

Kahoot: Let's Have Fun in English Class with It!

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KEYWORDS

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ABSTRACT

Motivation is required to have satisfying learning achievement in English because it drives students to study seriously without being forced. To improve students' learning motivation, English teachers can integrate the use of technology in their teaching. One of applications which is considered to improve students' learning motivation is Kahoot, a game-based application. This research aimed to investigate learning motivation of students of SMA N 1 Belitang after experiencing Kahoot in learning English and English teacher's perception toward the use of Kahoot. Questionnaire was administered to 43 second grade students and interview was done with one English teacher who used it in English class. It turned out that almost all students gave positive responses on the questionnaire and after being analyzed, students' learning motivation was categorized into high category. Moreover, the English teacher claimed that students showed more interest in English after being introduced to Kahoot and their English scores were improved. The students' improvement in motivation and achievement were resulted from competitive atmosphere on games and interesting display on Kahoot so that they argued that learning English is a fun activity.

INTRODUCTION

Since Indonesian students have been introduced to English since they were at junior high level, when they go to college they have studied English for more than five years. However, an amazing fact about students' ability in English was found; most of students are not able to speak English when they join English class at university level (Asvio, Arpinus, & Suharmon, 2017). As stated previously, Indonesians students have studied English when they attend junior high school. It means that they have learnt about four skills of English, they are reading, listening, speaking, and writing. Based on this fact, the learning output does not fit in the length of time taken for learning input. The similar result also found in students' writing skill. Many students find difficulty when they are assigned to write English essay (Anita, 2012). They cannot organize their ideas well, even they do not understand about English grammar rules. As the result, most of them do not get good score in writing. In addition, in reading comprehension, it is also revealed that the students cannot comprehend the whole text given so that when it comes to answer the questions based on the text, they cannot do it. After being

analyzed, the factor that causes that issue is because the students have lack of vocabulary (Saraswati, Dambayana, & Pratiwi, 2021). It is quite clear that unless mastering vocabulary of foreign language, ones will not be able to comprehend or to interpret the text in that language. Furthermore, in listening skill, a serious matter also found. It turns out that many students do not have good listening ability; it is hard for them to get any message after hearing audio in English (Hardiah, 2018). Based on these findings in the four skills of English, it is safe to say that Indonesian students have serious problems in learning English and a solution is needed to solve it.

It is known widely that every activity requires motivation to make people being involved in finish it with good result. That statement also prevails for learning English. The term motivation is defined by several experts. Sunardi (2021) defines learning motivation as a driving from the inside of students that can make them be serious in learning and at the end of learning, they can obtain learning goals. In line with Sunardi, Gusman, Fitriana, and Rohana (2021) advocate that motivation is one factors that plays vital role for students in obtaining learning achievement. Unless having motivation, the students will not be able to achive satisfying learning outcomes because they do not have desire to give their best while learning.

Actually, the motivation itself can be categorized into two groups, they are intrinsic motivation and extrinsic motivation (Riswanto & Aryani, 2017). Intrinsic motivation, the so-called motivation is motivation that can make students achive the goals of learning for the sake of goodness for themselves, for instance, they are triggered by a willingness to be better in their academic life so that they can do more for their future. On the contrary, extirinsic motivation is a drive that does not come from the bottom of students' heart; it comes from external factors such as from a punishment, gift, and pressure from social life. A real example from extrinsic motivation is suppose that there is a new student who attends an international school. Previously, in his former school, English is just spoken in English class. However, in his new school, English is spoken in all classes. Since he is not really good at English, he tries to practice English, wthether it is at school or at home. He does not to be left behind by his friends. Based on this example, the type of motivation to practice English belongs to extrinsic motivation, especially because of school environment.

Based on explanation above, it is obvious that learning motivation determines the success in learning English. Hence, one of the reasons of why many students still do not have sufficient four English skills is because of they have lack motivation in learning English. To get out of this problem, a futher action is requires. To do so, English teacher can integrate the use of technology in their class.

Ever since the world has been attacked by Corona Virus, there is a lot of change in learning system. One of the them is the use of technology and internet in the process of teaching and learning. Since schools are moved to home, students are generally easy to get bored. As a response to this phenomenon, many application developers are trying to design learning application to accommodate students' need. Online game applications become a trend in language teaching and learning. One of popular online game applications is Kahoot! It is a webtool that can be used as media quiz, discussion, and survey in modern way (Faznur, Kherunnisa, & Sumardi, 2022). It is modern because it has modern display that can have students' attention so that they can engange to the lesson (Perdana, Saragi, & Aribowo, 2020). What makes them interested in the use of Kahoot as a learning media is it has colorful display with features of pictures, sounds, and animations (Sakdah, Prastowo, & Anas, 2022). Sakdah et al. also add that another benefit from using Kahoot is it fits in today life style; it can be accessed by using

smartphone, a tool to do anything in this 4.0 revolution era. Compared to less modern media with the no-internet connection, Kahoot is more superior definitely.

One thing that is highlighted from Kahoot is its function as a media for game. Martison and Chu as quoted from Fachriyani & Syafe'i (2018) advocate that if a teacher wants to make students to be more active and more organizing in learning, using games is one of alternative methods. Apart from those benefits, using games in classroom can activate students' critical thinking because they have to do and to solve cases and assignment integrated into games (Fitriyadi & Wuryandani, 2021). Therefore, games are able to stimulate students' knowledge to be more critical.

Furthermore, games can involve students into an interaction. Precisely, the type of interaction among students is a competitiveness. During the competition, mostly students will do their best to be the best ones (Cheung & Ng, 2021). Having a desire to be the champion means that the students are motivated because it drives to achieve something. In relation to this notion, game as a feature from Kahoot obviously in potential in improving students' motivation in learning English.

Several researches have proven that Kahoot is a good trigger for unmotivated students. The first research is from Sabandar (2018). She claims that Kahoot can be uses as a media for learning evaluation in form of multiple choices questions and jumbled sentences. The use of Kahoot as an evaluative media created competitive atmosphere which was so positive for student. The second research is research conducted by Susanti (2017). She argues that Kahoot is functioned as a media to test students' understanding about English in real time and the participants who can join the test is unlimited so that it is regarded as an effective media to test students' knowledge. The third research is from Kaur and Naderajan (2019). It turns out students get amazing learning experiences after using using Kahoot and their teacher reports that engagement between students and Kahoot is real. The fourth relevant research comes from Nurlalela and Nawir (2020). It is revealed that Kahoot can help students in improving student knowledge about the use of English tenses; learning tenses which is judged as a boring activity with traditional method becomes an interesting activity after the use of Kahoot in learning English tenses. In line with Nurlalela and Nawir, Anandha, Anggraheni, and Yogatama (2021) find the similar findings, i.e. Kahoot can drive students with special needs to learn new vocabularies enthusiastically.

This paper also discusses about Kahoot. What makes this paper difference is this paper is about students' motivation after being taught by using Kahoot. To be more precise, this paper aimed to answer this research question: (1) how is students' learning motivation in learning English after being involved as participants in Kahoot? (2) how is English teacher's perception about the use Kahoot in teaching and learning?

METHOD

This research was a mixed-method research. It is a research that carries out two research approaches, namely quantitative approach and qualitative approach (Vebrianto, Thahir, Putriani, Mahartika, Aldeva, & Diniya, 2020). In addition, Timans, Wouters, and Heilbron (2019) argue that mixed method research has a key word, that is 'combination'. In this case, the word combination refers to different procedures used in the process of analyzing the data. The integration of quantitative research and qualitative research design aimed to get rich insight about what is being investigated (Dawadi, 2021).

There are several unique characteristics from this research method (Vebrianto et al., 2020). *Firstly*, based on its name, it involves more than one designs of research which is chosen based on goal(s) of the research, data of the research, sources of data, and time to do the research. *Secondly*, there are some actions taken in managing the

data. Since there are more than one designs, the the data are various so that both of the data are combined. This process is called as *merging*. After that, the merging of the data produce the new data. It is also known as *building*. Then, the new data is embedded and it is also called as *embedding*. *Thirdly*, there is a process called as combining data; qualitative and quantitative data are combined. *The last*, researchers who use this method have a purpose to get rich information about object being studied so that they use numbers and description as the data. Furthermore, there are several instruments that fit in this research method, they are: test, questionnaire, interview, documentation, and observation.

Respondents

Respondents involved in this study are categorized into two groups. The first group of respondents are the second-grade students of SMA N 1 Belitang. They were 43. All the respondents definitely had experience in using Kahoots. The second group consists of one English teacher who taught the second-grade students at SMA N I Belitang.

Instruments

There were two instruments applied, namely questionnaire and interview. Questionnaire is a set of questions designed to get information about opinions about certain object (Roopa & Rani, 2017). In in this case, it was designed to obtain data about students’ motivation after experiencing Kahoot in learning English in form of Likert scales. The questionnaires consist of 20 items and they were derived from learning motivation indicators proposed by Gusman et al., (2021) which can be grouped into five parts, they are: (1) attention; (2) needs; (3) self-confidence; (4) appreciation sense; (5) achievement.

Meanwhile, interview is defined as a process giving some questions by addressing them to the respondents individually (Adhabi & Anozie, 2017). It was applied to get information about English teachers’ perceptions about Kahoot that they have used during teaching and learning process. The kind of interview used was semi-structured interview. It is an interview with prepared questions and there is a possibility to emerge new questions based on respondents’ response to gain more detail information.

Data collection procedures

To collect the data, the writer created the questionnaires on Google forms application. After that, they were distributed to the students by giving a short link. On the contrary, to get data about English teachers’ perception, the interview was conducted personally. The writer asked all questions that had been prepared to the English teacher.

Data analysis

As stated previously, the questionnaires were prepared in form Likert Scales. There were 5 responses toward each item and each response has point, they are: Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1.

After the questionnaires were administered, the writer analyzed it to obtain students’ motivation, whether it is high, fair, or low. The categorization was determined based on the total score. The table below shows categories and score range for each of the motivation category.

Table 1. Score range for motivation categories

No.	Category of Motivation	Score Range
1	High	3.154 - 4.300
2	Fair	2.007 – 3.153
3	Low	860 – 2.006

To analyze the interview data, model of data analysis based on Miles and Huberman was used. As cited from Rijali (2018), Miles and Huberman proposes 4 stages of data analysis. The first stage is data displaying. It is a process of displaying all the data; the recording and field notes from the interview with English teachers are displayed. The next process is data reduction. Based on its name, it is a process of making data more simple through several ways: summarizing, grouping, and giving the code so that it will be easy to analyze. In accordance to that definition, the transcription from interview and field notes are summarized and grouped into the same topic of questions. The last process is called as drawing the conclusion. It is drawn by interpreting teachers' perception from the interview.

RESULTS AND DISCUSSION

Finding 1

Students' Motivation after Being Involved as Participants in Kahoot

The following table presents the the score of each item on questionnaire after being administered to students.

Table 2. The score of each item on questionnaire

No	Statement	Score
1	After my teacher using Kahoot, learning English is more enjoyable	185
2	I give more attention to the lesson after experiencing Kahoot compared to past time when my English teacher did not use Kahoot yet	173
3	I don't want to miss one single thing from my teacher explanation and what is being discussed after experiencing Kahoot	177
4	Nothing can distract me during English lesson, especially while playing games on Kahoot.	181
5	Kahoot is able to accommodate what I need for English lessons	183
6	Kahoot drives me to study English seriously	175
7	Kahoot drives me to enrich myself with vocabularies so that I can be the first winner on the game	181
8	Kahoot drives me to be better at English because it makes learning more meaningful	179
9	After experiencing Kahoot I do believe that I can be better in English because I found that English is fun	172
10	The games competition on Kahoot makes me believe that English is not as scary as I thought and I can solve problems questions on Kahoot	186
11	The more frequent my English teacher uses Kahoot, the bigger possibility for me to be better at English	176
12	After being involved in Kahoot, I have learnt a lot and it enriches me with new lessons	220
13	I do realize that English is important because there are so many games in English after using Kahoot	184
14	The use of Kahoot by my English teacher is really beneficial for my English	178
15	Kahoot helps me a lot in encouraging myself to put more effort to study English	180
16	I am really grateful for those who created Kahoot because I feel that I am more motivated to learn English	180
17	My test and performance are getting better after experiencing Kahoot	182

18	I am gradually having more vocabularies after using Kahoot	184
19	I am gradually having more understanding about English tenses after experiencing Kahoot	177
20	I am gradually better at speaking and writing because of knowing a lot of vocabulary, tenses, and expressions on Kahoot	182
Σ		3.635

Based on table. 2 above, the total score for all items on questionnaire is 3.635. After consulting the table of motivation category, 3.635 belongs to high motivation (the range score for high category is (3.154 - 4.300)). Therefore, it is positive that students' motivation after experiencing Kahoot in English lesson is high.

Finding 2

English Teacher's Perception about the Use Kahoot in Teaching and Learning

After interviewing English teacher of SMA N 1 Belitang, the English teacher claims that students' responses toward Kahoot are positive. *"After being introduced to Kahoot, they show lots of change in learning. Previously, they show less interest in English. After using Kahoot, they show more interest"*. That answer shows that the students show their positive attitude in learning English. Moreover, the English teacher admits that students' score are improved as well because they more understand about the materials. *"Students' scores are improved. Kahoot gives me many benefits to teach English. I can provide evaluative questions in form of games and the students love it."* Moreover, the teacher also argues that the use of Kahoot is effective because she can create bank of questions that can be used for next years. *"Kahoot can be used as a bank of questions. I can use the similar questions for next years."* As the result, the English teacher would like to keep using Kahoot as a medium in teaching English.

The results of interview with the English teacher fits in the previous studies. Gusman et al. (2021) claim that Kahoot is effective in engaging students to lessons. They that English is not difficult anymore because they have fun while being invloved in Kahoot game (Anandha et al., 2021). Besides, the students also show their improvement in English achievement because they have experienced English as a joy subject to learn so that they have more motivation to study English (Susanti, 2017). Overall, students of SMA N 1 Belitang have similar experience to what had been experiences by the students in the previous studies.

Discussion

In this section, each item of questionnaire is discussed in depth and confirmed to literature review.

1. Item 1: After my teacher using Kahoot, learning English is more enjoyable

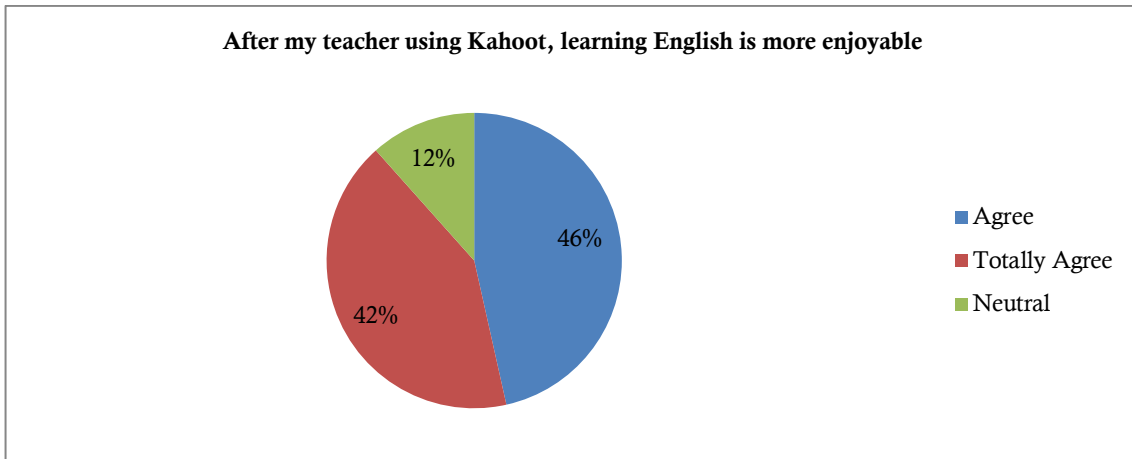


Figure 1. Percentage of Item 1

Based on the figure above, it is known that 46% students agreed that English is more enjoyable as a subject after they were involved in Kahoot games. It is followed by 42% of students claimed that they totally agree with the statement of the item. The last, 12% of students had neutral statement. What is more surprising is none of student who had disagree and diasagre statement for this item. Hence, it is obvious that Kahoot had brought an enjoyable atmosphere to the classroom. This resul is in line with a research conducted by Kaur & Naderajan (2019). Kahoot is potential to improve students' engagement with English lesson. Students are more excited when the English teacher enters the classroom due to games on Kahoot that have been prepared by English teacher. Having students'attention and excitement is a good start to learn English because both of them belong to motivation indicator (Gusman , Fitria, & Rohana, 2021). Positive motivation can drive students to give their best in learning so that they will not be easy to get bored. In addition, students who always have enjoyable learning experience will be more active than those who do not (Fitriyadi & Wuryandani, 2021). Hence, students' positive feeling about the use of Kahoot indicates that they like the use of Kahoot as a media in teaching English and they have been motivated because of Kahoot.

2. Item 2: I give more attention to the lesson after experiencing Kahoot compared to past time when my English teacher did not use Kahoot yet

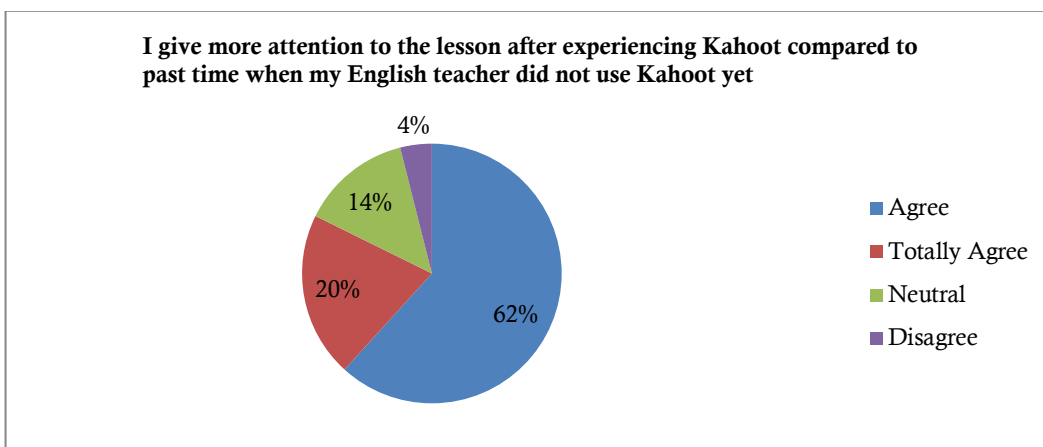


Figure 2. Percentage of Item 2

It can be seen from figure number 2 above that there are four different responses for item number 2. 62% students agreed that they have more attention to English lesson compared to the time when the English teacher did not used Kahoot as a media yet, followed by 20% students who totally agreed with the statement, and then, 14% students had neutral responses, and the last, 4% students declared their disagreement. The reponses from students reflect positive result as the same as item number 1.

As a game platform to support teaching and learning process, Kahoot has interesting features. One of them is game with eye-catching display (Perdana, Saragi, & Aribowo, 2020; Faznur, Kherunnisa, & Sumardi, 2022). This feature is regarded as an amazing feature because it attracts students' attention. Moreover, it suits to be integrated with learning materials because it can provide materials in a new way. Compared to traditional method to test students' knowledge by using paper and pen, problems in form of Kahoot game can reduce students' stress (Fachriani & Syafe'i, 2018). It is caused by the feature of Kahoot itself which enables to transform paper and pen test into online games (Sabandar, 2018). Hence, students who are afraid of English test will not feel the same thing anymore because of great experience with Kahoot.

In relation to item number 1 about students' feeling about Kahoot whether it is enjoyable or not, item number 2 is related to that item. Students' enjoyment with Kahoot application can give further impact; they give their attention to English lesson because English is regarded as interesting subject. Therefore, there is no doubt that the students will give more their attention and they do not want to miss anything about English. In other words, students are motivated in learning English because the use of technology as an effective tool to trigger students' motivation.

3. Item 3: I don't want to miss one single thing from my teacher explanation and what is being discussed after experiencing Kahoot

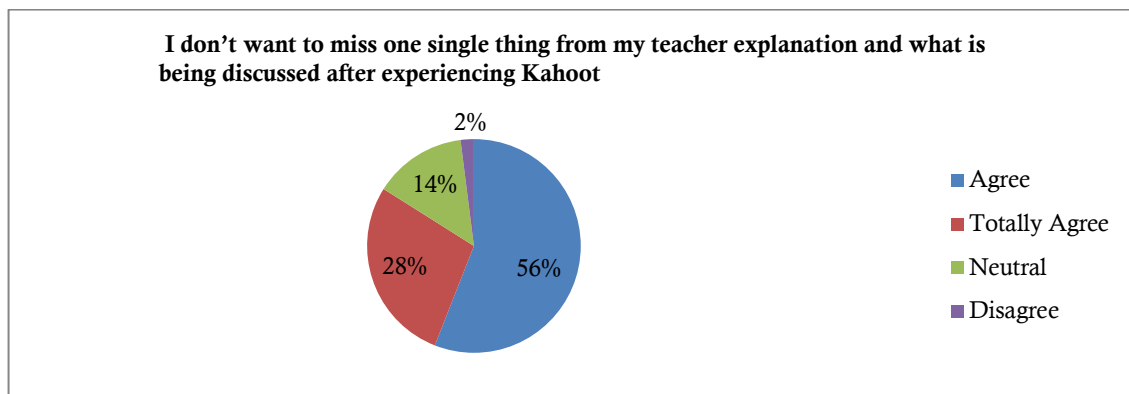


Figure 3. Percentage of Item 3

Based on figure 3 above, it is clear that 56% students agreed that they did not want to miss one single thing from their teacher's explanation and what was being discussed after experiencing Kahoot. It is a signal that the students have high motivation to learn English. Sunardi (2021) defines learning motivation as a driving from the inside of students that can make them be serious in learning and at the end of learning, they can obtain learning goals. In relation to that notion, students' confession through this item is totally related to because they do not want to miss anything about English lesson, whether it is their teachers' explanation or something being discussed in the class.

Definetely, they did it because the wanted to get satisfied result form learning English. In other words, Kahoot is succesfful to drive the students to be more active in responding their teachers and the materials.

4. Item 4: Nothing can distract me during English lesson, especially while playing games on Kahoot

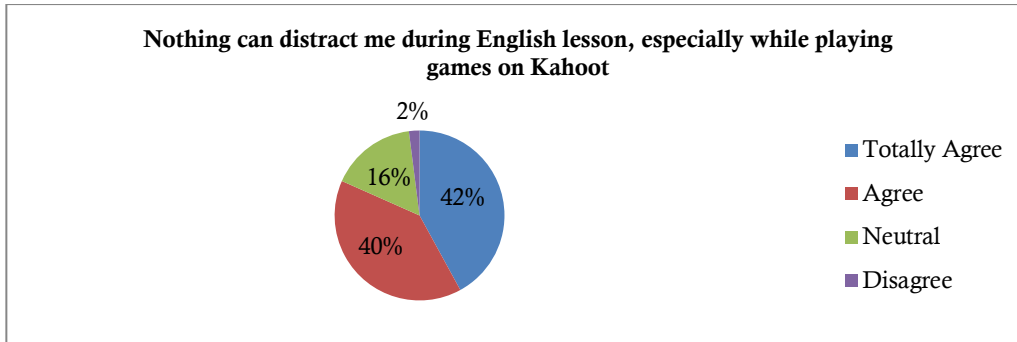


Figure 4. Percentage of Item 4

When it comes to distraction while playing games on Kahoot, 42% students totally agreed that they could not be distracted by anything, it is followed by 40% students agreed with this statement. Furthermore, 16% students had neutral answers and the last, 2% students disagreed with the statement. As reported by Kaur & Naderajan (2019), students are more enthusiast in learning English because they are addicted to it. It is similar to the result of this research. What makes students become more focus is the function of Kahoot itself. It has multiple functions. Firstly, it can be used as discussion platform for teacher and students. Secondly, it can be functioned as an innovate way to evaluate students' understanding about the material. Thirdly, it is considered as a fun media to improve students' motivation to learn English (Fachriani & Syafe'i , 2018). Since the students were enthusiast with Kahoot and its function, definitely they could not be distracted easily while joining Kahoot.

5. Item 5: Kahoot is able to accommodate what I need for English lessons

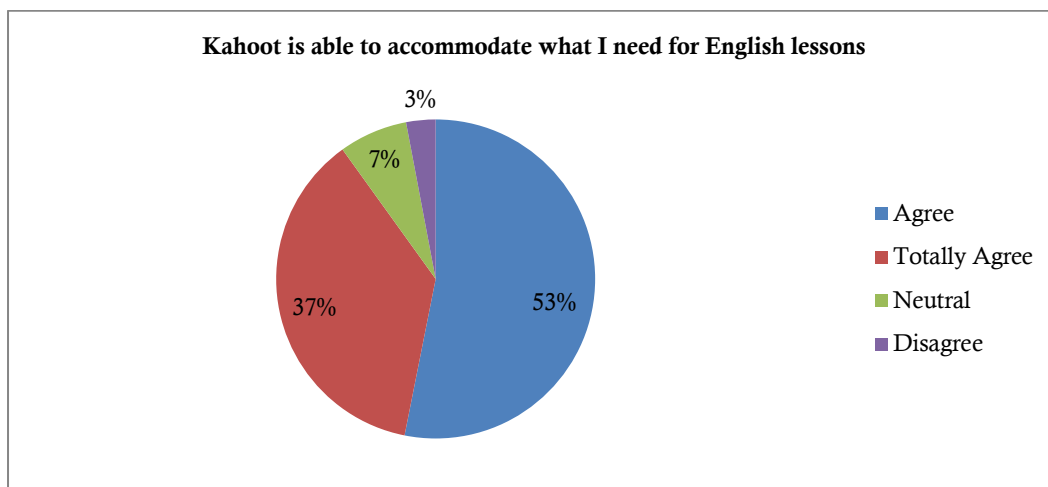


Figure 5. Percentage of Item 5

Figure 5 shows that 53% students agreed that Kahoot was able to accommodate what they needed for English lesson. The total percentage of students who totally agreed with the statement is as many as 37%. Meanwhile, students with neutral answers is as many as 7% and 3% students claimed their disagreement with the statement. It is clear that over 50% students admitted that Kahoot was really able to accommodate their needs in learning English. As stated previously, Kahoot is such a multipurposes application. Its compatibility with today's life style –the use of smartphone in daily life– makes it easy to use (Sakdah, Prastowo, & Anas, 2022). Moreover, as an educative game platform, students can know their progress in learning English from quiz provided by their teacher on Kahoot (Nurlalela & Nawir, 2020). Therefore, they can improve their understanding about grammar rules and vocabularies. On the top of that, Kahoot as a game trigger students to be more competitive (Cheung & Ng, 2021). Competitiveness among students indicates that students are highly motivated to learn English.

6. Item 6: Kahoot drives me to study English seriously

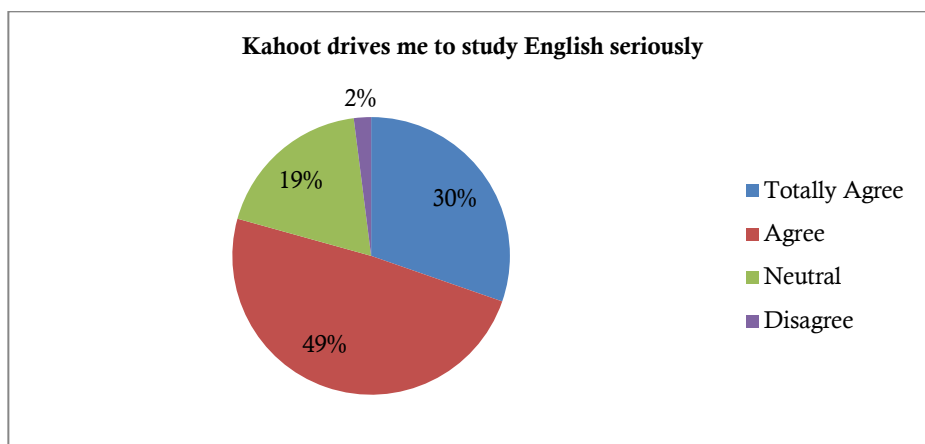


Figure 6. Percentage of Item 6

Figure 6 above shows us that students had positive responses for this item. 49% students agreed that Kahoot could drive them to study English seriously followed by 30% students totally agreed with the statement. Moreover, 19% students had neutral responses and 2% students disagreed with this statement. Fitriyadi & Wuryandani (2021) advocate that although Kahoot is an application of online game, it has educational purpose because teacher can use it as a 'storage' of various forms of test to make students more critical in learning. Both multiple choices and jumbled sentences problems can be accommodated by Kahoot (Sabandar, 2018). Hence, there is no doubt that the students were more serious to study English, especially while having test on Kahoot because they thought it was challenging to solve the problems from their teacher; it indicated that they had high motivation in learning English.

7. Item 7: Kahoot drives me to enrich myself with vocabularies so that I can be the first winner on the game

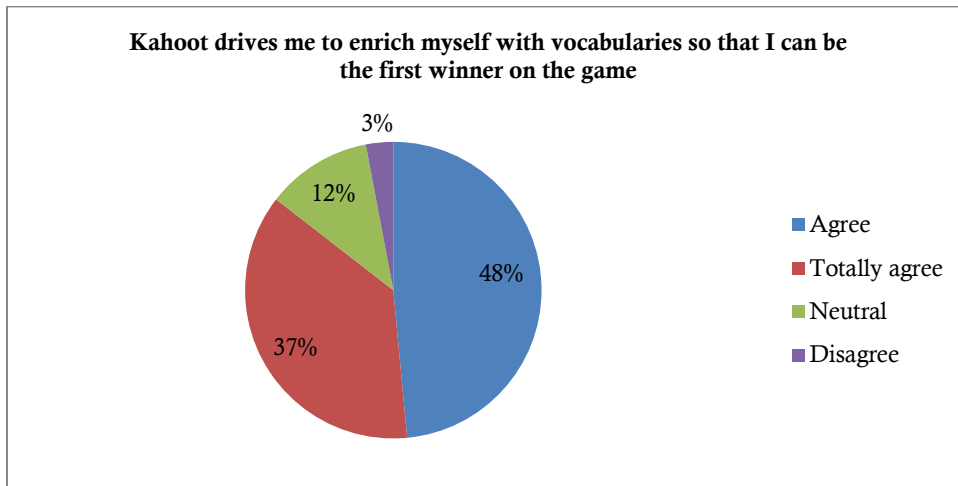


Figure 7. Percentage of Item 7

It is shown in figure 7 that 48% students agreed that Kahoot enriched themselves with vocabularies so that they could be the winner on the game. That percentage is followed by 37% students who totally agreed with the statement. Furthermore, 12% students were on neutral group and the last, 3% students disagreed. Previous research by Dawadi (2021) also reveals the similar result. Online game such as Kahoot is so attractive because students cannot get bored easily; they show their enthusiasm in doing vocabulary test. As the result, students' vocabulary can be improved. It is known widely that memorizing vocabulary is considered as hard thing to do because it is going to be boring. However, Kahoot can be an alternative method to do it. Cheung & Ng (2021) add that game can improve students' competitiveness to be the winner and this research is in line with the argument.

8. Item 8: Kahoot drives me to be better at English because it makes learning more meaningful

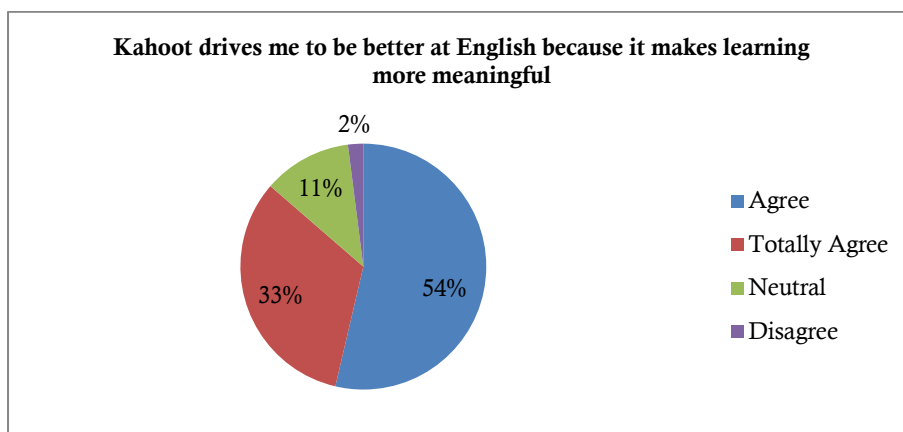


Figure 8. Percentage of Item 8

It is quite clear that 54% students agreed that Kahoot drove them to be better at English because of meaningful learning while experiencing it. That number is followed

by 33% students who totally agreed, 11% students with neutral perception, and 2% students disagreed with this item. Several studies has proven that Kahoot provides meaningful learning for students. That meaningful learning is indicated by more engagement between students and the lesson (Kaur & Naderajan , 2019). The other sign is students put more attention in the classroom; they are not easily to be distracted (Perdana, Saragi, & Aribowo, 2020). In addition, students also show their excitement for every activity conducted in the classroom (Nurlalela & Nawir, 2020). Thus, it is obvious the students' responses in this research shows that they are motivated because of the use of Kahoot.

9. Item 9: After experiencing Kahoot, I do believe that I can be better in English because I found that English is fun

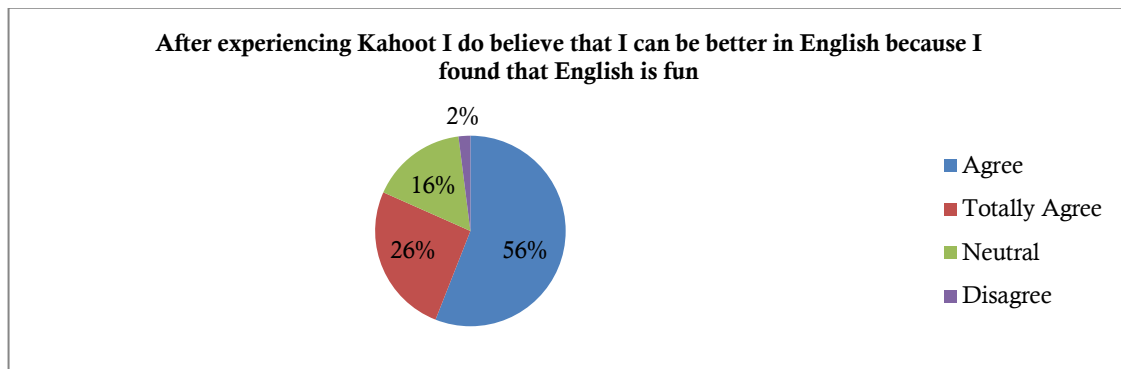


Figure 9. Percentage of Item 9

Figure 9 above shows that 56% students agreed that they could be better in English because they found that English was fun. Following that number, 26% students totally agreed that with the statement, 16% students had neutral point of view, and 2% students diasagreed with it. This finding fits in what Perdana et al. argument; the modern display from Kahoot can have students' attention so that they can engange to the lesson. Their engagement with Kahoot makes English not as a boring subject anymore. It is positive to say students' perception on item number 9 shows that their motivation is improved after experiencing Kahoot.

10. Item 10: The games competition on Kahoot makes me believe that English is not as scary as I thought and I can solve problems questions on Kahoot

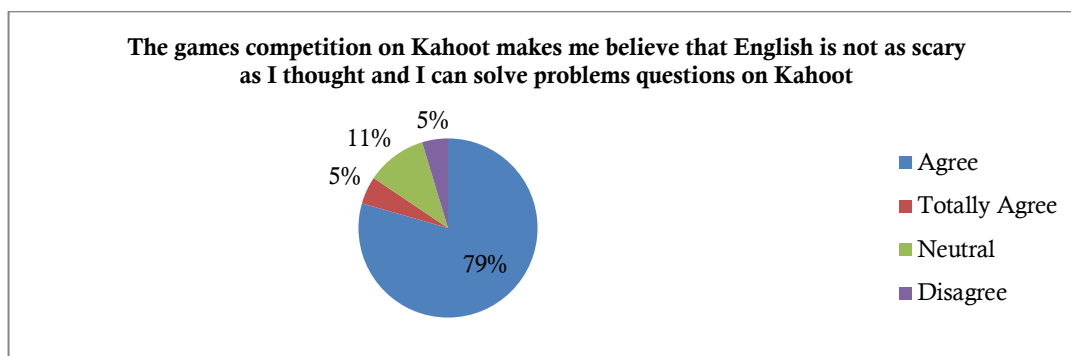


Figure 10. Percentage of Item 10

For item number 10, 79% students agreed that Games competition on Kahoot made them believe that English was not as scary as they thought and they could solve questions on Kahoot, 11% students had neutral opinion for item, 5% students totally agreed, and 5% students disagreed. Fachriani and Syafe'i (2018) claimed that the test form on Kahoot can reduce students' stress because of its interesting display and games' display. What had been experienced by the students is in line with that claim. Since they had willingness to learn English and had positive thought about it, there is no doubt that the students had positive response toward the item. In other words, the students are motivated in learning English because they said that English was not scary and they could solve the questions.

11. Item 11: The more frequent my English teacher uses Kahoot, the bigger possibility for me to be better at English

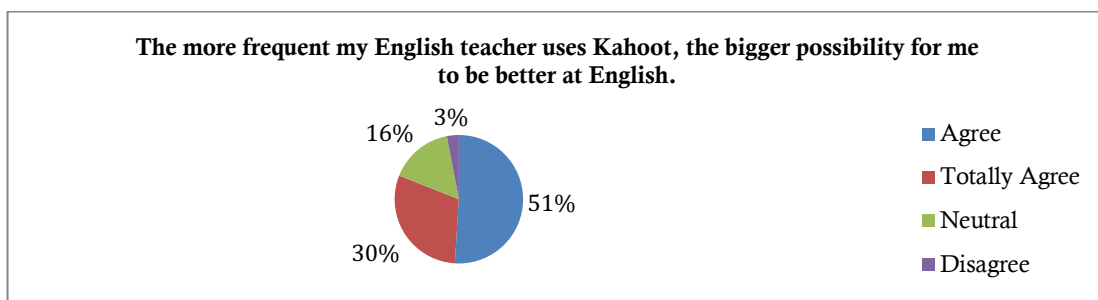


Figure 11. Percentage of Item 11

It can be seen from figure 11 that the percentage of students who agreed that the more frequent their English teacher used Kahoot, the bigger possibility for them to be better at English is as many as 51%, 30% students agreed, 16% students had neutral point of view, and 3% students disagreed. This finding shows that most students had positive response toward this item. Moreover, this finding is similar to the research finding by Nurlalela and Nawir (2020) who argues that Kahoot can help students in improving students knowledge about the use of English tenses; learning tenses which is judged as a boring activity with traditional method becomes an interesting activity after the use of Kahoot in learning English tenses. Hence, if the students always being involved in Kahoot games about English, there is a bigger possibility for them to be better at English as what they believe. Having believe indicates that the students have high motivation in learning English.

12. Item 12: After being involved in Kahoot, I have learnt a lot and it enriches me with new lessons

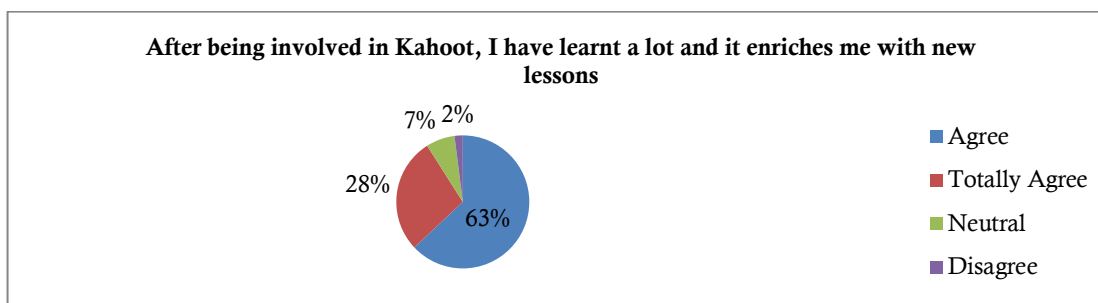


Figure 12. Percentage of Item 12

Figure 12 shows that 63% students agreed that they had learnt a lot and had been enriched with new lessons because of Kahoot. Following that finding, 28% students totally agreed with the statement, 7% students had neutral opinion, and 2% students disagreed. As a media to test students' knowledge, Kahoot can be used to test vocabulary and tenses (Anandha, Anggraheni, & Yogatama, 2021). From that experience, the students can get more; they have deeper understanding about the language knowledge (Faznur, Kherunnisa, & Sumardi, 2022). This finding is in line with those previous studies because most of students admitted that they had learnt a lot and got better understanding about English lesson.

13. Item 13: I do realize that English is important because there are so many games in English after using Kahoot

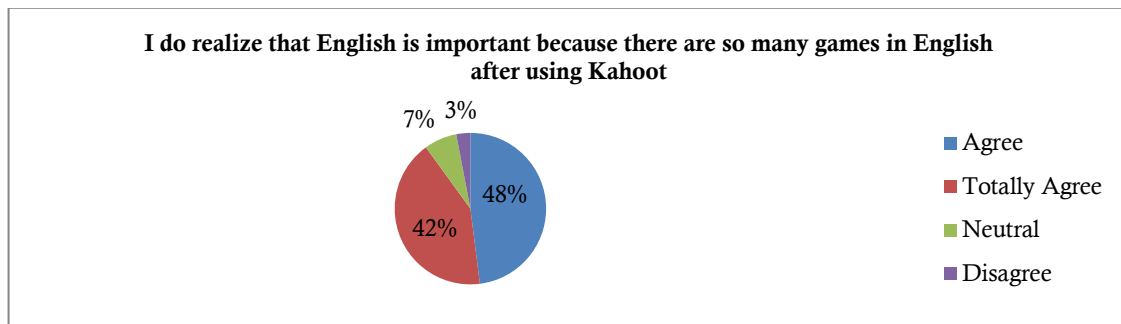


Figure 13. Percentage of Item 13

Figure 13 presents the percentage if item number 13: 48% students agreed that English was important due to they found many games using English after using Kahoot, 42% students totally agreed, 7% students had neutral opinion, and 3% students disagreed. This finding shows that over a half students have positive responses toward the statement. Realizing English as an important language is a good start for them because it can drive them to study more (Asvio, Arpinus, & Suharmon, 2017). Furthermore, having drive to study more is a signal of having high motivatiobn (Gusman , Fitria, & Rohana, 2021). In other words, the students have shown their starter point to be more serious in English because of realizing that English as an important language.

14. Item 14: The use of Kahoot by my English teacher is really beneficial for my English

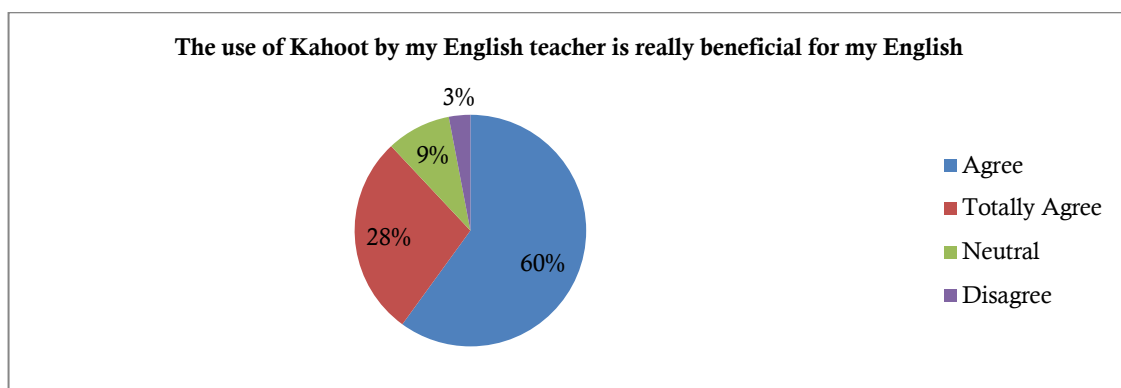


Figure 14. Percentage of Item 14

From figure 14 above, 60% students agreed that the use of Kahoot by their English teacher is really beneficial for their English, 28% students totally agreed, 9% students were in neutral position, and 3% students disagreed. Again, the finding shows that over a half students have positive point of view toward the use of Kahoot. This finding is similar to the research conducted by Faznur et al. (2022) which reveals that students gained a lot of benefits from Kahoot; they understand more about tenses and vocabulary. Moreover, Fitriyadi et al. (2021) also add that Kahoot makes students be easier to solve given questions if they do exercise on Kahoot regularly. Based on the finding of this research, the students claim themselves that they got more benefits as well. It shows that they have interest to study English. Having interest toward English means that the students are motivated to learn English.

15. Item 15: Kahoot helps me a lot in encouraging myself to put more effort to study English

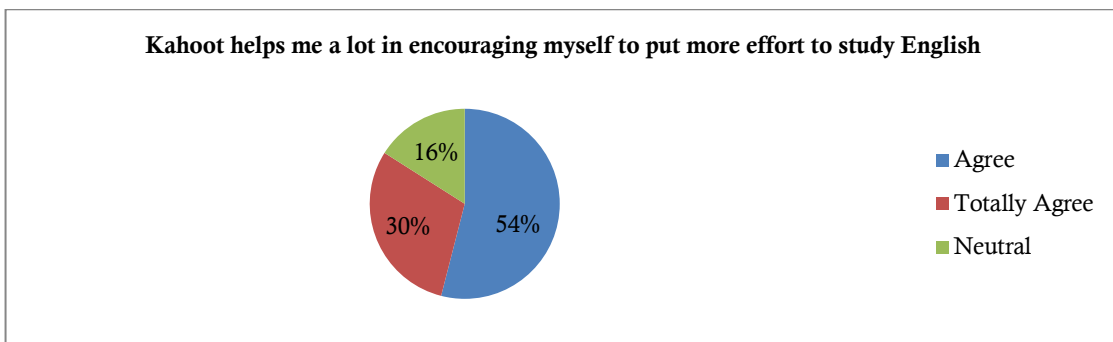


Figure 15. Percentage of Item 15

The figure above shows that 54% students agreed that Kahoot helped them a lot in encouraging themselves to put more effort to study English. Following that number, 30% students totally agreed, and 16% students had neutral opinion toward the item. Overall, more than a half of students show their positive responses toward the use of Kahoot. As stated by Sakdah et al. (2022), Kahoot succeeds to make students to study more. This phenomenon is in line with the definition of motivation, i.e. having desire to do anything with full of spirit Asvio et al. (2017). In other words, students of SMA N 1 Belitang who experienced Kahoot have been being motivated in learning English because they put more effort to study English.

16. Item 16: I am really grateful for those who created Kahoot because I feel that I am more motivated to learn English

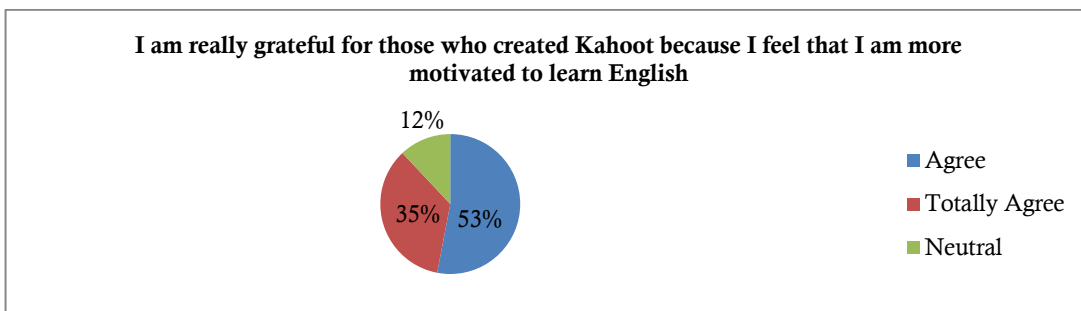


Figure 16. Percentage of Item 16

It can be seen that 53% students agreed that they felt more motivated to learn English because of Kahoot, 35% students totally agreed, and 12% students were neutral. The result does not show any students who disagree with the statement. In accordance to a research by Kaur et al. (2019), students are motivated to learn English after being involved as participants in game by Kahoot. This finding also reveals the same result. Hence, it is not doubted that Kahoot is able to motivate students to study English.

17. Item 17: My test and performance are getting better after experiencing Kahoot

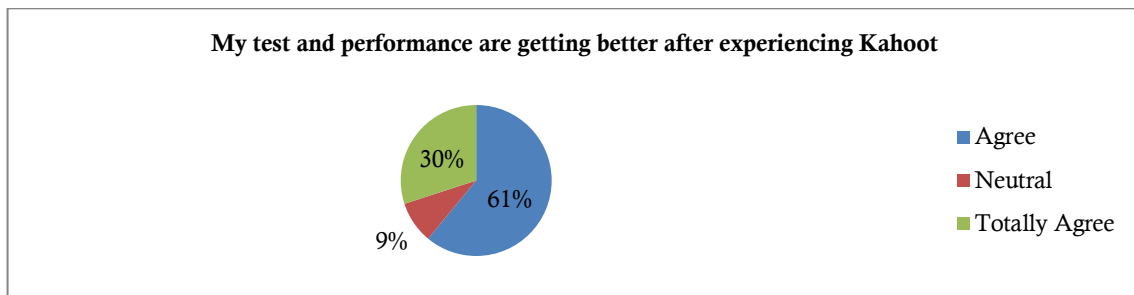


Figure 17. Percentage of Item 17

For item number 17, 61% students agreed that the result of their test and performance were getting better after experiencing Kahoot, 30% totally agreed, and 9% students had neutral point of view. This result also indicates the positive result. Fitriyadi and Wuryandani (2021) argue that students' critical thinking is improved after they did many exercises on Kahoot. Moreover, students do not worry to do any test because of interesting game and display on it (Faznur, et al., 2022). Those result are in line with what students of SMA N 1 Belitang have experienced; they have better test result because they were motivated and were not afraid to take any test on Kahoot.

18. Item 18: I am gradually having more vocabularies after using Kahoot

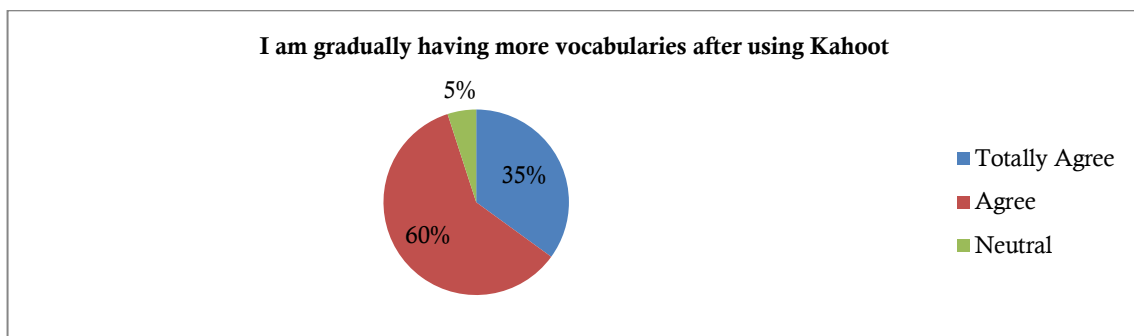


Figure 18. Percentage of Item 18

Figure 18 shows that 60% students agreed that they gained more vocabularies from test and games on Kahoot, 35% students totally agreed with the statement, and 5% students had neutral opinion. This finding is similar to a research by Susanti in 2017. She claims that after experiencing Kahoot, the students show their improvement on vocabulary mastery. Hence, it is not doubted that the students of SMA N 1 Belitang experienced the same result. Having more vocabularies can make students have more

motivation to learn English.

19. Item 19: I am gradually having more understanding about English tenses after experiencing Kahoot

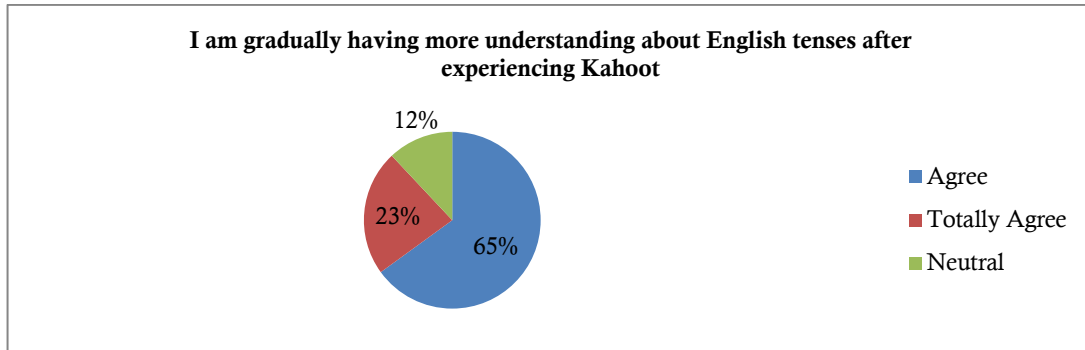


Figure 19. Percentage of Item 19

Figure 19 shows that 65% students agreed that they had more understanding about English tenses after experiencing Kahoot, 23% students totally agreed and 12% student had neutral perception. In line with this finding, Nurlalela and Nawir (2020) advocates that Kahoot can be an alternative media to teach English tenses because it has been succeeded to improve students' understanding about tenses. Thus, it is obvious that Kahoot can improve students' understanding about tenses. Having more understanding toward an object will make ones want to accomplish the task because the task is easier. It also prevails for student in learning English; if they understand about tenses, they will accomplish task about tense.

20. Item 20: I am gradually better at speaking and writing because of knowing a lot of vocabulary, tenses, and expressions on Kahoot

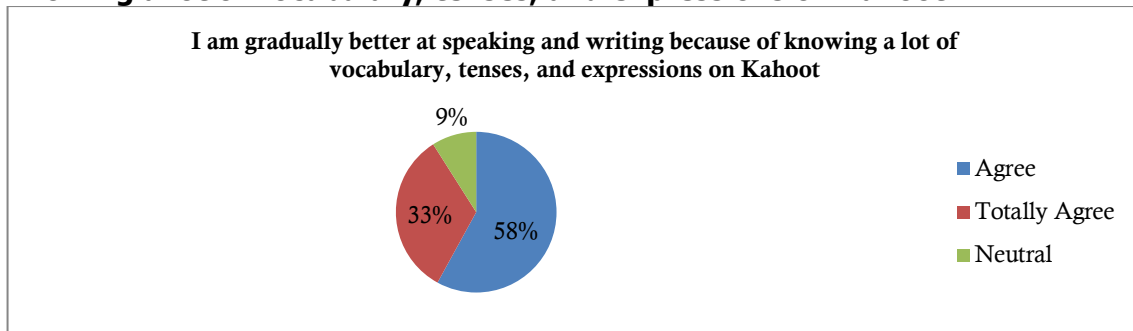


Figure 20. Percentage of Item 20

From figure above, it is obvious that 58% students agreed that they be better at speaking and writing because of knowing a lot of vocabulary, tenses, and expressions on Kahoot, 22% students totally agreed with the statement, and 9% students were neutral. As stated previously, Kahoot can be an alternative media for evaluation. Besides, competition among drives them to give their best in doing the test and games Faznur et al., (2022). As the result, the students have more understanding about materials so that they perform better in productive language skills. Having great performance on productive language skills indicate that the students are highly motivated because their willingness to give their best is an indicator of having motivation (Sunardi, 2021).

Based on the discussion above, all the analysis show that the students are highly motivated after being introduced to Kahoot. It can be proven by the result of questionnaire distributed to them. Most of the students gave positive responses toward the questionnaire. Therefore, it is not doubted that the students are highly motivated after experiencing Kahoot. It is also supported by the result of interview with the English teacher who stated that the students show more interest in English and their English scores are getting before. Therefore, it is quite clear that the findings of this research are in line with several previous studies. Kahoot can be utilized as an evaluative media that creates competitive atmosphere which was is positive for student (Sabandar, 2018). To be precise, different types of questions for English skills such as grammar, tenses, expressions, and many more can be modified on Kahoot and they are really helpful for students to understand the materials (Kaur & Naderajan, 2019; Nurlalela & Nawir, 2020; Susanti, 2017). Those similar findings strengthen Kahoot as an alternative media that can be used in teaching English.

CONCLUSION

All in all, students are highly motivated after being taught by using Kahoot. Almost all students have positive responses toward questionnaires about their learning motivation and their motivation is categorized into high motivation. Aside from students' motivation, the English teacher also claimed that Kahoot is an effective media to teach English because this application can be used for evaluation tool and to boost students' competitiveness while doing exercises on it. As the result, the students have deeper understanding about the materials. Thus, it is suggested to use Kahoot in teaching English to engage students to the lesson so that they can be more motivated to study.

Since this research involved 43 respondents, this research cannot be generalized. Hence, those who are interested to conduct research in the same context, it is suggested to involve more respondents in order to find the results that can be generalized.

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