and provide optimal answers.

B. SUGGESTIONS

Based on the study's results and conclusions, many suggestions are made for teachers, students, and future researchers that can benefit from this research:

1. For English Learners

This study shows that Kahoot! is very effective in making the formative assessment process more enjoyable and interactive. It is

hoped that English language learners will view Kahoot! not only as an assessment tool but also as a dynamic learning resource to enhance vocabulary mastery and reading skills. Learners are encouraged to actively utilize the gamification features available in Kahoot! for self-reflection and continuous improvement in their learning process.

2. Teachers

The results of this study confirm that Kahoot! is a highly positive gamification tool for enhancing motivation, engagement, and enthusiasm among EFL students in formative assessment. Teachers are advised to continue integrating Kahoot! into their formative assessment strategies, considering elements that students prefer, such as visually appealing displays, instant feedback, and healthy competition. However, teachers should also be mindful of potential challenges, such as internet connectivity issues and time pressure. Teachers can mitigate time pressure by adjusting quiz duration or providing more concise questions, as well as ensuring adequate technological infrastructure is available. Thus, Kahoot! can serve as an effective complement to traditional teaching methods and create a more adaptive and interactive learning environment.

3. Future Researchers

This research can serve as a valuable resource for future researchers interested in exploring similar topics. It is recommended that future researchers expand the scope of their research by exploring the implementation of Kahoot! or similar gamification tools at different educational levels (e.g., elementary school or university) or for other language skills (e.g., speaking or writing), as well as by involving a larger and more diverse sample of participants. Additionally, researchers are advised to conduct a more in-depth study on how to manage the stress/anxiety experienced by students related to time-limited gamification elements. Finally, the use of mixed research methods (quantitative and qualitative) will be highly beneficial for obtaining more comprehensive data.

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APPENDICES

Appendix 1. Letter of Supervisor Appointment



KEMENTERIAN AGAMA REPUBLIK
INDONESIA UNIVERSITAS ISLAM NEGERI
WALISONGO FAKULTAS ILMU TARBIYAH

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

DAN KEGURUAN

Semarang, 07 Juni 2024

Nomor : 2033/Un.10.3/J4/DA.07/06/2024.
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Dr. Muhammad Nafi Annury, M.Pd

Assalamu 'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Ulin Nikmah
NIM : 2103046130
Judul : "Uncovering Student Perceptions of Using Kahoot! as a Gamification
Tool for Formative Assessment"

Dan menunjuk saudara Dr. Muhammad Nafi Annury, M.Pd sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.

a.n. Dekan

Ketua Jurusan Pendidikan Bahasa Inggris

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

Appendix 2. Letter of Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fittk.walisongo.ac.id>

Nomor : 0687/Un.10.3/K/DA.04.10/2/2025

Semarang, 6 Februari 2025

Lamp : -

Hal : Izin Riset/Penelitian

**Kepada Yth.
Kepala Sekolah SMA N 13 Semarang
di Semarang**

Assalamu'alaikum Wr.Wb.

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir skripsi pada mahasiswa Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : **Ulin Nikmah**

NIM : 2103046130

Semester : VIII

Judul Skripsi : **Uncovering Students Perception on Using Kahoot As a Gamification Tool for formative Arresment**

Dosen Pembimbing: **Dr. Muhammad Nafi Annury, M.Pd.**

untuk melakukan riset/penelitian di Sekolah SMA N 13 Semarang yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas, yang akan dilaksanakan pada tanggal 10 - 20 Februari 2025.

Demikian, atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alikum Wr.Wb.



a.n. Dekan,
Kepala Bagian Tata Usaha

Khotimah ✱

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Appendix 3. Letter of Research Statement



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 13
SEMARANG

Jalan Rowosemanding, Mijen, Kota Semarang Kode pos 50215 Telepon (024) 7711024
Pos-el : kaseksma13@yahoo.com, Laman : <http://sma13smg.sch.id>



SURAT KETERANGAN

Nomor : 070/396/2025

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 13 Semarang menerangkan bahwa :

Nama : Ulin Nikmah
NIM : 2103046130
Fakultas/Prodi : Ilmu Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris, S1
Universitas : Universitas Islam Negeri Walisongo Semarang

Yang bersangkutan telah melakukan penelitian di SMA Negeri 13 Semarang pada 10 s.d. 20 Februari 2025 dengan judul **"Uncovering Students Perception on Using Kahoot As a Gamification Tool for formative Arresment"**

Demikian surat keterangan ini buat untuk dapat dipergunakan sebagaimana mestinya.



Appendix 4. Interview Transcripts

Interview Transcripts for Accessing Data About Stundets' Perception On Using Kahoot! as a Gamification Tool for Formative Assessment

1. Researcher: *In your opinion, is Kahoot! as a gamification tool easy to use for formative assessment in English language learning?*

P.1	In my opinion, Kahoot! is very practical. I don't need to install any additional applications, I can just open it directly from my browser. It's very easy to access. The display is like a game, colorful and exciting. So when I'm doing the quiz, it doesn't feel like I'm doing regular questions, it's more relaxed but I can still focus.
P.2	I like it because the process of entering the quiz is easy. Just open the Kahoot! website, enter the game code, and you can start right away. No complicated settings. And while playing, you can earn points every time you answer correctly, so it's like getting a reward. It makes you more motivated to answer
P.3	The first time I used Kahoot!, I immediately understood how to use it. It's not complicated at all. The navigation is clear, the interface is easy on the eyes, and there's sound that makes the quiz more lively. Every time you finish answering a question, the points appear immediately, so you know the results right away. That's what makes it fun.
P.4	Compared to other evaluation methods that sometimes require handwriting or filling out long forms, Kahoot! is much simpler. Because it appears instantly, you just click the answer. No need to think about technical details, you can focus directly on the answer. Plus, you get the score right away, no waiting
P.5	What I like most is the simple interface. So I don't get confused about what to click; everything is clear. Because of that, I can focus on answering the questions. And after finishing the

	answers, my position on the leaderboard is immediately visible. So I can see, ‘Oh, what rank am I?’ and that motivates me to answer faster and more accurately
--	--

2. Researcher: *How do you feel when using Kahoot! in quizzes or formative tests? Does this make you more motivated?*

P.1	To be honest, I feel more motivated when using Kahoot! during formative tests. This is because there is a points system and scoreboard that makes it exciting. I am more motivated because I want to be at the top of the scoreboard. So every time I play, I try to focus and answer as quickly as possible so I can move up the rankings.
P.2	I think Kahoot! is awesome, especially during quizzes. I like it because I immediately know if my answers are correct or incorrect through the automatic feedback. This makes me more motivated to learn. So I don’t have to wait long to find out the results. If my answer is wrong, I can immediately know and remember it. That makes me more motivated to study again so I don’t make the same mistake on the next question.
P.3	My feelings when using Kahoot! are mixed, but mostly enthusiastic and focused. Because there’s a timer and sound effects that make me more focused and challenged to answer quickly. It’s like there’s time pressure, but in a fun way. It’s totally different from written exams, which are usually quiet and still. In Kahoot!, the atmosphere is lively and keeps us from getting bored..
P.4	Personally, I feel more motivated to study since using Kahoot!. One reason is that I’m more enthusiastic about learning because the feedback feature helps me identify my mistakes. Every time I get something wrong, I immediately know, and that makes me not want to repeat the same mistake. It feels like

	learning becomes more effective because we're immediately told where we went wrong.
P.5	I actually want to take more quizzes when using Kahoot!. Because after finishing the answers, my score appears immediately and I can compare it with others on the scoreboard. That motivates me to try again and get a higher score. So, it's not just about wanting to be right, but also wanting to be the best. It's so much fun!

3. Researcher: *Do you want to continue using Kahoot! for English language assessment in the future? What is the reason? Do you think formative assessment with Kahoot! is more interesting or different compared to other formative assessment methods? Why?*

P.1	Yes, I really want to continue using Kahoot! for English assessments in the future. In my opinion, Kahoot! is completely different from traditional assessment methods like written exams. The timer and sound effects in Kahoot! make it feel like playing a game, so we don't even realize we're doing the questions. It's more relaxed, but still challenging because of the time limit and the need to work quickly. Regular exams can be boring sometimes, but this really motivates me.
P.2	I totally agree. I prefer using Kahoot! over traditional methods like paper-based tests or written quizzes. The colorful visuals make everything more engaging. Honestly, I pay more attention to the questions because the bright colors and interactive design keep me from getting bored.
P.3	I also feel that Kahoot! is very effective for assessment. Since I'm the type of person who likes challenges, and Kahoot! has a point system and scoreboard, it motivates me to answer questions faster and more accurately. Each question feels like

	a race, but I still think carefully to avoid mistakes. It makes me more motivated and gives me a sense of purpose.
P.4	Personally, one of the things I like most about Kahoot! is the immediate feedback. Every time I answer, I can immediately know if it's correct or not. And if it's wrong, I can immediately see where the mistake is. That's really helpful because I can fix it right away. I don't have to wait for the teacher to return the test results to find out where I went wrong. So if possible, I really want to keep using Kahoot!.
P.5	I also prefer Kahoot! for assessments. Because with regular tests, it can be stressful, and the atmosphere is very serious. But when using Kahoot!, with its animations and sound effects, it actually makes me enjoy doing the questions more because the atmosphere becomes more fun. So even though it's actually a quiz or assessment, it feels like playing with friends. That really helps to reduce stress.

4. Researcher : *In your opinion, does using Kahoot! help you develop your English language skills (e.g., vocabulary, grammar, reading, speaking, or writing)?*

P.1	Yes, I think Kahoot! is really helpful, especially for learning vocabulary and reading. For example, when I answered a word meaning question incorrectly, Kahoot! immediately gave me the correct answer, so I understood right away and was able to memorize it. Then, during the reading section, because the interface is colorful and has music, I become more focused on reading. Usually, reading long texts makes me sleepy, but with Kahoot!, it feels like playing a quiz game, so I'm more motivated and understand faster
P.2	Yes, Kahoot! helps me in two ways—expanding my vocabulary and improving my reading speed. Because when I

	got a badge for answering quickly and correctly, I became more motivated to memorize new words. When doing reading exercises, since there's a time limit, I got used to looking for keywords, so now I'm better at skimming and scanning. The tight time limit actually trained me to think quickly and effectively
P.3	It's really helpful. In terms of vocabulary, I quickly understand the meaning of words because every time I get it wrong, Kahoot! immediately shows the correct answer. During reading exercises, since the leaderboard appears after answering, I get motivated to answer faster. This helps me focus on the important parts of the text. Both aspects are noticeable: expanding my vocabulary and improving my reading speed
P.4	I'm more motivated to learn vocabulary because I want to get a high score and a good ranking, especially if I can get a badge. Plus, in the reading section, because there's immediate feedback and the score affects your ranking, I've gotten used to quickly finding important information in the text. So my habit of reading quickly has also developed from that
P.5	Absolutely. Kahoot! makes me more motivated when learning vocabulary because the interface is engaging and interactive. For reading, the short timer makes me accustomed to quickly finding important information. Over time, it became a habit of skimming and scanning, and now even when reading long texts, I'm more prepared and don't panic

5. Researcher : *How often do you use Kahoot! for quizzes or assessments in your English class?*

P.1	Almost every English class, actually. I like it because it makes learning fun. But we still get graded, even though it's relaxed, so we still take it seriously.
P.2	In my class, we use Kahoot! almost every English lesson. Sometimes it's for vocabulary practice, sometimes for grammar. So it's often used for formative assessment.
P.3	Quite often, actually. Usually, after learning new material, I immediately use Kahoot! for practice or review.
P.4	Quite often. The teacher said it was part of the formative assessment. But it's fun, because learning becomes exciting, like playing a game but still focused.
P.5	My teacher has used Kahoot several times during formative assessments. Even though it's relaxed, it's still graded, so we can't just answer randomly.

Interview Transcripts for Accessing Data About Benefits and Drawbacks of Kahoot! platform in their learning

1. Researcher : *What is your experience in using Kahoot! during learning?*

P.1	In my opinion, the classroom atmosphere becomes more lively when we use Kahoot!. It's very different from regular quizzes, which are usually quiet, with everyone working alone without talking. With Kahoot!, we often discuss questions with our friends. So, the atmosphere is more lively but positive
P.2	Yeah, the class feels more active. Before the quiz, we usually exchange ideas, like asking, 'Hey, do you understand this?' or 'Where did you read that?' After the quiz, we still discuss the

	questions together. So there's two-way communication, not just listening to the teacher and staying quiet
P.3	After the quiz, I often discuss with my friends, especially about questions that are a bit confusing. Sometimes I don't understand the teacher's explanation, but when my friend explains it, I understand better. So it's like learning from my friends' perspectives, not just one-sided
P.4	What I like is that on Kahoot!, we can be competitive but still relaxed and not tense. We encourage each other to improve, but we're not stingy with knowledge. Sometimes, friends who already understand explain it to others. So, besides being fun, it also makes us more open to exchanging ideas
P.5	Learning becomes more fun in my opinion, because we don't just sit and listen to the teacher's explanation. When using Kahoot!, we can chat with friends, ask each other questions, and the atmosphere is more relaxed. So it's more interactive, not boring like usual

2. Researcher : *Does Kahoot! help you better understand the material through the feedback provided? Why?*

P.1	I really like Kahoot! because every time we answer a question, we get immediate feedback. So we can find out the correct answer without having to wait for the teacher to correct it first. With the traditional method, we sometimes have to wait a long time, and then we end up forgetting the question. With Kahoot!, we find out right away, so we understand more quickly
P.2	Usually after a Kahoot! quiz, I immediately check the results and think, 'Okay, I got this wrong, why did I get it wrong?' So I can reflect on it. It's not just about knowing I got it wrong,

	but also understanding why. I think that makes learning deeper, not just answering questions randomly
P.3	After the quiz is over, I like to check each question I got wrong. From there, I realize, 'Oh, I don't fully understand this part yet.' So it becomes a note for me to study again. The great thing about Kahoot! is that we can immediately identify our weaknesses right after the quiz ends
P.4	If I answer incorrectly, Kahoot! immediately shows me the correct answer. So I can immediately see where I went wrong. That's really helpful because I can learn from my own mistakes. So I don't repeat the same mistake in the next quiz
P.5	In my opinion, the instant feedback from Kahoot! is very helpful. Because we don't have to wait for the teacher to explain each concept one by one to understand what we haven't grasped yet. So the learning process is faster and more efficient. We can understand the material directly from there as well

3. Researcher : *Have you ever experienced problems when using Kahoot!?*

P.1	Sometimes when I use Kahoot!, I find it difficult. That's because the internet connection at school isn't always stable. So, for example, when there's a quiz, my friends have already started, but I'm still loading. Even a few seconds of delay has a big impact on the score, especially since the system is based on speed
P.2	I was really focused on answering the questions, and suddenly Kahoot! logged me out on its own. I had to log in again, and by the time I got back in, I'd already missed a few questions. I

	felt discouraged because my points dropped, even though they were pretty high at first
P.3	Honestly, I often get frustrated when the internet is slow. Because the points in Kahoot! depend a lot on how quickly you answer. If the connection is slow, the answers get submitted late, even though I clicked first. In the end, the points stay low, and that's frustrating
P.4	I often experience lag when answering. So when I've already clicked the answer, the server is slow to register it, and my answer doesn't get counted. Even though I was sure and quick. That's annoying, because it feels like a loss
P.5	When the connection is unstable, it takes forever to load the next question. This disrupts the flow of the quiz. I used to be enthusiastic about answering one by one, but now I have to wait a long time and lose my rhythm. It feels like a pause that breaks my focus

4. Researcher : *Are you experiencing any personal challenges related to the game elements in Kahoot!?*

P.1	In my opinion, the time given to answer in Kahoot! is sometimes too fast. So even though I actually know the answer, because the time is really tight, I end up panicking. In the end, it's not because I can't do it, but because I panic, I end up answering the wrong question
P.2	What confused me was the point system. The value depends on how fast we answer, so sometimes I feel pressured. If I want to think first, I'm afraid I'll run out of time, but if I answer immediately without thinking, I can also get it wrong. It makes me stress myself when I'm doing it
P.3	For long questions, I often haven't finished reading but the time is almost up. I end up just choosing the answer, rather than not

	answering at all. If I had more time to read, maybe I could answer correctly
P.4	I think Kahoot! would be more convenient to use if the answer time could be more flexible. Because not all questions can be answered quickly, especially those that require thinking first. So I think flexibility in time is important so that we can answer in peace.
P.5	The time limit makes it difficult for me to focus, especially if the questions are difficult. I get nervous seeing the timer running. In the end, it's not because I can't do it, but because I'm panicking about the time, I'm not calm and my answers are not optimal

Appendix 4. Documentation of the Interview Session





Appendix 5. Member Check Sheet

07:35 Mutlira XIF smag...
Assalamualaikum wr wb mutlira,
yaa, kaka hanya mau menyampaikan
tentang hasil wawancara kita
kemarin, dari hasil penelitian
dan wawancara kemarin kaka
menemukan beberapa poin penting
yang sudah kaka highlight dari
interview dengan mutlira kemarin,
Untuk Finding yang pertama yaitu :
1. Kahoot is an Awesome and Fun
Gamification Tool for EFL Formative
Assessment
2. Kahoot Increases EFL Students'
Motivation and Enthusiasm in
Vocabulary in an Interactive Way
3. Kahoot Enriches EFL Students'
Gamification-based Formative
Assessment
4. Kahoot Supports Reading Skills in
Gamification-based Formative
Assessment
5. Kahoot as an Easy to Use
Gamification Tool for EFL Formative
Assessment
Finding yang kedua yaitu tentang
Manfaat dan Kekurangan Kahoot
Manfaat :
1. Promoting a Positive and
Collaborative Learning Environment
2. Facilitating Real-Time Feedback
and Self-Reflection
1. Technical and Internet Issues on
Using Kahoot
2. Pressure and Anxiety Due to Time
Constraints
apakah sudah sesuai dengan
pernyataan informasi yang mutlira
berikan kepada kaka? 🙏

15:34
walakumsalam kaka, benar kak data
datanya sudah sesuai 🙏

15:34
alhamdulillah jika sudah sesuai,
selanjutnya kaka mau minta TTD
kaka untuk kebutuhan skripsi
kaka boleh? 🙏

15:35
boleh kak, sebentar ya

15:36
alhamdulillah, terima kasih banyakkk
yaa mutlira 🙏

15:36
sama sama kak ulin 🙏

07:57 Blanca XIF smags...
Assalamualaikum wr wb bianca,
maaf kalo mengganggu waktunya
kemarin, dari hasil wawancara kita
tentang hasil wawancara kaka
dan wawancara kemarin kaka
menemukan beberapa poin penting
yang sudah kaka highlight dari
interview dengan bianca kemarin,
Untuk Finding yang pertama yaitu :
1. Kahoot is an Awesome and Fun
Gamification Tool for EFL Formative
Assessment
2. Kahoot Increases EFL Students'
Motivation and Enthusiasm in
Vocabulary in an Interactive Way
3. Kahoot Enriches EFL Students'
Gamification-based Formative
Assessment
4. Kahoot Supports Reading Skills in
Gamification-based Formative
Assessment
5. Kahoot as an Easy to Use
Gamification Tool for EFL Formative
Assessment
Finding yang kedua yaitu tentang
Manfaat dan Kekurangan Kahoot
Manfaat :
1. Promoting a Positive and
Collaborative Learning Environment
2. Facilitating Real-Time Feedback
and Self-Reflection
1. Technical and Internet Issues on
Using Kahoot
2. Pressure and Anxiety Due to Time
Constraints
apakah sudah sesuai dengan
pernyataan informasi yang bianca
berikan kepada kaka? 🙏

15:57
Benar kak, semuanya sama dengan
yang saya sampaikan kemarin saat
wawancara

16:00
alhamdulillah kalo sudah sesuai, dan
kaka boleh minta foto ttd kamu ga
untuk keperluan skripsi kaka? 🙏

16:02
Ini yaa kakk

16:02
okee, thank you so much bianca 🙏

16:02
Your welcome kak ulin 🙏

23:21 Rangga XIF smag...
Assalamualaikum wr wb rangga,
maaf kalo mengganggu waktunya
tentang hasil wawancara kita
kemarin, dari hasil wawancara kaka
menemukan beberapa poin penting
yang sudah kaka highlight dari
interview dengan rangga kemarin,
Untuk Finding yang pertama yaitu :
1. Kahoot is an Awesome and Fun
Gamification Tool for EFL Formative
Assessment
2. Kahoot Increases EFL Students'
Motivation and Enthusiasm in
Vocabulary in an Interactive Way
3. Kahoot Enriches EFL Students'
Gamification-based Formative
Assessment
4. Kahoot Supports Reading Skills in
Gamification-based Formative
Assessment
5. Kahoot as an Easy to Use
Gamification Tool for EFL Formative
Assessment
Finding yang kedua yaitu tentang
Manfaat dan Kekurangan Kahoot
Manfaat :
1. Promoting a Positive and
Collaborative Learning Environment
2. Facilitating Real-Time Feedback
and Self-Reflection
1. Technical and Internet Issues on
Using Kahoot
2. Pressure and Anxiety Due to Time
Constraints
Dari data tersebut apakah sudah
sesuai dengan pernyataan informasi
yang rangga berikan
kepada kaka? 🙏

23:21
Iyaa kak, itu sudah sesuai dengan
yang saya sampaikan kemarin

23:22
alhamdulillah, kemudian apakah
kaka boleh minta TTD rangga di
kertas kosong untuk kebutuhan
skripsi kaka? 🙏

23:22
Duet 23:21

23:22
Ini yaa kak

23:23
okali thanks rangga 🙏

23:23
Sama sama kak

Appendix 6. List of English Achievement Scores for Grade XI F

DAFTAR NILAI CAPAIAN PEMBELAJARAN SISWA SMAN 13 SEMARANG TAHUN PELAJARAN 2024/2025

Kelas :
Wali Kelas :
Mata Pelajaran :

FORMATIF

No.	Nama Siswa	L/P	AG	NILAI LINGKUP MATERI																				NA FTH					
				NILAIAN HARIAN per- LINGKUP MATERI																									
				LM 1					LM 2					LM 3					LM 4						LM 5				
				F1	F2	F3	F4	FH1	F1	F2	F3	F4	FH2	F1	F2	F3	F4	FH3	F1	F2	F3	F4	FH4		F1	F2	F3	F4	FH5
1	AGNES APRELA RIKA SETYANINGRUM	P	KT	90				90	90				90	90				90				0				0	90		
2	ALVINDRA ADITYA PRATAMA	L	IS	91				91	89				89	89				89				0				0	90		
3	ANGGUN RAHMADANI SISWOYO	P	IS	89				89	92				92	92				92				0				0	91		
4	ANISYA FITRI	P	IS	90				90	83				83	83				83				0				0	85		
5	AULIA DWI HERMANAN	P	IS	89				89	90				90	90				90				0				0	90		
6	AZZAHRA BILOIS SALSABILA	P	IS	89				89	90				90	90				90				0				0	90		
7	BIMA AHMAD DJALIL MUSTAQIEN	L	IS	88				88	89				89	89				89				0				0	89		
8	CAMELLIA PARISCOVA SUSANTO	P	KR	92				92	93				93	93				93				0				0	93		
9	CANTIKA NASYWA NABILA	P	IS	88				88	90				90	90				90				0				0	89		
10	CAROLINE PUTRI SUGHARTO	P	KT	91				91	93				93	93				93				0				0	92		
11	CHELSEA ANATHA KRISTY	P	KR	91				91	94				94	94				94				0				0	93		
12	DEDY LAKSANA DARMANAN	L	HD	89				89	89				89	89				89				0				0	89		
13	DHEVYKA ALLA ALIYA	P	IS	91				91	95				95	95				95				0				0	94		
14	DINI NUR RAHMANIATI	P	IS	88				88	88				88	88				88				0				0	88		
15	FAREL ALBANI PUTRA PRATAMA	L	IS	87				87	89				89	89				89				0				0	88		
16	HASNA NADHRA FAZLA	P	IS	87				87	89				89	89				89				0				0	88		
17	IGBAL WISNU ANULLAH HIDAYAT	L	IS	85				85	89				89	89				89				0				0	88		
18	JELITA TIRSYA NOVIANA	P	IS	88				88	90				90	90				90				0				0	89		
19	JESSICA DIVYNA RATNA HAPSARI	P	KR	92				92	93				93	93				93				0				0	93		
20	LA ZAHIRAN BINTANG KUMALA DEWI	P	IS	90				90	91				91	91				91				0				0	91		
21	MUHAMMAD FAIRUZ HAHIM	L	IS	90				90	90				90	90				90				0				0	90		
22	MUSTIKA LUTHFIYYAH K.	P	IS	89				89	91				91	91				91				0				0	90		
23	NAILA PUTRI MAZAYA	P	IS	92				92	94				94	94				94				0				0	93		
24	NARILA AULIA RAMANDHANI	P	IS	91				91	94				94	94				94				0				0	93		
25	NICOLAUS DWI HARYO WICAKSONO	L	KT	92				92	94				94	94				94				0				0	93		
26	NOVA DINDA RAHAJU	P	IS	89				89	94				94	94				94				0				0	92		
27	QUEENSHA BYLOIS ABELLENA	P	IS	86				86	89				89	89				89				0				0	88		
28	REBECCA NARA ANDINI	P	KR	86				86	89				89	89				89				0				0	88		
29	SAMIRA HEYDI RIYANTO	P	IS	89				89	91				91	91				91				0				0	90		
30	SHERIEL MALEA AGDISYA	P	KR	87				87	90				90	90				90				0				0	89		
31	TANGGUH PUTRA RAGASA	L	IS	86				86	88				88	88				88				0				0	87		
32	YUSFI AHMAD MUBARAK	L	IS	86				86	89				89	89				89				0				0	88		
33	YUSUF ARRASYID	L	IS	88				88	88				88	88				88				0				0	88		
34	ZONI RIFKANSYAH	L	IS	86				86	88				88	88				88				0				0	87		
35	ZULFIANI SARAH AMELIA	P	IS	87				87	89				89	89				89				0				0	88		
36								0					0					0				0				0			
	Jumlah																												
	Rata - Rata																												
	Maksimum																												
	Minimum																												
	Jumlah Siswa yang sudah tuntas																												
	Jumlah Siswa yang belum tuntas																												
	DAYA SERAP																												

CURRICULUM VITAE

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Formal Education

1. SD Negeri 015, Samarinda, Kalimantan Timur
2. SMP Negeri 2, Samarinda, Kalimantan Timur
3. MA Khozinatul Ulum, Blora, Jawa Tengah
4. English Education Department, Faculty of Teacher Training and Education, UIN Walisongo, Semarang

Informal Education

1. Khozinatul Ulum Islamic Boarding School, Blora
2. Darul Falah Besongo Islamic Boarding School, Semarang

Semarang, 16th June 2025

Ulin Nikmah
NIM : 2103046130