

**STUDENT VOICES ON KAHOOT: AN EXPLORATION
ON EFL LEARNERS' MOTIVATION IN HIGH
SCHOOL**

THESIS

**Submitted in Partial Fulfillment of The Requirements for
Gaining the Bachelor Degree of English Language
Education**



By:

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2024**

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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not charge a soul except (with that within) its capacity”

(QS. Al Baqarah: 286)

“The greatest glory in living lies not in never falling, but in rising every time we fall”

-Nelson Mandela

ABSTRACT

Title : Student Voices On Kahoot: An
Exploration of EFL Learners'
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Science and technology development has touched all aspects of life, and education is no exception. The effect of technological development is used to improve the service and quality of education which is always demanded to adapt to the changing times. The implementation of digital technology in the learning process is by using the appropriate learning media, so it can improve the quality of learning outcomes and provide motivation to students. The use of digital technology in the learning process is known as game-based learning. With this method, students are expected to explore learning materials with the help of technology, so that students get a new learning experience that is unique and fun and can increase their learning motivation in learning English. One of these digital platforms is Kahoot. This study aims to determine students' perceptions of the use of Kahoot media to enhance motivation in learning English in Class XII. Data analysis was conducted by descriptive quantitative based on the results of a questionnaire survey that included questions about the use of Kahoot in enhancing students' learning motivation in English learning. The results showed that 18 students of class XII had a fairly positive perception of the use of Kahoot in enhancing motivation in English learning. Based on these results, it can be concluded that Kahoot can enhance students' learning motivation in English learning and it is necessary to increase the intensity of its use to ensure that students get a joyful learning experience and enhance their motivation.

Keywords: *English learning, Kahoot, motivation, perception.*

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CHAPTER I

INTRODUCTION

In this chapter the researcher describes background of the research, research question, objective, significance of the research, and limitation of the research.

A. Background Of The Research

Over the years, science and technology have been expanding rapidly and affecting all aspects of life. The development of ICT (Information Communication and Technology) is indispensable in the world of education. Thomas ((2014), as cited in Safitri (2024)) argues that these digital developments are utilized to improve the quality and service of education. Education is always required to be able to adjust the development of information and communication technology, especially in the learning process. Learners are expected to be active by providing opportunities and space to explore and communicate with the peers through the use of digital technology. The optimal application of digital technology is also expected to help students realize the demands of 21st century learning, namely 4C (Communication, Collaboration, Critical and Creative Thinking and Problem Solving) (Afandi et al. (2013), as cited in Sulistiyawati et al. (2021)).

The Implementation of digital technology In the learning process Is carried out by selecting the right learning media. According to Suryani et al. (2018) learning media is a medium or tool used in learning to convey messages from educators to students. In other words, learning media is any tool used to make it easier to achieve learning goals and in the delivery of material. The selection of learning media is important because if the

right media is chosen, it will produce good learning outcomes and vice versa. The right learning media can bring benefits in the student learning process as stated by Sudjana & Rivai (1992), including: (1) it can foster learning motivation because the learning process becomes more interesting; (2) the media can make the meaning of learning materials clearer; (3) the media can make variations in learning methods more varied; (4) the media can make student activities more during learning activities, so that they are not only centered on educators.

On the same lines, Rohmawati (2022) in her book states that the effective use of learning media increases student participation and activeness in the learning process because the learning environment becomes more dynamic and attractive. Moreover, learning media also helps to convey abstract material or concepts to be more easily understood by students. The proper learning media could be used to improve the efficiency of the teaching process through the development of learning methods and approaches (Syarifudin & Utari, 2022).

By using technology, learning media becomes various and innovative. Learning can be integrated into a game, but it does not lose the substance of learning itself. One of these innovations is simulation-based educational games as educational media that has a learning by doing model (Vitianingsih, 2017).

One of the platforms that can be used as a game-based learning media is Kahoot. Kahoot is one of the learning media that can be used to develop assessments with pre-test or post-test activities, or problems that must be solved. Kahoot features quizzes, games, discussions and surveys that involves students with a direct response

system. This website is also able to indirectly increase students' thinking speed with a limited time feature to work on the questions presented.

With several features in Kahoot such as pictures and short games, Kahoot can also be a learning media that can increase students' learning motivation in the course. However, so far it is still difficult to find research that discusses students' perceptions of using Kahoot to increase motivation in English learning. Kahoot has been widely used in various learning models in educational settings and there have been many studies related to Kahoot in various contexts. However, this study specifically focuses on the use of Kahoot in the English language classroom in an EFL context in high school. Whereas previous research has only focused on Kahoot's involvement in learning, this study was conducted to explore students' perceptions of using Kahoot to gain an understanding of the impact of game-based learning on motivation in language acquisition. By focusing on students' perceptions, the research helps to expand the literature on understanding the use of digital learning tools in influencing motivation and improving the quality of education (Yu et al., 2021). Ultimately, this research provided educators and future researchers with a wider understanding of the challenges and opportunities faced by high school students in the use of game-based learning in the context of language learning.

B. Research Question

The formulation of the problem in this study is "How do students perceive the use of Kahoot to enhance motivation in English learning?"

C. Research Objectives

Explain EFL students' perception toward the use of Kahoot! as a game-based learning tools to enhance motivation in English course.

D. Significance Of The Research

1. Theoretical Benefits

The results of this study are expected to provide information to improve learning activities to motivate and encourage student learning and can be used as a reference and consideration for future research.

2. Practical Benefits

a. Teacher

The results of this study are expected to be one of the sources of information for teachers and educators about students' perceptions of the use of Kahoot! to enhance students' learning motivation in English learning.

b. Students

The results of this study are expected to provide information to students on how to use Kahoot! in enhancing English learning motivation, so it can help students understand the right learning media for them in learning English.

c. Researchers

This research is expected to be a new experience and perspective on the world of education for future researchers in developing

new learning methods to continuously improve the quality of education.

E. Limitation Of The Research

Considering the limited ability, cost and focus of the research, hence the author limits this research by only discussing student perceptions of the use of Kahoot! learning media to enhance motivation and there is no further discussion of why and how it can affect motivation, and the participants of this study only represent the perceptions of class XII students at SMA Walisongo Semarang.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous research and theoretical review relevant to this present research.

A. Previous Research

Before conducting this research, the researcher explored several relevant researches. There are many researches related to students' perceptions of the use of Kahoot! as a learning media in the classroom, both as a medium to enhance motivation and improve student learning outcomes. These studies strongly support this research, including:

Research conducted by Irwan Satria et al. (2024), which investigated the effect of using Kahoot! on English learning motivation gained a satisfying result, which was a significant increase in motivation due to the impact of using Kahoot! in learning. This study compared two learning methods –conventional and Kahoot! by dividing students into two study groups to find out the different results.

Research on the use of Kahoot! in English learning that focuses on structure material by Irma Rasita Gloria Barus et al. (2018), also shows the results that Kahoot! can improve students' understanding of the material and increase student learning motivation, so the students' learning outcomes can also be increased.

It was supported by research by Tengku Muhammad Hanafi Mustafa (2022), which showed that Kahoot can enhance motivation and learning outcomes in answering questions related to present-tense. Based on the author's observations, it shows that Kahoot as a digital

game-based learning media can enhance student motivation in learning, as well as facilitate the learning evaluation process in order to achieve learning objectives.

In other subjects besides English, it also shows that the use of Kahoot can indeed boost motivation and along with the improvement of student learning outcomes compared to conventional learning media. This is in line with research by Kinanti Amira Putri (2023), in her research on the effectiveness of using Kahoot on motivation and learning outcomes of junior high school students in social studies subjects. Research by Indra Perdana et al. (2020), which investigated students' perceptions of the use of Kahoot as a learning media in Indonesian language lessons. This study provides exposure to students' perceptions of the use of Kahoot! which is good with the results of 48% very good and 44% good.

In line with this study, research by Zera Ilhami (2019), which investigated students' perceptions of the use of Kahoot! in Arabic language learning also showed positive results. Students gave positive perceptions, with 62.5% strongly agree and 37.5% agree. Both studies indicate that Kahoot! is very suitable to be used as one of the learning media for language subjects. In addition, the positive results also show that Kahoot! is easy to use as a learning medium by both teachers and students. Kahoot media provides interesting features such as images and sounds that make students more interested in learning, so it can indirectly increase students' motivation and engagement in learning.

As research by Yhadi Firdiansyah et al. (2021), on student perceptions of the use of Kahoot as an economic

learning evaluation media also shows positive results. Based on the questionnaire data, it shows a positive influence and increased learning outcomes because Kahoot has an attractive appearance and provides live feedback so that students can see directly the results of the quiz that is done. Supported by research by Wiwik Sulistiyawati et al. (2021), on the role of Kahoot in supporting mathematics learning which shows that the use of Kahoot can improve student learning outcomes, accelerate thinking skills, improve understanding of material and increase student motivation as well as independence in learning.

The similarity between previous research and this research is the focus on the use of Kahoot as a media to enhance student learning motivation in subjects. However, there is a slight difference in that most studies present data on the cause and effect of how the use of Kahoot affects motivation, while this study only discusses students' perceptions of the use of Kahoot in the classroom. By presenting the survey results descriptively, it is expected to gain an understanding of the role of game-based digital learning media such as Kahoot in increasing student motivation in learning, especially English.

B. Theoretical Review

1. Kahoot-based Learning Media

Learning media is a tool or supporting medium used to achieve effective and efficient learning objectives. Learning and teaching activities are inseparable from learning media. Learning media serves as a medium between teachers and students in the learning process and material delivery. As stated by Nurfadhillah (2021), learning media is not only a medium for sending messages, but also as a tool for

stimulating feelings, thoughts and attention and students' interest in learning.

As learning media has an important role in the learning process, Kustandi (2020) as cited in Astuti (2023), reveals the benefits of learning media, including: (a) clarifying the material presentation thus facilitating the learning process; (b) increasing and directing students' attention to foster learning motivation, the relationship between students and the environment, and allowing students to learn independently according to their interests and abilities; (c) increasing interaction between teachers, the environment and society.

Learning media can be visual, audio, audio-visual, or multimedia (Santrianawati, 2018). In practice, especially in the current era, learning media can take the form of various types. One of them is game-based learning media. Game-based learning media is a combination of several interactive media (text, audio, graphics, animation, simulation and video), which are modified so it can be used to convey material to be taught to students (Wiranti et al., 2021). In addition, game-based learning media could also utilize platforms that are already available on the Google search engine, one of which is Kahoot.

Kahoot is one of the interactive learning media that has quiz and game features, which can be used as an evaluation and teaching media (Janattaka & Tiwana, 2022). Educators can use Kahoot to create simple test questions to help students remember the material. Kahoot has an attractive visual appearance, so students

feel more interested and motivated to do well compared to written tests (Natalia, 2019).

2. Motivation

Motivation according to Uzer Usman (2002) is the internal power of a student that encourages him to do something or a situation that causes students to start a series of behaviors or actions. In other words, motivation is a series of efforts built by students to provide certain conditions, so students are willing and want to do something.

Another opinion from Nasution (2018), about motivation is the support that arises through outside and inside students in order to carry out a learning activity because of a target which is characterized by changes in attitude / behavior due to a stimulus and response that work together. Rohmalina Wahab in her book *Psychology of Learning* (2015) argues that motivation is very important because it is the basis for supporting learning activities.

CHAPTER III RESEARCH METHOD

This chapter discusses the research methodology. It consists of research design, research setting, source of data, technique of data collection, instruments and data analysis.

A. Research Design

The method used in this research in quantitative-descriptive that focused on students' perception using Kahoot to enhance motivation in English language learning. The researcher conducts a planned and systematic investigation using numerical data and the findings results in quantitative conclusions.

1. Research Setting

In this study, the researcher obtain data from questionnaire survey. The research was conducted at SMA Walisongo Semarang, located in Jl. Ki Mangunsarkoro No. 17, Karangkidul, Brumbungan, Semarang Tengah. The research was started on 17th October until 24th October 2024.

2. Participants

The population of this research were 18 people of XII-IPA students of SMA Walisongo Semarang. The researcher chose XII-IPA as participants in this study, because XII-IPA receive fewer English classes than XII-IPS class. XII-IPA only receives English lessons once a week, 2 hours per lesson. While XII-IPS gets English learning 4 times a week, which consists of Compulsory English and Elective English. Therefore, XII-IPA has a possibility of lower motivation and interest in learning English compared to XII-IPS.

3. Research Focus

The focus of this research is to investigate how students perceive the use of Kahoot to enhance motivation in English learning.

B. Techniques Of Data Collection And Research Instrument

In scientific research, the quality of research depends on the quality of data obtained and collected. The researcher used a survey questionnaire to explore the data needed with the following procedure:

- Preparing learning tools
- Preparing quizzes that will be presented on Kahoot
- Explaining Asking and Giving Opinion material to students
- Providing experience of using Kahoot in English learning
- Giving questionnaires to students
- Analyzing the data that has been obtained
- Making conclusions

C. Data Analysing Technique

This research was carried out carefully to obtain data related to the use of Kahoot to enhance student motivation. This research uses descriptive analysis, in order to obtain a clear overview and description of the phenomenon of using Kahoot to enhance student motivation. However, the researcher does not put forward causal claims as to why Kahoot can affect motivation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter introduces the outline of the school, research results and considerations. In this part, researcher will discuss the result of the study.

A. Research Finding

The researcher will describe the findings of students' perceptions of the use of Kahoot to enhance motivation in English language learning and how teachers integrate Kahoot in learning. Furthermore, the researcher presents the data from the survey questionnaire related to the use of Kahoot to increase motivation in English language learning.

Based on the question about Affection (Students' feelings on English class) aspect, with question "How do you feel when you attend English lesson", 78% of the 18 participants chose "happy without feeling overwhelmed" when taking part in English lessons. This shows that the teaching methods used are successful in creating a fun and supportive learning atmosphere, so that students feel motivated and comfortable. While the other 22% who chose "neutral" can be interpreted that English learning does not give a strong emotional impression, either positive or negative. It is likely that students do not feel a significant impact from the learning carried out.

Overall, the results show a dominant positive response which can be an indication that the methods used in the classroom successfully provide an enjoyable learning experience.

Based on the Platform Recognition and Experiences Aspect, from the question "Do you know

Kahoot website?”, 61% of the 18 participants already knew the Kahoot website. This result shows that students who have known this website have previous experience in using Kahoot and can adapt to the use of this platform in further learning activities. While the remaining 39% are not familiar with Kahoot. This result is an indicator for educators to introduce digital platforms as a support for learning media in the classroom.

Overall, these results are positive although there still requires orientation and introduction of the platform to students in order to adapt properly to technology.

In the second question “How long have you been using Kahoot?”, 44% of the 18 students were using Kahoot for the first time, which indicates that almost half of the students have no previous experience with this platform. This is an indication for educators to provide an introduction and habituation to using Kahoot in the classroom.

A total of 39% of students used it 1-3 times, which means they have some experience with Kahoot, but are not yet fully familiar with it. Students who used it 4-6 times amounted to 6%, and the remaining 11% used it more than 6 times. Both results show that Kahoot is a platform that is often used by educators to take assessments on subjects.

The overall results show that students have used Kahoot a lot in learning, so they do not find it difficult if educators implement Kahoot in learning.

Based on the third question “Have you ever used Kahoot in English learning?”, 44% of students answered “Yes” and the remaining 56% answered “No” to the

question whether you have ever used Kahoot website in English learning.

This shows that Kahoot is rarely used in English learning, so it is important for educators to start using this platform to make learning more interactive and interesting as well as an effort to increase student motivation in learning.

Based on the Motivation Aspect, from the first question “Do you feel more motivated to learn English when/while using Kahoot?”, 17% of students chose “Strongly agree”. It shows that after educators use Kahoot as a learning media, students feel more motivated to follow English learning than before the use of Kahoot. Then, as many as 33% of students chose “Agree” and 50% of students chose “Moderately Agree” which indicates that students did not really feel a significant change in motivation in participating in English learning in class.

In the second question, “Does using Kahoot make learning English more enjoyable?”, 33% of students chose “Strongly Agree” which indicates that students feel the use of Kahoot makes English learning more enjoyable compared to before the use of Kahoot. While 28% of students chose “Agree” and 39% of students chose “Moderately Agree” which indicates that students did not feel a significant change in atmosphere and change in learning experience in learning English. This can be a reflection for educators, besides using game-based technology media, educators must also choose the right learning method.

In the third question, “Do you feel more excited in English class with Kahoot?”, only 17% of students chose

“Strongly Agree”. This is an indication that only a few students feel more excited in learning English with the use of Kahoot. While 33% of students chose “Agree” and the remaining 50% chose “Moderately Agree”. This is an indication that students feel usual when following English learning after the use of Kahoot.

In the fourth question, “Do you think that Kahoot media makes learning less boring?”, 17% of students chose “Strongly Agree”. This means, the use of Kahoot in learning succeeded in making them not feel bored when learning was going on. Then, 39% chose “Agree” and 22% of students chose “Moderately Agree”. It can be concluded that students do not really feel a significant impact with the use of Kahoot on their mood. In this question also appeared the answer “Disagree” as much as 17% and “Strongly Disagree” as much as 5%, which means that there are some students who actually feel that the use of Kahoot in class does not bring any change and makes them feel more bored.

Overall, questions related to the aspect of enhancing student motivation with the use of Kahoot brought quite positive perception results from students. The use of Kahoot can be improved in learning so that it is not only a media for assessing learning outcomes, but also as a media for delivering material instead of power point.

Based on the answers from the Material Understanding Aspect, in the first question “Does Kahoot help you understand English materials better?”, 22% of students chose “Strongly Agree” which indicates that students feel faster in understanding the material with the

help of Kahoot than without Kahoot. While 50% of students chose “Agree” and 28% of students chose “Moderately Agree”. This means that students do not really feel the help of Kahoot in understanding the material presented.

In the second question, “Do the questions on Kahoot help you remember the lessons that have been taught?”, 22% of students chose “Strongly Agree” which means that students remember the material that has been taught. Kahoot acts as a medium for students’ brief assessment of the lesson. Then as many as 33% of students chose “Agree” and 45% of students chose “Moderately Agree”. This means that students feel Kahoot has no significant impact on helping students remember the lessons taught. These results are an evaluation for educators to continue to look for the right media that can help students understand the material.

Based on the Effectiveness and Assessment Aspect, from the first question “Have your English skill improved after using Kahoot?”, 6% of the students chose “Greatly increased” and 22% of the students chose “Improved” which means Kahoot provides a new learning experience that is effective for them to improve their English skills. Although, the majority of students as much as 50% chose “Somewhat improved” which indicates that the use of Kahoot might only improve their English skills on a fairly significant scale. The remaining 22% who chose “Slightly improved” may feel a more modest impact from using Kahoot in learning. Students may also need more use of Kahoot and the help of other methods/approaches in improving their English skills.

In the second question, “Do you think the questions on Kahoot reflect what has been taught in class?”, 33% of students chose “Strongly agree” which shows that the Kahoot quiz questions have represented what has been taught in the previous lesson. Then 39% of students who chose “Agree” and as many as 28% of students who chose “Moderately agree” felt that the questions that appeared on the quiz were not completely the same as what was taught. Perhaps students also lacked preparation for the quiz so they did not really improve on the previous learning.

Then in the third question, “Is assessment through Kahoot fairer than a regular written test?”, 22% felt “Strongly Agree” that the assessment conducted in Kahoot is fairer than the usual written test because the students may feel that the scores are more transparent and provide comfort and a unique experience. As many as 44% of students who chose “Agree” and 28% of students who chose “Moderately agree” may feel that Kahoot assessment is just a more relaxed and flexible alternative as an assessment medium because Kahoot is more relaxed than regular written tests. However, they are not fully convinced that the assessment from Kahoot is fairer. Then came 6% of students who “Disagree” that Kahoot is fairer. Students may feel that the assessment implemented through Kahoot is less in-depth.

Overall, on the aspects of effectiveness and assessment on learning, Kahoot brings quite positive results to continue to be applied in classroom learning.

Based on the results of the Usability and Efficiency Aspect, in the first question, “Is Kahoot easy to use?”, shows that 22% of students chose “Strongly agree”. This

means that students feel comfortable and have no significant difficulties in using this platform. Students also feel a new learning experience through the use of Kahoot. As many as 50% of students who chose “agree” may feel that the features of Kahoot are a bit difficult to use and students have not fully mastered them. Then, as many as 28% of students who chose “Somewhat agree” may feel the same way.

In the third question, “Do you find Kahoot’s visual appearance attractive?”, 28% of students chose “Strongly agree” indicating that they felt Kahoot elements such as the colours, animations and layout of Kahoot supported their learning experience. This attractive appearance can also increase their learning motivation. Then as many as 39% of students who chose “agree” also consider that Kahoot has visuals that attract attention on a scale that is not strong. The remaining 33% who chose “moderately agree” may consider that Kahoot's variety and appearance could be further improved to attract their attention.

Overall, Kahoot’s visual appearance can be rated positively by some students as it provides a new experience in the learning process. However, evaluation needs to be done to adjust students’ preferences towards the visualization of this platform.

There are a variety of responses from students in the aspect of Critics and Suggestion, which can be concluded that Kahoot makes learning more exciting and less boring. Learning also becomes more interactive and fun. Kahoot is also easy to use so that students who are not familiar with Kahoot can still do well. Students also feel that using Kahoot can increase motivation in the classroom by creating an atmosphere of healthy

competition and encouraging students to be more active in learning. With Kahoot's quick feedback on quiz results, students can also immediately evaluate their weaknesses and strengths on the learning material.

Based on the results of student responses, it can be concluded that students are interested in using Kahoot more often in all subjects. Students also suggested that in the implementation of Kahoot, more pictures should be added to attract students' interest, especially in language learning. Students also hope that Kahoot can be used as a medium for simple assessment of subjects or repetition quizzes to strengthen students' understanding of the material.

B. Discussion

Based on questionnaire data about the perception of students of class XII-IPA SMA Walisongo Semarang towards the use of Kahoot to enhance motivation in English language learning, it showed fairly positive results. This is because Kahoot is very rarely used in English learning, so students feel less familiar when using the platform.

Students' perception towards English learning (before using Kahoot) showed positive results. Students were enjoyed attending English class without feeling overwhelmed. This means that the methods and approaches used in learning are proper, thus students feel comfortable in the class. Therefore, the development of methods and innovations in learning can be carried out to enhance students' learning motivation and obtain better learning outcomes. The development can be carried out by

using the right learning media, so students' motivation and understanding can increase (Tafonao, 2018).

One of the learning media that could be used in this context is Kahoot. As a game-based interactive learning media (Permana, 2021), Kahoot can be used to enhance students' learning motivation. This platform has been widely recognized by students, so students will not have too much difficulty in using it. Nevertheless, it turns out that students of XII-IPA class of SMA Walisongo Semarang rarely use Kahoot in learning at school. In English learning at SMA Walisongo Semarang, Kahoot is also rarely used in the classroom. This is one of the evaluations for educators to integrate Kahoot in learning because Kahoot is one of the game-based learning media that helps students enhance the potential and quality of learning outcomes. As stated by Dellos (2015), that learning becomes more conducive and students will be able to solve problems with critical thinking skills with the help of game-based learning media.

Regarding the use of Kahoot to enhance motivation in English language learning, the results are quite positive as illustrated in Table 1. Although overall students did not feel a significant impact, but considering the integration of technology in learning, these results can be categorized as good. This is in line with research by Putri & Muzakki (2019); Hartanti (2019) which shows that the use of Kahoot can increase student learning motivation. So, with the existing results, Kahoot should be a medium that is frequently used in the classroom to be able to improve student learning motivation.

As a learning media, it showed that Kahoot was also able to improve students' understanding of the

material taught, although not significantly. Before answering assessment questions in Kahoot, teachers can provide brainstorming to help students remember the material that has been taught. With an understanding of the material, student learning motivation will also increase (Sulistiyawati et al., 2021).

In the aspect of effectiveness of using Kahoot in learning, it showed quite positive results. Students' English proficiency is quite improved with the use of Kahoot in learning. This improvement is based on the improvement of motivation experienced by students. Although it was not so significant, but this improvement also proves that Kahoot is a learning media that can boost students' motivation to learn. Students also considered that the questions in the Kahoot quiz were 'n line with the material taught. This proves that Kahoot can be a media for recalling learning materials or as an assessment media in learning. Bunyamin et al. (2020) also stated that learning evaluation in the digital era can be done through Kahoot media. This is also one of the advantages of Kahoot, as a learning evaluation (Dewi & Mujib, 2018). With the use of Kahoot as an assessment media, students considered that Kahoot was more fair than regular written tests. Kahoot provides immediate feedback, so students can see and evaluate their weaknesses independently. With this feature, it is expected that students' learning motivation will increase because of the competition that occurs when Kahoot assessments are held.

On the aspect of the ease and convenience of the website, students agreed that Kahoot is easy to use and the instructions are clear. For students who use Kahoot for the first time, it will not be difficult to do Kahoot quizzes. Kahoot also has a display with a combination of attractive

images, colors and features that provide a new and enjoyable learning experience for students. With attractive features and visual displays, students' attention and concentration on the material and quizzes are more focused (Affrida, 2017); Perdana et al. (2020)). With this focus, learning can be more effective (Erlinaini, 2022) and student motivation in attending learning will increase. Supported by Safitri (2024), that learning becomes conducive, interactive and interesting with the use of Kahoot, and can make learning to be less boring, interesting and provide a fun learning experience (Hartanti, 2019).

According to the results of this study, the majority of students liked using Kahoot because Kahoot is easy to understand, fun and makes learning more interesting with its features. Another student also stated that using Kahoot is more enjoyable than conventional learning through modules. In line with this, Putri & Asrori (2019) stated that compared to the use of learning media such as textbooks and modules, Kahoot is more attractive with the interface provided.

Furthermore, students gave suggestions regarding the use of Kahoot in learning, that it should be used frequently. One of the reasons is that Kahoot can assess their knowledge and review important concepts that have been taught in learning through the quiz that is held using Kahoot. Indirectly, Kahoot also improves students' critical thinking with the timing feature (Cameron & Bizo (2019); Felszeghy et al. (2019)). Students' learning quality and motivation can be improved using Kahoot learning media (Muhammad Fathi Nur Fadly & Prima Mutia Sari, 2022).

Overall, based on the answers obtained, it showed quite positive results. Although it is relatively low, the enthusiasm of students in using Kahoot in learning is quite high. This can be a concern for educators to continuously use digital learning media such as Kahoot in learning, especially to increase student learning motivation. As stated by Rafnis (2019), innovation in learning technology is needed, so the quality and learning outcomes are getting better.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents about conclusions and suggestions on what was discussed in the previous chapter.

A. Conclusion

Kahoot as a game-based learning media is considered to be able to enhance students' motivation in learning English. Enhancing students' motivation by using Kahoot can be done by continuing to implement Kahoot in learning to enrich students' learning experience in class and familiarize students with the Kahoot interface. Kahoot can help students in recalling the material taught with a simple quiz feature with visuals that attract students' attention. The quiz becomes an alternative assessment besides written tests for students because it is flexible and provides immediate feedback. So that it can help students evaluate their shortcomings and strengths.

This study has shortcomings in the number of research subjects that represent the voices of all students at SMA Walisongo Semarang. In addition, this research is only limited to the use of the platform to increase student motivation, so it is hoped that future research can examine more in-depth such as studies regarding the use of Kahoot on increasing interest in learning in subjects and increasing student learning outcomes.

B. Suggestions

Hopefully, this research can contribute positively to English language learning, especially in learning media. It is hoped that this research can provide information to the educational organizers:

1. For teachers

This research contributes to English teachers, who hold the most important role in English learning. It is expected that with this research, teachers can use interesting learning media to increase student motivation, resulting in better learning outcomes.

2. For students

Hopefully this research can help students become more interested and motivated in learning English with the help of game-based learning media.

3. For further researchers

For future researchers, this research can provide an overview and inspiration to conduct more in-depth and critical research in order to improve the quality of learning media and education

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APPENDICES

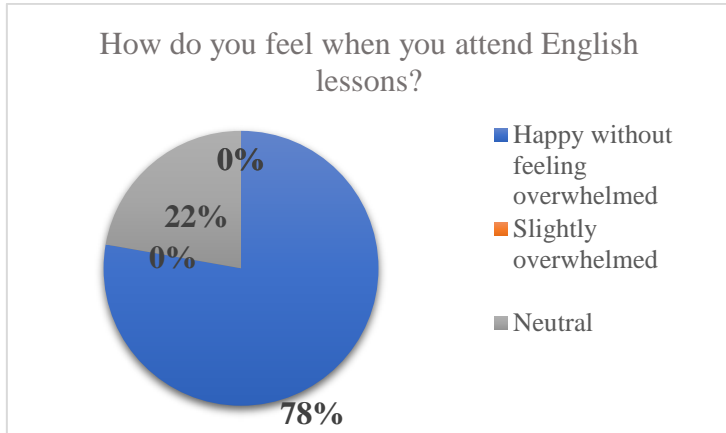
Appendix 1. Questions for questionnaire on the use of Kahoot to enhance motivation in English language learning

Aspect	Question
Affection (students' feelings on English learning)	How do you feel when you attend English lessons?
Platform recognition and experience	<ol style="list-style-type: none">1. Do you know Kahoot website?2. How long have you been using Kahoot?3. Have you ever used Kahoot website in English learning?
Motivation	<ol style="list-style-type: none">1. Do you feel more motivated to learn English when/while using Kahoot?2. Does using Kahoot make learning English more enjoyable?3. Do you feel more excited in English learning with Kahoot?4. Do you think that Kahoot makes learning less boring?

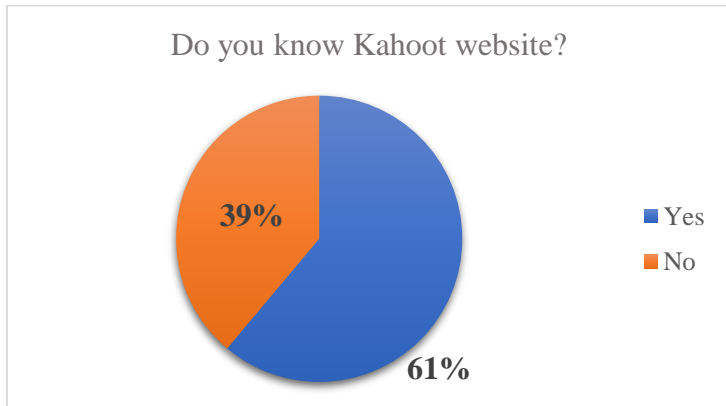
Material understanding	<ol style="list-style-type: none"> 1. Does Kahoot help you understand English material better? 2. Do the questions on Kahoot help you remember the lesson that have been taught?
Effectiveness and assessment	<ol style="list-style-type: none"> 1. Have your English skills improved after using Kahoot? 2. Do you think the questions on Kahoot reflect what has been taught in class? 3. Is assessment through Kahoot more fair than a regular written test?
Usability and efficiency	<ol style="list-style-type: none"> 1. Is Kahoot easy to use? 2. Are you able to follow Kahoot's usage instruction without any difficulty? 3. Do you find Kahoot's visual appearance attractive?
Critics and suggestions	Essay form

Appendix 2. Questionnaire Survey Answered by Students

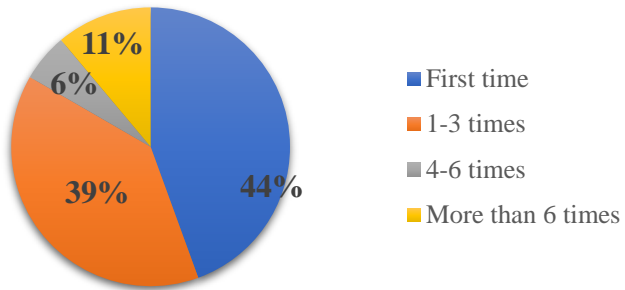
Affection (students' feelings on English learning) aspect:



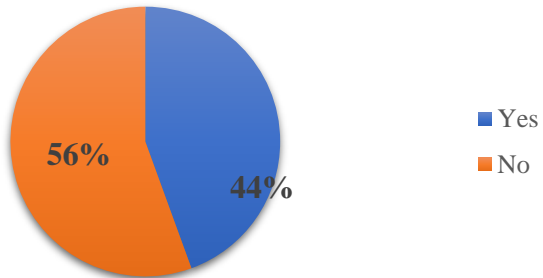
Platform recognition and experience aspect:



How long have you been using Kahoot?



Have you ever used Kahoot website in English learning?



Motivation aspect:

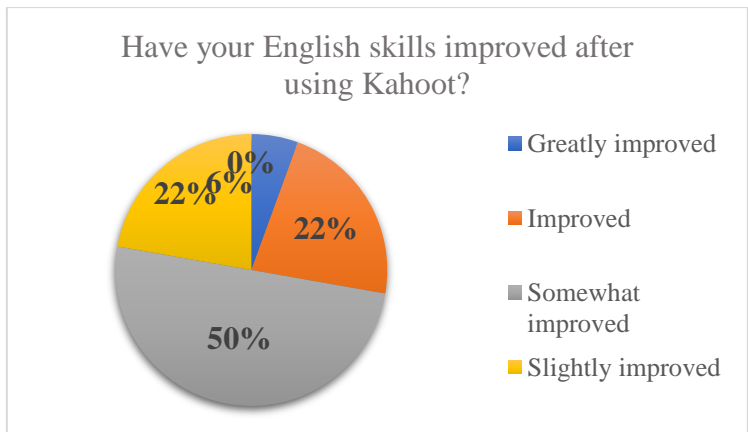
Questions	SA	A	MA	D	SD
Do you feel more motivated to learn English when/while using Kahoot?	17%	33%	50%	0%	0%
Does using Kahoot make learning English more enjoyable?	33%	28%	39%	0%	0%

Do you feel more excited in English lessons with Kahoot?	17%	33%	50%	0%	0%
Do you think that Kahoot media makes learning less boring?	17%	39%	22%	17%	5%

Material understanding aspect:

Questions	SA	A	MA	D	SD
Does Kahoot help you understand English materials better?	22%	50%	28%	0%	0%
Do the questions on Kahoot help you remember the lessons that have been taught?	22%	33%	45%	0%	0%

Effectiveness and assessment aspect:



Questions	SA	A	MA	D	SD
Do you think the questions on Kahoot reflect what has been taught in class?	33%	39%	28%	0%	0%
Is assessment through Kahoot more fair than a regular written test?	22%	44%	28%	6%	0%

Usability and efficiency aspect:

Questions	SA	A	MA	D	SD
Is Kahoot easy to use?	22%	50%	28%	0%	0%
Are you able to follow Kahoot's usage instructions without any difficulty?	33%	45%	22%	0%	0%
Do you find Kahoot's visual appearance attractive?	28%	39%	33%	0%	0%

Critics and Suggestions:

Questions 1: What do you like about using Kahoot in English learning?

Participants	Responses
KPM	More fun

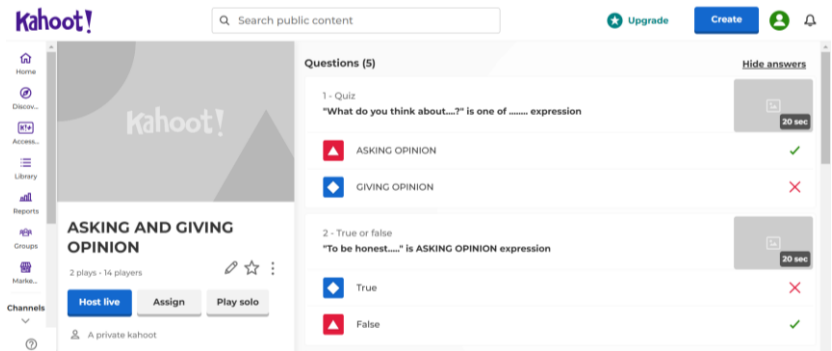
LAP	Features
RAP	Easy to work on
RSP	More fun and easy to use
MNJ	Easy to understand
MAZ	all like
KKS	very exciting because it is very helpful
AA	easy to understand explanation
DAP	Easier to understand
HR	reduce boredom learning from modules
VHV	help for possible translation (because before I had never used the application)
MRR	Learning becomes less boring
HAR	Learning is not boring
WHK	Because kahoots are easy to understand
AW	increased student engagement, improved classroom dynamics, higher motivation, quick feedback and higher energy levels throughout the session
MDA	easy
GAJ	practical
MFM	quick to answer

Questions 2: What are your suggestions for the use of Kahoot to make it more effective in English learning?

Participants	Responses
KPM	more focus to make learning more exciting

LAP	more frequent (in the use of Kahoot in the classroom)
RAP	Every lesson is integrated with Kahoot
RSP	More pictures might attract more interest
MNJ	made even more interesting
AW	can test their knowledge, repeat important concepts, and help them remember information
MDA	according to my suggestion used to give answer questions

Appendix 3. The use of Kahoot in giving quizzes on Argumentative Text material (Asking and Giving Opinions)



Kahoot! Upgrade Create

rachma2309 Updated 3 weeks ago

3 - True or false
"Do you agree with....?" is ASKING OPINION expression 20 sec

- True ✓
- False ✗

4 - Quiz
choose GIVING OPINION expression! 20 sec

- Do you have any idea? ✗
- How do you feel about....? ✓
- I personally think.... ✗
- In my view.... ✓

Kahoot! Share podium

ASKING AND GIVING OPINION

Keysha Kirei **RapSkibidi** **Epen**

2 3990 3
 3356 5 out of 5

Runners-up

4 Lidyā 5 Muhammad...

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D. Scientific Paper

1. Pendidikan Kesehatan dalam Program Jumat Gizi
di Sekolah Menengah
(<https://dx.doi.org/10.22441/jam.v9i2.21045>)