

Students' Perceptions of Kahoot! Use in English Learning at Senior High School in West Sumatra

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The use of gamification in English language learning has become increasingly significant, particularly through application-based interactive media such as Kahoot! which is considered effective in fostering an enjoyable learning environment and enhancing students' motivation and engagement. However, studies examining students' perceptions of Kahoot! implementation at the high school level, especially in West Sumatra, remain limited. This study aims to investigate students' perceptions of the use of Kahoot! by an English teacher at SMAN 1 Sitiung. A qualitative case study design was employed, involving five twelfth-grade students selected through purposive sampling. Data were collected through structured in-depth interviews and analyzed using an interactive qualitative analysis model focusing on effectiveness, competitiveness, and ease of use. The findings reveal that students hold positive perceptions of Kahoot! as it promotes an enjoyable learning environment, encourages healthy competition, and is easy to use and access both inside and outside the classroom. In conclusion, Kahoot! is an effective gamification tool that supports student engagement and motivation in English learning.

Keywords: *Student Perception, Kahoot!, Gamification, English Language Learning, Qualitative Study*

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INTRODUCTION

Gamification in education refers to the integration of game design elements such as points, badges, levels, leaderboards, and challenges into learning activities to enhance student motivation and participation. Theoretically, this approach is closely linked to constructivist learning theory, which emphasizes that students actively construct knowledge through interactive and meaningful experiences. In addition, the concept of gamification is supported by Self Determination Theory (Deci & Ryan, 2000), which highlights that motivation increases when learners' basic psychological needs autonomy, competence, and relatedness are fulfilled. Through features like scoring systems, competition, and instant feedback, platforms such as Kahoot! can foster a sense of achievement, encourage social interaction, and give students a degree of control over their learning. As a result, gamification not only improves cognitive understanding but also enhances students' interest and enjoyment in the learning process.

Furthermore, student engagement theory provides a strong foundation for understanding the effectiveness of gamification in classroom settings. Student engagement encompasses three main dimensions: behavioral, emotional, and cognitive engagement (Fredricks et al., 2004). Behavioral engagement is reflected in students' active participation, emotional engagement relates to their interest and enthusiasm, and cognitive engagement involves their effort to understand the material deeply. Gamification tools like Kahoot! are able to support all these dimensions simultaneously by encouraging participation through interactive quizzes, creating enjoyable learning experiences through game-like features, and stimulating critical thinking through question-based activities. In line with Kahu (2013),

engagement is influenced by both instructional strategies and the learning environment; therefore, the use of gamification can serve as an effective strategy to create a more interactive, motivating, and meaningful learning experience for students.

Recent studies further strengthen the argument that gamification through interactive platforms like Kahoot! plays a significant role in enhancing learning outcomes and student engagement. A study by Burhan et al., (2026) found that the use of Kahoot and Quizizz significantly improved students' engagement and vocabulary retention in EFL classrooms, indicating that gamified activities can support both cognitive and participatory aspects of learning. Similarly, Murtasiah et al., (2025) reported that the implementation of Kahoot in English learning effectively enhanced students' vocabulary mastery compared to conventional teaching methods, as students were more motivated to actively respond to questions in a competitive environment. In addition, Aibar-Almazán et al., (2024) revealed that Kahoot-based learning increased students' motivation, attention, and active participation, while also fostering a more interactive and enjoyable classroom atmosphere. These findings suggest that gamification not only contributes to improved academic performance but also promotes positive learning experiences, making it a relevant and effective strategy in modern educational practices, particularly in English language learning contexts

Based on observations that have been made by researchers when teaching at SMAN 1 Sitiung, English teachers who teach at this school have begun to apply this strategy in the learning process. Some of these teachers use Quizizz and some use the Kahoot application, but one teacher who quite often uses interactive quizzes in her lessons, she more likely to use Kahoot! because she thinks the platform is considered more interesting, more fun, and more comfortable for them to use in learning and teaching activities. Based on observations, the English teacher stated that she had known about the Kahoot! app since 2017 and had been using it for approximately six years, using it as an interactive quiz integrated with learning materials. In practice, Kahoot! is typically used in the middle or at the end of a learning session as a quick quiz. Here, students are given a series of questions related to the material being taught and must answer them within a specified time. For English teacher at SMAN 1 Sitiung, the use of the Kahoot! this aims to measure students' understanding of the material that has been taught, besides that it is also to help liven up the atmosphere so that it is not too rigid and monotonous so that it can add excitement to learning. Teacher hope that through the use of Kahoot! this, students can be more motivated to learn and more active in classroom activities. However, the effectiveness of the use of technology in learning depends on how students respond or perceive it.

Student perception is a view or assessment that students have on an object, situation, or that they get from their experiences while learning. In addition, students' perceptions can also be seen from cognitive, affective and conative aspects. From the cognitive aspect, students can evaluate how big Kahoot! help them understand the material and remember the Lesson. From the affective aspect, students can show their feelings such as happy, interested, or anxious when participating in interactive quizzes. And lastly, the conative aspect, the perception of students can be seen from the way they act, for example they become more enthusiastic and active, dare to answer questions, or even look embarrassed and do not dare to answer (Licorish et al., 2018). Each student has different perceptions depending on their learning experience, interest in technology, and comfort in using digital-based applications. There are students who feel that Kahoot! it's fun and can help them understand the material, but it is possible that some students may find it difficult or uncomfortable when using Kahoot! as a learning medium for teachers in the classroom. Therefore, students' perceptions of Kahoot! it becomes important to know because it will determine if this app is really effective and suitable for their learning needs. However, there is a lack of data on this topic in the English language learning process, especially in West Sumatra. Therefore, this study aims to find out students' perceptions of the use of Kahoot! as a learning medium used by teachers in the English learning process at Senior High School West Sumatra. This perception leads to the benefit of the Kahoot application which discusses effectiveness, competitiveness, and easiness in the learning process.

METHOD

This study uses a qualitative method with a case study approach. The qualitative method was chosen because it allows researchers to delve deeply into social phenomena and human behavior in a natural context, especially in this case regarding the effects of the use of gamification using the Kahoot! on student involvement in learning to discuss English.

Respondents

The participants in this study were 12th grade students at SMAN 1 Sitiung. The researcher selected five 12th grade students from SMAN 1 Sitiung as interview participants using a purposive sampling technique. In this study, participants were selected based on whether their English teacher had used Kahoot! at least three times in their class, as well as their active engagement in English learning activities where teachers applied gamification strategies. The participants were aged between 17-18 years and consisted of three female and two male students.

Data Collection

Data were collected through in-depth interviews with five 12th grade students at SMAN 1 Sitiung selected using purposive sampling based on their experience using Kahoot at least three times and active engagement in English learning. A structured interview guide consisting of 16 questions focusing on effectiveness, competitiveness, and ease of use was used, with each interview lasting 30-45 minutes and conducted face to face. All interviews were recorded, transcribed, and validated through member checking to ensure data accuracy.

Instruments

The main instrument interviews compiled and adapted from Bicen & Kocakoyun (2018). The interview in this study was structured using a thematic framework that was divided into three main categories based on the perceived benefits of using the Kahoot application in learning. These categories were effectiveness, competitiveness, and easiness, which were adapted from Bicen & Kocakoyun (2018). Each main theme consisted of several sub indicators that guided the development of the interview questions. The effectiveness theme focused on how Kahoot supports the learning process, including making learning activities more interesting, creating a fun atmosphere, increasing students' interest, encouraging collaboration, enhancing engagement and motivation, and helping students understand the material. The competitiveness theme explored students' responses to game elements in Kahoot, such as their competitive spirit, ambition to achieve high scores, sense of challenge, desire to achieve the best results, and their experience in a fun yet challenging learning environment. Meanwhile, easiness theme examined the practicality of using Kahoot, including ease of access, simple navigation, immediate feedback through scores, efficiency in internet usage, and students' experiences in using Kahoot independently. Overall, this structured interview design ensured that the data collected were focused, systematic, and aligned with the research objectives, while still allowing participants to express their perceptions in depth. The following questions will used for the interview:

Table 1. Interview indicators

No	Indicator	Sub-indicators	Questions
1	Effectiveness	Learning activities more interesting.	Do you feel that using Kahoot! makes English learning activities more interesting? Could you tell me how? (Apakah menurutmu penggunaan Kahoot! membuat kegiatan belajar Bahasa Inggris lebih menarik? Bisa ceritakan bagaimana?)
		Create fun learning atmosphere.	Does Kahoot! create a fun learning atmosphere in your English class? Can you give an example? (Apakah Kahoot! menciptakan suasana belajar yang menyenangkan di kelas Bahasa Inggris? Bisa berikan contohnya?)

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	Students interest.	Does Kahoot! increase your interest in learning English? Why do you think so? <i>(Apakah Kahoot! meningkatkan minatmu dalam belajar Bahasa Inggris? Mengapa menurutmu demikian?)</i>
	Positive collaborative learning opportunities.	Do you think Kahoot! encourages positive collaboration with your classmates? How does it happen? <i>(Apakah menurutmu Kahoot! mendorong adanya kolaborasi positif dengan teman sekelasmu? Bagaimana hal itu terjadi?)</i>
	Increase student engagement and motivation.	Does Kahoot! make you feel more engaged and motivated during English lessons? In what way? <i>(Apakah Kahoot! membuatmu merasa lebih terlibat dan termotivasi dalam pelajaran Bahasa Inggris? Dengan cara apa?)</i>
	Understanding material.	Does Kahoot! help you understand the learning material better? Can you explain? <i>(Apakah Kahoot! membantumu lebih memahami materi pembelajaran? Bisa jelaskan?)</i>
2	Competitiveness	Competitive spirit from element game on Kahoot!.
	Ambitious.	Does the game element in Kahoot! encourage your competitive spirit? How do you feel about it? <i>(Apakah elemen permainan dalam Kahoot! mendorong semangat kompetitifmu? Bagaimana perasaanmu tentang hal itu?)</i>
	Challenged.	Do you feel more ambitious to get a high score when using Kahoot!? Could you share your experience? <i>(Apakah kamu merasa lebih berambisi untuk mendapatkan skor tinggi ketika menggunakan Kahoot!? Bisa ceritakan pengalamanmu?)</i>
	Achieved best result.	Do you feel challenged when answering questions in Kahoot!? In what way? <i>(Apakah kamu merasa tertantang ketika menjawab pertanyaan di Kahoot!? Bagaimana tantangannya?)</i>
	Fun, enjoy, and challenging environment.	Do you try to achieve the best result when playing Kahoot!? Why or why not? <i>(Apakah kamu berusaha mencapai hasil terbaik ketika bermain Kahoot!? Mengapa iya atau tidak?)</i>
	Fun, enjoy, and challenging environment.	Do you think Kahoot! creates a fun, enjoy yet challenging learning environment? Can you describe your experience? <i>(Apakah menurutmu Kahoot! menciptakan suasana belajar yang menyenangkan sekaligus menantang? Bisa ceritakan pengalamanmu?)</i>
3	Easiness	Easy of uses and access.
	Simple navigation feature.	Do you find Kahoot! easy to use and access? Why do you think so? <i>(Apakah kamu merasa Kahoot! mudah digunakan dan diakses? Mengapa menurutmu demikian?)</i>
	Easy of sharing result.	Do you think Kahoot! has simple and clear navigation features? How does that help you? <i>(Apakah menurutmu Kahoot! memiliki fitur navigasi yang sederhana dan jelas? Bagaimana hal itu membantumu?)</i>
	Not using too much internet quota.	Do you find it helpful that Kahoot! shows your score and points immediately after answering the questions? <i>(Apakah menurutmu fitur Kahoot! yang langsung menampilkan skor dan poin setelah menjawab pertanyaan itu sangat membantu?)</i>
	Not using too much internet quota.	Does Kahoot! consume only a small amount of internet quota? Enxpain your reason! <i>(Apakah Kahoot! menurutmu tidak terlalu banyak menghabiskan kuota internet? Jelaskan pendapat mu!)</i>

Practice to using by student. What do you think about using Kahoot! independently? Do you find it easy and how was your experience?
(Bagaimana pendapatmu tentang menggunakan Kahoot! secara mandiri? Apa kamu merasa mudah, dan bagaimana pengalamanmu?)

Adapted from (Bicen & Kocakoyun, 2018)

Procedures

The data collected in this study was carried out through in-depth interviews with 5 students. Before the interview, the researcher prepared a structured interview guideline that contained questions related to the benefit of the Kahoot! application which discusses effectiveness, competitiveness, and easiness in the learning process. Interviews were conducted face-to-face in the school environment with a duration of about 30 to 45 minutes for each participant. All interviews were recorded with the participant's permission so that the data obtained could be analyzed accurately.

Data Analysis

The data analysis in this study was carried out using a qualitative approach proposed by Miles & Huberman (1984) which is contained in the book by Sugiyono (2013), namely: (1) Data Reduction, the researcher transcribed all interviews, read them repeatedly, and selected relevant data. Important information was coded and grouped into themes such as effectiveness, competitiveness, and ease of use. (2) Data Display. the reduced data were organized into categories and presented in descriptive narrative form to identify patterns and relationships. (3) Conclusion Drawing and Verification, conclusions were drawn based on emerging themes and continuously verified through data comparison, triangulation, and member checking to ensure validity.

With using interactive model analysis techniques, researchers can explore and interpret students' perceptions of Kahoot! which is used by English teachers in a systematic, in depth, and accountable manner. To ensure the credibility and validity of the data, this study applied several strategies. Triangulation was used by comparing data from different sources and supporting documents to confirm the consistency of findings. In addition, member checking was conducted by returning the interview results or interpretations to the participants to verify the accuracy of the data and ensure that it reflected their actual perspectives. These techniques strengthen the trustworthiness of the research findings.

FINDINGS AND DISCUSSION

Data Analysis

Data collection was carried out from 26 September to 01 October, 2025, and using a semi-structured interview technique. This data analysis is based on three main indicators: effectiveness, competitiveness, and ease of use of the Kahoot! application, which is used by teachers as an English language learning medium adapted from Bicen & Kocakoyun (2018). The analysis result is presented as follows:

Effectiveness

Learning Activities More Interesting

The findings show that the use of Kahoot significantly contributes to making English learning activities more interesting. Based on interviews with five students, all participants agreed that Kahoot creates a more engaging and enjoyable learning atmosphere. This is mainly due to its game-like features, such as colorful visuals, music, and a dynamic point system. These elements help transform the classroom environment from a traditionally teacher-centered approach into a more interactive experience. As one student stated, "*Kahoot can create a fun and interesting learning atmosphere in the classroom,*" while another added, "*we can also learn while playing because the system is like a game, with interesting colors and music that makes us more excited.*" These responses indicate that Kahoot not only attracts students' attention but also enhances their emotional engagement during the learning process.

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Furthermore, students compared Kahoot based learning with conventional methods, which they described as monotonous and focused mainly on explanations and written exercises. The integration of gamification elements in Kahoot helps students stay focused, reduces boredom, and increases their enthusiasm for participating in English lessons. The audio-visual features and interactive format are also seen as suitable for Generation Z learners, who tend to prefer dynamic and technology-based learning environments. Overall, these findings suggest that Kahoot is effective in increasing students' interest in learning English by creating a more varied, interactive, and enjoyable classroom experience.

Create Fun Learning Atmosphere

The findings indicate that Kahoot plays a significant role in creating a fun learning atmosphere in English classes. Based on interviews with five students, all participants agreed that Kahoot transforms conventional learning activities into more engaging, interactive, and enjoyable experiences. The application changes typically monotonous exercises into competitive quizzes, allowing students to feel more challenged and excited during the lesson. As one student explained, "*Kahoot is very effective in creating a fun and engaging learning atmosphere, as it turns monotonous practice into a competitive and interactive game,*" while another stated, "*if we use Kahoot together in class, it becomes more challenging and more exciting.*" These responses highlight that Kahoot not only increases enjoyment but also fosters active participation through its gamified features.

Furthermore, students emphasized that Kahoot contributes to a more dynamic and positive classroom environment. The integration of music, images, and time-limited quizzes encourages students to stay focused while simultaneously enjoying the learning process. Unlike traditional methods that are often quiet and rigid, Kahoot creates a lively atmosphere where students interact, laugh, and actively engage with the material. One student noted that the class becomes "more crowded but still positive," showing that increased activity does not disrupt learning but instead enhances it. Overall, these findings suggest that Kahoot is highly effective in building a pleasant and supportive learning atmosphere, which ultimately increases students' comfort, enthusiasm, and effectiveness in learning English.

Students Interest

The findings reveal that Kahoot positively influences students' interest in learning English. Based on interviews with five students, all participants stated that Kahoot increases their motivation and attention during the learning process. Students explained that the application reduces boredom by presenting learning activities in a more interactive and enjoyable way through colorful visuals, music, and a game-based system. As one student mentioned, "*Kahoot can eliminate boredom and make students more motivated, confident, and easily remember new vocabulary,*" while another student stated, "*using Kahoot is not boring, and it makes me want to keep trying to get a high score.*" These responses indicate that Kahoot encourages students to become more enthusiastic and emotionally engaged in English lessons.

In addition, students highlighted that the challenge and scoring system in Kahoot contribute significantly to increasing their curiosity and motivation to learn. The desire to answer questions correctly and achieve better scores motivates them to pay closer attention to the material and think more critically. Several students also emphasized that the attractive design and entertaining features make English learning feel less monotonous and more enjoyable. These findings suggest that Kahoot is effective not only as an entertaining tool, but also as a learning medium that successfully combines fun with academic objectives. Overall, Kahoot helps create a more engaging and motivating learning experience, which strengthens students' interest and active participation in English learning.

Positive Collaborative Learning.

The findings indicate that students have varied perceptions regarding the role of Kahoot in promoting positive collaborative learning. Some students stated that Kahoot tends to emphasize individual competition, as each participant is required to answer questions independently during the quiz. As one student explained, "*Kahoot isn't really an app for teamwork, it's more for individual competition.*" This suggests that Kahoot is not primarily designed as a collaborative learning tool during the quiz process. However, other students

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highlighted that collaboration can still occur, particularly when Kahoot is used in team mode or when students informally discuss answers with their peers. For example, one student noted, *"if we use Kahoot as a team, we can discuss more quickly to answer the questions."* These responses show that although collaboration is not always structured within the activity, opportunities for interaction and cooperation still emerge.

Furthermore, students emphasized that the most meaningful collaboration often happens after the quiz session. Many of them reported engaging in discussions with classmates to review incorrect or difficult answers, which helps them better understand the material and learn from one another. This post-quiz interaction encourages peer support, shared understanding, and collective problem-solving. Although there are some concerns about negative behaviors, such as students secretly asking for answers during individual quizzes, the overall impact of these interactions remains positive. Therefore, the findings suggest that Kahoot can indirectly support collaborative learning by fostering discussion and peer interaction beyond the quiz activity. When combined with guided discussion from the teacher, Kahoot contributes to building a more interactive and collaborative learning environment in English classes.

Increase Students Engagement and Motivation

The findings show that Kahoot significantly increases students' engagement and motivation in learning English. Based on interviews with five students, all participants reported feeling more actively involved during the learning process when Kahoot was used. This engagement is reflected in students' increased focus, participation, and responsiveness when answering questions. The presence of game elements such as points and leaderboards plays an important role in encouraging students to stay attentive and competitive. As one student stated, *"the leaderboard and points serve as a strong motivator, so the desire to win encourages me to focus more and answer correctly,"* while another mentioned, *"using Kahoot feels more active because I want to participate and it makes me more motivated."* These responses indicate that Kahoot creates a learning environment where students are cognitively and behaviorally engaged.

Furthermore, Kahoot also enhances students' motivation by fostering a sense of competition and providing equal opportunities for participation. Students explained that the time-limited questions require them to stay focused and respond quickly, which keeps them continuously involved in the lesson. In addition, the desire to achieve high scores and not fall behind their peers increases their enthusiasm for learning. Kahoot also supports less confident students by allowing them to answer questions without the pressure of speaking directly in front of the class. This helps reduce anxiety and encourages broader participation. Overall, these findings suggest that Kahoot is highly effective in promoting active engagement and strengthening students' motivation, making it a valuable tool in supporting interactive and student-centered English learning.

Understanding Material

The findings indicate that Kahoot contributes positively to students' understanding of English learning material. Based on interviews with five students, all participants agreed that Kahoot helps them process and comprehend the material more effectively. Students highlighted that the combination of visual and audio elements, such as color images, and music, creates a multisensory learning experience that supports better focus and memory. As one student stated, *"the visual and audio features like colors, music, and images help me process and remember information more effectively,"* while another mentioned, *"after answering the questions, the correct answer is shown immediately, so it is easier to understand and remember."* These responses show that Kahoot not only makes learning more engaging but also facilitates deeper cognitive understanding.

Furthermore, students emphasized that Kahoot supports their learning through immediate feedback and repeated practice. The direct display of correct answers allows students to identify their mistakes and recognize which parts of the material they have not yet mastered. This process encourages reflection and motivates them to review the material again. In addition, the quiz format functions as a tool to test and reinforce their understanding, helping them learn from errors and strengthen their knowledge. Overall, these findings

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suggest that Kahoot is highly effective in improving students' comprehension by combining interactive features, formative feedback, and opportunities for repetition, making it a valuable tool for supporting meaningful and sustained learning.

Competitiveness

Competitive Spirit from Element Game on Kahoot!

The findings indicate that the game elements in Kahoot strongly encourage students' competitive spirit during English learning. Based on interviews with five students, all participants agreed that features such as points, time limits, and leaderboards create a sense of challenge and excitement. The time pressure, in particular, motivates students to answer questions quickly and accurately, making the learning process more dynamic. As one student stated, *"we can get points if we answer correctly and quickly, which creates a thrilling sense of time pressure,"* while another explained, *"the leaderboard and points make me want to compete and reach the top position."* These responses show that Kahoot's gamification elements play an important role in stimulating students' enthusiasm and active participation.

Furthermore, students emphasized that the leaderboard is the most influential feature in fostering healthy competition among classmates. It provides immediate feedback on their performance and encourages them to improve their scores in each round. This desire to achieve higher rankings motivates students to stay focused, put in more effort, and continuously improve their performance. The competitive environment created by Kahoot is perceived as positive, as it enhances students' engagement without causing negative pressure. Overall, these findings suggest that Kahoot is effective not only as a learning and evaluation tool but also as a medium that promotes motivation and active involvement through constructive and healthy competition among students.

Ambitious

The findings indicate that Kahoot effectively fosters students' ambition to achieve higher scores in English learning. Based on interviews with five students, all participants expressed that they feel more driven to perform better when using Kahoot. The leaderboard feature, which displays rankings in real time, becomes a key factor in encouraging students to maintain or improve their positions. This creates a strong desire to outperform peers and stay at the top. As one student stated, *"the leaderboard clearly shows the top ranking, and it motivates me to outperform others and keep my position,"* while another mentioned, *"I always try to get a higher score because we compete to achieve the best results."* These responses show that Kahoot's gamified system stimulates students' ambition in a positive and motivating way.

Furthermore, students explained that the combination of accuracy and speed in scoring, along with time-limited questions, encourages them to think critically and stay focused. This sense of ambition not only drives them to achieve high scores but also motivates them to study more seriously and understand the material better. Some students also highlighted the sense of pride and satisfaction when their names appear on the leaderboard or podium at the end of the quiz. This recognition strengthens their motivation to continuously improve their performance. Overall, these findings suggest that Kahoot does not only create competition but also nurtures a constructive sense of ambition that contributes to students' engagement, critical thinking, and overall learning effectiveness in English classes.

Challenged

The findings indicate that Kahoot successfully creates a sense of challenge for students when answering quiz questions. Based on interviews with five students, all participants reported feeling challenged, particularly due to the time limits applied to each question. This limited duration requires students to think quickly and respond accurately, which increases their focus during the learning process. As one student stated, *"it's challenging because sometimes the time is very short, so if we make mistakes, it reduces our points,"* while another explained, *"the limited time makes us think fast and answer quickly, and that is what makes Kahoot challenging."* These responses show that the time constraint is a key factor that stimulates students' alertness and active engagement.

Furthermore, students emphasized that the challenge in Kahoot is not only about speed but also about maintaining accuracy in their answers. They are required to balance quick

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thinking with a solid understanding of the material, which encourages deeper cognitive involvement. In addition, the presence of classmates who compete for high scores further intensifies the sense of challenge, motivating students to perform better and not fall behind. This combination of time pressure, accuracy demands, and peer competition creates a positive and stimulating learning environment. Overall, these findings suggest that the challenge element in Kahoot plays an important role in increasing students' focus, motivation, and participation, making the learning process more dynamic and effective.

Achieved Best Result

The findings indicate that students actively strive to achieve the best results when using Kahoot in English learning. Based on interviews with five students, all participants expressed a strong desire to obtain high scores and perform well during the quiz. This effort is driven by both internal motivation and the gamified features of Kahoot, such as the point system and competition with peers. As one student stated, "I try to get the best results because it motivates me to improve my understanding of the material," while another explained, "I want to get the best score by answering faster and understanding the questions better." These responses show that Kahoot encourages students to be more focused, serious, and actively engaged in the learning process.

Furthermore, students emphasized that achieving high scores is not only about winning but also about proving their understanding of the learning material. The desire to appear on the leaderboard and not fall behind their classmates motivates them to answer questions carefully and accurately. This competitive environment encourages students to put in greater effort and avoid careless mistakes. In addition, the point system reinforces their motivation to think critically and respond optimally during the quiz. Overall, these findings suggest that Kahoot plays an important role in encouraging students to achieve their best performance, thereby enhancing both their learning motivation and their level of engagement in English lessons.

Fun, Enjoy, and Challenging Environment

The findings indicate that Kahoot is able to create a fun, enjoyable, and at the same time challenging learning environment in English classes. Based on interviews with five students, all participants agreed that Kahoot presents a game-like atmosphere through features such as colorful visuals, animations, music, and avatar customization. These elements make the learning process feel more relaxed and engaging, as students perceive the activity as both learning and playing simultaneously. As one student stated, "Kahoot can create a fun and challenging atmosphere with its animations and features, while the time limit makes it exciting," while another mentioned, "it feels like playing a game together, but we still have to think about the correct answers." These responses show that Kahoot successfully combines entertainment with academic learning.

Furthermore, students emphasized that the sense of challenge mainly comes from the time limits and the varying levels of question difficulty. The limited time creates a sense of tension that encourages students to stay focused and think quickly, while the different levels of questions (easy, medium, and difficult) provide appropriate challenges for their abilities. This combination keeps students engaged and motivated throughout the learning process. In addition, the collective experience of playing together in the classroom fosters a lively and interactive atmosphere, strengthening students' participation and enthusiasm. Overall, these findings suggest that Kahoot effectively integrates fun and challenge, making it a powerful tool to maintain students' interest, concentration, and active involvement in English learning.

Easiness

Easy of Uses and Access

The findings indicate that Kahoot is perceived as very easy to use and access by students during English learning. Based on interviews with five students, all participants agreed that the application is simple and practical, requiring only an internet connection and a device such as a smartphone. Students highlighted that they can access Kahoot directly through a browser without needing to download additional applications, and they only need to enter a game PIN to join the quiz. As one student stated, "it's easy because we just need good

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internet and data on our phone," while another explained, "we only need to enter the game PIN, and then we can immediately join the quiz." These responses show that the straightforward system of Kahoot minimizes technical difficulties and allows students to participate.

Furthermore, students emphasized that Kahoot can be accessed anytime and anywhere as long as there is an internet connection, making it a flexible learning tool both inside and outside the classroom. The simple access process helps students focus more on the learning material rather than struggling with technical aspects. This convenience also increases students' readiness and willingness to participate actively in learning activities. Overall, these findings suggest that Kahoot is highly effective in terms of ease of use and accessibility, supporting a smoother and more efficient learning process while enhancing students' engagement in English lessons.

Simple Navigation Feature

The findings indicate that Kahoot has simple and clear navigation features that greatly support students during the learning process. Based on interviews with five students, all participants agreed that the navigation system in Kahoot is easy to understand and does not cause confusion. Students highlighted those key features such as the start button, color-coded answer options, and score display are presented clearly, allowing them to quickly understand how to use the application. As one student stated, "Kahoot has simple and clear navigation, so we can focus on learning and the game rather than how to use the app," while another mentioned, "the features are easy to understand, so I can focus more on answering the questions." These responses show that Kahoot's user-friendly interface helps students engage more effectively in learning activities.

Furthermore, students emphasized that the simplicity of navigation enables them to participate smoothly without technical obstacles. They reported no significant difficulties when accessing or using the application, which allows them to concentrate fully on the quiz and learning material. Although one student noted that answering questions requires high concentration due to the need to view questions on a main screen while responding on personal devices, this challenge is related to focus rather than navigation complexity. Overall, these findings suggest that Kahoot's simple navigation plays an important role in enhancing learning efficiency, as it minimizes distractions and enables students to remain focused, comfortable, and actively engaged throughout the English learning process.

Easy of Sharing Result

The findings indicate that the immediate display of scores and points in Kahoot is highly beneficial for students during the learning process. Based on interviews with five students, all participants agreed that this feature helps them quickly identify whether their answers are correct or incorrect. This instant feedback allows students to evaluate their understanding in real time and make improvements in subsequent questions. As one student stated, "this feature helps because it motivates us to answer more quickly and accurately," while another mentioned, "I can immediately know which answer is correct, so I can fix my mistakes based on my understanding." These responses show that the real-time result display supports students' self-assessment and enhances their learning effectiveness.

Furthermore, students emphasized that the immediate scoring system also acts as a strong motivational factor. When they receive lower scores, they feel encouraged to improve and perform better in the next questions, while higher scores motivate them to maintain or enhance their performance. This feature also promotes focus and engagement, as students strive to achieve better results and compete with their peers on the leaderboard. Overall, these findings suggest that the ease of sharing results in Kahoot not only functions as an evaluation tool but also as a formative learning mechanism that strengthens students' motivation, focus, and active participation in English learning.

Not Using Too Much Internet Quota

The findings indicate that Kahoot is generally perceived as a quota-friendly application that does not consume excessive internet data during English learning. Based on interviews with five students, most participants agreed that Kahoot only uses a small amount of data because of its simple interface, which mainly consists of text, colors, and light animations

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rather than high-data content such as videos. As one student stated, *"it doesn't use much data because it only has a simple display, unlike long videos,"* while another mentioned, *"it only uses a few megabytes, so it doesn't burden us."* These responses suggest that Kahoot is accessible even for students with limited internet quota and does not create significant obstacles in terms of data usage.

Furthermore, students emphasized that although Kahoot is relatively economical in terms of data consumption, a stable internet connection is still required for the application to run smoothly. Some students noted that they did not experience noticeable data depletion after using Kahoot, which increases their comfort and willingness to participate in learning activities. This indicates that Kahoot provides a balance between efficiency and functionality, allowing students to engage in interactive learning without worrying about high internet costs. Overall, these findings suggest that Kahoot is an effective and practical learning medium, particularly in contexts where internet access may be limited, as it supports smooth learning without placing a heavy burden on students' data usage.

Practice to Using by Student

The findings indicate that Kahoot is easy for students to use independently and supports their learning outside the classroom. Based on interviews with five students, all participants stated that they experienced no significant difficulties when using Kahoot on their own. They explained that the steps are simple, such as accessing Kahoot through a browser, entering a game PIN or link, and directly joining the quiz. As one student stated, *"using Kahoot independently is easy because I can open it through the browser, do the quiz, and immediately see my score,"* while another mentioned, *"it's very easy, just open Kahoot, enter the PIN, and you can start playing."* These responses show that Kahoot's simple system enables students to practice independently without requiring teacher assistance.

Furthermore, students emphasized that using Kahoot at home allows them to review and deepen their understanding of the material. They can repeat exercises based on previously learned topics, which helps them strengthen their comprehension and prepare for future lessons. The flexibility of accessing Kahoot anytime and anywhere also increases their confidence and readiness for classroom learning. In addition, features such as avatar customization make the experience more enjoyable, further encouraging students to engage in independent practice. Overall, these findings suggest that Kahoot is not only easy to use in the classroom but also an effective tool for supporting students' autonomous learning, enhancing their understanding, and building their confidence in English learning.

Discussions

Based on the results of interviews with five participants, it was found that all students had a positive perception of the use of the Kahoot! application by English teachers at SMAN 1 Sitiung. (1) Effectiveness, from this aspect, Kahoot! has proven to help make learning more engaging, fun, and motivating for students. This makes students feel more involved, active, and helps them understand the material because of its fun and interactive quiz format. (2) Competitiveness, from this aspect, Kahoot! successfully fosters a positive competitive spirit among students. They became motivated to score high, felt challenged and nervous due to the time limit when answering questions, and were also driven to achieve their best results during in class quiz practice. (3) Easiness, and from this aspect, Kahoot! is considered very easy to use, efficient, and accessible to all students; it can even be used independently as a tool for practicing questions and reviewing learning materials at home or outside the classroom. With its simple navigation and readily available feedback, it is very helpful for students in effectively improving their learning experience. Overall, the results of the study indicate that students' perceptions of using Kahoot! as a quiz medium in English language learning are very positive. This is because the application not only makes learning more effective and engaging but also fosters motivation, collaboration, and increases enthusiasm for English language learning among students. The results of this study support the theory explained in Chapter II. Based on the theory by Bicen & Kocakoyun (2018), the use of Kahoot! by teachers as a quiz medium in English language learning provides benefits in three main aspects: effectiveness, competitiveness, and easiness. The results of this study indicate that all these aspects are

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clearly reflected in the learning experiences of students at SMAN 1 Sitiung. In terms of effectiveness, the interview results prove that Kahoot! is able to create a fun and interactive learning atmosphere. This is also consistent with the research by Ali & Abdalgane (2022), which states that game-based digital media can increase student motivation and engagement because its learning system is similar to playing activities.

Additionally, in terms of competitiveness. Based on the research results, it shows that students feel challenged, enthusiastic, and strive to achieve the best results thru competition with their peers in a healthy manner. The results of this study support the theory of Caponetto et al. (2014), which states that one of the game elements in interactive games is Kahoot!, which consists of points, leaderboards, and rewards within the platform. These features can help foster a positive competitive spirit and increase students' intrinsic motivation. Meanwhile, from the aspect of easiness, related to the research findings of Rahmadani et al. (2024) which states that Kahoot! is very easy to access thru various devices and also has an attractive appearance and simple navigation, thus supporting the learning process.

In addition, Rojabi et al. (2022) He also mentioned that interactive media like Kahoot! can help improve students' attention and their desire to review questions and materials that have already been studied and quizzed in class by the teacher, because Kahoot! provides immediate feedback on the answers they give to the quiz questions provided. The results of this study also show that students at SMAN 1 Sitiung are able to use Kahoot independently both in and out of the classroom, such as in their respective homes. This aligns with the concept of autonomous learning as explained by De Vega & Rahayu (2023), about the importance of independence in the digital-based learning process. Therefore, it can be concluded that the results of this study consistently support previous theories regarding the benefits of gamification in English language learning. Kahoot! is not only effective as an evaluation tool but can also serve as a means of building motivation, increasing participation, and strengthening students' understanding of English language material.

CONCLUSIONS

Overall, the use of the Kahoot! application by English teachers at SMAN 1 Sitiung has proven to be a highly effective, competitive, and easy to use learning medium that enhances student engagement, motivation, and understanding in a more interactive way. The key findings show that Kahoot! creates a fun and engaging classroom atmosphere through its interactive features, encourages active participation and focus through its competitive elements, is practical and easy to use for both teachers and students, and supports better comprehension through immediate feedback. The implications of this study suggest that teachers should integrate Kahoot! as an alternative interactive learning medium and formative assessment tool while combining it with other teaching strategies to optimize learning outcomes. However, this study has limitations, particularly the small sample size of only five students and its focus on a single school context, which may limit generalizability. Therefore, future research is recommended to involve larger and more diverse participants, explore its use across different subjects or educational levels, and examine the long-term impact of Kahoot! on students' learning achievement using more comprehensive research approaches.

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