THE USE OF KAHOOT AS AN ONLINE-BASED APPLICATION AND WEBSITE TO STIMULATE STUDENTS' ENTHUSIASM IN THE EFL CLASSROOM AT SMP NEGERI 1 KAHU KEC. KAHU KAB. BONE

Thesis is submitted to fulfill a Stage in Obtaining a Master's Degree in English (M.Pd.) at the Postgraduate IAIN Parepare

THESIS

BY

DEDI DARMAWAN
REG NUMBER: 202020387910 2005

POSTGRADUATE
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

STATEMENT OF AUTHENTICITY OF THESIS

The undersigned below:

Name	:	Dedi Darmawan
Reg Number	:	2020203879102005
Study Program	:	Tadris Bahasa Inggris (TBI)
Thesis Title	:	The Use of Kahoot as an Online-Based Application and Website to Stimulate Students' Enthusiasm in the EFL Classroom at SMP Negeri 1 Kahu Kec. Kahu Kab. Bone

Stated truthfully that with full awareness, this thesis is the result of the author's work. This thesis, to the best of my knowledge, contains no scientific work that has been submitted by another person to obtain an academic degree at a university, and no work or opinion has been written or published by another person, except in writing quoted in this manuscript and mentioned in this thesis.

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Parepare, 20 January 2023

Writer,

Dedi Darmawan
Reg Number. 2020203879102005

SUPERVISOR COMMISSION APPROVAL

Examiner of Thesis Writing on behalf of Dedi Darmawan, Register Number: 2020203879102005, Postgraduate student of IAIN Parepare, Study Program Tadris English, after carefully researching and correcting the Thesis concerned with the tittle: The Use of Kahoot as an Online-Based Application and Website to Stimulate Student's Enthusiasm in the EFL Classroom at SMP Negeri 1 Kahu Kec. Kahu Kab. Bone considers that the Thesis meets the scientific requirements and can be approved in obtaining a Master's Degree in English.

Chairman   :   Dr. Abdul. Haris Sunubi, M.Pd   (..................)

Secretary   :   Dr. Magdahalena Tjalla, M.Hum   (..................)

Examiner I   :   Dr. H. Ambo Dalle, M.Pd   (..................)

Examiner II   :   Dr. Zulfah, M.Pd   (..................)

Parepare, 20 January 2023
Known by
Postgraduate Director
IAIN Parepare

Dr. Hj. Darmawati, S.Ag., M.Pd
NIP 19720703 199803 2 001

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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

الحمد لله رب العالمين وبه ذ نستعين على امور الدنيا و الدين والصلاة والسلام
على اشرف الأنبياء والمرسلين و على اله وأصحابه أجمعين

Praise is to Allah SWT for the blessings and guidance and guidance to the author, so that this thesis can be arranged as it is in front of the reader. Greetings and Salawat to the Messenger of Allah, as a true role model for mankind in living a more perfect life, and being a reference for spirituality in developing the mission of the caliph in the world of existence.

The author realizes that with all the limitations and access of the author, this thesis can be completed on time, with the sincere assistance of various parties, either directly or indirectly. Therefore, the reflection of gratitude and deep gratitude should be conveyed to:
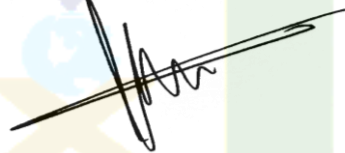
1. Dr. Hannani, M.Ag as the Rector of IAIN Parepare has worked hard to manage education at IAIN Parepare and provided good facilities so that the author can complete his research as expected.

2. Dr. Hj. Darmawati, S.Ag, M.Pd. as the Postgraduate Director of IAIN Parepare has worked hard in developing the Postgraduate IAIN Parepare.

3. Dr. Abdul Haris Sunubi, M.Pd. as the Head of the Postgraduate of Tadris Bahasa Inggris Program at IAIN Parepare always provides direction for developing the abilities of the students, especially the Postgraduate Students of Tadris Bahasa Inggris (TBI) Program.

4. Dr. Abdul Haris Sunubi, M.Pd, and Dr. Magdahalena Tjalla, M.Hum., as Advisors I and II, sincerely guide, enlighten, and direct the author in the research process so that it can be completed in the form of this thesis manuscript.

5. Andi Hasriani Asfar, SS., S.Pd., as the principal of SMP Negeri 1 Kahu Kec. Kahu Kab. Bone has given permission and recommendations to continue studies at the Postgraduate Master's Program at IAIN Parepare.

6. To the entire extended family of the writer, parents of the retired Army Sergeant Sakkirang and Sitti Risya, his beloved wife Asnovianti, S.Pd., with all their prayers and support in the process of completing this study;

7. To all the teachers, friends, relatives, and comrades of the author whose names cannot be mentioned one by one who has contributed greatly to the completion of the author's study.

May Allah SWT always give the best reply to people who are honorable and full of sincerity to assist the author in completing his Master's studies at the Postgraduate IAIN Parepare, and hopefully this thesis manuscript is useful.

Parepare, 20 January 2023
Writer

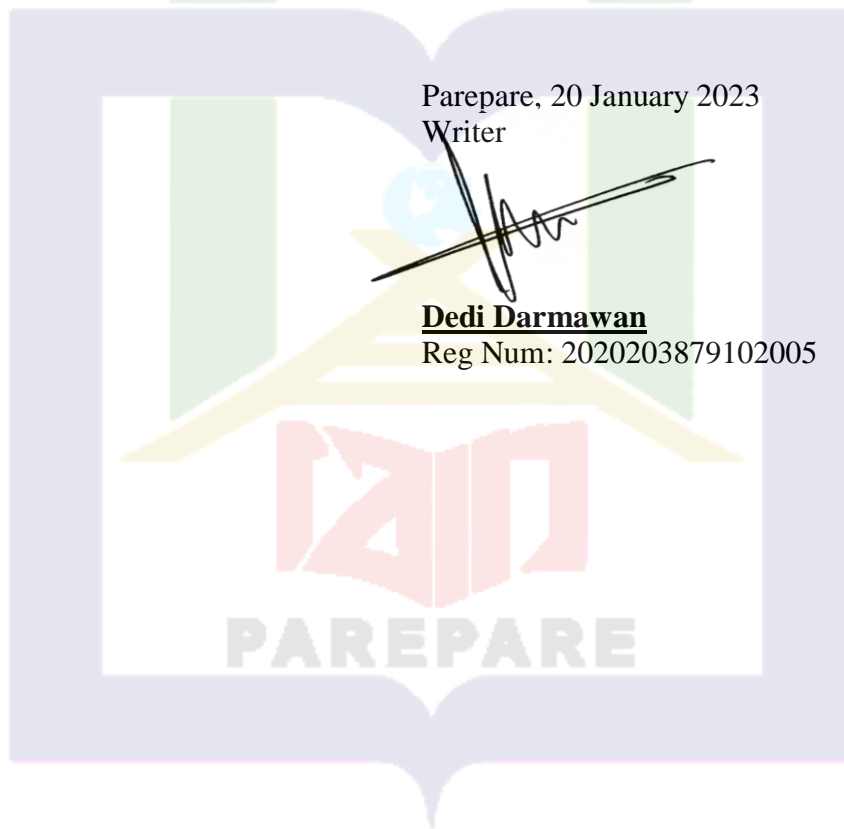**Dedi Darmawan**
Reg Num: 2020203879102005

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PEDOMAN TRANSLITERASI ARAB-LATIN

A. *Transliterasi Arab-Latin*

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada tabel berikut:

1. *Konsonan*

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	b	be
ت	ta	t	te
ث	ṡa	Ṡ	es (dengan titik di atas)
ج	Jim	j	je
ح	ḥa	ḥ	ha (dengan titik di bawah)
خ	kha	kh	ka dan ha
د	dal	d	de
ذ	żal	Ż	zet (dengan titik di atas)
ر	ra	r	er
ز	zai	z	zet
س	sin	s	es
ش	syin	sy	es dan ye
ص	ṣad	Ṣ	es (dengan titik di bawah)
ض	ḍad	ḍ	de (dengan titik di bawah)
ط	ṭa	ṭ	te (dengan titik di bawah)
ظ	Ẓa	Ẓ	zet (dengan titik di bawah)
ع	'ain	'	apostrof terbalik
غ	gain	g	ge
ف	fa	f	ef
ق	qaf	q	qi
ك	kaf	k	ka
ل	lam	l	el
م	mim	m	em
ن	nun	n	en
و	wau	w	we
هـ	ha	h	Ha
ء	hamzah	'	apostrof
ى	ya	y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dgn tanda (').

2. *Vokal*

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	*fath}ah*	a	a
اِ	*kasrah*	i	i
اُ	*ḍammah*	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
ـَىْ	*fatḥah dan yā'*	ai	a dan i
ـَوْ	*fatḥah dan wau*	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوْلَ : *haula*

3. *Maddah*

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan	Nama	Huruf dan	Nama
... َ ا	... َ ى	*fath}ah* dan *alif* atau *yā'*	ā	a dan garis di atas
ـِى	*kasrah* dan *yā'*	ī	i dan garis di atas
ـُو	*ḍammah* dan *wau*	ū	u dan garis di atas

Contoh:

مَاتَ : *māta*

Contoh:

رَمَى : *ramā*

قِيْلَ : *qila*

يَمُوْتُ : *yamũtu*

4. *Ta marbūtah*

Transliterasi untuk *tā' marbūtah* ada dua, yaitu: *tā' marbūtah* yang hidup atau mendapat harakat *fathah, kasrah,* dan *dammah*, transliterasinya adalah [t]. Sedangkan *tā' marbūtah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h].

Kalau pada kata yang berakhir dengan *tā' marbūtah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *tā' marbūtah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الأَطْفَالِ : *raudah al-atfāl*

اَلْمَدِيْنَةُ اَلْفَاضِلَةُ : *al-madīnah al-fādilah*

اَلْحِكْمَةُ : *al-ḥikmah*

5. *Syaddah* (*Tasydīd*)

Syaddah atau *tasydīd* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydīd* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbanā*

نَجَّيْنَا : *najjainā*

اَلْحَقُّ : *al-haqq*

نُعِّمَ : *nu''ima*

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عَدُوٌّ : *'aduwwun*

Jika huruf ى ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ـِـىّ), maka ia ditransliterasi seperti huruf *maddah* menjadi ī.

Contoh:

عَلِىٌّ : 'Alī (bukan 'Aliyy atau 'Aly)

عَرَبِىٌّ : 'Arabī (bukan 'Arabiyy atau 'Araby)

6. *Kata Sandang*

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

اَلشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

اَلزَّلْزَلَةُ : *al-zalzalah* (*az-zalzalah*)

اَلْفَلْسَفَةُ : *al-falsafah*

اَلْبِلاَدُ : *al-bilādu*

7. *Hamzah*

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُوْنَ : *ta'murūna*

اَلنَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *umirtu*

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8. *Penulisan Kata Arab yang Lazim Digunakan dalam Bahasa Indonesia*

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'ān*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fĩ Zilāl al-Qur' ān

Al-Sunnah qabl al-tadwĩn

9. *Lafz al-Jalālah* (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mudāf ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِيْنُ اللهِ *dĩnullāh* بِاللهِ *billāh*

Adapun *tā' marbūtah* di akhir kata yang disandarkan kepada *lafz al-jalālah,* ditransliterasi dengan huruf [*t*]. Contoh:

هُمْ فِيْ رَحْمَةِ اللهِ   *hum fĩ rahmatillāh*

10. *Huruf Kapital*

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks

maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

> *Wa mā Muhammadun illā rasūl*
>
> *Inna awwala baitin wudi'a linnāsi lallazĩ bi Bakkata mubārakan*
>
> *Syahru Ramadān al-lazĩ unzila f ĩh al-Qur'ān*
>
> Nasīr al-Dīn al-Tūsi
>
> Abū Nasr al-Farābi
>
> Al-Gazāli
>
> Al-Munqiz min al-Dalāl

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abū (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abū al-*Walĩd* Muhammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abū al-Walid Muhammad (bukan: Rusyd, Abū al-Walid Muhammad Ibnu)

Nasr Hāmid Abū Zaĩd, ditulis menjadi: Abū Zaĩd, Nasr Hāmid (bukan: Zaĩd, Nasr Hāmĩd Abū)

B. *Daftar Singkatan*

Beberapa singkatan yang dibakukan adalah:

swt.	=	*subhānahū wa ta'ālā*
saw.	=	*sallallāhu 'alaihi wa sallam*
a.s.	=	*'alaihi al-salām*
H	=	Hijrah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun (untuk orang yang masih hidup saja)
w.	=	Wafat tahun
QS …/…: 4	=	QS al-Baqarah/2: 4 atau QS Ali 'Imrān/3: 4
HR	=	Hadis Riwayat

ABSTRACT

Name : Dedi Darmawan

Reg Number : 2020203879102005

Thesis Title : The Use of Kahoot as an Online-Based Application and Website to Stimulate Students' Enthusiasm in the EFL Classroom at SMP Negeri 1 Kahu Kec. Kahu Kab. Bone

Kahoot is an excellent tool for encouraging active involvement and engaging students in a deep learning environment this research discusses the use of Kahoot as an online based application in the EFL classroom at SMP Negeri 1 Kahu Kec. Kahu Kab.Bone. Many EFL classrooms still use teacher-centered instruction, which causes students to get bored and lose interest in learning English. The purpose of this research is to know how Kahoot can stimulate the students' enthusiasm for learning English in the EFL classroom.

This research used a descriptive qualitative approach to highlight the use of Kahoot to stimulate students' enthusiasm in the EFL classroom. The emphasis of this research was the English teacher, who taught at the eighth-grade level, namely VII-B, which included 32 students. The data was acquired through observation and interviews. As a result of students' learning Kahoot as an online-based application and website have a positive impact on students' enthusiasm regarding the students' interest, trigger, attention, and interaction activeness.

The researcher concludes from the findings and discussion that stimulating students' enthusiasm in the EFL classroom can be accomplished by including Kahoot as an online-based application. Kahoot was successful in promoting students' enthusiasm at SMP Negeri 1 Kahu and deals with the students' enjoyment of studying, triggers to study, increased attention to the materials they've learned, and students' activeness in the classroom.

Keywords: Kahoot, Students' enthusiasm, online based-Application

نبذة مختصرة

اسم	:	Dedi Darmawan
عدد الطلاب معرف	:	٢٠٢٠٢٠٣٨٧٩١٠٢٠٠٥
عنوان الرسالة	:	استخدام Kahoot كتطبيق وموقع عبر الإنترنت لتحفيز حماس الطلاب في فصل اللغة الإنجليزية كلغة أجنبية في SMP Negeri 1 Kahu Kec. Kahu Kab. Bone.

Kahoot هي أداة ممتازة لتشجيع المشاركة النشطة وإشراك الطلاب في بيئة تعليمية عميقة ، يناقش هذا البحث استخدام Kahoot كلغة أجنبية للغة الإنجليزية في الفصل الدراسي كتطبيق قائم على الإنترنت في SMP Negeri 1 Kahu Kec. Kahu Kab. Bone. لا تزال العديد من فصول تعليم اللغة الإنجليزية كلغة أجنبية تستخدم التدريس المتمحور حول المعلم ، مما يتسبب في شعور الطلاب بالملل وفقدان الاهتمام بتعلم اللغة الإنجليزية. الغرض من هذا البحث هو وصف كيف يمكن أن يحفز Kahoot حماس الطلاب لتعلم اللغة الإنجليزية في فصل اللغة الإنجليزية كلغة أجنبية.

استخدم هذا البحث نهجًا وصفيًا نوعيًا لتسليط الضوء على استخدام الكاهوت لتحفيز حماس الطلاب في فصل اللغة الإنجليزية كلغة أجنبية. ركز هذا البحث على مدرس اللغة الإنجليزية ، الذي قام بالتدريس في الصف الثامن ، أي السابع-ب ، والذي ضم 32 طالب وطالبة. تم الحصول على البيانات من خلال الملاحظة. والمقابلات. موقع Kahoot وتطبيق عبر الإنترنت كتطبيق بواسط والتعلم التدريس عملية في الطلاب لتعلم نتيجة إلكتروني له تأثير إيجابي على حماس الطلاب فيما يتعلق باهتمام الطلاب وإثارة انتباههم ونشاط تفاعلهم.

يستنتج الباحث من النتائج والمناقشات أن تحفيز حماس الطلاب في فصل اللغة الإنجليزية كلغة أجنبية يمكن في تعزيز حماس الطلاب في Kahoot كتطبيق عبر الإنترنت. نجح Kahoot تحقيقه من خلال تضمين SMP Negeri 1 Kahu زيادة الاهتمام ومحفزات الدراسة ويتعامل مع استمتاع الطلاب بالدراسة بالمواد التي تعلموها ونشاط الطلاب في الفصل.

الكلمات الرئيسية: كاهوت ، حماس الطلاب ، التقديم عبر الإنترنت

ABSTRAK

Nama	:	Dedi Darmawan
Nim	:	2020203879102005
Judul Tesis	:	Penggunaan Kahoot Sebagai Aplikasi Berbasis Online dan Website untuk Membangkitkan Semangat Siswa Kelas EFL di SMP Negeri 1 Kahu Kec. Kahu Kab. Bone

Kahoot merupakan instrument yang sangat baik untuk mendorong keterlibatan siswa dalam lingkungan pembelajaran yang mendalam. Penelitian ini membahas penggunaan Kahoot sebagai aplikasi berbasis online di kelas EFL di SMP Negeri 1 Kahu Kec. Kahu Kab.Bone. Banyak kelas EFL masih menggunakan pengajaran yang berpusat pada guru, yang menyebabkan siswa bosan dan kehilangan minat untuk belajar bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana Kahoot dapat merangsang antusiasme siswa untuk belajar bahasa Inggris di kelas EFL.

Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk menyoroti penggunaan Kahoot untuk merangsang antusiasme siswa di kelas EFL. Penekanan penelitian ini adalah guru Bahasa Inggris yang mengajar di kelas VIII yaitu VII-B yang berjumlah 32 siswa. Data diperoleh melalui observasi dan wawancara. Hasil pembelajaran siswa dengan Kahoot sebagai aplikasi dan website berbasis online berdampak positif terhadap antusiasme siswa terkait minat, pemicu, perhatian, dan keaktifan interaksi siswa.

Peneliti menyimpulkan dari temuan dan diskusi bahwa merangsang antusiasme siswa di kelas EFL dapat dilakukan dengan memasukkan Kahoot sebagai aplikasi berbasis online. Kahoot berhasil meningkatkan antusiasme siswa di SMP Negeri 1 Kahu berkaitan dengan antusiasme belajar siswa, pemicu belajar, peningkatan perhatian terhadap materi yang dipelajari, dan keaktifan siswa di kelas.

Kata kunci: Kahoot, Antusiasme siswa, Aplikasi Berbasis Online

CHAPTER I

INTRODUCTION

A. Background of the Research

The COVID-19 pandemic is a tragedy that impacts all parts of life, including education.[1] Several nations, like Indonesia, have opted to shut schools and eventually replace them with online learning systems. The Indonesian government has made several measures to halt the spreading of the covid-19 pandemic. One of them is a circular issued by the Ministry of Education and Culture's (Kemendikbud) Directorate of Higher Education No. 1 of 2020 on limiting the spread of Corona Virus Disease (Covid-19) in educational institutions. The Ministry of Education and Culture issued this circular instructing schools and colleges (higher education institutions) to perform remote learning and advising students to learn from the comfort of their own homes.[2]

Fortunately, Technology is currently developing increasingly advanced, able to provide solutions for various needs of life.[3] One of the advances in technology is in the form of application-based learning or websites. The learning system still employs some online supporting media (Applications) as the impacts of the pandemic to give knowledge to students. The utilization of online-based applications and websites (Platforms) should be employed and developed. The

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[1] Rahardjo, Agus; Pertiwi, Supratmi. Learning motivation and students' achievement in learning English. JELITA, 2020, 1.2: 56-64.

[2] Pragholapati, A. (2020). Covid-19 Impact on Students.

[3] Kholiq, Abdul; Solehuddin, M. How to Increase the Students' Prosocial Behavior in the Era of Technology. International Journal of Information and Education Technology, 2020, 10.4: 309-313.

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online-based application and websites (Platforms) can provide students with not only complete access to the study material but also the ability to participate in online classes and communicate with teachers in the same way that they would in a physical classroom environment.[4]

The supporting media utilized by EFL teachers is a factor that can measure the success or failure of the language learning process. It is also known that strong and effective media will inspire students in the EFL classroom and help to achieve their learning objectives. YouTube, Qupperschool, Quizizz, Google Classroom, and other Platforms can be utilized as online instructional media. However, when used as an online teaching medium, each online application and website (Platform) has its own set of limitations.

Kahoot is an excellent tool for encouraging active involvement and engaging students in a deep learning environment. According to a study of the literature, Kahoot has been linked to improved educational results. It has been demonstrated to evoke positive students' enthusiasm for studying,[5] promote active engagement,[6] improve knowledge acquisition, and enhance classroom dynamics.[7] Supporting online-based applications or website is a vital foundation for the development of EFL students' adaptive enthusiasm. Students' enthusiasm is

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[4] Jena, Pravat Kumar. Online learning during lockdown period for covid-19 in India. International Journal of Multidisciplinary Educational Research (IJMER), 2020, 9.

[5] Bicen, Huseyin; Kocakoyun, Senay. Perceptions of students for gamification approach: Kahoot as a case study. International Journal of Emerging Technologies in Learning, 2018, 13.2.

[6] Zucker, Lauren; Fisch, Audrey A. Play and Learning with KAHOOT!: enhancing collaboration and engagement in grades 9-16 through digital games. Journal of Language and Literacy Education, 2019, 15.1: n1.

[7] Wang, Alf Inge; Tahir, Rabail. The effect of using Kahoot! for learning–A literature review. Computers & Education, 2020, 149: 103818.

extremely influential on themselves, and the way the teachers are also quite influential on the enthusiasm of their classroom learning. Although enthusiasm is essential for successful teacher and student learning, little is known about the developmental dynamics of enthusiasm and online-based applications and websites (Platform) in the EFL classroom.

The presence of Kahoot as an Online-Based Application and Website can provide a different learning environment from the previous one. Kahoot is a digital tool that helps encourage the teaching-learning process by motivating students to attend classes and engage more actively in the classroom (boosting students' enthusiasm).[8]

Kahoot is one example of a fun, game-based student resp onse system. It is a free internet-based application and website (Platform) that has gained widespread recognition, with around seven billion active users worldwide. Kahoot has recently grown in popularity in schools and universities as a tool for engaging students and promoting engagement. Kahoot is mostly used in education to build quizzes, test students' learning, and revisit ideas. This well-known educational platform includes game-based aspects. Quizzes are merged with game design features like visuals, music, audio, scores, and competitive leaderboards in Kahoot with the primary goal of enhancing students' interest to create a lively and competitive environment.

To play Kahoot, students must sign in using a PIN and a nickname to remain anonymous. Questions are shown on a widescreen with four graphical

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[8] Rojas Viteri, Juan; Álvarez Zurita, Alex; Bracero Huertas, Diego. Uso de Kahoot como elemento motivador en el proceso enseñanza-aprendizaje. 2021.

forms and a countdown timer, and students react using internet-connected digital devices. Students pick a possible response by selecting the graphical form that they feel is accurate and receive immediate feedback. After each question, the game ranks players based on their speed and accuracy. After the quiz, the names of the top three participants are shown on the leaderboard. The data can be used by teachers to highlight tough areas and identify students who may be struggling. As a result, in this context, there is a need to evaluate students' enthusiasm for Kahoot for EFL classrooms (After the Covid-19 pandemic).

A vast number of existing studies have been written regarding students' perspectives and experiences using Kahoot in a range of fields. However, there has been little research on students' enthusiasm in the EFL classroom with Kahoot as an Online-Based Application and Website after the outbreak of the Covid-19 Pandemic in EFL classrooms, particularly in small area contexts. A study by Almusharraf on Kahoot as a game-based approach was also conducted[9] titled incorporation of a game-based approach into the EFL online classrooms: students' perceptions.

The purpose of this study was to investigate students' perceptions of Kahoot in terms of increasing engagement and classroom dynamics while reviewing writing structure, terminology, and expertise in EFL online classrooms. According to the findings of this study, Kahoot has a beneficial impact on students' learning experiences by increasing students' interest, fostering inquisitiveness, and contributing to the identification of knowledge gaps and grasp of the subject

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[9] Almusharraf, Norah. Incorporation of a game-based approach into the EFL online classrooms: students' perceptions. Interactive Learning Environments, 2021, 1-14.

matter. An earlier study by Wirani, Nabarian & Romadhon[10] titled evaluation of continued usage of Kahoot as a gamification-based learning platform from the perspective of Indonesian students similarly examined the use of Kahoot. This study assesses the gamification notions of competitiveness, challenge, and enjoyment. Furthermore, the dimensions of perceived usefulness, satisfaction, and individual impact are evaluated in this study.

According to the findings of this study, competitiveness and enjoyment have an effect on continued use via the concept of perceived usefulness. Meanwhile, through the satisfaction construct, enjoyment influences individual impact, whereas satisfaction influences individual impact.

The distinction between this study and earlier ones is found in the class chosen as the research subjects researched. The researcher picks Kahoot as an online-based application to study students' enthusiasm in the EFL classroom, how students acquire access to attractive resources, and students' physical aspects. Because it has been adapted to online or offline learning settings since the Covid-19 pandemic's emergence. If students just have monotonous ways of teaching by the teachers and have a lot of tasks from them without any variations, they may become bored with the learning system.

Poorly planned classes and meetings may be psychologically demanding for students who are already overburdened with various tasks and activities.[11] In this

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[10] Wirani, Yekti; Nabarian, Tifanny; Romadhon, Muh Syaiful. Evaluation of continued use on Kahoot! as a gamification-based learning platform from the perspective of Indonesia students. Procedia Computer Science, 2022, 197: 545-556.

[11] Selwyn, N. Online learning: Rethinking teachers''digital competence'in light of COVID-19. Monash University, Monash Lens, 2020.

aspect, Kahoot is a fantastic tool or media for making students like studying. Kahoot may be adapted not just to an online meeting but also an offline meeting as long as an internet connection is present. As a result, Kahoot is said to as a flexible online platform that is well-suited to the Covid-19 Pandemic issue even after this situation as it must have an impact on the learning process. The teacher-centered learning is still prevalent in many EFL classrooms, and EFL students feel bored.[12] Maintaining students' attention in standard EFL classroom instruction can be challenging, and student learning is generally passive. EFL students exhibit low-class participation, as well as low engagement and interest. Then, in current EFL classrooms, the availability of mobile phones has introduced a significant level of distraction. EFL students' enthusiasm can easily shift to non-academic activities with the availability of technology (e.g., having some distractions at home, texting friends, and using other social applications). This could lower their concentration and harm their academic achievement.

The problems are also identified in previous discussions by EFL teachers at SMP Negeri 1 Kahu Kec. Kahu Kab. Bone from their teaching English experience, whether online or offline, the students have limitations to enthusiasm to learn English with others, students have limited access to find out the supporting material for consolidation of material understanding given by the English teacher during the learning process, students have limitation in psychology factors which is often appearing when they are stuck in the condition

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[12] Muganga, Lawrence; Ssenkusu, Peter. Teacher-centered vs. student-centered: An examination of student teachers' perceptions about pedagogical practices at Uganda's Makerere University. Cultural and Pedagogical Inquiry, 2019, 11.2: 16-40.

where they are very difficult to find out the proper way of learning. If this phenomenon continues, it will have a major impact on the interest and enthusiasm of EFL students. In enthusiasm learning, students engage in learning activities wholly of their will that do not interfere with other aspects of their lives. Students have complete control over their learning activities when using gadgets. They can choose whether or not to participate in the learning activities.

The first action that should be taken to improve students' achievement in studying English is to stimulate their enthusiasm. Consider that the time allotted in class is insufficient for English. This enthusiasm provides opportunities for individual development outside of the classroom. Students with HP will outperform those who simply accept inspiration from the teacher during the learning and teaching process. Students that are enthusiastic take charge of their learning activities and can choose when and when not to participate. Junior high school students who are enthusiastic about learning English should be able to plan ahead of time so that they can fully participate in learning activities. For example, sharing knowledge with others in a group learning setting, discovering new ways to study, overcoming negative emotions, and having access to materials from a variety of sources. Students who lack enthusiasm will struggle to make decisions about their learning activities and will constantly be a nuisance during the learning and teaching process.

Based on the description above, the researcher is interested in doing a study to have a better understanding of the phenomena. This research is qualitative descriptive which is expected to be able to describe students' enthusiasm in the

EFL classroom with Kahoot and give the EFL teachers a reference to effective online-based applications and websites suitable adapted after the outbreak of the Covid-19 Pandemic at SMP Negeri 1 Kahu Kec. Kahu Kab.Bone.

B.   Research Question

Based on the explanation above, the research questions are formulated as follows: How can Kahoot as an Online-Based Application and Website handle the students' enthusiasm in the EFL classroom? This main question is extended into a sub-question as follows: How can Kahoot, as an Online-Based Application and Website, stimulate students' enthusiasm for studying English in the EFL classroom?

C.   Objectives of the Research

Based on the questions formulated above, the aims of the research are elaborated as follows: To know how Kahoot, as an Online-Based Application and Website, can stimulate students' enthusiasm for studying English in the EFL classroom;

D.   Significance of the Research

The results of the research are supposed to have theoretical, functional, and technical benefits:

1.   Theoretically, this study will establish knowledge among EFL teachers, especially on students' enthusiasm in the EFL classroom with Kahoot as an Online-Based Application and Website. The aim of this research is also to reinforce the recent theories of previous research. Besides, the results of

this research may be able to shed light on future studies on the same subject (or even develop new theories).

2. Practically, this research proposes that EFL teachers use knowledge as one of the guides to the students' enthusiasm in the EFL classroom and decide on effective online-based applications and websites (platforms) to develop students' enthusiasm in the EFL classroom. As a result, EFL teachers are expected to use effective online-based applications and websites (platforms).

3. Major technical benefits will contribute to the advantages for EFL teachers who are required to develop students' enthusiasm in the EFL classroom. It is hoped that this study would give teachers, in particular EFL teachers, self-awareness about the effective online-based application and websites (platforms) that can be used in EFL classrooms under any circumstances.

E. Research Focus

EFL students have low-class participation, as well as low engagement and enthusiasm. Then, in today's EFL classes, the availability of mobile phones has brought a substantial amount of distraction. With the availability of technology, EFL students' enthusiasm might quickly transfer to non-academic activities such as having diversions at home and utilizing other social apps. This may impair their attention and impair their academic performance. Those issues are also supported by the previous discussions with EFL teachers at SMP Negeri 1 Kahu Kec. Kahu Kab. Bone from their teaching English experience, whether online or offline, students' have low enthusiasm in the classroom, students' difficulty in

gaining access to interesting materials, and students' physical factors such as laziness and boredom when they felt they were unable to obtain interesting things during the English teaching.

According to the description above, this research focuses on Kahoot as an Online-Based Application and Website; How Kahoot can stimulate students' enthusiasm during the teaching and learning process in EFL classrooms at SMP Negeri 1 Kahu Kec. Kahu Kab.Bone.

CHAPTER II

LITERATURE REVIEW

A.   Previous Related Studies

Several researchers have conducted some studies related to this research about students' enthusiasm in the EFL classroom with Kahoot as an Online-Based Application and Website. The studies are described as follows:

1.   Enthusiasm in English Teaching

Dewaele and Li conducted a study titled "*Teacher enthusiasm and students' social-behavioral learning engagement.*"[13] This study found that teacher enthusiasm is contagious in the classroom and has a favorable impact on student moods. However, in directed second language acquisition, the relationships between teacher excitement and student emotions, as well as between student emotions and involvement, remain unexplored.

The researchers looked at the complex relationships between perceived teacher enthusiasm, emotion (amusement and tiredness), and socialization engagement in 2,002 EFL students from 11 Chinese universities. Quantitative research revealed minor to significant connections between reported teacher enthusiasm, enjoyment, boredom, and social-behavioral learning engagement.

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[13] Dewaele, Jean-Marc; LI, Chengchen. Teacher enthusiasm and students' social-behavioral learning engagement: The mediating role of student enjoyment and boredom in Chinese EFL classes. Language Teaching Research, 2021, 25.6: 922-945.

Furthermore, it was shown that student enthusiasm and boredom co-mediate the link between perceptions of teacher enthusiasm and student social-behavioral involvement in English classrooms.

The difference between the previous study and the current study is in the sample. Dewaele and Li examined the complicated links between perceived teacher enthusiasm, mood (amusement and weariness), and socializing involvement using teachers as a sample. Enthusiastic teachers may instill enthusiasm in their students, which impacts their learning. In English classes, teachers can encourage student enthusiasm while boredom mediates the connection between perceptions of teacher enthusiasm and student social-behavioral participation. The current study focuses on students as a sample and seeks to discover how students manage their enthusiasm to attain success.

Meliouh conducted a study titled "*Investigating the role of the teacher in implementing enthusiasm strategy to enhance EFL learner's motivation to read*."[14] This study investigates the critical role of teachers' enthusiasm in EFL classes, as well as its influence on increasing university students' drive to read. A descriptive method was used in this study since it is the best way to validate or reject the hypothesis. The study included two research instruments: a questionnaire for oral expression teachers and a survey of 40 second-year LMD students at M. K. U. of Biskra. As a consequence of the current findings, it is becoming increasingly important to convey enthusiasm in reading class,

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[14] Meliouh, Selma. investigating the rōle of the teacher in implementing enthusiasm strategy to enhance EFL learner's moivation o read. 2020.

especially because learners have expressed an increased enthusiasm in this condition and indicated that they require this aspect to participate in reading assignments.

The difference between the previous study and the current study is in the sample and skill. The previous researcher investigates the critical role of teachers' enthusiasm in EFL classes, as well as its influence on increasing university students' drive to read. The current study focuses on students not at the university level as a sample.

A study conducted by Iljans titled "*How to keep the initial enthusiasm for learning English through grade 6-9: a study on motivation among Swedish lower secondary ESL students (Master's thesis)*."[15] The findings of empirical research of 372 Swedish lower secondary students' views on learning English as a second language are presented in this thesis. The goal was to identify techniques to keep students motivated to learn English to provide a better learning environment for them to become effective communicators in a global world. The findings reveal that the desire to study ESL grows with age and is influenced by personal future visions in general. Simultaneously, enthusiasm to take English classes declines with age owing to "boring" courses. The younger students are motivated to study ESL by ideal English language use, but the older students are motivated to learn ESL by a more open approach to variants of the English language. The above study is comparable to the current study in that it focuses on student enthusiasm,

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[15] Iljans, Magdalena. How to keep the initial enthusiasm for learning english through grade 6-9: a study on motivation among swedish lower secondary ESL students. 2017. Master's Thesis.

but the levels and ages are different. The previous study discovered ways for keeping students engaged to learn English, but this study employed a platform-based learning application. The sample selected in this study varies from the sample used throughout the previous study.

Table 1 The summary of related studies on enthusiasm in English teaching

The result of the study	Similarities	Differences
Quantitative research revealed minor to significant connections between reported teacher enthusiasm, enjoyment, boredom, and social-behavioral learning engagement. Furthermore, it was shown that student enthusiasm and boredom co-mediate the link between perceptions of teacher enthusiasm and student social-behavioral involvement in English classrooms.	Both studies are looking into the domain of enthusiasm.	In this study, enthusiastic teachers may instill enthusiasm in their students, which impacts their learning. The current study focuses on students as a sample and seeks to discover how students manage their enthusiasm to attain success.
As a consequence of the current findings, it is becoming increasingly important to convey enthusiasm in reading class, especially because learners have expressed an increased enthusiasm in this condition and indicated that they require this aspect to participate in reading assignments.	Both studies are looking into the domain of enthusiasm.	The difference between this study and the current study is in the sample size and skill level. This study analyzes the importance of teachers' enthusiasm in EFL lessons. The current study focuses on how students build enthusiasm for an online application or

The desire to study ESL grows with age and is influenced by personal future visions in general. Simultaneously, enthusiasm to take English classes declines with age owing to "boring" courses. The younger students are motivated to study ESL by ideal English language use, but the older students are motivated to learn ESL by a more open approach to variants of the English language.

Both studies are looking into the domain of enthusiasm.

website, and the students included as a sample are not from universities.

This study is comparable to current studies in that it focuses on student enthusiasm, but the levels and ages are different. The previous study discovered ways for keeping students engaged to learn English, but this study employed a platform-based learning application. The sample selected in this study varies from the sample used throughout the previous study.

2. Kahoot in EFL Classrooms

Kahoot is a game-based learning platform that is utilized in schools and other educational institutions as educational technology. This platform is a learning game, and "Kahoots" is a user-generated multiple-choice quiz that can be accessed by a web browser or the Kahoot app. Kahoots can be used to review student knowledge, as a formative evaluation, or to provide a respite from usual classroom activities. A trivia quiz is also included in Kahoot.

A study was conducted by Hou titled "*Integration of Kahoot into EFL classroom.*"[16] the purpose of this study was to investigate the impact of incorporating questioning strategies with the Kahoot Interactive Response System into English reading classes for junior college students in Taiwan. Along with motivation and attitude toward English learning, students' comments on the use of Kahoot in class were also reviewed.

The study's subjects were 130 college students. They were all English majors who enrolled in literacy reading classes for one semester and assisted in completing questionnaires about English learning motivation and comments on the usage of integrating Kahoot in class. The findings demonstrated that students had a favorable attitude regarding utilizing IRS, and their overall pleasure with Kahoot, along with gender and English competence, was shown to be important to their learning motivation in the end.

The difference between the previous studies and this study is the sample; the above study used university students as the sample, whereas this study involves junior high school students. The previous study incorporates questioning strategies using the Kahoot Interactive Response System into English reading sessions, whereas this study stimulates students' enthusiasm for learning English in general in the EFL classroom.

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[16] Hou, Yen-ju. Integration of Kahoot into EFL classroom. In: International conference on human-computer interaction. Springer, Cham, 2018. p. 31-37.

In a study titled "*Investigating the impact of Kahoot on students' engagement, motivation, and learning outcomes*."[17] the major objective of this study was to determine the impact of Kahoot on involvement, motivation, learning goals, and attitudes toward the use of ICT in the future learning opportunities. The study involved 97 students aged 16 to 18 (54 male and 43 female) from three second-year baccalaureate courses in an EFL class in an Ifrane Directorate, Fes-Meknes Academy, Morocco public senior high school. According to the findings, a substantial number of students were generally enthusiastic about the use of ICT in-class activities in general, and Kahoot in particular.

The research concluded that game-based response systems can improve students' motivation, engagement, and learning outcomes, mentioning Kahoot as an example. The sample utilized in this study differs from that used in the above study which is students aged 16 to 18 (Senior high school level). The above study sought to ascertain the impact of Kahoot on interaction, encouragement, instructional targets, and preferences toward the use of ICT in future educational opportunities, whereas this study is more likely to explore how Kahoot can stimulate students' interest in learning English in EFL classes, provide students with access to interesting resources, and counteract students' physiological aspects of learning (laziness and boredom).

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[17] Benhadj, Yassine; El Messaoudi, Mohammed; Nfissi, Abdelhamid. Investigating the impact of Kahoot! On students' engagement, motivation, and learning outcomes: Ifrane directorate as a case study. International Journal of Advance Study and Research Work, 2019, 2.6: 2581-5997.

Cárdenas, Véliz-Campos & Véliz conducted a study titled "*Game-based student response systems: The impact of Kahoot in a Chilean vocational higher education EFL classroom.*"[18]

The purpose of this study was to see how a digital game-based student response system known as Kahoot benefited students' English language acquisition in a vocational higher-education EFL classroom in Chile. To accomplish this, pretest-posttest quasi-experimental research was set up. A survey was also distributed to students to investigate their thoughts and attitudes concerning the usage of Kahoot in the EFL classroom.

The findings of the quasi-experiment revealed a statistically significant difference in low-stakes exam scores between students who utilized Kahoot and those who did not. Furthermore, the survey findings revealed that the students' thoughts and attitudes regarding the employment of Kahoot were judged to be extremely favorable, which helped to the creation of a better classroom atmosphere and encouraged improved academic achievement.

The prior study is a quasi-experimental study to determine how the digital game-based student response system known as Kahoot is beneficial for students' English mastery in the EFL class of vocational higher education, whereas this study is a qualitative descriptive study to investigate how Kahoot can stimulate students' enthusiasm in learning English in EFL classes, provide students with

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[18] Cárdenas-Moncada, Claudio; Véliz-Campos, Mauricio; Véliz, Leonardo. Game-based student response systems: The impact of Kahoot in a Chilean vocational higher education EFL classroom. Computer-Assisted Language Learning Electronic Journal (CALL-EJ), 2020, 21.1: 64-78.

access to interesting resources, and counteract students' physiological aspects of obliviousness (laziness and boredom). This study targeted junior high school students, whereas the previous study targeted vocational students as the sample the study. The aims of the two studies are different when these exposures are compared.

Table 2. The summary of related studies to Kahoot in EFL classrooms

The result of the study	Similarities	Differences
The findings demonstrated that students had a favorable attitude regarding utilizing IRS, and their overall pleasure with Kahoot, along with gender and English competence, was shown to be important to their learning motivation in the end.	Both studies are looking into the domain of Kahoot.	This study and the current study are different by sample; this study used university students as the sample, whereas the current study involves junior high school students. This study incorporates questioning strategies using Kahoot into English reading sessions, whereas this current study stimulates students' enthusiasm for learning English in general in the EFL classroom.
A substantial number of students were generally enthusiastic about the use of ICT in-class activities in general, and Kahoot in particular. The research concluded that game-based	Both studies are looking into the domain of Kahoot.	The sample utilized in this current study differs from that used in the above study which is students aged 16 to 18 (Senior high school level). This study sought to ascertain the impact of Kahoot on

response systems can improve students' motivation, engagement, and learning outcomes, mentioning Kahoot as an example.

interaction, encouragement, instructional targets, and preferences toward the use of ICT in future educational opportunities, whereas this current study is more likely to explore how Kahoot can stimulate students' interest, provide students with access to interesting resources, and counteract students' physiological aspects

A statistically significant difference in low-stakes exam scores between students who utilized Kahoot and those who did not and the students' thoughts and attitudes regarding the employment of Kahoot were judged to be extremely favorable, which helped the creation of a better classroom atmosphere and encouraged improved academic achievement.

Both studies are looking into the domain of Kahoot.

This study is a quasi-experimental to determine how Kahoot is beneficial for students' English mastery in the EFL class of vocational schools, whereas the current study is a qualitative descriptive study to investigate how Kahoot can stimulate students' interest in learning English in EFL classes, provide students with access to interesting resources, and counteract students' physiological aspects. This current study targeted junior high school students, whereas the previous study targeted

vocational students as the
sample the study.

From the description of the research above, this research focuses on Kahoot as an Online-Based Application and Website; how Kahoot can stimulate students' enthusiasm for learning English in EFL classrooms after the outbreak of the covid-19 pandemic.

If there are some commonalities between this research and earlier studies, there are distinctions owing to variances in the environment, location, and time. Because EFL teachers employ a variety of instructional settings and tactics connected to online-based applications and websites (Platforms), The findings of this study will be diverse. The researcher's findings from this analysis have the potential to open up some fresh viewpoints on online-based apps and websites (Platforms) after the outbreak of the covid-19 pandemic.

B.   Theory Overview

1.   Definition of Enthusiasm

Enthusiasm is a hidden energy that appears like a flame and comes out in the blood of the passion to make changes and bring successful results in the desired direction.[19] Just like a teacher encourages his students to attain the learning goals that have been established.

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[19] Shakoor, Abdul; Iqbal, Muhammad Javed. Practices of Education Managers to Increase Teachers'enthusiasm for Achievement of Desired Results in Work. Advanced Education, 2018, 132-139.

To arouse students' enthusiasm, the teacher must automatically employ the appropriate learning strategy. Enthusiasm may improve a variety of teaching and learning outcomes, including instructional success, student presentation, and motivation.[20] Collins defines enthusiasm indicators in the classroom as the special use of verbal delivery, eyes, gestures, high energy levels, and response to students' thoughts and feelings during the teaching and learning process.[21]

Table 3 Enthusiasm indicators and their description

Indicators	Descriptions
Vocal delivery	Great and sudden changes from rapid exciting speech to a whisper, lilting, uplifting intonations, many changes in tone, pitch
Eyes	Dancing, snapping, shining, lighting up, frequently opened wide, eyebrows raised, eye contact with the total group
Gestures	Gestures Frequent demonstrative movements of the body, head, arms, hands, and face, sweeping motions, clapping hands, head nodding rapidly
Movements	Movements Large body movements swinging around, changing pace, bend body

[20] Hsu, Lisa. The impact of perceived teachers' nonverbal immediacy on students' motivation for learning English. Asian EFL Journal, 2010, 12.4: 188-204.

[21] Collins, Mary Lynn. Effects of enthusiasm training on preservice elementary teachers. Journal of Teacher Education, 1978, 29.1: 53-57.

Facial expression	Facial expression Appears vibrant, and demonstrative, changes denoting surprise, sadness, joy, thoughtfulness, awe, excitement
Word selection	Highly descriptive, many adjectives, great variety
Acceptance of ideas and feelings	Accepts ideas and feelings quickly with vigor and animation, ready to accept, praise, encourage or clarify in a non-threatening manner, many variations in responding to pupils
Overall energy	Explosive, exuberant, high degree of vitality, drive, and spirit throughout the lesson

According to Donald Samuel that there are many indicators of enthusiasm,[22] including the following:

a. The enjoyment of students

Very high willingness to learn, Ample amount of time to learn, willing to leave tasks and other obligations that can interfere with learning, and Diligent and tenacious in doing assignments.

b. The trigger of the students

Students are diligent in paying attention to the material presented and diligently facing difficulties in the learning process

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[22] Samuel, Donald. Teacher enthusiasm in the pedagogic competency development program and its determinants. *In: Proceedings of Economic and Business Education Seminar*. 2015.

c. The students' activeness

Students are involved intellectually and emotionally in learning activities; Students play an active role, ask questions, express opinions and provide feedback.

d. The student's attention to the materials

Students find skills and interests in the teaching materials and can improve them better and professionally.

2. Enthusiasm for Learning English

The enthusiasm is connected to the cognitive process in the possibility of behavior as a result of interaction, learning, and experience with the environment. Learning may be defined as the process of acquiring, acquiring, adapting, or modifying that occurs in all human beings throughout their lives and occurs progressively to get the best results.[23] Efficient and constructive learning activities entail not only cognitive processes but also feelings and emotions, hence learning enthusiasm is crucial for students.[24] As that can be a trigger for the students to get along with the atmosphere in the classrooms.

As everyone knows, learning English requires a lot of enthusiasm from the student because English has five elements (listening, reading, speaking, structure,

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[23] Troy Frensley, B.; Stern, Marc J.; Powell, Robert B. Does student enthusiasm equal learning? The mismatch between observed and self-reported student engagement and environmental literacy outcomes in a residential setting. The Journal of Environmental Education, 2020, 51.6: 449-461.

[24] Yusriyah, Hukama Rizky; Eryansyah, Eryansyah; Kurniawan, Dedi. The Correlation among Interest and Enthusiasm In Learning English and English Academic Achievement of 12th Grade Students of Man Sungailiat. 2020. Phd Thesis. Sriwijaya University.

and writing) that must be mastered, in addition to a lot of vocabulary that must be memorized so that the learners can arrange the sentence with the English grammar and directly say the sentence they want to say.[25]Those components cannot coexist without excitement. As a consequence, the learners' results will be imperfect, but the input may be implemented in their everyday lives or their actual lives.

3.   Enthusiasm in EFL classrooms

To support the success of a teacher towards learning objectives, students must have good enthusiasm. EFL teachers should be able to make students interested in learning in the classrooms. For example, teachers use technology assistance when teaching. Fortunately, technology is currently developing solutions advanced, able to provide for various needs of life.

One of the advances in technology is in the form of an online learning system that is adopted during the Covid-19 era like now. Utilizing one of the online platforms, Kahoot, was able to increase student motivation (Enthusiasm) in an EFL lesson.[26]

4.   Kahoot

A good learning construction occurs when learning is carried out according to the level of perception and perspective of students so that the pattern is easy to

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[25] Singh, Mandeep, et al. Towards enthusiasm prediction of Portuguese school's students towards higher education in realtime. In: 2020 International Conference on Computation, Automation and Knowledge Management (ICCAKM). IEEE, 2020. p. 421-425.

[26] Mada, Ratu Dea; Anharudin, Anharudin. How Online Learning Evaluation (Kahoot) Affecting Students' Achievement and Motivation (Case Study on it Students). International Journal for Educational and Vocational Studies, 2019, 1.5: 422-427.

respond to because it is following the circumstances and expectations that students desire. In the era of the Fourth Industrial Revolution, the use of smartphones or network-based technology devices is part of a revolution that affects cultural aspects of life in almost all aspects, including education.

The Kahoot application, as one of the applications that emerged in the era of the industrial revolution 4.0, is part of a response to the development of an era that is all practical based on technology, but has positive implications because its presence can be utilized in the process. Kahoot is an online application and website (Platform) that assists teachers in assessing students' understanding of the educational topic. The activity is free for both teachers and students, although it does need the use of a multimedia tool. A smartphone, laptop, or Chromebook may be used to navigate the Kahoot website.

Teachers can build quizzes with multiple-choice questions that are presented to students in a game-like format. The Kahoot has questions with up to four alternative answers, and questions can include a variety of multimedia elements, such as photographs or videos.[27] Kahoot has been highly recommended for large-size classes where stimulating student-student and student-teacher involvement is challenging. Kahoot, which has been used in a range of areas ranging from physics to social studies, has also had a significant influence on language teaching and learning.

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[27] Basuki, Yudi; Hidayati, Y. Kahoot! or Quizizz: The students' perspectives. In: Proceedings of the 3rd English Language and Literature International Conference (ELLiC). 2019. p. 202-211.

Several studies of research asserted its advantages and favorable impacts on student learning, such as delivering instant feedback, enhancing engagement in class, and improving recall of the focal subject.[28] Kahoot is an Online-Based Application and Website that does real-time complete categorization. Kahoot, being a completely assessment-based application, facilitates assessments, constructive formative assessments, and student reflection. To begin using Kahoot as a teacher, they must create an account to get access to the application.

1. The teacher goes to kahoot.com and clicks the Sign-Up button.

2. Teachers choose "Teacher" as the account type. Teachers Indicate whether they work at a school, a higher learning institution, or in school administration.

3. If teachers want to join up using an email, they provide their email address and a secure password. Alternatively, they may join up using their existing Google, Microsoft, or Apple accounts and then connect to Kahoo later.

4. Teachers can choose between using Kahoot for free or upgrading to one of the premium plans to have access to additional app features.

5. Teachers fill out some extra information on the welcome page so that they may better tailor their Kahoot experience to their needs.

6. Teachers are now registered with Kahoot users teachers soon get a welcome email with some pointers on how to get started.

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[28] Mustangin, Muhammad. Improve Student Engagement and Collaboration with Kahoot!. Jurnal Teknologi Dan Bisnis, 2019, 1.1: 59-65.

7.   Teachers can log in to their accounts after conducting the register anytime.

For extra information, students do not need accounts to play Kahoots. After the teacher displays Game PIN on the screen, students can enter the PIN on a device. Students can use a PC, cell phone, or tablet, just a device with a browser by typing this link https://kahoot.it/ in the address bar and pressing Enter. And put the pin that the teachers have given to them.

5.   Kahoot as an online learning-based gamification

Kahoot is an educational and interactive web application, combined with technological gamification in it, developed in 2012 by three people: Johan Brand, Jamie Brooker, and Morten Versvik in collaboration with the Norwegian University of Technology and Science (NUTS).

 In September 2013, Kahoot was made available to the public for free. Kahoot as an online learning-based application is a website that hosts quizzes and games. The beneficial outcomes of using this Kahoot game include greater motivation, ease of grammatical or lexical revision, acquisition of new, better structures, and, probably most crucially, an increased positive association with the teaching subject.[29] According to Ares et all, "Kahoot can improve learning

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[29] Veljković Michos, Maja, Et Al. Gamification in foreign language teaching: Do you Kahoot?. In: Sinteza 2017-International Scientific Conference on Information Technology and Data Related Research. Singidunum University, 2017. p. 511-516.

performance, classroom dynamics, and students' attitudes."[30]which can be applied during the learning process. According to Taesotikul and Chinpaisal, Chatchai, in the field of education, Kahoot is an interactive game that helps students engage in class activities while also keeping them interested in their academics. It can also be used for assessment, answering questions, discussion, and polling.[31]

Thus, it can be concluded that Kahoot is an interactive and educational online gamification media that can be used when learning activities in strengthening the material that has been studied by presenting it in the form of a game so that the atmosphere and learning activities become more interesting with the existence of digital technology learning media.

6.   The features of Kahoot

Kahoot as an online based application and website has many functions and features that make it versatile and useful for students of all ages and learning goals. Some of them are given below:

a.   **Gameplay**

To make learning interactive and interesting, games are designed through videos. Teachers create games according to the potential of the students. They can play with ease at home or in the classroom. Students can play both individually or in groups. Teachers as the Quiz creators can also add multiple-choice questions to

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[30] Ares, Ana María, et al. Results of the use of Kahoot! gamification tool in a course of Chemistry. In: 4th international conference on higher education advances (HEAD'18). 2018. p. 1215-1222.

[31] Taesotikul, Theerada; Chinpaisal, Chatchai; Nawanopparatsakul, Srisombat. Kahoot! gamification improves learning outcomes in problem-based learning classroom. In: 2021 3rd International Conference on Modern Educational Technology. 2021. p. 125-129.

the quiz. Attention is created through true/false questions. Users can keep time flexibility in mind according to the level of the questions. Quiz creators can attain feedback through polls. Assess the understanding of students learning through the option of puzzles. More content can be created and shown through the slides.

b.   Create

Creating a learning game of Kahoot as an online based application and website only takes minutes. Teachers can create a Kahoot from scratch, use the question bank to mix and match existing questions, edit a template, or customize existing kahoots created by other users. Teachers might use YouTube videos in their questions as well.

Teachers who use Kahoot as an online based application and website may combine many questions into one form, such as quizzes, polls, riddles, and slides. Teachers have the option of selecting high-quality photographs from the collection. Creating material on the Kahoot application is quite simple, and any teacher can use it because Kahoot provides very simple operating instructions.

1.   Teachers have accessed their Kahoot accounts. teacher Make and choose a new Kahoot.

2.   Teachers begin the application (Kahoot) by inputting the first quiz question. They can add alternate replies while also marking the proper answer.

3.   Teachers adjust the timeframe and track the system on the difficulty of the question.

4. Teachers have the opportunity to add photos by uploading them from their laptops or choosing one from Kahoot's image collection. Teachers can also include YouTube links or audio in their queries (upgrade required).

5. On the left, the teacher selects Add question. Teachers can upload multiple-choice quizzes, true or false questions, and classic slides to their free Kahoot account.

c.   Host live

Teachers can host a Kahoot live in class or via a video conferencing tool to connect students virtually. Questions and answers are displayed on a shared screen while students answer on their devices but teachers can choose to display questions on their devices, too.

Teachers can use this application in one of two ways: as a host or as a challenger. If you want other people to play it separately, utilize the Challenge option. Choose the Host option to play it in groups in a classroom or conference space. When the Kahoot application is utilized in the classroom, The Kahoot display is accessible on a shared screen that all students in the room can see. Students can engage in and answer teacher-assigned assignments using any device with an internet connection, such as a cellphone, tablet, or PC.

1. Teachers launch the Kahoot application for students; they click Play and then select Teach.

2. The teacher modifies the game parameters, such as rearranging the question order or activating the friendly nickname generator in the

Kahoot application to eliminate inappropriate nicknames. Students can play independently (Classic mode) or in groups (Team mode).

3.   By default, questions are displayed on the shared screen, and students tap the answer tile on their devices. If the teacher wants students to view alternate questions and answers on their device (for example, if the teacher has a big classroom or students join remotely), the teacher enables a setting in the Kahoot app: Display questions and answers on the player's devices.

4.   The teacher will display a one-of-a-student Game PIN at the top of the screen. Students put the PIN to join Kahoot immediately in the Kahoot application or their browser at this link Kahoot.it.

5.   Once all of the players' nicknames are visible in the "lobby," the teacher presses the Start button. Teachers can use the spacebar or their mouse to advance to the next question while playing.

6.   Following the Kahoot, teachers can always access and evaluate outcomes in the Reports area.

d.   Assign a Kahoot

In assigned student-paced Kahoots, questions and answers are displayed on players' screens and teachers can turn the timer off. Assign them as part of distance learning or for review and formative assessment in class. Now teachers can assign kahoots directly in Microsoft Teams. That means that Kahoot as an online based application and website can be synchronized with other platforms

that make the teachers more active in making their classrooms livelier with the help of other applications that can be joined together.

This way of course also makes a colorful atmosphere during the teaching and learning process or wherever the learning process is being conducted. Students will play asynchronously at their own pace in this mode, with questions and answers displayed on their screen, allowing them to play anywhere, at any time! Turning off the timer in student-paced problems decreases guesswork, prioritizes precision, and increases student focus. That is why many teachers find challenges useful for reviewing the subject, preparing for tests, and assigning homework.

1. Teachers launch the Kahoot they want to host for their students, and then they click Play and Assign.

2. Teachers follow the instructions and set a deadline for completing the Kahoot assignment. Additional options can be customized: Turn off the question timer to create an accuracy challenge. To avoid guessing, randomize the order of the answers. To avoid inappropriate nicknames, use our friendly nickname generator.

3. The teacher clicks Create and copies the link to the challenge. Teachers interact with students via email or straight via Google Classroom, Remind, or Microsoft Teams. Teachers can also distribute challenge PINs.

4. Students play at their own pace on a computer or mobile device by following the teacher's challenge via a link or PIN.

5. Student challenge results can be found in Reports, just like after a live Kahoot.

e. Share

Teachers can share Kahoot with a preview that includes a Kahoot cover image, title, and description on other apps like Twitter, Facebook, and Pinterest. Email, Google Classroom, Remind, and Microsoft Teams are more options for sharing.

To access this feature, go to the Kahoot settings menu and click "Share". Teachers can share Kahoot with their students to engage them after class, for example, directly in Microsoft Teams. By using groups, teachers can also share kahoots with their colleagues and organize them around specific topics or subjects.

7. Kahoot simplifies evaluation and enhances student engagement

By using Kahoot students can play an active role in the teaching and learning process. Using Kahoot can also help students remember the concepts and knowledge in the teaching and learning process. Students could participate more and look more pleasant with the use of this application. In addition, teachers will be easier to evaluate their students.[32] Kahoot may be used by teachers as a reflective tool to verify students' learning and to track overall class progress as well as individual students' learning trajectory. Kahoot allows students to interact with their teachers, peers, and classroom content in new ways. It aids in the

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[32] Licorish, Sherlock A., et al. Students' perception of Kahoot!'s influence on teaching and learning. Research and Practice in Technology Enhanced Learning, 2018, 13.1: 1-23.

creation of a "fun" learning experience, which led to good classroom engagement dynamics. Overall class progress is shown in detail which may stimulate students more in the next engagement. Maintaining anonymity is crucial for engaging students who may not be actively participating in classroom discussions. The use of Kahoot causes undue rivalry among students and, to some extent, unpleasant sentiments. Above and beyond the point system, Wang & Lieberoth revealed that the inclusion of audio stimulates student enthusiasm and classroom dynamics.[33]

Kahoot is an excellent tool for revising before formal tests; it is also worth noting that this tool may generate class debate following the game, which may eventually improve students' capacity to retain information at a later time.[34] As a result, in addition to greater involvement and a shift in classroom dynamics, the motivation to perform, and eventually. Kahoot is one of the most effective instructional technologies in history, aiming to cause a seismic shift in education by helping popularize new psychological theories of engagement and motivation.[35]

8. The advantages and disadvantages of using Kahoot

In today's digital world of teaching and learning, Teachers in modern life need to equip themselves with updated educational applications that make their

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[33] Wang, Alf Inge; Lieberoth, Andreas. The effect of points and audio on concentration, engagement, enjoyment, learning, motivation, and classroom dynamics using Kahoot. In: European conference on games based learning. Academic Conferences International Limited, 2016.

[34] Sari, Dhany Efita; Ftriani, Sofa Aji; Saputra, Ridwan Cahya. Active and Interactive Learning Through Quizlet and Kahoot. In: International Conference on Online and Blended Learning 2019 (ICOBL 2019). Atlantis Press, 2020. p. 118-120.

[35] "cit"

classrooms more engaging and effective. Kahoot plays a very important role in the educational life of teachers in their classrooms. Kahoot is an extremely effective and exceptional tool. In terms of benefits, it is quite beneficial to students because Kahoot combines game dynamics with the capability to track students learning.[36]

Besides that Kahoot also creates a game experience by combining the theory of intrinsic motivation and game flow with audio/visual aids.[37] However, every coin has two sides, and Kahoot as an online based application and website is no exception; thus, teachers should capitalize on the application's benefits while avoiding its drawbacks.[38] Michos provides reasons why gamification including Kahoot should be preferred in language classrooms: [39]

1. Increases learners' feelings of happiness;

2. Provides breaks from learner fatigue;

3. Increases motivation and improves attention;

4. Increases student engagement in classroom activities;

5. Reduced student frustration and stress associated with the fear of authentic evaluation in traditional systems.

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[36] Kalleny, Nagwa Kostandy. Advantages of Kahoot! Game-based formative assessments along with methods of its use and application during the COVID-19 pandemic in various live learning sessions. Journal of Microscopy and Ultrastructure, 2020, 8.4: 175.

[37] Rajabpour, Abouzar, et al. Teachers' Perception of Advantages and Disadvantages of Kahoot!. English Linguistics Research, 2021, 10.4: 49-61.

[38] Chiang, Hui-Hua. Kahoot! in an EFL reading class. Journal of Language Teaching and Research, 2020, 11.1: 33-44.

[39] Yürük, Nurcihan. Edutainment: Using Kahoot! As a review activity in foreign language classrooms. Journal of Educational Technology and Online Learning, 2019, 2.2: 89-101.

6. By motivating students, Kahoot as an online based application and website has indeed been successful in establishing a pleasant environment.

In the table shown below are the advantages and disadvantages of using Kahoot in the teaching and learning process in EFL classrooms:[40]

Table 4. Advantages and disadvantages of using Kahoot

Advantages	Disadvantages
• Free • A simple method for students (no account registration or application download) that is simple for teachers to understand • Smartphones, tablets, and laptops are all compatible. • When real-time results are available, teachers can clarify as needed. • Colors and music increase student interest and energy. • Teachers may download, evaluate, and store student results. • Students can take quizzes several times. • Teachers can develop quizzes, discussion topics, or surveys.	• It is difficult to track students' development. To measure student progress, the teacher would have to break down usernames and connect them to student names, and then record the number of correct answers each student received in each Kahoot that was played. This would be at best tedious. • A good WIFI connection is required.

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[40] Asniza, Ishak Nor, et al. Online Game-Based Learning Using Kahoot! To Enhance Pre-University Students' Active Learning: A Students' Perception in Biology Classroom. Journal of Turkish Science Education, 2021, 18.1: 145-160.

(Source: Asniza, 2021)

Other advantages of using Kahoot as an online based application and website depicting Muhammad[41] include:

1. With Uniform material submission, the learning process becomes more enjoyable.

2. Learning quality can be improved, Learning increases productivity and creativity

3. Where there is an element of artificial intelligence in the media

Apart from being effective, Kahoot also has a few negatives in the teaching and learning process in the classroom.[42]

1. Not all teachers are comfortable with technology, so some of them struggle when using learning gadgets and applications such as Kahoot.

2. Because Kahoot can only be utilized when linked to the internet network, it will have an impact on the learning process if the internet network at school does not exist or is not smooth.

3. Teachers require time to master the usage of learning media such as Kahoot to develop engaging content; however, not all teachers have

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[41] Muhammad, Yogga Mar; Tetep, Tetep. Implementation of Kahoot Application to Improving of Interest of Civic Education Learning (Experimental Research In Class Xi Of Sma Negeri 1 Garut). Journal Civics and Social Studies, 2018, 2.1: 75-92.

[42] Tatas, Hernofika Laksmi; Dini Anggraheni, S. S.; Adiprana Yogatama, S. S. Kahoot as An Alternative Interactive Learning Media in Digital Era. In: ELTLT 2021: Proceedings of the 10th UNNES Virtual International Conference on English Language Teaching, Literature, and Translation, ELTLT 2021, 14-15 August 2021, Semarang, Indonesia. European Alliance for Innovation, 2022. p. 106.

the time to study and arrange lessons with Kahoot, so they continue to use traditional learning techniques.

9.   Conceptual Framework

The graphic elaborates on the conceptual framework of this research:
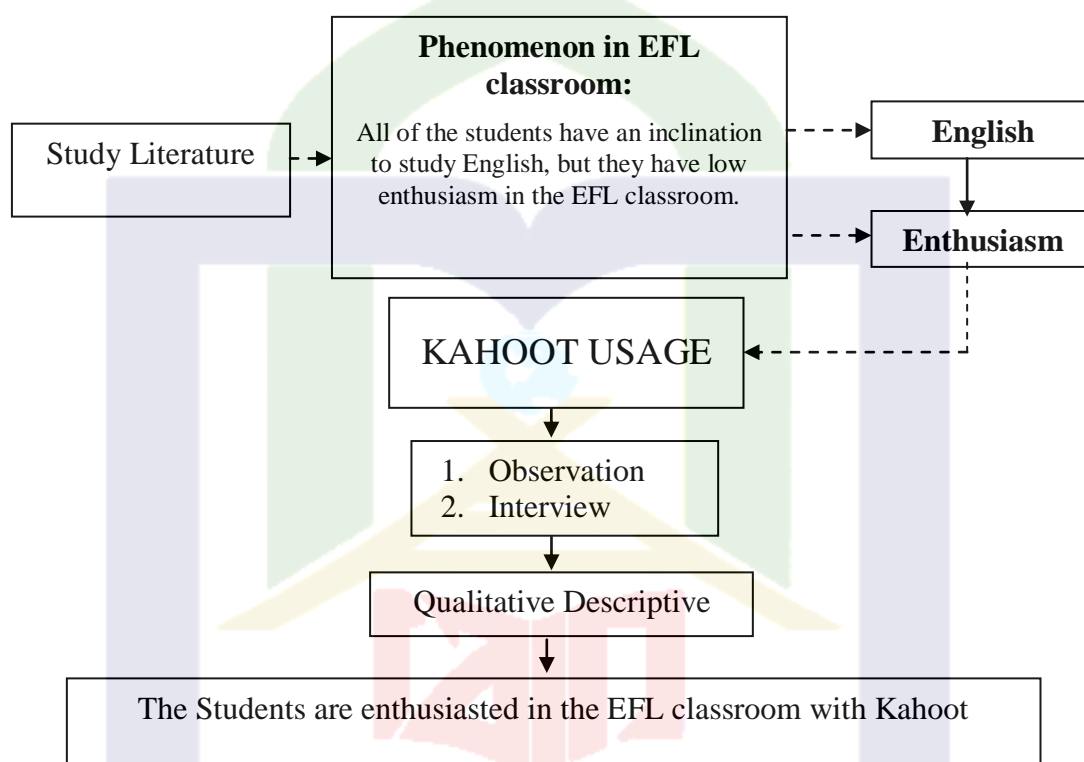
Figure 1. Theoretical Framework

The students' enthusiasm to learn English as a Foreign Language (EFL) is influenced by the lessons and how the teacher teaches them in the EFL classroom. So, if the teacher wants to improve students' language mastery, he/she must be aware of the students' feelings and create a supportive learning atmosphere in the classroom. In EFL classrooms, the EFL teacher should motivate the students actively. If the students are interested, they will be motivated to engage in the classroom.

A high enthusiasm in the classroom can stimulate students' engagement. EFL students have low-class participation, as well as low engagement and enthusiasm. Those issues are also supported by the previous discussions with EFL teachers from their teaching English experience at SMP Negeri 1 Kahu after the outbreak of the covid-19 pandemic, whether online or offline, students have low enthusiasm in the classroom, students' difficulty in gaining access to interesting materials, and students physical factors such as laziness and boredom when they felt they were unable to obtain interesting things during the English teaching. Then to solve these problems, the researcher used Kahoot.

By using Kahoot, students can play an active role in the learning process. Using Kahoot helps students remember the concepts and knowledge in the learning process. Besides that, the teacher can make interesting and suitable materials for their students as they already know the context of their classrooms well.

Kahoot plays an important role in improving students' academic achievement, motivation, and active engagement.[43] This research studied Kahoot as an Online-Based Application and Website to describe how Kahoot can stimulate students' enthusiasm in the EFL classrooms after the outbreak of the covid-19 pandemic at SMP Negeri 1 Kahu.

Based on the elaboration above, the researcher used Kahoot as a reference for an Online-Based Application and Website which is suitable for them. The data

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[43] Mdlalose, Noluthando; Ramaila, Sam; Ramnarain, Umesh. Using Kahoot! As A Formative Assessment Tool in Science Teacher Education. International Journal of Higher Education, 2022, 11.2.

is collected by using observation and interviews. This research uses a descriptive qualitative design to describe how the use of Kahoot can stimulate students' enthusiasm in the EFL classroom.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed a descriptive qualitative design that emphasizes the use of Kahoot as an online based application to stimulate students' enthusiasm in the EFL classroom at SMP Negeri 1 Kahu. So the purpose of this research was to describe the use of Kahoot, as an online-based application and website to stimulate the students' enthusiasm for learning English in the EFL classroom. So the focus was to pay attention to the usage of Kahoot by an EFL teacher during the teaching and learning process at SMP Negeri 1 Kahu Kec.Kahu Kab.Bone.

B. Research Location and Time

1. Location of the Research

SMP Negeri 1 Kahu is a junior high school educational unit in Palattae, Kec. Kahu, Kab. Bone, South Sulawesi. SMP Negeri 1 Kahu works under the supervision of the Ministry of Education and Culture in carrying out its activities. SMP Negeri 1 Kahu can be found at Jalan Pendidikan No. 1 Palattae, Palattae, Kec. Kahu, Kab. Bone, South Sulawesi, 92767.

This research was conducted at this school where the target of the research was one of the English teachers at that school. The English teacher taught in class VII-B which consisted of 32 students and class VII-A which consisted of 32.

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Class VII-B was the place for taking observation data or data that were considered important in this research.

This research was carried out at SMP Negeri 1 Kahu Kec. Kahu Kab.Bone. The researcher chose the school as a research setting for several reasons; the researcher identified an issue that was connected to the title of the study, the school's openness to providing research approval, In English, the students were experiencing a lack of enthusiasm and students from SMP Negeri 1 Kahu Kec. Kahu Kab. Bone could serve as the study's sample.

2. Time of the Research

This research was conducted on 27 July 2022 till August 14, 2022, in the academic Year 2021/2022.

C. Data Types and Sources

The data is an important tool in the research which is in the form of the phenomenon in the field of the research.[44] From the data, the researcher knew the result of the research. Collecting the data must be relevant to the problem of the research.

The data in this research were in the form of descriptive qualitative data and used qualitative data procedure for the data analysis. Data in this research were obtained from interviews with the English teacher (about The Use of Kahoot as an online-based application and website to stimulate students' enthusiasm in the EFL

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44 Nayak, M. S. D. P.; Narayan, K. A. Strengths and weaknesses of online surveys. Technology, 2019, 6.7: 0837-2405053138.

classroom at SMP Negeri 1 Kahu after the outbreak of the covid-19 pandemic) and documentation (Observation).

In taking the data, the researcher needed sources to get the available data. The data source is the subject of the research from which the data can be obtained. Data sources are important thing in conducting research. Thus, the data source is the substance from where the researcher gets the information that is required. In qualitative research, two sources can be used to get the data.[45] The sources mentioned above are as follows:

1. Primary source

The primary source is a source that can give valuable information directly.[46] In other words, the primary source is to provide noteworthy facts relating to research concerns.

The researcher used the interview and observation results as the primary source. In qualitative research, the results of interviews are the most reliable source of information.

The primary data source of this research had also been provided in Kahoot as an Online-Based Application and Website completely.

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[45] Ary, Donald, et al. Introduction to educational research. New York: CBS College, 1985.

[46] Gunartin, Gunartin; Mulyanto, Edi; Sunarsi, Denok. The Role Analysis of Waste Bank in Improving the Community's Creative Economy (Study at Ketumbar Pamulang Waste Bank). Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences, 2020, 3.4: 3262-3269.

2.   Secondary source

A secondary source is a source of data that is not obtained directly from the primary source. In other words, when conducting research, secondary sources may be used to obtain data for a variety of purposes.

Documents, such as those found on websites, books, journals, and agencies, are employed as secondary sources in this research.

D.   Data Collection Stages

The data was gathered through observation and interviews as a consequence of students' active learning based on the general aspects offered by Kahoot as an Online-Based Application and Website. To begin to address this issue, the researcher and English teacher enlisted the help of several students from the third grade of SMP Negeri 1 Kahu Kec.Kahu Kab. Bone (VII-B) in the teaching-learning process by using an internet-connected network called Kahoot. The procedures are outlined below:

1.   The researcher, English teacher, and EFL students analyzed the issues with the dimensions of enthusiasm in English learning.

2.   The researcher, English teacher, and students discussed potential solutions to the issues.

3.   Through a training program (Introduction of Kahoot), the researcher and teacher elaborated on and acquainted the EFL students with Kahoot as an Online-Based Application and Website.

4.   The teacher taught the students for several sessions using Kahoot and the researcher observe the teaching-learning processes.

5.   The teacher evaluated Kahoot and questioned the students related to the use of Kahoot in the teaching and learning process.

6.   The researcher interviewed the EFL teacher after teaching and getting information from the students related to Kahoot as an online based application and website.

As a comparison and supporting information on the use of Kahoot in the teaching and learning process in the classroom, the researchers also interviewed another English teacher.

E.   Data Collection Techniques and Instruments

Numerous strategies were utilized to collect data, including observation and semi-structured interviews. The results gained for further analysis were achieved by obtaining appropriate data and information from these procedures.

1.   Observations

In conducting the observation, the researcher used documentation as a way to get supporting information directly from the research site so that the research provided accountable results including some relevant data, regulations, activity reports, photos, and videos.[47] In other words, all the data from this observation was used to strengthen the results of the interview section. Observations were recorded using an HD camera and HP, and evidence was collected during

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[47] Riduwan. *Metode dan Teknik Menyusun Thesis*. Bandung: Alphabeta, 2014, p. 105.

the research's implementation so that further analysis performed at a later date. The HD camera and HP recorded the dates and times of all occurrences, as well as the events themselves.

2. Interview

An interview is something social since there is an exchange or exchange of duties, obligations, emotions, values, motivations, and facts.[48] According to Sugiyono, an interview is a data-gathering strategy used to identify problems that need to be explored and to learn more about the respondent in a more in-depth manner, and the number of respondents is generally small. An interview can be performed face-to-face or over the phone, and it can be organized or unstructured.[49] The interview in this research was conducted utilizing semi-structured interviews that focus on how Kahoot as an online-based application and website stimulates students' enthusiasm. A semi-structured interview evaluated the respondent's perspectives on a specific phenomenon. The data was categorized based on the English teacher's spectacles during the learning process.

The researcher employed two ways above to acquire the data. For four meetings, the researcher observed the teacher as she was teaching the students by using Kahoot as an online-based application and website. The researcher noted elements that were deemed essential as supporting data for the outcomes of the interviews performed during the observation process. The teacher assessed

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[48] Tobing, David Hizkia, at all. *Approach in Qualitative Research*. Bali: Universitas Udayana, 2017.

[49] Sugiyono, P. D. Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, R&D (Cetakan Ke 19). Bandung: CV Alfabeta, 2014, p.194.

Kahoot and questioned the students about its utilization after the teaching and learning process.

The researcher interviewed two English teachers. One is the focus of this research was the English teacher of VII-B, and the other was an English teacher who taught in the other classes at the same level. This teacher had also used the Kahoot application in the learning process, but the classroom where she taught lacked electricity, making it difficult for her to use it. In the classroom, no projector supported the Kahoot application by displaying quizzes and student point acquisition. The goal of interviewing another English teacher was to gather additional information or some depictions about how Kahoot could stimulate students to learn English in the classroom.

The researcher interviewed the teacher after the teaching process and the gathering information from the students that had a connection to the use of Kahoot. The findings of the interviews are included in the appendix. In this research, all the data found and acquired are provided in the discussion section in more detail.

F.   Research Implementation

SMP Negeri 1 Kahu was still implementing the Covid-19 pandemic health protocol, this school applied a shift system in each class by dividing the number of students by two, each of them coming to school on a different day at each level, including the class where this research was carried out, namely class VII-B.

This research was conducted for six (6) meetings, with two (2) meetings serving as an introduction to Kahoot as an online based application and website

and four (4) meetings serving as the teacher's usage of Kahoot during the teaching and learning process in a class that had been divided into shifts. Each meeting was scheduled for two hours of instruction, which was divided into two 40-minute halves. This research followed the schedule of the teacher who had been entrusted to her in the current semester of the 2021/2022 academic year.

The first and second meetings took place on July 27, 2022, and July 28, 2022. The first meeting introduced Kahoot as an online-based application and website to the students of class VII-B which consisted of 32 students but they were divided into two shifts on different learning days. Kahoot was reintroduced to the students in this class even though the application had been used to reintroduce new features that had not been introduced by their teachers, such as creating student accounts, assigning tasks that could be completed in duration, and a team mode feature that can help students who did not have gadgets or have internet quota to participate in the quizzes assigned by the teacher.

The third and fourth meetings took place on 3 and 4 August 2022 and the fifth and sixth meetings took place on 10 and 11 August 2022. At those meetings, Kahoot was an online based application, and website was considered able to stimulate the EFL students to learn English at SMP Negeri 1 Kahu.

G. Data analysis techniques

The data in this research was analyzed qualitatively. The researcher acquired the data for the research goals through the interview technique. It should be emphasized that observation of the practice of using Kahoot as an online-based application and website had been undertaken, as the platform had been utilized in

the classroom learning process. The interview questions corresponded to the sub-heading offered in this part and were put in a precise sequence. The findings of this research were given so that readers may understand how Kahoot, as an online-based application and website stimulates students' enthusiasm in the EFL classrooms at SMP Negeri 1 Kahu.

H.   Test Validity of the Data

The data validity test was used to assess the research's credibility or level of confidence after the data collection had been conducted to make sure that all data gained was as accountable as what the researcher needed. It was also conducted to ease the researcher's explain the result in words. Several strategies were used to do this research, which were as follows:

1.   Participation Expansion

The researcher is the tool in qualitative research. The researcher's participation is critical in data gathering. It is not only completed in a short period but also necessitates an expansion of engagement in the research context. Extending participation means that the researcher stays in the field of data collecting until the saturation point of data collection is achieved. If this is done, it can; reduce the interference of the researcher in the setting, restrict the researcher's blunders and mitigate the impact of uncommon events.

2.   Persistence of Observation

The persistence of observation is looking for the interpretation in a variety of ways throughout a continuous or tentative analytical process, to limit the varied

impacts. It seeks to identify the traits and aspects in a highly relevant context to the topic at hand and then focuses on these details in depth. In a nutshell, the perseverance of observation adds depth to the inquiry.

3.   Triangulation

Triangulation is a technique of data validity test that utilizes something else outside the data for checking or as a comparison against the data. The most used triangulation technique is the examination through other sources. Triangulation is used to eliminate the differences in reality construction in the context of research when collecting data about the incidence and relation of sharing views. In other words, by using triangulation, the researcher can recheck his findings by comparing a variety of sources, methods, or theories. The researcher used triangulation for the validity of the data. The researcher implemented it by way of filing a variety of questions, checking it with multiple data sources, and utilizing a variety of methods to check the trust of the data.

CHAPTER IV

FINDING AND DISCUSSION

A.   Finding

Tresearcher found that Kahoot as an online based application and website could stimulate students' enthusiasm (Activeness, Trigger) and decrease physiological factors like boredom or laziness in the EFL classroom. The findings address how to stimulate the student's enthusiasm in the English teaching and learning process by optimizing Kahoot as an online-based application and website at SMP Negeri 1 Kahu Kec. Kahu Kab. Bone. The learning process was handled by integrating that application for six (6) meetings subsequently, including two (2) special meetings to inform or explain again to the students of the latest updated features of Kahoot and how to utilize them well. The English teacher's interview and observation demonstrated Kahoot as an online based application and website benefited, could stimulate EFL students 'enthusiasm and Kahoot features can minimize psychological factors (Boredom) are elaborated in the following lines.

1.   The enthusiasm of the students

The students' enthusiasm in the teaching and learning process based on the data analysis that Kahoot was able to stimulate the learning enthusiasm for students. It was depicted by the students' enjoyment to study; students' triggers to study, greater attention to the materials that EFL students have learned, and active participation during the learning process.

The following figures show a picture of student enthusiasm:

Figure 2. The students' enthusiasm in the classroom

The figure above depicts students' enthusiasm for participating in the learning process through the use of Kahoot in their class. The indicators of students' enthusiasm described above are elaborated in the following explanation:

a.   The enjoyment of students

Based on the data analysis, it can be found the way the students feel enjoyable learning English through Kahoot. That can be explained in the following data interview and observation.

Extract 1

The extracted information below displays the ways students feel joyful in learning English through Kahoot as an online based application and website.

T   :   *According to my observations in the class, my students enjoy utilizing Kahoot in the teaching and learning process since it makes them happier. This implies that they prefer using Kahoot above traditional approaches used by other teachers in the previous. They claim that*

Kahoot can inspire them to learn.

T : *Menurut pengamatan saya di kelas, siswa saya senang menggunakan applikasi Kahoot dalam proses pembelajaran karena membuat mereka lebih ceria. Ini menyiratkan bahwa mereka lebih suka menggunakan Kahoot daripada pendekatan tradisional yang digunakan oleh guru lain sebelumnya. Mereka mengklaim bahwa Kahoot dapat menginspirasi mereka untuk belajar.*

T : *My students think that using Kahoot is one of the teaching methods that incorporate technology into the learning process. This also piques their interest in Kahoot.*

T : *Murid-murid saya berpikir bahwa menggunakan Kahoot adalah salah satu metode pengajaran yang memasukkan teknologi ke dalam proses pembelajaran. Hal ini juga yang mendorong minat mereka pada applikasi Kahoot.*

Following the description, Kahoot can make students enjoy learning in class and feel pleased during the learning process.

Figure 3. The students' amusement toward the podium on Kahoot

b.   The trigger of the students

Based on the data analysis, the researcher found that the EFL students at SMP Negeri 1 Kahu got a trigger to study English through Kahoot an online based application and website. This is explained in more detail in the following data interview and observation.

Extract 2

The extracted information below displays how Kahoot an online based application and website made the students get a trigger to study through Kahoot.

T   :   *My students can enhance their triggers as well as their English abilities by utilizing Kahoot since students can find out the correct answer if they chose the incorrect response.*

T   :   *Dengan menggunakan Kahoot siswa saya dapat meningkatkan triger dibarengi dengan kemampuan bahasa Inggris mereka, karena siswa dapat mengetahui jawaban yang benar bila mereka memilih jawaban yang kurang tepat.*

T   :   *With Kahoot, my students can compete with their peers on quizzes provided by the English teacher, allowing them to test their knowledge of the content they have learned through a gamification approach.*

T   :   *Dengan Kahoot siswa saya dapat bertanding dengan teman-teman sekelasnya mengerjakan kuis yang ditugaskan oleh guru bahasa inggris sehingga dapat mengadu kecerdasan mereka terkait materi yang pernah mereka pelajari melalui pendekatan tehnik permainan.*

Figure 4. Students' trigger in the activities

c.   The student's attention to the materials

Based on the data analysis, the researcher discovered that by using Kahoot as an online based application in the EFL classroom, the EFL students at SMP Negeri 1 Kahu paid greater attention to the materials that they had learned. That explanation can be expanded upon further in the following data interview and observation.

Extract 3

The extract information below displays the students' great attention to the materials they had learned through Kahoot.

T   :   *My students' English growth has improved more than typical after studying with Kahoot since Kahoot gives a range of materials that are already available and linked to the content given by the previous teacher. Kahoot forces students to learn hard and repeat the content they've been given.*

T   :   *Perkembangan bahasa Inggris siswa saya setelah belajar dengan*

Kahoot meningkat dari biasanya, karena Kahoot menyediakan berbagai materi-materi yang sudah tersedia berkaitan dengan materi-materi yang telah diajarkan oleh guru sebelumnya.. Kahoot menjadikan mereka giat belajar dan mengulangi materi-materi yang telah saya ajarkan.

T : *My students will grasp the questions on the quiz linked to the topic they have studied since Kahoot can display the right responses on the projector screen. If students are not happy with the quiz, they can still seek similar information that has been studied by logging into their separate accounts and searching on the Kahoot search engine.*

T : *Karena Kahoot dapat menampilkan jawaban yang paling benar pada layar proyektor maka siswa-siswa saya akan benar-benar memahami soal-soal pada quiz yang berkaitan dengan materi yang mereka pernah pelajari. Jika mereka belum puas dengan quiz yang telah diberikan, mereka masih bias mencari materi yang berkaitan yang telah dipelajari dengan cara mengakses akun mereka masing-masing dan mencarica pada mesin pencarian yang disediakan oleh Kahoot.*

d. The students' activeness

Based on the data analysis, the researcher found that by using Kahoot as an online based application and website the students were active in the learning process.

Figure 5. The students' activeness in the classroom

That can be explained in the following data interview and observation.

Extract 4

The extract information below displays the students' "active participation in classroom activities" through Kahoot.

T   : *My students expressed an interest in studying using Kahoot since they can compete with their classmates for the most points.*

T   : *Siswa saya menyampaikan kepada saya bahwa mereka sangat tertarik mengikuti pembelajaran dengan penggunaan Kahoot karena mereka dapat bersaing dengan temannya yang lain untuk mendapatkan poin tertinngi.*

T   : *My students stated that the most intriguing and tense moments were when there was a quiz, which was accompanied by interesting music from the Kahoot application. They receive points if they respond correctly, but if they answer incorrectly, their name will slide to a lower place on the projector screen exhibited by the teacher. They also express pride when their name occupies the highest position on the projector screen displayed by the teacher.*

T   : *Siswa saya mengatakan bahwa moment paling menarik dan*

menegangkan itu pada saat ada kuis dan kuis itu didukung oleh music yang menarik dari applikasi Kahoot. Apabila mereka benar, mereka mendapat poin tetapi ketika mereka menjawab salah maka mereka akan melihat nama mereka akan turun keposisi yang lebih rendah dan mereka juga mengatakan bahwa mereka merasa bangga ketika nama mereka menempati posisi tertinggi pada layar proyektor yang ditampilkan oleh guru.
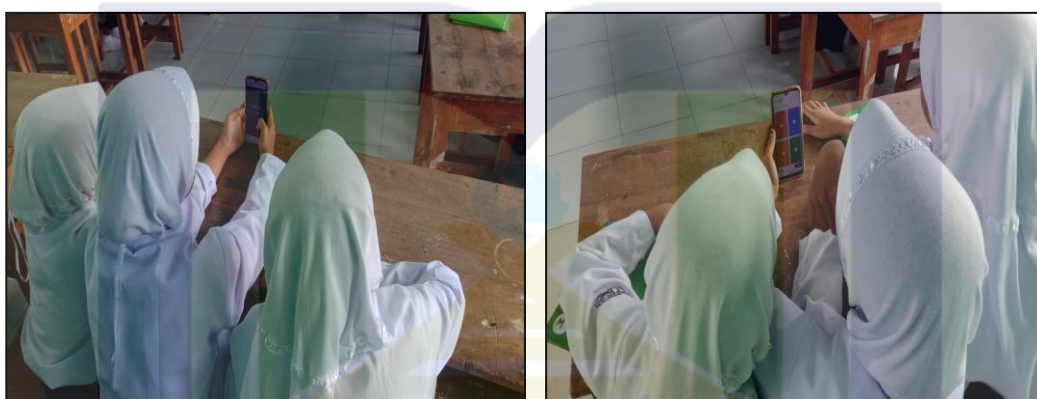

Figure 6. The students use team mode

Kahoot as an online based application and website can ensure that all students are engaged in its application since the Kahoot application has a function that could accommodate students who do not have gadgets, forget to bring smartphones, or do not have any internet quota at all by joining friends who have. Meanwhile, the teacher assigns the quiz to become a team mode given by the Kahoot application, allowing Kahoot to truly empower all students' activeness in the learning process.

Figure 7. The students use one gadget for more than one user

The figure above depicts how students who do not have gadgets to participate in the teacher's quiz can join their friends who do have gadgets to participate in the activity.

In such a case, the use of Kahoot as an online based application and website in the classroom learning process can effectively cover student activities.

2.   The Kahoot features

Kahoot is a game-based learning platform that allows users to create and play quizzes, surveys, and discussions. It is often used in classrooms and other educational settings to engage students and promote learning through interactive and competitive activities. Based on the observation and interview at SMP Negeri 1 Kahu Kec.Kahu Kab. Bone, the thing that most motivates the students to keep learning was the features provided by Kahoot, where the student could see the score or their position on the teacher's board projected clearly in the classroom so that always appear to be mutual competence with each other.

The desire to compete was the main factor in students' feel motivated during the teaching and learning process.

Figure 8. The students' happy moments in the classroom

Extract 5

The extracted information below displays the way Kahoot overcomes students' negative psychological factors like boredom in the learning process.

T   : *My students are more enthusiastic about learning English after using Kahoot because they can train themselves to answer quizzes in ways that differ from the methods they have previously received.*

T   : *Setelah menggunakan Kahoot, Siswa saya lebih semangat belajar bahasa Inggris karena mereka bisa melatih diri untuk menjawab kuis-kuis dengan cara yang berbeda dari cara-cara yang mereka pernah dapatkan sebelumnya..*

T   : *My students stated that before using Kahoot, they were bored because the repetitive activities they did were similar to doing traditional problems. They could indeed pit his\her cleverness against their friends after using Kahoot.*

T   : *Siswa saya menyatakan bahwa sebelum mereka menggunakan Kahoot, mereka merasa agak bosan, karena activitas yang berulang ulang mereka lakukan seperti mengerjakan soal secara konvensional. Setelah pakai Kahoot mereka dapat mengadu kecerdasan dengan*

teman-teman mereka..

B. Discussion

The components described in the findings are based on the research findings offered by the researcher above. Based on the data analysis, this component comprises students' enthusiasm in the teaching and learning process, which Kahoot is an online based application and was able to stimulate. This was reflected in students' enjoyment of learning, students get triggers to learn, English as Foreign Language (EFL) students' increased attention to material learned, and active participation in the learning process at SMP Negeri 1 Kahu Kec. Kahu Kab. Bone. Furthermore, the researcher discovered that Kahoot features help reduce students' psychological issues (Boredom or laziness). To get more explanation about the previously discovered findings are discussed as follows:

1. Kahoot can stimulate the enthusiasm of the students

According to Yeti in her research, students are pleased, eager, and enthusiastic when utilizing Kahoot in the teaching and learning process, where happiness, excited, and enthusiastic are components of enthusiasm.[50] This finding is consistent with those discovered by the researcher in this research, which demonstrated that based on an inquiry of the findings obtained by the researcher. The students appeared content by demonstrating a drive to learn. Their eagerness to learn is shown in their enthusiasm during the learning process.

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[50] Wirani, Yekti; Nabarian, Tifanny; ROMADHON, Muh Syaiful. Evaluation of continued use on Kahoot! as a gamification-based learning platform from the perspective of Indonesia students. Procedia Computer Science, 2022, 197: 545-556.

This illustration corresponds to what Miguel discovered in his research, which suggests that Kahoot can improve students' interest or enthusiasm during the teaching and learning process in the classroom.[51] Mustikawati stated that Kahoot can gratify students.[52] Benjamin et all's research came to the same conclusion that using Kahoot made students feel more motivated and less monotonous.[53] It is considered that using Kahoot can increase or boost students' enthusiasm and learning would go more smoothly in the teaching and learning process.

a.   The students' enjoyment of study

The application of Kahoot as an online-based application and website makes students have a very high willingness to learn, willing to leave tasks and other obligations that can interfere with learning, and diligent in doing all the assignments since Kahoot is one of the technology-based learning applications. An interview with one of the English teachers who became the focus of this research revealed that the students enjoyed learning with Kahoot as well. She stated, "*My students are excited about studying because Kahoot is a technology-based application.*" The English teacher saw how Kahoot potentially make his students excited to learn in class. This is due to the technology used in the Kahoot

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[51] Martín-Sómer, Miguel; Moreira, Judite; Casado, Cintia. Use of Kahoot! to keep students' motivation during online classes in the lockdown period caused by Covid 19. Education for Chemical Engineers, 2021, 36: 154-159.

[52] Mustikawati, Fenny Eka. The function of the Kahoot Application as an Indonesian Language Learning Media. In: National Seminar on Language and Literature Education. 2019. p. 99-104.

[53] Bunyamin, Aceng Grandson; Juita, Dewi Rika; Syalsiah, Noer. The Use of Kahoot as a Game-Based Learning Media as a Form of Learning Variations. Gunahumas, 2020, 3.1: 43-50.

application.   Kyoko stated that using technology in today's classrooms is an
excellent method to engage students and employ relevant educational applications
and websites.[54] EFL students with limited English proficiency were also thrilled
about participating in the learning process due to the advent of technology in that
application (Kahoot). The usage of technology in the learning process drew
students' attention because most EFL teachers employ traditional methods of
teaching that make students feel bored during the learning process. The presence
of technology use throughout the learning process has become rare, particularly
for students from rural places, and students believe that the use of technology in
EFL classes is vital. **(See appendix 4)**.

b.   The Students' trigger to study

Based on the interview the English teacher said "*By using Kahoot as a
learning medium in my class, my students are triggered to learn because they are
challenged to compete on the material they have studied through the gamification
approach*." The explanation above is in line with Huseyin's finding, including a
gamification technique in the learning process has a good influence on students'
learning motivation/Trigger. She also discovered that collaboration is critical as
gamification promotes and assists each other in learning. Through gamification,
students may monitor the status of their successes and improve themselves as a
trigger in topics they are not excellent at; also, combining the gamification

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[54] Johns, Kyoko. Engaging and assessing students with technology: A review of Kahoot!.
Delta Kappa Gamma Bulletin, 2015, 81.4: 89.

approach with blended learning approaches helps students better understand the course.[55]

English as Foreign Language (EFL) students from SMP Negeri 1 Kahu junior high school participated in this research and were diligent in paying attention to the material presented and diligently facing difficulties in the learning process and were fiercely competitive to be the best in their class. They were always present and most likely engaged in the teaching and learning process. They battled for the highest score on the quizzes or other assignments that the English teacher has set up for them to be done based on curtain time given. To get it, students needed to comprehend the substance of the studied material and do well on the quiz offered by the teacher through a gamification approach.

According to the data above, the students were triggered to utilize Kahoot as an online based application and website. Their sincerity was demonstrated by their engagement and activeness in responding to questions from material provided by the teacher in the form of quizzes within the specified time. Adi determined in his research that Kahoot can trigger students to learn in the classroom since it incorporates a gamification approach.**[56]**

c. Greater attention to the materials that EFL students learned

The English teacher said "My *students will grasp the questions on the quiz linked to the topic they have studied since Kahoot can display the right responses*

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[55] "cit"

[56] Setiawan, Adi; Soeharto, Soeharto. Kahoot-based learning game to improve mathematics learning motivation of elementary school students. Al-Jabar: Jurnal Pendidikan Matematika, 2020, 11.1: 39-48.

on the projector screen. If students are not happy with the quiz, they can still seek similar information that has been studied by logging into their separate accounts and searching on the Kahoot search engine." During the interview, the English teacher mentioned that students can understand the content that has previously been taught because the teacher can configure the Kahoot application so that the answers display when they answer incorrectly. This can pique their interest and prompt them to recall the material they have learned. If they are still interested in the related material, they can open their separate accounts and search for similar material.

Based on the observation made by the researcher during the learning process, it was discovered that students found skills and interests in the teaching materials and were able to improve them better and professionally. Students with a strong sense of curiosity immediately searched for similar material on their respective accounts, implying that Kahoot could draw students' attention to material that was already available in the Kahoot application. Students are interested in the materials offered by Kahoot because, according to Rahmatia, the material available on Kahoot is composed of 90.91% material experts and 92.00% media experts.[57] Based on the explanation above, it is possible to deduce that the material presented in the Kahoot application can draw students' attention for them to identify material that is relevant to them.

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[57] Rahmawati, N. D.; Buchori, A.; Harun, L. Design of Kahoot-based visual presentation media for exponent material with CAI models. In: Journal of Physics: Conference Series. IOP Publishing, 2020. p. 012061.

d.   The students' activeness in the classroom

According to the researcher's findings, Kahoot provided students with more opportunities to interact and engage actively with the EFL teacher, peers, and subject by giving an entertaining platform on which to participate. Students were involved intellectually and emotionally in learning activities; Students played an active role, asking questions, expressing opinions, and providing feedback. Licorish discovered the above explanation in his research, which demonstrated that Kahoot was capable of involving students extremely actively with the teacher and their friends when they competed on the quiz offered by the teacher.[58] Chiang in his research finding also revealed that the students expressed positive attitudes completely toward the application of Kahoot.[59] Kahoot plays a very important role in the teaching and learning process that boosting students' activeness to be more engaged.[60]

The scoring mechanism of this application provided students with no reason to receive unsatisfactory rankings from their classmates. The teacher said "*My students stated that the most intriguing and tense moments were when there was a quiz, which was accompanied by interesting music from the Kahoot application. They receive points if they respond correctly, but if they answer incorrectly, their name will slide to a lower place on the projector screen exhibited by the teacher.*

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[58] Licorish, Sherlock A., et al. Go Kahoot!" enriching classroom engagement, motivation and learning experience with games. In: Proceedings of the 25th international conference on computers in education. Asia-Pacific Society for Computers in Education, 2017. p. 755-764.

[59] Chiang, Hui-Hua. Kahoot! in an EFL reading class. Journal of Language Teaching and Research, 2020, 11.1: 33-44.

[60] Kaur, Paramjit; Naderajan, Reenuga. Kahoot in the English language classroom. South East Asia Journal of Contemporary Business, Economics and Law, 2019, 20.6: 49-54.

They also express pride when their name occupies the highest position on the projector screen displayed by the teacher."

Students raced to acquire as many accurate answers from the quiz as possible since their position on the screen was altered. The more right answers they had, the better their chances of placing high in the teacher's competition. That was a compelling case for students to participate in the classroom, which was aided by Kahoot's dynamic and engaging music. Kahoot engaged students or that application makes the students active at SMP Negeri 1 Kahu in the teaching and learning process.

Furthermore, the usage of Kahoot can ensure that all students are engaged in its application since the Kahoot application has a function that could accommodate students who do not have gadgets, forget to bring smartphones, or do not have any internet quota at all by joining friends who have. Meanwhile, the teacher assigns the quiz to become a team mode given by the Kahoot application, allowing Kahoot to truly empower all students' activeness in the learning process.

That means that all the students in the classroom have the same opportunity to take a part in all of the activities during the teaching and learning process through the use of Kahoot.
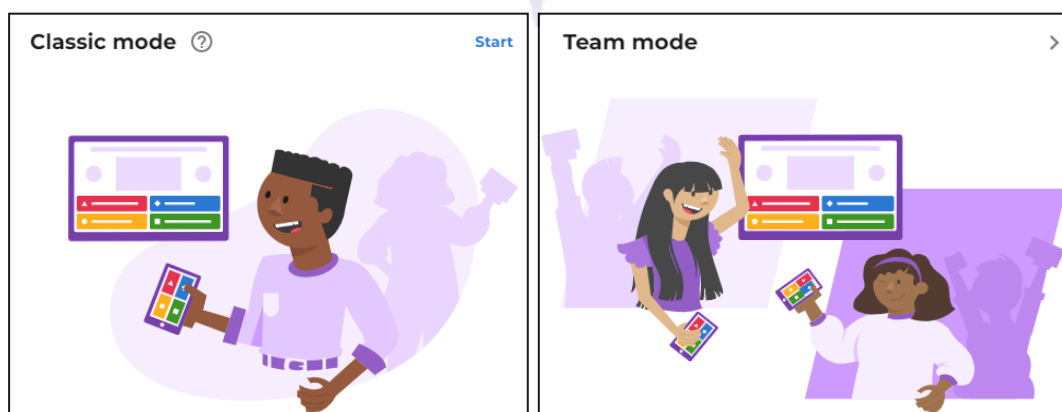
Figure 9. The classic and team mode feature of Kahoot

The figures above indicate that Kahoot, as an online based application and website, provides teachers with two options, Classic and Team Mode. In Classic mode, each player uses a single device.

Meanwhile, in Team Mode, a team can be made up of two persons who share the same device, allowing students who do not own a device to participate in working on the quiz.

2. The Kahoot features can minimize psychological factors (Boredom)

The features of Kahoot could minimize the students' psychological factors like boredom or laziness in learning English, but based on the finding the quiz with dramatic music encouraged students to participate in the learning process.
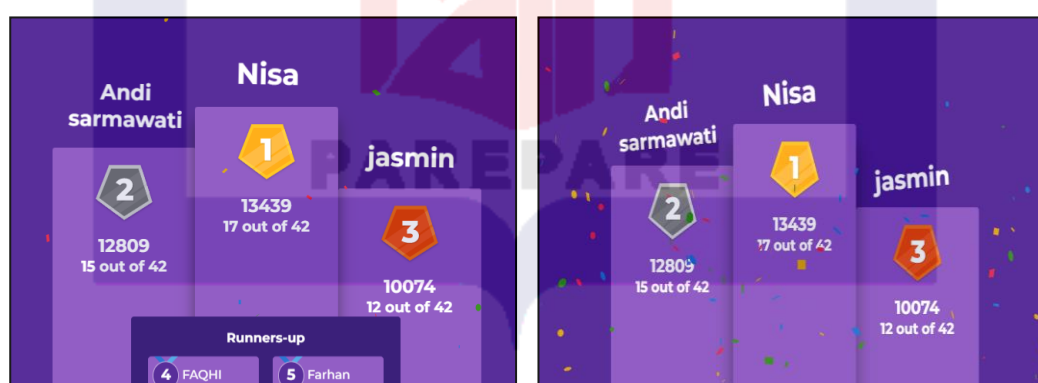

Figure 10. The display of Podium

Figures 1 and 2 depict the podium, which is the ultimate result of the answers filled out by the students at the end of the quiz. The two images depict the highest score, represented by the tallest podium numbered one. The highest three scores are on the podium, with the fourth and fifth positions at the bottom.

Although the top five appeared on the podium, each student's overall score is included in the report on the Kahoot website.

The podium on Kahoot helps minimize the students' boredom and laziness in the classroom by allowing them to see their names on the podium as a source of pride when the quiz is completed.

Based on observations and interviews during the teaching and learning process, the features given by Kahoot as an online based application and website that most drive students to continue studying are a quiz with tense music and a function that allows students to see their projected grades or positions plainly in the classroom so that they are always mutually beneficial. The urge to compete is the primary motivator for students to feel motivated during the teaching and learning process, which can reduce classroom boredom.

Music in the classroom, according to Elisabeth, helps increase students' motivation to learn.[61] This is consistent with the researcher's findings throughout the learning process, in which tense music on Kahoot as an online based application and website during a learning quiz in class helps reduce student boredom. The students have an outburst of happiness undergoing every single activity that the teacher applied or already settled up. The teaching and learning process became more lively with the advent of music during the activities in the classroom.

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[61] Freer, Elisabeth; Evans, Paul. Choosing to study music in high school: Teacher support, psychological needs satisfaction, and elective music intentions. Psychology of Music, 2019, 47.6: 781-799.

CHAPTER V

CONCLUSION, LIMITATIONS, AND SUGGESTIONS

A.   Conclusion

Based on the research discussed in the previous chapter, the researcher concludes that stimulating the student's enthusiasm in the EFL classroom at SMP Negeri 1 Kahu; it can be done by integrating Kahoot as an online based application and website. The researcher forwards the conclusion as follows: Kahoot as an online based application and website has a positive impact on students' enthusiasm regarding the students' interest, trigger, attention, and interaction activeness.

In terms of students' enthusiasm, the technology existence covered in the Kahoot application has already been accessible anywhere and anytime when there is a network signal and is certainly very suitable with the current technological development.

Kahoot as an online based application and website can stimulate the students' enthusiasm and deal with; the students' enjoyment to study triggers to study, greater attention to the materials they've learned, and the students' activeness in the classroom. What makes it particularly interesting for the students is the display which is better than other applications and the presence of a podium that make them active and happy to learn during the teaching and learning process.

In terms of students' triggers and activeness, it emerges from their want to learn by asking their friends to perform the competencies offered in the application, which will be even more enjoyable if done in groups. They are permitted to question any member of their groups. Through the gaming system provided by Kahoot, the student may effortlessly converse with his friend in the classroom.

In terms of student psychology, students are always motivated to study English when they participate in the classroom. The features given by Kahoot as an online based application and website that most drive students to continue studying are a quiz with tense music and a function that allows students to see their projected grades or positions plainly in the classroom so that they are always mutually beneficial.

The urge to compete is the primary motivator for students to feel motivated during the teaching and learning process, which can reduce classroom boredom. Besides that, the tense music on Kahoot during a learning quiz in class also helps reduce student boredom.

B.   Limitations of the Researcher

Research Capabilities According to the researcher's personal experience with the research process, there are some limitations encountered and potentially several factors that future researchers can pay more attention to in further refining their research because this research undoubtedly has flaws that need to be fixed. In subsequent research. The following are some of the research's drawbacks, among others:

1   The scope of this research is only done in one public junior high school located in Kahu District so this research is limited in generalization.

2   This research only uses the free version of Kahoot, while the paid version has many better features than the free one so the use of Kahoot in this research is very limited.

C.   Suggestions

Based on the conclusions drawn above, the researcher would like to propose some suggestions that would be considered as follows:

1.   This research highly recommends that EFL teachers integrate technology into the teaching and learning process in EFL classrooms. The reason most of the factors which make the students not successful in learning is the lack of teacher preference in choosing suitable learning ways for the students in the EFL classrooms.

2.   Teachers are expected to be able to use Kahoot as an online-based application and website to support students' learning in the classroom so that students are more motivated to learn and feel happy while the teaching and learning process is in progress.

3.   The researcher recommends to future researchers who would like to conduct related research, that it is crucial to understand the students' capability in operating educational technology devices because that skill can help the teachers in the classroom.

4. Before starting the learning process, the teacher must provide a detailed explanation of the features of Kahoot as an online based application. That way can give a basic understanding to the EFL students to trigger them at the first shoot.

5. EFL Teachers should have a good understanding of educational technology devices and the application being used in the learning process to prevent some technical issues that might happen during the activities in the classrooms.

6. As English teachers in the modern era, we should be able to grasp all of the abilities required of English teachers, as well as master technology in learning.

7. English teachers should use the Kahoot application as part of educational technology to condition the classroom for effective learning, especially for students who are in rural areas of schools.

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APPENDICES

SURAT IZIN MENELITI

PEMERINTAH KABUPATEN BONE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Jenderal Ahmad Yani No. 3 WatamponeTelp. (0481) 25056

IZIN PENELITIAN
Nomor: 070/12.828/VII/IP/DPMPTSP/2022

DASAR HUKUM :
1. Undang-Undang Republik Indonesia Nomor 18 tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan Teknologi;
2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;

Dengan ini memberikan Izin Penelitian Kepada :

N a m a	:	**DEDI DARMAWAN**
NIP/Nim/Nomor Pokok	:	2020203879102005
Jenis Kelamin	:	Laki-Laki
Alamat	:	Desa Labuaja Kec. Kahu
Pekerjaan	:	Mahasiswa Pascasarjana IAIN Pare-Pare

Maksud dan Tujuan mengadakan penelitian dalam rangka Penulisan Tesis dengan Judul :

"THE USE OF KAHOOT AS AN ONLINE-BASED APPLICATION AND WEBSITE TO STIMULATE STUDENTS' ENSTHUSIASM IN THE EFL CLASSROOM AT SMP NEGERI 1 KAHU KEC. KAHU KAB. BONE"

Lamanya Penelitian : 27 Juli 2022 s/d 14 Agustus 2023

Dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Kepala SMP Negeri 1 Kahu Kec. Kahu Kabupaten Bone.
2. Mentaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar Foto Copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Bone.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Watampone, 26 Juli 2022
KEPALA,

A. HERMAN SAMPARA, SH, MH
Pangkat : Pembina Utama Muda
Nip : 19620724 199003 1 008

Tembusan Kepada Yth.:
1. Bupati Bone di Watampone.
2. Kepala Dinas Pendidikan Kab. Bone di Watampone.
3. Kepala Badan Penelitian dan Pengembangan Kab. Bone di Watampone.
4. Kepala SMP Negeri 1 Kahu Kab. Bone di Kahu.
5. Arsip.

ISO 9001
CERTIFIED

APPENDIX 2

SURAT KETERANGAN TELAH MENELITI

PEMERINTAH KABUPATEN BONE
DINAS PENDIDIKAN
SMP NEGERI 1 KAHU
Alamat : Jl. Pendidikan No. 1 Kabupaten Bone Kode Pos 92767

SURAT KETERANGAN
TELAH MELAKUKAN PENELITIAN
Nomor : 263/421.3/SMPN1KH/VIII/2022

Yang bertandatangan dibawah ini, kepala UPT SMP NEGERI 1 Kahu Kec. Kahu Kab. Bone

Menerangkan bahwa :

NAMA	:	DEDI DARMAWAN
NIM/NOMOR POKOK	:	2020203879102005
JURUSAN	:	TADRIS BAHASA INGGRIS
JENIS KELAMIN	:	Laki-laki
ALAMAT	:	Desa Labuaja Kec. Kahu
PEKERJAAN	:	Mahasiswa Pascasarjana IAIN Pare-pare

Yang bersangukatan telah mengadakan penelitian (Research) di SMP NEGERI 1 KAHU dari tanggal : 27 Juli – 14 Agustus 2022, guna memenuhi persyaratan Penyusunan Tesis dengan judul : *"THE USE KAHOOT AS AN ONLINE APPLICATION AND WEBSITE TO STIMULATE STUDENTS' ENTHUSIASM IN THE EFL CLASSROOM AT SMP NEGERI 1 KAHU KEC. KAHU KAB. BONE"*

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palattae, 16 Agustus 2022
Kepala

ANDI HASRIANI ASFAR, SS.,S.Pd., MM
NIP. 19691121 200502 2 001

RESEARCH INSTRUMENT GUIDE

1. Do your students prefer to learn with the application of Kahoot or by using the usual method?

2. Tell me how far the development of your students' interest in English is with Kahoot as an online-based application!

3. Tell me how Kahoot plays a role in your student's English skills.

4. Can the application of Kahoot improve your student's ability and the way of they learn English?

5. Can the materials provided by Kahoot support your student's learning?

6. Tell me how Kahoot affects your students' enthusiasm! What are their driving factors?

7. Tell me about your students' most memorable experience with using Kahoot in your English teaching and learning process!

8. What are the views of your students after being taught using Kahoot?

Adapted and modified from; Kamarullah, Yusuf, & Meutia (2016)

APPENDIX 4

THE RESEARCHER INTERVIEWED TO THE TEACHER 1

Time : **1.00 Pm**

Date : **Saturday, August 13, 2022**

Place : **The teacher room of SMP Negeri 1 Kahu Kec.Kahu Kab.Bone**

R : Assalamualaikum…..Good day, Mam!!! How is life???

T : *Wa Alaikum salam…Good day. Oh everything is going well*

R : Can I start the interview now, Mam?

T : *Yes, Of course.*

R : Do your students prefer to learn with the application of Kahoot or by using the conventional one?

T : *Based on my observations in class, my students like using the Kahoot application in the learning process because they are more cheerful. This indicates that they prefer the use of Kahoot over conventional methods that have been applied by other teachers before. They say that Kahoot can get them motivated to study.*

R : What is the reason for your students choosing Kahoot?

T : *My students consider that the use of Kahoot is one of the lessons that involve the use of technology in the learning process. This also makes them very interested in Kahoot.*

R : Tell me how far the development of your students' trigger in English is with Kahoot as an online-based application!

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T   :   *Bhe pertanyaanya hmmmm…Well…My students' trigger and English skills can improve as a result of using Kahoot because students are able out the correct answer if they chose the incorrect response.*

R   :   Do you need time for a while, Mam??? He,he,he

T   :   *Hhhmmm….Lanjutmeki…!!! Go ahead.*

R   :   Well….Thank you, Mam. Tell me how Kahoot plays a role in your student's English skills.

T   :   *With Kahoot, my students….Ee…ee… can compete with their peers on quizzes provided by the English teacher, allowing them to test their knowledge of the content they have learned.*

R   :   Next question, Mam.

T   :   *Wait….Wait a moment!..I minum dulu.*

R   :   Ok…Mam.

T   :   Ok…Next question.

R   :   Alright, Mam…….Can the application of Kahoot improve your student's ability and the way of they learn English?

T   :   *My students' English development after studying with Kahoot has increased more than usual because Kahoot provides a variety of materials that are already available related to the materials that have been taught by the previous teacher. Kahoot makes them active in learning and repeating the materials that they have been taught.*

R   :   Can the materials provided by Kahoot support your student's

learning?

T   : *Because Kahoot can display the most correct answers on the projector screen, my students will understand the questions on the quiz related to the material they have studied. If they are not satisfied with the quiz that has been given…..Atau mereka belum paham betul, they can still search for related material that has been studied by accessing their respective accounts and searching on the search engine provided by Kahoot.*

R   : Tell me how Kahoot affects your students' interest! What are their driving factors?

T   : *Well…..My students told me that they were very interested in participating in learning with the use of Kahoot because they could compete with other friends to get the most significant points.*

R   : Tell me about your students' most memorable experience with using Kahoot in your English teaching and learning process!

T   : *My students said that the most interesting and tense moment was when there was a quiz and it was supported by exciting music from Kahoot. If they got it right, they got points but when they answered wrong they would see their name going down to a lower position they also said that they felt proud when their name occupies the highest position on the projector screen displayed by the teacher.*

R   : What are the views of your students after being taught using Kahoot?

R   :   *My students are more enthusiastic about learning English after using Kahoot because they can train themselves to answer quizzes in ways that differ from the methods they have previously received.*

R   :   The other reasons?

T   :   *My students stated that before using Kahoot, they were bored because the repetitive activities they did were similar to doing traditional problems. They could indeed pit his\her cleverness against their friends after using Kahoot.*

R   :   I think that's enough for my questions, Mam. Thank you so much for your time.

T   :   *Habismi???…He..he….he……You're welcome!*

R   :   Yes, Mam. That's enough. May we all always be in the protection of Allah SWT and will always be given health in doing our daily activities....Amen. Wassalamualikum warahmatullahi wabarakatu.

INTERVIEWED TEACHER'S STATEMENT LETTER I

INTERVIEWED TEACHER'S STATEMENT LETTER I

The undersigned below:

    Name   : Marlina, S.Pd

    Occupation   : English Teacher

    Day/Date   : Saturday, August 13, 2022

    Place   : Teacher's room at SMP N 1 Kahu Kec. Kahu Kab. Bone

Hereby certify that DEDI DARMAWAN with NIM. 2020203879102005 Postgraduate students at IAIN Parepare have indeed conducted an interview with me for the purpose of a thesis research entitled *"The Use of Kahoot as an Online-Based Application and Website to Stimulate Students' Enthusiasm in the EFL Classroom at SMP Negeri 1 Kahu Kec. Kahu Kab. Bones"*

Thus, this Statement Letter is actually made to be used as necessary.

                                   Bone, August 2022

                                   Informant

                                   Marlina, S.Pd

INTERVIEWED TEACHER'S STATEMENT LETTER II

The undersigned below:

Name : Fitri Akbar, S.Pd

Occupation : English Teacher

Day/Date : Saturday, August 13, 2022

Place : Teacher's room at SMP N 1 Kahu Kec. Kahu Kab. Bone

Hereby certify that DEDI DARMAWAN with NIM. 2020203879102005 Postgraduate students at IAIN Parepare have indeed conducted an interview with me for the purpose of a thesis research entitled *"The Use of Kahoot as an Online-Based Application and Website to Stimulate Students' Enthusiasm in the EFL Classroom at SMP Negeri 1 Kahu Kec. Kahu Kab. Bones"*

Thus, this Statement Letter is actually made to be used as necessary.

Bone, August , 2022
Informant

Fitri Akbar, S.Pd

APPENDIX 6

DOCUMENTATION I

Reintroduction of Kahoot as an online based application and website to the students

DOCUMENTATION II

The students' enthusiasm during the teaching and learning process

DOCUMENTATION III

The students' activeness during the teaching and learning process

BIOGRAPHY OF THE WRITER

PERSONAL DATA

Name	:	Dedi Darmawan
Place and date of birth	:	Palattae, January 25, 1985
Reg Number	:	2020203879102005
Address	:	Aming Desa Labuaja Kec. Kahu Kab. Bone
Phone Number	:	082343211005
Email	:	dedioec@gmail.com

HISTORY OF FORMAL EDUCATION

Elementary School- SD 278 Balle 1996

Junior High School- SMP Negeri 1 Kahu 2003

Senior High School- SMA Negeri 1 Kahu 2006

Bachelor's degree in English education- STKIP Muhammadiyah Bone 2010

HISTORY OF NONFORMAL EDUCATION/SCIENTIFIC ACTIVITIES

1. …
2. …

JOB EXPERIENCES

1. MA/MTs Al Amin Kahu 2007-2017
2. UNIM Bone Kampus III Kahu 2010-2023
3. SMA Negeri 1 Kahu 2017-2018

ORGANIZATION HISTORY

1. October English Club (OEC) 2009-2018
2. …

PUBLISHED SCIENTIFIC RESEARCH WORKS

1. The Effect of REACE (Relating, Exploring, Applying, Cooperating and Evaluating) Learning Model Toward the Understanding of Mathematics Concept
2. …