

**GAMIFYING EFL LEARNING: A QUALITATIVE
EXPLORATION OF STUDENT ENGAGEMENT
THROUGH KAHOOT ACTIVITIES IN SENIOR HIGH
SCHOOL**

THESIS

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



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ABSTRACT

Title : **GAMIFYING EFL LEARNING: A QUALITATIVE EXPLORATION OF STUDENT ENGAGEMENT THROUGH KAHOOT ACTIVITIES IN SENIOR HIGH SCHOOL**

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This study investigates the influence of Kahoot on student engagement in English as a Foreign Language (EFL) learning and explores students' perceptions of the platform. Specifically, it examines how Kahoot affects behavioral, emotional, and cognitive aspects of engagement. Using a descriptive qualitative method, data were collected through classroom observations, semi-structured interviews, and documentation. The findings show that Kahoot enhances student engagement. Behaviorally, it promotes active participation and focus. Emotionally, it fosters enthusiasm and enjoyment. Cognitively, it encourages critical thinking and reflection. In addition, students expressed positive perceptions toward Kahoot, describing it as fun, motivating, and helpful in understanding the material. However, some students reported challenges such as time pressure and unstable internet access. Overall, Kahoot proves to be an effective gamified learning tool that supports interactive and engaging EFL instruction across multiple dimensions of student engagement.

Keywords: *EFL Learning, Gamification, Kahoot, Student Engagement, Student Perception*

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Semarang, March 19, 2025

The Researcher

A handwritten signature in black ink, appearing to be 'Aulia Radhautul Jannah', written in a cursive style.

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MOTTO

"فَإِنَّ مَعَ الْعُسْرِ يُسْرًا"

"For indeed, with hardship comes ease."

(QS. Al-Insyirah: 6)

"이기는 사람이 강한 게 아니라, 끝까지 버티는 사람이 강한
거야."

"It's not the one who wins that is strong, but the one who endures
until the end who is truly strong."

– *The Battleship Island* (2017)

"Do your best, and let God do the rest."

TABLE OF CONTENTS

THESIS PROJECT STATEMENT.....	i
RATIFICATION	ii
ADVISOR NOTE.....	iii
THESIS GUIDANCE SCORE Error! Bookmark not defined.	
ABSTRACT.....	iv
ACKNOWLEDGEMENTS AND DEDICATIONS.....	v
MOTTO.....	viii
TABLE OF CONTENTS	ix
LIST OF TABLES.....	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I.....	1
A. Background of the Research.....	1
B. Research Questions.....	7
C. Research Objectives.....	7
D. Research Significance	8
E. Limitation of the Research.....	8
CHAPTER II.....	10
A. Previous Research.....	10
B. Literature Review	15
1. Gamification in EFL Learning	15
2. Kahoot: A tool for Gamified Language Learning	19

3. Student engagement in Language Learning through Kahoot as a Gamified Platform.....	23
4. Challenges and Considerations in Using Kahoot for EFL Learning.....	27
5. Learners' perceptions and Language Learning through Kahoot as gamified platform	29
C. Conceptual Framework	32
CHAPTER III.....	36
A. Research Design	36
1. Research Setting.....	37
2. Participant of the Research	38
3. Research Focus.....	39
B. Techniques of Collecting Data and Instrument.....	40
1. Observation Method.....	40
2. Interviews	43
3. Documentation	45
C. The Technique Of Analyzing Data	46
D. Trustworthiness	52
CHAPTER IV.....	54
A. Research Findings.....	54
1. Kahoot in Student Engagement: Contribution to Active Participation and Learning Dynamics in EFL Classrooms .	55
2. Exploring Kahoot's Influence on Behavioral, Emotional, and Cognitive Engagement in EFL Learning ...	58
3. EFL students' perception of the use of Kahoot in their classroom learning activities.....	85

B. Discussion	95
CHAPTER V	108
A. Conclusion	108
B. Suggestion.....	110
REFERENCES.....	112
APPENDICES	1
CURRICULUM VITAE	24

LIST OF TABLES

Table 3.1	Observation Checklist.....	41
Table 3.2	Interview Questions.....	44
Table 3.3	Thematic Analysis Step	46
Table 3.4	Familiarization The Data.....	48
Table 3.5	Initial Code Generation	51
Table 4.1	Students' Perception of active participation	60
Table 4.2	Students' Perception in improving students' focus	65
Table 4.3	Students' Emotional responses when using Kahoot ...	70
Table 4.4	Students' Motivation during Kahoot Activities.....	73
Table 4.5	Students' Perceptions on Material Comprehension	77
Table 4.6	Students' Responses in Enhancing Critical	81
Table 4.7	Students' Perceptions on Likes and Dislikes	86
Table 4.8	Students' Perceptions on the enjoyable aspects	92

LIST OF FIGURES

Figure 7.1	The English teacher gives motivation to students.....	19
Figure 7.2	The English teacher explains the materials	19
Figure 7.3	The teacher explains how to use the Kahoot.....	20
Figure 7.4	The researcher observes the class.....	20
Figure 7.5	Class X PSPT group photo after learning.....	21
Figure 7.6	Class IX PSPT group photo after learning.....	21
Figure 7.7	The researcher conducted interviews	22
Figure 7.8	One-on-one student interview	22
Figure 7.9	Second-day student interviews.....	23
Figure 7.10	One-on-one student interview	23

LIST OF APPENDICES

Appendix 1. Observation Guidelines	125
Appendix 2. Interview Guidelines, Participants, Transcript	127
Appendix 3. Permission letter to conduct research.....	136
Appendix 4. Documentation	19

CHAPTER 1

INTRODUCTION

This chapter consists of the background of the research, the research question, the research objective, the research significance, and the research limitation.

A. Background of the Research

Technology has become an important tool to support the learning process in the rapidly growing world of education in the digital era. The use of technology-based media is believed to increase students' motivation and concentration, while encouraging them to be more independent in order to achieve optimal learning outcomes (Chen, 2015). In English as a Foreign Language (EFL) learning, various digital applications, such as online dictionaries, music, films and social media, have been used to support language acquisition. Among these innovations, gamification has emerged as an effective approach to create a more interactive and engaging learning environment (Chiang, 2020). However, the effectiveness of gamification depends on its ability to encourage active student engagement in the classroom.

Student engagement is an important factor in the effectiveness of English language learning, especially as language requires active participation (Wihartanti, 2022).

Fredricks et al., (2004) explain that this engagement involves three main aspects: behavioral, emotional and cognitive. According to self-determination theory by Deci & Ryan, 1985, students are more engaged in learning when they feel competent, independent and connected to their learning environment (Hamzah, 2020). However, many students face challenges such as lack of motivation, lack of interaction in the classroom and difficulties in understanding important aspects of English as a Foreign Language (EFL). Traditional learning methods, which are passive and monotonous, are often not effective enough to increase student engagement (Licorish et al., 2018). Therefore, innovative learning strategies such as gamification are increasingly needed to make learning more interesting and interactive.

The Zone of Proximal Development (ZPD) theory by Vygotsky (1978) suggests that learning is most effective when students are presented with tasks slightly beyond their current abilities but achievable with guidance (L. Vygotsky, 1978). This aligns with gamification principles, which introduce challenges that promote engagement and cognitive development. In the context of this study, conducted in a television broadcasting school, maintaining student engagement is particularly challenging, as students spend considerable time on practical activities outside the

classroom. This situation calls for creative teaching methods to keep the classroom environment dynamic and avoid disengagement.

A widely used gamification tool in education is Kahoot, a game-based platform that encourages active participation through interactive quizzes (Altawalbeh, 2023). By incorporating elements such as competition, instant feedback and engaging quiz formats, Kahoot creates a stimulating learning experience (Aibar-Almazán et al., 2024). These features not only encourage active engagement, but also play an important role in students' cognitive processes as they try to answer questions quickly and accurately. This concept aligns with the Quranic verse:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا
يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا
مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

“O believers! When you are told to make room in gatherings, then do so. Allah will make room for you ‘in His grace’. And if you are told to rise, then do so. Allah will elevate those of you who are faithful, and ‘raise’ those gifted with knowledge in rank. And Allah is All-Aware of what you do.” (QS. Al-Mujadilah: 11).

This verse emphasizes the high status of those who seek knowledge. Gamification in education, such as the use of Kahoot, supports this principle by creating an interactive learning environment that encourages students to actively engage in the learning process rather than just passively receiving information. Through real-time quizzes, competitions and instant feedback, Kahoot creates an atmosphere where students are motivated to continuously improve their understanding and achievements, thus reflecting the concept of elevation through knowledge.

From a learning theory perspective, gamification in the EFL classroom can be explained by the constructivist approach developed by Jean Piaget. In his theory of cognitive development, Piaget (1952) emphasised that students gain understanding by actively constructing concepts through interaction with their environment (Piaget, 1952). Kahoot supports this principle by providing discovery-based learning experiences and quizzes that allow students to absorb and assimilate new concepts through problem solving. With features such as real-time quizzes, scoring systems and leaderboards, Kahoot creates a healthy competitive environment that has the potential to increase students' intrinsic motivation and keep their attention in class for longer periods of time. Game-based learning has been

shown to contribute positively to various aspects of student development, including cognitive, motivational, emotional and social growth (Papastergiou, 2009). Thus, if the challenges presented by Kahoot successfully increase students' engagement in the EFL classroom, students' cognitive development as proposed by Piaget can also be achieved.

Although previous studies, such as Ebadi et al., (2023), have examined the impact of gamification on EFL students' motivation, they have not specifically explored how the challenge element in gamification influences student engagement and cognitive development. Ebadi's study, for instance, highlighted obstacles like internet connectivity issues and the fast-paced nature of Kahoot but did not consider how these aspects might actually contribute to engagement and learning outcomes. Building on this, the present study focuses on the role of challenge-based gamification in fostering student engagement behaviorally, emotionally, and cognitively through Kahoot. When students encounter stimulating challenges, they are more likely to participate actively, stay focused, and engage in deeper cognitive processing.

This perspective aligns with Vygotsky's ZPD theory, which emphasizes that tasks within an optimal challenge

range encourage learning with appropriate support from teachers or peers. Similarly, Piaget's cognitive development theory suggests that active engagement promotes knowledge assimilation and concept accommodation, ultimately supporting cognitive growth. Based on these considerations, this study aims to analyse the role of Kahoot in enhancing student engagement in a gamified classroom, focusing on aspects of behavioral, emotional and cognitive engagement. Using a qualitative descriptive approach, this study will explore students' experiences of using Kahoot in English language learning and the extent to which this platform contributes to their motivation and participation in class.

The findings of this study are expected to provide new insights for educators in developing more effective gamification-based teaching strategies, as well as contributing to the academic literature on gamification in language learning. Understanding the role of challenge-based gamification can help teachers design interactive learning environments that optimize student engagement and motivation. Additionally, this research may benefit curriculum developers by offering empirical evidence on the impact of digital tools in EFL classrooms. From a policy perspective, integrating gamification tools like Kahoot into national or institutional curricula can be considered as part of

a broader digital transformation in education. By providing evidence on the benefits and potential limitations of gamification, this study can inform policymakers and school administrators about the best practices for implementing technology-based learning strategies that enhance student engagement in language education.

B. Research Questions

1. How does the use of Kahoot influence student engagement in the EFL classroom?
2. To what extent does Kahoot influence different dimensions of student engagement in the EFL classroom?
3. What are the perceptions of students toward the use of Kahoot in EFL learning?

C. Research Objectives

1. To examine how the use of Kahoot influences student engagement in the EFL classroom, particularly by enhancing active participation and contributing to learning dynamics.
2. To analyze the influence of Kahoot on various aspects of student engagement within EFL classrooms.
3. To investigate how EFL students view the integration of Kahoot in their classroom learning experiences.

D. Research Significance

1. In Theoretical

The research will provide insights into how digital tools like Kahoot can enhance student engagement in EFL (English as a Foreign Language) settings. Understanding these dynamics can help educators create more engaging and effective learning environments.

2. In Practical

By identifying the benefits and challenges of using Kahoot in the classroom, this study offers practical recommendations for teachers. It helps in designing lesson plans and activities that leverage Kahoot to boost student participation, motivation, and language acquisition.

3. In Pedagogical

The findings can inform teacher training and professional development programs. Educators can learn best practices for integrating gamified learning tools into their teaching strategies, ultimately leading to improved educational outcomes and a more engaging classroom experience.

E. Limitation of the Research

This research focuses on game-based learning to determine high school students' engagement in English

language learning and will focus on students' perceptions of using kahoot

CHAPTER II

REVIEW OF RELATED LITERATURE

In the literature review, the researcher discusses some previous researchers relevant to this study and related literature that has contributed to this research.

A. Previous Research

Several similar studies, both national and international, have been conducted related to this research. The author will select five previous studies that are relevant to this research.

The first study, a study by (Alharthi, 2020) entitled 'Assessing the Impact of Kahoot on EFL Students' Learning Outcomes', which investigated how Kahoot, a game-based learning platform, can improve motivation, engagement and overall classroom dynamics in an EFL learning context. The study used a mixed methods approach, combining qualitative and quantitative methods. The study involved 36 EFL students who were divided into an experimental group and a control group. The experimental group, which integrated Kahoot into the learning process, showed significant improvements in terms of engagement, motivation and performance compared to the control group. In addition, the use of Kahoot encouraged active participation and kept students focused on learning tasks through its interactive and

competitive features, such as leaderboards and instant feedback. The study concludes that integrating Kahoot not only improves language learning, but also creates a more dynamic and enjoyable classroom environment. These findings are consistent with this study's objectives, which were to investigate how Kahoot affects EFL students' behavioural, emotional and cognitive engagement. While Alharthi's research focused on the quantitative measurement of motivation and classroom dynamics, this study used a qualitative approach to gain insights from the quantitative approach.

The second study was entitled 'Analysis of Students' Perceptions of Using Kahoot Game in Vocabulary Class' by (Kusumaningrum et al., 2022). This study explored students' perceptions of using Kahoot for vocabulary learning in a junior high school environment. Using a qualitative descriptive approach, the study revealed both positive and negative feedback regarding the platform. The findings highlighted that Kahoot increased student engagement, motivation and vocabulary retention. Students enjoyed the interactive and competitive aspects of the platform, which made learning more fun and memorable. However, challenges such as time constraints during quizzes were identified as drawbacks. This study supports the focus of this

research by demonstrating the potential of Kahoot to improve participation and learning outcomes in English as a Foreign Language (EFL) settings. The research highlights Kahoot's role in creating an engaging learning environment, while addressing the need to balance interactivity with accessibility.

The third study, entitled “Impact of a Game-Based Tool on Student Engagement in a Foreign Language Course: A Three-Term Analysis” by (Anane, 2024) examined the effectiveness of Kahoot in increasing student engagement in an online French as a Foreign Language (FFL) course. The study used a mixed methods approach, using quantitative data from structured surveys and qualitative insights from open-ended questions to explore students' perceptions of Kahoot over three academic periods. The results showed consistently high levels of student enthusiasm and engagement, suggesting that Kahoot encourages active participation and improves learning outcomes. Key benefits included Kahoot's ability to create a competitive, interactive learning environment, improve concentration and encourage collaboration. However, minor challenges such as technical issues and varying levels of competitive motivation were also reported. These findings are consistent with current research demonstrating the platform's ability to increase

motivation and engagement in language learning environments. Anane's emphasis on the sustained effectiveness of Kahoot over three periods reinforces its potential as a valuable gamified learning tool, particularly in online or blended learning environments.

The fourth study, entitled “Edutainment: Assessing Students’ Perceptions of Kahoot! as a Review Tool in French L2 Classes” by (Madden, 2022). This study investigated the use of Kahoot as a gamified learning tool in a French as a Second Language (L2) classroom at the Northern Caribbean University, Jamaica. Using an exploratory approach, the study collected data through questionnaires, semi-structured interviews and observations to assess how Kahoot enhanced learning and engagement.

The findings highlighted that Kahoot significantly helped students to improve their vocabulary, pronunciation and understanding of previously taught concepts. Participants emphasised that the platform created a fun, interactive and competitive learning environment that motivated them to review and reinforce their knowledge. However, challenges such as the countdown timer, which caused stress, and occasional technical problems were also identified. This study supports the research focus by showing how Kahoot promotes active learning and retention in the

context of language learning. The findings highlight the importance of gamification tools in encouraging engagement and improving students' linguistic and cognitive skills, which is in line with the aims of using Kahoot in the EFL classroom.

The fifth study, 'Exploring EFL Learners' Perspectives on Using Kahoot as a Game-Based Student Response System' by (Ebadi et al., 2023), investigated the use of Kahoot in English grammar classes at university level. The study examined the benefits and challenges associated with the platform through surveys, interviews, and classroom observations with 80 students studying English language and literature in Iran. The research found that Kahoot had a positive impact on students' engagement, motivation and ability to self-assess their knowledge. Many participants appreciated the interactive and competitive nature of the platform, which made learning more interesting and dynamic. However, the study also highlighted some problems, including technical difficulties such as poor internet connection, fast game speed and insufficient feedback from teachers after quizzes. These challenges sometimes led to frustration and reduced motivation among students.

This study is consistent with current research by providing insights into the strengths and limitations of integrating Kahoot into the EFL classroom. This research highlights the importance of overcoming technical and pedagogical challenges in order to fully realise Kahoot's potential as a gamified learning tool that improves student participation and learning outcomes.

B. LITERATURE REVIEW

1. Gamification in EFL Learning

Gamification has become an innovative approach to learning, particularly when teaching English as a Foreign Language (EFL). This approach involves incorporating game elements such as points, badges, leaderboards and challenges into learning to increase student motivation and engagement. Hamari explains that gamification can create a more engaging and interactive learning environment, which ultimately contributes to improved student learning outcomes (Hamari et al., 2016). By using elements that encourage active participation, gamification allows students to remain engaged in the learning process despite difficulties in understanding complex English materials.

One of the main benefits of gamification in EFL learning is to increase student motivation. With the

reward mechanism and challenges in the game, students are encouraged to be more active in learning. Zhang and Hasim found that gamification can increase students' intrinsic motivation, which has a positive impact on their engagement and participation in class (Zhang & Hasim, 2023). In addition, this study also showed that gamification helps to create a competitive yet collaborative learning environment, which allows students to learn in a more enjoyable way without excessive pressure. In this context, Gatautis emphasises that gamification is designed to change students' behaviour through the integration of game elements such as leaderboards, levels and rewards (R. Gatautis, J. Banyte & E. Vitkauskaite, 2016). This not only increases their engagement in the classroom, but also strengthens intrinsic and extrinsic motivation in language learning.

From the perspective of cognitive development theory, Jean Piaget (1952) explains that learning occurs when students actively construct their own knowledge through interaction with their environment (Piaget, 1952). This concept is consistent with gamification in EFL, where students are not only passively receiving information, but are also directly involved in learning through quizzes, challenges and other game-based

activities. In gamification, students can try different strategies to understand the material, receive immediate feedback and make adjustments to their learning, as described in the concept of assimilation and accommodation in Piaget's theory.

Meanwhile, Lev Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD) emphasises that learning becomes more effective when students are given challenges that are slightly above their ability but still achievable with help from teachers or peers (L. Vygotsky, 1978). Gamification in EFL, particularly through platforms such as Kahoot!, supports this theory by providing immediate feedback that allows students to gradually improve their understanding. In addition, the social elements in gamification, such as teamwork or competition between groups, reinforce the concept of scaffolding introduced by Vygotsky, where students can learn more effectively with guidance from more experienced individuals.

In addition to increasing student motivation and engagement, gamification can also overcome the limitations of traditional learning methods, which are often monotonous and less interactive. Yildirim found that gamification-based teaching methods had a positive

impact on students' academic performance, as well as their attitudes towards learning (Yildirim, 2017). By making learning more interactive and goal-oriented, gamification provides a holistic approach that emphasises healthy competition, cooperation and immediate feedback, all of which contribute to improved student motivation and learning outcomes.

However, the effectiveness of gamification in EFL learning depends largely on its design and implementation. Chan and Lo emphasise that proper gamification design is crucial to ensure that the game elements used actually support the learning process, rather than simply adding entertainment elements without a clear educational purpose (Chan & Lo, 2024). Complex or competitive game elements without a clear strategy can reduce learning effectiveness and student stress.

As such, gamification offers an interesting and effective approach to EFL learning, particularly in improving motivation, student engagement and the overall learning experience. Based on the principles of Piaget's and Vygotsky's theories, gamification not only makes learning more enjoyable, but also better meets students' cognitive and social needs. Therefore, the integration of gamification in language learning should be

done with appropriate strategies to maximise its benefits without compromising learning effectiveness.

2. Kahoot: A tool for Gamified Language Learning

One of the most popular examples of gamification in education, Kahoot provides a dynamic platform for teaching and assessing student understanding. A versatile tool, Kahoot allows teachers to create quizzes, polls, and discussions that meet specific learning objectives and are accessible to students through their personal devices. The combination of accessibility and interactivity makes Kahoot an ideal choice for use in the modern classroom.

a. Kahoot's role in EFL learning

Kahoot has become one of the most widely used game-based learning platforms for learning English as a foreign language (EFL). As an interactive quiz-based learning tool, Kahoot allows students to actively participate in learning in a competitive and engaging atmosphere. Many studies highlight its positive impact on student motivation, classroom interaction and knowledge retention. By incorporating elements such as leaderboards, time limits and instant feedback, Kahoot encourages student engagement, promotes active participation and improves understanding and retention of learning material.

b. Enhancing Motivation in EFL Learning with Kahoot

Motivation plays a crucial role in successful language acquisition. Kahoot's interactive design fosters student enthusiasm through gamification features like leaderboards, time constraints, and real-time feedback. Ahmed argue that the competitive nature of Kahoot not only drives students to engage actively but also enhances their cognitive involvement (Ahmed et al., 2022). Similarly, Mustafa emphasizes that Kahoot strengthens both intrinsic and extrinsic motivation by creating a stimulating and enjoyable learning environment (Mustafa, 2022). Research by Ye et al. further supports this claim, demonstrating that students using Kahoot exhibit higher motivation levels due to the immediate recognition provided through scoring and ranking (Ye et al., 2024). The competitive aspect encourages students to focus more intently on comprehension, leading to improved participation and sustained motivation.

c. Promoting Interactive Classroom Dynamics with Kahoot

Beyond motivation, Kahoot contributes to fostering a more dynamic and interactive classroom environment. According to Alharthi, (2020) found that incorporating Kahoot in EFL classrooms increased

student engagement, teacher-student interactions, and peer collaboration. The classroom became more vibrant and cooperative as students not only listened to the teacher's explanations but also actively engaged in quizzes and discussions. Research by Mahbub (Mahbub, 2020) noted that Kahoot's competitive features create a lively and engaging learning atmosphere, making students more eager to participate.

This aspect is particularly significant in EFL learning, where students may hesitate to express themselves in English. Kahoot provides a low-pressure environment for students to answer questions and learn from their mistakes without fear of embarrassment. Additionally, Nabila (2024) highlights that the gamification elements in Kahoot enhance classroom management, as students tend to be more focused on the activities compared to traditional, passive learning methods. The combination of accessibility and interaction positions Kahoot as an effective tool for fostering both competitive and collaborative learning. Ali & Abdalgane (2022) confirm that Kahoot's positive influence on student engagement makes it a valuable resource for language instruction.

d. Strengthening Retention and Comprehension with Kahoot

A key challenge in EFL education is ensuring that students do more than memorize material—they must also comprehend and apply their knowledge effectively. Kahoot facilitates retention by delivering immediate feedback, allowing students to analyze and correct their errors promptly (Kalleney, 2020). Özdemir (2024) found that students learning with Kahoot exhibited higher retention levels compared to those taught using traditional methods. The quiz-based format enables students to review concepts interactively, reinforcing learning in a structured yet engaging manner. The inclusion of time limits further enhances focus and information retention.

Additional research by Ciaramella indicates that using Kahoot for vocabulary acquisition significantly improves word retention and contextual understanding (Ciaramella, 2017). These findings suggest that gamified learning not only increases student interest but also fosters long-term comprehension and knowledge retention.

Kahoot is an example of the transformative impact of gamification in education. Its accessibility, interactivity and flexibility make it a powerful tool for

improving student engagement and learning outcomes. By creating interactive, competitive and fun learning experiences, Kahoot encourages active participation, builds student confidence and supports better understanding (Mustafa, 2022; Ye et al., 2024; Kalleney, 2020; Özdemir, 2024). Despite potential technical limitations, empirical research confirms its effectiveness in promoting a dynamic learning environment. Thus, integrating Kahoot into EFL classrooms can be a highly effective strategy to support students in improving their foreign language proficiency.

3. Student engagement in Language Learning through Kahoot as a Gamified Platform

According to Fredricks's theory, student engagement is divided into three dimensions, namely behavioral engagement, emotional engagement and cognitive engagement (Fredricks et al., 2004). In English as a Foreign Language (EFL) learning, this engagement is very important as it helps students to be more active in class, more motivated to learn and to better understand English concepts.

Gamification has been used in various educational contexts, including EFL learning, to increase student motivation and participation. Platforms such as

Kahoot! allow learning to be more competitive, interactive and fun, so that students are more interested in participating in English learning. Hamari found that game elements such as leaderboards, points and instant feedback can encourage students to be more active and strive to improve their learning performance (Hamari et al., 2016). Thus, gamification not only makes learning more interesting, but also creates a more dynamic classroom atmosphere that is geared towards students' active participation (Bawa, 2019).

Behavioral engagement refers to students' active participation in academic tasks and classroom activities. In EFL learning, students often face difficulties in speaking, understanding grammar or memorising vocabulary. Therefore, a gamification approach can help increase their engagement by making exercises more interactive and challenging. A study by Bawa showed that Kahoot! was able to increase students' active participation in answering questions and participating in class discussions due to the scoring system and healthy competition (Bawa, 2019). This is supported by Ishak et al, who found that the competitive element in gamification encourages students to participate more actively as they feel more motivated to compete and

improve their learning outcomes (Ishak et al., 2017). In this way, the use of gamification in the classroom can directly contribute to overcoming the problem of low participation in the learning of the English language, especially for students who tend to be passive in traditional methods of learning.

Emotional engagement reflects how students respond emotionally to the learning process. It includes feelings of enthusiasm, satisfaction and motivation to learn English. Suparmini et al found that gamification-based learning environments create a more positive and enjoyable experience, as the attractive visual elements and reward system in the game can make students more interested in learning (Suparmini et al., 2024). In Bawa's research, students who used Kahoot! reported that they were more motivated and confident in answering questions because the gamification system provided a more entertaining learning experience and reduced learning anxiety (Bawa, 2019). In the EFL classroom, some students felt less confident in speaking or answering questions spontaneously. With game-based quizzes, they feel more comfortable trying to answer even if their answers are wrong because gamification makes it easier to accept mistakes as part of the learning process. In

addition, Ishak et al. found that the competitive element in gamification can increase students' emotional engagement as they feel challenged to achieve the best results (Ishak et al., 2017). This suggests that using Kahoot! in the classroom can directly contribute to improving students' emotional engagement in learning English.

Cognitive engagement refers to how deeply students understand and process information in English language learning. Hamari et al. highlight that gamification can encourage students to think more critically as they have to analyse questions, recall concepts they have learned and choose the most appropriate answer within a limited time (Hamari et al., 2016). In a study by Prihandono et al, the use of gamification in English learning helped students to better understand grammar and vocabulary as they had to use strategies in choosing answers (Prihandono et al., 2023). The instant feedback provided by Kahoot! allows students to immediately identify and correct their mistakes, resulting in a reflective learning process. Meanwhile, Ishak et al. found that competition in gamification increased students' cognitive engagement, as they were encouraged to understand the material more deeply in

order to answer questions more accurately and quickly (Ishak et al., 2017). Thus, implementing gamification in the classroom not only helps students become more active, but also improves their understanding of English concepts in a more effective way than traditional learning methods.

Gamification in EFL classrooms has been shown to directly increase students' behavioural, emotional and cognitive engagement. By creating a more interactive and competitive learning atmosphere, gamification encourages students to be more active in class, more motivated to learn, and to develop a deeper understanding of the material (Hamari et al., 2016; Bawa, 2019; Ishak et al., 2017; Suparmini et al., 2024). Therefore, the implementation of Kahoot! in the EFL classroom is an effective strategy to increase student engagement, especially for those who were previously less active in English language learning.

4. Challenges and Considerations in Using Kahoot for EFL Learning

Although Kahoot has been recognised as an effective interactive learning tool, its use in English as a foreign language (EFL) classrooms is not without its challenges. One of the main challenges is limited access

to technology. Not all students have compatible devices or a stable internet connection to participate in Kahoot! sessions. This can lead to unequal participation and hinder the learning process. For example, a study published in the Indonesian Journal of Education found that although Kahoot! can increase motivation to learn, limited access to technology is a significant barrier to implementation (Sholihah et al., 2023).

Another obstacle is the lack of digital skills among teachers and students. Some teachers may not be familiar with the platform. They may find it difficult to create effective and engaging quizzes. Similarly, students who are less comfortable with technology may feel uncomfortable or pressured when using Kahoot. The article in the Proceedings of the National Seminar on Educational Innovation highlights that training and mentoring for educators is essential to optimise the use of Kahoot! in learning (Wibowo et al., 2022).

Another challenge is the potential for distraction. While the game element in Kahoot can increase engagement, there is a risk that students will focus on the competitive aspect rather than understanding the material. This can reduce the effectiveness of learning if not managed well. Research published in the Journal of

Community Service shows that educators need to ensure that the use of Kahoot remains focused on learning objectives and not just for entertainment (Hermawati & Solihin, 2023).

Finally, inappropriate content design can be an obstacle. If the questions or materials in Kahoot are not appropriate for the skill level of the students, or if they are not relevant to the curriculum, then the benefits of Kahoot! will be diminished. Therefore, it is important for educators to design content that meets students' needs and abilities. The study in Journal Petik highlights the importance of tailoring Kahoot! content to the learning model being used to achieve optimal results (Zanah et al., 2024). Overall, although Kahoot offers various benefits in EFL learning, educators need to consider and address these challenges to ensure effective and inclusive implementation.

5. Learners' perceptions and Language Learning through Kahoot as gamified platform

Recent study highlights that learners' perceptions have a significant impact on their language learning outcomes. (Jaliyya et al., 2017). Positive perceptions of language learning can increase motivation, leading to greater engagement and success in acquiring new

language skills. Conversely, negative attitudes can hinder progress by reducing interest and enthusiasm. These findings highlight the importance of fostering a supportive and positive learning environment where students feel supported and motivated. Incorporating gamification tools, such as Kahoot, can align with this goal by making the learning process fun and interactive, helping to transform negative perceptions into positive ones.

Díaz explored the role of technology in shaping learners' perceptions and experiences in language learning (Díaz et al., 2016). Their studies found that technology-enhanced language learning (TELL) and self-access language learning (SALL) platforms are crucial for increasing learner autonomy and engagement. Platforms such as Kahoot fall into this category, offering students a flexible and interactive approach to language learning.

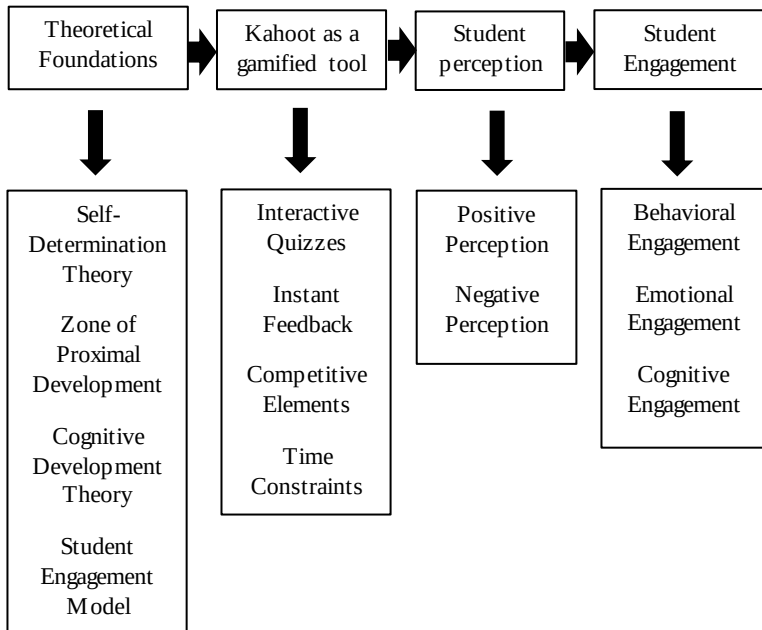
Integrations of gamification, such as competitive elements and immediate feedback, support learner engagement, cognitive development and collaborative learning, thereby influencing positive perceptions of language learning.

Colombo & Boscia's research highlights the important role of educators in shaping learners'

perceptions by using tools that match students' preferences and learning styles. They argue that understanding students' attitudes and needs is crucial to creating an effective and engaging learning environment (Colombo & Boscia, 2022). As a gamification platform, Kahoot offers educators the opportunity to connect with students through technology, ensuring an inclusive and interactive learning process. It encourages participation, boosts motivation and creates a positive atmosphere conducive to learning, which is in line with modern pedagogical goals.

Student perception is important for successful language learning and the integration of gamification platforms such as Kahoot can significantly increase student motivation and engagement. The studies reviewed show that positive perceptions, coupled with technology-enhanced learning, contribute to improved language learning outcomes. Teachers have a key role to play in using these tools to meet students' needs, reshape their perceptions and create a supportive, interactive and fun language learning environment.

C. Conceptual Framework



This conceptual framework illustrates the relationship between the theoretical underpinnings, Kahoot as a gamification tool, student perceptions, and student engagement, highlighting how these elements interact to influence student learning in the EFL classroom.

1. Theoretical Foundations → Kahoot as a Gamified Tool.

The framework is grounded in key educational theories:

- a. Self-Determination Theory: Explains how intrinsic and extrinsic motivation impact learning.
- b. Zone of Proximal Development (ZPD): Suggests that students learn best when challenged slightly beyond their ability with proper guidance.
- c. Cognitive Development Theory: Highlights how students construct knowledge through experience and interaction.
- d. Student Engagement Model: Defines engagement in behavioral, emotional, and cognitive aspects.

These theories support the integration of Kahoot as a gamified tool, showing that gamification can enhance engagement through motivational and interactive learning methods.

2. Kahoot as a Gamified Tool → Student Perception

The implementation of Kahoot influences how students perceive the learning experience:

- a. Positive Perception: If students find Kahoot enjoyable, interactive, and useful, they are more likely to be engaged.
 - b. Negative Perception: If students experience technical difficulties, time pressure, or lack of interest, engagement may decrease.
3. Student Perception → Student Engagement
- Student perceptions directly influence engagement in the following ways:
- a. Behavioral Engagement: Positively perceived tools lead to increased participation, attentiveness, and interaction.
 - b. Emotional Engagement: Enjoyment and motivation increase when students feel positively about using Kahoot.
 - c. Cognitive Engagement: A positive perception encourages deeper thinking, strategy development, and critical reflection.
4. Overall Relationship
- a. Educational theories provide the foundation for designing effective gamified learning methods.
 - b. Kahoot applies these principles to create an engaging, interactive learning environment.

- c. Student perception acts as a mediator between Kahoot and engagement, shaping how students interact with the platform.
- d. Stronger engagement leads to improved learning outcomes in EFL classrooms.

CHAPTER III

METHOD

This chapter explains the research methods used in the study, highlighting their essential role in determining the results and analysis. Before collecting the data, the researcher offers a comprehensive description of the research design, research approach, data sources, data collection methods, and the data employed.

A. Research Design

This study uses a descriptive qualitative method to explore students' engagement in learning English as a foreign language (EFL) through the Kahoot activity. This approach was chosen to provide a rich and detailed picture of students' experiences and interactions in the context of classroom learning. According to Sandelowski, qualitative descriptive research is particularly useful for gaining clear yet in-depth insights into a phenomena by focusing on the real perspectives and experiences of participants (Sandelowski, 2000). Unlike case study or experimental methods, qualitative descriptive research does not aim to create a theory or test a hypothesis, but rather to provide an accurate summary of a particular event or process. This method allows researchers to collect and analyse data from multiple sources, including classroom observations, semi-structured

interviews and documentation, to ensure a rich and in-depth understanding of students' behavioural, emotional and cognitive engagement. Qualitative descriptive research emphasises systematic yet flexible data collection techniques, allowing researchers to capture the dynamics of the learning environment while maintaining a practical focus (Colorafi & Evans, 2016). By connecting the context, process and outcomes of classroom learning, this study provides practical insights into how gamification, specifically Kahoot, can increase student engagement. The descriptive quality of this study ensures that its findings can be used to improve teaching practice and the implementation of gamification platforms in the EFL classroom more broadly.

1. Research Setting

This research was conducted at SMKS Cakra Nenggala which is located at Jalan Raden Patah No. 31, Limbangan Wetan, Brebes District, Brebes Regency, Central Java 52218. Data for this study were collected through observation, semi-structured interviews, and documentation. The research activities were conducted from November 25, 2024 to December 2, 2024. The researcher scheduled data collection in the second week

of November, with data analysis beginning after all observations and interviews were completed.

2. Participant of the Research

The participants in this study were Grade 10 and 11 students from SMKS Cakra Nenggala Brebes. The Grade 10 group consists of 18 students who study recount text, while the Grade 11 group consists of 15 students who focus on narrative text. Both classes emphasise grammar as a key element in their learning. After the observation phase, the researcher selected 10 students to participate in semi-structured interviews to get a deeper insight into their experiences of using the Kahoot app during English learning sessions. The criteria for selecting participants were based on the students' different levels of engagement and performance during the Kahoot activities. Specifically, the researcher ensured that the sample included:

- a. High performing students: Those who consistently scored high on Kahoot quizzes and demonstrated active participation.
- b. Moderate-achieving students: Students who participated regularly, but whose scores or engagement levels fluctuate.

- c. Low-performing students: Those who showed limited participation or consistently scored low on Kahoot activities.
- d. Diverse perspectives: The researcher also included students with different attitudes towards the Kahoot app, from the highly enthusiastic to the less motivated, to ensure a balanced representation of the experience.

These criteria were designed to provide a comprehensive understanding of how students with different levels of engagement and achievement perceived the use of Kahoot in their English lessons.

3. Research Focus

This research aims to investigate how the use of Kahoot apps can increase students' engagement in English learning. This research specifically examines the role of gamification through Kahoot in encouraging active participation and grammar comprehension in story text lessons for Grade 10 students and narrative text lessons for Grade 11 students. In addition, this research also explores students' perspectives on their learning experiences with Kahoot as an educational tool.

B. Techniques of Collecting Data and Instrument

Data collection, both in terms of literature review and field data, was carried out using data collection methods. The author used the following data collection techniques:

1. Observation Method

Observation is a data collection method in qualitative research used to observe and record behaviors, interactions, and dynamics that occur in the field. The researcher collects all data obtained during the observation by selecting specific aspects to observe and making notes related to the research. According to (Lune & Berg, 2017) Observation is an empirical research method used to directly observe events that occur naturally in the real world. Its purpose is to understand the main characteristics of these events, as well as the contextual aspects and time-related factors.

In the study titled "Gamifying EFL Learning: A qualitative Exploration of Student Engagement through Kahoot Activities in Senior High School," the researcher observes the gamification-based learning process using Kahoot. The observation aims to assess the extent of student engagement through various aspects such as active participation, motivation, and social interactions, which may not always be explained through interviews or

questionnaires. The researcher also recorded the students' emotional responses directly, such as facial expressions, body language, and spontaneous reactions to the questions posed during the game. Additionally, the observation included the interaction between students and teachers, as well as how students respond to the Kahoot! activity in English language learning. To facilitate the observation process, the researcher used an observation guide in the form of a checklist and recorded field notes to obtain more in-depth data.

Table 3.1
Observation Checklist

No	Observation Criteria	Indicators
1.	General Perception	Students appear to enjoy the learning process with Kahoot (e.g., smiling, focused).. Students seem bored or uninterested during Kahoot activities.
2.	Kahoot Learning Process	Students understand the instructions before starting the Kahoot session. Students do not face technical difficulties while using Kahoot.

		Students demonstrate understanding of the concepts tested through their answers.
3.	Behavioral Engagement	Students pay attention to the questions displayed on the screen. Students answer the questions within the given time limit. Students actively engage with the Kahoot interface. Students avoid distractions and stay focused throughout the session.
4.	Emotional Engagement	Students show excitement (e.g., smiling, cheering) during the activity. Students show frustration (e.g., sighing, verbal complaints). Students appear confident or proud after answering correctly.
5.	Cognitive Engagement	Students reflect on their performance (e.g., commenting on their answers). Students discuss or strategize before responding to questions.

2. Interviews

In this study, semi-structured interviews were conducted to gather in-depth qualitative insights into how students perceive the use of Kahoot in English language learning. Through these interviews, the researcher explored how Kahoot influences student engagement, including motivation, active participation, and social interaction in the classroom. A semi-structured interview is a more flexible form of a structured interview because it "allows for deeper exploration by providing the interviewer with the opportunity to delve into and expand upon the interview's responses." (Rubin & Rubin, 2005). The semi-structured format also allows students to express their views more freely and in detail, addressing challenges they faced, benefits they perceived, and emotional responses that might not be captured through other methods such as observation or questionnaires. By employing this method, the researcher collected relevant and comprehensive data to answer research questions and support the analysis related to gamification in EFL learning.

Open-ended questions were used during the interviews to enable students to elaborate on their experiences, feelings, and observations regarding the use

of Kahoot in their EFL learning. This approach allowed participants to provide more detailed and reflective responses, unlike closed questions that limited answers to predefined choices or yes/no options. Open-ended questions encouraged deeper reflection on aspects of their learning experience with Kahoot, such as its impact on motivation, engagement, and understanding of the material. Furthermore, this method helped uncover unique emotions, challenges, and insights that structured questions might not have captured. For instance, instead of asking a simple yes/no question like "Do you like using Kahoot?", an open-ended question such as "How do you feel about using Kahoot in your English class?" allowed participants to provide more nuanced and comprehensive answers, enriching the qualitative data for the study.

Table 3.2

Interview Questions

No	Interview Questions
For Question 1	
1.	What do you like or dislike about using Kahoot in your EFL classes?
2.	What aspects of Kahoot make it enjoyable or less enjoyable for you?
For Question 2	
1.	How does using Kahoot affect your willingness to participate in EFL activities?

2. Does using Kahoot make you more focused on the lesson? If yes, how? If no, why not?
 3. How does playing Kahoot make you feel during the lesson (e.g., excited, frustrated, or nervous)? Can you give an example?
 4. Do you feel more motivated to join class activities when Kahoot is part of the lesson? Why or why not?
 5. Do you feel that Kahoot quizzes help you understand the material better? Why or why not?
 6. Does Kahoot help you think critically about the material? If yes, in what way?
-

3. Documentation

Documentation is a data collection method in qualitative research that aims to support and complement the analysis process. In this study, documentation is used to capture various important aspects during the gamified learning process using Kahoot. This documentation may include images or visuals depicting student activities during the learning session, such as screenshots of Kahoot activities or student interactions with the platform. These visuals provide a concrete representation of student engagement levels and the classroom atmosphere. Additionally, documentation serves as supplementary evidence that helps the researcher gain a deeper understanding of the learning dynamics, particularly in the context of implementing Kahoot in English language learning. Thus, documentation

contributes to generating more comprehensive and objective data to address the research objectives.

C. The Technique Of Analyzing Data

The data analysis technique used is thematic analysis. Thematic analysis is a qualitative data processing process to identify patterns or themes in the data. Researchers can gather data through interviews or open-ended questionnaires that allow students to express their views and experiences regarding the use of Kahoot. The collected qualitative data can then be analyzed to identify key themes or patterns in students' perceptions of Kahoot usage in their learning activities. There are 6 steps of analyzing the data through using thematic analysis (Braun & Clarke, 2006) and these steps help in identifying, analyzing, and reporting themes within data. Here are the six steps of thematic analysis:

Table 3.3

Thematic Analysis Step

Phase 1:	This step involves immersing yourself in the data by reading and re-reading it. If you're working with interview transcripts, audio, or written data, you should make detailed notes or memos as you go through them. The goal is to become familiar with the content.
Phase 2:	Once familiar with the data, you generate initial codes. Codes are features of the data that appear interesting or significant, and this process is

systematic. Every meaningful segment of data is coded, often multiple times, and you start to see patterns.

- Phase 3: After coding, you sort different codes into potential themes. This involves gathering all data relevant to each theme. A theme is a broader category that captures important patterns or meanings from the data, supported by the coded data extracts.
- Phase 4: At this stage, you refine the themes. Some themes may need to be merged, broken down, or discarded if they don't have enough supporting data. This is a two-level process: reviewing at the level of coded data and considering the data set as a whole.
- Phase 5: Once you've refined the themes, you clearly define what each theme is about. You identify the core meaning of each theme and what part of the data it captures. After that, you give each theme a concise, descriptive name.
- Phase 6: The final step is writing the analysis. This involves telling the story of the data through the themes you've identified. You select vivid, compelling examples to illustrate each theme, ensuring that the analysis is consistent with the research questions and data.

The data analysed in this study is presented in a thematic format, describing how students perceive Kahoot's role in increasing their engagement, including behavioral, emotional and cognitive engagement. Findings are summarised based on the interpretation of data collected through semi-structured interviews, classroom observations and documentation. This research adopted a descriptive

qualitative approach, focusing on students' statements to provide in-depth insights into their experiences of using Kahoot in English language learning. Once the data had been collected, the information was reduced and simplified for ease of management and analysis. The data was organised to ensure that relevant information was identified, either through the process of reducing or rearranging the data that was already available. Data reduction involves selecting, focusing, simplifying, abstracting and transforming data from field notes or interview transcripts (Mezmir, 2020).

1. Familiarization The Data

Table 3.4

Familiarization The Data

Theme	Sub-theme	Code	Interview Question
General Perception of Kahoot in EFL Learning	Likes and Dislikes about Kahoot	LDK-Q1	1: What do you like or dislike about using Kahoot in your EFL classes?
	Enjoyable and Less Enjoyable Aspects	ELEA-Q2	2: What aspects of Kahoot make it enjoyable or less enjoyable for you?

Behavioral Engagement with Kahoot	Active Participation	AP-Q3	<i>3: How does using Kahoot affect your willingness to participate in EFL activities?</i>
	Focus on the Lesson	FL-Q4	<i>4: Does using Kahoot make you more focused on the lesson? If yes, how? If no, why not?</i>
Emotional Engagement with Kahoot	Emotional Responses	ER-Q5	<i>5: How does playing Kahoot make you feel during the lesson (e.g., excited, frustrated, or nervous)? Can you give an example?</i>
	Motivation	M-Q6	<i>6: Do you feel more motivated to join class</i>

Cognitive Engagement with Kahoot	Material Comprehension	MC- Q7	<i>activities when Kahoot is part of the lesson? Why or why not? 7: Do you feel that Kahoot quizzes help you understand the material better? Why or why not?</i>
	Critical Thinking	CT-Q8	<i>8: Does Kahoot help you think critically about the material? If yes, in what way?</i>

As a result of this study, the researcher highlights how students perceive Kahoot-based learning in terms of Likes and Dislikes about Kahoot (LDK), Enjoyable and Less Enjoyable Aspects (ELEA), Active Participation (AP), Focus on the Lesson (FL), Emotional Response (ER), Material Comprehension (MC), Critical Thinking (CT).

2. Thematizing and Coding

The researcher categorized the participants' various responses into groups. Each response was thoroughly analyzed to identify relevant themes based on the participants' experiences using Kahoot during the learning process. In addition, these categories were organized based on their frequency of occurrence, indicating how often the themes were mentioned by the participants during the interviews, ranging from the most dominant to the least mentioned. Four main themes emerged from this analysis, which will be further elaborated in the discussion section.

Table 3.5

Initial Code Generation

Theme	Sub-Theme	Code	Total Trend
General Perception of Kahoot in EFL Learning	Likes and Dislikes about Kahoot	LDK -Q1	10
	Enjoyable and Less Enjoyable Aspects	ELEA-Q2	10
Behavioral Engagement with	Active Participation	AP-Q3	10

Kahoot	Focus on the Lesson	FL-Q4	9
Emotional Engagement with Kahoot	Emotional Responses	ER-Q5	10
Cognitive Engagement with Kahoot	Motivation Material Comprehension	M-Q6 MC-Q7	10 10
	Critical thinking	CT-Q8	10

D. Trustworthiness

Guba's concept of trustworthiness is essential in qualitative research for evaluating the quality and reliability of studies, as noted by Satu Elo (Elo et al., 2014). This trustworthiness is crucial at every stage of qualitative content analysis, from data collection to the reporting of findings. Guba established a framework that includes four key components : credibility, transferability, dependability, and certainty. Each of these components is designed to ensure that research findings are not only accurate but also applicable in a broader context. For instance, researchers are expected to provide a clear and detailed description of the phenomenon being studied.

The researcher emphasizes that trustworthiness is fundamental to ensuring that qualitative research is both

reliable and accountable. By adhering to this criterion, researchers can present strong evidence that their findings are valid, relevant, and useful for informed decision-making. Implementing these elements of trustworthiness not only enhances the quality of research but also bolsters the researcher's credibility in delivering accountable results to stakeholders (Egon et al., 1981). Therefore, a profound understanding of trustworthiness is vital for researchers aiming to produce high-quality scientific work that benefits society.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This section presents the research findings based on a thematic analysis of the data collected through semi-structured interviews and classroom observations. The analysis follows Braun and Clarke's six-phase framework to identify patterns and themes related to students' perceptions, engagement, and motivation when using Kahoot in EFL learning. This section comprehensively examines the integration of Kahoot in EFL learning to enhance student engagement and motivation. It explores the strategies for implementing game-based learning in the classroom and investigates students' perceptions following this interactive approach.

A. Research Findings

This section discusses the use of Kahoot in English language learning and students' perceptions of its role in improving their engagement and understanding of the subject matter at one of the SMK in Brebes. In answering the research question, the researcher aims to explore how students perceive the use of Kahoot and its effectiveness in facilitating engagement and understanding of the subject matter. As an interactive, game-based application, Kahoot provides a fun element of competition that makes the learning atmosphere more lively and interesting. The data in this

chapter is based on observations and semi-structured interviews with grade 10 and 11 students who actively participated in learning using Kahoot. This activity is designed not only to help students understand the material, but also to encourage them to participate more actively and to think critically, especially in terms of answering questions quickly and accurately. The results show some interesting things, such as the students' enthusiasm for the competitive element, the time limit for answering and the attractive visual presentation. However, the students also faced some challenges, such as internet connection problems and time pressure, which added to the dynamics of their learning experience with Kahoot.

1. Kahoot in Student Engagement: Contribution to Active Participation and Learning Dynamics in EFL Classrooms

Observations during Kahoot sessions showed that the platform played a significant role in fostering student engagement in EFL classrooms, covering behavioral, emotional, and cognitive dimensions. The following analysis presents key findings based on student interactions and responses.

- a. General perception: Observations indicated that most students enjoyed learning with Kahoot. They

exhibited positive behaviors such as smiling and paying attention to the screen throughout the session. This suggests that Kahoot created an engaging and enjoyable learning atmosphere. However, some students appeared bored or less interested, possibly due to technical limitations or the limited time available for some questions.

- b. Behavioral Engagement: Students demonstrated active engagement during the Kahoot session. They paid close attention to the questions that appeared, responded within the allocated time, and interacted consistently with the application. Observations revealed that students “paid attention to the questions on the screen,” “stayed focused during the activity,” and “answered within the time limit.” This demonstrates that Kahoot effectively encouraged students to actively participate in learning.
- c. Emotional engagement: On the emotional side, students appeared enthusiastic while using Kahoot. Positive reactions such as smiling, cheering, or displaying confidence after answering correctly indicated that students felt happy and motivated. However, some students showed signs of frustration, especially when they encountered technical

difficulties or were unable to answer in time. This suggests that while Kahoot promotes emotional engagement, technical factors and time pressure should be considered to optimize the student experience.

- d. Cognitive engagement: Observations also indicated that Kahoot supported students in thinking critically and reflectively. Some students were observed discussing questions, strategizing before answering, and reflecting on their responses after the session. This suggests that Kahoot not only enhances emotional engagement but also fosters cognitive engagement, encouraging students to analyze and understand the material in depth.

From the observations, it can be concluded that Kahoot significantly enhances student engagement in the EFL classroom. With its interactive features, Kahoot creates a fun learning atmosphere, encourages active participation, boosts enthusiasm, and engages students in reflective thinking. However, to optimize its effectiveness, it is essential to address challenges such as technical constraints and time pressure, which may impact students' experiences.

2. Exploring Kahoot's Influence on Behavioral, Emotional, and Cognitive Engagement in EFL Learning

This section examines the impact of Kahoot on various aspects of student engagement behavioral, emotional, and cognitive in the context of English as a foreign language (EFL) classrooms. It explores how Kahoot encourages active participation, enhances emotional involvement, and facilitates deeper cognitive processing during learning activities. Drawing on insights from interview responses and classroom observations, this section reveals how Kahoot engages students on multiple levels, making learning more engaging and effective. The analysis also investigates the extent to which these interactions enhance students' motivation, focus, and understanding of the material being taught.

2.1 Active Participation

Students reported that Kahoot's interactive format helped them remain focused and enthusiastic when responding to questions. Students particularly appreciated the competitive features, such as the leaderboard, which encouraged them to pay closer attention to the material in order to improve their performance. Additionally, the immediate feedback provided by Kahoot allowed students

to quickly evaluate the accuracy of their answers, creating a more engaging and dynamic learning environment compared to conventional, teacher-centered methods. Nevertheless, some students highlighted certain challenges that hindered their active participation. Time constraints often induced feelings of anxiety, while technical issues, such as unreliable internet connections, disrupted the flow of the activity. Despite these obstacles, most students agreed that Kahoot effectively and fostered a more lively classroom environment and increased their motivation to participate. This sub-theme illustrates how Kahoot supports student engagement by offering a highly interactive learning experience and encouraging active involvement in the learning process.

Observation notes:

During the implementation of Kahoot, students appeared to actively participate by answering questions within the given time limits. They were also visibly engaged with the Kahoot interface, from selecting answers to following the flow of the quiz seamlessly. This behavior indicates that Kahoot successfully encouraged students' behavioral engagement throughout the learning process.

This observation shows that Kahoot successfully encourages students to be actively involved in learning. Students were focused and enthusiastic when answering

questions within the given time limit, as well as interacting directly with the Kahoot interface. This engagement reflects their active participation, which indicates that Kahoot is effective in improving student interaction during the learning process. Data illustrating Students' perception of active participation when using Kahoot is presented in Table 4.1.

Table 4.1
Students' perception of active participation when using Kahoot

Code	Category	Quote
AP-Q3/S01	Fun Enhancing Material Understanding	" ...makes me excited because the app is fun so it's easier to understand the material presented by the teacher."
AP-Q3/S02	Competitive Enjoyment	"Yes, because I like it, I want to participate more in class because it's fun when using games or quizzes."
AP-Q3/S03	Game-Like Experience	"It feels like playing a game, so it's more comfortable and exciting."
AP-Q3/S04	Ease of Understanding	"Yes, because it's fun, if kahoot is easy to understand, if that (regular learning) is difficult."
AP-Q3/S05	Entertaining	" The features are fun so

	Features	I'm interested in participating more, ... it's just fun."
AP-Q3/S06	Positive Learning Atmosphere	"..I participate because Kahoot feels fun and exciting."
AP-Q3/S07	Focus	"yaa...makes me excited and more enthusiastic during class."
AP-Q3/S08	Fun	"Yes,... because the app is fun and it boosts my enthusiasm."
AP-Q3/S09	Digital Engagement	"It's more exciting, not just listening to teachers. With Kahoot on the phone, it's more fun because students nowadays enjoy using their phones."
AP-Q3/S10	Time-Based Challenge	"It feels challenging because there's a time limit... it makes me think quickly and rush to answer."

Based on the interview results, most students stated that Kahoot successfully encouraged their active engagement through various elements, such as interactive features, time challenges, competition elements, as well as the use of digital technology. This learning format not only improves student focus and motivation but also creates a more relevant and engaging learning experience, in line with the needs of today's students. Some students

revealed that Kahoot helped them to be more engaged because of its fun and non-monotonous format. For example, S09 said, "It's more fun, not just listening to the teacher. With Kahoot on mobile phones, it's more fun because students nowadays enjoy using their phones." (AP-Q3/S09). Students feel more motivated because using Kahoot through digital devices is more interesting than just listening to a teacher. On the other hand, S10 highlighted the element of time challenge that made her have to think fast give answers immediately, thus creating an exciting atmosphere of competition. The student said, "It feels challenging because there is a time limit... it makes me think fast and rush to answer." (AP-Q3/S10).

In addition, students said "Yes, because it's fun, if kahoot is easy to understand, if that (regular learning) is difficult." (AP-Q3/S04) , here it is expressed that Kahoot makes it easier to understand the material compared to ordinary learning methods which are considered more difficult. A similar opinion was expressed by S03 "It feels like playing a game, so it's more comfortable and exciting." (AP-Q3/S03), Student mentioned that the Kahoot format feels like playing a game, so the learning process becomes more comfortable and exciting. Overall, this table shows how Kahoot is able to increase students'

active participation by combining interactive, competitive and modern technology elements. However, some students also revealed that the time challenge element can be a pressure for them, as recognised by S10. The findings from this data are consistent with research from Stephanie that indicates that Kahoot! creates a fun and competitive environment that encourages student engagement and active participation in the classroom (Pfirman et al., 2021)

2.2 Focus on the Lesson

Based on the research conducted, Kahoot proved to play an important role in helping students to focus more on the lesson. One of the factors that kept students focused was the clear structure of the activity, where they had to complete a quiz within a set time. This encourages students to really pay attention to each question and to be actively involved in the activity. Unlike traditional learning methods, which often cause students to lose concentration, Kahoot offers a more engaging and fun approach. This increased focus is also supported by the structured way of learning in Kahoot. Each question appears one at a time, making it easier for students to focus on one task at a time. In addition, the use of this technology helps to reduce distractions, as students are

more motivated to complete the quiz rather than being distracted by other things while studying.

However, while Kahoot is effective in improving student concentration, there are some challenges that need to be considered, such as the time pressure, which can make some students feel anxious. In addition, technical issues such as a slow internet connection can also affect their concentration. However, overall, Kahoot is seen as a learning tool that helps students to stay focused on the subject matter, making it relevant and suitable for students' learning needs in the current era. This discussion how Kahoot plays a role in improving students' focus during lessons by providing a structured and engaging learning format.

Observation notes:

Students are seen to exhibit a focused attitude when kahoot is applied in learning, for example students pay attention to the questions that appear on the projector, students also avoid distractions and stay focused on the quiz during the session.

Observation notes show that the use of Kahoot as a learning tool can significantly improve student focus and engagement. In this observation, it was observed that students paid close attention to the questions displayed on the projector, indicating that the interactive elements of

Kahoot successfully captured their attention. In addition, the students were able to avoid distractions and remain concentrated on the quiz throughout the session. This behaviour suggests that the structured format in Kahoot not only keeps students engaged, but also helps them to stay focused on the material being taught, creating a more productive learning atmosphere. Overall, these observations illustrate the positive impact that Kahoot has on students' level of focus and participation in the learning process. Data illustrating Students' perception of how Kahoot plays a role in improving students' focus during lessons is presented in Table 4.2.

Table 4.2

Students' perception of how Kahoot plays a role in improving students' focus during lessons

Code	Category	Quote
FL-Q4/S01	Easy to Understand Content	“Yes, I feel more focused during learning, because the material conveyed by the teacher is easier to understand, ... fun,exciting learning.”
FL-Q4/S02	Boosted Motivation	“Yes, I am more focused, because I am enthusiastic about learning.”
FL-Q4/S03	Clear and Direct	“I feel more focused because I immediately

	Explanation	read the questions on the screen. immediately thinks that if you listen to the teacher, learning is not clear, if you use Kahoot it is clear.”
FL-Q4/S04	Variety in Questions	“Yes, it makes me more focused because there are many choices for the quiz.”
FL-Q4/S05	Learning through Play	“Yes, it is more focused, the reason is that we can learn while playing..”
FL-Q4/S06	Competitive Motivation	“Yes, it makes me more focused because it's like a game, it's fun and I can win from my friends.”
FL-Q4/S07	Challenging and Rewarding	“More focus because it’s challenging, so I have to focus to get the answers right).”
FL-Q4/S08	Simplified Learning Process	“Yes, more focused because using Kahoot makes it easier for me to study.”
FL-Q4/S09	Time-bound Engagement	“Yes, because the questions are timed, so it makes me want to find the right answer and review the material the teacher explained.”
FL-Q4/S10	Distraction	“Sometimes I focus,

from Time
Pressure

but sometimes
I can't read all
the questions,
so I get
nervous...som
etimes I can't
finish before
time runs out."

The table 4.2 illustrates students' views on the effect of using Kahoot on their ability to stay focused during the learning process. Most students reported that they were better able to concentrate when using Kahoot compared to traditional learning methods. Some of the main factors that support this are that Kahoot presents material that is easy to understand, offers a fun gaming experience, provides motivating challenges, and uses time limits that encourage students to concentrate more. For example, one of the students, S01, stated, "Yes, I feel more focused during learning, because the material conveyed by the teacher is easier to understand, ... fun, exciting learning." (FL-Q4/S01). This statement reflects that a simple yet interesting presentation of the material can significantly increase students' attention. Similarly, another student, S03, stated, "I feel more focused because I immediately read the questions on the screen. immediately thinks that if you listen to the teacher, learning is not clear, if you use Kahoot it is clear." (FL-

Q4/S03). This shows that Kahoot provides a more focused and interactive learning experience compared to the lecture method, which students sometimes find less effective. As described in (Baszuk & Heath, 2020). It was stated that ‘students’ grades in my course have improved thanks to the use of Kahoot!’ This suggests that the implementation of Kahoot not only serves to increase student engagement, but also plays a role in deepening their understanding of the material, which is directly related to the level of student focus during the learning process.

However, not all students’ experiences went without a hitch. For example, S10 explained, “Sometimes I focus, but sometimes I can’t, I can’t read all the questions, so I get nervous...sometimes I can’t finish before time runs out.” (FL-Q4/S10). This illustrates that while the time limit can be an incentive for some students, for others, it creates pressure that can disrupt their focus. Overall, Kahoot has been shown to create a more engaging, competitive and interactive learning environment, thus helping students to focus more during lessons. However, the time pressure felt by some students needs to be managed well so as not to reduce the effectiveness of this learning tool.

2.3 Emotional Responses

The emotional responses of students using Kahoot revealed a mix of positive and negative experiences. On the positive side, many students expressed feelings of excitement and motivation. The features of Kahoot not only increased students' enthusiasm, but also fostered a sense of pride and confidence, especially when they answered questions correctly. However, some students experienced negative emotional reactions. The time limit set by Kahoot creates anxiety and puts pressure on some students to respond quickly, which sometimes leads to frustration. In addition, technical problems, such as unstable internet connections, disrupted the flow of activities and contributed to feelings of annoyance. Kahoot generated a range of emotional responses, with the majority of students feeling positively engaged, while a smaller group faced challenges related to time constraints and technical issues. These findings highlight the importance of considering emotional factors to create a balanced and supportive learning environment.

Observation notes:

The atmosphere in the classroom was dynamic and energetic. Students were all smiles, some cheering and shouting "Yeayyy!" whenever they managed to answer a question correctly. This cheerfulness created a fun and

uplifting atmosphere where the spirit of competition and collaboration was strong. However, in the middle of all this excitement, there were some students who showed signs of frustration. They would sigh and complain verbally, uttering “ihhh” and “aihh” when they felt pressured or could not answer quickly.

These observations highlighted a range of emotional responses from students when using Kahoot. Although the classroom was filled with excitement and cheering, reflecting positive emotions, some students experienced frustration due to time constraints, nervousness and network issues. Although the given time was maximised, some students still felt rushed, as evidenced by their verbal expressions such as 'ihhh' and 'aihh'. This shows that elements such as competition and limited time can affect students' emotional balance during the learning process. Data illustrating students' emotional responses when using Kahoot are presented in Table 4.3.

Table 4.3

Students' emotional responses when using Kahoot

Code	Category	Quote
ER-Q5/S01	Positive Emotion	" I'm happy because it's a different experience from regular learning."
ER-Q5/S02	Nervous Excitement	"Happy, but also nervous and anxious when the time to answer the question is almost up."

ER-Q5/S03	Mixed Emotion	"Nervous but happy because I like the game."
ER-Q5/S04	Addiction and Challenge	"Happy, addicted because Kahoot is really fun, ...challenging."
ER-Q5/S05	Positive Emotion	"Happy, fun."
ER-Q5/S06	Positive Emotion	" Happy, but I also feel nervous when I play Kahoot because the timer makes me anxious. I worry about answering too slowly or incorrectly. For example, the last time I did a grammar quiz, I panicked and chose the wrong answer when I knew it. It was a bit stressful."
ER-Q5/S07	Nervous Excitement	"Happy but nervous."
ER-Q5/S08	Positive with Network Frustration	"Happy overall, but not happy with the network issues."
ER-Q5/S09	Mixed Emotion	"Mixed feelings, happy, excited, but also bad mood due to network problems. It's fun because the app is enjoyable."
ER-Q5/S10	Positive Emotion	"Happy, especially when I got most of the answers right, it felt great."

Based on Table 4.3 above, the majority of students expressed positive emotions when using Kahoot,

such as happiness and enthusiasm. This suggests that Kahoot is successful in creating a fun and motivating learning atmosphere. This aligns with Ruiz's research which states that Students found Kahoot to be a helpful tool as it boosted their engagement and motivation in learning, reflecting a positive emotional impact (Ruiz, 2021). However, some students also reported negative emotions, such as nervousness and anxiety, especially when they ran out of time or faced technical problems, such as network problems. These emotions reflect the balance between the excitement generated by Kahoot and the particular emotional challenges that students experienced.

Students with positive opinions mentioned, "happy but nervous when the time to answer the questions is running out." (ER-Q6/S02). Another student added: "Happy, addicted because Kahoot is really fun, ...challenging." (ER-Q6/S04). However, there were also students who mentioned negative feelings, stating: "Mixed feelings, happy, excited, but also bad mood because of network problems. Happy because the application is fun".(ER-Q6/S09).

2.4 Motivation

Based on observation results, student motivation while using Kahoot can be seen through various indicators. Students showed enthusiasm to participate, encouraged by the challenge of the quiz, the time limit that made them think quickly, and the presentation of interesting material. Kahoot succeeded in creating a more lively and interactive classroom atmosphere, which ultimately increased students' motivation to participate in learning enthusiastically.

Observation notes:

During the Kahoot session, the classroom atmosphere was filled with energy and enthusiasm. The students appeared highly engaged, cheering joyfully whenever they answered a quiz question correctly, especially when the leaderboard displayed their results. The excitement intensified as students with high scores shouted “yay” creating a lively and enjoyable classroom environment.

The data reflecting Student Motivation During Kahoot Activities are summarized in Table 4.4.

Table 4.4

Student Motivation During Kahoot Activities

Code	Category	Quote
M-Q6/S01	Fun Classroom Atmosphere	" Yes, because the class atmosphere was fun."
M-Q6/S02	Positive	" Yes, it was fun and after

	Feeling	I scored low on the multiple choice quiz, I studied harder for the next session, and my score improved. This encourages me to keep trying and be better."
M-Q6/S03	Different and Motivating	" Yes, I'm motivated because it's different from regular learning."
M-Q6/S04	Lively and Interactive	" Yes, it makes the class atmosphere lively."
M-Q6/S05	Avoiding Boredom	" Yes, I'm more motivated, because if the usual lessons in class feel sleepy and bored, but not when using kahoot."
M-Q6/S06	Engaging Classroom Dynamics	"Motivated, ...the class becomes lively."
M-Q6/S07	Challenging and Exciting	"Motivated because regular lessons make me sleepy, bored, and lazy, but Kahoot feels challenging, so I don't feel sleepy."
M-Q6/S08	Focus and Enjoyment	"Yes, ...more focused on learning, more focused on following the lesson, ... and a bit happy."
M-Q6/S09	Interactive and Non-Boring	"Yes, motivated because it's not boring, the teaching is not just lecturing but also using an app (Kahoot)."
M-Q6/S10	Repetition	"Yes, because it makes the

and Engagement	lesson more exciting, so I want to keep repeating the quizzes until I get everything right."
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This table 4.4 provides insights into how Kahoot becomes part of learning activities that encourage students' motivation to engage in class activities. Most students expressed that they felt more enthusiastic when Kahoot was used. This can be seen from their descriptions of a livelier classroom atmosphere, interactive activities, and a learning approach that differs from traditional methods. The challenges and innovations offered by Kahoot were key aspects that attracted students, making them more eager to participate in lessons.

Based on students' experiences, S05 stated that "Yes, I'm more motivated, because the usual lessons in class feel sleepy and boring, but not when using kahoot." (MT-Q6/S05). The interactive activities provided by Kahoot created a more enjoyable learning experience and boosted student enthusiasm. This sentiment aligns with S07' experience, "Motivated because regular lessons make me sleepy, bored, and lazy, but Kahoot feels challenging, so I don't feel sleepy." (MT-Q6/S07). These challenges created a learning experience that encouraged her to become more engaged. This is in line with research

by (Neureiter et al., 2020) showing that Kahoot as an online gamification platform that is able to increase student motivation and involvement in learning, the time-based assessment system it offers creates a more interactive and enjoyable learning experience, so that students are more motivated to participate actively in class activities.

Additionally, S10 stated "Yes, because it makes the lesson more exciting, so I want to keep repeating the quizzes until I get everything right." (MT-Q6/S10). This reflects how Kahoot facilitates an independent and continuous learning experience for students. Through these experiences, it can be concluded that Kahoot fosters a dynamic, enjoyable, and interactive learning environment, enabling students to feel more motivated and actively participate in class activities.

2.5 Material Comprehension

A student's ability to understand and recall information presented in a certain way is called material comprehension. In this case, Kahoot quizzes serve as teaching aids; Kahoot makes it easy for students to understand the material through its interactive quiz format and instant feedback function. Questions that are clearly presented and supported by engaging visual elements help

students process information. In addition, the feedback feature allows students to know the correct answers immediately, thus reinforcing their understanding of the concepts learnt. The data reflecting Students' Perceptions on Material Comprehension through Kahoot are summarized in Table 4.5.

Table 4.5
*Students' Perceptions on Material Comprehension
through Kahoot*

Code	Category	Quote
MC-Q7/S01	Reviewing material	"Yes, because it makes me have to recall the material that has been taught by the teacher."
MC-Q7/S02	Clear explanations	"Yes, if it has been explained there and then my understanding is directly tested through quizzes, I understand it, but if I only listen to the teacher's explanation, I don't understand it."
MC-Q7/S03	Enjoyable activity	"I understand the material better because I like quizzes."
MC-Q7/S04	Instant feedback	"heem, the reason is because the right and wrong answers are immediately visible."
MC-Q7/S05	Easier retention	"Yes, I understand the material better because

		the material is easier to remember."
MC-Q7/S06	Visible results	"It's easier to understand because it goes straight to the question and the answer is immediately visible."
MC-Q7/S07	Enhanced memory	"Yes, I feel it helps... you can see which answers are correct or incorrect, so it's easier to remember."
MC-Q7/S08	Simplified comprehension	"Yes, because it's easier to understand, and the correct and incorrect answers are directly visible."
MC-Q7/S09	Interactive learning	"Yes, because people usually understand better on their phones, especially when it's a game."
MC-Q7/S10	Concise explanations	"Easier to understand because regular learning involves lengthy explanations that feel overwhelming, while this (Kahoot) is brief and clear."

Based on table 4.5 , most students expressed that Kahoot helps them grasp the material more effectively than traditional teaching methods. Key reasons mentioned include easier recall of the material, concise explanations,

and immediate feedback that aids understanding. S01 stated, " Yes, because it makes me have to recall the material that has been taught by the teacher." (MC-Q7/S01). This indicates that Kahoot supports student in reviewing previously taught lessons, which strengthens student comprehension of the subject. Similarly, S08 remarked, "Yes, because it's easier to understand, and the correct and incorrect answers are directly visible." (MC-Q7/S08) . Kahoot's instant feedback feature showing whether answers are correct or incorrect facilitates the learning process by allowing students to quickly assess their understanding and make necessary improvements.

S10 shared, "Easier to understand because regular learning involves lengthy explanations that feel overwhelming, while this (Kahoot) is brief and clear." (MC-Q7/S10). Students highlighted that Kahoot presents material in a concise yet effective manner, making it easier to comprehend compared to the lengthy explanations typical of conventional teaching methods. Overall, the students' responses suggest that Kahoot serves as an effective tool for enhancing material comprehension. Its strengths lie in its interactivity, simplicity, and accessibility, which cater to the learning preferences of modern students. This underscores the

value of integrating technology into education as a contemporary and engaging approach to teaching.

2.6 Critical Thinking

Based on observation, Kahoot helps students think faster and more accurately when answering questions. The timed element forces students to focus and use their analytical skills to choose the right answer. Kahoot also has an instant feedback feature that helps them to evaluate their answers and understand their mistakes, thus strengthening their understanding of the material.

Observation notes:

The classroom atmosphere was very active and full of interaction during the Kahoot session, which directly encouraged students to think critically. After each question, students commented on their answers; some could be seen smiling with satisfaction at being confident in their choices, while others engaged in discussions to understand the correct or incorrect answers. Before the next question, students used the time to discuss with friends, strategising to choose the most appropriate answer within the time limit.

This activity reflects how Kahoot not only encourages collaboration but also trains students' critical thinking skills in solving problems effectively. The data reflecting Students' Responses on Kahoot's Role in

Enhancing Critical Thinking are summarized in Table 4.6.

Table 4.6
*Students' Responses on Kahoot's Role in Enhancing
Critical*

Code	Category	Quote
CT-Q8/S01	Time-limited thinking	"Yes, the reason is because each question there is a time limit of 20 seconds per question so inevitably you have to think quickly, remember the material so that the questions can be answered."
CT-Q8/S02	Direct application	" Yes, it helps with critical thinking, because after being given the material it is immediately tested through quizzes, I like to do quizzes through Kahoot."
CT-Q8/S03	Engagement through quizzes	" Yes, it helps with critical thinking because it's easier to use quizzes than listening to the teacher."
CT-Q8/S04	Encouraging Critical Thinking	" Yes, Kahoot helps me think critically because some

		questions require me to analyse the material in depth. For example, during the grammar quiz, I had to choose the correct verb form based on the context. This helped me understand how to apply grammar rules in real situations."
CT-Q8/S05	Instant cognitive activation	" Yes, I felt that it made me think about the material I had learnt."
CT-Q8/S06	Memory reinforcement	" Yes, Kahoot helps me understand more deeply because the questions often force me to analyse the context of the sentence. For example, there was a question about choosing the correct sentence between 'I went there tomorrow' or 'I went there yesterday.' I understand better how to use adverb of time correctly."
CT-Q8/S07	Critical awareness	"Yes, I feel it."
CT-Q8/S08	Question	"Yes, it makes me

	analysis	think critically because while answering, I recall what the teacher explained to figure out if the answer is correct."
CT-Q8/S09	Critical engagement	"Yes, it makes me think critically."
CT-Q8/S10	Focused task-solving	"It helps a lot because I have to answer the current question without skipping to the next one."

Based on the analysis in Table 4.6, students indicated that Kahoot helped them to analyse the questions in depth, remember the material they had learned, and make decisions quickly due to the time limit. These features encouraged students to use critical thinking skills when answering each question in the quiz. One response came from S01 who stated: "yes, the reason is because each question there is a time limit of 20 seconds per question so inevitably you have to think quickly, remember the material so that the questions can be answered. " (CT-Q8/S01). This student explained that the short time limit forced him to think quickly and recall the information given. This shows that Kahoot effectively trains students to make decisions in time-critical situations. According to S02, " Yes, it helps with critical

thinking, because after being given the material it is immediately tested through quizzes, I like to do quizzes through Kahoot.” (CT-Q8/S02). This student felt that the quizzes given immediately after the material helped them to quickly understand and apply what had been taught. This facilitated a more active learning process and encouraged the development of critical thinking skills.

S10 also commented: 'It helps a lot because I have to answer the current question without skipping to the next one' (CT-Q8/S10). Students highlighted that Kahoot encouraged them to focus on each question as there was no option to skip or delay answers. This required students to think critically within the time limit, with no opportunity to skip questions. Meanwhile, S08 commented: 'Yes, it makes me think critically because when I answer, I remember what the teacher explained to find out if the answer is correct. (CT-Q8/S08). This student explained that Kahoot made her re-evaluate the teacher's explanation as she answered questions, helping her to analyse the material in depth and check the correctness of her answers. These responses suggest that Kahoot provides opportunities for students to practise various aspects of critical thinking, including analysis,

decision making and evaluation of the material being taught.

3. EFL students' perception of the use of Kahoot in their classroom learning activities

Students perceive kahoots as a valuable tool to increase student engagement and understanding in English learning materials. This section combines insights from interviews and observations.

3.1 Likes and dislikes of Kahoot

Kahoot had a significant impact on students' perceptions of their learning experience. Seven of ten students stated that they enjoyed using Kahoot, describing the experience as fun, interesting and not monotonous, indicating a positive change in the classroom atmosphere. They appreciated how Kahoot made learning more interactive and motivating, especially through the competitive element that encourage active participation. However, some students expressed their dislike of Kahoot. They found the time limit stressful and felt frustrated when they could not answer the questions in time. In addition, technical issues such as slow internet connections sometimes interfered with their experience, leading to feelings of annoyance or discomfort.

Observation note:

During the activity, most students seemed genuinely excited and engaged. Some showed their enthusiasm with big smiles and cheerful shouts like, “Yay!” However, not all students felt the same. A few appeared stressed because of the time constraints, and others seemed frustrated or in a bad mood due to network problems that disrupted their experience.

This suggests that while Kahoot makes learning more engaging for many students, there are also challenges that can detract from the experience. Students enjoy interacting with Kahoot's visual and game elements, but issues such as time pressure and technical difficulties can sometimes detract from their overall enjoyment. Data illustrating participants' likes and dislikes of Kahoot are presented in Table 4.7, which summarises the positive and negative aspects of using Kahoot in the classroom.

Table 4.7

Student’ Perceptions on Likes and Dislikes about Kahoot

Code	Category	Quote
LDK -Q1/S01	Likes: Fun and Exciting	"What I like about learning with Kahoot is that it's fun and exciting. There's nothing I dislike."
LDK -Q1/S02	Likes: Fun	"What I like is because it's fun, and there's nothing I dislike."
LDK -Q1/S03	Likes: Fun	"I like it because the

	and Interactive	learning uses quizzes, and the answers are given right away. Listening to the teacher can be overwhelming, but with Kahoot, I enjoy it."
LDK -Q1/S04	Likes: Fun and Easy to Understand	"It's enjoyable... yes, very enjoyable, and the lessons are easy to understand. There's nothing I dislike "
LDK -Q1/S05	Likes: Fun and Exciting	"What I like is that it's fun and exciting. There's nothing I dislike."
LDK -Q1/S06	Likes: Fun and Challenging	"It's enjoyable, exciting, and challenging because of the time limit."
LDK -Q1/S07	Likes: Fun and Motivating	"It's fun because I can understand and quickly grasp the material."
LDK -Q1/S08	Dislikes: Time Constraints	"What I like about the Kahoot app is that it's quite fun, but what I don't like is that the game earlier was a bit too fast with the time."
LDK -Q1/S09	Dislikes: Network Issues	"What I like is that it's more fun because there are cute characters, which makes it more

		enjoyable and exciting. What I don't like are the network issues."
LDK-Q1/S10	Dislikes: Technical Issues	"... What I don't like is that sometimes the signal is poor, so I get disconnected from the website and have to redo the tasks."

Table 4.7 presents a range of participant opinions regarding Kahoot based on their learning experiences. Many participants expressed that Kahoot makes the learning process more enjoyable, interactive, and engaging. Some even noted the challenges and motivation that the platform offers. However, there were also aspects that were less satisfactory, such as time constraints and technical issues, particularly related to unstable internet connectivity, which can disrupt their comfort while using Kahoot. Participants S01 and S06 highlighted how Kahoot successfully creates a more enjoyable learning environment. S01 remarked, "What I like about learning with Kahoot is that it's fun and exciting. There's nothing I dislike." (LDK -Q1/S01). This statement indicates that Kahoot enhances learning motivation without leading to negative experiences. S06 added a sense of challenge to their perspective: "It's enjoyable, exciting, and challenging because of the time

limit." (LDK -Q1/S06). This statement also suggests that Kahoot not only provides enjoyment but also offers a stimulating learning experience.

On the other hand, participants S09 and S10 shared some challenges they faced while using Kahoot, particularly concerning network issues. S09 stated, "What I don't like are the network issues." illustrating how poor connectivity can hinder their learning experience. S10 further elaborated, "What I don't like is that sometimes the signal is poor, so I get disconnected from the website and have to redo the tasks.." (LDK-Q1/S10). This opinion highlights the direct impact of technical problems on students' comfort during the learning process. The perspectives of students like S01 and S06 reflect the positive aspects of Kahoot, such as enjoyment, motivation, and challenge, which contribute to a more meaningful learning experience. Meanwhile, students like S09 and S10 emphasize the importance of adequate technical infrastructure to ensure an optimal learning experience. These findings align with the research conducted by Imro Atus which indicates that Kahoot offers various benefits in the learning process, including enhanced interaction and motivation among students (Sholihah et al., 2023). However, the study also identifies

a negative aspect: the reliance on stable internet connectivity, which can affect the platform's overall effectiveness.

3.2 Enjoyable and Less Enjoyable Aspects

Based on the interviews, students shared a variety of opinions about their experiences using Kahoot in the classroom. Most students felt that Kahoot successfully created a more lively, enjoyable, and engaging learning environment. Features such as direct participation, competitive elements, and visually appealing designs were identified as key factors that made them more actively involved in the learning process. However, not all students shared the same experience. Some pointed out challenges, such as the time pressure, which often made them feel anxious or stressed when answering questions. Additionally, technical issues, such as slow or interrupted internet connections, frequently disrupted the flow of their learning experience. Despite these challenges, Kahoot remains a widely appreciated learning tool among the majority of students due to its ability to make the learning process more interactive and engaging.

Observation Notes:

The students appeared engaged and enthusiastic during the use of Kahoot in the classroom, showing no signs of boredom. However, certain aspects of the activity, such

as the time constraints for completing the quiz, seemed to create stress for some students. This was evident from their behavior, as they appeared tense and expressed frustration, saying, “Ih belum jawab kok udah ganti soal.”

This indicates that most students were engaged and enthusiastic during the use of Kahoot in the classroom. The overall atmosphere was positive, with no signs of boredom among the students. Kahoot's interactive features seemed to successfully capture their attention and encourage active participation in the learning process. However, a few students faced challenges, particularly with the time constraints for answering quiz questions. The limited time made some students feel stressed, as observed from their tense behavior during the activity. Their frustration was evident in comments such as, “I didn’t even answer yet, and the question already changed.” This suggests that while Kahoot is enjoyable for the majority of students, the time pressure can be a source of stress, potentially reducing their overall comfort during the activity. Details of students' perceptions regarding the enjoyable and less enjoyable aspects of Kahoot are summarized in Table 4.8.

Table 4.8

Students' perceptions regarding the enjoyable and less enjoyable aspects of Kahoot

Code	Category	Quote
ELEA-Q2/S1	Less Enjoyable: Time Pressure	"The thing that makes me enjoy it is because the features are funny, what is not fun is sometimes, the questions that are timed too fast make me stressed."
ELEA-Q2/S2	Enjoyable: Competitive Aspect	" The thing that makes it fun is the interesting features, because there is an element of competition, I can see my score compared to my friends. "
ELEA-Q2/S3	Enjoyable: Immediate Feedback	"What makes it enjoyable is that after answering a question, I can immediately see whether it's correct or incorrect."
ELEA-Q2/S4	Enjoyable: Fun and Creative Presentation	"I enjoy Kahoot because it allows for creativity in presenting questions and answers, such as using interesting themes, which makes the learning process more vibrant."

ELEA-Q2/S5	Enjoyable: Challenging	"Each question has a timer feature, which makes me feel challenged."
ELEA-Q2/S6	Enjoyable: Clear Feedback	"Yes, the correct or incorrect answers appear immediately."
ELEA-Q2/S7	Enjoyable: Fun and Engaging Themes	"The features are cute, and the themes are also fun. The timer makes me feel nervous in a good way."
ELEA-Q2/S8	Enjoyable: Fun Features	"The features are enjoyable..."
ELEA-Q2/S9	Enjoyable: Customizable Characters	"The characters are cute, and I can customize and decorate them myself...It's surprising when the scores are shown because I immediately think, 'Oh, it's clear that my answer was right or wrong'"
ELEA-Q2/S10	Enjoyable: "Motivation and Engagement"	"...it makes me more excited (to do the quiz) when I see the scores. (score feature)."

Based on the interviews conducted, the majority of students reported feeling engaged and enthusiastic when using Kahoot in their learning activities. Students

mentioned that Kahoot enhanced their learning experience by creating a more enjoyable and interactive environment. One student, specifically mentioned enjoying the competitive aspect, saying, " The thing that makes it fun is the interesting features, because there is an element of competition, I can see my score compared to my friends. " (ELEA-Q2/S2). Additionally, the immediate feedback provided by Kahoot was also seen as a positive feature. Student stated, " What makes it enjoyable is that after answering a question, I can immediately see whether it's correct or incorrect." {ELEA-Q2/S3}. These features greatly contributed to fostering an active classroom atmosphere and increasing student participation.

However, despite the positive feedback, some students mentioned encountering certain challenges while using Kahoot, particularly related to time constraints and technical issues. For example, Student acknowledged that although she found the features engaging, the limited time for answering questions often caused her stress. Student said, " The thing that makes me enjoy it is because the features are funny, what is not fun is sometimes, the questions that are timed too fast make me stressed." (ELEA-Q2/S1). This feedback suggests that

issues such as time pressure and connectivity problems hinder the full potential of Kahoot. This statement also aligns with Amanda's finding from research indicating that the use of Kahoot in the learning process, along with its engaging features, can enhance student motivation (Shaker et al., 2021). However, some participants also expressed that the time limits on questions occasionally lead to feelings of stress and anxiety.

B. Discussion

This section presents an in-depth analysis of the research results in relation to the stated research questions and objectives. The discussion draws on thematic analysis to explore how Kahoot influences EFL student engagement across behavioral, emotional, and cognitive dimensions, as well as their perceptions of its use in classroom settings.

To begin with, the findings of this study show that Kahoot plays a role in increasing students' engagement in EFL learning, especially in behavioral, emotional, and cognitive aspects. This increased engagement can be understood through two main theories of learning. Vygotsky's (1978) Zone of Proximal Development (ZPD) explains that learning becomes more meaningful when students are given tasks that are slightly more challenging than their current abilities, but can still be completed with the

help of teachers or peers (L. Vygotsky, 1978). The interactive and competitive features of Kahoot are consistent with this concept, as it encourages students to think quickly and discuss with their peers when answering questions. This is consistent with the findings of Rusliana & Sufyadi (2024), who showed that Kahoot contributes to increased student motivation and engagement through a game-based learning approach.

In addition, Piaget's (1952) theory of cognitive development emphasises that students actively construct their understanding through interaction with the environment (Piaget, 1952). The game elements in Kahoot, such as leaderboards and instant feedback, provide opportunities for students to actively engage, try different strategies and reflect on their responses. Findings from Ahmed et al. (2022) support this perspective by showing that Kahoot creates a positive competitive atmosphere that encourages students to become more involved in the learning process. Similarly, research by Waode (2024) found that Kahoot can help students to reflect on their understanding and develop critical thinking skills, which is also evident in the results of this study.

Another significant point revealed in this study is the variation in student engagement based on their performance

levels and perceptions. High-performing students responded positively to Kahoot's competitive features, viewing the time limit and point system as motivating challenges that enhanced their focus and critical thinking. These students often expressed enthusiasm and saw Kahoot as a stimulating game-like experience that aligned with their learning goals. Meanwhile, moderate-achieving students demonstrated fluctuating engagement. While they enjoyed the gamified elements, they were more sensitive to external factors such as time pressure and internet stability, which occasionally disrupted their learning experience. Despite this, they still recognized Kahoot's role in making learning more interactive and enjoyable.

On the other hand, low-performing students, who often struggled in traditional learning contexts, showed improved engagement during Kahoot activities. They appreciated the fun and accessible format, and some even expressed that the material became easier to understand through the app. This indicates that Kahoot may serve as a supportive tool for students who are typically passive or less confident in conventional classroom settings. Additionally, the inclusion of diverse perspectives revealed that students' attitudes toward Kahoot were not consistently positive. While many appreciated its dynamic and entertaining nature,

others felt stressed by the time constraints or experienced discomfort due to technical issues. These differences underline the importance of designing Kahoot-based activities that are inclusive and adaptable to various learner needs.

In addition to these findings, the cognitive engagement aspect was seen in the way students strategised and reflected when answering questions during the Kahoot session. This reinforces the view that Kahoot can be a technology-based learning tool that supports student engagement in EFL contexts. Factors such as interactivity and gamification elements including time limits and a scoring system were key drivers of student engagement. However, some challenges such as technical constraints and time pressure are still aspect.

However, some challenges such as technical constraints and time pressure are still evident and need to be addressed. In terms of behavioral engagement, the results of this study showed that the use of Kahoot contributed to improving students' participation. Students became more active in various activities, such as answering quizzes, discussing with peers about strategies, and paying attention to questions displayed on the projector screen. Kahoot motivates students to be more engaged and encourages

interaction in the classroom (Holbrey, 2020). The game-based learning approach that Kahoot offers creates an engaging and dynamic learning environment, allowing students to maintain their active participation throughout the learning session.

This finding is in line with Vygotsky's (1978) theory of Zone of Proximal Development (ZPD), which explains that learning becomes more effective when students are provided with challenges that are slightly more difficult than their current abilities, but can still be completed with the help of teachers or peers. In this context, Kahoot provides challenges through time limits, score systems, and healthy competition that spur students to think faster and adapt to more interactive learning situations. This finding is also reinforced by Entisar's research Al Ghawail & Ben Yahia, (2022), which shows that gamification features such as scoreboards, instant feedback and competitive elements encourage active student engagement and create a more lively classroom atmosphere.

Moreover , Kahoot creates a more enjoyable and motivating learning experience, as mentioned by Almusharraf et al. (2023) the gamification elements in Kahoot, such as competition and real-time scoring, have been shown to increase students' focus on the learning

material. In Piaget's (1952) theory of cognitive development, effective learning occurs when students actively construct their understanding through interaction with the environment. In this case, Kahoot provides opportunities for students to experiment with their own strategies, interact with classmates and deepen their understanding through dynamic learning experiences.

Furthermore, Licorish et al. (2018) showed that students were more motivated to pay attention to the learning material because they wanted to achieve a high score on Kahoot. This motivation not only increased their concentration during the learning sessions, but also encouraged them to interact more closely with their peers, the instructor, and the learning content. In this way, Kahoot not only helps students understand the material, but also transforms them from passive listeners to active participants in the learning process.

With regard to emotional engagement, the results showed that Kahoot created a variety of emotional responses in students, the majority of which were positive. Many students reported feeling happy, excited and satisfied, especially when they answered a question correctly or saw their name appear on the leaderboard. These positive emotions create a more lively classroom atmosphere and

motivate students to continue participating in learning. According to Benhadj et al. (2019), Kahoot is designed with gamification elements that not only increase student motivation, but also provide a fun learning experience. The engaging visuals, background music, and interactive format provide a more immersive learning experience and make students feel more satisfied with their learning process. The competitive yet relaxed format of the game allows students to feel more connected to the material they are learning and provides a sense of achievement that increases their satisfaction with learning.

However, not all students felt the same way. Some students reported feelings of nervousness and frustration, mostly due to the time limit for answering questions. This time pressure made some students feel rushed into making decisions, which sometimes led to stress. In addition, technical limitations, such as an unstable Internet connection, were also factors that affected students' comfort during the Kahoot session. This finding is supported by the research from the journal, which states that many students feel that the time allocated is too short, so they have to rush in answering, which ultimately affects their comfort during the learning process, besides technical problems such as unstable Internet connections are also a significant challenge, thus

reducing the effectiveness of using Kahoot as a learning aid (Rojabi et al., 2022).

From a cognitive perspective, the study found that Kahoot helps students improve their understanding of the material and develop critical thinking skills. The interactive quizzes encourage students to recall the information they have learned, analyse the questions carefully and choose the most appropriate answer within the time limit. In addition, Kahoot's instant feedback feature allows students to reflect on their mistakes and strengthen their understanding of the material. This finding is consistent with Piaget's (1952) theory that learning occurs through the active construction of learned concepts. In the context of Kahoot, rather than passively receiving information, students must actively process, evaluate and apply the concepts they have learned in interactive quiz situations. Kahoot creates a learning environment that encourages exploration of concepts and promotes students' reflective engagement in understanding the material.

The results of this study were also supported by Husin & Azmuddin (2022), who found that Kahoot helps students to strengthen their memory of the material, improve comprehension and support the learning process through gamification elements. By combining interactive quizzes and

immediate feedback, Kahoot creates a learning environment that supports the development of students' critical thinking skills. Furthermore, Heni et al. (2019) showed that using Kahoot as a gamification-based learning tool not only adds positive energy to the classroom, but also increases students' exploration of concepts and understanding of the material.

Overall, Kahoot was shown to help improve students' cognitive engagement by providing a platform that allows them to think more deeply and reflectively. In the context of English language learning, Kahoot offers students the opportunity to develop their language skills through active participation in interactive quizzes. However, in order to maximise the benefits of Kahoot, there is a need for strategies that take into account time pressures and technical readiness so that the learning experience remains optimal for all students.

Finally, the results showed that EFL students generally had positive perceptions of using Kahoot in their learning activities. Kahoot is seen as an interactive and engaging learning tool that transforms the classroom atmosphere into a more dynamic and stimulating environment. Most students felt that Kahoot provided a different learning experience from traditional methods, which often position students as passive listeners. Instead,

Kahoot's game-based approach fosters active learning, encouraging students to engage more deeply in the learning process. This is in line with Arifin's research, which highlights that students perceive Kahoot positively as a learning tool, with an overall index of 81.1% (Arifin, 2021). These results indicate that Kahoot meets students' needs for a more interactive and participatory learning approach, relevant to today's digital-native learners.

Furthermore, the positive perception of Kahoot aligns with the theoretical underpinnings of student engagement and learning. L. Vygotsky, (1978)'s Zone of Proximal Development (ZPD) emphasizes that learning is most effective when students encounter tasks slightly beyond their current abilities but still achievable with guidance from teachers or peers. Similarly, Piaget (1952) highlights that students actively construct knowledge through interaction with their environment. In this context, Kahoot serves as a scaffolded tool that encourages students to process information actively, reinforcing their cognitive development through interactive engagement. These theoretical perspectives have been widely supported in various studies (Llerena Medina & Hurtado 2017; Elkhamisy & Wassef 2021), further reinforcing the significance of Kahoot in fostering an active and immersive learning experience.

In addition to the overall positive perception, students also appreciated Kahoot's unique features. Elements such as leaderboards, instant feedback, and visually appealing interfaces make learning more engaging and enjoyable. These features help prevent monotony and introduce a sense of excitement and competition that motivates students to improve their performance. Research by Shocia Septipa and Marzam supports this, indicating that Kahoot's game mechanics and interface design significantly contribute to an enjoyable learning experience (Shocia Septipa & Marzam Marzam, 2024). The visually intuitive elements also aid students in better understanding the material, particularly in quiz-based learning.

However, some students expressed mixed feelings about specific aspects of Kahoot. While the majority enjoyed the competitive nature, a few found the time constraints stressful. This concern is consistent with Firman's research, which notes that while Kahoot fosters enthusiasm and excitement, time pressure can be a challenge for students who require additional processing time. Similarly Elkhamisy & Wassef (2021) found that 27.3% of students felt that the limited answering time negatively impacted their overall learning experience. This suggests that while Kahoot effectively promotes engagement, educators need to consider

individual learning differences and provide flexibility where possible.

Despite these challenges, most students acknowledged Kahoot as a valuable learning tool. The platform's interactivity, instant feedback, and competitive elements contribute to a more engaging and motivating learning environment. Elkhamisy & Wassef (2021) reported that 89.1% of students found Kahoot enjoyable and helpful in improving knowledge retention. Given the increasing role of technology in education, Kahoot remains a relevant tool for 21st-century learning, supporting both engagement and comprehension in EFL contexts.

In conclusion, the findings suggest that Kahoot's impact extends beyond entertainment, fostering a learning environment that enhances critical thinking and comprehension. The gamification elements, such as time constraints, challenges, and instant feedback, contribute to the development of higher-order thinking skills, which are essential for reflective learning and problem-solving. These results align with prior research, indicating that gamification can enhance the learning process and support cognitive skill development (Li et al., 2021). The integration of Kahoot in EFL classrooms further underscores its potential in

addressing multiple dimensions of student engagement, reinforcing the study's objectives.

To optimize the benefits of Kahoot, educators should consider adjusting quiz settings, such as modifying time limits to accommodate diverse learning paces and ensuring stable technical conditions. Moreover, given its potential to encourage collaboration and critical thinking, Kahoot can be integrated with other digital tools to create a more comprehensive and adaptive gamified learning strategy. Future studies could explore the long-term impact of Kahoot on student engagement and learning outcomes to further enhance its effectiveness as an educational tool.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestions for the following finding of the study

A. Conclusion

This study aims to explore EFL students' perceptions of the use of Kahoot in classroom learning activities and to analyze its influence on different dimensions of student engagement, including behavioral, emotional, and cognitive aspects. This study investigates the influence of Kahoot on student engagement in the EFL classroom, focusing on behavioral, emotional and cognitive aspects. The findings show that Kahoot plays an important role in encouraging student engagement through its interactive and game-based learning approach.

Firstly, in terms of behavioral engagement, students demonstrated active participation, which is in line with Self-Determination Theory (Deci & Ryan, 1985), which emphasises that students will be more engaged when they feel competence and autonomy (Hamzah, 2020). Kahoot's game-like elements, such as leaderboards and time constraints, encouraged students to stay focused and actively participate. However, some students experienced time pressure, which sometimes caused anxiety.

Secondly, in terms of emotional engagement, Kahoot created a fun and stimulating learning atmosphere, supporting Fredricks et al. (2004) engagement framework, which highlights the importance of emotional engagement in learning. Most students showed enthusiasm and motivation, as seen from their positive reactions such as smiling and cheering. However, some students felt frustrated, especially when facing technical difficulties or time constraints.

Thirdly, in terms of cognitive engagement, Kahoot encourages students to think critically and reflectively, in accordance with Vygotsky's Zone of Proximal Development (1978), which suggests that learning will improve when students are given challenges that are slightly beyond their current abilities, but still achievable with support (L. Vygotsky, 1978). Students discuss strategies, analyse their mistakes, and recall prior knowledge, thus reinforcing deeper learning.

Overall, these findings suggest that Kahoot significantly increases student engagement in the EFL classroom by making learning more interactive, competitive and fun. However, in line with Piaget's (1952) theory of cognitive development, which emphasises active learning through interaction, teachers should consider overcoming technical challenges and time constraints to optimise

Kahoot's effectiveness (Piaget, 1952). By integrating Kahoot with appropriate scaffolding strategies, teachers can maximise student motivation, participation and learning outcomes.

B. Suggestion

Teachers are encouraged to integrate Kahoot into classroom learning activities to create a more interactive and engaging learning atmosphere. To overcome challenges, teachers can adjust quiz settings, such as extending the time to answer questions, to reduce student anxiety. In addition, ensuring a stable internet connection and preparing a backup plan to overcome technical issues can help maintain a smooth learning process. Teachers are also advised to guide students to not only see Kahoot as a game, but also as a valuable tool to understand the subject matter. Students can utilize Kahoot to actively engage with the learning material and develop their critical thinking skills. By focusing more on the learning process rather than just the competitive aspect, students can deepen their understanding of the material and utilize Kahoot's feedback feature for reflective learning.

Future research could explore the long-term impact of using Kahoot on student engagement and learning outcomes across different educational contexts. Researchers could also investigate how Kahoot can be combined with other

gamification platforms or adapted within schools with technological limitations to provide new insights. Expanding the sample size and conducting research in diverse educational settings may also increase the generalizability of these findings. By adopting these suggestions, educators and researchers can maximize Kahoot's potential as a gamification-based learning tool while ensuring its broader application in education.

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APPENDICES

Appendix 1. Observation Guidelines

Kelas X
SMKS Cakranenggala

Observation Checklist for Student Participation in Kahoot Sessions

No.	Kriteria Observasi	Indikator	Ya	Tidak
1.	General Perception	- Siswa terlihat menikmati proses pembelajaran dengan Kahoot (misalnya, tersenyum, fokus). - Siswa terlihat bosan atau tidak tertarik selama aktivitas Kahoot.	✓	✓
2.	Kahoot Learning Process	- Siswa memahami instruksi sebelum memulai sesi Kahoot. - Siswa tidak mengalami kesulitan teknis saat menggunakan Kahoot. - Siswa menunjukkan pemahaman konsep yang diuji melalui jawaban mereka.	✓	✓
3.	Behavioral Engagement	- Siswa memperhatikan pertanyaan yang muncul di layar. - Siswa menjawab pertanyaan dalam batas waktu yang diberikan. - Siswa secara aktif berinteraksi dengan antarmuka Kahoot. - Siswa menghindari gangguan dan tetap fokus selama sesi berlangsung.	✓	✓
4.	Emotional Engagement	- Siswa menunjukkan antusiasme (misalnya, tersenyum, bersorak) selama aktivitas. - Siswa menunjukkan rasa frustrasi (misalnya, mendesah, mengeluh secara verbal). - Siswa terlihat percaya diri atau bangga setelah menjawab dengan benar.	✓	✓
5	Cognitive Engagement	- Siswa merefleksikan kinerjanya (misalnya, mengomentari jawaban mereka). - Siswa berdiskusi atau menyusun strategi sebelum menjawab pertanyaan.	✓	✓

terlihat bingung

kelas XI IPS

Observation Checklist for Student Participation in Kahoot Sessions

No.	Kriteria Observasi	Indikator	Ya	Tidak
1.	General Perception	- Siswa terlihat menikmati proses pembelajaran dengan Kahoot (misalnya, tersenyum, fokus). - Siswa terlihat bosan atau tidak tertarik selama aktivitas Kahoot.	✓ ✓	
2.	Kahoot Learning Process	- Siswa memahami instruksi sebelum memulai sesi Kahoot. - Siswa tidak mengalami kesulitan teknis saat menggunakan Kahoot. - Siswa menunjukkan pemahaman konsep yang diuji melalui jawaban mereka.	✓ ✓ ✓	✓ ke
3.	Behavioral Engagement	- Siswa memperhatikan pertanyaan yang muncul di layar. - Siswa menjawab pertanyaan dalam batas waktu yang diberikan. - Siswa secara aktif berinteraksi dengan antarmuka Kahoot. - Siswa menghindari gangguan dan tetap fokus selama sesi berlangsung.	✓ ✓ ✓ ✓	
4.	Emotional Engagement	- Siswa menunjukkan antusiasme (misalnya, tersenyum, bersorak) selama aktivitas. - Siswa menunjukkan rasa frustrasi (misalnya, mendesah, mengeluh secara verbal). - Siswa terlihat percaya diri atau bangga setelah menjawab dengan benar.	✓ ✓ ✓	
5	Cognitive Engagement	- Siswa merefleksikan kinerjanya (misalnya, mengomentari jawaban mereka). - Siswa berdiskusi atau menyusun strategi sebelum menjawab pertanyaan.	✓ ✓	

Appendix 2 Interview Guidelines

Interview Instruments

No	Interview Questions	Answer
<i>For Question 1</i>		
1.	What do you like or dislike about using Kahoot in your EFL classes?	
2.	What aspects of Kahoot make it enjoyable or less enjoyable for you?	
<i>For Question 2</i>		
3.	How does using Kahoot affect your willingness to participate in EFL activities?	
4.	Does using Kahoot make you more focused on the lesson? If yes, how? If no, why not?	
5.	How does playing Kahoot make you feel during the lesson (e.g., excited, frustrated, or nervous)? Can you give an example?	
6.	Do you feel more motivated to join class activities when Kahoot is part of the lesson? Why or why not?	
7.	Do you feel that Kahoot quizzes help you understand the material better? Why or why not?	
8.	Does Kahoot help you think critically about the material? If yes, in what way?	

Interview Participants

Students' Name	Class	Interview Date	Interview Location
Nur Fatika	X	29 November	SMKS Cakra
	PSPT	2024	Nenggala
Kayla Cindy	X	29 November	SMKS Cakra
Agustira	PSPT	2024	Nenggala
Hafna Ilmi	X	29 November	SMKS Cakra
Muhalla	PSPT	2024	Nenggala
Della Puspita	X	28 November	SMKS Cakra
Sari	PSPT	2024	Nenggala
Aji Pratama	X	28 November	SMKS Cakra
	PSPT	2024	Nenggala
Salsabila	XI	28 November	SMKS Cakra
Apriliani	PSPT	2024	Nenggala
Angling Reni	XI	28 November	SMKS Cakra
	PSPT	2024	Nenggala
Slamet Ryanto	XI	28 November	SMKS Cakra
	PSPT	2024	Nenggala
Devina Safitri	XI	28 November	SMKS Cakra
	PSPT	2024	Nenggala
Rizki Azizah	XI	28 November	SMKS Cakra
	PSPT	2024	Nenggala

Interview Transcript

LDK -Q1 What do you like or dislike about using Kahoot in your EFL classes?

'Apa yang kamu suka atau tidak suka dari penggunaan Kahoot di kelas Bahasa Inggris kamu?'

S01 "What I like about learning with Kahoot is that it's fun and exciting. There's nothing I dislike."

'hal yang disukai saat belajar menggunakan Kahoot itu asik, seru. Hal yang tidak disukai tidak ada.'

S02 "What I like is because it's fun, and there's nothing I dislike."

'hal yang disukai saat menggunakan kahoot karena seru, hal yang tidak disukai tidak ada.'

S03 "I like it because the learning uses quizzes, and the answers are given right away. Listening to the teacher can be overwhelming, but with Kahoot, I enjoy it."

'aku suka karena pembelajarannya pakai kuis, terus langsung ada jawaban benarnya, kalo mendengarkan guru kan pusing, kalo itu pakai Kahoot suka.'

S04 "It's enjoyable... yes, very enjoyable, and the lessons are easy to understand."

'hal yang disukai karena menyenangkan... iyaa sangat menyenangkan, terus pembelajarannya mudah dipahami. Hal yang disukai tidak ada.'

S05 "What I like is that it's fun and exciting. There's nothing I dislike."

'hal yang disukai saat menggunakan kahoot itu ya karena asik dan menyenangkan. Hal yang tidak disukai ngga ada.'

S06 "It's enjoyable, exciting, and challenging because of the time limit."

'hal yang disukai karena pembelajaran menjadi

- menyenangkan dan asik selain itu menantang karena waktunya.'
- S07 "It's fun because I can understand and quickly grasp the material."
'menyenangkan alasannya bisa ngerti, cepet memahami materi.'
- S08 "What I like about the Kahoot app is that it's quite fun, but what I don't like is that the game earlier was a bit too fast with the time."
'yang aku sukai dari aplikasi kahoot itu agak seru, yang gak disukain permainannya tadi agak kecepetan waktunya.'
- S09 "What I like is that it's more fun because there are cute characters, which makes it more enjoyable and exciting. What I don't like are the network issues."
'kalo yang disukai lebih seru karena ada karakter karakternya lucu lucu jadi lebih menyenangkan, asik lah. yang tidak disukai kendala jaringan.'
- S10 "What I don't like is that sometimes the signal is poor, so I get disconnected from the website and have to redo the tasks."
'yang aku sukai karena kalau pakai kahoot itu pembelajaran jadi lebih seru, yang aku ngga sukai kadang kalau pakai kahoot itu karena sinyalnya kadang jelek, jadi otomatis keluar dari web, jadi harus ngerjain ulang.'

ELEA-Q2 What aspects of Kahoot make it enjoyable or less enjoyable for you?

'Aspek apa dari Kahoot yang membuatnya menyenangkan atau kurang menyenangkan bagi Anda?'

- S01 "The features are cute but sometimes the short time for answering questions makes me feel stressed."
'hal yang membuat saya enjoy itu karena fiturnya lucu, yang tidak menyenangkan kadang, soal yang

-
- S02 *waktunya terlalu cepat membuat saya stress.'*
"The features are interesting because there's an element of competition, and I can see my score compared to my friends."
'hal yang bikin menyenangkan karena fiturnya menarik, karena ada elemen kompetisi, bisa melihat skor saya dibandingkan teman-teman.'
- S03 "What makes it enjoyable is that after answering a question, I can immediately see whether it's correct or incorrect."
'aspek yang membuat menyenangkan karena setelah menjawab soal langsung terlihat benar salahnya,'
- S04 "I enjoy Kahoot because it allows for creativity in presenting questions and answers, such as using interesting themes, which makes the learning process more vibrant."
'Saya menikmati Kahoot karena memungkinkan adanya kreativitas dalam penyajian pertanyaan dan jawaban, seperti menggunakan tema yang menarik, sehingga proses belajar menjadi lebih berwarna.'
- S05 "Each question has a timer feature, which makes me feel challenged."
'setiap soal ada fitur waktunya jadi membuat saya merasa tertantang.'
- S06 "Yes, the correct or incorrect answers appear immediately."
'iya jawaban benar atau salahnya langsung ada.'
- S07 "The features are cute, and the themes are also fun. The timer makes me feel nervous in a good way."
'fiturnya lucu, temanya juga lucu, terus waktunya bikin deg deg gitu loh.'
- S08 "The features are enjoyable."
'fitur nya menyenangkan,'
- S09 "The characters are cute, and I can customize and

- decorate them myself...It's surprising when the scores are shown because I immediately think, 'Oh, it's clear that my answer was right or wrong'
- 'karakternya lucu, terus bisa diganti-ganti sendiri, pilih dihias-hias. ...kaget, kalau keliatan skornya jadi langsung wah oh keliatan ternyata jawabannya salah, ternyata jawabannya benar.'*
- S10 "Yes, it's enjoyable, it makes me more excited to do the quiz when I see the scores."
'jadi kaya lebih bersemangat mengerjakan kuis kalau lihat skornya.'

AP-Q3	How does using Kahoot affect your willingness to participate in EFL activities? <i>'Bagaimana penggunaan Kahoot memengaruhi keinginan kamu untuk berpartisipasi dalam aktivitas pembelajaran Bahasa Inggris (EFL)?'</i>
S01	"Kahoot makes me excited because the app is fun, easy to understand." <i>'bikin semangat karena aplikasinya seru jadi lebih mudah dipahami materi yang disampaikan oleh guru.'</i>
S02	"Yea, because I like that (games, quizzes)." <i>'yea karena suka sama kaya gitu (game, kuis).'</i>
S03	"It feels like playing a game, so it's more comfortable and exciting." <i>'Karena saya berasa main game, merasa lebih nyaman dan bersemangat.'</i>
S04	"Yes, because it's fun, if kahoot is easy to understand, if that regular learning is difficult." <i>'iya, karena seru, kalau menggunakan kahoot mudah dipahami, kalau pembelajaran biasa sulit.'</i>
S05	"The features are enjoyable and make it fun." <i>'fiturnya itu menyenangkan jadi sy tertarik untuk berpartisipasi lebih, terus seru aja sih kak.'</i>
S06	"I participate because Kahoot feels fun and

- exciting.”
‘ya lebih ikut berpartisipasi karena asik aja dan menyenangkan.’
- S07 "yaa...makes me excited and more enthusiastic during class."
‘iya... jadi excited, lebih semangat selama pembelajaran.’
- S08 “Yes, because the app is fun and it boosts my enthusiasm.”
‘iya alasannya karena aplikasi ini seru,... bikin semangat.’
- S09 "It's more exciting, not just listening to teachers. With Kahoot on the phone, it's more fun because students nowadays enjoy using their phones."
‘jadi lebih bersemangat, ngga cuma dengerin omongan doang, kan lewat hp (kahoot), kan anak sekarang lebih seneng lihat hp.’
- S10 "It feels challenging because there's a time limit...
‘it makes me think quickly and rush to answer.’
karena ngerasa tertantang, soalnya kan ada waktunya yah, cepet mikir biar cepet-cepetan jawab.’

FL-Q4 Does using Kahoot make you more focused on the lesson? If yes, how? If no, why not?

‘Apakah penggunaan Kahoot membuat kamu lebih fokus pada pelajaran? Jika ya, bagaimana? Jika tidak, mengapa?’

- S01 “Yes, because it's easy to understand, fun and exciting.”
‘iya saya merasa lebih fokus saat pembelajaran, Karena materi yang disampaikan guru semakin mudah dipahami, asik,seru pembelajarannya.’
- S02 “Yes...it's exciting.”
‘ ya, karena menyenangkan.’
- S03 “It's more focused because I immediately read and

immediately think. Listening to the teacher is not clear, but Kahoot is clear.”

‘lebih fokus alasannya langsung baca soal di layar langsung berfikir kalo dengerin guru atau pembelajaran ceramah itu kurang jelas, kalo pakai kahoot jelas.’

S04 “Yes, it makes me more focused because there are many options quizzes.”

‘iya bikin lebih fokus alasannya karena banyak pilihannya kuisnya.’

S05 “Yes, more focused because we can study while playing.”

‘iya lebih fokus, alasannya itu kita bisa belajar sambil bermain.’

S06 “Yes, it’s like a game, fun, and makes me want to beat my friends.”

‘iya jadi lebih fokus soalnya kaya permainan gitu, asik terus kaya biar bisa menang dari teman-teman gitu.’

S07 “More focus because it’s challenging, so I have to focus to get the answers right.”

‘lebih fokus, alasannya itu bikin menantang jadi harus fokus biar jawabannya benar.’

S08 “Yes, more focused because using Kahoot makes it easier for me to study.”

‘iya lebih fokus, karena dengan menggunakan aplikasi kahoot ini aku gampang belajarnya.’

S09 “Yes, because the questions are timed, so it makes me want to find the right answer and review the material the teacher explained.”

‘bisa, karena pertanyaannya kan ada waktunya jadi buat kita pengen tau jawabannya yang benar mana, jadi membuat kita mengulas materi yang sudah dijelaskan oleh guru.’

S10 “Sometimes I focus, but sometimes I can’t, I can’t read all the questions, so I get nervous...sometimes

I can't finish before time runs out."

'kadang fokus kadang soalnya engga kebaca semua jadi kaya gugup gitu, kadang waktunya udah mau habis jadi ga sempet jawab.'

ER-Q5	How does playing Kahoot make you feel during the lesson (e.g., excited, frustrated, or nervous)? Can you give an example? <i>'Bagaimana perasaan kamu saat bermain Kahoot di tengah pelajaran (misalnya: senang, frustrasi, atau gugup)? Bisa berikan contohnya?'</i>
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S01	"Happy, because the experience is different from regular learning." <i>'senang soalnya experience nya beda dari pembelajaran biasa.'</i>
S02	"Happy, but also nervous and anxious when the time to answer the question is almost up." <i>'senang, tapi gugup dan deg degan juga kalau waktu untuk menjawab soalnya hampir habis.'</i>
S03	"Nervous but happy because I like the game." <i>'deg degan tapi senang alasannya karena suka dengan permainannya.'</i>
S04	"Happy, addicted because Kahoot is really fun, challenging." <i>'senang, ketagihan karena kahoot seru banget, menantang.'</i>
S05	"Happy, fun." <i>'senang, asik keren.'</i>
S06	"I felt happy, but also nervous when playing Kahoot because the timer made me anxious. I was worried about answering too slowly or getting it wrong." <i>'senang tapi juga saya merasa gugup saat bermain Kahoot karena pengatur waktu membuat saya cemas. Saya khawatir menjawab terlalu lambat atau salah.'</i>
S07	"Happy but nervous." <i>'senang terus gugup.'</i>

- S08 "Happy overall, but not happy with the network issues."
'senang senang aja tapi ada gak senangnya di masalah jaringannya doang.'
- S09 "Mixed feelings, happy, excited, but also bad mood due to network problems. It's fun because the app is enjoyable."
'campur aduk, ada seneng ada seru ada badmoodnya juga gara-gara jaringan, serunya karena aplikasinya menyenangkan.'
- S10 "Happy, especially when I got most of the answers right, it felt great."
'senang kayak apalagi pas jawab soalnya kebanyakan bener jadi kaya senang.'

M-Q6	Do you feel more motivated to join class activities when Kahoot is part of the lesson? Why or why not? <i>'Apakah kamu merasa lebih termotivasi untuk ikut kegiatan kelas ketika Kahoot digunakan dalam pembelajaran? Mengapa atau mengapa tidak?'</i>
S01	"Yes, because the classroom atmosphere is fun." <i>'iya karena suasana kelasnya jadi seru.'</i>
S02	"Yes, I just felt happy overall. Also, after I got a low score on the multiple-choice quiz, I studied harder for the next session, and my score improved. It motivated me to keep trying and become better." <i>'iya, seneng aja terus juga setelah saya mendapat skor rendah di kuis multiple choice, saya belajar lebih keras untuk sesi berikutnya, dan skor saya meningkat. Ini mendorong saya untuk terus mencoba dan menjadi lebih baik.'</i>
S03	"Yes, motivated, it's different from regular lessons." <i>'iya termotivasi karena beda sama pembelajaran'</i>

- biasa.*'
- S04 "Yes, the reason is... it makes the class lively atmosphere."
'*iya alesannya bikin rame suasana kelas.*'
- S05 "Yes, more motivated because regular lessons feel sleepy and boring, but Kahoot doesn't."
'*iya lebih termotivasi, soalnya kalo pelajaran biasa di kelas terasa ngantuk, bosan, kalau pakai kahoot tidak.*'
- S06 "Motivated, the class becomes lively."
'*termotivasi soalnya kelasnya jadi rame aja.*'
- S07 "Motivated because regular lessons make me sleepy, bored, and lazy, but Kahoot feels challenging, so I don't feel sleepy."
'*merasa (termotivasi) karena semisal pembelajaran biasa itu bikin ngantuk, udah ngantuk terus kaya maleslah gitu, kalo kahoot itu kaya menantang gitu, jadi gak ngerasa ngantuk.*'
- S08 "Yes, more focused on learning, more focused on following the lesson, and a bit happy."
'*iya, lebih fokus belajar, lebih fokus mengikuti pelajaran, agak senang.*'
- S09 "Yes, motivated because it's not boring, the teaching is not just lecturing but also using an app (Kahoot)."
'*iya termotivasi karena ngga bosen ngajarnya bukan dengan ceramah doang tapi dengan aplikasi (kahoot).*'
- S10 "Yes, because it makes the lesson more exciting, so I want to keep repeating the quizzes until I get everything right."
'*merasa soalnya kaya pembelajaran jadi lebih seru, jadi pengen diulang ulang terus njawabnya kuis, sampe bener semua.*'

MC-Q7	Do you feel that Kahoot quizzes help you understand the material better? Why or why not? <i>'Apakah kamu merasa bahwa kuis Kahoot membantumu lebih memahami materi? Mengapa atau mengapa tidak?'</i>
S01	"Yes, because it encourages me to remember the material taught by the teacher." <i>'iya, karena membuat saya harus mengingat kembali materi yang sudah diajarkan oleh guru.'</i>
S02	"Yes, if it's explained there, I understand. But if it's just spoken, I don't." <i>'iya, kalo sudah di jelaskan disitu lalu pemahaman saya langsung diuji melalui pengerjaan kuis paham, kalo pakai omongan maksudnya itu hanya mendengar penjelasan guru itu engga.'</i>
S03	"Better understanding the material because I like quizzes." <i>'saya jadi lebih baik memahami materi alasannya karena suka kuis.'</i>
S04	"Yes, because the correct and incorrect answers are immediately visible." <i>'heem, alasannya karena jawaban benar salahnya langsung kelihatan.'</i>
S05	"Yes, it's easier to understand because it's easy to remember." <i>'iya memahami materi lebih baik karena materinya jadi gampang diingat.'</i>
S06	"Easier to understand because the question and answer are directly visible." <i>'lebih gampang dipahami karena langsung ke pertanyaannya dan jawabannya langsung kelihatan.'</i>
S07	"Yes, I feel it helps you can see which answers are correct or incorrect, so it's easier to remember." <i>'iya merasa, kelihatan ini benar jawabannya yang</i>

- ini salah, jadi langsung nginget-ninget.'
- S08 "Yes, because it's easier to understand, and the correct and incorrect answers are directly visible."
'Ya, karena lebih mudah dipahami, dan jawaban yang benar maupun salah langsung terlihat.'
- S09 "Yes, because people usually understand better on their phones, especially when it's a game."
'iya karena biasanya pemahaman orang kan kalo lewat hp lebih cepet, apalagi dalam hal main (kuis) ini kan sekali materi sambil main-main.'
- S10 "Easier to understand because regular learning involves lengthy explanations that feel overwhelming, while this (Kahoot) is brief and clear."
'lebih mudah dipahami, soalnya kalo pembelajaran biasa itu kan penjelasannya panjang jadi kaya pusing, kalo itu kan (kahoot) singkat, jelas.'

CT-Q8 Does Kahoot help you think critically about the material? If yes, in what way?

'Apakah Kahoot membantumu berpikir kritis tentang materi? Jika ya, dengan cara seperti apa?'

- S01 "heeh, because each question has a 20-second time limit, so I have to think quickly and recall the material."
'heeh, alasannya karena per soal kan ada batas waktunya 20 detik per soal jadi mau gak mau harus cepet mikir, mengingat ingat materi'
- S02 "Yes, it helps me think critically because after being taught the material, we are immediately tested with quizzes."
'iya membantu berpikir kritis, , karena setelah dikasih materi langsung di uji lewat kuis, aku suka mengerjakan kuis lewat kahoot.'
- S03 "It helps critical thinking because it's easier to use

- quizzes than just listening to the teacher."
'iya, membantu berpikir kritis karena lebih gampang pakai kuis dibanding mendengarkan guru.'
- S04 "Yes, it encourages critical thinking because after the teacher explains, the quiz starts, and the time limit makes me recall the material."
'Ya, itu mendorong berpikir kritis karena setelah guru menjelaskan, kuis dimulai, dan batas waktu membuat saya mengingat kembali materi.'
- S05 "Yes, I feel like my brain immediately starts thinking about the material I've learned."
'iya merasa, jadinya tuh otaknya langsung mikir tentang materi yang sudah dipelajari.'
- S06 " Yes, Kahoot helps me understand more deeply because the questions often force me to analyse the context of the sentence. For example, there was a question about choosing the correct sentence between 'I went there tomorrow' or 'I went there yesterday.' I understand better how to use adverb of time correctly."
'Ya, Kahoot membantu saya memahami lebih dalam karena pertanyaannya sering memaksa saya untuk menganalisis konteks kalimat. Misalnya, ada soal tentang memilih kalimat yang benar antara 'I went there tomorrow' atau 'I went there yesterday.' Saya jadi lebih paham bagaimana menggunakan adverb of time yang tepat.'
- S07 "Yes, I feel it." *'iyah, ngerasa'*
- S08 "Yes, it makes me think critically because while answering, I recall what the teacher explained to figure out if the answer is correct."
'Ya, itu membuat saya berpikir kritis karena saat menjawab, saya mengingat kembali apa yang dijelaskan oleh guru untuk mengetahui apakah jawabannya benar.'

- S09 "Yes, it makes me think critically."
'iyah, membuatku berpikir kritis.'
- S10 "It helps a lot because I have to answer the current question without skipping to the next one."
'membantu banget si kak, karena kan kek langsung dijawab jadi kayak harus langsung pikir dalam waktu itu gak dilewatin dulu untuk mengerjakan soal selanjutnya di skip kan gabisa langsung harus soal itu yang dijawab.'
-

Appendix 3. Permission letter to conduct research



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

Nomor : 4987/Un.10.3/K/KM.00.11/ /2024

Semarang, 20 November 2024

Lamp : -

Hal : Izin Penelitian/Riset

Kepada Yth.
Kepala Sekolah SMK S Calra Nenggala Brebes
Di Brebes

Assalamu'alaikum Wr.Wb.

Dibertahukan dengan hormat, dalam rangka memenuhi tugas akhir mahasiswa prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Aulie Rachmatul Jannah
NIM : 2103046184
Semester : VII

Judul Skripsi: Gamifying EFL Learning: a Qualitative Exploration of Student Engagement Through Kahoot Activities in Senior High School
Dosen Pembimbing : Dra. Nura Muslikawati Dewi M.Pd

untuk melakukan penelitian/riset di SMK S Calra Nenggala Brebes yang Bapak/Ibu penuhi. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dengan dukungan tema/judul sebagaimana tersebut diatas yang dilaksanakan selama kurang lebih 14 hari, mulai dari tanggal 25 November 2024 sampai dengan tanggal 2 Desember 2024 dan data dari riset tersebut diharapkan dapat menjadi bahan kajian (analisis) bagi mahasiswa kami.

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

Wassalamu'alaikum Wr.Wb.



Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 4 Documentation

1. Documentation when researcher observe the learning process



Figure 7.1 The English teacher gives motivation to students before the learning process



Figure 7.2 The English teacher explains the materials to students



Figure 7.3 The teacher explains how to use the Kahoot application to students



Figure 7.4 The researcher observes the students when the kahoot game is implemented in the classroom



Figure 7.5 Class X PSPT group photo after learning and practising kahoot quiz in class



Figure 7.6 Class IX PSPT group photo after learning and practising kahoot quiz in class'

2. **Documentation when the researcher conducted interviews with students**



Figure 7.7 The researcher conducted interviews with students on the first day



Figure 7.8 The interview was conducted with students one by one in the class with the different participant



Figure 7.9 The researcher conducted interviews with students on the second day



Figure 7.10 The interview was conducted with students one by one in the class with the different participant

CURRICULUM VITAE

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5. Universitas Islam Negeri Walisongo Semarang

Semarang, March 19, 2025
Researcher,



Aulia Radhautul Jannah