

Students' Perception towards Learning Platform of Kahoot in English Learning at SMAN 1 Bangorejo High School

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Abstract

In today's digital era, technology enhances education by providing engaging learning experiences. Kahoot, a gamified learning platform, has shown promise in boosting student engagement and motivation, especially in ESL. This study explores SMAN 1 Bangorejo students' perceptions of Kahoot for English learning using a quantitative descriptive approach with a 19-statement questionnaire. Results show that most students view Kahoot positively: 41.7% strongly agree and 35.8% agree that Kahoot promotes lasting learning over traditional methods. Additionally, 61.7% find Kahoot more interesting, and 43.3% believe it improves academic success. Regarding effectiveness, 54.2% think it enhances collaborative learning, and 47.5% feel it improves lesson effectiveness. In terms of motivation, 48.3% appreciate its role in self-expression, and 46.7% are motivated by social media sharing. Active learning is noted by 54.2%, and 51.7% find timely questions exciting. The scoring system is favored by 49.2%, and 50% find it facilitates easy learning. Overall, SMAN 1 Bangorejo students perceive Kahoot as an interesting and effective tool for English learning, suggesting that game-based learning platforms can significantly improve engagement and outcomes in ESL education. The interactive nature of Kahoot helps maintain student interest and motivation during lessons. Additionally, its real-time feedback feature allows both students and teachers to identify areas needing improvement promptly

Keywords

English language teaching, Kahoot, Learning platform

1. INTRODUCTION

In today's growing educational scene, the objective of education extends beyond the acquisition of knowledge to the complete development of individuals. Education equips people with the skills and attitudes they need to succeed in an increasingly complicated society (Cakrawati, 2017). The advancement of technology has had a major effect on this development. These innovations have transformed traditional teaching methods and increased access to a wide range of educational resources (Collins, 2018). When students are in technology-enabled learning environments, they have an unequalled chance to engage with interactive material, collaborate internationally, and adapt their learning experiences to meet

individual needs.

Globalization and the growing popularity of information technology have contributed to these transitions, allowing educators to leverage digital tools like Kahoot to improve educational approaches, particularly in the field of language learning (Iwamoto et al., 2017). Kahoot is a gamified learning platform that has grown in popularity due to its ability to engage students through interactive quizzes, conversations, and evaluations that encourage learning that is both successful and enjoyable (Mansur et al., 2019).

Among the different ways of teaching English to speakers of other languages (ESL), Kahoot stands out for its variety as well as its impact on students' levels of engagement and motivation (Licorish et al. 2018). The platform's collaborative features encourage students from various linguistic backgrounds to collaborate and learn from one another, while the interactive quizzes are intended to foster active participation and information retention (Licorish et al., 2018). According to Wahyuni et al. (2023), instructors may modify Kahoot quizzes to emphasize certain language competencies, such as vocabulary development and word pronunciation accuracy. This allows them to accommodate the diverse levels of proficiency that ESL students possess.

Furthermore, Kahoot's gamification features, such as incentives and leaderboards, motivate students to aim for academic success and foster a competitive yet encouraging learning environment (Wahyuni et al., 2023). According to Wahyuni et al. (2023), the platform's accessibility across several platforms ensures that English as a Second Language (ESL) students can interact with it seamlessly, regardless of whether they are in a traditional classroom setting or a remote learning environment. This helps to greater educational equity and inclusion.

Despite the fact that Kahoot is widely utilized and valuable to education, more research is needed to understand how students interpret Kahoot, particularly in English as a Second Language (ESL) settings (Hou, 2018). To optimize the platform's integration into educational practices, it is critical to assess how students perceive its usability, efficacy, and relevance to their language learning objectives (Pratolo & Lofti, 2021). The goal of this study, by investigating various viewpoints, is to provide useful insights into Kahoot's strengths, highlight potential areas for improvement, and inform approaches for improving technology-enhanced language learning in a range of educational contexts.

In conclusion, Kahoot is a game-changing technology in English as a Second Language (ESL) education. It uses gamified learning experiences to boost student engagement, teamwork, and language skills. Educators and academics may maximize the potential of Kahoot by exploring students' perspectives on the site. This will enable them to create dynamic and effective learning environments, preparing students for success in a linked global society.

By examining students' perceptions, this research aims to provide valuable insights into Kahoot's strengths, limitations, and potential areas for improvement in

English language education. This study seeks to investigate how engaging students find Kahoot as a learning platform, its effectiveness in enhancing student motivation and participation in English language learning, and students' attitudes, beliefs, preferences, and experiences regarding Kahoot's usability, engagement, and impact on learning outcomes.

2. METHOD

This study investigated students' impressions of Kahoot as a learning tool in English language instruction using a descriptive quantitative method. Creswell (2016) defines quantitative research as the methodical gathering of numerical data and statistical analysis of it, therefore fit for properly addressing the research subject. Designed as survey research, a generally favored technique in non-experimental studies for its simplicity and adaptability (Ponto, 2015), this study aimed to investigate students at SMA 1 Bangorejo's opinions about Kahoot as a learning tool. About 900 students from SMA 1 Bangorejo made up the population for this study; a sample size of 120 students was chosen by simple random sampling from 11 IPA 1, 11 IPA 2, 11 IPA 3, and 11 IPS 1 courses. Online using Google Forms, research tools consisted in a questionnaire modified from other studies (Bicen & Kocakoyun, 2018; Fatimah, 2021). Microsoft Excel was used to score responses and compute averages from the gathered data, therefore enabling a comprehensive analysis of students' opinions in all spheres including interest, effectiveness, motivation, active engagement, scoring system, and enjoyment.

3. RESULT AND DISCUSSION

3.1 Results

This study aimed to investigate students' perceptions of Kahoot as a learning tool through a quantitative descriptive approach. A questionnaire comprising 19 statements across six dimensions—Interest (4 items), Effectiveness (2 items), Motivation (4 items), Active Participation (4 items), Scoring System (1 item), and Enjoyment (3 items)—was employed. Participants included 120 students from SMAN 1 Bangorejo, selected through simple random sampling. They provided responses on a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Data analysis involved calculating averages and percentages for each dimension to assess students' perspectives comprehensively and categorically.

Table 1. “Interest” Dimension on Using Kahoot as Learning Media

Statement	SA	A	N	D	SD
Lessons performed with Kahoot enable permanent learning compared to learning memory in traditional classroom environments	41,7%	35,8%	15%	5,8%	1,7%
Kahoot improves success	43,3%	44,2%	7,5%	4,2%	0,8%
Activities created using Kahoot are more interesting	61,7%	25,8%	6,7%	3,3%	2,5%

The questionnaire's first dimension focused on students' interest in using Kahoot, aiming to gauge their perception of its engagement as a learning platform. A significant majority, comprising 41.7% (50 students) who strongly agreed and

35.8% (43 students) who agreed, expressed that Kahoot-based lessons fostered more enduring learning compared to traditional classroom methods. This suggests that many students believe Kahoot enhances their ability to retain information more effectively. Conversely, a small percentage of students perceived little difference; 15% (18 students) were neutral, 5.8% (7 students) disagreed, and 1.7% (2 students) strongly disagreed. Similarly, Kahoot was widely recognized as a tool that improves academic performance, with 43.3% (52 students) highly agreeing and 44.2% (53 students) agreeing that Kahoot enhances their academic achievement. This high level of agreement underscores students' confidence in Kahoot's capacity to aid in academic success. Conversely, only 0.8% (1 student) strongly disagreed, 4.2% (5 students) disagreed, and 7.5% (9 students) were neutral. Furthermore, the survey revealed that Kahoot-based activities were highly engaging, as indicated by 61.7% (74 students) strongly agreeing and 25.8% (31 students) agreeing that these activities were captivating. This enthusiasm for Kahoot's interactive exercises highlights its effectiveness in sustaining student interest and motivation in the learning process, contrasting with the minority who found conventional methods more engaging—6.7% (8 students) were neutral, 3.3% (4 students) disagreed, and 2.5% (3 students) strongly disagreed.

Students' Perception on Kahoot as an Effective Learning Platform

Table 2. "Effective" Dimension of Using Kahoot as Learning Media

Statement	SA	A	N	D	SD
Using Kahoot makes for more effective collaborative learning	54,2 %	30%	7,5%	5,8%	2,5%
Kahoot increases the effectiveness of the lessons	47,5 %	37,5%	8,3%	5%	1,7%

The second dimension of the questionnaire focused on assessing Kahoot's utility as a learning platform, gauging students' perceptions of its impact on enhancing the learning experience. Regarding collaborative learning, a substantial majority—54.2% (65 students) strongly agreed and 30% (36 students) agreed—highlighted Kahoot's effectiveness in fostering collaborative efforts, totaling 101 students who found it beneficial. This underscores Kahoot's interactive nature in creating a more effective group learning environment compared to traditional methods, with only a small minority expressing disagreement or neutrality. Similarly, on the statement about Kahoot improving lesson effectiveness, 47.5% (57 students) strongly agreed and 37.5% (45 students) agreed, totaling 102 students affirming its role in enhancing instructional quality. Fewer students were neutral or disagreed, emphasizing Kahoot's perceived value in making learning more efficient and impactful. Overall, these findings underscore SMAN 1 Bangorejo students' positive perception of Kahoot as a valuable tool for improving both collaborative and instructional aspects of learning, suggesting its potential to enhance educational outcomes through its integration into the curriculum.

Students' Perception on Kahoot to Increase their Motivation in Learning

Table 3. “Motivation” Dimension of Using Kahoot as Learning Media

Statement	SA	A	N	D	SD
Kahoot allows for comfortable self-expression	48,3%	35,8%	7,5%	5%	3,3%
Using Kahoot in education increases student motivation	48,3%	35,8%	7,5%	5%	3,3%
Sharing activities via social media increase motivation	46,7%	36,7%	10%	4,2%	2,5%
The use of Kahoot in the classroom encourages learners	44,2%	31,7%	15%	5,8%	3,3%

One dimension of the questionnaire focused on assessing whether Kahoot enhances student motivation in learning, comprising four specific statements. The first statement, "Kahoot allows for comfortable self-expression," garnered strong positive feedback, with 48.3% (58 students) strongly agreeing and 35.8% (43 students) agreeing, totaling 101 students who felt Kahoot enabled comfortable self-expression. A minority—7.5% (9 students) were neutral, 5% (6 students) disagreed, and 3.3% (4 students) strongly disagreed. Similarly, the second statement, "Using Kahoot in education increases student motivation," saw 48.3% (58 students) strongly agreeing and 35.8% (43 students) agreeing, with 101 students perceiving Kahoot as a motivational tool. Results for the third statement, "Sharing activities via social media increases motivation," showed 46.7% (56 students) strongly agreeing and 36.7% (44 students) agreeing, indicating 100 students found social media sharing motivating. Conversely, 10% (12 students) were neutral, 4.2% (5 students) disagreed, and 2.5% (3 students) strongly disagreed. Lastly, the fourth statement, "The use of Kahoot in the classroom encourages learners," received positive feedback as well, with 44.2% (53 students) strongly agreeing and 31.7% (38 students) agreeing, totaling 91 students. However, 15% (18 students) were neutral, 5.8% (7 students) disagreed, and 3.3% (4 students) strongly disagreed. Overall, these responses from students at SMAN 1 Bangorejo suggest that Kahoot significantly enhances motivation in learning, promoting comfortable self-expression, increasing overall motivation, and encouraging learner engagement, particularly when integrated with social media. These findings underscore Kahoot's potential to boost student motivation and engagement in educational settings.

Students' Perception on Kahoot to Increase Students' Active Participation

Table 4. “Active Participation” Dimension of Using Kahoot as Learning Media

Statement	SA	A	N	D	SD
Kahoot enable active learning	54,2%	27,5 %	9,2%	5,8%	3,3%
Questionnaire techniques in the activities performed by Kahoot provided the students with different perspectives	49,2%	27,5 %	14,2 %	5,8%	3,3%
Kahoot improves the rapid-thinking abilities of students	54,2%	29,2 %	10,8 %	3,3%	2,5%
Kahoot provides permanent learning in classroom activities	35%	29,2 %	23,3 %	10.80 %	1,7%

Timely questions in Kahoot activities increase student excitement	51,7%	34,2 %	7,5%	5%	1,7%
Kahoot gives students the opportunity to deliver richer content	44,2%	33,3 %	16,7 %	2,5%	3,3%

Another dimension of the questionnaire focused on Kahoot's impact on increasing students' active participation in the learning process, encompassing six statements. The first statement, "Kahoot enables active learning," received strong positive feedback, with 54.2% (65 students) strongly agreeing and 27.5% (33 students) agreeing, indicating that 98 students perceived Kahoot as promoting active learning. A small minority—9.2% (11 students) were neutral, 5.8% (7 students) disagreed, and 3.3% (4 students) strongly disagreed, suggesting varying perceptions on this aspect. The second statement, "Questionnaire techniques in Kahoot activities provided students with different perspectives," also received positive responses, with 49.2% (59 students) strongly agreeing and 27.5% (33 students) agreeing, totaling 92 students who found Kahoot's questionnaire techniques beneficial for gaining varied perspectives. Moderate levels of neutrality and minimal disagreement—14.2% (17 students) neutral, 5.8% (7 students) disagreed, and 3.3% (4 students) strongly disagreed—were observed.

Regarding the third statement, "Kahoot improves students' rapid-thinking abilities," 54.2% (65 students) strongly agreed and 29.2% (35 students) agreed, with 100 students acknowledging improvement in their rapid-thinking skills due to Kahoot. A smaller percentage—10.8% (13 students) were neutral, 3.3% (4 students) disagreed, and 2.5% (3 students) strongly disagreed. The fourth statement, "Kahoot provides lasting learning in classroom activities," received varied responses, with 35% (42 students) strongly agreeing and 29.2% (35 students) agreeing, indicating 77 students felt Kahoot contributed to enduring learning. Higher levels of neutrality—23.3% (28 students), and some disagreement—10.8% (13 students) disagreed, and 1.7% (2 students) strongly disagreed—were noted compared to other statements. The fifth statement, "Timely questions in Kahoot activities increase student excitement," garnered strong positive responses, with 51.7% (62 students) strongly agreeing and 34.2% (41 students) agreeing, suggesting 103 students found the timing of questions in Kahoot engaging. Minor percentages—7.5% (9 students) were neutral, 5% (6 students) disagreed, and 1.7% (2 students) strongly disagreed.

Lastly, "Kahoot gives students the opportunity to present richer content," received favorable responses, with 44.2% (53 students) strongly agreeing and 33.3% (40 students) agreeing, indicating 93 students believed Kahoot allowed for richer content delivery. Neutral responses were 16.7% (20 students), while disagreement was minimal—2.5% (3 students) disagreed, and 3.3% (4 students) strongly disagreed. Overall, responses from students at SMAN 1 Bangorejo indicate that Kahoot significantly enhances active participation in learning. Positive feedback underscores Kahoot's role in enabling active learning, offering varied perspectives, improving rapid-thinking abilities, fostering lasting learning, exciting students with timely questions, and facilitating richer content delivery. These

findings suggest that integrating Kahoot into educational practices can effectively enhance student engagement and participation in classroom activities.

Students' Perception on Kahoot's Scoring System

Table 5. “Scoring System” Dimension of Using Kahoot as Learning Media

Statement	SA	A	N	D	SD
The scoring system of Kahoot increases the ambition of students to be a top-five scorer	49,2%	27,5%	14,2%	5,8%	3,3%

Nearly half of the students, 59 (49.2%), strongly believe that Kahoot's scoring system motivates them to strive for a spot among the top five scorers, indicating its effectiveness in encouraging competitive participation. Another 33 students (27.5%) agree with this sentiment, further affirming the positive impact of Kahoot's scoring mechanism on student ambition. However, a notable proportion of students, 17 (14.2%), express neutrality towards the statement, suggesting a lack of strong opinion about how the scoring system influences their motivation. In contrast, a minority of students, 7 (5.8%) disagree and 4 (3.3%) strongly disagree, believing that the scoring method has minimal impact on their desire to achieve high scores. Overall, these findings highlight that while Kahoot's scoring system significantly motivates a substantial number of students to compete for top positions on the leaderboard, there are varying degrees of response among students, indicating room for further exploration of individual motivations and preferences in educational gaming environments.

Students' Perception on Kahoot's Impact on Enjoyment During Learning

Table 6. “Enjoyment” Dimension of Using Kahoot as Learning Media

Statement	SA	A	N	D	SD
The active use of Kahoot builds student courage to participate in activities	49,2%	34,2 %	7,5%	5%	4,2%
Activities performed using the Kahoot application allow for easy learning of the topic	50%	36%	7,5%	2,5%	3,3%
The color harmony of the buttons in the application is remarkable	48,3%	32,5 %	12,5%	3,3%	3,3%

Nearly half of the students, 59 (49.2%), believe that active participation in Kahoot activities increases their willingness to engage in classroom activities, demonstrating the platform's effectiveness in motivating students to actively participate in learning exercises and fostering an engaged classroom environment. Additionally, 41 students (34.2%) agreed with this statement, demonstrating Kahoot's beneficial impact on student participation. However, 9 students (7.5%)

reported indifference about the statement, demonstrating conflicting sentiments regarding Kahoot's impact on their involvement. Similarly, 6 students (5%) disagreed, and 5 students (4.2%) strongly disagreed with the assumption, indicating that not all students believe Kahoot is equally good at increasing participation confidence.

On another note, half of the students, or 60 (50%), agree that using Kahoot makes it simpler to understand the subject matter. This substantial agreement demonstrates Kahoot's achievement in making learning exciting and accessible to students. Furthermore, 43 students (36%) agreed with this statement, supporting the notion that Kahoot improves learning by reducing complicated concepts. A small percentage of students, 9 (7.5%), were neutral on this statement, with only 3 (2.5%) disagreeing and 4 (3.3%) strongly disagreeing, demonstrating that Kahoot's impact on encouraging learning is typically well-received by students. These findings imply that Kahoot not only increases active learning and student engagement, but also significantly improves students' comprehension and retention of educational content, which is consistent with its position as a useful educational tool in classroom settings.

3.2 Discussion

Thorough research of students' perceptions of Kahoot as a learning platform reveals that Kahoot has a strong appeal and perceived effectiveness across several dimensions of educational engagement. The findings demonstrate Kahoot's ability to enhance learning outcomes while also fostering a more participatory and engaging classroom environment.

In terms of interest and engagement, students say Kahoot is a more effective long-term learning tool than traditional classroom techniques. The majority of students believed that Kahoot-based classes improve subject retention and comprehension, showing a shift toward more effective teaching methods. Previous studies by Pertegal-Felices et al. (2020) and Martínez-Jiménez et al. (2021) indicated that introducing Kahoot into classroom activities improved academic attainment and student engagement.

Furthermore, students believe Kahoot is useful for encouraging collaborative learning experiences and instructional efficacy. Kahoot's interactive nature encourages active participation while also presenting diverse perspectives through questioning techniques. This is congruent with the findings of Toma et al. (2021) and Kohnke & Moorhouse (2021), who discovered that gamified learning platforms like Kahoot can increase collaborative learning dynamics and make classes more engaging and impactful.

In terms of motivation and enjoyment, students regard Kahoot as a platform that stimulates active participation in educational events. The ability to openly express oneself and share activities on social media is viewed as a significant motivator. These findings are consistent with prior study by Pertegal-Felices et al. (2020) and Tao & Zou (2023), who emphasized Kahoot's role in enhancing student

motivation and improving overall learning effectiveness.

Furthermore, Kahoot's scoring system serves as a powerful motivator for children, motivating them to strive for higher scores and creating a competitive spirit that boosts academic success. This factor is consistent with Figuccio and Johnston's (2022) findings, which reveal a positive relationship between Kahoot scores and student academic performance.

Furthermore, students prefer Kahoot's simple interface and visually appealing design, which make studying more enjoyable. Kahoot's color harmony and interactive capabilities are particularly famous for their ability to clarify complex topics and increase student engagement during classes. Cadet (2023) offers research that supports these points of view by emphasizing the relevance of visual aesthetics in learning processes.

In conclusion, the link between student views and empirical study proves Kahoot's efficacy as a teaching tool. Kahoot improves learning outcomes by enhancing student involvement, teamwork, motivation, and enjoyment of learning. It also promotes a positive and supportive school climate. Integrating game-based learning platforms like Kahoot into educational practices has the potential to transform traditional teaching methods into dynamic and interactive learning experiences that cater to the needs and preferences of a diverse student body.

4. CONCLUSION

Overall, this study examined how students at SMAN 1 Bangorejo utilized Kahoot as a learning platform for English, with 84.14% of the 120 students expressing a positive attitude towards it. The findings reveal valuable insights into students' perceptions of Kahoot across various educational domains. Firstly, Kahoot is widely acknowledged as a valuable tool for enhancing student participation and fostering teamwork in the classroom. Students appreciated its ability to facilitate collaborative learning environments and improve teaching effectiveness. Secondly, Kahoot emerged as a motivational tool that significantly boosts student interest and engagement in English learning activities. Students valued Kahoot's gamified features, such as leaderboards and rewards, which motivated them to actively participate and strive for higher achievements. Additionally, the integration of social media and the interactive nature of Kahoot were perceived positively for promoting comfortable self-expression and increasing overall participation. Moreover, students found Kahoot enjoyable due to its interactive quizzes and visually appealing interfaces, aligning with its goal of enhancing student learning by fostering active engagement and facilitating easier topic acquisition.

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