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A REVIEW OF RESEARCH ON THE EFFECTIVENESS OF
USING KAHOOT TO ENHANCE STUDENTS'
MOTIVATION TO LEARN ENGLISH

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ABSTRACT

This study reviews literature on using Kahoot game-based learning to motivate second language learners to learn English. In this ultramodern era, learning style is more oriented and given priority according to present growth in the field of Malaysian education. Furthermore, many

studies have proven that Kahoot game-based learning had motivated ESL students to participate actively and effectively in learning. This review determines to investigate whether using Kahoot, digital learning has any effect on primary students' motivation and participation in acquisition of English language. This study will be conducted both quantitatively and qualitatively involving 2 classes of year 5 consist of 60 pupils whose English language proficiency is at intermediate level. The experimental group will be exposed to weekly Kahoot sessions over a time frame, in contrast the control group will be taught with the conservative approach. At the end of the sessions, data will be collected via pre-tests, post-tests, interview along with questionnaires on students' motivation towards gamified learning which later will be analysed descriptively. The study hopes to provide insights for better implementation of game-based technologies in English language classroom curriculum.

INTRODUCTION

In the present circumstances learning English has been one of the most critical aspects of almost everything of our everyday lives. English as a compulsory subject can be categorized into four main skills: listening, speaking, reading and writing. English as a compulsory subject puts its competencies into four categories: listening, speaking, reading and writing. In order to upgrading these English skills, students must be proficient on each area. Sadly, to say, nowadays, some students who learn English as their second language have long had trouble understanding English and using it well. English is an irregular language which, in fact, makes it difficult for non-native learners to learn and it is also difficult to teach. Thus, it is important especially to the students in this era who have extraordinary level of eagerness to work at the materials in a fun way. In addition, the students' interest and enthusiasm have been challenges in teaching English to students who use it as a second language. In some schools, the classroom where the delivery of the instruments is considered old-fashioned and repetitive will have bad impacts on the students in the future. As an innovation to improve student motivation, the convergence of education and entertainment is thus commonly witnessed over the last few decades. Zala'i (2006) remarked that the combination of both learning and entertainment called "edutainment" is now being used as a media to educate students better.

Today, almost every part of our lives uses technology. The use of ICT has developed a vital part for educational institutions to begin using technology to enhance teaching-learning practices in the classroom. Technology is gradually being incorporated into teaching contexts with a view to enhancing student engagement and motivation in learning. In specific, game-based student response mechanisms have been discovered to promote interaction of students, promote motivation and increase the learning opportunity of the overall students. Play is a method that is socially focused, able to improve motivation and promote learning across all levels and age groups. With the growing urge for innovation in the classroom and the implementation of efficient teaching and learning advanced technologies, it can

be a monumental task for teachers to find suitable competitive or game-based learning mediums.

Kahoot is an interactive learning gaming system that can be used for students of all ages. Concerning to Dellos (2015), Kahoot is a student response framework which involves students through ready - designed or spontaneous games such as quizzes, discussions, and surveys. The teachers are able to make their lecture more attractive and livelier, so that the students can easily get the lessons taught. Kahoot can be played using gadgets like smartphones, tablets, laptops and computers with the Internet network. In order to participate in the game, students sign in to access the platform using the link address <https://kahoot.it>. This game can be played individually or may choose one device per group for team mode. Methods of teaching and learning strategies have been designed to retain the motivation and self-confidence of the students with the goal of enhancing English skills of the students. Using games is one such method and it is a contemporary well-known among non-native speakers for language learning. Along with the advancement of technology in language education, using games coupled with the application of technology inevitably also affects. Game-based learning Kahoot provides an opportunity to give benefits for higher level of English learning among ESL students.

Capable of choosing the right game and building an optimal learning environment for learners is now a challenge for educators. Essentially, students do not encounter successful learning when there is no incentive to do so, therefore seeking appropriate approaches that are highly stimulating so likely to promote and improve learning can be a devastating job for educators. Gamification is an emerging and evolving approach to all level teaching and learning process in this highly sophisticated and technology-saturated age. Gamification promotes encouragement and successful learning accompanied by the use of game elements, strategies, and game-based perspectives. The study's research purpose is to explore the implications of using Kahoot for learning English language as second language for non-native students. Precisely, it aims to obtain greater visibility into how Kahoot influences the motivation, academic achievement of students and creates a fun - filled learning experience, especially in the context of early education.

RESEARCH OBJECTIVES

This research aims to:

- i. Discover how Kahoot gamified learning enhances learners' motivation towards learning English as second language.

RESEARCH QUESTIONS

This study seeks to answer the following question:

i. How does the use of Kahoot gamified learning enhances learners' motivation towards learning English as second language?

Therefore, this paper pursues to deliver information on the issues related to using game-based platform particularly Kahoot to motivate students for acquisition of English as second language based on the past literature review done by other researchers. In this study, the use of Kahoot for acquisition of English as second language will be precisely described through the use of documents analysis technique, problems and findings examined by previous researchers in the form of a table, as shown below.

Table 1 Number of articles reviewed

| No | Title of the article, author, journal and year | Types of study | Research design | Number of participants | Main findings |
|----|--|---------------------------------------|--|--|---|
| 1. | Choo, Y. B., & Razemi, N. (2016). The Effectiveness of Using Kahoot As A Media in Teaching Reading | Descriptive quasi experiment research | Descriptive Research Design | 38 students control group 39 students' experimental group | Kahoot is able to make the students more focus to the questions given and it influences their reading achievement. The students who taught by using kahoot as a media perform better achievement than the students who taught by using textbook. |
| 2. | Bicen, H., & Kocakoyun, S. (2017). Perceptions of Students for Gamification Approach: Kahoot as a Case Study | Quantitative and qualitative research | Descriptive Case Study Research Design | 65 undergraduate students (55 female and 10 male students) | At a higher education course, the perceptions of the students on game strategies were investigated and the results show that; although the students are familiarised to game mechanics in various ways they still benefit from these strategies. |
| 3. | Iaremenko, N. V. (2017). Enhancing | Mixed method | Theoretical and empirical | 120 participant | Games have proved to be motivational because of their |

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|----|---|---|------------------------------|--|--|
| | English Language Learners' Motivation Through Online Games | research | research design | s (76 males and 44 females) | effect on players' cognitive, emotional, and social fields. Gamification helps the students to stay engaged on their tasks and prevent their minds from wandering and give them the feelings of acknowledgement and accomplishment. |
| 4. | Adnyani, K. E. E., Adnyana, W., & Murniasih, N. N. (2019). Teacher and Students' Perception on Using Kahoot! for English Learning | Quantitative descriptive research. Survey research | Descriptive Research Design | 1 English teacher and 32 students | Implementing opportunities for online and digital learning can help to reduce operational costs without taking up more time. We can assist in preparing students for higher education and professions with technology, while also allowing for a more independent learning. When students learn with technology, they acquire skills that allow them to last a lifetime. |
| 5. | Wichadee, S., & Pattanapichet, F. (2017). Enhancement of Performance And Motivation Through Application Of Digital Games In An English Language Class | Quasi-experimental study | Experimental Research Design | 2,645 students (67 sections) in semester 1 | Gamification learning method can make students enjoy classroom instruction. Digital games implementation can turn any content that is monotonous or complicated, such as components of grammar or vocabulary, into a fascinating and simpler to understand the subject. |
| 6. | Tivaraju, J., Yunus, M. M., & Badusah, J. (2017). Learning | Qualitative Research | Action research | 9 participants from | Students were able to develop positive attitudes and show a greater amount of motivation and |

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|----|--|-----------------------|-----------------------------|--|---|
| | English Is Fun Via Kahoot: Students' Attitude, Motivation and Perceptions | | | primary school; 5 male and 4 females from Standard 5 | engagement towards language learning with the use of Kahoot game platform. |
| 7. | Zarzycka-Piskorz, E. (2016). Kahoot it Or Not? Can Games Be Motivating in Learning Grammar? | Qualitative research | Descriptive Research Design | 112 students, (76 girls, 36 boys) | In the case of online games intrinsic motivation is boosted by winning and/or earning a reward viewpoint. Although the content may be daunting, the students appear to be receptive and keen to learn using an online game. Thus, different learning goals can be obtained. |
| 8. | Chinag, H. H. (2020). Kahoot! In an EFL Reading Class. | Quantitative research | Survey research | 65 college students (14 males, 46 females) | Generation Z students have access to a range of online material and communication methods. They were appearing to embrace Kahoot's use! As an assessment instrument in classroom and both genders show equal interest of Kahoot! as an English learning tool in the language classroom. |
| 9. | Benhadi, Y., Messaoudi, M. E., & Fissi, A. (2019). Investigating the Impact of Kahoot! on Students' Engagement, Motivation, and Learning Outcomes: | Quantitative research | Empirical research study | 97 participants (54 male and 43 female students) | The research reported that a majority of the participants were mostly optimistic about the use of Kahoot in class practices. Motivation, engagement and academic achievement for students can be improved by gamified learning response |

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|-----|--|-----------------------|-----------------------------|---------------------------|--|
| | Ifrane Directorate as a case study | | | | systems such as Kahoot. |
| 10. | Putri, A. R. (2019). The Effectiveness of Using Kahoot Game to Improve Students' Vocabulary Comprehension | Quantitative research | Quasi-experimental research | 15 seventh grade students | The students' academic performance taught using the Kahoot Game platform varies greatly from those taught using traditional teaching used for teaching vocabulary. Kahoot game can be an alternative solution to have a class engagement become more fun to learn English vocabulary. |

After reviewing the 10 journal articles, the researcher noticed a systematic procedure of data collection, compilation, analysis, interpretation and implication on the effectiveness of using game-based learning, Kahoot in motivating and encourage non-native speakers to learn English as a foreign language. This review seems to have reported the capability of Kahoot holds for developing the motivation and commitment of ESL students and how these components by their instructional benefits lead to contented learners. The researchers have executed an in-depth study on the effectiveness of using game-based learning, Kahoot to learn English among ESL students by providing pros and cons of the approach. Moreover, the researchers of the journal articles have used numerous research designs to conduct the studies to produce valid results.

As a result of the findings of the 10 journal articles, the researchers draw a conclusion that the use of game-based learning undoubtedly enables sustainable learning to be achieved through a passion for excellence amongst learners. This renders learning success an attainable outcome among learners. This can be justified where most of the researchers agree that Kahoot motivates students to participate and engage in learning better compared to using the conventional approach.

Based on the 10 journal articles reviewed, most of the researchers choose to conduct their studies using Quantitative design than Qualitative design. They also used pre-test and post-test, SPSS, t-test analysis, thematic analysis,

descriptive analysis, statistical analysis, content analysis, mean score, percentages, variations and standard deviation in their analysis.

Choo and Razemi (2016) carried out a study to explore the effects of Kahoot implementation as a tool in reading instruction for the English Department students. The method used is experimental research with quasi experimental design. There are two classes, B as the experimental class where Kahoot was used as a media and A as the control class which used textbook as a media. The researchers used a test as the instrument to measure the effectiveness of using Kahoot in reading skill. Pre-test, treatment, and post-test were given to get the data of the research. The result shows that the significant value is 0.02, it is less than the significant level 0.05. It means that the use of Kahoot as a media for the English Department students influences their reading skill.

Bicen and Kocakoyun (2017) conducted a study about student perception on gamification. The study was conducted to discover the appropriate implementation of this strategy, the atmosphere needed for its use and how the implementation should progress. The impact of a gamification strategy on the academic performance was evaluated quantitatively and qualitatively via intra-class competition. 65 undergraduate students participated in this study. In the findings, the researcher revealed that the addition of a gamification approach in teaching and learning boosted students' motivation in the classroom, and enhanced student achievements. This strategy was also reported to have a significant effect on the motivation and participation of the students. Additionally, the findings of the study revealed that Kahoot implementation can be used successfully for teaching and learning English. In summary, the gamification strategy influences student's motivation, making them more optimistic and engage in learning. Iaremenco (2017) attempted to investigate the capacity of online games that educators can implement to motivate their students and to sum up the positive impacts of playing games. The research concentrated on the efficacy of gamified learning to learn English as second language. The researcher also hoped to explore why language students choose to play a learning game and how certain elements of the game significantly impact the players. Findings of this study appear to show that digital learning games can promote intrinsic motivation and encourage students get involved in learning activities. Using online games for learning English as a second language demonstrates the strong association between a high level of energy of fun competition and greater motivation.

Adnyani, Adnyana and Murniasih (2019) conducted this quantitative descriptive research to determine teacher's and students' perception of using Kahoot for learning English and the limitations confronted by them in an ESL classroom. One English teacher and 32 ESL students took part in the study. The end products brought to light that the teachers' and students' views about the use of Kahoot for learning English is significantly very positive. Slow Internet connection was the limitation the teacher experienced when accessing Kahoot.

A study by Wichadee and Pattanapichet (2017) was conducted a quasi-experimental study with two teams of students to investigate the impact of game-based learning on students' motivation and efficiency. As for the experimental group, the researcher used Kahoot digital game whilst the control group was taught using the conservative approach. The data analysis results reported statistically significant differences of 0.05 in terms of learning performance and motivation. The experimental group obtained higher scores and showed significance motivation than the control group. In conclusion, survey findings revealed that students had optimistic reactions towards applying digital game-based learning to comprehend English language as their second language.

Tivaraju and Yunus, Jamaluddin Badusah (2017) performed an action research using Kahoot game-based learning approach to examine the attitude and motivation of primary level students and their experiences in learning English. For this study, a group of participants from a remote school in southern Malaysia consisted of nine students were selected as the sampling. The end product of the questionnaires, interview and results of the game shown reported that learning through gamification platform stimulates students' motivation more productively, actively and interestingly to learn English as foreign language. They were able to passionately participate in the game-based learning, and efficaciously master the target language. In conclusion, the findings of the study also show that Kahoot has great positive effect on the students.

A study by Zarzycka-Piskorz (2016) meant to explore the impacts of particular game aspects on players, provides the motivational elements of game participation and explores what game aspects might be capable of increasing motivation to actively engage in learning grammar. The study's primary purpose is to determine and measure how the motivation of the students to learn and practice grammar increases, and how successful this learning style is. The findings reveal that gamification can be entertaining and enjoyable, and thus can affect participants' motivation. The finding shows the effectiveness of learning grammar is graded very high which is around 90%. This proves that although the subject may be challenging, the participants tend to be accessible and willing to learn using an online game.

A study conducted by Chiang (2020) aimed to discover the attitudes of Chinese students in an EFL class in Taiwan towards applying a mobile game-based learning app, Kahoot. There were no gender gaps in the views of students regarding using the app for English learning as a foreign language. Even though, a number of negative views were shared about Kahoot's use as a testing tool, most of participants conveyed positive attitudes towards Kahoot's application in the EFL reading class. Yet, the analysis has provided support for the hypothesis of the affective filter. Findings show that the students welcomed game-based learning because they believed that it benefited them in English language classroom particularly learning English as a foreign language.

Benhadj, Messaoudi and Nfissi (2019) conducted an empirical research study on incorporating game-based learning to education. The study explored the educational journey of the students, focusing on Kahoot, an online game developed around an answer structure for the students. The main objective of this research was to discover Kahoot potential effects in time to come learning experiences on participation, motivation, academic achievement and behaviours towards integrating technology. The study was carried out for ESL students in a public senior high school in Morocco involving 97 2nd year students. The research indicated that a significant percentage of learners overall were optimistic about the use of technology, especially Kahoot in class activities to learn English. The outcomes of the study are in agreement with those of Plump and LaRosa (2017) and Wang (2015), which concluded that gamification learning approach can drive forward the motivation, active participation and academic achievement of the students.

A study by Putri (2019) was conducted a quasi-experimental research using quantitative design to find out how effective Kahoot game is in improving students' vocabulary acquisition. 15 seventh grade students were selected as the subject of this research. The pre-test data result reported 74.45 mean scores for experimental group while 72.11 mean scores for the control group, which increased after treatment for both the groups. As for the post-test, experimental group obtained 86.81 mean score and the control group was 81.05. From the result, disparities in score can be seen clearly between the students taught using Kahoot Game and the students taught using conventional method. Hence, it can be concluded that Kahoot game is more effective than conventional method in improving the vocabulary acquisition among students.

DISCUSSION

Based on the studies reviewed, it is apparent that students' motivation in terms of gamification are at a greater extend for a challenging topic. Motivation and optimistic perspectives will bring out smart and intelligent individuals. One of the winning factors of learning for students is the motivation, in which the motivation has a strong association with the obligation of learning to grasp and accomplish the teacher's assigned task. When the learning is enjoyable, the students will be more influential in learning. Perhaps students would give up from something they have trouble finding. Effective teaching approach therefore needs to follow its characteristics; the appropriateness of the material with the contents of the lessons taught to guarantee that the contents of the lessons are explained clearly to the students. High quality teaching and learning tools not only effective, they also need to be entertaining and inspiring to help the students remain engaged with the process of learning. Thus, implementation of Kahoot as a teaching and learning tool really seemed to inspire the students where their motivational pillars became solid and strong.

CONCLUSION

Rapid technological advances may lead to competitive environment development, and this competitive development can be exploited with the assistance of a gamification approach in the education field. Games such as Kahoot is a great alternative for primary learners, in any field of study particularly in implementing and teaching English in an ESL classroom. Students are keen on using their gadgets and bringing ICT in learning and practicing English. These types of technology-based gadgets provide class-based enjoyment and positive vibes that tends to transform into motivation and enhanced meaningfulness. Motivation is an essential factor to consider, because students show a competitive spirit and cooperative learning (Malamed, 2012). These studies have been promising as they demonstrate the positive impact and increases motivation by playing Kahoot, and the fulfillment of the students is optimistic. In conclusion, gamification learning like Kahoot is reported to have a significant impact on students' motivation and attitude in learning English language particularly among non-native speakers. Engaging in game-based learning can benefit all levels of students.

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