**EFL Teachers’ Perceptions** **of Kahoot as an Online Learning Platform in Promoting Basic English Vocabulary**

**1Ketlin Melisa Natalia Situmorang 2Debora Chaterin Simanjuntak**

1English Education Study Program, Universitas Advent Indonesia

2English Education Study Program, Universitas Advent Indonesia

Co. Author Email: debora.simanjuntak@unai.edu

|  |  |
| --- | --- |
| ***Article Info*** | **Abstract** |
| ***Article History*** *Received:* *Revised:* *Published:*  | *The purpose of this research is to see the effectiveness of the Kahoot application in increasing students' English vocabulary. This research is qualitative method. A research design involving interviews to collect data. The participants are teachers who already have experience using the Kahoot application. The researcher do this study by listening to the stories of the participants and writing down the stories that have been told. In collecting data, researchers used video calls and Zoom to listen to the stories of the participants. As a result, Kahoot can make learning more interesting and fun. Thus, this application provides value for teaching vocabulary to English learners.* |
| ***Keywords****Teachers’ Perception**Kahoot,Vocabulary.**Co;* |
| ***How to cite:*** |

**INTRODUCTION**

Given the importance of learning vocabulary, language teachers have a duty to create and maintain a stimulating environment by providing a tool that can increase students' motivation, like technology, as a means of learning English (Solikhah, 2020). Vocabulary is one of the facets of English that students struggle to fully comprehend, so it is essential when learning English. The students should put their efforts into learning English vocabulary for their practical, daily needs. Pronunciation, grammar, and word usage are types of linguistic elements; English vocabulary is a different kind (Dickinson et al., 2019). Speaking the term clearly is different from having good word-building skills. Teachers have referred to their students' motivation in terms of their desire to learn English vocabulary and English teaching tools like mobile phones as an alternative learning medium for vocabulary (Studies, 2017).

English language learners occasionally experience difficulties with vocabulary acquisition (Dakhi & Fitria, 2019). The vocabulary was difficult for the students to memorize, and occasionally when they used the material they forgot the vocabulary that had been provided. Although the teacher instructed the students to remember the vocabulary, they found it challenging. The students' speaking skills would improve if the instructor gave them the opportunity to practice speaking while using the vocabulary they had learned (Ihsan & Wahidah, 2019). They frequently struggle with vocabulary when attempting to comprehend the text. Even though acquiring EFL vocabulary is important, EFL students still struggle with it. Some of these challenges include recognizing the definitions of new words, pronouncing them properly, using them accurately, spelling, and memorizing new vocabulary (A. I. Wang et al., 2020). Additionally problematic is the word's grammar, particularly if it varies from that of its L1 equivalent. It can be challenging to remember whether a verb like enjoy, adore, or hope is followed by an infinitive (to swim) or a -ing form (swimming), (Siddiqua et al., 2010). Because of this, language teacher, especially pre-service teachers must be supported in finding pedagogical practices and strategies that will improve students' word knowledge through vocabulary teaching, (Yokubjonova, 2001).

Technology and its resources are taken into consideration when creating curricula in order to provide students with a more varied education using a variety of teaching tools and resources and to promote innovation, application, and lifelong learning (Livingstone, 2019).  Technological breakthroughs have led to developments in almost all education practices (Anabel & Simanjuntak, 2022). It may affect how students learn, work, play, and live. Technology use has become a necessary component of work, so schools must begin implementing it to enhance teaching-learning activities (Adnyani et al., 2020). The use of EFL teaching and learning methods has been impacted by technological innovations and advances, (Muthi’ah et al., 2021). In addition, the use of digital technology in the world of education is now greatly expanding. The learning experiences of students are significantly improved by technology. Teachers and students can both benefit from the use of technology as an inventive English learning tool like Software Kahoot (Trinh et al., 2022). The power of using digital technology can be effectively used by teachers and students to raise the standard of instruction and learning in the classroom (Lawrence & Tar, 2018).

According to (Adnyani et al., 2020), free game-based learning tools like Kahoot! can be used for any topic, on any device, and by users of any age. Kahoot! was created to increase learning enjoyment and is appropriate for learning outside of the classroom. Every month, millions of users from countless various backgrounds use Kahoot! in settings ranging from classrooms to business meetings, charity events, award ceremonies, and other occasions. Because of its illustrations, substance, and features that let us design the game on our own, Kahoot! is distinctive. If we don't have time to create it from inception, there are a variety of Kahoot! available in the public library section that can be modified. Kahoot! Game has three goals, according to Wang and Tahir (2020, p. 2), which include boosting students' involvement, motivation, enjoyment, and concentration to improve their learning process in class. Kahoot has very interesting features and is in accordance with what students want; it is colorful, has various pictures, and is easy to use.

This study is based on Crawshaw, (2015) theory of language learning, which discusses how teachers can support their students' use of a combination of intuitive and conscious processes to process information about the language they are learning. It would be logical from a research standpoint to link the Krashen theory of communicative language teaching and the natural approach with the theory of language acquisition. This theory seeks to understand how teachers perceive students' potential for developing their capacity and ability to comprehend the material (Koondhar et al., 2018). Henceforth the researchers of this study would like to delve deeper into the perceptions of EFL teachers regarding the use of Kahoot! in promoting basic English vocabulary. This research was conducted to address three research questions:

1. What aspects does Kahoot add value in promoting basic English vocabulary?

2. What are the teachers perception on the use of Kahoot in teaching English?

3. What is teachers engagement with Kahoot to promote learning?

**RESEARCH METHOD**

This is a qualitative study, with a research design that involves conducting interviews to collect data. This research was conducted to collect data and as much information as possible about EFL teachers' perceptions of Kahoot as an online learning platform for promoting basic English vocabulary.

**Research Design**

This study is a narrative inquiry study utilizing interpretive description approach. The researchers utilized a narrative inquiry method to explore participants’ experience and seek their perspective to reach a deeper understanding and gain in-depth information about a specific topic. According to Creswell (2015), narrative research designs are qualitative techniques in which researchers describe persons' lives, gather and narrate their stories, and compose narratives about their experiences. In education, these stories frequently center on classroom experiences or school activities. Furthermore, unlike personal interviews, narrative inquiry allows participants to feel free to share their real-life stories.

**The Subject of the Study**

Purposive sampling was used for this study's sampling strategy because it ensures a variety of viewpoints and focuses on specific traits that help the researchers find the answers to their research questions. (Palingkas, et.al. 2016). The study enlisted English teachers who instruct English as a subject and deliver vocabulary-building materials to students using the Kahoot! application. Through purposeful sampling, all participants were chosen for participation.

**Table 1**

**Demographic Features of the Participants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Initial** | **Age** | **Gender** | **School** | **Profession** |
| IS | 23 | Female  | private | English Teacher |
| TN | 23 | Female | private | English Teacher |
| DE | 21 | Female | private | English Teacher |
| FB | 21 | Female | private | English Teacher |
| EL | 29 | Female | private | English Teacher |
| HA | 24 | Female | private | English Teacher |

**Instruments**

The study instrument is participants’ stories. In collecting the data, the researcher used video call and Zoom to listen to the participants’ stories. The researchers contacted them through WhatsApp to ask about their willingness to be the research subjects. The researchers made a WhatsApp group to make it easier to give information about the process. To lead participants throughout the entire narrating of the story process, the researcher prepared a guide.

**Data Analysis**

After collecting the data the researchers made a transcription of the narratives. The researchers then applied thematic analysis to analyze the data. Braun and Clarke (2006) suggested that thematic analysis is an effective technique for exploring the viewpoints of various research participants, revealing parallels and differences, and eliciting unexpected findings. The analysis is divided into various steps, beginning with familiarization with the original data and continuing with the assignment of initial codes to statements that summarize the primary point of the interviews (Saldaña, 2013). To preserve the participants' privacy, initials were made to report statements.

**RESEARCH FINDINGS AND DISCUSSION**

**Research Findings**

 This study is a narrative research by using an interpretative descriptive approach. This research was conducted by knowing how the teacher's perspective on the use of Kahoot can increase student vocabulary. A total of 6 teachers were interviewed and answered questions related to teachers’ Perceptions of Kahoot as an Online Learning Platform in Promoting Basic English Vocabulary. Kahoot!'s enrichment ("game-show") procedure does not alter, raising the possibility of teachers' worries about pupil boredom. However, every Kahoot! has a unique set of queries and problem-solving techniques, unlike other computer-mediated learning tools and games. depending on the requirements of the students, (Licorish et al., 2018). In order to find answers to the study questions, the researcher transcribed, organized, and interpreted the data (Simanjuntak, 2018).

**Aspects in Promoting English Vocabulary**

Kahoot has aspects that can increase a child's vocabulary level. Vocabulary is an important aspect of learning a foreign language.Learning vocabulary entails not only understanding word definitions but also becoming familiar with every element of a given word (He, 2010).

*Dynamic Involvement*

Using technology in the classroom is fun for students and they are more enthusiastic about learning. Like the quote below:

P1 : “*When I use it in class when filling in chapters and students enjoy working on questions”.* P6 : *“I found some difficulties when using Kahoot the first reason when students try to enjoy*

*the games from Kahoot”.*

P2 : “*So for us to be able to reach students, we can use the Kahoot application because it can interact with children and they enjoy it.*

This Kahoot is very useful for teachers who teach because, apart from changing the way of learning, it can also provide entertainment for students and make the atmosphere in the class more enjoyable. As a result, the quantitative findings were supported by the student responses, which showed that Kahoot benefits students in a variety of ways, including making them more engaged and active in class, being simple to use and promising for reviewing units and material, preparing students and giving them the ability to learn more quickly, being useful for reviewing vocabulary, and providing fun and enjoyment. The results showed that students were able to participate in the lessons, successfully master the target language, and enjoy learning English with Kahoot. The impact of using Kahoot on students' focus, involvement, enjoyment, perceived learning, motivation, and satisfaction was examined by (Inglés, 2023).

*Learning Assessment*

Teachers can create a fun learning atmosphere using technology-based learning systems to help students with different learning activities. Kahoot creates an interesting activity for students; for example, teachers can make quiz questions that are more interesting and varied for students. Based on the teachers’ experience :

P1 : “*My students are more enthusiastic about learning if they are going to take the quizzes because they use Kahoot.”*

P6 : “ *Of course my students have development, they are more enthusiastic and excited about doing the exercise and are not bored by it because Kahoot has music and picture themes, so they enjoy doing it more and get better grades. My students are very happy to use this Kahoot so I will ask them to do the game and if there is an opportunity, we will often use it so that students also have the enthusiasm to learn.”*

P1: “ *Kahoot it helps in giving interesting quizzes, and the assessment immediately after the quiz makes it easier to record student scores.*

P2: “*And in this application, the highest score is notified, and from there, students can see their highest score, which is very interesting for them.*

P3: “*Something I see the Kahoot application is yes, of course all the features are interesting.*

McLaughlin & Yan (2017) came to the additional conclusion that formative feedback in the form of online evaluation has the potential to boost student engagement, boost their enthusiasm for learning, and result in better academic success. (J. Wang et al., 2022), thus, it can be said that Software Kahoot is a learning tool that can raise students' academic performance in Doctoral Programs. Students who use software Kahoot become more motivated, passionate, and capable of competing and cooperating in teams. According to (J. Wang et al., 2022). media software is also provided to students while they are learning to keep them interested, particularly with reading, which is regarded as one of their most absorbing subjects. The use of the Kahoot application in English language instruction today is now generally acknowledged by researchers. The Kahoot application increases students' motivation and focus when studying English, (A. I. Wang & Tahir, 2020).

P2: *“ The opportunity that I have is that, as a teacher, we can use various media platforms available on the internet today to be able to help us in teaching and learning so that students won’t get bored from the lesson their receive.*

P5: *“Students don’t feel bored in class because there are applications that can be used, and it builds their enthusiasm for learning, so I use this application of course for my students.*

Sibatuara (2021) with the help of the Kahoot application, they can practice their English with peers, have fun, discover new content, and spice up other tasks.

P1:” *So the way that I want to do for my students is give them the opportunity to have fun learning by using Kahoot.*

P2: “ *So for us to be able to reach students, we can use the Kahoot application because it can interact with children, and they enjoy it. It also has other ways to ensure that children don't get bored and students have a lot of fun.*

P3:” *Feel quite satisfied with this application because it is the children's interest that makes me happy when they have fun with learning*.

P2: *“ The opportunity that I have is that, as a teacher, we can use various media platforms available on the internet today to be able to help us in teaching and learning so that students won’t get bored from the lesson their receive.*

P5: *“Students don’t feel bored in class because there are applications that can be used, and it builds their enthusiasm for learning, so I use this application of course for my students.*

(Sibatuara, 2021), with the help of the Kahoot application, they can practice their English with peers, have fun, discover new content, and spice up other tasks.

P1:” *So the way that I want to do for my students is give them the opportunity to have fun learning by using Kahoot.*

P2: “ *So for us to be able to reach students, we can use the Kahoot application because it can interact with children, and they enjoy it. It also has other ways to ensure that children don't get bored and students have a lot of fun.*

P3:” *Feel quite satisfied with this application because it is the children's interest that makes me happy when they have fun with learning*.

P4” *Students can have fun using the app and it is easier for them to understand without explaining all the material that much.*

P5:” *And also, this application can foster students' interest in learning even more because it is fun for them.*

P6:” *I decide to use Kahoot because it helps me a lot, when I made fun activities that related to my topic in class through games. Kahoot help me to make fun games that related to my topic in class and also I use Kahoot for any exercise in class and it help me a lot because Kahoot already calculate all the score that easy to get final score without conic manually.*

**Teachers Perceptions on The use of Kahoot**

*Quality of Teaching*

The quality of teacher teaching must be creative; there are many applications that can be used for both online and offline learning. Learning while playing is an interesting activity to do in the classroom. Kahoot is an application that supports learning in the classroom. The following is the teacher's opinion about the Kahoot application as a learning method:

P1: *“My students are more enthusiastic about learning if they are going to take quizzes because they use Kahoot.*

P2: “*I have used Kahoot several times to help me in the process of teaching and learning activities because this application can help children become more enthusiastic about learning.*

P3: “*For the Kahoot application program, it might be more interesting if the features were updated every year and more new things were included with it so that children felt that this application really supported their learning.*

P4: “*But Kahoot provides teachers with a new way to deliver instruction, personalize learning, and increase student engagement.*

In particular, a joint problem-based learning teaching strategy was developed, and it was compared to another strategy that incorporated technology into the learning process, (Limniou & Mansfield, 2019). Staff members at the university expressed serious concerns about the potential impact of semesterisation on teaching quality and the student learning experience, according to a hastily performed research exercise, (Milliken & Barnes, 2002). The lack of high-quality technological tools and the teachers' uncertainty about which application best suits the students' abilities are viewed as challenges by the educators. (Muthi’ah et al., 2021).According to (A. I. Wang et al., 2020), In order to earn points, students must respond to questions quickly and accurately. The highest scorers' scores are displayed on a leaderboard. This outcome is favorable for the students, as evidenced by the rise in posttest scores and the outcomes of observations with improved descriptions, (J. Wang et al., 2022).

P1:”*Kahoot it helps in giving interesting quizzes, and the assessment immediately after the quiz makes it easier to record student scores.* *My students are more enthusiastic about learning if they are going to take quizzes because they use Kahoot. So that students before the time to do their quiz will study harder to get a high score when the quiz later.*

*P2:”And in this application, the highest score is notified, and from there, students can see their highest score, which is very interesting for them.*

Participants voiced similar opinions about the prevalence of a bad internet connection and a lack of adequate facilities, including both students and teachers (Anabel & Simanjuntak, 2022). In Mahbub's (2020) research, which examined the use of Kahoot! with undergraduate students enrolled in the English education program, the only obstacle to continuous implementation was a poor internet link, despite the fact that students thought online assessment was practical.

P1: “*The difficulty I experienced when using this application was an unstable internet with a network that sometimes disappeared.*

P6: “*suddenly there was unstill connection then they can’t rejoin and continue the game again, and the second the students only can see the questions from the one who share the screen they can’t see from the own screen it means there unstable connection with my connection and they can’t continue to answer the questions, it seems like Quizizz the questions can appear every students screen if we use Quizizz, so when I have unstable connection when I used this App it want disturb them at all to did the exercise.*

The successful use of applications in learning is a good connection. Participants voiced similar opinions about the prevalence of a bad internet connection and lack of adequate facilities, including both students and teachers. For hybrid learning to be successful, there must be a reliable internet connection and all required equipment, (Anabel & Simanjuntak, 2022)

*Teachers’ Engagement to Promote Learning*

The teacher promotes his teaching using Kahoot by using the method of grouping students. Students also feel happy and believe that there is a new method of learning while playing using Kahoot, which is very effective and makes it easier for teachers and students in the learning and teaching process. The following are opinions on the promotion of learning:

P1: “.*A teacher When making a teacher's exam, you don't have to sit in class, or when online, students remain sporty in answering these questions, because students are asked to be honest, they don’t have any time to ask her friend by chat or whatever so they should do the exams with herself, and also in this app, you can't open anything else because it will come out, and this Kahoot is full of color, so happy kids.*

P3: “*When using the Kahoot application, the things that I have achieved are when I invite people to participate in learning activities I create with Kahoot, they show interest and the event becomes more lively despite being online.*

P4: “*The pandemic has greatly changed the pattern of learning in schools using online platforms so I chose Kahoot as one of my platforms.*

*P5: “In using this application, I have never had difficulty or had problems, because my students have cellphones and also use online learning, and I think their parents allow them to use cellphones, so they are already good at using electronics.*

In particular, a joint problem-based learning teaching strategy was developed, and it was compared to another strategy that incorporated technology into the learning process, (Limniou & Mansfield, 2019). (Limniou & Mansfield, 2019), however, once the online polls are closed, both of these methods have the potential to spark discussions and disagreements. They can also encourage student-to-student and student-to-teacher as well as student-to-student encounters. English instructors needed to be able to use and adapt online tools in the classroom because all of the sessions would be conducted online. The applications available to teachers to assist EFL instruction are numerous, (Muthi’ah et al., 2021). Online tools like Zoom, Google Meet, Google Classroom, Kahoot, Quizizz, and other tools can be helpful as e-learning resources when teaching EFL. (Muthi’ah et al., 2021) conducted study on the most popular learning tools used during the COVID-19 pandemic.

This outcome is favorable for the students, as evidenced by the rise in posttest scores and the outcomes of observations with improved descriptions, (A. I. Wang & Tahir, 2020). (Muthi’ah et al., 2021), to keep pupils from becoming bored, teachers should be able to create engaging materials.

P1: “*Because of its effectiveness in quizzes, Kahoot only works when quizzes can't all be used in every lesson.*

P5: *“Because this application can be more effective and efficient in providing exam results assessment. Effective and efficient how Kahoot works and his attractive appearance make the want to work questions better.*

According to the explanation given above, Software Kahoot is a game that is integrated to make it simple for teachers to evaluate their students' learning. It can also be used to explain concepts, distribute content, and serve as a forum for the exchange of ideas, (J. Wang et al., 2022). We also offer comments on Kahoot!'s ease of use, the circumstances in which it works well, and our future plans for using it (from the instructors' point of view), (Licorish & Lötter, 2022).

P1: “*The Kahoot app is no stranger to me, this application is easy to use, and the features we want to use are very interesting.*

P2: “*I am quite satisfied with this Kahoot application because it is simple, easy to learn and there are not many difficult features, but there are several features that can only be accessed if the account is premium.*

P4**: *“****Well this application is easy to use because I don't think this application is difficult, and by me hinting at the method they have to use to enter, it's easy for them to understand.*

Sibatuara, (2021), It demonstrates the beneficial impact that using the Kahoot application has on students' happiness and motivation. Therefore, it is essential to identify any potential underlying causes that may have an impact on students' motivation for learning English, particularly for instructors who wish to increase their students' motivation, (Licorish et al., 2018).

P4: *“As a teacher I saw increased attendance, student participation, engagement, motivation, and interaction between students and teachers as well as students and peers.*

The first research question concerns whether Kahoot application affects students' capacity for developing their English vocabularies. The second question concerns Kahoot application's efficiency in developing students' vocabularies. The third question concerns Kahoot application's impact on learning outcomes, (Sibatuara, 2021).

**Discussion**

The primary purpose of this study was to explore the perceptions of English teacher on the use of Kahoot in promoting basic English vocabulary. This discussion encapsulates the answers of the three research questions, the first RQ encompassed the aspects of using Kahoot!; the second RQ covered teachers’ perceptions on the use of Kahoot! in teaching English, and the last RQ covered teachers’ engagement with Kahoot! to promote learning.

Through the findings, the researchers discovered that this study is aligned with a research conducted by Adnyani et al., (2020) that Kahoot! can be used for any topic, on any device, and by users of any age. Kahoot! to increase learning enjoyment and is appropriate for learning outside of the classroom; however, according to the findings of this study, Kahoot! does not significantly improve vocabulary knowledge in English language learners. It is a learning app that sparks interest but does not have strong impact on students' vocabulary development.

Educators are increasingly emphasizing the importance of using interactive learning through technology applications in teaching and learning as a means of enhancing classroom quality, promoting interactivity, and enabling flexible learning experiences that can be held wherever and whenever is most convenient for specific students; this study is in line with what Smith et al., (2022) and Lawrence & Tar (2018) had done. They stated that learner has control over what, when, and where they learn which increases their independence.

All the findings indicated that through teachers’ perceptions Kahoot! is a good app to promote learning that can help learners enjoy learning the Language in a fun way. This study also provides pedagogical implications regarding teaching-learning process. These pedagogical implications are drawn as a result of the present study, in which, to maximize learning interaction through the use of Kahoot, teachers should make sure that the course content and materials sent to Kahoot! are engaging and useful in order to promote learners basic vocabulary knowledge.

**CONCLUSION**

Exploring teachers’ perception on the use of Kahoot! in promoting basic English vocabulary shed light on knowing what aspects that the app add value to teaching vocabulary to English learners. The aspects give English teachers recognition on how to use and view Kahoot!. Teachers cannot merely make conclusion that Kahoot! can guarantee the development of learners’ vocabulary knowledge. It can be considered as a platform to ignite dynamic learning and to perform fun assessment on learners’ work.

Applying various teaching apps, such as Kahoot, is a part of enhancing the ability of classroom instruction. The ability to provide interactive learning in the classroom will help teachers gain the respect of their students. The findings highlight the need for alertness when teachers apply Kahoot! since premium access is a paid feature on all apps. Teachers who prefer free access may not be able to fully take advantage of all the features of the app, which ultimately led to imperfections in the way the material was delivered.

It is an English teacher's responsibility to expand vocabulary. There are many methods for expanding vocabulary and motivating students to take part in vocabulary development. Encouraging students' desire for learning is one strategy. The results of this study show that Kahoot has the ability to stimulate learning, but before using the application, the teacher must first comprehend the needs of the students and how to use the Kahoot application in order to avoid causing confusion in the learning process.

**ACKNOWLEDGEMENT**

We would like to acknowledge the faculty of Teachers Training and Educational Science for opening us the access to connect with the study participants; wherein, we could complete this study. We also wish to thank all the participants for generously shared their experience, perspectives and time to complete this study.

**REFERENCES**

Adnyani, K. E. K., Adnyana, I. W., & Murniasih, N. N. (2020). *Teacher and Students’ Perception on Using Kahoot! for English Learning*. *394*(Icirad 2019), 62–67. https://doi.org/10.2991/assehr.k.200115.011

Anabel, T. W. V., & Simanjuntak, D. C. (2022). Obtaining Preferences From a Hybrid Learning System To Promote English-Speaking Ability Through Focus Group Discussion. *Journal of Languages and Language Teaching*, *10*(2), 118. https://doi.org/10.33394/jollt.v10i2.4994

Crawshaw, M. (2015). Secondary school teachers perceptions of student misbehaviour: A review of international research, 1983 to 2013. *Australian Journal of Education*, *59*(3), 293–311. https://doi.org/10.1177/0004944115607539

Dakhi, S., & Fitria, T. N. (2019). The Principles and the Teaching of English Vocabulary: A Review. *JET (Journal of English Teaching)*, *5*(1), 15. https://doi.org/10.33541/jet.v5i1.956

Dickinson, D. K., Nesbitt, K. T., Collins, M. F., Hadley, E. B., Newman, K., Rivera, B. L., Ilgez, H., Nicolopoulou, A., Golinkoff, R. M., & Hirsh-Pasek, K. (2019). Teaching for breadth and depth of vocabulary knowledge: Learning from explicit and implicit instruction and the storybook texts. *Early Childhood Research Quarterly*, *47*, 341–356. https://doi.org/10.1016/j.ecresq.2018.07.012

Ihsan, H. Z., & Wahidah, N. (2019). Teacher’s Efforts to Overcome the Students’ Difficulties in Speaking Ability. *VELES Voices of English Language Education Society*, *2*(1), 62. https://doi.org/10.29408/veles.v2i1.1273

Inglés, D. (2023). *Kahoot , Quizizz , and Quizalize in the English Class and their Impact on Motivation Motivación*. *30*(1), 65–84.

Koondhar, M., M.A, E., Siming, I. A., & Umrani, T. H. (2018). Language Learning Approaches: Unity in Diversity. *Advances in Language and Literary Studies*, *9*(6), 34. https://doi.org/10.7575/aiac.alls.v.9n.6p.34

Lawrence, J. E., & Tar, U. A. (2018). Factors that influence teachers’ adoption and integration of ICT in teaching/learning process. *Educational Media International*, *55*(1), 79–105. https://doi.org/10.1080/09523987.2018.1439712

Licorish, S. A., & Lötter, A. L. J. (2022). When Does Kahoot! Provide Most Value for Classroom Dynamics, Engagement, and Motivation?: IS Students’ and Lecturers’ Perceptions. *Journal of Information Systems Education*, *33*(3), 245–260.

Licorish, S. A., Owen, H. E., Daniel, B., & George, J. L. (2018). Students’ perception of Kahoot!’s influence on teaching and learning. *Research and Practice in Technology Enhanced Learning*, *13*(1). https://doi.org/10.1186/s41039-018-0078-8

Limniou, M., & Mansfield, R. (2019). (Game-Based) Student Response Systems Engage Students with Research-Teaching Nexus Activities and Support Their Skills Development. *Creative Education*, *10*(01), 36–47. https://doi.org/10.4236/ce.2019.101003

Livingstone, K. A. (2019). The Place of Information and Communication Technologies in Curriculum Design and Development. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, *15*(4), 180–197.

Milliken, J., & Barnes, L. P. (2002). Teaching and technology in higher education: Student perceptions and personal reflections. *Computers and Education*, *39*(3), 223–235. https://doi.org/10.1016/S0360-1315(02)00042-8

Muthi’ah, M., Nawir, M. S., & Tsuraya, A. S. (2021). Teachers’ Perceptions of the Challenges in the Online Efl Teaching: a Review of Previous Studies. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, *24*(2), 215. https://doi.org/10.24252/lp.2021v24n2i5.

Sibatuara, U. D. (2021). The Effectiveness of Kahoot in Improving Vocabulary: The Case of a Private University English Study Program. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, *8*(1), 33–42. https://doi.org/10.19109/ejpp.v8i1.8285

Siddiqua, A., Oljira, D., Dastjerdi, H. V., Ingleses, E., Ramadani, F., Olsson, H., Assessment, A. N., The, O. F., Of, P., Teaching, V., Wulandari, A. Y. U., Of, F., Training, T., Nation, P., Elsheikh, O., & Elmahdi, H. (2010). *A STUDY ON 678’(176¶ DIFFICULTIES IN LEARNING VOCABULARY Rohmatillah Institut Agama Islam Negeri (IAIN) Raden Intan Lampung*. *7*(c), 89–94.

Simanjuntak, D. C. (2018). Pre-Service Teachers’ Teaching Performance in Teaching English To Young Learners: Instrumental Case Study Approach. *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, *6*(2), 85. https://doi.org/10.22460/eltin.v6i2.p85-99

Smith, B. E., Amgott, N., & Malova, I. (2022). “It Made Me Think in a Different Way”: Bilingual Students’ Perspectives on Multimodal Composing in the English Language Arts Classroom. *TESOL Quarterly*, *56*(2), 525–551. https://doi.org/10.1002/tesq.3064

Studies, L. (2017). The impact of vocabulary knowledge on reading, writing and proficiency scores of EFL learners. *Dil ve Dilbilimi Çalışmaları Dergisi*, *13*(1), 352–378.

Trinh, T., Tran, T., & Nguyen, B. (2022). JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES The effects of paraphrasing on EFL Students’ academic writing. *Journal of Language and Linguistic Studies*, *18*(1), 976–987. https://doi.org/10.52462/jlls.209

Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning – A literature review. *Computers and Education*, *149*(January), 103818. https://doi.org/10.1016/j.compedu.2020.103818

Wang, A. I., Tahir, R., Saleh Alharbi, A., Abdullah Alhebshi, A., Meccawy, Z., Kainama, M. S., Hendriks, A. Lou, Van Burg, E., Cornelissen, J., Stam, W., Jack, S., Limniou, M., Mansfield, R., Livingstone, K. A., Marsa, S. S., Kuspiyah, H. R., Agustina, E., Trinh, T., Tran, T., … Bram, B. (2020). Perceptions of Postgraduate Students Towards the use of Kahoot as A Formative Assessment Tool in an English Language Course. *Arab World English Journal*, *10*(1), 231. https://doi.org/10.4236/ce.2019.101003

Wang, J., Zhang, X., & Zhang, L. J. (2022). Effects of Teacher Engagement on Students’ Achievement in an Online English as a Foreign Language Classroom: The Mediating Role of Autonomous Motivation and Positive Emotions. *Frontiers in Psychology*, *13*(July). https://doi.org/10.3389/fpsyg.2022.950652

Yokubjonova, S. (2001). The Importance of Teaching. *Journal of Building Physics*, *24*(3), 177–182. https://doi.org/10.1106/70V2-62VX-7LCK-YDPN