

# The Impact of Kahoot as Learning Evaluation on Students' Motivation in Learning English at Senior High School

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## A B S T R A C T

The use of Kahoot as a learning evaluation tool has been effective in increasing students' learning motivation. This study aimed to investigate in depth the impact of using the platform as an evaluation tool on students' motivation to learn English at the senior high school level. The study employed a mixed methods approach, utilizing a questionnaire and semi-structured interviews, to comprehensively understand how the use of the platform affects the motivation of students in learning English. The data was collected through semi-structured interviews with a subset of five students in grade 11 who had been experiencing and using Kahoot as an evaluation tool in English language lessons. The results revealed that the participants generally perceived Kahoot to be a valuable resource for enhancing English classes, enabling students to learn and practice subjects, assess their understanding, and receive feedback to enhance their performance. Specifically, the highest mean score of 3.78 (SD = .702) was observed, showing Kahoot could enhance English language learning process, and the mean score was 3.71 (SD= .729), indicating a generally positive perception. Moreover, the finding of this study showed that students generally perceived the Kahoot platform to be an accessible and easy-to-use tool for English classes. In addition, it was found that participants generally believed Kahoot as an effective tool for fostering their English learning process and motivated them to learn.

**Keywords:** Kahoot, Students' motivation, English language learning

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## INTRODUCTION

In recent years, the integration of technology in education has become increasingly popular, with teachers incorporating digital tools into their teaching methods (Junger et al., 2023). Kahoot is a technology that has become increasingly popular in classrooms worldwide. It is a game-based learning platform that enables teachers to create quizzes and surveys for their students. Kahoot has been utilized for various objectives, including helping students learn English (S, 2023). Although Kahoot has been demonstrated to be a valuable resource for captivating students and improving their retention of information, there has been limited investigation into its impact on student drive. Consequently, further exploration is required to determine the potential of Kahoot in boosting student motivation in the classroom (Prayudha.S, 2023).

English language learning is crucial for students in today's globalized world. It is essential for communication, academic success, and career opportunities (Nguyen et al., 2021). Therefore, finding effective ways to motivate students to learn English is essential. Several studies have shown that using game-based learning platforms like Kahoot can enhance students' motivation in learning English (Selimovic, 2022). The use of Kahoot as a learning medium has been found to be attractive, easy to access, and game-like, which appeals to students and increases their interest in learning English (Licorish et al., 2018).

The use of Kahoot in the classroom has been proven to enhance students' motivation. Multiple studies have illustrated that the utilization of Kahoot increases student enthusiasm

and participation (Cservenák, 2023; Zulyetti, 2023). Students perceive Kahoot as a useful, entertaining, fun, and engaging tool, which enhances their enjoyment, motivation and level of attainment (Castro & Oliveira, 2023). The use of Kahoot in hybrid learning after the pandemic has been effective in increasing students' learning motivation. Additionally, Kahoot has been found to be accepted by students in both face-to-face and remote teaching modalities, with high participation rates and similar performance levels (Chen, 2023). Additionally, Kahoot has been shown to enhance English language vocabulary learning for academic purposes and motivation (Mala et al., 2023). However, there are also studies that have reported only a medium increase in students' learning motivation after using Kahoot (Pathoni et al., 2023). Overall, while Kahoot has shown positive impacts on motivation in some cases, there are also studies that have reported more moderate effects.

Therefore, finding effective ways to motivate students to learn English is essential. Considering the points made earlier, it was important to see how using Kahoot platforms affected an EFL class of eleventh-grade students at Private senior high school in Jakarta, Indonesia. By understanding how to use this platform to motivate language students during language learning, this information can help educators and other parties involved to figure out how to use this resource to keep students interested and motivated while they learn. So, this research aimed to find out to what extent Kahoot influenced learners' motivation toward the English language learning process.

### ***Gamification***

Gamification is a way of incorporating game aspects into non-game settings to motivate and engage people. It may be used as a teaching strategy to improve understanding and involvement in learning activities (Alvarado Rodriguez & Rosado Cusme, 2023). Furthermore, gamification is not restricted to education, but it also acts as an excellent communication tool, using game components to convey ideas in a way that is both amusing and enjoyable (Seiffert-Brockmann & Neureiter, 2023).

Gamification in educational contexts is especially designed to catch and maintain student attention, resulting in an improved overall learning experience. According to (Lucas Ruiz & Arana-Cuenca, 2022; Sáez-López et al., 2023) using gamification in instructional situations can lead to a variety of good effects, such as greater commitment, enjoyment, excitement, motivation, satisfaction, and improved student engagement. These findings highlight the potential of gamification to drastically influence the dynamics of learning settings.

It is important to remember that the use of gamification is not limited to a single sector, but may be effectively applied across various fields and application areas. The primary goal of this method is to impact user behavior and enhance motivation. Gamification has the ability to change the way individuals engage with material and tasks, eventually leading to more meaningful and impactful experiences (Shahri et al., 2022).

In summary, Gamification enhances learning experiences and engagement in educational settings by incorporating game components into non-game situations. It is a valuable teaching strategy, transforming how people engage with information and tasks, leading to more meaningful and impactful experiences.

### ***Kahoot in Learning English***

Kahoot is an online platform that enables game-based learning at educational institutions. It has a number of elements, such as games, quizzes, conversations, and surveys, making it an intriguing and dynamic learning medium (Tatas et al., 2022). This platform may be used for a variety of reasons, such as review, formative assessment, and group testing. Kahoot's games demand students to answer questions using a device, which has been demonstrated to improve student engagement, learning, readiness, and attendance (Lisnani\* & Emmanuel, 2020). It is adaptable to various fields and may be blended into different teaching techniques to fit the demands and characteristics of the students (Andrade et al., 2023).

This platform was discovered to improve the language classroom by enabling the introduction of new information and aiding English language students, making content more accessible and interesting (Bhuana, 2023). Furthermore, multiple studies have indicated that using Kahoot has led to greater attendance, student participation, engagement, and better learning results (Cahyaningtyas & Chakim, 2023). It has been revealed to improve learning outcomes, classroom dynamics, attitudes, and anxiety in both higher education and K-12 settings. Kahoot has also been shown to build positive attitudes in the classroom and create a safer, more positive learning environment (Zhao, 2022).

In short, Kahoot is an online platform that uses game-based learning to enhance student engagement, learning, readiness, and attendance. It can be used for review, formative assessment, and group testing. Research shows Kahoot positively impacts language learning, student participation, attendance, and overall learning outcomes in higher education and K-12 settings, contributing to a positive, inclusive learning environment.

### **Motivation in Learning English**

Motivation is an important aspect that directly influences the success of language acquisition, especially in the setting of foreign language learning. A high degree of motivation is required for effective language acquisition because it inspires students to overcome obstacles and interact closely with the language. Instructors may increase student motivation by using evaluation procedures that suit to individual preferences, enabling students to choose topics and kinds, and fostering self-reflection on their strengths and faults. By recognizing the elements that drive motivation and using successful tactics, teachers can improve language learning results and English skills (Apoko, 2023; Mochklas et al., 2023).

Motivation is an important aspect in determining language learning results. Several factors can impact students' motivation to learn a language, including the style of education, instructional techniques, age at which learning begins, individual personality qualities, and the support offered by educators (Sa'adan et al., 2023; Sánchez Bautista et al., 2023).

When students are happy with their performance and have a solid understanding of the course material, their motivation to learn grows. A study of (Soh et al., 2022) students in a Social Marketing course were most happy when they tried to learn the course content. When students are exhausted and emotionally drained, their motivation typically decreases severely impacting their academic performance and general well-being. This behavior has been documented in various investigations. Furthermore, emotional weariness has been observed to effect both undergraduate and graduate students, resulting in decreased engagement and self-efficacy (Moeller et al., 2020).

Thus, motivation is crucial for successful language acquisition, especially in foreign language learning. Factors like educational style, instructional techniques, age, personality traits, and support influence motivation. High motivation leads to improved learning outcomes, while low motivation can decrease engagement and self-efficacy. Therefore, fostering and maintaining motivation is essential for optimizing language learning outcomes.

## **METHOD**

The study employed mixed-method research to examine the impact of Kahoot on students' motivation to learn English. Mixed methods research is an approach that combines collecting and analysing qualitative and quantitative data in a single study or research work in response to research questions. It is a research paradigm combining the advantages of quantitative and qualitative methods (Chouly et al., 2023).

### **Respondents**

This research was carried out in one of the private senior high schools students studying English as a second language in Jakarta, with two class of 11 grade who had been experiencing and using Kahoot as evaluation tool in English language lessons. As for the latter, the participants were selected using purposive sample. The participants of this study were five

students in grade 11 who had been experiencing and using Kahoot as evaluation tool in English language lessons. The research was conducted on March 2024.

### **Instruments**

This study used a mixed methods approach to investigate in depth the influence of using Kahoot as a learning evaluation tool on students' motivation to learn English in senior high school. The qualitative data was collected through semi-structured interviews with a subset of five participants who were purposively sampled based on predetermined criteria and asked for their approval.

### **Procedures**

This study used a mixed method design to investigate in depth the influence of using Kahoot as a learning evaluation tool on students' motivation to learn English in senior high school. This study employed a questionnaire and a semi-structured interview to collect the data.

The questionnaire was adapted from (España-Delgado, 2023). it consists of 13 items scored by a 5 point like art scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The 13 questions belonged to four subscales: platform's usefulness, accessibility, entertainment level, and ability to foster language learning. Using this method, the researchers got useful insights regarding the efficacy of Kahoot as a tool for increasing students' enthusiasm to learn English.

Qualitative data was collected through semi-structured interviews with a subset of five participants who were purposively sampled based on predetermined criteria and asked for their approval. The interviews explored the factors that influenced students' motivation in learning English when Kahoot was used as a learning evaluation tool. The interviews were conducted using a semi-structured interview guide, and the questions were designed to elicit detailed responses from the participants.

### **Data analysis**

Quantitative data was analysed using descriptive statistics. Descriptive statistics was utilized to describe the distribution of survey questionnaire results, allowing for an overview of students' motivation levels. Descriptive statistics is a method for summarizing and describing data in quantitative research (Pyzdek, 2021). The qualitative data collected from semi-structured questions were analysed by coding the responses and identifying recurring themes and patterns related to the impact of Kahoot on learning motivation.

## **FINDINGS AND DISCUSSION**

### **Usefulness of Kahoot**

The data reveals that the participants generally had a positive perception of Kahoot's usefulness for English language learning. The mean scores for all four questions ranged from 3.69 to 3.98, indicating that most participants agreed or strongly agreed with the statements. The highest mean score was 3.98 (SD = 0.735) for the item number 1 "Kahoot is a useful tool in the development of the English classes." A majority of participants, 72.6%, either agreed (47.1%) or strongly agreed (25.5%) with this statement, while 27.5% remained neutral, and none of them disagreed with statement. Another result from item 2, which asked if "Kahoot allows me to learn and practice topics learned in class", the mean score was 3.90. 19.6% strongly agreed, 51% agreed, 29.4% were neutral, and none of them disagreed with statement. Meanwhile on item 3, which asked if "The results obtained when playing Kahoot allows me to self-assess my knowledge regarding the topics studied in class", had a mean score of 3.82. 13.7% strongly agreed, 54.9% agreed, 31.4% were neutral, and none of them disagreed with statement. Furthermore in item 4, which had the lowest mean score of 3.69, asked if "The feedback provided by Kahoot after each exercise contributes to improving my performance in the English classes". 9.8% strongly agreed, 49% agreed, 41.2% were neutral, and none of them disagreed with statement.

**Table 1. Usefulness of Kahoot**

Platform's usefulness								
Questions	N	SD	D	N	A	SA	Mean	STD
1 Kahoot is a useful tool in the process of the English learning	51	0%	0%	27.5%	47.1%	25.5%	3.98	.735
		0	0	14	24	13		
2 Kahoot allows me to learn and practice the English materials learned in class.	51	0%	0%	29.4%	51%	19.6%	3.90	.700
		0	0	15	26	10		
3 Using Kahoot allows me to self-assess my knowledge regarding the topics learned in class.	51	0%	0%	31.4%	54.9%	13.7%	3.82	.654
		0	0	16	28	7		
4 The feedback provided by Kahoot contributes to increasing my performance in the English classes.	51	0%	0%	41.2%	49%	9.8%	3.69	.648
		0	0	21	25	5		

The data in Table 1 shows that the participants generally found the Kahoot platform useful for learning English. These quantitative findings are further supported by the qualitative responses, which highlight Kahoot's usefulness in fostering an enjoyable and engaging learning environment, promoting quick thinking and cognitive abilities, and providing a game-like experience that motivates learners. As respondent 2 stated, "The assistance it provides is, when using a regular browser, we tend to have to think longer. Whereas with Kahoot, we must think more quickly, thus also sharpening our cognitive abilities." Respondent 4 highlighted Kahoot's engaging and motivating features, stating "The assistance lies in the fun usage with animated visuals that foster a spirit of learning. Thus, we users are automatically more motivated to learn as well." A similar sentiment was expressed by respondent 5, who said "When learning English, it is very helpful because the app is quiz-like. But it also has animations, making it engaging to comprehend."

### Accessibility of Kahoot

The data suggests that the participants found Kahoot to be an accessible and easy-to-use tool for English language learning. For the statement "Kahoot is a tool that is easy to access and use in the English classes" (Item 1), the mean score was 3.78 (SD = 0.702), indicating a highly positive perception among participants. A majority of respondents either agreed (52.9%) or strongly agreed (13.7%) with this statement, while 31.4% remained neutral, and only 2% disagreed. Regarding Item 2, "The final result obtained when playing Kahoot makes me feel anxious about my English language learning process," the mean score was 3.71 (SD = 0.729). While 51% of participants agreed and 11.8% strongly agreed with this statement, suggesting a sense of anxiety about their learning process based on the Kahoot results, a substantial proportion remained neutral (33.3%), and 3.9% disagreed.

**Table 2. Accessibility of Kahoot**

Accessibility								
Questions	N	SD	D	N	A	SA	Mean	STD
1 Kahoot is a tool that is easy to access and use in the English classes	51	0%	2%	31.4%	52.9%	13.7%	3,78	,702
		0	1	16	27	7		
2 The final result obtained when playing Kahoot makes me feel anxious about my English language learning process.	51	0%	3.9%	33.3%	51%	11.8%	3,71	,729
		0	2	17	26	6		

The qualitative responses further support the quantitative findings, with most respondents reporting minimal or no obstacles in accessing and using Kahoot. Respondent NA mentioned, "For me, it may only be an issue with the network," indicating that network

connectivity could be a potential obstacle. Overall, the data suggests that participants found Kahoot to be an easily accessible and user-friendly tool for English classes. However, the results obtained from playing Kahoot may induce a sense of anxiety about the participants' English language learning process for some students, possibly due to the competitive nature of the game-based learning approach.

### Entertainment Level of Kahoot

The data indicates that the participants found Kahoot to be an entertaining tool for English language learning. The mean scores for the three questions related to entertainment level ranged from 3.65 to 3.86, suggesting that most participants agreed or strongly agreed with the statements. For the statement "Kahoot is an entertaining tool in English classes" (Item 1), the mean score was 3.86 (SD = 0.693), indicating a highly positive perception among participants. A majority of respondents either agreed (51%) or strongly agreed (17.6%) with this statement, while 31.4% remained neutral. Regarding Item 2, "Kahoot increases my participation and engagement towards the English classes," the mean score was 3.65 (SD = 0.688), with 47.1% of participants agreeing and 9.8% strongly agreeing with the statement. However, a substantial proportion (41.2%) remained neutral, and 2% disagreed. For Item 3, "Kahoot fosters fun in the English classes," the mean score was 3.86 (SD = 0.693), the same as Item 1. Again, a majority of participants agreed (51%) or strongly agreed (17.6%) with this statement, while 31.4% remained neutral.

**Table 3. Entertainment Level of Kahoot**

Entertainment Level		N	SD	D	N	A	SA	Mean	STD
<b>1</b>	Kahoot is an entertaining tool in English classes	51	0%	0%	31.4%	51%	17.6%	3,86	,693
			0	0	16	26	9		
<b>2</b>	Kahoot increases my participation and engagement towards the English classes	51	0%	2%	41.2%	47.1%	9.8%	3,65	,688
			0	1	21	24	5		
<b>3</b>	Kahoot fosters fun in the English classes	51	0%	0%	31.4%	51%	17.6%	3,86	,693
			0	0	16	26	9		

The qualitative feedback from respondents further highlights the entertaining aspects of Kahoot. Respondent 1 mentioned, "The entertainment level is due to the scoring system in Kahoot, coupled with racing against time collaboratively. So the quicker we answer, the more points we accrue. That's what makes it entertaining - the time pressure and scoring." Respondent 3 also commented, "There's a time limit too, so what makes it fun is not just answering correctly, but also that sense of 'oh no, time's almost up, I might answer wrongly and score less than others.' Overall, the data suggests that participants found Kahoot to be an entertaining tool in English classes, fostering fun and increasing participation and engagement, likely due to its gamified nature and time pressure elements.

### Fostering Language Learning Using Kahoot

The data reveals that the participants generally perceived Kahoot as a useful tool for fostering their English language learning process. The mean scores for the first three questions ranged from 3.61 to 3.78, indicating that most participants agreed or strongly agreed with the statements. Specifically, the highest mean score of 3.78 (SD = 0.702) was observed "Kahoot enhances my English language learning process" (Item 1), the mean score was 3.71 (SD = 0.729), indicating a generally positive perception. A majority of participants either agreed (45.1%) or strongly agreed (13.7%) with this statement, while 39.2% remained neutral, and 2% disagreed. Regarding Item 2, "When I play Kahoot I am more concerned with answering correctly than with time," the mean score was 3.78 (SD = 0.702), with 47.1% of respondents agreeing and 15.7% strongly agreeing with the statement. For Item 3, "Kahoot motivates me to learn

English," the mean score was 3.61 (SD = 0.666), with 47.1% of participants agreeing and 7.8% strongly agreeing. However, for Item 4, "The results obtained when playing Kahoot allows me to self-assess my knowledge regarding the topics studied in class," the mean score was lower at 3.24 (SD = 0.951). While 37.3% of respondents agreed and 5.9% strongly agreed with this statement, a substantial proportion remained neutral (35.3%), disagreed (17.6%), or strongly disagreed (3.9%).

**Table 4. Fostering Language Learning Using Kahoot**

Fostering Language Learning								
Questions	N	SD	D	N	A	SA	Mean	STD
<b>1</b> Kahoot enhances my English language learning process.	51	0%	2%	39.2%	45.1%	13.7%	3,71	,729
		0	1	20	23	7		
<b>2</b> When I play Kahoot I am more concerned with answering correctly than with time	51	0%	0%	37.3%	47.1%	15.7%	3,78	,702
		0	0	19	24	8		
<b>3</b> Kahoot motivates me to learn English.	51	0%	2%	43.1%	47.1%	7.8%	3,61	,666
		0	1	22	24	4		
<b>4</b> The results obtained when playing Kahoot allows me to self-assess my knowledge regarding the topics studied in class.	51	3.9%	17.6%	35.3%	37.3%	5.9%	3,24	,951
		2	9	18	19	3		

Generally, the data suggests that participants generally perceived Kahoot as a tool that enhances their English language learning process and motivates them to learn. This is evidenced by the positive mean scores for Items 1 and 3, as well as the qualitative feedback from respondents as Respondent 3 who stated, "It does help because, what is it called? I get to reiterate the language that was just explained, and then with the Kahoot app, I'm able to learn it again." Additionally, Respondent 5 mentioned, "Yes, it increases motivation because the learning approach isn't monotonous and boring." However, participants had mixed perceptions regarding the usefulness of Kahoot for self-assessing their knowledge of topics covered in class. While the mean score for Item 4 was 3.24, indicating a slightly positive perception, a substantial proportion of respondents remained neutral (35.3%), disagreed (17.6%), or strongly disagreed (3.9%) with this statement. This suggests that while Kahoot may be helpful for language learning and motivation, its ability to facilitate self-assessment of topic knowledge may be limited, as reflected in Respondent 1's comment, "It is somewhat helpful, but if used specifically for learning purposes, it seems inadequate. This is more suitable for enjoyable game-like activities.

The present study aimed to evaluate the usefulness, engagement, and accessibility of the Kahoot platform for English language learning among students. The findings revealed an overall positive perception of Kahoot as an effective tool for enhancing the language learning experience. Regarding Kahoot's usefulness, the data collected revealed that most participants believed Kahoot to be a valuable resource for enhancing English classes, enabling students to learn and practice subjects, assess their understanding, and receive feedback to enhance their performance. This aligns with previous research that has consistently demonstrated Kahoot's ability to boost student engagement, learning, and preparedness (Binti Rosdy & Yunus, 2021).

The study participants indicated that the Kahoot platform was highly accessible and user-friendly, aligning with its design as an engaging educational tool that utilizes gaming elements (Hardianti, 2023). However, it's important to mention that a few participants felt anxious about their progress in learning English, as reflected in their Kahoot scores. This anxiety could be attributed to the competitive aspect of the game-based learning approach.

In terms of entertainment level, the data indicated that participants found Kahoot to be an entertaining tool that fostered fun and increased their participation and engagement in

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English classes. This aligns with previous research highlighting Kahoot's ability to enhance enjoyment and create a positive learning environment (Aidoune et al., 2022; Situmorang & Simanjuntak, 2023). The study also explored Kahoot's effectiveness in fostering language learning, and the results showed that participants generally perceived Kahoot as a tool that enhanced their English language learning process and motivated them to learn. These findings support previous studies that demonstrated Kahoot's positive impact on language learning outcomes and motivation (Nghì, 2023). However, the participants had mixed perceptions regarding the usefulness of Kahoot for self-assessing their knowledge of topics covered in class, suggesting that while Kahoot may be helpful for language learning and motivation, its ability to facilitate self-assessment may be limited.

The qualitative findings reinforced the quantitative results, offering significant understanding into the participants' viewpoints and experiences. A large number of participants emphasized Kahoot's capacity to create a fun and interactive learning atmosphere, stimulate rapid thought processes and cognitive skills, and establish a game-like scenario that encouraged their learning.

## CONCLUSIONS

The use of Kahoot as a learning evaluation tool positively impacts students' motivation in learning English at the senior high school level. The platform's usefulness, accessibility, entertainment level, and ability to foster language learning contribute to increased motivation and engagement. However, its suitability for formal assessment and potential for inducing anxiety among some learners should be considered. While this study offers valuable insights, it has limitations in sample size, reliance on self-reported data, and lack of investigation into long-term effects on language proficiency. Future research could explore strategies for mitigating potential anxiety induced by game-based learning platforms like Kahoot and investigate the long-term impact of such tools on language proficiency and retention. Additionally, comparative studies examining the effectiveness of Kahoot against other language learning approaches or tools would further contribute to our understanding of its role in language education.

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