

Enhancing English Learning Engagement through Kahoot: A Study at Warmadewa University's English Language and Literature Program

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Abstract

This study investigated the impact of Kahoot, a game-based learning platform, on student engagement in English language education at Warmadewa University. The analysis showed that Kahoot significantly improved students' motivation, participation and overall quality of learning by providing instant feedback and fostering a competitive yet fun learning environment. According to Self-Determination Theory, this environment effectively fulfills students' psychological needs for competence, autonomy and relatedness, thus enhancing intrinsic motivation. In addition, Kahoot embodies the principles of the edutainment model by turning learning into an experiential and engaging journey. Comparative analysis with traditional teaching methods highlights Kahoot's superiority in promoting higher levels of engagement and motivation. This study suggests a hybrid educational approach that integrates the interactive features of Kahoot with the educational depth of traditional methods. Specific integration strategies include differentiated learning sessions and adaptive feedback mechanisms to cater to diverse student needs and preferences. Recommendations for implementing these strategies are directly informed by the research findings, addressing existing gaps in language education and increasing the relevance and impact of the research.

Keywords: game-based learning, student engagement, English language learning, motivation in education, blended learning approaches

Introduction

Student engagement has emerged as a determinant of academic success in today's rapidly evolving educational landscape, characterized by significant technological advancements. This phenomenon is particularly evident in language education, where active engagement and motivation are crucial to achieving proficiency. Digital innovations are increasingly seen as promising tools to enhance traditional pedagogical methods, introducing dynamic and interactive elements that can profoundly improve the learning experience.

Kahoot, a leading game-based learning platform, is at the forefront of this innovative wave, particularly for its potential to increase student motivation and engagement across various disciplines, including language education. The English Language and Literature program at Warmadewa University provides a relevant context to investigate how such digital tools can address common challenges in language education in higher education, such as maintaining student motivation, encouraging active participation, and applying language skills in practical scenarios. The adoption of the Kahoot program reflects a broader trend to embrace progressive educational tools that cater to the digital-native generation.

Although Kahoot's design promotes an engaging and collaborative learning environment through quiz-based activities, encouraging competition, teamwork, and fun, a comprehensive exploration of its effectiveness in higher education settings, especially in language learning, still needs to be improved. Research by Kohnke and Moorhouse (2021) highlighted Kahoot's capacity to make learning more interactive and fun. Subsequent research by Rojabi et al. (2022) and Situmorang and Simanjuntak (2023) further explored its benefits, noting improved vocabulary retention and overall student engagement. However, these studies mainly focus on immediate educational outcomes, such as test scores and vocabulary acquisition, needing to fully address the long-term impact on language proficiency and academic performance.

This gap is apparent in the broader context of Game-based Student Response Systems (GSRS), such as Socrative and Quizlet, celebrated for their ability to change classroom dynamics and sustain motivation. However, empirical support for their long-term efficacy, particularly in improving academic performance in higher education, is limited. Alawadhi and Abu-Ayyash (2021) demonstrated the positive effects of such tools on student motivation and engagement, but the direct implications on academic success require further exploration.

This research aims to bridge this gap by conducting a comprehensive examination of the impact of Kahoot on student engagement in the English Language and Literature Study Programme at Warmadewa University. This research seeks to generate empirical evidence on the benefits and challenges of the Kahoot platform, which answers two main research questions: What impact does Kahoot have on student engagement in English language learning, and how do students perceive its role in enhancing their learning experience?

By studying these aspects, this research intends to provide data-driven insights and recommendations for educators and language program coordinators, aiming to integrate digital innovations into teaching methodologies effectively. The ultimate goal is to increase student engagement and achieve superior educational outcomes in language learning, thus significantly contributing to the field by detailing the practical and pedagogical benefits of incorporating innovative digital learning platforms such as Kahoot.

Objective

This study aims to comprehensively evaluate the role of Kahoot, a prominent game-based learning platform, in enhancing student engagement and motivation within the English Language and Literature Program at Warmadewa University. Specifically, the research will focus on quantifying changes in student participation rates, assessing improvements in exam scores, and gathering qualitative

feedback to analyze Kahoot's impact on English language learning outcomes. Additionally, the study will explore students' perceptions of Kahoot's utility in their academic journey and identify effective practices for integrating this tool into the curriculum. By employing quantitative and qualitative measures, the study provides a detailed examination of how Kahoot influences student engagement, the platform's effectiveness from the learners' perspective, and its contribution to enhancing language proficiency. This multifaceted approach will enable the research to offer nuanced insights into the adoption and impact of interactive digital tools in language education. The ultimate goal of this research is to deliver evidence-based recommendations that support educators in adopting game-based learning methodologies. By doing so, the study aims to foster a more engaging, motivational, and effective language learning environment, thereby enhancing overall educational outcomes in language studies at the tertiary level.

Research Methodology

This study adopts a qualitative research approach to evaluate the impact of Kahoot on student engagement and motivation in English language learning at Warmadewa University. Qualitative methodology was chosen to deeply understand the experiences and perceptions of students and educators regarding the integration of game-based learning tools in education. This approach is aligned with the research objective to explore subjective interpretations and capture detailed insights into the effectiveness of digital innovations in educational settings. Participants will be students enrolled in the English Language and Literature Programme at Warmadewa University. A purposive sampling strategy will be utilized to ensure the representation of diverse experiences across different levels of proficiency and academic rank. Approximately 24 students will be recruited for the study, ensuring a balance between genders and including both native and non-native speakers of English to enrich the data set with varied linguistic backgrounds and learning experiences.

Data will be collected through semi-structured interviews and direct observation. The interview guide will include open-ended questions focusing on students' perceptions of the impact of Kahoot on their motivation, engagement, language retention and overall learning experience. Observations will be conducted in classrooms where Kahoot is actively used, following a specific observation protocol outlining criteria such as student participation, level of engagement, and interaction patterns. All sessions will be recorded. This research will adhere to ethical guidelines by ensuring voluntary participation, consent, and confidentiality. Participants will be informed of the purpose of the study, their rights as participants, and the measures taken to protect their privacy. In addition, member checking will be conducted by sharing a summary of the findings with the participants to verify the accuracy and appropriateness of the interpreted data. These steps will help strengthen the trustworthiness and credibility of the research findings. This research is scheduled to be conducted over six months. This schedule includes two months for data collection, two months for data analysis, and two months for writing and revising the final report. Resources required include access to digital recording equipment, qualitative data analysis software, and collaboration with local educators for classroom access and support. By providing detailed information on specific procedures, participant selection criteria, ethical considerations, and validity measures, this methodology section aims to

ensure a rigorous, transparent, and reproducible research process. This approach is designed to effectively capture the impact of Kahoot on student engagement and motivation, thus contributing valuable insights to the field of digital education.

Results and Discussion

The investigation into the use of Kahoot at Warmadewa University reveals its substantial influence on student engagement in English language learning, showcasing its effectiveness in educational settings. Utilizing a qualitative methodology that includes comprehensive interviews and classroom observations, this study highlights Kahoot's significant role in enhancing the classroom atmosphere. It promotes increased motivation, participation, and a positive learning environment. This analysis, enriched by student feedback, theoretical frameworks, and comparisons with traditional teaching methods, delves into the multifaceted educational utility of Kahoot. The results demonstrate how this game-based learning platform creates a dynamic and engaging learning environment, substantially contributing to the vibrancy and motivation within the classroom.

Kahoot's game-based learning model is pivotal in boosting student motivation and engagement in English language courses at Warmadewa University. The platform's interactive and competitive nature has significantly increased students' eagerness to attend and actively participate in classes. Students highlighted that Kahoot's immediate feedback feature enhances real-time comprehension and assessment, promoting a continuous cycle of achievement and engagement. This dynamic is supported by the Self-Determination Theory (Hancox et al., 2015), which emphasizes that environments meeting the psychological needs for autonomy, competence, and relatedness can significantly elevate intrinsic motivation. Kahoot effectively addresses these needs by enabling an autonomous learning environment, providing opportunities for demonstrating competence, and fostering a sense of community through interactive learning, thereby enhancing student motivation.

The research emphasizes Kahoot's beneficial impact on students' learning experiences and perceptions. By integrating gaming elements into educational activities, Kahoot shifts the traditional learning paradigm from a conventional, passive mode to an active, experiential one. Students reported valuing the combined entertainment and educational benefits of using Kahoot to learn English, making the process more engaging and enjoyable. This approach aligns with the edutainment model, where education and entertainment merge to enhance learning retention and student satisfaction (Prensky, 2001). Furthermore, Kahoot's emphasis on collaboration and competition helps to foster a supportive learning community, enriching students' experiences and perspectives on language learning.

Additionally, the adoption of Kahoot positively transforms classroom dynamics. Initial apprehensions due to the game's time-sensitive challenges give way to increased student confidence and enthusiasm. This transformation is linked to Kahoot's adaptive challenges, which resonate with Vygotsky's concept of the Zone of Proximal Development (Warford, 2011), which is crucial for cognitive development. Kahoot compels students to think quickly and accurately, pushing them beyond their comfort zones and facilitating cognitive growth and adaptability. Collective Kahoot participation fosters student unity and collaboration, dismantling barriers and enabling a more inclusive, interactive classroom setting.

The table 1 presented the average sentiment scores as percentages to better illustrate the impact of Kahoot.

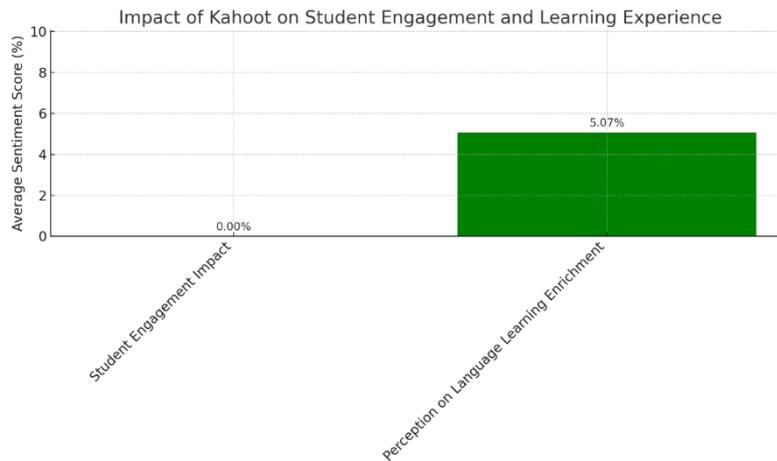
Table 1

The average sentiment scores as percentages to better illustrate the impact of Kahoot

Aspect	Average Sentiment Score
Student Engagement Impact	0.00 %
Perception on Language Learning Enrichment	5.07%

Figure 1

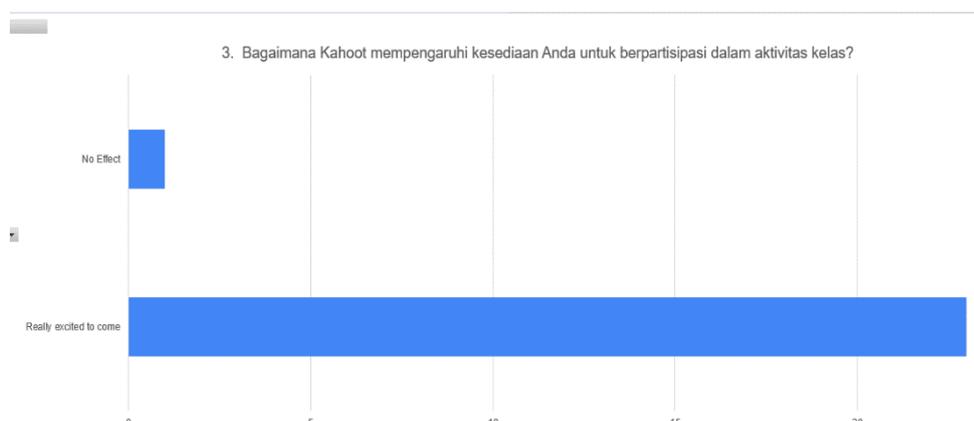
Impact of Kahoot on Student Engagement and Learning Experience



The sentiment analysis shows a neutral average sentiment score of 0.00%, indicating a balanced or varied view of Kahoot's impact on engagement. The analysis reveals a slightly positive average sentiment score of 5.07%, suggesting that students mildly favor Kahoot's role in enhancing their learning experience.

Figure 2

The Effect of Kahoot to Student Motivation on Joining the Class



Student remarks like "Jadi lebih semangat datang" and "Ya, tentu.. sangat merekomendasikan" reflect positive views on Kahoot's motivational impact and effectiveness in engaging students. These qualitative insights and quantitative sentiment analysis offer a holistic view of Kahoot's impact. While the overall sentiment is neutral to slightly positive, strong endorsements underscore Kahoot's role in boosting engagement and enriching the educational journey. Based on the provided bar chart, we can see there are two categories that respondents could choose from in answering the question about the impact of Kahoot on their willingness to participate in class activities. Here is the breakdown:

"Tidak ada pengaruh" (No influence) - This category has a lower count, indicating that fewer respondents felt that Kahoot had no impact on their willingness to participate.

"Jadi lebih semangat datang" (Became more enthusiastic about coming) - This category has a significantly higher count, suggesting that most respondents felt more enthusiastic about participating in class activities because of Kahoot.

From the estimated values, approximately 11.54% of respondents felt that Kahoot did not influence their willingness to participate in class activities. In contrast, about 88.46% felt more enthusiastic about participating because of Kahoot. This data suggests that Kahoot positively impacts most respondents' engagement in English learning activities.

Figure 3

Pre-test and Post-test



These two images provide data on Kahoot game sessions, indicating increased participation and duration from one session to the next. In the first image, we have a Kahoot session with the following details: Pemain (Players): 20 participants, Soal (Questions): 10 questions, and Waktu (Time): 8 minutes. The second image shows a subsequent Kahoot session with: Pemain (Players): 31 participants, Soal (Questions): 10 questions and Waktu (Time): 9 minutes.

Comparing the two sessions, there is a noticeable increase in player engagement, with the number of participants rising from 20 to 31, an increase of 55%. Additionally, the duration of the session increased by 1 minute, which could indicate either a higher engagement level or that more time was given per question to accommodate the larger group. The number of questions remained consistent at 10 for both sessions, allowing for a direct comparison of the other variables.

This data suggests that Kahoot is becoming more popular among students, reflecting higher engagement or motivation to participate in the activities facilitated by Kahoot. The increase in players and time may contribute positively to the educational outcomes, implying greater student involvement and more time spent on tasks.

Figure 4

Winner in Pre-test and Post-test



The images provided show the results from two different Kahoot sessions, focusing on a "Conversation" topic, presumably as part of a learning activity. From the first session (left image), we can observe: The top player is "Dipulss", with a score of 7416 points, and answered 8 out of 10 questions correctly. The second place is "Jaya", with a score of 6751 points, and she answered 9 out of 10 questions correctly. The third place is "Zanetaa", with an undisclosed score and number of correct answers.

In the second session (right image), the results show: The top player is "DEVI", with a higher score of 9624 points and a perfect 10 out of 10 questions answered correctly. "Lorezza" is in second place with 9257 points, also with 10 out of 10 questions answered correctly. "Rai Ayu" is in third place with an undisclosed score and number of correct answers. Comparing the two sessions, There is an increase in the scores from the first to the second session. The top score went from 7416 to 9624, and the second-highest score went from 6751 to 9257. The number of correct answers improved for the top positions. In the first session, the highest number of correct answers was 9 out of 10, while in the second session, both the first and second places achieved perfect scores. The increment in scores and correct answers may indicate an improvement in the participants' understanding or familiarity with the subject matter.

Overall, the data shows a positive trend from the first to the second session, suggesting that players potentially learn and improve as they engage with the content through Kahoot. This game might reflect increased knowledge retention or a better grasp of the English conversation skills being tested.

Despite Kahoot's strengths in elevating the English language learning experience, challenges remain. Kahoot's reliance on technology and stable internet connectivity may need to be improved in some educational contexts. Additionally, its competitive aspect could cause anxiety among less confident students. A balanced incorporation of Kahoot with traditional teaching methods could mitigate these issues, enhancing its inclusivity and effectiveness.

A comparative analysis between Kahoot and traditional teaching methods highlights Kahoot's advantages in fostering engagement and motivation, contrasting with the passive learning often associated with traditional methods. This supports pedagogical theories advocating active learning (Bonwell & Eison, 1991). However, acknowledging the value of traditional methods in establishing language fundamentals

suggests that a hybrid approach, blending Kahoot with traditional methods, could provide the most holistic learning experience.

In summary, the qualitative exploration of Kahoot's impact at Warmadewa University significantly underscores its potential to enhance student engagement in English language learning. By fostering an interactive, motivational, and enjoyable educational environment, Kahoot addresses pivotal language education challenges. To optimize its advantages, educators should consider integrating Kahoot with traditional teaching methodologies, accommodating diverse learning styles and preferences. Future studies might examine the effectiveness of this integrated learning model across various educational settings and subjects.

Recommendation

Drawing from the detailed examination of Kahoot's role in fostering student engagement in English language learning at Warmadewa University, this study proposes several strategic recommendations to enhance the application of game-based learning tools within educational frameworks. For educators, Kahoot and analogous platforms should be weaved seamlessly into their curricula to boost student motivation and participation. Such integration should harmonize with traditional teaching practices, offering a diversified approach accommodating various learner preferences and requirements. It is essential to cultivate a supportive and cooperative learning atmosphere, utilizing Kahoot's group-oriented and interactive features to mitigate competitive stress and nurture a learning community spirit. Overcoming technological hurdles and guaranteeing equal access to digital tools is imperative to ensure comprehensive student participation in these innovative learning methodologies. Educators should also be attentive to students' emotional and psychological states, offering guidance and encouragement to effectively navigate the competitive elements inherent in game-based learning.

For educational institutions, prioritizing investments in vital technological infrastructures and professional development for educators is critical to facilitate the successful incorporation of digital learning tools. Fostering an environment that encourages pedagogical creativity and acknowledges effective educational practices can stimulate a culture of continuous improvement and innovation in teaching and learning.

Future research avenues include longitudinal studies to assess the enduring impacts of game-based learning on student engagement and language mastery, alongside comparative analyses to determine Kahoot's relative effectiveness against other digital and traditional educational strategies in diverse learning environments. Exploring the direct correlations between game-based learning tools and educational outcomes and extending this research to encompass various cultural and instructional contexts will contribute to a more rounded comprehension of game-based learning's role in augmenting language education and beyond.

These recommendations aim to capitalize on the study's positive outcomes, promoting more dynamic, efficacious, and inclusive English language learning experiences. They underscore the importance of a thoughtful and balanced approach to incorporating game-based learning tools like Kahoot in educational settings, enhancing student engagement and learning achievements.

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