



University Students' Perceptions of Kahoot as a Tool for Structure and Writing Practice in TOEFL Preparation in Indonesia

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ABSTRACT

This study investigates students' perceptions of Kahoot as a gamified assessment tool for TOEFL Structure and Written Expression. Utilizing a quantitative approach, the study analyzes responses from 19 participants who engaged in Kahoot-based evaluations. Findings reveal that Kahoot's interactive features—leaderboards, real-time feedback, and competitive scoring—significantly enhanced students' motivation, engagement, and enthusiasm during the evaluation process. The majority of participants expressed strong interest in using Kahoot for future evaluations and incorporating it into their teaching practices, citing its user-friendliness and effectiveness in sustaining attention throughout the assessment. Notably, no participants reported disinterest or demotivation, further reinforcing the platform's potential as an engaging learning tool. This study highlights the transformative potential of gamified tools like Kahoot in creating dynamic learning environments that enhance traditional assessments. The results offer valuable insights for educators and curriculum developers seeking to integrate gamification into educational practices, particularly in high-stakes test preparation contexts. The implications of this research suggest that incorporating gamified tools can not only increase student engagement but also foster deeper learning through interactive and enjoyable assessment experiences. Moreover, such tools can bridge the gap between learning and assessment by making evaluations less intimidating and more accessible. Future research should explore its application across diverse educational settings and its long-term impact on learning outcomes.

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INTRODUCTION

The Test of English as a Foreign Language (TOEFL) is a critical assessment designed to measure the English language proficiency of non-native speakers, particularly within the context of higher education. Among its various components,

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the Structure and Written Expression section plays a pivotal role in evaluating a student's mastery of grammar and their ability to construct clear, coherent written arguments. Previous research by Akmal et al. (2020), Slamet and Sulistyarningsih (2021), Sari et al. (2022), and Herman et al. (2023) has highlighted the challenges students face in mastering this section of the TOEFL. These findings underscore the need for improved instructional strategies in preparing students for this aspect of the exam.

Historically, TOEFL preparation has relied heavily on conventional methods such as standardized practice tests and grammar exercises. However, with the rapid advancement of technology and the increasing integration of digital tools in education, there is a growing interest in adopting more interactive and dynamic approaches. The transformation of English language instruction through digital platforms has been documented by Alfahaid (2017), Pratiwi et al. (2021), Amin and Paiman (2022), and Піндосова (2023). This shift seeks to enhance student engagement and improve assessment techniques, reflecting broader trends in leveraging technology to optimize learning outcomes.

TOEFL assesses three core skills—listening, structure and written expression, and reading—culminating in a composite score that serves as a benchmark of English language proficiency. The Structure and Written Expression section, in particular, requires test-takers to demonstrate a solid understanding of grammar and English sentence structure while managing time effectively to complete the tasks. Sari et al. (2022) emphasized that this section presents significant challenges for students due to insufficient preparation, the absence of specialized TOEFL preparation materials, and ineffective strategies for mastering the test content. These findings highlight the critical importance of the preparation phase, which warrants focused attention from TOEFL instructors.

An emerging trend in educational practice is the incorporation of gamification, which integrates game-design elements into learning environments to enhance student motivation and engagement. Studies by De La Cruz et al. (2021), Yaroshenko et al. (2022), and Arsyad et al. (2024) have demonstrated that gamification in English language instruction significantly improves students' involvement and enthusiasm, particularly in higher education contexts. By utilizing elements such as scoring systems, achievement levels, and rewards, gamification transforms traditional learning into interactive and engaging experiences.

Kahoot stands out as a prominent example of gamified learning tools. This platform employs game-based strategies to facilitate assessments through engaging quizzes and interactive challenges. With features such as real-time feedback, competitive elements, and a visually appealing interface, Kahoot embodies the principles of gamification. Research by Ali and Abdalgane (2022), Tari and Safitri (2023), and Pham and Nguyen (2024) has shown that Kahoot fosters a more enjoyable and satisfying learning environment, boosting student engagement and

motivation in English language instruction.

Despite the widespread adoption of gamified platforms like Kahoot, research on their specific application in TOEFL preparation remains limited. Most existing studies focus on general perceptions of gamification without examining its targeted impact on standardized test preparation. Furthermore, the ways in which university students perceive and interact with these tools in the context of TOEFL evaluation have yet to be thoroughly explored.

This study aims to address this gap by examining students' perceptions of Kahoot as an interactive, game-based tool for assessing TOEFL Structure and Written Expression. By exploring students' experiences and perspectives, this research seeks to provide valuable insights into the effectiveness of Kahoot in TOEFL preparation. The findings are intended to guide educators and curriculum developers in integrating gamified digital platforms into assessment practices, thereby contributing to more engaging and effective test preparation strategies.

METHOD

This study employs a quantitative research design, utilizing a survey method to collect data on university students' perceptions of Kahoot as a game-based tool for evaluating the TOEFL Structure and Written Expression section. Data were gathered through an online questionnaire created using Google Forms, chosen for its efficiency in reaching participants and its ability to collect structured, analyzable responses.

The participants of this study were university students enrolled in the English Education Study Program at Universitas Sulawesi Barat, who were actively preparing for the TOEFL examination. A purposive sampling technique was employed to ensure the selection of participants with prior experience in both using Kahoot and engaging in TOEFL preparation. The final sample comprised 19 students, all of whom were members of a TOEFL ITP preparation study group.

The primary data collection instrument was a structured questionnaire administered through Google Forms. The questionnaire was specifically designed to capture multiple dimensions of students' perceptions and experiences with Kahoot, emphasizing its effectiveness as an evaluation tool for the TOEFL Structure and Written Expression section.

RESULTS AND DISCUSSION

In this study, the researcher administered a total of 11 closed-ended questions, which consisted of 11 multiple-choice questions. These questions were designed to gather quantitative data on participants' perspectives and experiences. In addition to these 11 main questions, participants were also asked to provide basic demographic information, specifically regarding their academic semester. This information was intended to give context to the responses and help categorize the

participants based on their level of academic progress.

Among the 11 main questions, 4 were negatively worded, which aimed to measure the participants' responses to less favorable or challenging aspects of the subject matter. The remaining 7 multiple-choice questions were framed positively, focusing on aspects that participants might view more favorably or confidently. This mixture of negatively and positively framed questions was included to reduce potential response biases and encourage more balanced, nuanced answers from the participants. The inclusion of both types of questions aimed to provide a comprehensive assessment of the participants' attitudes and experiences.

Table 1. Number of participants by academic semester

Academic Semester	Number of Participants	Percentage (%)
Semester 6	3	15.80%
Semester 7	16	84.20%

The study sample comprised 19 participants, with 16 students in their seventh semester and 3 students who, due to a misunderstanding, incorrectly identified themselves as being in their sixth semester. This error occurred as these 3 participants were transitioning from their sixth to seventh semester, and they mistakenly believed they were still in the earlier semester at the time of the survey. However, it should be noted that all participants were, in fact, in their seventh semester during the study period.

This discrepancy in semester classification was likely due to the timing of data collection, which occurred during the transitional period between semesters. Despite the initial confusion regarding their academic standing, the overall composition of the group reflects a predominance of upper-level students, with the majority (16 out of 19) being in the final stages of their academic program. The mixed composition of participants who were either in their sixth or seventh semester provides a valuable opportunity to examine their perspectives on the TOEFL preparation process, as students in this transitional phase may experience different levels of academic readiness and preparation.

Table 2. Previous use of Kahoot in coursework or training

Response	Number of Participants	Percentage (%)
Yes (Used Before)	5	26.30%
No (Never Used)	14	73.70%

In response to the question of whether the students had previously used Kahoot in their coursework or training, the results demonstrated a noticeable divide in prior exposure to the application. Among the 19 students, only 5 (26.3%) reported having used Kahoot in an academic or training context before the study. This suggests that a small proportion of the sample was familiar with the application, potentially reflecting an existing integration of Kahoot into their

previous learning experiences, either in formal coursework or through other training initiatives.

Conversely, the majority of students, 14 (73.7%), indicated that they had never used Kahoot in any academic or training setting. This finding underscores the relative unfamiliarity of Kahoot within this particular cohort, signaling that the application has not yet become a widespread tool in their educational contexts. The gap in exposure could point to several factors, such as the lack of integration of interactive or gamified learning tools in the curriculum or limited access to such platforms in their academic institutions.

These findings align with (Bass et al., 2024) observation that gamification in education, despite its potential to enhance engagement, remains underutilized. Kahoot's ability to motivate students through competition and instant feedback resonates with principles of self-determination theory (Naaim & Karpudewan, 2024), which emphasizes the importance of intrinsic and extrinsic motivators in learning. The overwhelmingly positive reception of Kahoot in this study suggests significant potential for broader adoption, particularly in TOEFL preparation. Addressing the current gap may involve initiatives such as teacher training, institutional investments in technology, and curricular frameworks supporting gamified learning, ultimately creating more engaging and effective educational experiences.

These findings also suggest that while Kahoot may have been used by a small subset of students, its broader incorporation into the students' educational experiences remains limited. This highlights a potential area for further investigation, particularly regarding the factors influencing the adoption of Kahoot and other similar applications in higher education. It also emphasizes the opportunity to explore whether increasing familiarity with Kahoot could enhance student engagement and learning outcomes in future academic settings.

Table 3. First Impressions of Kahoot as an Evaluation Tool

Response	Number of Participants	Percentage (%)
Very Pleasant	17	89.50%
Pleasant	2	10.50%
Somewhat Pleasant	0	0%
Unpleasant	0	0%
Very Unpleasant	0	0%

The students' first impressions of using Kahoot as an evaluation tool were overwhelmingly positive, reflecting a strong acceptance and enthusiasm for the platform in this academic context. Among the 19 participants, the vast majority, 17 students (89.5%), rated their experience as Very Pleasant, suggesting that the use

of Kahoot as a tool for assessing structure and written expression was not only engaging but also enjoyable for the students. This high level of satisfaction may indicate that the gamified nature of Kahoot effectively captured the students' interest and made the evaluation process more interactive and dynamic compared to traditional methods.

Furthermore, 2 students (10.5%) rated the experience as Pleasant, which, while still positive, suggests a slightly less enthusiastic response compared to the larger group. However, there were no students who indicated that their experience was Somewhat Pleasant, Unpleasant, or Very Unpleasant, which is a notable finding. The complete absence of negative feedback implies that Kahoot, as an evaluation tool, did not generate significant dissatisfaction or frustration among the students, further reinforcing its potential as a positive learning tool.

This overwhelmingly favorable response can be attributed to several factors. First, Kahoot's interactive features, such as real-time quizzes and competitive elements, likely enhanced student engagement, transforming the learning process into a more enjoyable experience. Additionally, the novelty of using a gamified platform for academic purposes may have contributed to the excitement and motivation of the students, particularly if they were accustomed to more traditional or passive forms of assessment (Sari et al., 2023; Sinnivasagam & Hua, 2023).

The fact that there was no negative feedback also suggests that the students were open to experimenting with technology in their educational environment, and it may signal a readiness to embrace more innovative approaches to learning and assessment in the future. Overall, the data reveals a highly positive reception to Kahoot, suggesting that it could be an effective tool for increasing student engagement and improving learning outcomes in educational settings.

Table 4. Participants' Motivation to Take the TOEFL Structure and Written Expression Evaluation Using Kahoot

Response	Number of Participants	Percentage (%)
Very Motivated (Strongly Agree)	13	68.40%
Motivated (Agree)	6	31.60%
Neutral	0	0%
Unmotivated (Disagree)	0	0%
Very Unmotivated (Strongly Disagree)	0	0%

Table 4 presents the participants' responses regarding their motivation to take the TOEFL Structure and Written Expression evaluation using Kahoot. A significant majority of participants (68.40%, or 13 out of 19) reported being "Very Motivated" (Strongly Agree), while 31.60% (6 participants) indicated that they were "Motivated" (Agree). Notably, there were no neutral or negative responses: 0% of participants selected the "Neutral," "Unmotivated," or "Very Unmotivated" options. These results suggest that even though the participants were new to Kahoot and had

limited prior experience with the tool, the platform had a substantial positive effect on their motivation to prepare for the TOEFL exam.

These findings are especially significant considering the participants' limited familiarity with Kahoot. As EFL students, who were introduced to the platform for the first time during their TOEFL preparation, it is noteworthy that they still reported a high level of motivation. This suggests that the engaging, game-based nature of Kahoot is effective in fostering student interest and participation, even for those who are not accustomed to using digital learning tools. This is consistent with research on the use of technology in language learning, which highlights the potential for novel and interactive tools to spark interest and improve engagement, especially in foreign language contexts (Hastomo et al., 2022; Kianinezhad, 2023).

In the context of these EFL students, the strong motivation reported is particularly notable. Learning English as a foreign language can often feel daunting for students, particularly in test preparation. Gamified learning platforms like Kahoot provide a low-stress, interactive environment that helps reduce the pressure often associated with test prep. By integrating elements of competition and instant rewards, Kahoot turns studying for the TOEFL into a more enjoyable and engaging experience. This aligns with constructivist learning theories, which emphasize the importance of active engagement and immediate feedback to enhance motivation and learning (Behnagh & Yasrebi, 2020).

Furthermore, the absence of neutral or negative responses suggests that the tool's interactive features were well-received, despite the students' limited experience with the platform. Kahoot's real-time feedback and immediate rewards help reinforce learning and encourage students to actively engage with the material. This aspect of Kahoot's design is particularly important for language learners, who may struggle with motivation during TOEFL preparation. The competitive nature of Kahoot, where students can track their progress and see how they compare to others, adds an element of challenge that encourages them to keep improving. This positive reception, despite being new to the tool, demonstrates the potential of digital learning platforms in motivating students to engage more deeply with their studies (Istiara & Hastomo, 2023).

Table 5. Participants' Enthusiasm for the Evaluation Due to the Scoreboard Feature in Kahoot

Response	Number of Participants	Percentage (%)
Strongly Agree	11	57.89%
Agree	8	42.11%
Disagree	0	0%
Strongly Disagree	0	0%
Very Strongly Disagree	0	0%

Table 5 presents the participants' responses regarding their enthusiasm for the TOEFL evaluation due to the scoreboard feature in Kahoot. The majority of

participants (57.89%, or 11 out of 19) strongly agreed that the scoreboard feature made them more enthusiastic about engaging in the evaluation. Additionally, 42.11% (8 participants) agreed, further emphasizing the positive effect of this feature on their motivation. Notably, no participants disagreed or strongly disagreed, indicating that the scoreboard was well-received by all participants.

These results underscore the importance of gamified elements, such as leaderboards, in increasing student enthusiasm and participation. The competitive nature of the scoreboard likely provided a sense of achievement and challenge, motivating students to engage more actively in the evaluation process. This finding is consistent with previous research on gamification, which shows that competitive features and progress tracking can enhance motivation and make learning more engaging (Bagunaid et al., 2022).

Given the overwhelmingly positive response to the scoreboard feature, these findings suggest that incorporating competitive elements into educational tools can be an effective strategy to boost student motivation, particularly in high-stakes test preparation like TOEFL.

Table 6. Participants' Challenge to Provide the Best Answer to Achieve the Top Rank in Kahoot

Response	Number of Participants	Percentage (%)
Strongly Agree	14	73.68%
Agree	5	26.32%
Disagree	0	0%
Strongly Disagree	0	0%
Very Strongly Disagree	0	0%

Table 6 presents the participants' responses regarding their motivation to provide the best answers in order to achieve the top rank in Kahoot. A majority of participants (73.68%, or 14 out of 19) strongly agreed that they felt challenged to give their best answers, while 26.32% (5 participants) agreed. Notably, no participants disagreed or strongly disagreed, which indicates that the competitive aspect of Kahoot effectively motivated all students to perform their best.

These findings suggest that the competitive nature of Kahoot, particularly the goal of achieving the top rank, is a strong motivator for students. The sense of challenge and achievement associated with competing for a high rank likely encouraged participants to actively engage and perform well in the evaluation. This is consistent with the principles of gamification, which argue that competition and goal-setting can enhance motivation and effort (Amo et al., 2020).

The leaderboard feature, combined with the desire to be at the top, taps into students' competitive instincts, pushing them to strive for their best performance. This result highlights how gamified learning tools, such as Kahoot, can be particularly effective in motivating students, making the learning process more engaging and goal-oriented.

Table 7. Participants' Enthusiasm for Participating in the Entire Evaluation Process Using Kahoot

Response	Number of Participants	Percentage (%)
Strongly Agree	14	73.68%
Agree	5	26.32%
Disagree	0	0%
Strongly Disagree	0	0%
Very Strongly Disagree	0	0%

Table 7 presents participants' responses regarding their enthusiasm for engaging in the entire evaluation process using Kahoot, from start to finish. A large majority of participants (73.68%, or 14 out of 19) strongly agreed that they felt enthusiastic about the process, while 26.32% (5 participants) agreed. Importantly, no participants disagreed or strongly disagreed, which indicates that the Kahoot platform succeeded in maintaining participants' interest throughout the evaluation.

These results highlight the effectiveness of Kahoot's engaging design in sustaining motivation across the full evaluation. From the start of the activity to the end, the interactive and gamified features seem to have played a significant role in keeping students enthusiastic about the evaluation process. This is consistent with literature on gamification, which suggests that the interactive and rewarding elements of digital learning tools help maintain students' engagement and excitement (Khaldi et al., 2023).

The positive response to the entire evaluation process suggests that Kahoot's design encourages continuous participation, rather than engagement tapering off midway. The combination of real-time feedback and gamified challenges likely contributed to maintaining enthusiasm, preventing monotony, and reinforcing students' desire to perform well throughout the evaluation.

The overwhelming enthusiasm for the entire evaluation process underscores the power of game-based learning platforms, like Kahoot, in sustaining student engagement and motivation. Even when students are new to the platform, the interactive and competitive elements of Kahoot can keep them interested and excited about participating from start to finish.

Table 8. Participants' Interest in Using Kahoot for Future Evaluations

Response	Number of Participants	Percentage (%)
Strongly Agree	15	78.95%
Agree	4	21.05%
Disagree	0	0%
Strongly Disagree	0	0%
Very Strongly Disagree	0	0%

Table 8 presents participants' responses regarding their interest in using Kahoot for future evaluations. A substantial majority (78.95%, or 15 out of 19) strongly agreed that they would be interested in using Kahoot again, while 21.05%

(4 participants) agreed. Importantly, no participants disagreed or strongly disagreed, indicating a highly positive response to the tool.

These findings suggest that Kahoot not only effectively engages students during the evaluation process but also leaves a lasting impression that encourages them to use the tool again in the future. The combination of real-time feedback, interactive quizzes, and gamified elements likely contributed to this positive reception. Students may have found the process enjoyable, stimulating, and rewarding, leading them to express interest in future use. This aligns with previous research on gamified learning, which demonstrates that students who experience high engagement with digital tools are more likely to adopt them again in subsequent learning contexts (Luo, 2021; Waziana et al., 2024).

The overwhelmingly positive response indicates that Kahoot's game-based features not only motivated students during the evaluation but also increased their overall satisfaction with the learning experience. When students feel motivated and enjoy the process, they are more likely to seek out similar learning opportunities in the future. The high level of interest in using Kahoot for future evaluations highlights the potential of interactive, gamified tools to enhance both student engagement and long-term interest in learning activities. Kahoot, as demonstrated by these results, can be a valuable tool for encouraging ongoing participation in educational evaluations.

Table 9. Participants' Disinterest in Using Kahoot as an Evaluation Tool When They Become Teachers

Response	Number of Participants	Percentage (%)
Strongly Agree	0	0%
Agree	0	0%
Disagree	4	21.05%
Strongly Disagree	10	52.63%
Very Strongly Disagree	5	26.32%

Table 9 shows the participants' responses regarding their potential disinterest in using Kahoot as an evaluation tool when they become teachers. The overwhelming majority of participants expressed a strong preference for using Kahoot in the future, with 52.63% (10 out of 19) strongly disagreeing with the statement, and 21.05% (4 participants) simply disagreeing. Additionally, 26.32% (5 participants) indicated that they were not particularly interested in using Kahoot but still did not strongly oppose the idea.

These results suggest that the participants, despite having limited prior experience with Kahoot, are generally positive about its future use in an educational context. The fact that none of the participants strongly agreed or agreed with the statement indicates a very favorable view toward the platform, especially as future educators. This is a strong endorsement of Kahoot's potential as a tool for teaching and evaluation in the long term.

The positive responses also highlight that Kahoot's interactive, gamified features were perceived as effective enough to make participants confident in using it as an evaluation tool in their future teaching careers. The desire to incorporate game-based learning into education aligns with broader trends in pedagogy that emphasize the importance of engagement and student motivation (Asif et al., 2020).

Table 10: Participants' Perception of Kahoot's Usability as a Teacher After Receiving a Brief Tutorial

Response	Number of Participants	Percentage (%)
Strongly Agree	0	0%
Agree	0	0%
Disagree	8	42.11%
Strongly Disagree	10	52.63%
Very Strongly Disagree	1	5.26%

Table 10 presents participants' perceptions of whether Kahoot is difficult to use as a teacher after receiving a brief tutorial on the platform. The majority of respondents (52.63%, or 10 out of 19) strongly disagreed with the statement that Kahoot is not easy to use, while 42.11% (8 participants) disagreed. Only 5.26% (1 participant) strongly disagreed with the notion, indicating that, overall, the participants did not find Kahoot difficult to use after the tutorial.

These findings suggest that the brief tutorial provided to participants was sufficient to demonstrate Kahoot's user-friendly features, and the majority felt confident in using the application as teachers. The absence of any participants who agreed or strongly agreed with the statement about Kahoot being difficult to use reflects a positive reception of the platform's usability, even by those who were not previously familiar with it. This result is consistent with other studies that highlight how intuitive interfaces and clear instructional guides make digital tools accessible to new users (Zaina et al., 2022).

Given that Kahoot is designed to be a simple, interactive tool, this suggests that teachers could easily integrate it into their practice after minimal training, which is a critical factor for the adoption of new technologies in education. The strong response from participants supports the idea that Kahoot is an effective, accessible tool for both teachers and students, even for those with limited technological expertise. These findings indicate that Kahoot is perceived as easy to use by the majority of participants after a brief introduction, highlighting its potential as an accessible and user-friendly evaluation tool for future educators.

Table 11. Participants' Rejection of Kahoot as a Recommended Learning Tool Based on Their Evaluation Experience

Response	Number of Participants	Percentage (%)
Strongly Agree	0	0%
Agree	0	0%
Disagree	12	63.16%
Strongly Disagree	6	31.58%
Very Strongly Disagree	1	5.26%

Table 11 presents participants' responses to the statement: "As a user who has experienced the evaluation process through Kahoot, I would not recommend this application for use in learning." The majority of participants (12 out of 19) disagreed with the statement, while 31.58% (6 participants) strongly disagreed. Only 5.26% (1 participant) somewhat disagreed. Notably, no participants agreed or strongly agreed with the statement, indicating that almost all participants would recommend Kahoot as a learning tool.

These findings suggest that Kahoot was generally well-received and viewed as suitable for use in learning, with the negative responses being minimal (Addhiny, 2024). The disagreement with the statement highlights that, after experiencing the evaluation process, the participants did not find any significant reasons to reject Kahoot as a tool for learning.

The positive responses in contrast to the negative perception indicate that the tool was effective enough in motivating and engaging participants to overcome any potential reservations they might have had about its use in educational settings. The results also suggest that participants did not reject Kahoot as a learning tool and, in fact, demonstrated a positive inclination toward its use in future educational contexts.

Table 12: Participants' Disinterest and Lack of Motivation in Learning Using Kahoot as an Evaluation Tool

Response	Number of Participants	Percentage (%)
Strongly Agree	0	0%
Agree	0	0%
Disagree	11	57.89%
Strongly Disagree	6	31.58%
Somewhat Disagree	2	10.53%

Table 12 presents participants' responses to the statement: "I am not motivated in learning/training that uses Kahoot as an evaluation tool." The vast majority of participants, 57.89% (11 out of 19), disagreed with the statement, and 31.58% (6 participants) strongly disagreed. Only 10.53% (2 participants) somewhat disagreed. Notably, no participants agreed or strongly agreed with the statement, indicating that the majority of participants were motivated during the learning process using Kahoot.

These results suggest that Kahoot had a positive impact on student motivation during the evaluation process. The lack of agreement with the statement shows that, instead of feeling demotivated, the majority of participants felt engaged and encouraged by the interactive, game-based nature of Kahoot. This aligns with studies on gamification in education, which highlight the ability of interactive platforms like Kahoot to enhance student motivation and make learning more engaging (Lashari et al., 2023).

The responses to Table 12 strongly indicate that Kahoot was perceived as motivating by the majority of participants. This highlights the effectiveness of game-based tools in fostering engagement and motivation in educational contexts, even when the platform was relatively new to the users.

CONCLUSION

This study highlights the transformative impact of gamified learning tools, with Kahoot emerging as a particularly effective platform for enhancing student motivation, engagement, and enthusiasm during TOEFL evaluation sessions. Through features such as leaderboards, real-time feedback, and competitive scoring, Kahoot fosters an interactive and dynamic learning environment that encourages active participation and improved performance. Key findings demonstrate that most participants were enthusiastic about using Kahoot, with its competitive design sustaining their interest throughout the evaluation process—a stark contrast to the monotony often associated with traditional assessments.

The study further underscores Kahoot's potential for broader adoption in educational practices. A significant number of participants expressed interest in utilizing the platform for future evaluations and incorporating it into their own teaching methods as aspiring educators. Minimal technical barriers were reported, as students found the platform user-friendly after a brief tutorial. Negative feedback was rare, with only a small percentage expressing mild concerns, while the majority found Kahoot engaging and effective. The study concludes that gamified elements, such as instant feedback and progress tracking, align with established principles of gamification, transforming traditional assessments into rewarding and enjoyable experiences.

This study contributes to the growing body of research advocating for gamification in education. By fostering a competitive yet inclusive learning environment, tools like Kahoot have the potential to revolutionize teaching and assessment methods, particularly in high-stakes scenarios like TOEFL preparation. Gamified platforms not only enhance immediate evaluation experiences but also instill positive attitudes toward learning, potentially leading to improved long-term outcomes such as retention and skill mastery.

The findings have significant implications for educators, administrators, and policymakers. For educators, the study underscores the value of incorporating

gamified tools to create interactive and motivating classroom experiences. Administrators may consider investing in scalable, user-friendly platforms like Kahoot to enhance institutional teaching and assessment strategies. Policymakers could advocate for integrating gamified tools into curricula to support 21st-century learning goals, such as fostering collaboration, critical thinking, and adaptability.

Future research should explore the application of gamified tools across diverse educational settings, including larger classrooms, various age groups, and subjects beyond language learning. Longitudinal studies are needed to examine the impact of gamification on long-term learning retention, test performance, and student attitudes toward education. Additionally, investigating teachers' perspectives on integrating gamification into their instructional practices would provide valuable insights into the scalability and sustainability of such tools.

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