Students' Perception of Game-Based Learning Using Kahoot! in Learning English

Fitria Gita Rahmadani[1*], Tampung N. Saman[2], Bahing[3]

[1,2,3] The Study Program of English Education, The University of Palangka Raya

Abstract: This study aims to evaluate students' perceptions of the use of Kahoot! as an application in English learning and its impact on students' learning motivation in terms of its effectiveness and competitiveness. This study used observation, questionnaire, and interview methods with 23 students in class XI Language of SMAN 1 Palangka Raya. The results showed that most students agreed that Kahoot! is an effective tool for English learning in class. Kahoot! could increase their learning motivation through the Game-Based Learning (GBL) method, including competitive feeling, interactive learning, visual experience, fun learning, and customization. The results of this study show that Kahoot! is an effective learning tool to increase students' motivation in English learning. In addition, Kahoot! could be used to improve students' moods and help them understand the material more quickly. Also, students feel more creative and enjoy learning due to the interactive and fun nature of the platform. This study implies that students respond more positively to interactive, visual, and fun learning media such as Kahoot! Teachers can consider using Kahoot! in learning to improve students' motivation and learning outcomes. Therefore, Kahoot! was expected to be the learning tool whose influence has been sought.

Keywords: Kahoot, game-based learning (GBL), digital learning, learning media

INTRODUCTION

English has become a common language taught in schools, especially in Senior High Schools. Students are taught to reach the intermediate level to help them achieve a better standard of living in the future because English is an international language used for communication everywhere in the world. It also plays a significant role in the field of science and technology in the world. English Learner (EL) students receive core subject instruction, but the requirement they receive in English language development instruction may mean they cover less core content than other students (Betts et al., 2019).

In this 21st era, learning and teaching have changed drastically due to the rapid development of technology. This expectation causes teachers to use technology that suits the type of student learning. A close examination of the history of instructional design and technology (IDT) reveals a diverse field with three main influences: instructional theories,

learning theories, and instructional technologies. Scholars and researchers would like to admit it has been the developments in the technologies that have excited the field the most, forcing paradigm shifts in the learning theories as well as instructional approaches. It was the developments in instructional technologies forcing us to define and redefine what was meant by learning and instruction (Ifenthaler, 2012).

Lack of motivation can result in lower learning outcomes and a poor classroom atmosphere, and most teachers admit that it is much more challenging to keep students motivated, engaged, and focused on teaching and learning. (Wang & Tahir, 2020). Nowadays, game-based learning has become much more accessible. Following the trend that the student often uses, game-based learning became the new point of education. Game-based learning offers the advantage of encouraging student competition and consequent self-improvement (Sulphey, 2017). The most suitable method for this is an application because the user only has to download it from the Google Play Store or App Store. Many applications can be used for this method, some of which are Kahoot!, Educandy, Wordwall, Khan Academy Kids, and Baamboozle.

Educational games are specifically created to teach students about a given topic, expand concepts, encourage development, or assist them in practicing or acquiring a skill or seeking a change of attitude while they play. They are required to provide an enjoyable and safe environment in which students can experiment with different options and observe the results, learning from their own mistakes and practical experiences (Petri & von Wangenheim, 2016).

Kahoot! is a game-based student response system that temporarily transforms a classroom into a game show (Wang, 2015). Kahoot! is an application that allows us to create online quizzes and surveys. It requires an account to use the site, but it is quick, easy, and free for anyone to sign up at the above URL. Kahoot is one application that is generally used in the field of education. The main reason for using Kahoot! is to measure students' knowledge with multiple choice types. Also, at the end of the session, it will be clear who the top three is. This application can foster students' enthusiasm for learning by spurring a sense of competition within themselves. Kahoot is an alternative option from a range of interactive learning media that makes the learning process enjoyable and not boring for both students and teachers, as the Kahoot App emphasizes learning styles that require the active involvement of students and their peers in a competitive manner toward learning that they are or have been learning through (Harlina, 2017).

Several studies investigated learning motivation through Kahoot! Holbrey (2020) discovered that Kahoot! It had been helpful or instrumental in improving their engagement, practical or instrumental in supporting better concentration throughout the lecture. Also, Kahoot! consists of a more stimulating, fun, and engaging atmosphere where they feel compelled to participate. Hadijah et al. (2020) discovered that Kahoot! in learning generates a positive outlook and attitude toward vocabulary tests. Also, students agree that the benefits of Kahoot! Significantly affect their vocabulary. Students feel that using Kahoot! makes them more interested and focused on the vocabulary test. Korkmaz & Öz (2021) discovered that Kahoot! significantly increases learners' reading scores after seven weeks of intervention incorporating reading questions. The participants' answers to the survey and the

open-ended questions also revealed that they had positive attitudes toward the Kahoot game and made significant gains, particularly in vocabulary. Overall, findings suggest that Kahoot can effectively motivate EFL learners, enhancing their comprehension of various reading materials. The purpose of this research is to determine student perception of using Kahoot! Such as whether it increases their motivation to learn in terms of its effectiveness and competitiveness.

METHOD

The research was conducted with descriptive-qualitative research. According to Creswell (2012), "Descriptive-qualitative research is research that describes an existing situation, population, or phenomenon that is being investigated." This research took place among students of class XI at SMAN 1 Palangka Raya, majoring in Bahasa. The participants in this research consisted of 23 students.

To collect data, the researchers used observation as the first step. Observations were conducted during the teaching and learning process in the classroom. They aimed to provide subjective information about whether the use of Kahoot! could motivate students, as indicated by their expressions and body language during the teaching and learning process. The next step to involve was distributing the questionnaire. This questionnaire was distributed during the final meeting of the teaching and learning process. The purpose was to gauge the students' perceptions of whether they were familiar with Kahoot! and whether they had ever used it. As reported by Ricci (2018), the questionnaire ensured that it reflected the students' perspectives and that the items within were acceptable, comprehensive, and relevant to their particular situation, so that the questionnaire contained inquiries about how students felt when using Kahoot! in class, the extent to which they enjoyed using Kahoot!, and whether they encountered any difficulties when using Kahoot! In qualitative research, interviews can be used for more in-depth research. This data collection technique is based on self-report or at least on personal knowledge and beliefs. In this study, the researcher used semi-structured interviews as a guideline for the last step.

RESULTS

The results of this study were obtained from observation, questionnaire, and interview to address the aim of this research as elaborated in the following.

1. Observation Result

The 11th-grade language class at SMAN 1 Palangka Raya initially relied on conventional methods for face-to-face learning, resulting in low motivation levels among students. However, the introduction of Kahoot! in the session sparked enthusiasm, positively impacting both intrinsic and extrinsic motivation. Despite network challenges, students engaged enthusiastically, revealing the potential of Kahoot! to enhance the learning experience. Subsequent sessions continued to leverage Kahoot! for discussions and quizzes on specific topics, such as word-to-link arguments and modal auxiliary verbs. These focused activities consistently demonstrated the app's ability to boost students' motivation and foster active participation and positive emotional responses during quizzes.

2. Questionnaire Result

The researchers also used a questionnaire to support the data findings and study students' perceptions of using Kahoot! The students were given thirteen questions in the questionnaire that revolved around effectiveness, competitiveness, and easiness. The following is an explanation of each item based on the student's response:

1. Item number 1, the question is "As a student, do you enjoy using Kahoot? Explain your reason!". Of 23 students, 20, or 86,96% of students have a positive view of the use of Kahoot! in their learning process, 3 students, or 13,04% stated that although Kahoot! was fun, they found it ordinary and preferred other learning methods.

2. Item number 2, the question is "As a Kahoot! user, do you feel that this app is effective for learning English? Explain your reason!". Of 23 students, 23 or 86,96% of students consider Kahoot! effective for learning English, 3 students, or 13,04% mentioned that Kahoot! is not as effective for them, as it requires more detailed explanations or a teacher-oriented approach, and its effectiveness depends on how the app was used.

3. Item number 3, the question is "As a student, what is your response to the material taught in class? Is it suitable for learning using Kahoot!? Explain your reason!". Of 23 students, 21, or 91.30% of students feel that the material taught in class is suitable for learning by using Kahoot! and 2 or 8.70% of students feel that not all materials may be equally suitable for Kahoot!

4. Item number 4, the question is "As a student, do you feel challenged when learning using Kahoot!? Explain your reason!". Of 23 students, 19, or 82.61% of students feel challenged when learning to use Kahoot! and 4 or 17.39% of students who felt that the challenge of using Kahoot! did not affect them.

5. Item number 5, the question is "As a student, do you feel satisfied when learning using Kahoot!? Explain your reason!". Of 23 students, all of them (100 %) feel satisfied when learning using Kahoot!

6. Item number 6, the question is "As a student, do you feel that by learning using Kahoot! you can learn English more deeply? Explain your reason!". Of 23 students, 15, or 65.22% of students felt that using Kahoot! they could deepen their understanding of English. 5 or 21.74% of students disagree that Kahoot! can help them learn English more comprehensively. 3 or 13.04% of students gave neutral responses in the questionnaire.

7. Item number 7, the question is "As a student, do you feel that you become more creative when using the Kahoot! app? Explain your reason!". Of 23 students, 15, or 65.22% students felt that using Kahoot! enhanced their creativity. 5 or 21.74% of students disagreed that Kahoot! significantly enhanced their creativity. 3 or 13.04% of students gave neutral answers in the questionnaire.

8. Item number 8, the question is *"As a Kahoot! user, do you feel that this app consumes a lot of your internet data? Explain your reason!".* From 23 students, all of the students (100 %) agreed that Kahoot! does not consume much internet data.

9. Item number 9, the question is "As a student, do you feel that there is no need to study English using textbooks anymore because you have learned using the Kahoot! app? Explain your reason!". Of 23 students, 21, or 91.30% of students agreed that textbooks still play an important role in their language education. 2 or 8.70% of students stated that

they did not really need textbooks because they felt that learning using Kahoot! was enough.

10. Item number 10, the question is "As a Kahoot! user, have you ever encountered difficulties while using the Kahoot! app? Explain your reason!". From 23 students, all of the students (100%) expressed that they have not encountered significant difficulties when using the Kahoot! app.

11. Item number 11, the question is "As a student, have you ever had difficulty understanding the material taught through Kahoot!? Explain your reason!". Of 23 students, 17, or 73.91% of students stated that they had no difficulty in using Kahoot! 4 or 17.39% of students stated that Kahoot! provided challenges for them in understanding the material. 3 students or 13.04% expressed a neutral opinion.

12. Item number 12, the question is "As a student, do you feel less motivated to learn English because it is taught using Kahoot!? Explain your reason!". Of 23 students, 20, or 86,96% of students expressed their excitement when learning using Kahoot! and 3, or 13,04% of students gave neutral responses.

13. Item number 13, the question is "As a student, have you ever been unable to access the Kahoot! app due to poor internet connection? Explain your reason!". Of 23 students, 7, or 30.43% of students felt that using Kahoot! could be accessed easily without any problems. 14 or 60.87% of students reported that poor network connections made it difficult for them to access the app and resulted in time-consuming delays. And 2 students or 8.70% mentioned that they had difficulty navigating to the next page due to poor signal support.

The effectiveness of Kahoot! can be seen from questionnaire number one, the students stated that Kahoot! offered a fun and interactive learning experience, just like playing a game. Overall, Kahoot! succeeded in creating a positive learning environment with its attractive and colorful appearance, coupled with the effective integration of technology into their education. In questionnaire number two students emphasized Kahoot! as an effective learning tool due to its engaging and interactive nature, simplicity, and the fun aspect of learning through this app.

In addition, Kahoot! is also considered effective for learning, as articulated by students in questionnaire number three. They feel that the material taught in class was quite suitable to be learned using Kahoot!, especially if the material was interesting, easy to understand, and enhanced all learning experience. In addition, the tool allows students to delve deeper into the material through critical thinking, rapid comprehension, vocabulary expansion, and interactive engagement, as mentioned in questionnaire number six.

Moving on to questionnaires for numbers seven and ten, the students stated that the app enhances their creativity through digital engagement, quick thinking, and confidence as well as the ease of the app when used in learning. For the competitive feeling experienced by students, in questionnaire number four, students stated that it appeared among students deriving from factors such as time pressure, competition among students, the desire to get high scores, game-like experiences, and adrenaline. Like in questionnaire number five, this competitive feeling results in students finding it satisfied in using Kahoot! as a learning tool.

The satisfaction arises from its features and interactive nature, positive atmosphere, and the sense of progress and achievement it instills.

Other than that questionnaire number twelve said these aspects contribute to their increased motivation to learn, emphasizing the excitement of trying something new in the learning process, which they find both enjoyable and interactive. Some students also highlighted that any learning method is acceptable as long as it proves effective for them. In essence, students feel motivated and enthusiastic about learning through Kahoot! Due to its unique and game-like approach, which adds an element of fun to the learning process. In addition to effectiveness and competitiveness, students also highlighted the convenience part of this application as in questionnaire numbers eight and nine that this application is economical in the use of internet data and Kahoot! is a good learning companion tool because it can compensate for learning that is previously done using books. Therefore students still state that the use of books is still important in daily learning.

According to responses from questionnaire number eleven, students mentioned that Kahoot! helped them grasp learning materials quickly. However, students still encounter challenges, particularly with the network. On average, students experience lagging or slow signals, likely attributed to the school's proximity to other schools, causing network issues, as indicated by students in questionnaire number thirteen. Despite this, students did not view it as a big concern and still considered Kahoot! an effective learning tool.

3. Interview Result

Interviews were conducted by the researcher to validate the answers given to the questionnaire. There were 10 students interviewed in this session. There were five students with positive responses, three students with negative responses, and two students with neutral responses. The code used by the researcher for Positive is (Pt), Negative is (Ng), and Neutral is (Nt).

1. Item number 1, the question is "How many times do you learn English in a week?". Students (Pt), Student (Ng), and Student (Nt) stated that they learn English twice a week.

2. Item number 2, the question is "Do you think it is enough to learn English with Kahoot!?". Students (Pt) stated that they were able to understand the material well because it was helped by Kahoot! While students (Ng) stated that it is not enough. This result is because the nature of learning that tends to demand deeper explanations makes them want more study hours. Students (Nt) stated that the presence or absence of Kahoot! did not really affect student learning, so students feel enough to learn twice a week.

3. Item number 3, the question is "Compared to traditional learning, do you think it is Kahoot! is better?". Students (Pt) stated that Kahoot! is better than traditional learning because of the convenience it offers. Students (Ng) stated that it was not better than traditional learning because the nature of student learning tends to be teacher-oriented with deeper explanations. Students (Nt) stated that it was somehow better because it was fun to use.

4. Item number 4, the question is "In your opinion, do you think SMAN 1 Palangka Raya is ready to use Kahoot! in teaching and learning, especially in English?". Students (Pt) stated that their school was ready to use Kahoot! in daily learning because basic

technology was already fulfilled and running well. While Students (Ng) stated, the otherwise, which was they were still not ready because the network was often interrupted. Students (Nt) stated that the school must be ready because of how convenient Kahoot! was.

5. Item number 5, the question is "Can you mention the advantages and disadvantages of using Kahoot! in learning English? Based on your experience!". Students (Pt) said that this application was fun and exciting to use, except there was a time limit. Students (Ng) said that this application was good and fun. The disadvantages were the time limit and lack of explanation to use it. Students (Nt) said that this application really looked like just playing a game.

The students revealed that they typically attended English classes twice a week. In terms of comprehending material with Kahoot!, opinions varied. Some found it beneficial, citing its user-friendliness and interactive features, while others desired more comprehensive explanations. A few students expressed contentment with their current learning frequency. Regarding teaching methods, I preferred Kahoot! for its convenience, colorful features, and motivating game-like experience. However, a minority preferred traditional learning for its teacher-oriented approach and detailed explanations. Students generally believed their school was ready to integrate Kahoot! in daily learning, although some mentioned concerns about network interruptions. When asked about the advantages and disadvantages of Kahoot!, students highlighted its fun and exciting nature, competitiveness, ease of use, exposure to new experiences through the GBL method, and appealing visuals. On the flip side, some students mentioned drawbacks, including the time limit and slow network connections potentially impeding optimal use.

DISCUSSION

From the situation that occurs in the classroom, students only learn using traditional methods and conventional technology which makes the students' enthusiasm for learning not so good, especially the unstable emotions of adolescents to adults make it more difficult for students to control themselves when learning which is very influential on the whole process both for themselves and others. But Kahoot! can change the situation very well. The effectiveness and the feeling of competitiveness are the main things that are highlighted. It can make students' learning motivation increase and the ease of Kahoot! application makes students more enthusiastic in class.

Based on Yusuf (2011), they can formulate understandings or ideas that eventually form concepts about something from the past, the present, and the future. They feel that Kahoot! is a suitable and effective tool to improve their English language skills. Most students feel challenged, motivated, and happy while using Kahoot! as a learning medium. They also believe that using the app does not consume much internet data and is easy to use. However, some students experienced difficulties, such as difficulties with unreliable internet connection. Nevertheless, the majority of them still have a positive view of using Kahoot! for learning purposes.

Students also feel that learning using Kahoot! can improve their learning focus because its fresh and colorful appearance and cute characters add a new experience for them.

Moreover, the game-like experience they experience becomes a new thing that makes them feel satisfied when they reach a certain point. The competitive feeling, they feel when playing is what guides them to be more than usual. Consequently, most students agreed that Kahoot! could be used as an everyday learning tool, and they considered it an effective means of improving their understanding and motivation in learning English. These results show that this is in line with Holbrey's (2020) research which is, Kahoot! does increase students' creativity and motivation while learning because it is more interactive compared to traditional learning. This research also shows that Kahoot! improves several things, not only motivation and creativity but also learning focus and learning emotions, in the classroom.

Students' emotions are very influential on students' attitudes in class, and learning for many students is a tiring activity. Therefore, as asserted by Fauzi et al. (2022a), teachers are required to make the classroom atmosphere effective so that students can control themselves. The introduction of Kahoot! in the classroom makes students have a positive change. Kahoot! carries the Game-Based Learning or GBL system and makes students have more enthusiasm for learning. This assumption is in line with Plass et al. (2015), stating that Game-Based Learning mainly emphasizes that it is a type of gameplay with defined learning outcomes. This fact certainly has a good impact, both externally and internally. Based on the theory mentioned in the previous chapter, the results of this study prove that extrinsic motivation refers to good factors outside a person that can motivate that person to perform tasks, such as rewards is true. The changes in these two things also certainly have an impact on students' emotions in learning. Students from the research results show that when using Kahoot! tend to have positive emotions which again brings significant changes in learning. This result proves that student learning motivation is related to the emotions that are happening in students, whether it is motivation from within or from outside.

This research also proves that the use of the Game-Based Learning or GBL method can bring students in a better direction because it brings good outcomes by the theory that has been described, namely GBL is a gamification learning method where the game itself must contain educational objectives (Fauzi et al. 2022b). However, learners have a fun, easy, and fresh experience to improve their performance in learning. From all the results that have been presented, this study strongly agrees with the results of Pratolo & Lofti's (2021) research that Kahoot! can increase student motivation, and student independence, facilitate the learning evaluation process, and also as a student facility in achieving learning outcomes. Also, there are four main benefits that students will get from using Kahoot! which are to motivate students to learn, build a good atmosphere in the classroom, help students to focus, and provide positive competition. From the description above, it can be seen that students' emotions and motivation to learn are related to each other, this is the main reason why teachers must present learning in an interesting way to attract students' interest, besides that the GBL method in its implementation has a tremendous influence on students' emotions and motivation, which is the influence that has been sought.

CONCLUSION

This research found that most of the students in class Bahasa at SMAN 1 Palangka Raya agreed that Kahoot! is an effective tool for learning English in the classroom. Kahoot!

increased students' motivation to learn. By using the GBL method, also includes competitive feeling, interactive learning, visual learning, fun learning, and customization. One of the factors why students feel motivated to learn by using this application is because Kahoot! is a new media and interesting to know for them.

Using Kahoot! in the classroom proves that students' emotions and motivation affect each other in learning. Motivation in learning includes intrinsic and extrinsic motivation started by themselves and their surroundings. This result affects the whole process of learning and turns into objectives that are expected. In this case, students in the Bahasa class at SMAN 1 Palangka Raya are not really motivated to learn. The emotion that they feel tends to be negative. After Kahoot! is used, it changes the whole mood which turns to be a positive emotion. In addition, since their emotions have changed to positive, students can see an impression that they have never seen or felt before. How the app is implemented is what makes learning a fun activity.

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