



Students' Perceptions Towards the Use of Kahoot on Learning Motivation in English Language Learning

Tiara Amalia¹, Dzul Rachman², Ni Wayan Surya Mahyanti³, Yeni Rahmawati⁴

Universitas Muhammadiyah Kalimantan Timur, Indonesia^{1,2,4}

Universitas Pendidikan Ganesha, Indonesia³

Email: 1911102421011@umkt.ac.id; dr650@umkt.ac.id; surya.mahayanti@undiksha.ac.id; yr173@umkt.ac.id

Paper received: September-2023; Accepted: February-2024; Publish: February-2024

Abstract

The objective of this study is to elucidate students' perspectives regarding the utilization of the Kahoot application as a learning medium to enhance their motivation. This research employed a qualitative descriptive approach, namely a case study design. The participants of this study consist of students enrolled in the English Education Department at Universitas Muhammadiyah Kalimantan Timur (UMKT) who possess specific traits. This study employed semi-structured interviews to investigate students' impression of the impact of using Kahoot on their intrinsic motivation for learning. The findings indicate that Kahoot had numerous beneficial impacts on students' learning. The students evaluated Kahoot as a captivating online game-based learning tool that enhanced their knowledge and stimulated their drive and excitement, resulting in active learning. Additionally, this study identified the difficulties encountered by students when use Kahoot, including anxiety stemming from time constraints, inadequate internet connectivity, and instances of cheating.

Keywords: Kahoot; Motivation; Learning Media; Perception

Copyright and License

Authors retain copyright and grant the journal right of first publication with the work simultaneously licensed under a Creative Commons Attribution 4.0 International License that allows others to share the work with an acknowledgment of the work's authorship and initial publication in this journal.



1. Introduction

Education and technology are becoming increasingly important in modern life, particularly in certain areas. For example, in terms of education, there are numerous online programs available that allow students to improve their English skills through game-based learning. The incorporation of technology into pedagogical practices is a realistic strategy for improving the effectiveness of the educational experience for both students and teachers. As a result, the process will be impacted significantly. Dhamayanti (2021) asserted that incorporating technology into the educational process is anticipated to produce advantages for both students and teachers. Implementing this strategy is anticipated to improve the overall effectiveness of classroom instruction. Incorporating technology into the lecture is expected to



=====
augment student engagement by providing a more captivating and dynamic learning experience.

In recent times, certain educators have employed technology to facilitate instructional activities using online platforms, enabling teachers to accomplish their responsibilities with greater efficiency and effectiveness. This pertains to the conduct of students, who have a tendency to utilize and access the internet regardless of their location. Additionally, they often become disinterested in conventional learning activities. Kahoot is an application that facilitates game-based learning. Kahoot, as stated by Al-hadithy & Ali (2018), is an online educational game that possesses the capacity to augment the motivation and involvement of learners in the learning process. Based on the individual's assertion, the incorporation of Kahoot into the educational environment yielded significant improvements in student engagement, participation, self-efficacy, independent learning, and final exam results. Furthermore, it is worth mentioning that Kahoot provides multiple-choice inquiries that have an answer limit of four options. Additionally, the platform facilitates the integration of various media assets, including videos and photographs, into the inquiries (Basuki & Hidayati., 2019).

Students can utilize Kahoot as a tool for acquiring knowledge in a variety of topics, including English. This application enables students to actively engage in the learning process in an enjoyable manner. In addition, students have the option to utilize their mobile phone or electronic device for these activities. Kahoot is an educational program that use a game-based strategy to increase classroom participation by leveraging real-time categorization. This viewpoint is reinforced by Wang & Lieberoth (2016), explored the impact of Kahoot! on cognitive and affective factors such as concentration, engagement, enjoyment, perceived learning, motivation, and class dynamics. The results showed positive responses in all areas, indicating Kahoot!'s beneficial effects. Notably, 70% of students exhibited increased motivation in grammar knowledge, and 90% found the experience enjoyable. Integrating Kahoot! in the classroom holds the potential to enhance the learning environment, fostering



higher student engagement and academic performance. Overall, Kahoot! is recognized as a beneficial learning tool.

The objective of this study is to analyze the perspectives of university students on the use of Kahoot as an educational tool, regardless of the specific subject in which they have encountered it. Kahoot has become widely popular among students because to its extensive use in educational environments. It has multiple functions, including being used as an educational tool, a kind of entertainment, and an assessment tool for monitoring individual performance. The research is to examine the students' perspectives on the utilization of Kahoot in enhancing their desire for English language learning in the classroom. Furthermore, it aims to pinpoint the challenges that students encounter when using Kahoot as a means of learning the English language.

The researcher aspires for this research to have both theoretical and practical utility. The researcher aspires for this method to yield valuable information and crucial data for institutions via theoretical means. Furthermore, the study's findings may serve as a reference and evaluation of the effectiveness of the online game Kahoot as a motivation-boosting tool for students in the future, contingent upon an understanding of the students' perspectives.

2. Method

This study is a qualitative descriptive case study as it is congruent with the research problem that focuses on the students' perception. In particular, this study proposed to investigate students' perceptions regarding the utilization of Kahoot as a means to ascertain whether it has potential to enhance students' motivation. Therefore, Mezmir (2020) has been asserted that the qualitative researcher primarily engages with data that manifest in the form of textual or visual representations, as opposed to numerical or statistical formats.

This study specifically targeted a cohort of students from Universitas Muhammadiyah Kalimantan Timur (UMKT), namely those enrolled in the English Department, who possess specific attributes. These attributes include prior expertise in utilizing Kahoot and actively employing Kahoot for educational objectives. In order to achieve the research aims, the



=====

necessary data for this study was obtained through an interview. The participants were selected from the second and fourth semesters of the English Department at Universitas Muhammadiyah Kalimantan Timur (UMKT). The researchers conducted semi-structured interviews with a total of 5 participants who served as interview respondents for this study. The mean duration of the interviews was roughly 10 minutes per individual, conducted using Zoom meetings and WhatsApp voice notes as media. The researchers employed semi-structured interviews as their data gathering technique. The researchers employed interviews as the primary means of data collection. The interview questions were derived from Mada's (2019) work and comprised of 8 items. These questions were designed to investigate the participants' direct experiences with the usage of Kahoot as an educational tool. The collected data was transmitted by written means or recorded in audio, video, or audio-visual format.

The researcher performed data analysis on interview outcomes, consolidating information from interview results, Zoom sessions, and WhatsApp voice notes. The data reduction involved selecting, focusing, simplifying, and minimizing the information to meet research objectives. The transformed data will be presented descriptively through narrative text following the data display procedure. Conclusions are drawn by analyzing interview and video recording data, reinforced by thorough information and analysis. The researcher rigorously analyzes the data through multiple checks for validation. Finally, the study's findings are explicated based on this process.

3. Findings and Discussion

Students' perception towards the use of Kahoot on learning motivation in English language learning in this study was obtained from semi-structured interview. This section presents information of students' perceptions from the interviews results to answers research questions in this study. The objective of this study is to investigate the opinions of English Language Education students regarding the use of Kahoot as a learning tool. This investigation encompasses an examination of the effects, advantages, and difficulties associated with the implementation of Kahoot, as reported by the students based on their own experiences.



Table 1 The frequencies and Percentage of the Students' Answer in the Interview

1. Advantages	Frequencies in students' answers. (N: 53)
Classroom Environment	
- Creating Fun, Interesting, Entertaining Atmosphere	5
- Ambitious Atmosphere	4
- Competitive Atmosphere	5
Impact on Academic	
- Motivation	4
- Interest and Understanding	2
- Learning Process	4
Supporting Factors	
- Top Three	5
- Higher Points	4
Level of Success	
- Effective	3
- Recommendation	3
Features	
- Songs	1
- Adapt	4
2. Challenges	
- Network	3
- Time Limit	
- Cheat	2

N = Frequencies of the key concepts in the Interview

(Source: Student response, 30th May – 27th June 2023)

Table 1 is the summary of the students' answers towards the use of Kahoot in classroom to increase learning motivation. In terms of the environment that Kahoot creates, the students express that they felt fun, interesting, and entertaining (9,4%), Kahoot creates ambitious atmosphere in classroom (7,5%), and students' felt Kahoot make them competitive (9,4%). The impact of Kahoot on academic for students' motivation (7,5%), they agreed that they felt interest and understanding the material (3,7%), and it helps for the learning process (7,5). The supporting factors are the top three (9,4%) and to get higher points (7,5%). In terms of the success of Kahoot for learning media, students agreed it is effective (5,6%) and they recommend using Kahoot (5,6%). Students felt the features on Kahoot especially the songs are



interesting (1,8%) and Kahoot is easy to adapt (7,5%). The students said that they found difficulties with the network (5,6%), time limit (7,5%), cheat (3,7%).

3.1 Advantages

3.1.1 Classroom Environment

3.1.1.1 Creating a Fun, Interesting, Entertaining Atmosphere.

Students revealed that Kahoot creates a positive atmosphere in the classroom.

Excerpt 1:

“In my opinion, Kahoot itself serves as both a learning tool and entertainment, or entertainment as a learning tool, so we don't get fixated or bored.” [P1].

Excerpt 2:

“And Kahoot is also enjoyable when used in class.” [P2].

Excerpt 3:

“Using Kahoot as an alternative quiz for fun, I think it's great for aiding learning because it's engaging. So, it's all about having fun and attracting more students for sure.” [P3]

Excerpt 4:

“Kahoot is awesome for learning because, first of all, it keeps the classroom from being boring. We gotta have our gadgets and open that website they give us, so we never get bored, you know?” [P4]

Excerpt 5:

“Kahoot itself is a learning tool, but learning is also about having fun. During the learning process, it's important to have some refreshing moments. It shouldn't always be monotonous. That's why incorporating entertainment is essential to motivate the learners.” [P5]

3.1.1.2 Ambitious Atmosphere

From the interview results, students reported that most of them felt ambitious when using Kahoot.



Excerpt 1:

“The competitiveness is like they don't want to get a lower score than their friends, so they try their best to answer correctly and as quickly as possible.” [P1]

Excerpt 2:

“Because when we're asked like that, we're all like, "Challenge accepted!" We wanna show off and answer better than everyone else. It's actually a cool way to refresh our memory and recall what we've learned before.” [P3]

Excerpt 3:

“For sure, some people are super ambitious to win and see their name displayed proudly on the screen. It's like a badge of honor, you know?” [P4]

Excerpt 4:

“My friends and I also get ambitious about it.” [P5]

3.1.1.3 Competitive Atmosphere

Excerpt 1:

“Even with close friends, they become instantly competitive, or with other friends as well.” [P1]

Excerpt 2:

“The competitive environment serves as motivation for students to truly understand the material because they know they will be judged based on their performance in Kahoot.” [P2]

Excerpt 3:

“It makes students competitive because they are competing to answer the questions.” [P3]

Excerpt 4:

“Friends also surely feel competitive to participate in quizzes on Kahoo.” [P4]

Excerpt 5:



“Because when we want to compete, it usually gets lively, and even among friends, there is competitiveness when it comes to learning, which makes it fun.” [P5]

3.1.2 Impact on Academic

3.1.2.1 Motivation

Students agreed that they felt motivated when using Kahoot in classroom in learning process.

Excerpt 1:

“There's a sense of motivation like that, which makes them feel more eager to study, continuously understand the material, and strive to compete with the scores of other friends.” [P1]

Excerpt 2:

“The impact on academics is that Kahoot definitely makes students feel more motivated to study harder and more seriously so that they don't lose in Kahoot.” [P2]

Excerpt 3:

“I personally think that Kahoot is motivating.” [P3]

Excerpt 4:

“Yeah, in terms of motivation, it's there. It's like a wake-up call, you know, if a friend wins, there's a feeling like “I would have won if I had paid more attention.” It also sparks motivation for the next time there's a Kahoot to pay more attention.” [P5]

3.1.2.2 Interest and Understanding

The use of Kahoot makes students show interest on the materials and help them to understand it.

Excerpt 1:

“Because we have to pay attention to the material to earn points, and indirectly, Kahoot makes students pay more attention to their learning.” [P2]

Excerpt 2:



“It makes it easier to understand the material because when using Kahoot, there's automatically a quiz involved, so students have to listen to the lecturer when they explain it, whether they like it or not.” [P3]

3.1.2.3 Learning Process

Students reported that Kahoot helps them in learning process in fun way.

Excerpt 1:

“Yeah, Kahoot really helps with the learning process because friends have to memorize or listen, and even take notes on the material. In my opinion, it becomes easier to remember the material because there's a quiz afterward.” [P1]

Excerpt 2:

“In my opinion, when more lecturers use quizzes like Kahoot, it definitely makes students more interested in learning and pay attention during the learning process.” [P2]

Excerpt 3:

“Of course, there is an effect on the learning process too.” [P3]

Excerpt 4:

“But from what I've seen, other friends feel helped, and there is an impact when using Kahoot during the learning process.” [P4]

3.1.3 Level of Success

3.1.3.1 Efficient

Students agreed that Kahoot make a good impact and efficient as a learning media.

Excerpt 1:

“In my opinion Kahoot is effective.” [P1]

Excerpt 2:

“It makes the learning process more effective because being motivated by the competitive environment makes it more effective, you know?” [P2]

Excerpt 3:



"I think it is very effective in the classroom." [P3]

Excerpt 4:

"It's quite effective when used as a learning tool." [P4]

Excerpt 5:

"It helps and is effective for study." [P5]

3.1.3.2 Recommendation

Students' answered that they would recommend Kahoot as a learning media.

Excerpt 1:

"I recommend the use of Kahoot in classroom." [P1]

Excerpt 2:

"Of course, it is highly recommended if you want to use Kahoot in class." [P2]

Excerpt 3:

"I recommend that educators choose Kahoot as an alternative quiz platform." [P4]

Excerpt 4:

"I recommend using it in the classroom to boost engagement and prevent boredom. It's also beneficial for learning purposes." [P5]

3.1.4 Supporting Factors

3.1.4.1 Top Three

The top three features make students' want to become the winner and reach the top three,

Excerpt 1:

"I try my best to study hard so that I can surpass my other friends and be among the top three." [P1]

Excerpt 2:

"The motivation to achieve a top 3 spot in Kahoot drives students to study more effectively and efficiently because they are motivated by the competitive spirit." [P2]

Excerpt 3:



“There are definitely students who are ambitious to win and have their name displayed prominently on the screen.” [P5]

3.1.4.2 Higher Points

Students’ reported that one of the factors is because they want to get higher points than others.

Excerpt 1:

“Because the faster you choose and the more precise you are, the higher your points will be.” [P2]

Excerpt 2:

“Because the faster they choose and the more accurate their answers are, the higher points they can earn.” [P3]

Excerpt 3:

“Those with higher points usually receive recognition because the lecturer often displays the results in front of the class.” [P4]

3.1.5 Features

3.1.5.1 Songs

One of the features that is interesting is the songs that Kahoot used.

Excerpt 1:

“Kahoot being colorful doesn't make it boring, and the unique songs added to it also enhance the experience.” [P1]

3.1.5.2 Adapt

The students’ agreed that Kahoot features is easy to use.

Excerpt 1:

“It's because Kahoot has simple, easy-to-use, and easily understandable features.” [P1]

Excerpt 2:

“For me, the features of Kahoot are very simple and easy to understand.” [P2]



Excerpt 3:

“What I like about Kahoot is that it can be accessed through a link (web-based), so there's no need for any specific application. It's quick and easy to access.” [P4]

Excerpt 4:

“Yeah, Kahoot is easy to use. It's simple and straightforward for learning purposes.” [P5]

3.2 Challenges

3.2.1 Network

The problem that students' faced when using Kahoot is the network

Excerpt 1:

“Yeah, if Kahoot is acting up or if the internet is being a pain, it can take forever to load or sometimes it just won't let you in. It's super frustrating, especially when the internet connection is crappy.” [P1]

Excerpt 2:

“What I don't like about Kahoot is that it can be hindered by either poor signal or slow loading when answering. Even if we answer quickly, the input response can be slow, resulting in fewer points for us.” [P3]

Excerpt 3:

“Yeah, not all schools or universities have internet access, and that's the thing about Kahoot. We can only access it when we have an internet connection.” [P4]

3.2.2 Time Limit

Students' agreed that the time that Kahoot gave is too short and it is make a problem for them.

Excerpt 1:

“Yeah, it can be quite annoying because sometimes it takes too long, and we end up not being able to answer in time.” [P1]

Excerpt 2:



“And also, the time given is sometimes too short.” [P3]

Excerpt 3:

“What I don't like about Kahoot, in my opinion, is that not everyone is quick at reading, and in Kahoot, each question has a time limit, which I find too fast. There are always some people who run out of time before they finish reading the question, and that's something I don't really like, the timing aspect.” [P4]

Excerpt 4:

“Sometimes the timer in Kahoot is too fast. You barely have time to read the question before the time runs out.” [P5]

3.2.3 Cheat

Students' answer one of the problems when using Kahoot is they can cheat by looking at others screen.

Excerpt 1:

“Well, it's easy to cheat in Kahoot. One way to cheat is by asking the neighboring friends for the answers, you know?” [P1]

Excerpt 2:

“I don't like the competitive atmosphere in class that leads students to cheat. It shouldn't be an excuse to cheat.” [P2]

3.3 Discussion

The interview findings with five participants reveal that Kahoot creates three positive learning environments in the classroom: a lively, engaging, and enjoyable atmosphere, with elements of ambition and competition. The study demonstrates Kahoot's impact on academics, improving motivation, students' interest, and understanding, thereby enhancing the learning process. Two key factors contributing to Kahoot's effectiveness are its top-three characteristics and students' pursuit of higher points. The study affirms Kahoot's success as an educational tool, supported by students' endorsement. Attractive attributes like visual aesthetics, distinctive soundtracks, versatility, and user-friendly interface contribute to Kahoot's achievement.



=====

However, challenges include gameplay faults due to unreliable networks, timer-induced anxiety, and concerns about possible cheating.

Based on the previous studies Pattanapichet (2018), explored the impact of the digital game Kahoot on students' learning and motivation. The results indicated that implementing gamification techniques, like those in Kahoot, significantly improved students' motivation and overall learning achievements. This highlights the potential of digital games to make challenging subjects engaging and comprehensible, enhancing student engagement in the classroom. The study emphasizes the importance for teachers to clarify the objective of gamification beyond competition, as it can lead to substantial benefits, including the acquisition of new knowledge and skills.

This discussion explores the benefits of using Kahoot as an instructional tool in education. The study investigates how Kahoot impacts student motivation, engagement, and value, as well as any challenges encountered. Findings reveal that Kahoot enhances student learning by improving retention, enthusiasm, satisfaction, reducing boredom, and encouraging active participation. It cultivates interest and motivation, especially in Internet-related disciplines, leading to increased knowledge. The primary challenge is limited access to devices and internet connections, affecting Kahoot's effectiveness and accessibility for all students.

4. Conclusion

This study explores students' perceptions of Kahoot as an instructional tool in higher education classrooms and its impact on motivation. The data suggests that Kahoot generates enjoyment (9.4%), fascination, and amusement among students. It fosters ambition (7.5%) and a competitive spirit (9.4%). Students report increased motivation (7.5%), interest, understanding (3.7%), and improved learning processes (7.5%). The top three features (9.4%) and aiming for higher points (7.5%) support Kahoot's success. Students find Kahoot effective (5.6%) and recommend its use (5.6%). They appreciate the interesting features like songs (1.8%) and its easy adaptability (7.5%). Challenges include network issues (5.6%), time limits



(7.5%), and concerns about cheating (3.7%). Overall, students hold a favorable perspective on Kahoot, suggesting its effectiveness in enhancing teaching and learning processes.

References

- Al-hadithy, T., & Ali, S. (2018). *Gamification in Learning English for Academic Purposes : Designing Assessment for Learning Using*. 5, 66–70.
- Basuki, Y., & Hidayati, Y. (2019a). *Kahoot! or Quizizz: the Students' Perspectives*. <https://doi.org/10.4108/eai.27-4-2019.2285331>
- Basuki, Y., & Hidayati, Y. N. (2019b). *Kahoot! or Quizizz : the Students' Perspectives*. <https://doi.org/10.4108/eai.27-4-2019.2285331>
- Dhamayanti, F. I. (2021). *EFL Students' Perception and Motivation Toward Quizizz as E-Learning Media in English E-Classroom*. 4(2), 70–77. <https://doi.org/10.21776/ub.educafl.2021.004.02.03>
- Mada, R. D. (2019). *How Online Learning Evaluation (Kahoot) Affecting Student s' Achievement and Motivation (Case Study on it Students)*. 1(5), 422–427.
- Mezmir, E. A. (2020). Qualitative Data Analysis: An Overview of Data Reduction, Data Display and Interpretation. *Research on Humanities and Social Sciences*, 10(21), 15–27. <https://doi.org/10.7176/rhss/10-21-02>
- Pattanapichet, F. (n.d.). *Enhancement of Performance and Motivation Through Application of Digital Games*. 18(1), 77–92.
- Wang, A. I., & Lieberoth, A. (2016). *The effect of points and audio on concentration , engagement , enjoyment , learning , motivation , and classroom dynamics using Kahoot ! October*.