APPLYING KAHOOT! DIGITAL GAMIFICATION TO FACILITATE STUDENTS' MASTERY OF SIMPLE PRESENT TENSE

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Bachelor Degree in English Language Education

By:

Kharisma Nurul Faizah

2103046182

ENGLISH EDUCATION DEPARTMENT

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI WALISONGO

SEMARANG

2025

THESIS STATEMENT

THESIS STATEMENT

I am the student with the following identity:

Name	:	Kharisma Nurul Faizah
Student Number	:	2103046182
Department	:	English Language Education

Certify that the thesis entitled:

APPLYING KAHOOT! DIGITAL GAMIFICATION TO FACILITATE STUDENTS' MASTERY SIMPLE PRESENT TENSE

is purely my own work. I am responsible for the content of this thesis. The opinions and findings of other authors in this thesis are quoted or cited based on ethical standards.

Semarang, 23 June 2025

The Researcher,



Kharisma Nurul Faizah
NIM. 2103046182

Dipindai dengan CamScanner

ADVISOR NOTE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7601295 Semarang www.walisongo.ac.id

ADVISOR NOTE

To:
The Dean of Education and Teacher Training
Faculty Walisongo State Islamic University
Semarang

Assalamu'alaikum Wr. Wb.

To inform you that I have given guidence, briefing, and correction to whatever extent necessary for the following thesis:

Title	:	Applying Kahoot! Digital Gamification to Facilitate Students' Mastery Simple Present Tense
Name of Student	:	Kharisma Nurul Faizah
Student Number	:	2103046182
Department	:	English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session

Wassalamu'alaikum Wr. Wb.

Semarang, 23 June 2025

Advisor

Dr. Siti Mariam M.Pd
NIP.196507271992032002

RATIFICATION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

RATIFICATION

Thesis with the following identity:

Title	:	**APPLYING KAHOOT! DIGITAL GAMIFICATION TO FACILITATE STUDENTS' MASTERY OF SIMPLE PRESENT TENSE**
Name of Student	:	Kharisma Nurul Faizah
Student Number	:	2103046182
Department	:	English Language Education

Had been ratified by the board of examine of the Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining a Bachelor's Degree in English Language Education.

Semarang, 8 July 2025

THE BOARDS OF EXAMINERS

Chairperson,

Dr. Muhammad Nafi Annury, M.Pd,
NIP. 197807192005011007

Secretary,

Kartika Indah Permata, M.A.
NIP. 199108262020122007

Examiner 1

Sayyidatul Fadlilah, S.Pd. I., M.Pd,
NIP. 198109082007102001

Examiner 2

Reti Wahyuni, M.Pd
NIP. 199201212020122005

Advisor,

Siti Mariam, M.Pd,
NIP. 196507271992032002

ABSTRACT

Title	:	Applying Kahoot! Digital Gamification to Facilitate Students' Mastery of Simple Present Tense
Writer	:	Kharisma Nurul Faizah
Student ID	:	2103046182

This study aims to explain the implementation of the Kahoot! digital gamification to facilitate students' mastery of simple present tense and to describe students' engagement in the process. This research employed a qualitative method and a descriptive research design. The participants were seventh-grade students at MTs 2 Semarang in the 2024/2025 academic year. Data collection techniques included observation, interviews, and documentation. The data analysis involved a systematic process of transcribing, reading, translating, coding, categorizing, describing, narrating, and interpreting the data based on relevant theories and literature. The findings indicate that the use of digital games, particularly Kahoot! is highly effective in enhancing students' understanding of the simple present tense. By using digital games, students find the learning process more engaging and interactive, while also providing them with opportunities to practice grammar repeatedly in an enjoyable manner. Students' perceptions of the use of digital games in learning are also highly positive, as they believe that this medium reduces boredom and increases their attention and engagement in class. Thus, gamification in English language learning not only boosts students' motivation but also creates a more meaningful and enjoyable learning experience, ultimately supporting a deeper understanding of grammatical concepts.

Keywords: *Kahoot, Online gamification, Simple Present Tense*

MOTTO

“Indeed, with hardship [will be] ease [relief].”

—Al-Inshirah 94:5-6

"There is no wealth greater than wisdom, no state more miserable than ignorance, and no inheritance better than education."

—Ali bin Abi Thalib

"Once you stop learning, you start dying."

—Albert Einstein

"Every lesson has a purpose, embrace it, even if you don’t like it."

—Kharisma Nurul Faizah

DEDICATION

All praise be to Allah SWT, the creator for everything in the universe who has blessed the researcher to complete the thesis.

This thesis is dedicated to:

1. Myself, Kharisma Nurul Faizah
2. My lectures and my university, UIN Walisongo Semarang
3. My Family, especially my beloved parents (Mr. Hartanto and Mrs. Kus Ismawati)

ACKNOWLEGDMENT

بسم الله الرحمن الرحيم

All praises are always given to Allah SWT as the most beneficial and merciful who blessed the researcher *shalawat* and *salam* also raised to Prophet Muhammad SAW. In arranging this thesis, the researcher realizes that many people were willing to help, whether directly or indirectly. Hence, in this chance, the researcher would like to express great appreciation to:

1. Prof. Dr. Fatah Syukur, M. Ag. as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Nuna Mustikawati Dewi, M. Pd. as the chairwoman of English Education Department of UIN Walisongo Semarang.
3. Dr. Hj. Siti Mariam, M Pd. as my advisor I who always give her time, guidance, correction and some suggestions during finishing this thesis.
4. All of my Lecturers of English Education Department off UIN Walisongo Semarang, who have given insight and experience during my study.

5. My beloved parents (Hartanto & Kus Ismawati) who always pray for me, loving me, force me and supporting me in every situation.
6. My dearest sister, Shandy Kharisma Aulia.
7. English Education Department 2021 members who always give their time to support me and being a nice friend.
8. For those who cannot be mentioned one by one who has supported the researcher to finish this thesis.

Finally, the writer realizes that, this thesis is still not perfect. That way, the writer is happy to accept criticism and suggestions to make it better. Thewriter also hopes that this thesis can be useful for future readers.

Semarang, 17 Maret 2025

Kharisma Nurul Faizah

TABLE OF CONTENTS

THESIS STATEMENT ..... **ii**

ADVISOR NOTE ..... **iii**

RATIFICATION ..... **iv**

ABSTRACT ..... **v**

MOTTO ..... **vi**

DEDICATION ..... **vii**

ACKNOWLEGDMENT ..... **viii**

TABLE OF CONTENTS ..... **x**

LIST OF FIGURES ..... **xiii**

CHAPTER I **1**

INTRODUCTION **1**

1.1 Background of the Research **1**

1.2 Research Questions **5**

1.3 Research Objectives **5**

1.4 Limitation of the Research **6**

1.5 Significance of Study **6**

CHAPTER II **9**

REVIEW OF RELATED LITERATURE **9**

2.1 Previous Research 9
2.1.1 Gamification in Grammar Learning and Teaching English 9
2.1.2 Kahoot! as a Digital Gamfication in Grammar Learning 10
2.2 Literature Review 13
2.2.1 Digital Gamification 13
2.2.2 Simple Present Tense 14
2.2.3 Teaching Grammar 16
2.2.4 The Use of Gamification in Teaching Grammar 17
2.2.5 Student Engagement in English Learning 19
2.2.6 Kahoot! 21
CHAPTER III 29
RESEARCH METHOD 29
3.1 Research Approach 29
3.1.1 Type of Research 29
3.1.2 Research Location 30
3.1.3 Participant of the Research 30
3.2 Research Design 32
3.3 Data Source 33
3.3.1 Primary Data Source 31
3.3.2 Additional Data Sources 31
3.4 Data Collection Method 33
3.4.1 Observation and Grammar Test 34

3.4.2 Interview Method 36
3.4.3 Documentation 39

3.5 Data Analysis Method 40

CHAPTER IV 42

FINDINGS AND DISCUSSIONS 42

4.1 Findings 42

4.1.1 The Implementation of Kahoot! Digital Gamification to Facilitate Students' Mastery of Simple Present Tense 44

4.1.2 Student Engagement of Applying Kahoot! Digital Gamification 53

4.2 Discussions 55

CHAPTER V 58

CONCLUSION AND SUGGESTION 58

5.1 Conclusions 58

5.2 Suggestion 59

REFERENCES 61

APPENDIX 1

CURRICULUM VITAE 29

LIST OF FIGURES

Figure 1: Kahoot Quiz..... 25
Figure 2: Kahoot Pin Code..... 26
Figure 3: Pictures of student used Kahoot..... 52

CHAPTER I
INTRODUCTION

This chapter provides research background, research questions, research objectives, research limitations, and significance of study.

1.1 Background of the Study

The rapid advancement of technology has significantly impacted various fields, including education (Firdaus & Faisal, 2021). One of the innovative approaches that have emerged in recent years is digital gamification, which refers to the application of game-design elements in non-game contexts to enhance engagement and motivation. In the educational context, gamification has been widely explored and implemented to improve student learning outcomes across different subjects.

Grammar is a crucial component of language proficiency, forming the backbone of effective communication (Hodgson & Harris, 2021). Among the various grammatical structures, the simple present tense is fundamental, as it is used to express routine actions, general truths, and habitual activities. Mastery of the simple present tense is essential for students to build a strong foundation in English language learning. It enables them to progress to

more complex grammatical structures and enhances their overall communicative competence.

Despite its importance, grammar learning often poses challenges for students. Traditional methods of teaching grammar, which often involve rote memorization and repetitive exercises, can be monotonous and disengaging. This lack of engagement can lead to poor retention and understanding of grammatical concepts. Additionally, students may struggle to apply grammar rules in real-life communication, resulting in errors and a lack of confidence in using the language.

Digital gamification offers a promising solution to these challenges by making learning more interactive, engaging, and enjoyable. By incorporating elements such as points, badges, leaderboards, and challenges, gamification can motivate students to actively participate in the learning process (Rivera & Garden, 2021). Research has shown that gamification can enhance motivation, increase time on task, and improve learning outcomes across various educational levels and subjects.

Applying digital gamification to the learning of the simple present tense can create a more dynamic and supportive learning environment. Interactive games and activities can provide immediate feedback, allowing students to practice and reinforce their understanding of grammar rules

in a fun and meaningful way. Moreover, the competitive and collaborative aspects of gamification can foster a sense of achievement and encourage peer learning. (Pratiwi et al., 2020)

At the school where the researcher conducted the study, MTs. Negeri 2 Kota Semarang, the use of digital learning media has already been implemented, such as through PowerPoint presentations or YouTube videos. In accordance with the Indonesian Minister of Education's regulations, Teacher Regulation Number 16 of 2007 in Table 3, Number 5 states that "For teaching and learning quality, teachers must be proficient in basic skills such as using technology for information and communication."

A deep understanding of technology can help teachers offer a variety of learning media options. There are already supportive tools available at MTs. Negeri 2 Kota Semarang, including one smart TV in each classroom and adequate Wi-Fi. Only students in the advanced classes are allowed to bring tablets or iPads. Therefore, it would be a missed opportunity not to utilize other digital media such as online gamification.

Teachers need to be more inventive and creative to boost and engage students' enthusiasm. Technology used as a learning tool fosters participatory learning and also encourages student participation in the learning process. The

reason this topic was chosen is that this study assumes that MTs. Negeri 2 Kota Semarang students lack exposure to digital games for learning, which necessitates support in implementing various learning variations. The researcher explored understanding students' perceptions after they grasp the English grammar rules taught to them.

It is essential to diversify study options to acquire the language, one of which is by utilizing game-based online learning. By understanding grammar, students can comprehend various questions and materials in class. The use of digital game-based grammar learning in language acquisition is chosen because it is game-based learning. Students can have fun while learning, reducing tension and boredom in the learning process.

Therefore, the aim of this study focuses on the application of digital gamification to facilitate students' mastery of the simple present tense in grammar.

1.2 Research Questions

There are two questions for the topic those are:

1. How is the implementation of applying Kahoot! digital gamification to facilitate students' mastery of simple present tense?
2. How is student engagement of applying Kahoot! digital gamification to facilitate students' mastery of simple present tense?

1.3 Research Objectives

According to the research questions, the objectives of the research can be stated as follow:

1. To explain the implementation of Kahoot! digital gamification to facilitate students' mastery of simple present tense.
2. To describe student engagement of applying Kahoot! digital gamification to facilitate students' mastery of simple present tense.

1.4 Limitation of the Research

1. This research was conducted solely on grade VII students of MTs. Negeri 2 Semarang in the academic year 2024/2025.
2. This research focuses only on applying digital gamification to facilitate students' mastery of the simple present tense in grammar.

1.5 Significance of the Research

This study is expected to give a valuable contributionto some parties theoretically, pedagogically, and practically:

a. Theoretically

The result of this study could give more extensive knowledge and insight about online gamification, as an alternative tool in learning media in English teaching.

b. Pedagogically

This study's result could provide educational innovations in conducting learning media.

c. Practically

The result of this study hopefully useful for:

1. For English teachers

   This study will help teachers understand how to use digital gamification in their classrooms. It will show how gamified activities can make learning grammar, like simple present tense, is fun and engaging for students. Teachers will get practical tips on how to effectively use these methods to improve their teaching.

2. For Students

   For students, this study will show how learning grammar through games can be more enjoyable and effective. By making grammar lessons more interactive, students are likely to be more motivated and retain the grammar rules better. This can help them feel more confident in using the language.

3. For Next Researcher

   This research will add to the knowledge about gamification in education and help future researchers explore this topic further. It will provide evidence on the benefits of gamified learning and suggest new areas for research, like its long-term effects on language learning and its impact on different types of students.

4. For Reader

   By reading this study, the reader hopefully got more information and experience about the online gamification as media learning to understanding English as foreign language.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers previous research and literature review, which are related to this present research

1. Previous Researches

2.1.1 Gamification in Grammar Learning and Teaching English

Gamification has increasingly been incorporated into EFL grammar classrooms to foster higher levels of engagement, motivation, and learning outcomes (Deterding et al., 2011; Rivera & Garden, 2021). Studies have shown that applying game elements such as points, competition, and instant feedback in digital environments can significantly enhance students' enthusiasm and participation during grammar instruction.

Ardi and Rianita (2022) explored the integration of gamification in EFL grammar classrooms and found that it created a more dynamic and interactive learning environment. Their study revealed that the use of gamified strategies helped boost student engagement, particularly when teaching repetitive structures like the simple present tense. Similarly, Firdaus and Faisal (2021) emphasized the importance of

gamified activities in promoting learner interest and active participation, especially in formal educational settings that often lack variety in instructional approaches.

Hong et al. (2020) also developed a gamified grammar learning system and reported that students showed increased motivation and better retention of grammar rules when learning was presented in a playful format. Their findings align with earlier literature that suggests gamified systems enhance learning by offering personalized feedback and immediate rewards (Wang, Chen, & Zhang, 2021; Buckley & Doyle, 2016).

Gusta, Putri, and Permata (2024) further emphasized that gamification not only supports the development of grammatical skills but also positively influences students' motivation and attitudes toward English grammar learning. Their study showed that integrating game elements created a low-anxiety environment conducive to experimenting with grammatical forms.

2.1.2 Kahoot! as a Digital Gamification Tool in Grammar Learning

Kahoot! has emerged as one of the most widely used platforms in gamified learning environments, especially in EFL grammar instruction. Its interactive and competitive features allow students to actively participate in quizzes while

receiving immediate feedback, which enhances both learning outcomes and classroom engagement (Wang & Tahir, 2020; Martín-Sómer et al., 2021).

Zhang and Yu (2021) conducted a literature review and concluded that Kahoot! has a significant positive influence on learning outcomes, interaction, and student collaboration. Similarly, Pratiwi and Susilawati (2020) found that the use of Kahoot! helped students improve their mastery of the simple present tense in descriptive texts. Their study highlighted the importance of gamified tools in making grammar practice more enjoyable and less monotonous for students.

In terms of learner perception, Ebadi, Rasouli, and Mohamadi (2021) explored EFL learners' experiences with Kahoot! and discovered that students appreciated its fast-paced nature, visual appeal, and ability to reduce classroom anxiety. The game-based format encouraged learners to take risks, make mistakes, and learn from them in a non-threatening way.

The differences between previous studies and my research is found in the results, as variations in methods lead to different findings. Unlike my research, prior studies primarily explore the use of gamification in English language learning without a specific focus on the simple present tense. Moreover, my study involves participants who were mostly born in 2013 and belong to Alpha Generation, setting it apart from previous research. However, they share similarities in strategy and the overall approach of the thesis.

2. Literature Review

2.2.1 Digital Gamification

Digital gamification refers to the application of game design elements in non-game contexts to motivate and enhance user engagement and learning. Key components include points, badges, leaderboards, challenges, and interactive tasks, which together create a game-like environment that fosters motivation and engagement (Deterding et al., 2011).

Digital gamification has been argued to be a fun and enjoyable method to support Learning English as a Second Language (LESL) and to ease the gap between students' learning and educational practice (Poole et al. 2022). Research consistently shows that digital gamification positively impacts student engagement and learning outcomes. Ardi & Rianita, (2022) found that using Kahoot! in EFL grammar classes significantly boosted student engagement by setting learning goals, maintaining focus, building enthusiasm, and fostering collaboration. Similarly, O'Brien & Pitera, (2019) reported that gamification in higher education improved students' motivation and participation in classroom activities, leading to better academic performance.

Several case studies illustrate the practical applications and

benefits of digital gamification in education. For instance, Wang and Tahir (2020) conducted a comprehensive literature review on the effects of Kahoot! demonstrating it is effectiveness in various educational settings by enhancing engagement and learning outcomes.

2.2.2 Simple Present Tense

The simple present tense is fundamental in English grammar, essential for conveying habitual actions, general truths, and scheduled events. Understanding and mastering the simple present tense is crucial for English language learners as it forms the basis for effective communication in everyday situations. It is frequently used in various contexts, including routine activities, scientific facts, and scheduled events, making it an integral part of language proficiency (Thornbury, 2019).

Recent studies highlight diverse strategies for teaching the simple present tense. Explicit instruction combined with contextualized practice is widely recommended. Integrating real-life scenarios into lessons helps students grasp the usage of the simple present tense more effectively. Additionally, combining inductive and deductive approaches allows learners to understand both the rules and practical applications (Shintani, 2019).

Despite its fundamental nature, the simple present

tense poses challenges for learners, particularly in differentiating it from other tenses and understanding third-person singular conjugations. Common errors include incorrect verb forms and the omission of the -s or -es ending in third-person singular contexts. These challenges highlight the need for targeted instructional strategies.

The use of digital tools and gamification has gained traction as an effective approach to teaching grammar, including the simple present tense. Ardi and Rianita (2022) demonstrated that gamified platforms like Kahoot! enhance student engagement and retention of grammatical rules. Digital tools provide interactive and immediate feedback, which is crucial for mastering grammatical structures (Wang & Tahir, 2020).

2.2.3 Teaching Grammar

The topic of grammar teaching has remained a stubbornly contentious subject of discussion for more than 50 years, tending towards binary, even polemical, positions (Myhill, 2021). Grammar instruction remains a cornerstone of language education, crucial for developing linguistic competence and effective communication skills. Recent research identifies a shift towards more communicative and integrative approaches in teaching grammar. According to Shintani (2019), explicit and implicit instruction methods are often combined to cater to diverse learner needs. Explicit instruction involves direct teaching of grammatical rules, while implicit instruction integrates grammar learning within meaningful communicative contexts.

Learning grammar needs some strategies. Drills, the communicative approach, and the cognitive approach (deductive and inductive learning) are helpful for learning grammar. The four types of ESP grammar learning mechanisms are emotive, social, meta-cognitive, and cognitive (Mariam et al., 2024)

Mobile-Assisted Language Learning (MALL) has become increasingly popular for grammar instruction. MALL allows learners to access grammar exercises and resources anytime, facilitating continuous learning. MALL offers personalized and adaptive learning experiences, helping learners practice grammar at their own pace.

Empirical studies support the effectiveness of technology-enhanced grammar instruction. A study by Hong, Hwang, Liu, and Tai (2020) demonstrated that students engaged in gamified digital grammar learning showed significantly higher grammatical accuracy and engagement compared to those in traditional settings. Additionally, interactive platforms that provide immediate feedback have been found to improve learners' grammatical competence, as they allow learners to reflect and correct errors in real time (Wang, Chen, & Zhang, 2021).

2.2.4 The Use of Gamification in Teaching Grammar

Digital gamification involves using game elements to enhance learning experiences. Gamification involves integrating game mechanics such as points, badges, leaderboards, challenges, and interactive tasks into learning activities. These elements aim to increase student engagement, motivation, and participation. In the context of

grammar instruction, gamification can make learning more dynamic and enjoyable, thereby improving retention and application of grammatical rules.

Research has shown that gamification can significantly enhance grammar learning. Ardi and Rianita (2022) found that using Kahoot! in EFL grammar classes increased student engagement, motivation, and overall grammar proficiency. Similarly, Wang and Tahir (2020) highlighted that gamified platforms provide immediate feedback and interactive learning experiences, which are crucial for mastering grammatical structures.

Gamification has been found to boost student engagement and motivation by making learning activities more enjoyable and interactive. For instance, Gusta, Putri, and Permata (2024) revealed that implementing gamified grammar exercises (using game elements like badges, points, and instant feedback) significantly boosted students' motivation and participation compared to traditional grammar lessons. The competitive and rewarding nature of gamified activities helps sustain students' interest and encourages continuous learning.

A study conducted by O'Brien and Pitera (2020) showed that students who engaged in gamified grammar learning activities scored higher in grammar tests than their peers who

followed conventional learning methods. The interactive and repetitive nature of gamified tasks helps reinforce grammatical concepts, leading to better retention and understanding.

Despite its benefits, the implementation of gamification in grammar instruction faces several challenges. Technological barriers, such as lack of access to devices and internet connectivity, can limit the effectiveness of gamified learning. Additionally, not all students may respond positively to gamified activities; some might find the competitive elements stressful or distracting (Buckley & Doyle, 2016). Teachers also need adequate training to design and manage gamified learning experiences effectively.

2.2.5 Student Engagement in English Language Learning

Student engagement is a critical factor in the success of language learning, especially in the context of English as a Foreign Language (EFL). Engagement refers to the degree of attention, curiosity, interest, and motivation that students demonstrate during the learning process. According to Fredricks, Blumenfeld, and Paris (2004), student engagement comprises three interrelated dimensions: behavioral, emotional, and cognitive engagement. Behavioral engagement refers to students' participation in academic

activities, emotional engagement reflects students' affective reactions such as interest or anxiety, and cognitive engagement involves the willingness to exert mental effort to understand complex ideas.

In the context of English language learning, these dimensions are manifested through students' active participation in language tasks, positive attitudes toward learning English, and the use of strategies to grasp grammar, vocabulary, or communication skills. As English has become a global lingua franca, the ability to engage learners meaningfully in the classroom is essential to improving their linguistic competence.

Recent research highlights that engagement plays a vital role in EFL learners' academic achievement and language acquisition. For example, Wang et al (2021) emphasize that emotionally and cognitively engaged learners tend to demonstrate better language retention and perform more effectively in communicative tasks.

Barus et al, (2022) investigated student engagement in EFL classrooms by examining three core dimensions: behavioral, emotional, and cognitive engagement. Their findings indicated that these dimensions are closely interrelated and collectively enhance active and meaningful learning environments. Drawing on theoretical frameworks

such as Fredricks et al.'s (2004) model of student engagement, Deci and Ryan's (2000) Self-Determination Theory, and Newmann's (1992) concept of academic engagement, the study underscores the importance of addressing multiple facets of student involvement in the learning process. Within the context of Indonesian secondary education, their research highlights the relevance of engagement-based strategies, including the use of digital gamified tools like Kahoot!, to foster motivation and participation in EFL grammar instruction.

2.2.6 Kahoot!

Kahoot! is a game-based learning platform widely adopted in educational contexts due to its engaging and interactive features. Research conducted by Zhang and Yu (2021) emphasized Kahoot!'s role in improving students' learning outcomes. It facilitates active participation and immediate feedback, fostering deeper understanding and retention of content, particularly in collaborative and interactive environment Kahoot! gamified approach has been shown to sustain student engagement and motivation. A study during the COVID-19 pandemic revealed that Kahoot! kept students attentive and motivated during online learning, especially when traditional teaching methods struggled to maintain interest (Martín-Sómer et

al., 2021).

Teachers perceive Kahoot! as an effective tool for formative assessment and engagement. Students report enjoying its competitive elements, which help reduce anxiety and make learning enjoyable. Kahoot!'s flexibility allows its use across various disciplines and educational levels. Studies indicate its effectiveness in improving learning for diverse subjects, from nursing to language acquisition, showcasing its adaptability in supporting learning objectives.

a. SWOT Analysis of Kahoot! Digital Game Learning

STRENGTH	WEAKNESS
Attractive visuals and audio	Dependency on Internet Connection
Easy to access	Students without devices cannot play
Free game quiz and true/false	Some types of questions can only be accessed with a pro subscription
Suitable for Various Subjects	Focus on Short-Term Learning

OPPORTUNITIES	THREATS
Its accessible to all searchengines	Students become addicted to games rather than serious lesson.
Playable by all skill levels	The user would lose track of their progress if the connection was lost.
The question level is modified depend on teacher.	

Table 1: SWOT Analysis of Kahoot!

b. How to Play

1. The teacher or organizer needs to create an account at [kahoot.com] (https://kahoot.com) and create or select a quiz to play. Teachers can create quiz questions or choose quizzes that are already in the Kahoot library. Quizzes can consist of multiple-choice, true/false, or other types of questions that support learning.

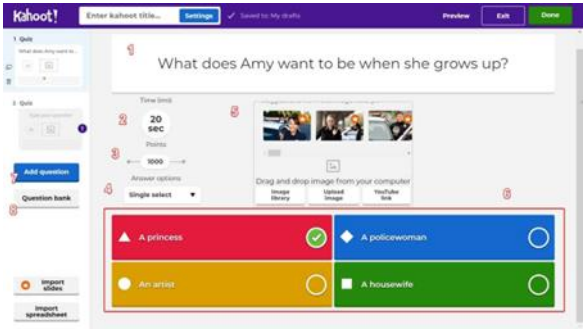


Figure 1 Kahoot! quiz

2. Once the quiz is ready, the teacher will start the game by selecting either "Live" or "Assign" mode (to play independently). Your teacher will get a unique game code or "Game PIN", which will be displayed on the screen. This code is the key to getting into the game.



Figure 2: Kahoot! pin code

3. Students open kahoot.it on their device (smartphone, tablet, or computer). Students enter the PIN given by the teacher and choose a nickname for their identity in the game. After entering the PIN, students will enter the game room and wait for the teacher to start the quiz.

4. Questions will be displayed on the main screen (usually projected by the teacher or on a Zoom screen if done online). Each question has a specific time limit, and students must answer before the time runs out. Student choose the correct answer through their device. Answer options are usually displayed in specific colors and shapes, for example: red (square), blue (circle), yellow (triangle), and green (rhombus). After each question, Kahoot will assign a score based on the speed and accuracy of the answers. Student ratings are displayed on the screen, adding an element of competition.

5. Once all questions are complete, Kahoot will display a summary of the answers, as well as the correct answers and explanations of each question (if added by the teacher). The three students with the highest scores will be displayed on the top ranking or podium.

6. After the game is over, the teacher can discuss the correct answers and give a review of the difficult questions. Kahoot also provides game result data that teachers can download for further analysis of student comprehension.

CHAPTER III
RESEARCH METHOD

This chapter discussed about the research method. It played important roles in research since it affected the findings and discussion. Before conducting the data, the researcher represented a clear description research design, research approach, data source, data collection method and data.

3.1 Research Approach

To achieve the aims and objectives of this research, a research approach is needed that is appropriate to the subject. The research approach that researcher used is as follows:

3.1.1 Type of Research

The research approach used by the researcher is descriptive qualitative research. Qualitative research is commonly used to establish the importance of the central idea, explore issues, and develop individual understanding of social problems. Descriptive data in qualitative research is the qualitative inquirer deals with data that are in the form of quotes from documents, interviews (open-ended questions distributed via Google Forms), quiz scores from the Kahoot! website, photos, videos, and field notes. The data collected are

the participant experiences and perspectives.

3.1.2 Research Location

The author chose the research location in Islamic Junior High School (MTS) Negeri 2 Kota Semarang to obtain the data in this study.

3.1.3 Participant of the Research

The population of this study consisted of all seventh-grade students at MTs Negeri 2 Kota Semarang in the 2024/2025 academic year, comprising ten classes with a total of 346 students. From this population, two classes were selected as the sample, namely Class VII B and Class VII F, with a total of 71 students.

The selection of these classes was conducted using purposive sampling, in which participants are deliberately chosen based on specific characteristics relevant to the research objectives. Class VII B is a special Tahfidz (Qur'an memorization) class, where students are known to possess strong memory retention, a trait considered beneficial for grammar acquisition, particularly in mastering structures such as the simple present tense. Meanwhile, Class VII F is designated as a language class whose students demonstrate high interest and motivation in learning English. Therefore, both classes were considered representative in providing in-depth insights into student engagement in grammar learning

through digital gamification using Kahoot!.

From the total number of students in these two classes, eight students were selected as participants for in-depth interviews. The sampling technique employed for the interviews was random sampling, in which each student had an equal chance of being selected. This method was intended to capture a variety of perspectives and to minimize researcher bias in participant selection.

The combination of purposive sampling for class selection and random sampling for interview participants aligns with the views of Etikan, Musa, and Alkassim (2016), who argue that sampling in qualitative research prioritizes the relevance and depth of information rather than the sample size. This approach is further supported by Palinkas et al. (2015), who emphasize that strategically selected informants can offer a more comprehensive understanding of the phenomenon under study.

3.2 Research Design

This research used a descriptive qualitative method, Creswell (2013) explained qualitative research is usually used to establish the importance of the central idea and to explore problems and develop an individual understanding of social problems. With a special research analysis design in the form of a descriptive case study, to describe the phenomena that occur in grammar learning designs through online gamification. The purpose of descriptive research is to describe a phenomenon and characteristics. This research is more concerned with what, not how or why something happens. Therefore, observation and survey tools are often used to collect data.

3.3 Data Source

Lofland classifies data sources according to their nature (in terms of research objectives) into primary and additional data sources.

3.3.1 Primary Data Source

It is the main source that can provide information, facts, and descriptions of the desired events in the study. This means that the first source of data is generated. In qualitative research, the main data sources are the words and actions of observed or interviewed people.

3.3.2 Additional Data Sources

They are all forms of documents, both in written form and photos. It means the second data source after primary data. Although referred to as a secondary (additional) source, documents cannot be ignored in a study, especially written documents such as books, scientific magazines, archives, personal documents, and official documents.

3.4 Data Collection Method

The data collection method is used to obtain the necessary data, both related to the study of literature or

literature as well as data generated from the field. The data collection methods used by the author are:

3.4.1 Observation and Grammar Test

In terms of terminology, *observation* comes from the English word "observation," which means viewing, supervising, or closely watching something. According to Bungin (2007), observation is a daily human activity that involves the five senses, with the eye as the main tool, complemented by other senses such as hearing, smelling, tasting, and touching.

In this research, the researcher conducted observations in Tahfidz and bilingual classes to observe the classroom situation and learning process using online gamification. This aimed to answer the first research question regarding how students engage with learning through online gamification and how actively they participate in understanding simple present tense grammar in English language learning.

The researcher used an observation guideline to monitor the learning and assessment process in class and took field notes to collect qualitative data. The observation items were adapted from the framework developed by Ardi and Rianita (2022), which focused on students' access to devices, understanding of gamification tools, behavioral responses, enthusiasm, and feedback

mechanisms during grammar learning with Kahoot!.

To complement the observation, a grammar test was administered in the form of an interactive quiz using Kahoot! during the implementation of digital game-based learning sessions. This quiz was intended to measure students' progress in understanding the simple present tense, specifically in expressing likes and dislikes about food.

The interactive grammar quiz consisted of 20 items, including multiple-choice and true-or-false questions. These questions were designed to assess students' understanding of simple present tense rules and their usage in expressing preferences. The grammatical focus was limited to the use of specific verbs commonly used to express likes and dislikes, namely: like, dislike, love, and enjoy.

All items were constructed based on typical sentence structures used in junior high school English curriculum and focused solely on third person singular and plural subject-verb agreement, as well as affirmative, negative, and interrogative sentence patterns using those verbs.

The test items were reviewed and validated by an English teacher at MTs Negeri 2 Kota Semarang, who

served as an expert validator to ensure the accuracy, relevance, and appropriateness of the grammar content and level of difficulty for the students.

In this study, Kahoot! functioned as a digital tool to enhance students' engagement and facilitate their understanding of the simple present tense in an interactive and enjoyable way. The results of the Kahoot! quiz served as an indicator of students' comprehension of the grammar content during the game-based learning process. These quantitative results were analyzed and triangulated with qualitative data from classroom observation and documentation to strengthen the research findings.

3.4.2 Interview Method

Open-ended questionnaires are among the commonly used tools in qualitative research, particularly when interviews are not feasible due to practical constraints. According to Creswell (2013), interviews are conversations with a specific purpose involving two parties: the interviewer and the interviewee. However, in this study, the researcher opted to use open-ended questionnaires instead of interviews due to limitations related to time, participants' availability, and the need for flexibility in

data collection.

This method still adheres to qualitative research principles, as it allows participants to express their experiences, thoughts, and feelings in their own words, without being limited by fixed response options. Open-ended questionnaires are particularly useful in educational settings where learners may require more time and space to articulate their responses.

The questionnaire consisted of 12 open-ended questions, designed to explore students' experiences and perceptions regarding the use of digital gamification in learning the simple present tense. These items were adapted from qualitative instruments used in previous studied on gamified language learning, such as (Alawiyah et al., 2024), which examined students' motivation, engagement, and perceptions in technology-enhanced learning environments. These adaptations ensure content validity while allowing contextual flexibility.

The open-ended questions were distributed via Google Forms, allowing students to complete them at their convenience and provide thoughtful, reflective responses. A total of 8 student participants were selected using random sampling from a pool of 71 students enrolled in two superior English classes.

These participants were chosen to represent a range of experiences and perspectives related to the implementation of gamified learning through Kahoot!.

The 12 items in the open-ended questionnaire are as follows:

1. Name
2. Age
3. Grade/Level
4. Experience learning English (How long have you been learning English?)
5. Have you ever used any digital applications or platforms that include gamification elements to learn English? If yes, please mention the names of these applications.
6. How do you think gamification features (e.g., points, badges, levels) help you in learning English?
7. How familiar are you with the rules and usage of the simple present tense before using this digital gamification application?
8. How has the digital gamification application affected your understanding of the simple

present tense? (For example, easier, harder, no change)

9. Do you feel more motivated to learn English after using digital gamification? Please explain.
10. What feature or gamification element did you like the most and why?
11. Are there any aspects of the application or platform that you think need improvement? If so, please specify.
12. Do you think that digital gamification can be more widely integrated into English language learning? Why?

3.4.3 Documentation

In this research, the researcher used documentation to obtain supporting evidence in the form of pictures, videos, and digital records of grammar test. The pictures were taken during the teaching and learning process to visually capture the classroom atmosphere and students' engagement. Videos of the activities were also recorded to document how students interacted with the digital game-based learning tool

(Kahoot!). Additionally, the researcher collected log activity data from the Kahoot! application, including quiz scores and gameplay history, as supporting documentation to strengthen the findings and provide insight into students' participation and performance during the learning sessions.

3.5 Data Analysis Technique

In processing the data, the result of data collectionwhich is then explained through a descriptive case study method is the overall systematic effort made by researcher in understanding the data and finding systematic, rational, and argumentative meanings, which are able to answer eachresearch question well and clearly. Systematic meansfollowing certain patterns, sequences, or rules. Rational andargumentative means supported by data, facts, and literature. Data analysis was carried out using Creswell's data analysis theory through the following stages:

1) Transcribing interviews and organizing the data into different categories based on the sources of information.
2) Reading the data to reflect on its overall meaning.
3) Coding the data, coding was the process of organizing the data by bracketing chunks (or text or image segments) and writing a word representing a category in the margins. It involved taking text data or pictures gather during data collection.
4) Using codes to develop the description.
5) Representative the findings in qualitative narrative passage to convey the finding of the analysis.
6) Creating an interpretation in qualitative research of the findings, research might describe how the narrative outcome was compared with theories and general literature on the topic.

The data that had been previously coded based on the variable and indications had been interpreted by the researcher. The data presented in descriptive form, with the required supporting documentation (images, recording, or video). The conclusion drawn from study that is strongly supported by extensive evidence.

CHAPTER IV
FINDINGS AND DISCUSSIONS

The researcher describes Kahoot! digital gamification for junior high school student. This discussion involves how the use of digital gamification learning to facilitate students' mastery of simple present tense and student perceptions after using Kahoot!

4.1 Findings

This sub-chapter describes the use of Kahoot! for grammar instruction and students' perceptions of using Kahoot as an evaluation tool in the classroom. Examining the research questions, the researcher aimed to identify factors influencing the introduction of digital gamification for grammar learning and gather student opinions on this approach.

Digital gamification is an interactive and engaging way of mastering grammar concepts, in this case, the simple present tense. It incorporates various game mechanics to create a fun learning environment, including quiz, true/false, and other interactive activities. In this sub-chapter, the researcher presents

data findings from interviews with several seventh-grade students at MTs. Negeri 2 Kota Semarang.

This class uses digital game-based media resources to enhance students' interest and excitement for learning, supported by devices like personal tablets. Below is an explanation of how junior high school students used digital game-based grammar learning as an evaluation tool in the classroom, based on observations and interviews.

4.1.1 The Implementation of Kahoot! Digital Gamification to Facilitate Students' Mastery of Simple Present Tense

This sub-chapter analyzes results and factors that influence the use online gamification learning media from Kahoot!.

4.1.1.1 Grammar Test and Learning

On October 8, 2024, reinforcement activities for the simple present tense material were conducted using Kahoot! in class VII-B with 35 students, and on October 10, 2024, in class VII-F with 36 students. This activity aimed to help students strengthen their understanding of the simple present tense during formal learning. Students participated in a Kahoot! quiz consisting of 10 multiple-choice questions and 10 true or false questions covering sentence patterns (positive, negative, interrogative), as well as the use of "do", "does", and the addition of *-s* to verbs in expressions of likes and dislikes related to food.

During the activity, students appeared enthusiastic and actively engaged in the quiz. Most students showed high participation, evident from their excitement in answering questions and their positive

reactions to the competitive atmosphere presented by Kahoot!. Based on observation results and score recaps from the platform, 36 out of 71 students managed to answer more than 70% of the questions correctly. The lowest score recorded was 40, while the highest score reached 100, reflecting varied levels of mastery among students.

However, common mistakes were still found, especially in the use of verb forms for singular subjects such as "He" and "She", for example in sentences like “She go to school every day” or “He don’t like coffee”. Additionally, some students were confused about using "does" with plural subjects. Another frequent mistake occurred when students were given sentences like “I dislike drinking tea” or “I dislike eating ice cream” and they were unsure whether the verb should be in base form or followed by *-ing*. These responses indicated a gap in understanding verb patterns after verbs expressing likes or dislikes.

Overall, students gave positive feedback on the use of Kahoot! in grammar learning. From informal interviews with five students, most stated that the quiz helped them better remember sentence patterns and

realize mistakes they had been making. One student said, *"Saya jadi lebih ingat kapan pakai* do *sama* does*,"* while another realized their common error was forgetting to add *-s* to verbs after singular subjects. However, some students experienced technical issues, such as poor internet connections and devices running out of battery, which hindered full participation.

The use of digital gamification such as Kahoot creates an interactive and fun way to learn grammar. Kahoot utilizes various game mechanics, such as multiple choices quizzes and true/false which can be accessed for free, to create an engaging learning environment. In this research, Kahoot was used in the classroom with devices such as tablets and smart TVs, allowing students to learn digitally. This platform provides various forms of questions that can be customized, which this research focuses on simple present tense, ensuring relevance to the learning material.

At MTs. Negeri 2 Semarang, using the Kahoot! as a learning medium has been applied effectively to study English grammar, in particular simple present tense. Using Kahoot! This learning process provides a more

interactive and fun experience for students, who feel as if they are playing a game. In implementing learning using Kahoot!, researcher ensures that students are ready with their devices and connected to the internet. During the quiz, students got questions that must be answered quickly and accurately.

Using the Kahoot! This is supported by adequate facilities in the classroom, such as stable Wi-Fi and smart TV, so that students can see the questions clearly on the screen. With the ranking feature in Kahoot!, students are encouraged to improve their understanding and compete with classmates in a positive atmosphere. This learning process helps students to better understand the structure simple present tense through a more interactive approach, where teachers can immediately provide feedback on correct or incorrect answers, as well as hold direct discussions if there are general errors or wrong answers.

Kahoot! provides a unique opportunity for students to acquire mastery of the simple present tense through an engaging, interactive, and exciting method. However, like any other teaching approach, Kahoot! must overcome certain challenges to be effective. School

provides learning facilities through digital gamification learning media, allowing students to participate in the activity at their own pace using Kahoot, which was accessed in class using smart tv and personal tablets.

Results from using Kahoot! shows that students feel enthusiastic and more motivated to learn grammar based on gestures during observations and interview results. Most students admit that this method makes them understand grammar better in a fun way, while reducing the anxiety and boredom that often occurs in traditional grammar learning.

Kahoot offers a variety of questions in quiz form, where students must select the correct answer from multiple options. These questions can be customized to focus specifically on the simple present tense, ensuring relevance and consistency with the learning material. Some students found it challenging to master the simple present tense through incidental methods, such as when they encountered questions randomly that didn’t always align with the current lesson. However, using Kahoot as an evaluation tool allowed teachers to directly address students' understanding of the simple present tense.

There are still some challenges in using Kahoot as

an alternative learning media, such as a lack of integration of grammar learning outside and inside the classroom. This is because learning outside the classroom through digital game-based grammar activities is often incidental, where students might encounter grammatical forms unintentionally rather than in a structured learning environment.

Incidental learning of grammar can be described as the acquisition of grammatical structures while engaging in an activity not solely intended for grammar learning, such as reading a book or holding a conversation. Three of eight students observed felt that using Kahoot helped reinforce common grammar patterns in everyday use but sometimes lacked depth for academic mastery. To bridge this gap, the teacher in charge of this enrichment class uses Kahoot quizzes that focus specifically on the simple present tense, allowing students to practice writing sentences and paragraphs with appropriate grammar standards.

Most students felt that Kahoot provided a secondary source of grammar practice outside traditional textbooks, introducing them to a range of sentence structures and vocabulary that increased their familiarity with the English language. Digital game-based learning is generally effective in engaging students.

Extensive use of digital games, like Kahoot, might be even more effective for incidental learning, as students may already be familiar with digital games as an after-school activity and can engage without needing major adjustments. Many students found themselves using Kahoot to test their knowledge and pass leisure time while improving their understanding of the simple present tense. Kahoot's variety of quiz themes and question formats encourage students to explore different aspects of the game, supporting their learning process.

This study aims to utilize Kahoot as a gamification platform in the teaching of Simple Present Tense, which is one of the important grammatical aspects in English language learning. Kahoot was chosen because of its interactive and competitive nature, so it is expected to be able to increase student motivation, participation, and understanding of the material being taught. As a

platform that combines elements of gaming with learning, Kahoot allows students to interact with the subject matter in a fun and structured atmosphere.

4.1.1.2 The Challenges when Using Kahoot! in Classroom

Before this research, English teachers at MTs. Negeri 2 Kota Semarang had not used Kahoot! in their teaching. It was first introduced and implemented by the researcher as part of a study on digital game-based learning for mastering the simple present tense. Despite its engaging format, the effective implementation of digital game-based learning models presents several challenges. Common issues in using Kahoot! in the classroom include technical difficulties, hardware and software compatibility, and internet connectivity problems. Many students found these obstacles hindered their ability to access and play Kahoot!.

For instance, the lack of reliable devices is a common issue that students face when using Kahoot!. They often rely on personal devices but frequently encounter difficulties when their tablet batteries run out due to prior use. Additionally, school regulations do not allow charging devices at school, further complicating

the situation. The implementation of digital game-based learning in daily classroom activities is also often hindered by inconsistent internet availability.

Another challenge is the limited amount of time available for teaching and learning activities. Due to other time demands, such as standardized testing and grading, teacher has difficulty incorporating Kahoot-based grammar activities into the curriculum. These time constraints make it challenging to consistently use digital game-based learning tools like Kahoot for teaching the simple present tense.



Figure 3: Pictures of students used Kahoot

4.1.2 Student Engagement of Applying Digital Gamification Kahoot!

The interview results showed that before using Kahoot, most students had limited understanding about simple present tense. Some students (S1, S6, S7) admitted that they were not familiar with these grammar rules, while others (S2, S4, S5) had a basic understanding from previous learning, and only a small number of students (S3, S8) felt they understood the concept. However, after using Kahoot, all students reported improved understanding, with some citing that the gamification made the learning process easier and helped them remember grammar rules better.

Kahoot has proven to be effective in facilitating students' understanding of grammar, especially through its multiple-choice questions feature and immediate review after answering the questions. This feature allows students to know the correct answer instantly, as expressed by S4 and S7. Apart from that, students feel more motivated to learn English with Kahoot because learning becomes more interesting, competitive and less boring. Features such as a ranking system and avatars help boost their morale, as revealed by the S3 and S6. The majority of students agreed that Kahoot created a fun learning atmosphere, with gamification elements that encouraged their active involvement.

Students responded positively to using Kahoot, Elements such as avatar editing, multiple-choice questions, and podium rankings were frequently mentioned as their favorite aspects. For instance, S1 expressed enthusiasm by saying, "*I like the edit avatar feature before starting to answer questions*," while S5 stated, "*The ranking indicates higher knowledge than others*," highlighting the competitive yet motivating nature of the platform. All participants agreed that Kahoot! could be more widely integrated into English learning activities, as it makes the process more enjoyable and easier to comprehend.

Despite the positive feedback, several students suggested improvements to enhance the visual appeal and overall experience. These included better graphics, additional characters, and more attractive decorations. S2 commented, "*The graphics, more characters, the decoration for the characters need to be more attractive*," while S5 added, "*Just add more characters in the Kahoot! game which are cute and funny*," and S6 suggested including "*More character and accessories*." These suggestions indicate a strong student interest not only in the educational content but also in the aesthetic and interactive features that make digital learning tools more enjoyable and immersive.

4.2 Discussion

The results of this research show that the application of Kahoot in English learning has a positive impact on students' understanding of simple present tense. This finding is in line with Anggraini et al. (2021), who demonstrated that Kahoot! increases student interest and participation in classroom activities. Its competitive nature, where students can see scores in real time and compare their performance, creates a dynamic and stimulating learning environment that promotes active engagement.

The findings are closely linked to the theory of student engagement proposed by Fredricks, Blumenfeld, and Paris (2004), which categorizes engagement into behavioral, emotional, and cognitive dimensions. In this context, the use of Kahoot! stimulates behavioral engagement through students' active involvement in answering questions, emotional engagement through enjoyment and excitement during the game, and cognitive engagement as students attempt to understand and correct grammar structures, particularly those related to the simple present tense.

Research by Chen et al. (2021) supports this perspective, highlighting that Kahoot! encourages peer interaction and collaboration, which are essential in language learning. Through discussions and real-time feedback, students can reflect on their mistakes and better understand grammatical

rules and sentence patterns. This peer-learning process enhances both emotional and cognitive engagement.

Similarly, Alfiansyah et al. (2022) emphasize that the game elements in Kahoot! strengthen students' memory and ability to distinguish correct from incorrect sentence structures. The immediate feedback provided allows for adaptive and personalized learning, a key aspect of effective grammar instruction. Widyastuti & Rahman (2021) also report that students could quickly identify and correct errors in verb forms or sentence structure, illustrating how Kahoot! facilitates self-regulated learning and error awareness.

Moreover, Fajar & Saputra (2021) found that Kahoot! boosts students' self-confidence, especially in EFL classrooms where learners may be hesitant to communicate. In this study, the supportive and low-risk environment of Kahoot! helped students build confidence in their grammar knowledge, reinforcing intrinsic motivation through practice and constructive error correction.

These findings support the theory of learning motivation (Deci & Ryan, 1985) which states that elements of competition and rewards can increase student engagement. The use of gamification features such as points, avatars, and rankings motivated students to actively learn and compete healthily. As a digital learning medium, Kahoot is also able to create an interactive, interesting and effective learning

atmosphere. This is in line with previous research by Pratiwi & Susilawati (2020), which stated that gamification increases student motivation and understanding.

In the context of grammar learning, Kahoot provides the advantage of immediate feedback that helps students understand their mistakes quickly. Apart from that, the question format which is based on multiple choice or true or false makes it easier for students to identify grammar rules practically.

Seeing the positive results, Kahoot is recommended to be integrated more widely in English language learning, especially for other grammar material *simple present tense*. Teachers can take advantage of this gamification feature to increase student interaction and engagement in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the researcher presents conclusions and suggestions of what was covered in the previous chapter.

5.1 Conclusions

In this part, the researcher presents some conclusionsof the research:

1. Implementation of digital gamification through Kahoot! has been effective in facilitating students' mastery of the simple present tense at MTs. Negeri 2 Kota Semarang. The findings indicate that gamified learning enhances students' understanding of grammar rules by providing structured, repetitive, and engaging exercises. Through interactive activities, students can practice the simple present tense in a more enjoyable and less intimidating manner, leading to improved comprehension and retention.
2. Students' engagement in digital gamification-based learning has been generally positive, as Kahoot! fosters motivation, active participation, and instant feedback. However, challenges such as technical issues, device limitations, and inconsistent internet access affect

students' overall experience. Despite these obstacles, students show increased enthusiasm and involvement in learning grammar through gamification. Therefore, educators are encouraged to integrate digital game-based learning strategies to enhance student engagement and improve learning outcomes.

5.2 Suggestion

Based on the conclusion above researcher came outwith the following suggestions:

1. For further researchers

   This study will be useful to future academics interested in this area. For further research, it is recommended that this study be expanded to include more variables, such as the level of difficulty of the material, student preferences for types of digital games, and the long-term impact of gamification on grammar mastery.

2. For teachers

   Teachers are encouraged to incorporate digital gamification tools such as Kahoot! into various aspects of learning, not just limited to the simple present tense. This will help create a more interactive and engaging learning environment.

3. For students

Students are encouraged to actively engage in all learning activities that utilize gamification tools. Active participation will enhance comprehension and improve English language skills. In addition, students can explore digital platforms and applications that provide interactive English exercises. This will support learning beyond school hours

REFERENCES

Ardi, P., & Rianita, E. (2022). Leveraging Gamification into EFL Grammar Class to Boost Student Engagement. *Teaching English with Technology*, *22*(2), 90–114. http://www.tewtjournal.org

Barus, Ivana Sambara, F. (2022). An Exploration of Students' Engagement in Efl Classrooms. *English Education Journal (EEJ)*, 240–254. https://doi.org/10.24815/eej.v13i2.25969

Buckley, Patrick, and Elaine Doyle. (2016). "Gamification and Student Motivation." *Interactive Learning Environments* 24 (6): 1162–75. https://doi.org/10.1080/10494820.2014.964263.

Creswell, J. W. (2013). *Qualitative Inquiry & Research Design Choosing Among Five Approaches*. SAGE Publication

Deterding, Sebastian, Dan Dixon, Rilla Khaled, and Lennart Nacke. (2011). "From Game Design Elements to Gamefulness: Defining "Gamification"', MindTrek '11 Proceedings of the 15th International Academic MindTrek Converence: Envisioning Future Media

Environments, 9–15. https://doi.org/10.1145/1979742.1979575

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). *Comparison of convenience sampling and purposive sampling*. American Journal of Theoretical and Applied Statistics, 5(1), 1–4. DOI: 10.11648/j.ajtas.20160501.11

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74(1), 59–109. https://doi.org/10.3102/00346543074001059

Firdaus, Ridho, and Muhammad Faisal. (2021). "Pengabdian Pada Perguruan Tinggi: Publikasi Gamifikasi Dalam Pendidikan." *ADI Pengabdian Kepada Masyarakat* 2 (1): 19–25. https://doi.org/10.34306/adimas.v2i1.472.

Gusta, W., Putri, D. M., & Permata, R. (2024). *The Playful Path: Analyzing Gamification and Motivation in EFL Grammar Teaching–Learning Process*. JOINT: Journal of Inspirational English Language Teaching, 1(1), Article 10286https://doi.org/10.33830/joint.v1i1.10286

Hodgson, John, and Ann Harris. (2021). "Make Grammar Great Again?" *English in Education* 55 (3): 208–21. https://doi.org/10.1080/04250494.2021.1943225.

Hong, J.-C., Hwang, M.-Y., Liu, Y.-H., & Tai, K.-H. (2020). *Applying gamified learning system to facilitate students' learning of grammar*. Computer Assisted Language Learning, 33(7), 765–786. https://doi.org/10.1080/09588221.2020.1803361

Juanita Heigham and Robert Croker. (2021). "Qualitative Research in Applied Linguistics: A Practical Introduction, Edited by Juanita Heigham and Robert Croker." *IJORER : International Journal of Recent Educational Research* 2 (5): 610–13. https://doi.org/10.46245/ijorer.v2i5.110.

Mariam, S., Keprianto, C., and Sayyidatul Fadlilah . (2024). "Incorporating Peer Assisted Learning Based-Flipped Classroom Strategy to Enhance Students' Mastery of Passive Voice" *The 3rd International Symposium on The Practice of Coexistence In Isamic Culture (2):* 194-202. UIN Sunan Kalijaga Yogyakarta.

Martín-Sómer, M., Moreira, J., & Casado, C. (2021). *Use of Kahoot! to keep students' motivation during online classes in the lockdown period caused by COVID-19*. **Education for Chemical Engineers, 36**, 154–159. https://doi.org/10.1016/j.ece.2021.05.005

Myhill, Debra. (2021). "Grammar Re-Imagined:

Foregrounding Understanding of Language Choice in Writing." *English in Education* 55 (3): 265–78. https://doi.org/10.1080/04250494.2021.1885975.

O'Brien, K., & Pitera, J. (2019). Gamifying Instruction and Engaging Students With Breakout EDU. *Journal of Educational Technology Systems*, *48*(2), 192–212. https://doi.org/10.1177/0047239519877165

Palinkas, L. A., et al. (2015). *Purposeful sampling for qualitative data collection and analysis in mixed method implementation research*. Administration and Policy in Mental Health and Mental Health Services Research, 42, 533–544. DOI: 10.1007/s10488-013-0528-y

Poole, Sonja Martin, Thomas A. Maier, Barry Wiss, and Susan Smith. (2022). "Game-Based Learning in Wine Education." *Journal of Hospitality and Tourism Education*. Routledge. https://doi.org/10.1080/10963758.2020.1868310.

Pratiwi, Rika, and Endang Susilawati. (2020). "Improving Students' Mastery of Simple Present Tense in Descriptive Text by Using Kahoot! Game." *Journal of English Education Program* 1 (2): 73–86. https://doi.org/10.26418/jeep.v1i2.

Purwanza, Sena Wahyu, Aditya Wardhana, Ainul Mufidah, Yuniarti Reny Renggo, Adrianus Kabubu Hudang, Jan Setiawan, and Darwin. (2022). *Metodologi Penelitian Kuantitatif, Kualitatif Dan Kombinasi*. Bandung: Media Sains Indonesia.

Rivera, Errol Scott, and Claire Louise Palmer Garden. (2021). "Gamification for Student Engagement: A Framework." *Journal of Further and Higher Education* 45 (7): 999–1012. https://doi.org/10.1080/0309877X.2021.1875201.

Saman Ebadi, Rezvan Rasouli & Mona Mohamadi (2021): Exploring EFL learners' perspectives on using Kahoot as a game-based student response system, *Interactive Learning Environments*, DOI: 10.1080/10494820.2021.1881798

Shintani, N. (2019). The roles of explicit instruction and guided practice in the proceduralization of a complex grammatical structure. *Language Learning & Language Teaching, Vol. 52, pp. 83–106*. https://doi.org/10.1075/lllt.52.05shi

Thornbury, S. (2019). *Scott Thornbury's 101 Grammar Questions*. Cambridge: Cambridge University Press.

Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot!

for learning – A literature review. *Computers and Education*, *149*(May 2019), 103818. https://doi.org/10.1016/j.compedu.2020.103818

Wang, X., Chen, J., & Zhang, T. (2021). *Personalized mobile-assisted system for grammar learning: The effects of immediate feedback on L2 learners' performance and confidence*. **Frontiers in Psychology**, 12, 624430. https://doi.org/10.3389/fpsyg.2021.624430

Zhang, Q., & Yu, Z. (2021). *A literature review on the influence of Kahoot! on learning outcomes, interaction, and collaboration*. **Education and Information Technologies, 26**(4), 4507–4535. https://doi.org/10.1007/s10639-021-10459-6

APPENDICES

APPENDIX 1



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SEMARANG
MADRASAH TSANAWIYAH NEGERI 2 KOTA SEMARANG
Kampus 1: Jalan Soekarno-Hatta No. 285 Telp (024) 76419354 Semarang
Kampus 2: Jalan Citandui Raya III Semarang, Jawa Tengah
Website : http://mtsnegan2kotasemarang.sch.id E-mail: mtsnsemarang2@gmail.com

SURAT KETERANGAN
Nomor : B-1254/MTs.11.120/TL.00/06/2025

Yang bertanda tangan di bawah ini :

Nama	: Dr. Hj. Hidayatun, S.Ag., M.Pd
NIP	: 197208241997032002
Pangkat/Golongan	: Pembina Tk. I, IV/b
Jabatan	: Kepala Madrasah Tsanawiyah Negeri 2 Kota Semarang

menerangkan dengan sebenarnya bahwa :

Nama	: Kharisma Nurul Faizah
NIM	: 2103046182
Fakultas/Jurusan/Prodi	: Fakultas Ilmu Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
Universitas	: Universitas Islam Negeri Walisongo Semarang
Judul Skripsi	: APPLYING KAHOOT! DIGITAL GAMIFICATION TO FACILITATE STUDENTS' MASTERY OF SIMPLE PRESENT TENSE

telah melaksanakan penelitian di Madrasah Tsanawiyah Negeri 2 Kota Semarang mulai tanggal 1 s.d. 30 Oktober 2024.

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 13 Juni 2025
Kepala,

Hidayatun

APPENDIX 2
Grammar Test

Simple present tense in expression of like and dislike food chapter 2 culinary and me in 7th grade junior high school

TRUE OR FALSE

1. She likes chicken soup very much**. (true)**
2. Do you like lemon? **(true)**
3. I like drink boba milk tea. **(false)**
4. She doesn't likes juice. **(false)**
5. They enjoy grilled chicken. **(true)**
6. Layla and Miya likes Indonesian food. **(false)**
7. Aldous doesn't like vegetables. **(true)**
8. They love banana. **(true)**
9. He enjoy soda. **(false)**
10. She doesn't likes mango. **(false)**

QUIZ

1. Alucard doesn't like spicy food. Which of the food will he avoid?
   - Fried chicken
   - ***Hot chili sauce***
   - Pizza
   - Ice cream
2. Which of these sentences is correct?
   - I like eat vegetables.

- She doesn't likes pizza
- ***I dislike eating ice cream***
- He likes fish

3. Which food would someone who dislikes sweets most likely avoid?
    - ***Chocolate cake***
    - Grilled chicken
    - Salad
    - Spaghetti
4. Nana loves fruits, but she doesn’t like..
    - Apples
    - Bananas
    - Oranges
    - ***French fries***
5. Which food would you recommend to someone who loves salty snacks?
    - ***Potato chips***
    - Donuts
    - Ice cream
    - Fruit salad
6. Which sentence shows someone dislikes something?
    - I enjoy eating pasta.
    - She likes pizza very much.
    - ***He doesn't like vegetables.***
    - They love ice cream

7. Which is the correct way to express dislike?
    - I am dislike fish

- ***I dislike fish***
- I likes fish
- I am like fish

8. Nolan likes Italian food. What is his favorite dish?
    - Sushi
    - Kimchi
    - ***Lasagna***
    - Fried rice

9. Which of these sentences is correct?
    - I like drink coffee.
    - ***I dislike drinking tea.***
    - She doesn't likes juice.
    - He like soda.
10. Which sentence shows someone dislikes a drink?
    - I enjoy drinking iced tea.
    - She likes smoothies very much.
    - ***He doesn't like soda.***
    - They love coffe

APPENDIX 3

Interview Guideline

Adapted from Alawiyah et al., (2024)

No	Questions
1.	Name
2.	Age
3.	Grade/Level
4.	Experience Learning English (How long have you been learning English?):
5.	Have you ever used any digital applications or platforms that include gamification elements to learn English? If yes, please mention the names of these applications.
6.	How do you think gamification features (e.g., points, badges, levels) help you in learning English?

7.	How familiar are you with the rules and usage of the simple present tense before using this digital gamification application?
8.	How has the digital gamification application affected your understanding of the simple present tense? (For example, easier, harder, no change)
9.	Do you feel more motivated to learn English after using digital gamification? Explain.
10.	What feature or gamification element did you like the most and why?
11.	Are there any aspects of the application or platform that you think need improvement? If so, please specify.
12.	Do you think that digital gamification can be more widely integrated into English language learning? Why?

Student 1:

Code	Questions	Data
001/S1	Name	EFA
002/S1	Age	12
003/S1	Grade/Level	7 B
004/S1	Experience Learning English (How long have you been learning English?)	Kindergarten
005/S1	Have you ever used any digital applications or platforms that include gamification elements to learn English? If yes, please mention the names of these applications.	Yes, playing Kahoot when asked by the PLP teacher
006/S1	How do you think gamification features (e.g., points, badges, levels) help you in	Exciting

	learning English?	
007/S1	How familiar are you with the rules and usage of the simple present tense before using this digital gamification application?	Not familiar yet
008/S1	How has the digital gamification application affected your understanding of the simple present tense? (For example, easier, harder, no change)	Easier for me

009/S1	Do you feel more motivated to learn English after using digital gamification? Explain.	Quite motivating
010/S1	What feature or gamification element did you like the most and why?	Edit avatar or character before starting the question
011/S1	Are there any aspects of the application or platform that you think need improvement? If so, please specify.	No
012/S1	Do you think that digital gamification can be more widely integrated into English language learning? Why?	Can

Student 2

Code	Questions	Data
001/S2	Name	ANA
002/S2	Age	12
003/S2	Grade/Level	7B
004/S2	Experience Learning English (How long have you been learning English?)	Since 6 years old (elementary school)
005/S2	Have you ever used any digital applications or platforms that include gamification elements to learn English? If yes, please mention the names of these applications.	Yes, with English student teachers, play Kahoot to get lots of scores and win.
006/S2	How do you think gamification features (e.g., points, badges, levels) help you in learning English?	Points help me to learn English and compete with friends to get the most points.

007/S2	How familiar are you with the rules and usage of the simple present tense before using this digital gamification application?	Quite understand
008/S2	How has the digital gamification application affected your understanding of the simple present tense? (For example, easier, harder, no change	It's easier to choose the right answer
009/S2	Do you feel more motivated to learn English after using digital gamification? Explain!	Yes, because Kahoot is fun so I as a student don't get bored

010/S2	What feature or gamification element did you like the most and why?	Multiple choice, because all of you have to do is fill it in
011/S2	Are there any aspects of the application or platform that you think need improvement? If so, please specify.	Yes, the graphics, more characters are created, the decorations for the characters need to be more attractive.
012/S2	Do you think that digital gamification can be more widely integrated into English language learning? Why?	Yes, because it makes students understand and not get bored

Student 3

Code	Questions	Data
001/S3	Name	ASN
002/S3	Age	12
003/S3	Grade/Level	7B
004/S3	Experience Learning English (How long have you been learning English?)	The first time I learned English was in kindergarten and I learned the names of colors in English
005/S3	Have you ever used any digital applications or platforms that include gamification elements to learn English? If yes, please mention the names of these applications.	Yes, I have used the Kahoot application to learn English because the learning process is exciting and fun

006/S3	How do you think gamification features (e.g., points, badges, levels) help you in learning English?	The features in the game are very exciting to motivate our learning
007/S3	How familiar are you with the rules and usage of the simple present tense before using this digital gamification application?	Before using Kahoot, I am familiar with the use of the simple present because I've learned that.
008/S3	How has the digital gamification application affected your understanding of the simple present tense? (For example, easier, harder, no change	After I used Kahoot I felt I understood more about the simple present

009/S3	Do you feel more motivated to learn English after using digital gamification? Explain	Yes, I am more motivated to use Kahoot because learning becomes more exciting and fun
010/S3	What feature or gamification element did you like the most and why?	What I like the most is the characters because they are cute and funny
011/S3	Are there any aspects of the application or platform that you think need improvement? If so, please specify.	There isn't any.
012/S3	Do you think that digital gamification can be more widely integrated into English language learning? Why?	Yes, because it can motivate our learning.

Student 4:

Code	Questions	Data
001/S4	Name	KPR
002/S4	Age	12
003/S4	Grade/Level	7B
004/S4	Experience Learning English (How long have you been learning English?)	Since 1st grade elementary school
005/S4	Have you ever used any digital applications or platforms that include gamification elements to learn English? If yes, please mention the names of these applications.	Yes, using Kahoot and it is very fun

006/S4	How do you think gamification features (e.g., points, badges, levels) help you in learning English?	Very help me
007/S4	How familiar are you with the rules and usage of the simple present tense before using this digital gamification application?	Quite familiar
008/S4	How has the digital gamification application affected your understanding of the simple present tense? (For example, easier, harder, no change	It gets easier

009/S4	Do you feel more motivated to learn English after using digital gamification? Explain	Yes, because using Kahoot is more fun.
010/S4	What feature or gamification element did you like the most and why?	Multiple choice, as it hones synchronization and speed
011/S4	Are there any aspects of the application or platform that you think need improvement? If so, please specify.	Nothing.
012/S4	Do you think that digital gamification can be more widely integrated into English language learning? Why?	Yes, because lessons are more exciting and easier when you play Kahoot

Student 5:

Code	Questions	Data
001/S5	Name	JANS
002/S5	Age	13
003/S5	Grade/Level	7F
004/S5	Experience Learning English (How long have you been learning English?)	Since 4th grade elementary school
005/S5	Have you ever used any digital applications or platforms that include gamification elements to learn English? If yes, please mention the names of these applications.	Yes, when I enter MTs, with a plp teacher

006/S5	How do you think gamification features (e.g., points, badges, levels) help you in learning English?	For points, it can provide information about my knowledge.
007/S5	How familiar are you with the rules and usage of the simple present tense before using this digital gamification application?	Not bad, I studied it in elementary school
008/S5	How has the digital gamification application affected your understanding of the simple present tense? (For example, easier, harder, no change	Easier

009/S5	Do you feel more motivated to learn English after using digital gamification? Explain	Yes, because I only need to choose the answer that is already in my brain but in a fun way.
010/S5	What feature or gamification element did you like the most and why?	The ranking, therefore, indicates higher knowledge than others
011/S5	Are there any aspects of the application or platform that you think need improvement? If so, please specify.	No. Just add characters in the Kahoot game which is cute and funny
012/S5	Do you think that digital gamification can be more widely integrated into English language learning? Why?	Yes, because it makes learning easier

Student 6:

Code	Questions	Data
001/S6	Name	AKS
002/S6	Age	12
003/S6	Grade/Level	7F
004/S6	Experience Learning English (How long have you been learning English?)	Since elementary school
005/S6	Have you ever used any digital applications or platforms that include gamification elements to learn English? If yes, please mention the names of these applications.?	Once, learning to use Kahoot was really fun!

006/S6	How do you think gamification features (e.g., points, badges, levels) help you in learning English?	Helpful, make me more enthusiastic about pursuing 1st place!
007/S6	How familiar are you with the rules and usage of the simple present tense before using this digital gamification application?	Not familiar
008/S6	How has the digital gamification application affected your understanding of the simple present tense? (For example, easier, harder, no change)	It's easier, plus the teacher is fun, it makes me understand more

009/S6	Do you feel more motivated to learn English after using digital gamification? Explain	Yes, because learning English using Kahoot makes learning more exciting
010/S6	What feature or gamification element did you like the most and why?	Can change avatars and accessories, and pursue rankings
011/S6	Are there any aspects of the application or platform that you think need improvement? If so, please specify.	More avatars and accessories.
012/S6	Do you think that digital gamification can be more widely integrated into English language learning? Why?	Yes, because digital learning makes it more exciting

Student 7:

Code	Questions	Data
001/S7	Name	KI
002/S7	age	13
003/S7	Grade/level	7b
004/S7	Experience Learning English (How long have you been learning English?)	Since 6th grade elementary school
005/S7	Have you ever used any digital applications or platforms that include gamification elements to learn English? If yes, please mention the names of these applications.	Once, I just joined Kahoot when an English lesson in grade 7 was taught by a PLP teacher, I felt I could understand English lessons better by using Kahoot.

006/S7	How do you think gamification features (e.g., points, badges, levels) help you in learning English?	Kahoot helps me understand English words, because after answering a question, it tells me which answer is right and which is wrong
007/S7	How familiar are you with the rules and usage of the simple present tense before using this digital gamification application?	Not very familiar or 50%
008/S7	How has the digital gamification application affected your understanding of the simple present tense? (For example, easier, harder, no change	Kahoot helps me understand simple present tense more easily

009/S7	Do you feel more motivated to learn English after using digital gamification? Explain	Yes, because Kahoot uses the concept of games for learning
010/S7	What feature or gamification element did you like the most and why?	Characters, because the characters and accessories in Kahoot are very cute
011/S7	Are there any aspects of the application or platform that you think need improvement? If so, please specify.	Nothing, I think Kahoot is good in every way

012/S7	Do you think that digital gamification can be more widely integrated into English language learning? Why?	Yes, so that students can be more enthusiastic about learning English

Student 8:

Code	Questions	Data
001/S8	Name	MAA
002/S8	Age	11
003/S8	Grade/Level	7F
004/S8	Experience Learning English (How long have you been learning English?)	Since kindergarten

005/S8	Have you ever used any digital applications or platforms that include gamification elements to learn English? If yes, please mention the names of these applications.	Yes, I have played kahoot
006/S8	How do you think gamification features (e.g., points, badges, levels) help you in learning English?	Yes, very helpful
007/S8	How familiar are you with the rules and usage of the simple present tense before using this digital gamification application?	I already understand it well, but Kahoot makes my brain remember better

008/S8	How has the digital gamification application affected your understanding of the simple present tense? (For example, easier, harder, no change	I think it becomes easier
009/S8	Do you feel more motivated to learn English after using digital gamification? Explain	Yes, I am motivated to learn English on Kahoot

010/S8	What feature or gamification element did you like the most and why?	Reducing points from Kahoot participants for making mistakes.
011/S8	Are there any aspects of the application or platform that you think need improvement? If so, please specify.	Nothing, it's just that maybe the time is extended to be more careful.
012/S8	Do you think that digital gamification can be more widely integrated into English language learning? Why?	Yes, because it's fun.

APPENDIX 4

Observation Guideline

Adapted from Ardi & Rianita, (2022)**.**

No	Classification	Aspect of the Observation	Result	
			Yes	No
1	The process of using online gamification to mastery simple present tense	All the students have the devices to access	Yes	
		Students understand how to play Kahoot	Yes	
2	Grammar acquisition process	Students can understand the simple present tense	Yes	
		Students are enthusiastic for continue to the next level	Yes	
3	The end of online gamification learning	Students get feedback atthe end of learning	Yes	

CURRICULUM VITAE

Name: Kharisma Nurul Faizah

Born: Jepara, 23 November 2002

Address: Balong- Kembang- Jepara

Email: kharismanurulfaizah97@gmail.com

Educational Background :

Formal Education

- SD Negeri 3 Balong 2009-2014
- MTs. Miftahul Falah Balong, Kembang, Jepara2015-2018
- MA. Hasyim Asyari Bangsri 2018-2021
- English Education department State Islamic University Walisongo Semarang 2021- Now

Informal Education:

- Pondok Pesantren Al-Husna Bangsri Jepara 2018-2020