MANUSCRIPT (*NASKAH PUBLIKASI*)

"STUDENTS' PERCEPTIONS TOWARDS THE USE OF KAHOOT ON

LEARNING MOTIVATION IN ENGLISH LANGUAGE LEARNING"

"PERSEPSI MAHASISWA TERHADAP PENGGUNAAN KAHOOT DALAM

MOTIVASI BELAJAR DI PEMBELAJARAN BAHASA INGGRIS"

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ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR

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Samarinda, 13 September 2023

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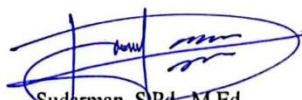NIDN. 1105078801

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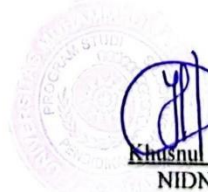   NIDN. 1105078801

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

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Abstract

The purpose of this study is to describe students' perceptions towards the use of Kahoot application as one of media learning to increase their motivation. This research conducted qualitative descriptive method, case study. The subjects of this research are students from the English Education Department at Universitas Muhammadiyah Kalimantan Timur (UMKT) who share certain characteristics. This research conducted semi-structured interview in order to know how students' perception on the use of Kahoot for their learning intrinsic motivation. The result shows that Kahoot provided many positive effects towards the students' learning. It is found that the students perceived Kahoot as an interesting online game-based learning platform that improved their knowledge, as well as boosts their motivation and enthusiasm which leads to active learning. Moreover, this study found the challenges that the students experienced while using Kahoot, such as anxiety due to the time limitation, poor internet connection and cheating activities.

Keywords: *Kahoot*; Motivation; Learning Media; Perception

1. INTRODUCTION

Nowadays, education and technology are becoming indispensable, especially in some aspects of human activities. For example, on education aspect is in learning English, there is many online tools that is through game based learning that students can try to improve their skills in English. The incorporation of technology into pedagogical practices is a viable approach to enhance the efficacy of the educational experience for both students and educators. The process will experience a significant influence as a result. Dhamayanti (2021), stated the integration of technology into the learning process is expected to yield benefits for both students and teachers. The implementation of this approach is expected to enhance the overall efficacy of classroom instruction. The integration of technology into the lecture will likely enhance student engagement, as it offers a more appealing and stimulating learning experience.

Recently, technology has been used by some teachers for teaching activities by online system, this way teachers can finish their tasks more efficiently and effectively. This is related to students' behavior; they use and access the internet wherever they are and most of them easily get bored by a common learning activity. One of the applications that support game-based learning is Kahoot. According to Al-hadithy & Ali (2018), stated Kahoot is an internet-based educational game that has the potential to enhance learners' engagement and motivation towards the learning process. According to the individual's statement, the integration of Kahoot resulted in a notable increase in learner engagement, student participation, self-efficacy, independent learning, and a positive impact on final exam outcomes. In addition, it should be noted that Kahoot offers multiple-choice questions with a maximum of four possible answers. Moreover, the platform allows for the incorporation of diverse media assets, such as photographs and videos, within the questions (Basuki & Hidayati., 2019).

Students can use Kahoot for learning various lesson subjects one of them is English subject. Through this application, students can be active to participate in the learning process in a fun way. Also, students can use their mobile phone or gadget for these activities. Kahoot is an educational tool that uses a game-based approach to enhance classroom engagement, employing real-time categorization.

This viewpoint is reinforced by Wang & Lieberoth (2016), this study investigated the impact of Kahoot! on various cognitive and affective factors, including concentration, engagement, enjoyment, perceived learning, motivation, and class dynamics. The results of the study revealed favorable responses towards all of these aspects, suggesting Kahoot! had beneficial benefits in these areas. Furthermore, it was observed that a significant proportion of the student population, specifically 70%, exhibited increased motivation towards acquiring knowledge in the field of grammar after their engagement with the educational platform known as Kahoot! Ninety percent of participants reported finding the experience enjoyable. Moreover, the incorporation of Kahoot as an educational tool inside the classroom setting has the potential to significantly enhance the overall learning environment, hence fostering increased student engagement and academic performance. Based on prior research, Kahoot is perceived as a beneficial learning tool that has the potential to enhance the learning environment.

This study aims to examine the perceptions of college students on the utilization of Kahoot as a learning tool, irrespective of the subject in which they have encountered it. Kahoot has gained significant popularity among students because of its widespread utilization within educational settings. It serves several purposes, such as functioning as a pedagogical tool, a recreational activity, and an evaluative instrument for tracking individual performance. The research aims to investigate the students' opinions regarding the use of Kahoot in their English language learning motivation during class. Additionally, it seeks to identify the problems that students face when utilizing Kahoot as a tool for learning English. Based on the reasoning stated in the preceding context, the researcher desires to know:

1. What are the students' perceptions towards the use of Kahoot on their motivation in English language learning?
2. What are the students' challenges towards the use of Kahoot on their motivation?

The researcher hopes this research can be helpful both theoretically and practically. Through theoretical means, the researcher hopes this kind of method can provide useful information and important data for institutions, also will be

useful reference in the future because the results of this study can be a reference and evaluation regarding the impact of the online game Kahoot as a tool for increasing students' motivation, and it is expected after knowing the students' perceptions.

2. METHODOLOGY

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 investigating 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 focused on a group of students from Universitas Muhammadiyah Kalimantan Timur (UMKT) especially in the English Department who share certain characteristics, such as student who have experienced in operating Kahoot and actively using Kahoot for educational purposes. To reach the research objectives, this research was gathered from an interview. The participants were recruited from Semester 2nd and 4th in the English Department at Universitas Muhammadiyah Kalimantan Timur (UMKT). Researchers used semi-structured interview, 5 participants who took part to be interview respondent in this study. The average interview time was approximately 10 minutes per person through zoom meeting also WhatsApp voice note as media. Data gathering techniques that were used by researchers are semi-structured interviews. Researchers used interview as the main instrument in collecting data, the interview questions are adapted from Mada (2019) that consist of 8 items, that aim to explore the participant's firsthand experiences pertaining to the utilization of Kahoot as a tool in the educational process. The gathered information was conveyed in writing or captured in audio, video, or audio-visual format. Data collecting procedure based on following steps:

1. Started the interview using open-ended questions based on interview guidelines.

2. Interviews the students that have been using Kahoot as a media of learning English.

3. Taking notes during the interview session.

4. Tap audio recording during the interview session.

The analysis of interview results was carried out through data analysis. In the process of reduction, the researcher will collect all information's from interview results, and audio recording of interview session via Zoom application and WhatsApp voice note then transform them by the process of selecting, focusing, simplifying and minimized them to complete the purpose of the research. Next in the process of data display, researcher displaying data in narrative text, therefore the result will be presented in descriptive. Lastly, researchers conclude data based on the theory and strengthened with data and detailed information from the analysis of interview and recording of video as well. Researchers will be revisiting the data many times and do cross-check to verify the conclusions. Then, the researcher described the conclusion of the study.

3. **FINDINGS**

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 3.1 The frequencies and Percentage of the Students' Answer in the Interview

1. Advantages	Frequencies of key concepts found 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 4.1 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:

1.) Classroom Environment

a. Creating a Fun, Interesting, Entertaining Atmosphere.

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

Excerpt 1: "Kahoot itu sendiri menurut saya ya jadi pembelajaran sekaligus hiburan atau hiburan jadi pembelajaran, jadi kita gak terpaku, gak bosen." [P1]

"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: "Dan Kahoot juga menyenangkan saat dipakai dikelas." [P2]

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

Excerpt 3: "Digunakan sebagai alternative kuis buat keseruan, penggunaan Kahoot itu menurut saya bagus dalam membantu pembelajaran soalnya menarik, jadi untuk seru-seruan dan meningkatkan peminat mahasiswa tentunya." [P3]

"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 itu membantu pelajaran karena, yang pertama sih jadi tidak membosankan suasana dikelas itu jadi tidak membosankan karena kita memegang gadget mau tidak mau membuka web yang diberi jadi kita tidak bosan gitu." [P4]

"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: "Karena Kahoot sendiri kan media pembelajaran tapi untuk have fun juga dimana saat pembelajaran itu butuh refreshing tidak selalu monoton harus ada namanya hiburan untuk menyemangati learners nya." [P5]

"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]

b. Ambitious Atmosphere

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

Excerpt 1: "Ambisnya itu kaya mereka gak mau dapat nilai lebih rendah dari teman sendiri, jadi mereka berusaha menjawab sebenar mungkin dan secepat mungkin." [P1]

"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: "Karena saat kita ditanya seperti itu pasti kita berambisi, yang dimana ingin menjawab dengan benar dari orang lain, jadi itu benefit untuk kita mengingat lagi dari pembelajaran sebelumnya." [P3]

"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: "Mereka pasti ada yang berambisi untuk menang untuk namanya terpampang nyata di layer." [P4]

"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: "Teman-teman dan saya juga jadi berambisi." [P5]

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

c. Competitive Atmosphere

Excerpt 1: "Bahkan sama teman dekat aja itu langsung kompetitif atau sama teman yang lain." [P1]

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

Excerpt 2: "Environment nya jadi kaya kompetitif itu lebih memotivasi mahasiswa untuk memahami materinya lebih sungguh-sungguh karena nanti kan we will be judge on the Kahoot." [P2]

"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: "Membuat mahasiswa itu menjadi kompetitif karena mereka berlomba-lomba untuk menjawab soal." [P3]

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

Excerpt 4: "Teman-teman juga pasti merasa kompetitif buat mengerjakan kuis di Kahoot." [P4]

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

Excerpt 5: "Karena kalau kita ingin berkompetisi itu biasanya rame dan biasanya sesama teman juga kompetitif untuk masalah pembelajaran yang mana fun aja gitu." [P5]

"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]

2.) Impact on Academic

a. Motivation

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

Excerpt 1: "Ada perasaan motivasi yang seperti itu, jadi merasa lebih giat lagi belajar nya, memahami materi terus juga supaya bisa menyaingi skor teman-teman yang lain." [P1]

"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: "Dampak dari akademiknya yang pasti Kahoot bikin siswa merasa lebih termotivasi untuk belajar lebih dan belajar lebih serius supaya tidak kalah di Kahoot." [P2]

"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: "Menurutku Kahoot itu memotivasi." [P3]

"I personally think that Kahoot is motivating." [P3]

Excerpt 4: "Kalau motivasi sih ada, karena kaya saying sekali gitu kalau semisalnya teman menang jadi adsa perasaan kaya harusnya aku bisa menang kalau aku misalnya lebih memperhatikan, dan timbul motivasi juga kalau semisalnya lain kali ada Kahoot harus lebih memperhatikan." [P5]

"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]

b. Interest and Understanding

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

Excerpt 1: "Karena kita harus memperhatikan materi agar mendapatkan poin dan juga Kahoot secara tidak langsung membuat siswa jadi lebih memperhatikan pembelajaran." [P2]

"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: "Memudahkan dalam memahami materi soalnya dengan menggunakan Kahoot otomatis ada kuis dalam Kahoot tersebut mau tidak mau mahasiswa harus mendengarkan dosen saat menjelaskan." [P3]

"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]

c. Learning Process

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

Excerpt 1: "(Kahoot) jadi membantu sih untuk proses belajar, soalnya teman-teman jadi harus hafalin atau mendengarkan bahkan mencatat materi, dan menurut saya jadi lebih mudah untuk mengingat materi karna setelah itu ada kuis." [P1]

"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: "Kalau menurut saya lebih banyak dosen yang menggunakan kuis kaya gini kaya Kahoot pasti membuat siswanya lebih tertarik buat belajar dan memperhatikan waktu proses pembelajaran." [P2]

"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: "Ada efek di proses belajar juga pastinya." [P3]

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

Excerpt 4: "Tapi saya liat dari teman yang lain mereka merasa terbantu dan ada pengaruhnya waktu menggunakan Kahoot di masa pembelajaran." [P4]

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

3.) Level of Success

a. Efficient

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

Excerpt 1: "Kalau menurut saya Kahoot itu efektif ya." [P1]

"In my opinion Kahoot is effective." [P1]

Excerpt 2: "Membuat proses belajar menjadi lebih efektif, karena termotivasi dari lingkungan yang kompetitif itu membuat jadi lebih efektif."[P2]

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

Excerpt 3: "Menurut saya sangat efektif untuk dikelas." [P3]

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

Excerpt 4: "Cukup efektif kalau digunakan sebagai media belajar." [P4]

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

Excerpt 5: "Membantu dan efektif buat belajar." [P5]

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

b. Recommendation

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

Excerpt 1: "Saya merekomendasikan penggunaan Kahoot ke dalam kelas." [P1]

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

Excerpt 2: "Tentu direkomendasikan banget kalau mau pakai Kahoot dikelas." [P2]

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

Excerpt 3: "Saya merekomendasikan jika para pengajar ingin mencari alternative kuis bisa memilih Kahoot." [P4]

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

Excerpt 4: "Merekomendasikan, agar saat digunakan dikelas itu bisa ngeboost biar mereka tidak bosan dan juga bagus untuk pembelajaran." [P5]

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

4.) Supporting Factors

a. Top Three

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

Excerpt 1: "Berusaha buat belajar keras banget biar bisa ngedahuluin teman yang lain, terus biar bisa masuk ini yang top 3." [P1]

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

Excerpt 2: "Rasa motivasi untuk meraih top 3 di Kahoot buat siswa belajar lebih efektif dan efisien karena termotivasi dengan rasa kompetitif." [P2]

"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: "Mereka pasti ada yang berambisi untuk menang untuk namanya terpampang nyata di layar." [P4]

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

b. Higher Points

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

Excerpt 1: "Karena semakin cepat memilih dan semakin tepat jadi dapat poin lebih tinggi." [P2]

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

Excerpt 2: "Kalau cepat kan otomatis poinnya tinggi kalau tidak kan poinnya rendah jadi mereka terdorong buat berpikir cepat dan tepat." [P3]

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

Excerpt 3: "Siapa yang poinnya lebih tinggi gitu karena dosen biasanya bakal nampilin hasilnya di depan kelas." [P4]

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

5.) Features

a. Songs

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

Excerpt 1: "Berwarna juga gak bikin bosen ditambah juga lagu-lagunya yang khas." [P1]

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

b. Adapt

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

Excerpt 1: "Ini karena fitur nya yang simple, gampang, mudah dipahami." [P1]

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

Excerpt 2: "Buat saya fitu Kahoot sangat simpe untuk dimengerti." [P2]

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

Excerpt 3: "Yang saya suka dari Kahoot karena itu cuman lewat link ga perlu lewat aplikasi segala macam jadi lebih cepat dan mudah untuk di akses." [P4]

"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: "Mudah digunakan sih Kahoot itu, simple aja untuk pembelajaran." [P5]

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

3.1 *Challenges:*

a. Network

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

Excerpt 1: "Terus mungkin Kahoot itu kalau misalnya lagi down itu loadingnya lama banget atau bahkan bisa gak bisa masuk, kaya gitu apalagi kalau jaringannya lagi jelek juga." [P1]

"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: "Yang aku gasuka dari Kahoot itu dia terkendala dari entah signal atau loading pada saat menjawab, sudah menjawab cepat inputnya lambat jadi poin kita sedikit." [P3]

"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: "Karena tidak semua sekolah atau Universitas itu ada internet karena Kahoot kan kita bisa akses kalau kita ada internet." [P4]

"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]

b. Time Limit

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

Excerpt 1: "Waktunya cukup mengganggu sih, kadang jadi keburu gak menjawab." [P1]

"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: "Dan juga waktunya terlalu cepat." [P3]

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

Excerpt 3: "Yang saya tidak sukai dari Kahoot kalau menurut saya kan gak semua orang itu cepat dalam membaca terus di Kahoot setiap pertanyaan itu pasti punya waktu dan tempo waktunya terlalu cepat menurut saya, karena pasti ada beberapa orang yang sudah run off time tapi belum selesai membaca gtapi waktu sudah habis, jadi tempo waktu sih yang saya kurang suka." [P4]

"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: "Mungkin timernya terlalu cepat, kadang baru mau membaca sudah habis waktunya." [P5]

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

c. Cheat

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

Excerpt 1: "Gampang ini gampang cheat, kita cheat nya itu kita nanya ke teman-teman sebelah kaya gitu kan." [P1]

"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: "Saya gak suka suasana kompetitif dikelas bikin siswa jadi mencontek, yang seharusnya bukan jadi alas an untuk mencontek." [P2]

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

4. DISCUSSION

Based on the results of the interview that was conducted with five participants. The result of this study show there are three environments that Kahoot creates in the classroom which is positive for learning process, they are fun, interesting, and entertaining atmosphere, also Kahoot creates ambitious atmosphere and competitive atmosphere. Then, Kahoot makes an impact on academic too, the impact is on the sense of motivation, students' interest and understanding, also the learning process. There are two supporting factors that make Kahoot successful as a learning media in the classroom, these are the features of top three and higher points that students' want to get. Kahoot also shows the success level as an effective learning media and students also recommend using Kahoot in the learning process. The features offered by Kahoot are also attractive in terms of appearance, unique song, easy to adapt and simple to use. The results of the study indicated that students encountered difficulties when utilizing Kahoot. These challenges included encountering errors during gameplay as a result of a weak network connection. Additionally, students reported feeling anxious due to the presence of a timer, which posed a distraction to their concentration. Furthermore, students expressed concerns regarding the potential for cheating on Kahoot, as some individuals were able to observe another screen.

Based on the previous studies Pattanapichet (2018), studied about the impact of digital game had on students' learning performance and motivation using the digital game Kahoot, explained that the results of the study indicate that the implementation of gamification techniques resulted in a notable improvement in students' motivation levels, as well as a significant enhancement in their overall learning achievements. This suggests that the utilization of digital games has the potential to convert mundane or challenging knowledge, such as grammar or vocabulary concepts, into engaging and comprehensible material. Games have the potential to enhance students' engagement and enjoyment in the classroom setting.

Given that the game revolves around the concept of victory and defeat, it is imperative for teachers to elucidate the true objective behind incorporating gamification into language activities. In addition to fostering rivalry and enjoyment, individuals can derive significant benefits from engaging in activities, including the acquisition of new knowledge and skills.

The present discourse aims to elucidate the advantages of incorporating the Kahoot game as an instructional tool in the realm of education. In order to investigate the potential impact of the Kahoot game on student motivation, the study aimed to determine whether the implementation of the Kahoot game could enhance student engagement and value. Additionally, the study sought to identify any challenges encountered during the implementation process. The findings revealed that the utilization of Kahoot's media in educational settings offers advantages to students, such as improved retention of material, heightened enthusiasm, increased satisfaction, reduced boredom, and enhanced active participation during exercises. It has the potential to cultivate their interest and enhance their motivation towards learning, particularly in disciplines related to the Internet. As a result of heightened interest and motivation, individuals have the potential to enhance their knowledge. The primary challenge associated with this learning medium pertains to the availability of devices and internet connections. It is worth noting that not all students possess suitable devices, such as mobile devices and computers. This element significantly influences the effectiveness and accessibility of Kahoot as a learning medium.

5. CONCLUSION

The aim of this study is to examine students' perceptions regarding the use of Kahoot as an instructional tool in higher education classrooms. Furthermore, the objective of this study is to ascertain the students' perspectives regarding the utilization of Kahoot as a means to enhance their motivation for learning. Based on the data and subsequent discussion presented in the preceding chapter, it can be inferred that Kahoot engenders a sense of enjoyment, fascination, and amusement among students (9.4%). Additionally, Kahoot cultivates an environment that fosters ambition (7.5%) and encourages a spirit of competition (9.4%) among students. The impact for students' motivation (7,5%), 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 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%). In this study, it was demonstrated that students hold a favorable perspective towards the use of Kahoot as an online learning platform. Consequently, Kahoot may be regarded as an exemplary tool for enhancing the efficacy of the teaching and learning process.

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