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PROCEEDING

THE 5th INTERNATIONAL CONFERENCE ON LINGUISTICS AND LANGUAGE TEACHING

'Language Education, Linguistics, and Cultural Studies in the Disruptive Era'

11 – 12 Oktober 2023
Faculty of Languages, Arts, and Culture
Universitas Negeri Yogyakarta

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NOMOR 28 TAHUN 2014
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**BAB XVII
KETENTUAN PIDANA**

Pasal 112

Setiap Orang yang dengan tanpa hak melakukan perbuatan sebagaimana dimaksud dalam Pasal 7 ayat (3) dan/atau Pasal 52 untuk Penggunaan Secara Komersial, dipidana dengan pidana penjara paling lama 2 (dua) tahun dan/atau pidana denda paling banyak Rp300.000.000,00 (tiga ratus juta rupiah).

1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
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3. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf a, huruf b, huruf e, dan/atau huruf g untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 4 (empat) tahun dan/atau pidana denda paling banyak Rp1.000.000.000,00 (satu miliar rupiah).
4. Setiap Orang yang memenuhi unsur sebagaimana dimaksud pada ayat (3) yang dilakukan dalam bentuk pembajakan, dipidana dengan pidana penjara paling lama 10 (sepuluh) tahun dan/atau pidana denda paling banyak Rp4.000.000.000,00 (empat miliar rupiah).

**INTERNATIONAL CONFERENCE
PROCEEDING**
**THE 5th INTERNATIONAL CONFERENCE ON
LINGUISTICS AND LANGUAGE TEACHING**

‘Language Education, Linguistics, and Cultural Studies in the Disruptive Era’

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PREFACE

Languages are fundamental components of the identity of a culture. Cultural diversity is preserved through the promotion and preservation of linguistic diversity. This contributes to the preservation of communities' distinct customs, wisdom, and methodologies, which may serve as a wellspring of fortitude and resolutions to regional obstacles. Additionally, language is an indispensable instrument for education. Individuals are equipped with the knowledge and abilities necessary to confront regional issues, such as poverty and inequality, through education.

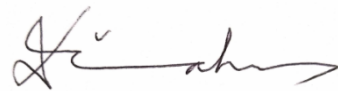
The utilization of multiple languages in governance and administration can increase the accessibility of government policies and services to disparate communities in multilingual societies. It ensures that all citizens are able to participate in decision-making processes and fosters inclusiveness. Countries are able to collaborate more effectively on global issues such as international security, health crises, and climate change when they are multilingual. Thus, language can also serve as a mechanism to resolve conflicts. The presence of proficient interpreters or shared language among conflicting parties facilitates effective communication, enables dialogue, and promotes the negotiation of peaceful resolutions.

Considering the aforementioned information regarding language, it is indisputable that language enables efficient correspondence, a critical component in confronting any obstacle. Effective communication facilitates the exchange of ideas, the sharing of information, and the collaborative pursuit of solutions.

The primary objective of organizing the 5th INTERNATIONAL CONFERENCE ON LINGUISTICS AND LANGUAGE TEACHING (ICOLLATE) 2023 is to provide a forum for scholars from these fields to exchange relevant research outcomes and gain a deeper understanding of how languages can serve as viable remedies for both regional and global issues. It gives us great pleasure to extend invitations to the following academics—Prof. E. Aminudin Aziz, Ph.D., Min-Seoun Hee, M.A., Prof. Nur Hidayanto, P. S. P., Ph.D., and Prof. Erna Andriyanti, Ph.D.—to commence a discourse pertaining to the subject matter of our conference.

This proceeding is presented as a guiding document for our audience. A wide range of scholarly contributions are contained within these pages, with each one serving as a beacon to illuminate the complex interrelationships between language and education. As we proceed through the subsequent articles, essays, and research discoveries, may the concepts put forth by the authors incite inquisitiveness, motivate discerning contemplation, and cultivate a shared dedication to furthering our comprehension of the intricate relationship that exists between language acquisition and pedagogical approaches.

Head of Conference,



Dyah Setyowati Ciptaningrum

PROGRAM RUNDOWN
THE 5th INTERNATIONAL CONFERENCE ON LINGUISTICS AND LANGUAGE
TEACHING

‘Language Education, Linguistics, and Cultural Studies in the Disruptive Era’
 11th October 2023

NO	EVENT	TIME
1.	Opening	08.30-08.35
2.	National Anthem “Indonesia Raya”	08.35-08.40
3.	Speech by Chairman of Committee	08.40-08.45
4.	Speech by Rector of UNY	08.45-08.50
5.	Dance (Bambangan Cakil)	08.50-09.00
6.	Keynote Speech 1: Prof. E. Aminudin Aziz, Ph.D.	09.00-09.30
7.	Keynote Speech 2: Min Seon Hee, M.A.	09.30-10.00
8.	Discussion session	10.00-10.30
9.	Parallel Session 1	10.30-11.30
10.	Lunch/prayer break	11.30-12.30
11.	Parallel Session 2	12.30-13.30
12.	Parallel Session 3	13.30-14.30
13.	Closing	14.30-14.45

12th October 2023

NO	EVENT	TIME
1.	Opening	07.00-07.15
2.	Keynote Speech 3 Prof. Nur Hidayanto, P.S.P., Ph.D.	07.15-09.15
3.	Keynote Speech 4: Prof. Shigenori Wakabayashi, Ph.D	09.15-09.45
4.	Discussion Session	09.45-10.00
5.	Keynote Speech 5: Prof. Erna Andriyanti, Ph. D.	10.00-12.00
6.	Discussion Session	12.00-12.15
7.	Lunch/prayer break	12.15-12.45
8.	Parallel Session 4	12.45-13.45
9.	Entertainment (music)	13.45-14.00
10.	Parallel Session 5	14.00-15.00
11.	Parallel Session 6	15.00-16.00
12.	Closing	16.00-16.15

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2.	Agus Widyantoro	Problems in writing the introduction to an academic essay: Students' voices	Thursday, 12th October 2023 ROOM 04 - Session 3	Suciati, S.P.d., M.P.d.
3.	Iwa Sobara Sri Prameswari	Creative writing in German – Tips & tricks	Thursday, 12th October 2023 ROOM 06 - Session 1	Yesayas Palimau Laratmase
4.	Rozanah Katrina Herda	Teaching Reading through Peeragogy-Based Reading Instructional Model: Praxis and Reflections in Indonesian Students	Wednesday, 11th October 2023 ROOM 04 - Session 2	Suciati, S.P.d., M.P.d.
5.	D'aquinaldo Stefanus Fani Seran	Enhancing students' speaking ability and fluency through whole brain teaching: A classroom action research	Wednesday, 11th October 2023 ROOM 04 - Session 1	Suciati, S.P.d., M.P.d.
6.	Muhammad Arsyad	The Effects of gamification on English vocabulary learning	Thursday, 12th October 2023 ROOM 04 - Session 2	Suciati, S.P.d., M.P.d.
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8.	Rosidatul Jalilah H.F	The use of spectrogram-based tools in teaching pronunciation	Thursday, 12th October 2023 ROOM 04 - Session 3	Suciati, S.P.d., M.P.d.
9.	Nauka Nayana Prasadini	Unveiling the challenges of academic writing: Perspectives from students and lecturers	Thursday, 12th October 2023 ROOM 05 - Session 2	Beniati Lestiarini, S.P.d., M.P.d.

10.	Elvira Afifah	An analysis of the classroom management applied by the English teachers in emancipated curriculum	Thursday, 12th October 2023 ROOM 05 - Session 2	Beniati Lestiarini, S.Pd., M.Pd.
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14.	Nurul Hikmah	ESP students’ anxiety: Factors and how to cope with it	Thursday, 12th October 2023 ROOM 03 - Session 1	Dr. Andy Bayu Nugroho, S.S., M.Hum.
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Wayan, N., & Utami, H. (2022). *Pemanfaatan aplikasi podcast BBC Learning English sebagai media pembelajaran menyimak (Listening) Bahasa Inggris selama pandemi Covid-19*. <https://doi.org/10.33363/satya-sastraharing.v6i2.898>

EFL students' perspective of Kahoot! as an assessment platform for English teaching and learning

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Abstract: Technology has had a lot of influence on the world of modern education, one of which is in providing various assessment platforms such as Kahoot. Kahoot has given a positive outlook on college students because of three main aspects; feedback & learning benefits, meta-cognitive benefits, and learning environment benefits. This research explores junior high school students' perceptions of Kahoot as an assessment platform because of its potential to engage students and enhance their learning experience. This study adopts a qualitative method approach, using a survey to assess junior high school students' attitudes towards Kahoot as an assessment platform. The findings reveal that the majority of junior high school students have a positive perspective on Kahoot as a means of assessment. They appreciate its interactive nature, which makes assessment more interesting and fun. In addition, students appreciate the instant feedback provided by Kahoot, which allows them to identify areas for improvement and improve their language skills.

Keywords: *Kahoot, assessment platform, EFL*

INTRODUCTION

Today, technological developments in the world are growing rapidly, and people cannot escape the need for technology in aspects of their lives. It is undeniable that technology affects us in the way we live, including in education. This condition necessitates teachers to have the knowledge and ability to use technology in learning activities.

In this 4.0 era, teachers must have knowledge and skills in using technology in learning activities, for example using digital game-based learning. Erfan & Ratu (2018) states that digital game-based learning refers to the use of games on software or web that have educational value. It is a learning approach that combines educational content or learning principles into a game with the aim of involving students. Digital game-based learning can create an effective and motivating learning environment (Papastergiou, 2009). Papastergiou (2009) found that the use of digital game-based learning can increase student engagement and interest in the learning process compared to the use of conventional methods of teaching.

There are many ways to use digital game-based learning in education, one of which is to use it in the assessment of students in schools. Nowadays, popular digital media such as Quizizz, Kahoot, Quizlet, etc, are used for digital-based learning especially in assessment.

Kahoot is a game-based learning platform that can be found on its website on the internet that presents a lively and exciting atmosphere of educational quizzes in the classroom, based on a learning platform as educational technology (Daryanes & Ririen, 2020). Kahoot as an assessment platform combines game elements such as leaderboards, badges, competitive scoring systems and time limits to make assessment in class more interesting (Nadeem & Falig, 2020). In its use, teachers can create various types of questions with various choices in the form

of multiple-choice quizzes, true or false, descriptions, sliders and puzzles which they will later display to students. Teachers can also choose quizzes that other educators have made. Therefore, Kahoot can be a platform that can be used to conduct assessments. Assessment is an effort to draw conclusions about students' development or learning outcomes from a set of data that has been obtained through measurements, both in the form of tests and non-tests about a learning program (Teluma & Rivaie, 2019).

Recently, Inayati and Waloyo (2022) studied the impact of Quizziz-online gamification on junior high school students' English language learning engagement and outcomes. The researchers observed that the implementation of Quizziz had a positive influence on students' engagement, active participation, and discipline. However, the effects on English learning outcomes were found to be variable. To enhance these outcomes, the researchers suggested that integrating Quizziz with more cognitively driven approaches to yield better results. Mahbub (2020) delved into the perceptions of Indonesian EFL instructors regarding the use of Kahoot, a game-based learning platform, in English language classrooms. The study revealed that these instructors exhibited positive attitudes toward Kahoot of which they consider as a promising tool to enrich the English language learning experience. The research indicated that Kahoot holds potential for effective language instruction, as indicated by the instructors' favorable views on its implementation within EFL classrooms. Hadijah et al. (2020) conducted a qualitative study investigating students' perspectives on using the interactive game "Kahoot!" for vocabulary assessment in a Yogyakarta-based high school. The findings showed that Kahoot was perceived as a practical tool for conducting vocabulary tests, engaging students, fostering classroom activity, and promoting enthusiasm among learners. Nonetheless, the research also highlighted some drawbacks, including potential impacts on students' confidence due to the leaderboard feature, limited time for assessment, and challenges in using the application effectively.

Although the previous studies discussed above contribute valuable insights into the use of gamified platforms like Quizziz and Kahoot in language teaching and learning contexts, there remains a research gap in understanding the specific perspectives of EFL students regarding the use of Kahoot as an assessment platform. While the existing studies focus on instructors' perceptions, engagement, and outcomes, there is limited exploration of how EFL students perceive Kahoot as a tool for assessment in English learning. Understanding EFL students' attitudes, preferences, challenges, and suggestions when using Kahoot for assessment can provide a more comprehensive picture of its effectiveness in enhancing English teaching and learning.

This study aims to investigate students' perceptions of the use of Kahoot as an assessment platform. Perception itself is a cognitive process experienced by everyone in understanding information about their environment through various senses. Perception is formed from external environmental stimuli of individuals, through the process of observation and evaluation of the translation of reality which produces responsive individual behavior and attitudes (Simbolon, 2007). With this research, students' perceptions of the advantages and disadvantages of Kahoot as an assessment platform in schools can be identified so that it can give considerations for teachers of using Kahoot as an assessment platform in their classrooms. It is also hoped that this research would help educators and policymakers to make informed decisions about integrating gamified assessment tools like Kahoot into EFL classrooms and address potential barriers or concerns from the student perspectives.

METHOD

This research is a survey that focuses on analyzing students' perceptions of the use of Kahoot as an assessment platform in teaching and learning activities in English subjects. The participants in this study were ninth-grade students of Martia Bhakti Middle School who had experienced learning assessments on Kahoot twice. This study obtained data through questionnaires and interviews about students' perceptions of Kahoot as an assessment platform in class. The questionnaire that consisted of 25 items was administered to 84 EFL students via Google Form. Interviews were conducted with 6 students to establish a complete understanding of students' perceptions of Kahoot as an assessment platform.

The data that had been collected was analyzed qualitatively and quantitatively. Quantitative data obtained from the Likert scale questionnaire was processed through Microsoft Excel to obtain the mean value of data on students' perceptions of Kahoot as an assessment platform. The questionnaire that was distributed to participants was an adaptation of the questionnaire consisting of 15 items made by Basuki and Hidayati (2019), that examined students' efficacy to foster enthusiasm in using Kahoot. The authors added 10 new items to strengthen the data obtained. The data on students' perceptions of Kahoot as a platform assessment is divided into two categories which were efficiency and enthusiasm.

FINDINGS AND DISCUSSION

The data collected in this research was obtained from the results of a 25-item questionnaire which was distributed to 84 Martia Bhakti Middle School students using Google Form.

Findings

The data was classified into three dimensions, namely student motivation, attitudes, and engagement, implementation, and feedback evaluation. Student motivation, attitudes, and engagement examines how the nature of Kahoot enhances their motivation to actively participate in assessment. Implementation is a dimension that explores their experiences in term of ease to use, accessibility, and any challenges they may face in navigating the platform. The third dimension that is feedback evaluation dimension examines how the instant feedback of Kahoot that helps EFL students identify their strengths and weaknesses, reflect on their learning, and make improvements in their English class.

Table 1. Comparison between the mean of the three dimensions

	Dimensions	Mean
(A)	Student motivation, attitudes, and engagement	3.76
(B)	Implementation	3.18
(C)	Feedback evaluation	3.83

As shown in Table (1), the mean of each dimension does not have too big a difference. However, the feedback evaluation dimension has the highest average among the other dimensions, followed by the dimensions of student motivation, attitudes and engagement, and finally the implementation dimension. Table (2) explains in more detail the dimensions of student motivation, attitudes, and engagement

Table 2. Rating of Student motivation, attitudes, and engagement

Questionnaire Questions	Likert Scale	Result	
		Percentages	Mean
Q1 In my opinion, Kahoot is a new way that is interesting, fun and motivating.	Strongly Disagree	0%	4.02
	Disagree	4%	
	Neutral	18%	
	Agree	51%	
	Strongly Agree	27%	
Q2 I am very interested/enthusiastic when working on questions via Kahoot.	Strongly Disagree	2%	4
	Disagree	0%	
	Neutral	21%	
	Agree	48%	
	Strongly Agree	29%	
Q3 I become more serious when working on questions via Kahoot.	Strongly Disagree	1%	3.76
	Disagree	4%	
	Neutral	35%	
	Agree	39%	
	Strongly Agree	21%	
Q5 Kahoot prevents me from cheating.	Strongly Disagree	2%	3.54
	Disagree	15%	
	Neutral	24%	
	Agree	43%	
	Strongly Agree	15%	
Q6 I hope that in the next evaluation session I can play Kahoot again.	Strongly Disagree	2%	4.04
	Disagree	2%	
	Neutral	18%	
	Agree	43%	
	Strongly Agree	33%	
Q7 I focus on every question in Kahoot	Strongly Disagree	0%	3.72
	Disagree	10%	
	Neutral	25%	
	Agree	48%	
	Strongly Agree	17%	
Q8 I respond to every question on Kahoot	Strongly Disagree	1%	3.81
	Disagree	5%	
	Neutral	26%	
	Agree	48%	
	Strongly Agree	20%	
Q9 I respond to questions on Kahoot as quickly as I can.	Strongly Disagree	0%	3.77
	Disagree	6%	
	Neutral	30%	
	Agree	45%	
	Strongly Agree	19%	
Q10 There is a certain satisfaction in answering the questions correctly on Kahoot.	Strongly Disagree	0%	4.18
	Disagree	4%	
	Neutral	17%	
	Agree	38%	
	Strongly Agree	42%	
Q11 I respond to every question on Kahoot as accurately as possible.	Strongly Disagree	1%	3.77
	Disagree	5%	
	Neutral	30%	
	Agree	44%	
	Strongly Agree	20%	
	Strongly Disagree	0%	4.00

Q12 I feel motivated to win quizzes on Kahoot.	Disagree	1%	
	Neutral	31%	
	Agree	35%	
	Strongly Agree	33%	
Q13 I pay more attention to learning activities because I hope to win the Kahoot quiz session.	Strongly Disagree	0%	3.86
	Disagree	1%	
	Neutral	37%	
	Agree	37%	
Q15 I am well-prepared to win the Kahoot.	Strongly Disagree	1%	3.79
	Disagree	4%	
	Neutral	31%	
	Agree	38%	
Q16 I'm not afraid of getting an unsatisfactory score on Kahoot.	Strongly Disagree	5%	3.37
	Disagree	15%	
	Neutral	26%	
	Agree	45%	
Q17 Kahoot makes the class atmosphere energetic.	Strongly Disagree	1%	4.13
	Disagree	1%	
	Neutral	19%	
	Agree	38%	
Q18 I don't want to miss the quiz on Kahoot.	Strongly Disagree	0%	3.92
	Disagree	1%	
	Neutral	30%	
	Agree	45%	
Q20 Kahoot embarrasses me when I don't understand the material being tested.	Strongly Disagree	2%	3.52
	Disagree	18%	
	Neutral	24%	
	Agree	37%	
Q22 Kahoot makes me more confident in answering English questions.	Strongly Disagree	2%	3.68
	Disagree	4%	
	Neutral	33%	
	Agree	45%	
Q23 Kahoot must be used in every learning evaluation assessment.	Strongly Disagree	0%	3.71
	Disagree	5%	
	Neutral	35%	
	Agree	45%	
Mean			3.82

All participants were asked to choose one of the answer choices in the questionnaire about Kahoot motivation, attitudes and engagement. In response to item 1, the majority of students have a positive view regarding the statement that Kahoot is engaging, enjoyable, and motivating, with 51% (3) choosing "agree" and 27% (23) choosing "strongly agree". Meanwhile, the remaining 4% (3) "disagree" with the statement, but none of them choose

"strongly disagree". Furthermore, 18% (15) students acclaimed "neutral" options (Mean= 4.02).

Based on item 2, most of students have a positive outlook with the statement that Kahoot is interesting when doing quiz with 48% (40) "agree" and 29% (24) "strongly agree". On the other hand, 2% (2) choosing "strongly disagree", but none of them choose "disagree". Furthermore, 21% (18) students expressed "neutral" (Mean= 4.00).

In item 3, the majority of students tend to agree that Kahoot enhances the seriousness of learning, although there is a diversity of opinions among them. The student responses include, 39% (33) "agree", 21% (18) "strongly agree", 4% (3) "disagree", 1% (1) "strongly disagree", and 35% (29) were "neutral" (Mean= 3.76).

As a reaction to item 5 that is whether Kahoot prevents cheating, 43% (36) respondents agreed that Kahoot acts as a deterrent against cheating, while 15% (13) strongly agreed with this notion. On the contrary, 15% (13) disagreed, and a mere 2% (2) strongly disagreed that Kahoot prevents cheating. Additionally, 24% (20) remained neutral or uncertain about this assertion (Mean= 3.54). These varied responses reflect the range of perspectives on the effectiveness of Kahoot in curbing cheating behavior during its usage.

In light of item 6, the majority of respondents expressed a positive outlook regarding the possibility of engaging with Kahoot in the future. Among them, 43% (36) agreed and 33% (28) strongly agreed that they anticipate playing Kahoot again. Conversely, a small percentage 4% held a negative view, with 2% (2) disagreeing and 2% (2) strongly disagreeing with this notion. Additionally, 18% (15) of participants maintained a neutral or uncertain stance about their future involvement with Kahoot (Mean= 4.04).

In answer to item 7, the majority of respondents indicated a high level of engagement and focus on each question in Kahoot. Among them, 48% (40) agreed and 17% (14) strongly agreed that they concentrate on every question. On the other hand, only a small percentage 10% (8) disagreed, and none strongly disagreed, suggesting that most participants are actively attentive. Additionally, a notable portion 25% (21) remained neutral or uncertain about their level of focus (Mean= 3.72).

In reply to item 8, the majority of respondents indicated a proactive approach to answering every question during Kahoot sessions. Among them, 48% (40) agreed and 20% (17) strongly agreed that they respond to each question. In contrast, a minority held a negative view, with 5% (4) disagreeing and 1% (1) strongly disagreeing with this practice. Moreover, a notable portion 26% (22) remained neutral or uncertain about their level of participation (Mean= 3.81).

In acknowledgement of item 9, the majority of participants indicated a tendency to answer questions promptly during Kahoot sessions. Among them, 45% (38) agreed and 19% (16) strongly agreed that they aim to respond quickly. Conversely, a relatively small percentage 6% (5) disagreed, and none strongly disagreed, suggesting that most respondents prioritize speed in responding. Additionally, a notable portion of 30% (25) remained neutral or uncertain about their response pace (Mean= 3.77).

In consideration of item 10, a substantial majority of participants expressed a positive emotional response when answering questions accurately on Kahoot. Among them, 38% (32) agreed and 42% (35) strongly agreed that there is a particular sense of satisfaction derived from correct answers. In contrast, a small percentage held a negative view, with 4% (3) and none strongly disagree with the statement. Moreover, 17% (14) remained neutral or uncertain about this aspect (Mean= 4.18).

In reflection of item 11, the question assesses the degree of accuracy in responding to Kahoot questions. The majority of participants indicated a commitment to answering every question on Kahoot with accuracy. Among them, 44% (37) agreed and 20% (17) strongly agreed that they aim for precision. Conversely, a small percentage disagreed, with 5% (4) disagree and 1% (1) strongly disagree with the notion of answering accurately. Additionally, a notable portion of 30% (14) remained neutral or uncertain about their level of precision (Mean= 3.77).

In response to item 12 which probes the extent of motivation to succeed in Kahoot quizzes. Responses indicate a notable motivation to excel in Kahoot quizzes, expressing positive sentiments. Among them, 35% (29) agreed and 33% (28) strongly agreed that they feel motivated to win. On the contrary, very few participants 1% (1) disagreed, with none (0) strongly disagreeing. Additionally, a significant portion of 31% (26) remained neutral or uncertain about their level of motivation (Mean= 4.00).

In relation to item 13, responses reveal a mixed perspective regarding the impact of aiming to win Kahoot quiz sessions on assessment engagement. The respondents expressed positive sentiments. Thirty-seven percent (31) agreed and 25% (21) strongly agreed that they pay heightened attention due to the hope of winning. On the contrary, a very small percentage 1% (1) disagreed, and none strongly disagreed. Additionally, a substantial portion of 37% (31) remained neutral or uncertain about the connection between winning Kahoot quizzes and increased learning focus (Mean= 3.86).

In reaction to item 15, the statement concerning the level of preparation for winning in Kahoot. Majority of participants expressed positive sentiments about their preparedness for success in Kahoot. Among them, 38% (32) agreed and 25% (21) strongly agreed that they feel better equipped to win. On the contrary, only a small percentage (5%) held a negative view, with 4% (3) disagreeing and 1% (1) strongly disagreeing with this notion. Additionally, a notable portion 31% (26) remained neutral or uncertain about the impact of Kahoot on their preparedness (Mean= 3.79).

In reply to item 16, the statement pertains to the fear of receiving an unsatisfactory score on Kahoot. The majority of participants indicated a positive outlook towards receiving unsatisfactory scores on Kahoot. Among them, 45% (38) agreed and 8% (7) strongly agreed that they are not fearful of low scores. On the contrary, a portion held a negative view, with 15% (13) disagreeing and 5% (4) strongly disagreeing with the statement. Moreover, a notable segment 26% (22) remained neutral or uncertain about their emotional response to potentially unsatisfactory scores (Mean= 3.37).

In answer to item 17, the statement addresses the impact of Kahoot on the classroom atmosphere. Responses indicate a significant effect, with 38% (32) agreeing and an equal 38% (32) strongly agreeing that Kahoot enhances the energetic vibe in class. A notable portion of 19% (16) remains neutral about this effect, possibly reflecting differing perceptions. Very few respondents chose to disagree with 1% (1) and 1% (1) for strongly disagree, emphasizing the widespread sentiment that Kahoot contributes to an energetic classroom ambiance (Mean= 4.13).

In light of item 18, the statement concerns the inclination to participate in Kahoot quizzes. Responses show a notable interest, with 45% (38) agreeing and 24% (20) strongly agreeing that they have a strong desire not to miss Kahoot quizzes. A substantial portion 30% (25) remains neutral, reflecting a range of viewpoints. Very few respondents 1% (1) disagree,

and none strongly disagree, underscoring the widespread sentiment that participants generally value and prioritize Kahoot quizzes (Mean= 3.92).

In acknowledgement of item 20, the statement revolves around the potential embarrassment caused by not understanding the tested material on Kahoot. The responses indicate varied perspectives. 37% (31) agree and 19% (16) strongly agree of participants feel embarrassed by Kahoot when faced with unfamiliar material, while a larger proportion around 18% (15) disagree and 2% (2) strongly disagree of which they do not share this sentiment. Additionally, 24% (20) remained neutral or uncertain about the potential for embarrassment (Mean= 3.52).

In response to item 22, the statement explores the impact of Kahoot on confidence in answering English questions. Responses show that a majority of participants 45% (38) agree and 15% (13) strongly agree that Kahoot enhances their confidence. Conversely, a minority disagree, with 4% (3) not agreeing and 2% (2) strongly not agreeing. Additionally, a notable portion 33% (28) remains neutral, reflecting a range of viewpoints (Mean= 3.68).

Based on item 23, the statement discusses the necessity of incorporating Kahoot into all learning assessment evaluations. The majority of participants responses with 45% (38) agreeing and 15% (13) strongly agreeing that Kahoot should be used extensively. Conversely, only a small percentage 5% (4) disagrees, with none strongly disagreeing. A notable portion 35% (29) remains neutral, indicating differing viewpoints (Mean= 3.71).

Table 3. Rating of Kahoot's implementation

Questionnaire Questions	Likert Scale	Result	
		Percentages	Mean
Q4 I can easily understand the questions in Kahoot.	Strongly Disagree	1%	3.69
	Disagree	5%	
	Neutral	33%	
	Agree	44%	
	Strongly Agree	15%	
Q19 Kahoot makes it difficult for me to do the questions.	Strongly Disagree	5%	3.57
	Disagree	13%	
	Neutral	25%	
	Agree	35%	
	Strongly Agree	23%	
Q21 I am in a hurry or not careful when working on questions via Kahoot.	Strongly Disagree	6%	3.05
	Disagree	31%	
	Neutral	26%	
	Agree	25%	
	Strongly Agree	12%	
Q24 Kahoot makes practice session easier during learning activities.	Strongly Disagree	0%	4.00
	Disagree	1%	
	Neutral	19%	
	Agree	58%	
	Strongly Agree	21%	
Q25 Kahoot is less effective and efficient as a platform for practicing questions or exams.	Strongly Disagree	7%	3.15
	Disagree	29%	
	Neutral	25%	
	Agree	20%	
	Strongly Agree	19%	
Mean			3.49

In response to item 4, the question pertains to the ease of understanding Kahoot questions. Responses indicate a general positive outlook, 44% (37) “agree” and 15% (13) “strongly agree” that they comprehend the questions easily. On the contrary, a minority 5% (4) “disagree” and 1% (1) “strongly disagree”. A notable portion 33% (28) remains “neutral”, suggesting varying levels of clarity among respondents (Mean= 3.69).

Based on item 19, the statement addresses the level of difficulty experienced when doing Kahoot questions. The collected responses showcase a range of viewpoints. Participants 35% (29) agree and 23% (19) strongly agree that Kahoot poses difficulty in question-solving, while the opposite view, disagreeing with the statement 13% (1) disagree, and 5% (4) strongly disagree. Moreover, 25% (21) remained neutral or uncertain about the perceived difficulty (Mean= 3.57).

As a result of item 21, there are variations of opinion regarding the tendency to be hasty or careless when answering questions on Kahoot. The responses reveal diverse viewpoints. Twenty-five percent (21) agree and 12% (10) strongly agree of participants acknowledge a tendency to rush or lack caution during Kahoot activities. Conversely, 31% (26) disagree and 6% (5) strongly disagree reject this notion. Additionally, 26% (22) remain neutral or uncertain about their response behavior (Mean= 3.05).

In reply to item 24, the statement assesses the ease of practicing questions using Kahoot during learning activities. Responses highlight a strong agreement, with 58% (49) agreeing and 21% (18) strongly agreeing that Kahoot facilitates question practice. A minimal portion of 1% (1) disagrees, and none strongly disagree, while 19% (16) remain neutral, indicating varied viewpoints (Mean= 4.00)

In reaction to 25, the statement evaluates the effectiveness and efficiency of Kahoot as a platform for practicing questions or exams. Responses reveal diverse viewpoints, 20% (17) agree and 19% (6) strongly agree that Kahoot is less effective and efficient. Conversely 29% (24) disagree and 7% (6) strongly disagree about Kahoot's inefficacy. A notable portion 25% (21) remains neutral, suggesting varying perceptions (Mean= 3.15).

Table 4. Ratings of Kahoot’s feedback evaluation

Questionnaire Questions	Likert Scale	Result	
		Percentages	Mean
Q14 It becomes easier for me to evaluate which material I have not mastered.	Strongly Disagree	0%	3.83
	Disagree	4%	
	Neutral	29%	
	Agree	49%	
	Strongly Agree	19%	

In response to item 14, the statement focuses on the ease of identifying material that has not been mastered. The majority of participants indicated a positive impact on self-assessment through Kahoot. Among them, 49% (41) agreed and 19% (16) strongly agreed that it becomes easier to identify areas they have not mastered. On the contrary, only a small percentage 4% (3) disagreed, and none strongly disagreed with this assertion. Additionally, a significant portion of 29% (24) remained neutral or uncertain about the extent to which Kahoot facilitates self-evaluation (Mean= 3.83)

Discussion

In this session, the aim is to discuss the findings of this research. Largely, the findings obtained are positive views from EFL students regarding motivation, attitudes and engagement, implementation, and feedback evaluation of Kahoot as an assessment platform.

Student motivation, attitudes, and engagement of Kahoot as an assessment platform

In its application, Kahoot actually makes students more enthusiastic in working on assessment questions. As shown in Table 2, question number 10, the data obtained is a positive result of students' thinking. As many as 80% (n=67) of students felt satisfied when they answered correctly in the assessment session on Kahoot. This is because Kahoot can create a competitive environment for students, because students compete in the scores they get (Icard, 2014).

Apart from increasing motivation in assessment sessions, Kahoot can also prevent cheating in an assessment. Evidence from responses to item 5, at least 58% of respondents (49 students) admitted that Kahoot can prevent cheating that occurs during assessments. This is because Kahoot includes a time limit for each question, even though students who cannot answer the question can still discuss it with their friends (Wardana et al, 2022).

Students also show their enthusiasm and interest when conducting assessments with Kahoot because it can attract their attention. This is because the features of Kahoot provide images, colors, and sounds that make them interested in assessment using Kahoot. This aligns with research conducted by Rismiyenti (2018), who found that pictures can increase learning motivation because pictures can make learning material concrete. Therefore, teachers must be able to include images in their Kahoot quizzes to maximize assessments using Kahoot.

Kahoot Implementation

This research found that assessment using Kahoot made EFL students very interested in conducting assessments via Kahoot. They are very enthusiastic about completing practice questions with their smartphones. This is supported by the convenience of technology, which helps students to engage easily and enthusiastically with digital technology (Rizk & Davies, 2021). This could also be because students can easily get used to e-assessment, they can also be called the digital-native generation, which means they are people who have been exposed to technology from an early age and are used to using technology in their daily lives (Fatmawati, 2022).

Kahoot can also use a variety of question types. There are various variations of questions that can be used in Kahoot, such as multiple choice, true/false, and also polls. However, research conducted by Martin-Somer et al (2021) found that the true/false question type had a greater percentage of correct answers than the multiple-choice question type (with 4 answer options). Although the percentage obtained is not far from the multiple-choice question type, which is 60%, while the true/false question type is 70%. This can be a consideration for teachers to choose which types of questions they feel are effective as an assessment in the classroom.

Kahoot feedback evaluation

Apart from features that support motivation, attitudes and practical application in Kahoot, there are also supporting factors that make Kahoot superior as an assessment platform, namely instant feedback evaluation. This is because by using Kahoot, students will

immediately know whether their answer to the question is right or wrong. The data obtained in this research also supports evaluation feedback, the majority of data obtained are positive assessments from students, with 68% (n=57) of students thinking that Kahoot can make it easier to evaluate material they have not yet mastered. This is in line with research conducted by Nadeem & Falig (2020), which found that 95% of their respondents greatly benefited from instant feedback evaluation from Kahoot. This encourages independent learning from students too, without having to wait for personal assessment from the teacher.

CONCLUSION

The current research aims to find out what junior high school students think about Kahoot as a learning evaluation assessment platform. The study reveals that most students have a favorable opinion of Kahoot as an assessment platform. More precisely, most of the students felt that Kahoot had a positive impact from several aspects, namely motivation, attitude and engagement, then implementation, and finally feedback evaluation. Moreover, our research can be a reference for educators, especially junior high school teachers who want to use Kahoot as an evaluation assessment platform because by using Kahoot, teachers can also check, regulate or modify the effectiveness of their teaching (Widyaningrum, 2019). Unfortunately, this study was not conducted on a large scale in research participants, with only 84 junior high school students as respondents. However, large-scale research is highly recommended for future research to find out more about junior high school students' opinions about Kahoot as an evaluation assessment platform. Moreover, future research will also be better when comparing Kahoot with other quiz platforms.

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