

ENHANCING GRAMMAR LEARNING: IMPLEMENTING KAHOOT AS AN EVALUATION TOOL IN INDONESIAN HIGH SCHOOLS

Siti Khadijah Barus

English Education Department Study Program, Faculty of Tarbiyah and Teachery, Universitas Islam Negeri Sumatera Utara, Indonesia

E-mail: siti0304202099@uinsu.ac.id

Maryati Salmiah

English Education Department Study Program, Faculty of Tarbiyah and Teachery, Universitas Islam Negeri Sumatera Utara, Indonesia

E-mail: maryatisalmiah@uinsu.ac.id

APA Citation: Barus, S. K., & Salmiah, M. (2024). Enhancing grammar learning: Implementing Kahoot as an evaluation tool in Indonesian high schools. *Indonesian EFL Journal*, 10(2), 233-240. <https://doi.org/10.25134/ieflj.v10i2.9773>

Received: 19-03-2024

Accepted: 23-05-2024

Published: 30-07-2024

Abstract: This study explores the implementation of Kahoot as an evaluation tool to enhance grammar learning, identify its benefits and challenges, and assess student responses. Using a qualitative case study design, data were collected through classroom observations, interviews, and questionnaires involving an English teacher and 27 high school students in Medan. Thematic analysis revealed that Kahoot effectively improves grammar understanding, increases student motivation and interaction, and is user-friendly. Despite some technical challenges, the majority of students responded positively. The study recommends broader adoption of Kahoot in educational settings to enrich the learning experience.

Keywords: *Evaluation; implementation; Kahoot; teaching English grammar.*

INTRODUCTION

Teaching English grammar is essential for developing the four core language skills: speaking, listening, reading, and writing (Chang, 2011). However, teaching grammar presents challenges, including selecting appropriate methods and evaluation tools (Andriani et al., 2021). Traditional evaluation methods often induce anxiety and fail to engage students effectively (Salmiah & Fitriyani, 2022).

Providing the best methods and tools for English grammar evaluation is one way to address this issue. Evaluation in teaching English grammar has several important goals and benefits that can help teachers and students improve the learning process, especially English grammar (Primary et al., 2023). Teachers use evaluation to assess students' comprehension of the grammatical concepts they are teaching, gain a comprehensive understanding of their material mastery, and provide opportunities for constructive feedback to help students identify their strengths and weaknesses (Alnaieem, 2024). Through effective evaluation tools, teachers can create a learning environment that is responsive, supportive, and

tailored to students' individual needs in mastering English grammar.

A variety of tools and media are available to assess students' proficiency in English grammar. There are various types of media available, including traditional ones like multiple-choice questions that utilize handwritten materials on blackboards and books (Luo et al., 2023). In addition, modern technology has given rise to new media like *Grammarly*, *Duolingo*, *Hello English*, *Cake*, *Quizizz*, and *Kahoot* (Zulham, 2021). These media or tools have their respective positive and negative sides. Media, such as books and whiteboards, are generally more affordable and accessible to many people without requiring special devices, but they tend to be less interactive, so they may be less attractive to some students who are more responsive to more dynamic learning. Furthermore, some grammatical concepts are difficult to explain using text alone, and traditional media may be less effective at conveying them. Meanwhile, with modern technology-based media, learning will be more interactive, allowing students to be actively involved in learning (Romualdi et al., 2023). With these advantages, technology-based learning media has become a very useful tool in

preparing students to face an increasingly technologically connected world (Dashtestani, 2013).

Among these technology-based teaching tools, Kahoot is a unique and interesting media (Baszuk & Heath, 2020). This study explores the use of Kahoot, a game-based learning platform, as an evaluation tool for teaching English grammar. Kahoot offers features like Quizzes, surveys, and discussions that can make learning interactive and enjoyable (Amaliah, 2020). Using Kahoot as an evaluation tool can help with memory retention, boost enthusiasm and motivation for learning, increase interest in learning, and increase knowledge about the provided material (Hartanti, 2019).

Previous research has shown that Kahoot is an effective and more fun method than traditional methods, so it can enhance motivation and learning outcomes (Zarzycka-Piskorz, 2016; (Ma’ruf & Alfurqan, 2022). In addition, according to (Lisnani & Emmanuel, 2020), that students enjoy using the Kahoot application in the teaching and learning process due to its background music feature, which prevents boredom. Students also feel challenged because they have to race against time when answering questions that require them to think quickly and critically. They hope to incorporate Kahoot into every learning evaluation. This article discusses Kahoot as an evaluation tool, especially in teaching English grammar in class X high school.

This study aims to evaluate the implementation, benefits, and challenges of using Kahoot in grammar instruction and gauge student responses.

METHOD

This qualitative study uses a descriptive case study design to explore the implementation of Kahoot as an evaluation tool in teaching grammar. According to (Handayati & Alhaleh, 2021) qualitative research is a type of scientific inquiry that is structured, broad in scope, consistent with established rules, or methodical. Qualitative research is data in the form of words, schemes, and images (Sugiyono, 2013).

The participants were an English teacher and 27 tenth-grade students from a high school in Medan, selected using purposive sampling. The researchers selected participants based on specific criteria: an English teacher with prior experience using Kahoot as an evaluation tool in teaching practice. Furthermore, experienced students learning grammar use the Kahoot application and research-enabled cell phones to ensure the data is

relevant and aligns with the research goals (Asmara et al., 2023). Data were collected through classroom observations, semi-structured interviews with the teacher, and questionnaires for the students. There are 10 statements from the questionnaire adapted from Cairamella (Rosyidi, 2020). This study used the Likert scale to measure data in the form of questionnaires. The Likert scale gauges an individual's or group's attitudes, opinions, and perceptions about an object (Kriyantono, 2020). Thematic analysis was employed, involving transcription, coding, categorization, and interpretation of the data to identify patterns and themes (Braun & Clarke, 2006).

First, during the transcription process, verbally transcribe the data obtained from classroom observations and interviews. In the codification section, we utilize codes or labels to pinpoint particular patterns within the data. For instance, we use codes to identify the type of student response to Kahoot questions, use codes to pinpoint the challenges teachers encounter when using Kahoot. After coding, the next step is to group research findings based on participants' answers, grouping positive student responses, negative student responses, changes in grammar understanding, and teacher responses. The final step is to interpret the findings in a broader context, linking them to relevant theories or related research literature to strengthen conclusions (Christou, 2023).

Table 1. *Participant name*

Number	Participant Name	Position	Gender
1	AP	Teacher	Male
2	ARS	Student	Female
3	AL	Student	Female
4	AR	Student	Female
5	BA	Student	Male
6	BWA	Student	Female
7	DTY	Student	Female
8	FA	Student	Female
9	HA	Student	Female
10	KA	Student	Female
11	KR	Student	Male
12	LCB	Student	Female
13	MRA	Student	Male
14	M	Student	Female
15	MLM	Student	Male
16	MRP	Student	Male
17	MT	Student	Male
18	NDM	Student	Female
19	NA	Student	Female
20	NZ	Student	Female

21	NSC	Student	Female
22	NAA	Student	Female
23	RA	Student	Female
24	RF	Student	Male
25	SY	Student	Male
26	SF	Student	Female
27	WTS	Student	Female
28	WH	Student	Female

RESULTS AND DISCUSSION

Implementing Kahoot as an evaluation tool in grammar learning

Kahoot is a game-based learning platform created in 2013, which allows teachers to easily create, share, and play learning quizzes on any device (Ruiz, 2021). Interviews with a teacher reveal that Kahoot effective for grammar evaluation, having used it since college. In an interview, Mr. AP stated:

“My first introduction to Kahoot occurred on campus. Because I was enrolled in a grammar course, an ELT media design course, and pedagogical courses, I decided to implement the application in campus learning. Using media, especially Kahoot, makes learning more effective than paper tests”.

Enhancing grammar learning: Implementing Kahoot as an evaluation tool in Indonesian high schools

In addition to its effectiveness, Kahoot serves as an easy-to-use evaluation tool for learning, particularly grammar. This is supported by the research results that Kahoot’s interactive features increased student engagement and motivation, making grammar learning enjoyable (Sari, 2022).

According to observations in a Medan high school tenth-grade, the process involves preparing questions, conducting simulations, and applying them in class. Prior to implementing the questions, the teacher provides a detailed explanation of the subject matter. The teacher's and the student's handbooks provide material that discusses narrative texts and elucidates the associated grammar formula, specifically the past tense. After explaining the material, the teacher continues to give questions in the form of a paper test first to find out the extent of students' understanding.

During the next day's observation, the teacher checked the results of the students' answers to the questions given in the previous meeting. Only a few students got high scores. Therefore, the teacher tried to give another evaluation using the Kahoot application. This guide explains how to create questions using Kahoot and implement them based

on Mr. AP's experience as an English teacher. The first step is to register for Kahoot. If you already have an account, then log in using email.

Figure 1. Kahoot Account Registration

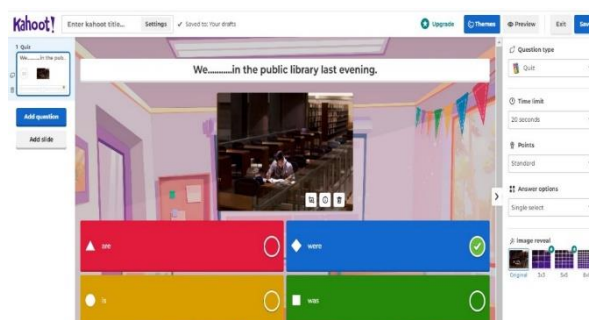


Figure 2. Make questions

Second, select “Create” to start creating a new quiz. The teacher creates grammar questions that are relevant to the learning objectives. The teacher ensures that each question is appropriate to the student’s level of understanding. The teacher also creates a variety of question types according to the features provided by Kahoot, such as multiple choice, true/false, puzzle to keep students engaged, and many other features. In addition, add pictures or videos, if needed, to make the quiz more interesting. Next, the teacher set enough time and points for each question according to its difficulty level.

Third, once you have finished compiling the questions, do a quiz simulation to make sure all the questions are working properly and make corrections if needed. If it's right, the next step is to apply it to students. Make sure all students have cell phone that can connect to the internet.

Fourth, give clear instructions on how to join Kahoot. Students can download the Kahoot application on the Play Store or open the website at <https://kahoot.it/>. The teacher then gives the game pin that appears before starting the quiz, and

students type the pin and their username on their cell phone screen.



Figure 3. Student game PIN display

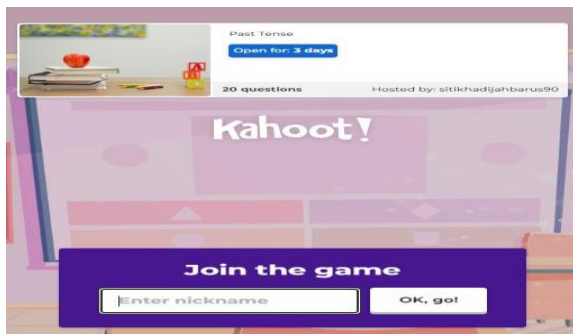


Figure 4. Student username display

Fifth, the teacher starts the quiz and monitors the students' progress. When students answer the questions correctly, they will get scores. Conversely, if they get it wrong, they will not receive points. Provide encouragement and positive comments during the session to keep their learning spirit up.

After the quiz is over, the last step is to see the student's score. Each student will receive a ranking for one of Kahoot's features. Share the results with the students. To improve their understanding, review difficult questions and explain the correct answers.



Figure 5. Highest score student podium

Benefits and challenges in implementing Kahoot in the classroom

Both the teacher and the students experience benefits and challenges after implementing the Kahoot application in the classroom. With its digital gamification model, Kahoot serves as a

complete learning medium for a variety of purposes in the learning process, fostering an interactive and participatory classroom atmosphere that enhances student motivation and interest. According to (Barus & Soedewo, 2013) research, Kahoot aids students in remembering the provided material, enhancing their excitement and happiness, preventing boredom, and encouraging active participation in English structure evaluation. In an interview, Mr. AP stated:

“As a teacher, the benefits I perceive include increased time efficiency and a reduction in paper usage, thereby contributing to environmental sustainability. In addition, the appearance of Kahoot is simpler, so students are more interested in choosing answers. From an emotional perspective, students don't experience any pressure when using Kahoot, unlike in paper tests, where I believe pupils often feel more pressured, afraid, and hesitant to answer questions. They enjoy Kahoot, and they can think about what the correct answer is without any pressure because they feel that they are not answering questions but are playing games while learning. With the Kahoot displays, it fosters self-confidence to answer questions because if the first question is correct, they are more interested in answering the next question correctly, and it will continue to increase their score.”

Table 2. Participant score

Number	Participant Name	Paper Test	Kahoot Test
1	ARS	50	65
2	AL	85	90
3	AR	45	60
4	BA	75	75
5	BWA	25	50
6	DTY	60	65
7	FA	95	45
8	HA	85	65
9	KA	85	90
10	KR	45	45
11	LCB	30	65
12	MRA	65	70
13	M	70	60
14	MLM	30	35
15	MRP	95	85
16	MT	50	60
17	NDM	10	15
18	NA	30	35
19	NZ	60	65
20	NSC	70	70
21	NAA	50	40
22	RA	60	70
23	RF	75	80

24	SY	90	95
25	SF	70	80
26	WTS	55	60
27	WH	25	55

Table 2 above shows that Kahoot enhanced learning outcomes, with students scoring higher compared to traditional methods. It made the classroom environment more interactive and reduced test anxiety. This result is supported by research conducted by (Musdalifah et al., 2018) that Using the Kahoot website is one of the mediums for teaching grammar that can improve students' learning. The t-test value, which is higher than the t-table value ($4.543 > 1.687$), serves as evidence to reject the null hypothesis (H0). Thus, after using Kahoot for evaluation, the students achieved higher scores. Then, (Prawira & Mukhaiyar, 2020) found in their study that the Kahoot method had a significant effect on teaching grammar skills to second-year students at UNP Laboratory Development High School. Students who use Kahoot are better able to master grammar material. Therefore, we can conclude that teaching grammar skills to second-year students at UNP Laboratory Development High School using the Kahoot method is superior to not using Kahoot.

More deeply, using the Kahoot application increases students' enthusiasm and provides them with easy-to-understand grammar learning material. The benefits of teaching grammar using the Kahoot application are that the learning process becomes fun, trains students to be able to utilize

technology in the learning process, and trains students' motor skills (Hamdani & Novita, 2021).

However, there are challenges in implementing Kahoot. According to the researchers' observations and interviews during the Kahoot implementation session in class, the challenges included technical issues and the need for stable internet access. This is supported that Kahoot's shortcomings include the requirement for internet access with a high Mbps speed, which is necessary to facilitate the use of the Kahoot application during the learning process (Hidayat et al., 2023). The solution to overcome this is for the teacher to ask students who experience network interference to exit the application and log back in or refresh the application first. In addition, not all students have personal devices to bring to school. Solutions involved splitting sessions for students without personal devices. As a result, students who did not bring their personal devices could answer questions in session two using their friends' devices.

Students' responses to Kahoot as an evaluation tool, especially in learning grammar

This section presents the results of a questionnaire regarding students' responses to using the Kahoot application in learning grammar. The following is a table of questionnaires obtained from 27 participants.

Table 3. *Students' responses to Kahoot as an evaluation tool in grammar learning*

No	Statement	Response				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The students found that Kahoot easy to use	59.3%	37%	3.7%	-	-
2	Using Kahoot makes students diligent in doing assignments	18.5%	44.4%	37%	-	-
3	The students are excited to use learning technology like Kahoot because it is interesting and fun tool	51.9%	40.7%	7.4%	-	-
4	Students prefer using technology like Kahoot to learn than paper and pen	25.9%	37%	29.6%	7.4%	-
5	The students are motivated to use Kahoot even though they are outside of school	11.1%	51.9%	25.9%	11.1%	-
6	Students felt that Kahoot worsened interactions between students and teacher during Grammar lessons in the classroom	-	7.4%	11.1%	48.1%	33.3%
7	Students feel that their understanding of Grammar material has improved after using Kahoot	7.4%	66.7%	22.2%	3.7%	-
8	Students believe that the scores they get through Kahoot can help improve their confidence in using Grammar on the 4 basic English skills, namely speaking, writing, reading, and listening	22.2%	70.4%	7.4%	-	-
9	Students found many obstacles in using Kahoot so it was not suitable for future use	3.7%	-	7.4%	66.7%	22.2%

Based on the results, the majority of students gave a very positive response to Kahoot. After using Kahoot as an evaluation tool, most students found Kahoot easy to use, engaging, and motivating. First, 59.3% (16 students) strongly agree with the first statement, while 37% (10 students) agree that the Kahoot application is easy to use. Furthermore, 3.7% (1 student) selected a neutral option or was unable to provide a definitive response to the statement. This means that a student may find Kahoot easy to use, may be using it for the first time, or may not be familiar enough with it. The second statement shows that 44.4% (12 students) agree, and 18.5% (5 students) strongly agree. Overall, the majority of students (62.9%, or 17 students) showed a positive response. They felt that using Kahoot motivated and made them more diligent in doing their assignments. However, 37% (10 students) chose neutral, indicating that their choice was uncertain and that they did not feel that using Kahoot had a significant impact on the craft of doing assignments.

The third statement, shows that the majority of students as much as 92.6% (25 students) gave a positive response and only 7.4% (2 students) gave a neutral response to the use of Kahoot. The interactive nature of Kahoot fostered a positive learning environment and increased student-teacher interaction (Paramastuty & Fauzia, 2023). On the fourth statement, 62.9% (17 students) gave a positive response. This means that more than half of the total students enjoy and support using Kahoot for learning instead of traditional media such as paper and pen. Meanwhile, 29.6% (8 students) expressed uncertainty about the platform. Perhaps they felt that Kahoot had no significant impact on their learning experience, either positive or negative. A total of 7.4% (2 students) who disagreed indicated that they might have other preferences or felt that Kahoot did not suit their learning style.

The fifth statement shows that as many as 63% (17 students), a combination of students who agree and students who strongly agree, feel motivated to use Kahoot outside of school. This shows that Kahoot successfully attracts students' interest to the point that they are willing to use it even in their free time. In addition, 25.9% (7 students) gave a neutral response. Next statement, the majority of students, specifically 81.4% (22 students), strongly disagreed with the statement that Kahoot had a negative impact on interactions between students and teachers during grammar lessons. They believe that Kahoot doesn't negatively affect interaction, and they perceive it as a tool that enhances student-

teacher interaction by providing feedback after its implementation in the classroom. Putri & Arifmiboy (2021) research, which highlights the relevance of this case, suggests that the Kahoot application aids teachers in gathering informal feedback from students, evaluating their comprehension of learning, and conducting polls on topics related to classroom learning.

Furthermore, 74.1% (20 students) believe that using Kahoot as an evaluation tool in grammar learning can improve their understanding. The students' scores (*table 2*) above also demonstrate an increase in their scores after using Kahoot. The students believed that the scores they got through Kahoot helped improve their confidence in using Grammar in four basic English skills, namely speaking, writing, reading, and listening. This is in line with research by Nurlaela & Nawir (2020), which found Kahoot as a learning medium to have a significant increase from their pretest average of 8.2 to 13.83. Then, almost all students demonstrated success in their comprehension indicators.

The final statement reveals that 24 students, or 88.9%, are a combination of those who strongly disagree and those who disagree. This is because the majority of students feel comfortable and do not experience obstacles when using Kahoot, so it is suitable for use in subsequent lessons. Meanwhile, 7.4% (2 students) gave a neutral response, and 3.7% (1 student) strongly agreed that there are many challenges in using Kahoot, so it is not suitable for use in the next lesson.

From all students' responses, it can be said that in general, students' responses are very positive towards the use of Kahoot as an evaluation tool, especially in grammar learning. This provides a positive indication for teachers to continue using and implementing Kahoot in learning. However, they are more hopeful that the application can continue to improve its function and provide more intriguing features to support future implementation.

CONCLUSION

Evaluation is a critical activity in grammar learning because it enables teachers and students to assess the level of achievement of learning objectives and comprehension of taught grammar concepts. Kahoot proves to be an effective and engaging tool for evaluating grammar learning, enhancing students motivation and interaction. However, behind the many benefits that Kahoot produces, teachers also need to pay attention to the challenges of implementing Kahoot as an evaluation tool. The

biggest challenges in using Kahoot are the need for stable internet access, technical problems in the application that can interfere with the evaluation process, and limited access to student devices. Despite technical challenges, it offers significant benefits over traditional methods. In general, students gave a very positive response to Kahoot as an evaluation tool for grammar learning. They felt that Kahoot was easy to use, which helped them be more diligent in their assignments and better understand the grammar material. Schools should consider integrating interactive technologies like Kahoot into their curricula and providing necessary training for teachers and students. Future research could explore the long-term effects and applications of Kahoot in various educational contexts.

REFERENCES

- Alnaieem, W. A. (2024). Formative assessment of gamification application and teacher perception in mathematics education: A case study of ten elementary school mathematics classrooms in America. *Ohio University*, 13(1), 104–116.
- Amaliah, D. (2020). Students' perceptions on mobile application 'hello english' as media to enhance english grammar (2). 2.
- Andriani, A., Yuniar, V. D., & Abdullah, F. (2021). Teaching English grammar in an Indonesian junior high school. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 1046–1056. <https://doi.org/10.35445/alishlah.v13i2.956>
- Asmara, M. A., Nurlia, Sari, D. F., Asrijal, A., & Muafiqie, H. (2023). Analysis of supporting factors for payment technology utilization in MSMEs using Technology Acceptance Model (TAM) method. *Journal of Applied Science, Engineering, Technology, and Education*, 5(2), 256–264. <https://doi.org/10.35877/454ri.asci2396>
- Barus, I. R. G., & Soedewo, T. (2013). Penggunaan media kahoot! Dalam pembelajaran struktur bahasa inggris. In *teknologi terapan berbasis kearifan lokal*.
- Baszuk, P. A., & Heath, M. L. (2020). Using Kahoot! to increase exam scores and engagement. *Journal of Education for Business*, 0(0), 1–5. <https://doi.org/10.1080/08832323.2019.1707752>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology; In qualitative research in psychology. *Uwe Bristol*, 3(2), 77–101. <https://psychology.ukzn.ac.za/?mdocs-file=1176>
- Chang, S.-C. (2011). A contrastive study of grammar translation method and communicative approach in teaching english grammar. *English Language Teaching*, 4(2), 13. <https://doi.org/10.5539/elt.v4n2p13>
- Christou, P. A. (2023). How to use thematic analysis in qualitative research. *Journal of Qualitative Research in Tourism*, 3(2), 79–95. <https://doi.org/10.4337/jqrt.2023.0006>
- Dashtestani, R. (2013). Implementing mobile-assisted language learning (MALL) in an EFL context: Iranian EFL teachers' perspectives on challenges and affordances. *Jalt Call Journal*, 9(2), 149–168.
- Hamdani, M. H., & Novita, D. (2021). The effect of using kahoot application to teach grammar eighth grade students in junior high school pengaruh. *Indonesian Journal of Cultural and Community Development Vol*, 9(2), 1–10. <https://ijccd.umsida.ac.id>
- Handayati, P., & Alhaleh, S. E. A. (2021). The challenges and prospect of qualitative research in accounting. *Proceedings of the 7th Regional Accounting Conference (KRA 2020)*, 173(May 2020). <https://doi.org/10.2991/aebmr.k.210416.034>
- Hartanti, D. (2019). Meningkatkan motivasi belajar siswa dengan media pembelajaran interaktif game kahoot berbasis hypermedia. *Prosiding Seminar Nasional*, 1(1), 78–85. <https://jurnal.ustjogja.ac.id/index.php/snpep2019/article/view/5631>
- Hidayat, I., Supriani, A., Setiawan, A., & Lubis, A. (2023). implementasi aplikasi kahoot sebagai media pembelajaran interaktif dengan siswa SMP Negeri 1 Kunto Darussalam. *Journal on Education*, 06(01), 6933–6942.
- Lisnani, & Emmanuel, G. (2020). Analisis penggunaan aplikasi kahoot dalam pembelajaran IPA. *Jurnal IPA & Pembelajaran IPA*, 4(2), 155–167. <https://doi.org/10.24815/jipi.v4i2.16018>
- Luo, Z., Tan, X., He, M., & Wu, X. (2023). The seewo interactive whiteboard (IWB) for ESL teaching: How useful it is? *Heliyon*, 9(10), e20424. <https://doi.org/10.1016/j.heliyon.2023.e20424>
- Ma'ruf, A., & Alfurqan, A. (2022). Analisis penggunaan aplikasi kahoot sebagai digital game based learning dalam evaluasi pembelajaran PAI di SMA Negeri 2 Padang. *As-Sabiqun*, 4(5), 1276–1287.

- <https://doi.org/10.36088/assabiqun.v4i5.2238>
- Musdalifah, BteAbdul, N., & Saiful. (2018). Using kahoot website in learning grammar : *Journal of Computer Interaction in Education*, 1(2), 161–167.
<https://ojs.fkip.unismuh.ac.id/index.php/JCI E/index>
- Nurlaela, & Nawir, S. M. (2020). The Implementation of Kahoot in improving students ' tenses understanding in higher education. *International Journal for Educational and Vocational Studies*, 2(11), 908–913.
- Paramastuty, R., & Fauzia, N. (2023). The use of kahoot as a learning tool in learning cause and effect conjunction for senior high school students. *Retain (Research on English Language Teaching in Indonesia)*, 11(02), 15–22.
- Prawira, R. P., & Mukhaiyar. (2020). The use of “kahoot” (online quiz application) in teaching grammar for second year students at sma pembangunan laboratorium UNP. *Journal of English Language Teaching*, 9(1), 390–401.
<http://ejournal.unp.ac.id/index.php/jelt>
- Primary, M. A., Emilia, E., & Sukyadi, D. (2023). Program evaluation of English language learning for EYL curriculum development in Indonesia: teachers' perception, challenges, and expectation. *Journal on English as a Foreign Language*, 13(1), 314–338.
<https://doi.org/10.23971/jefl.v13i1.6068>
- Putri, D. A., & Arifmiboy. (2021). Kahoot application for grammar and reading comprehension testing: designing , developing , and validating. *Journal of english \Language PEDAGOGY*, 6(2), 36–49.
- Romualdi, K. B., Sudrajat, A., & Aman. (2023). Development of genially interactive multimedia on materials for the national movement organization for middle school students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1166–1180.
<https://doi.org/10.35445/alishlah.v15i2.3139>
- Rosyidi, A. A. (2020). The implementation of kahoot as digital assessment tool in structure class of parahikma institute of indonesia. *English Education Journal, Assesment Tool*, 1–21. <http://eprints.unm.ac.id/17388/>.
- Ruiz, C. G. (2021). The effect of integrating Kahoot ! and peer instruction in the Spanish flipped classroom : the student perspective The e ffect of integrating Kahoot ! and peer instruction in the. *Journal of Spanish Language Teaching*, 00(1), 1–16.
<https://doi.org/10.1080/23247797.2021.1913832>
- Salmiah, M., & Fitriyani. (2022). The university students' anxiety in learning english grammar. *English Education : English Journal for Teaching and Learning*, 10(01), 82–93.
<https://doi.org/10.24952/ee.v10i01.5658>
- Sari, E. R. N. (2022). Utilization of Kahoot! As an English learning Media. *Jurnal Ilmiah Wahana Pendidikan*, 8(23), 128–135.
<https://doi.org/10.5281/zenodo.7388390>
- Sugiyono. (2013). *Metode penelitian kuantitatif, kualitatif dan R&D* (19th ed.). Alfabeta.
<https://digilib.stekom.ac.id/ebook/view/MET ODE-PENELITIAN-KUANTITATIF-KUALITATIF-DAN-RND>
- Zarzycka-Piskorz, E. (2016). Kahoot it or not?: Can games be motivating in learning grammar? *Teaching English with Technology*, 16(3), 17–36.
- Zulham, A. W. (2021). Kajian Pemanfaatan Aplikasi Kahoot ! Dalam Meningkatkan Minat Dan Semangat Belajar Siswa. *Jurnal Ilmiah Mahasiswa Pendidikan [JIMEDU]*, 1(4), 1–8.