

How Does Digital Quiz Motivate Students in EFL Setting?

Muhammad Arif Rafi

Department of English Education, Universitas Swadaya Gunung Jati, Cirebon, Indonesia

Hilda Aulia

Department of English Education, Universitas Swadaya Gunung Jati, Cirebon, Indonesia

Regina Putri Permatasari

Department of English Education, Universitas Swadaya Gunung Jati, Cirebon, Indonesia

Jaufillaili

Department of English Education, Universitas Swadaya Gunung Jati, Cirebon, Indonesia

fillihidayat@gmail.com

Apandi

Department of English Education, Universitas Swadaya Gunung Jati, Cirebon, Indonesia

How to cite: Rafi, M. A., Aulia, H., Permatasari, R. P., Jaufillaili, & Apandi.(2025). How Does Digital Quiz Motivate Students in EFL Setting?. *International Journal of Linguistics and Translation Studies* 6(3).104-121. <https://doi.org/10.36892/ijlts.v6i3.604>

ARTICLE HISTORY

Received:
28/05/2025

Accepted:
04/07/2025

Keywords:

Digital Quiz;
Kahoot;
Gamification;
EFL Students;
English
Learning
Motivation;
Digital Learning
Tools..

Abstract

This study examines the effect of digital quizzes, specifically Kahoot, on the motivation for English learning among EFL students at a high school in Indonesia. Motivation is a crucial determinant in learning English, especially in Indonesia, because a lot of students are rarely exposed to English outside the classroom, affecting student engagement and learning results. This research employs a qualitative approach to investigate the impact of Kahoot on students' enthusiasm, participation, and confidence in learning English. Data were gathered via classroom observations of 35 students and semi-structured interviews with six students, and for data analysis, we use thematic analysis. The results indicate that Kahoot markedly increases student motivation by rendering learning more interactive and enjoyable. The majority of students indicated heightened engagement, enthusiasm, and diminished anxiety while utilising the platform. The research underscores the efficacy of gamification in language acquisition and offers guidance for educators aiming to develop more dynamic and engaging learning environments.

1. INTRODUCTION

Educational research has shown that motivation is a key factor that affects many aspects of student engagement and academic success when learning English as a foreign language (EFL). Motivation affects how much effort students are willing to put into their language studies, how persistent they are in overcoming challenges, how they choose to learn, and how much they enjoy language learning activities overall (Cao et al., 2023; Jiang et al., 2022; Fauziah & Novita, 2023). As the world of education changes, especially with new technologies coming out quickly, old ways of teaching may not be enough to keep students interested and motivated.

The rise of digital tools, like interactive quizzes, has led to a lot of interest in looking into how they affect EFL learning and motivation (Klímová et al., 2023; Huang, 2023).

Teachers have been using digital quiz platforms like Kahoot more and more in their lessons in the last few years to make learning more fun and interactive. This study looks at how these kinds of digital quizzes affect Indonesian EFL students' desire to learn English. The study's main goal is to look at how students react before and after doing quiz-based activities in school. Looking into the motivational factors that come with these digital tools can help us understand how they affect learning outcomes, especially when it comes to vocabulary acquisition and language proficiency. Indriani et al., 2024; Burgos & Anthony, 2024; Isnaniah & Ningsih, 2022;

Also, using technology in the classroom has been linked to making students more interested and motivated in their learning in a number of ways. According to Dewi et al. (2024) and Khatoon (2023), students are more likely to stay interested in and invested in their learning when the materials are fun and interactive. Digital quiz tools not only make it easier to test understanding in a fun way, but they also promote healthy competition and group learning among peers, which is good for language learning. Research shows that these kinds of tools can make people more likely to participate and help them remember what they learnt (Huang, 2023; Indriani et al., 2024; Zou et al., 2021).

However, while these studies demonstrate the general benefits of digital quizzes, most of them focus on perceptions or engagement rather than directly measuring changes in English learning motivation. Moreover, very few have explored this issue within the specific context of Indonesian junior or senior high school EFL classrooms. This presents an opportunity to conduct a more focused study that evaluates motivational changes using both observation and student feedback.

So, the main goal of this study is to fully look at how digital quizzes affect EFL students' motivation to learn English. This study wants to find out what extra benefits digital quiz activities bring to language learning in today's classrooms by looking at how motivation and engagement levels change before and after students do these activities. The results, which will be based on both qualitative and quantitative methods, should help teachers come up with good ways to get students excited about learning English as a foreign language. Encouraging the use of these digital tools in teaching will help us create teaching frameworks that encourage students to love learning languages (Al-Obaydi et al., 2023; Desnaranti et al., 2022).

In short, understanding that motivation is a key factor in successful EFL learning opens the door to new teaching methods that can better meet the needs of today's students. Looking into how digital quizzes can be used to motivate students in the classroom will help us better understand how they can help students stay interested, participate, and motivated in learning English. This study's goal is to give teachers basic information about how to use technology to improve language learning by looking at the responses and experiences of Indonesian EFL students (O'Neill et al., 2021; Gagić et al., 2023).

1.1. Research Question

To what extent does Kahoot increase students' motivation in the EFL Context?

1.2.Aims of the Research

This research aims to explore how the Kahoot gamification platform influences English learning motivation among EFL students at one of the high schools in Indonesia. It seeks to determine whether game-based learning enhances students' enthusiasm, participation, and overall engagement in English language learning.

2. LITERATURE REVIEW

2.1.Previous Studies

Mostly because it helps to improve student involvement and academic performance, Kahoot has become rather well-known as a game-based learning tool in educational environments. Many studies have underlined how well it creates interesting and interactive learning environments. Among its main benefits is its ability to increase student involvement and motivation. Studies by Muna (2023) and Ali (2022) show how greatly Kahoot's gamification features raise students' learning motivation, thus improving the enjoyment of the educational process. Muna (2023) especially highlights Kahoot's ability to help increase focus and lower test-related anxiety, thus creating a more favorable classroom. In nursing education, Ali (2022) also emphasizes its efficacy in reducing traditional test anxiety and improving learning motivation.

Apart from raising participation, Kahoot has been demonstrated to enhance academic performance in many different fields. Students who engaged in Kahoot events showed better exam results, according to Garza et al. (2023), implying a significant relationship between Kahoot use and academic performance. Donkin and Rasmussen (2021), from language acquisition to professional development, Kahoot's adaptability lets it be used in many different learning environments. According to Castillo-Cuesta (2024), Kahoot's interactive elements inspire active student interaction with the material, thus promoting greater knowledge. Kurniawan (2024) also emphasizes how Kahoot generates a competitive but fun learning environment, greatly increasing student drive.

Various studies that look at the connection of gamification, student engagement, and language acquisition have helped to guide the research on how digital quizzes like Kahoot inspire students in English as a Foreign Language (EFL) environments. Particularly when combined with language instruction, the following studies offer a basic knowledge of how such digital tools affect motivation and learning results.

Emphasizing the need for learning engagement and motivation as mediators, Petrusly et al. (2024), Petrusly et al. investigated the impact of gamification using Kahoot on students' critical thinking abilities. They argued that the gamified components of Kahoot greatly increase student motivation and involvement, supporting data from earlier studies showing that gamification is absolutely essential for promoting student learning in classroom environments. The findings of this study highlight the need of establishing an interesting environment, which is vital in EFL settings when students could get afraid of language obstacles.

Particularly on students' impressions of using Kahoot for vocabulary learning, Darwis and Amal's studies (2023) concentrated This study underlined how the diversity and dynamism Kahoot adds to vocabulary education could captivate students and help them to remember

newly learned words. They found that the gamification tools included in Kahoot help students to be more motivated and involved in learning English, which eventually helps to support better vocabulary knowledge among EFL learners by means of their inherent gamification features. This study supports the idea that gamified tools can produce fun learning opportunities vital for language acquisition.

Moreover, Puspitasari and Arifin conducted a meta-analysis of the gamification implementation on learning motivation and discovered that using gaming components greatly increases student participation and engagement (Puspitasari & Arifin, 2023). Their results support the case that gamified approaches, like those offered by Kahoot, have transforming power for enhancing not only motivation but also general learning outcomes, thus stressing their relevance across many academic disciplines and contexts.

Examining the opinions and acceptance rates of primary school teachers about gamification and its favorable effects on academic performance and motivation helps Yaşar et al. add to this conversation (Yaşar et al., 2020). This study emphasizes the increasing awareness of gamification's ability to increase participation, especially in EFL classrooms where motivation can sometimes fade, and offers insightful analysis of the pragmatic aspects of using gamification inside educational systems.

Temel and Cesur (2024) investigated, in a different setting, how gamification with Web 2.0 tools affected EFL students' academic performance and drive in online learning environments. Although they said modern studies should review motivating elements in these platforms, the results underlined the clear relevance of motivation in the teaching and learning process, especially in relation to digital learning environments.

The research by Kurniawan et al. emphasizes even more the benefits of using Kahoot, reporting among EFL undergraduate students better student responses in terms of motivation, classroom participation, and academic performance (Kurniawan et al., 2024). Their results line up with a number of other studies showing how interactive quiz systems improve student involvement and learning efficiency in language acquisition.

Furthermore, Shra'ah's investigation on Kahoot's use revealed how well it helped EFL students acquire reading comprehension and vocabulary (Shra'ah, 2021). The study focused on the competitive side of Kahoot as a learning tool that encourages active participation, so as to improve students' general performance and their views of classroom learning.

Particularly at the elementary level, Zhang and Crawford's results similarly showed that gamified formative assessments help EFL students become engaged and improve their language competency (Zhang & Crawford, 2023). Their research adds to the increasing body of research stressing the need for fun and interactive assessments in increasing student motivation and supporting language acquisition.

Furthermore, Chicaiza-Chicaiza et al. looked at the transforming effects of Kahoot in the framework of virtual EFL education, especially in view of the fast move to online learning driven by the COVID-19 epidemic Chicaiza-Chicaiza et al., (2024). Their results clearly show notable increases in student motivation and English competency, supporting the case that

efficient EFL teaching in both conventional and online environments depends critically on interactive digital tools.

Emphasizing the need for motivation and involvement as main markers of student learning outcomes, Hadi et al. lastly offered a methodical review of studies on the effectiveness of Kahoot in EFL environments (Hadi et al., 2024). Their study looked at trends, difficulties, and advantages of using Kahoot in the EFL classroom, supporting more use of this creative tool in this field.

These studies taken together provide a thorough picture of the important part digital quizzes such as Kahoot play in raising EFL students' motivation and participation. They draw attention to the learning benefits resulting from higher student involvement in language acquisition as well as the motivating elements inspired by gamification.

All things considered, Kahoot is a rather good game-based learning tool that greatly improves student involvement, drive, and academic performance. For teachers trying to create dynamic and interesting learning environments, its interactive elements and instant feedback systems make it a priceless tool.

3. THEORETICAL FRAMEWORK

3.1. Self-Determination Theory (SDT) and Gamification Theory

Grounded in two theories and that is Self-Determination Theory (SDT) and Gamification Theory, the theoretical framework for understanding how digital quizzes like Kahoot can inspire students in an English as a Foreign Language (EFL) environment. Both models clarify processes by which using interesting digital tools like Kahoot improves student motivation and learning results.

Self-Determination Theory holds that three fundamental psychological needs, autonomy, competence, and relatedness, drive motivation (Ryan & Deci, 2020). Kahoot offers an interactive platform that encourages student participation in a friendly and competitive environment, so it meets these needs. Studies show that students who use Kahoot feel more autonomous through choice in their involvement, so boosting their natural drive. Through instantaneous feedback systems, Kahoot's gamified components also help students to track their development and successes, thus strengthening their sense of competency. Studies reveal that timely and effective feedback creates a supportive learning environment that satisfies students' psychological needs, so motivating them (Muna et al., 2023; ÖDEN et al., 2021). This feedback is therefore very important.

Additionally, the social dynamics fostered by Kahoot support the need for relatedness among students in EFL contexts. The competitive atmosphere and collaborative environment promote interpersonal connections among peers, enhancing motivation through shared experiences and mutual encouragement (Rojabi et al., 2022; Rahmadani et al., 2024; . As students engage in these multiplayer assessments, they frequently interact, fostering a supportive community that reinforces social bonds crucial for effective learning.

Gamification theory is the application of game-design components in non-game environments to promote engagement and motivation (Rusliana et al., 2024). Understanding how Kahoot uses game elements, such as points, leaderboards, and time limits, to generate student

competition depends critically on this theory. The findings show that Kahoot not only makes learning more fun but also improves academic performance in vocabulary acquisition and general student participation (Mustagis et al., 2024; Chicaiza-Chicoiza et al., 2024). This is consistent with the claim that gamified learning experiences, especially those that make use of technology like Kahoot, especially those that improve the general educational process and raise classroom participation (Cameron & Bizo, 2019; TAITANO & VUONG, 2017).

Furthermore, including gamification components via Kahoot in EFL environments has been shown to lower students' anxiety about language acquisition, so improving the learning environment (ÖDEN et al., 2021). Students who might find it difficult to acquire languages should especially pay attention to this, since interactive and fun teaching strategies help to reduce their anxiety. Studies confirm this observation: the interactive elements of Kahoot greatly enhance learning results by making the educational process more interesting and less frightening for students (Anggraini et al., 2021; Rusmardiana et al., 2022).

Moreover, incorporating gamification strategies in EFL settings leads to improved retention rates of key vocabulary and grammar skills by making learning activities more memorable and enjoyable (Rahmadani et al., 2024; Özdemir, 2024). This characteristic is particularly valuable in language acquisition, where engagement plays a pivotal role in overcoming barriers to comprehension and retention. Kahoot, with its ability to deliver lessons in interactive formats, facilitates critical thinking and deeper learning (Rojabi et al., 2022; Özdemir, 2024).

For example, the competitive but cooperative environment created by Kahoot encourages students to interact with the taught materials more likely. Their intrinsic drive rises as they effectively negotiate obstacles, so strengthening their academic involvement and confirming their language competency (Neerupa et al., 2024). (Darwis & Amal, 2023; "Motivate Students to Learning English Using the Kahoot Game," 2022; Villanueva et al., 2022). Gamified tools like Kahoot enable this interdependence between student motivation and learning engagement, so ensuring that language learning is not only successful but also fun and satisfying.

Therefore, using Kahoot inside the framework of both SDT and gamification theory offers a thorough knowledge of how digital quizzes might efficiently inspire students in EFL environments. This dual-theoretical approach emphasizes the need of psychological needs and including game-like elements to create a learning environment supporting motivation, participation, and academic success.

4. RESEARCH METHOD

This study uses a qualitative methodology to investigate how using Kahoot influences English learning motivation among EFL learners in a high school in Indonesia. Focusing on four main factors and that is, comfort in learning, active participation, learning motivation, and self-confidence, the study consists of semi-structured interviews with six EFL students. Further qualitative data comes from an observer using an observation sheet to record student actions and degrees of participation during the Kahoot sessions. This case study approach lets one investigate closely how Kahoot shapes students' motivation and educational experiences in a real-world high school environment.

4.1.Participant

The participants in this study were 6 EFL students and 35 students from one of the high schools in Indonesia, the students ranged in age from 16 to 17 years old, and the majority had limited

exposure to English outside the classroom. The participants were selected based on their enrolment in the English classroom and their willingness to participate in the study.

4.2.Instruments

Two main tools are used in this study: an observation diary and semi-structured interviews. The four main elements of using Kahoot in English learning, comfort in learning, active participation, learning motivation, and self-confidence, from the focus of the semi-structured interviews. The interview questions are meant to probe whether students actively participate in Kahoot, enjoy learning through the game, feel more motivated to learn English, and have more confidence in their answers. An observer also uses an observation sheet to record students' participation, attention, and interactions during the Kahoot sessions, so capturing their degrees of behaviour and involvement. These tools cooperate to offer a thorough knowledge of how Kahoot affects students' learning motivation in an EFL environment in a high school.

4.3.Data Collection Procedure

Six high school EFL students who have used Kahoot in their English learning activities at their school will first be chosen for the data collecting process. An observer records students' actions, degrees of participation, and interactions in real time using an observation sheet during a Kahoot session. Focusing on four main elements and that is comfort in learning, active participation, learning motivation, and self-confidence. Semi-structured interviews with the participants follow the session to provide thorough insights into their experiences. After that, the information from the observation notes and interviews is gathered and arranged for study to guarantee a thorough knowledge of how Kahoot influences pupils' English learning motivation.

4.4.Method of Data Analysis: Thematic Analysis

In this study, the qualitative data collected from student interviews and classroom observations are analysed using thematic analysis. A versatile and popular technique for finding, examining, and interpreting meaning patterns (themes) in qualitative data is thematic analysis (Braun & Clarke, 2006). It enables researchers to concentrate on finding the implicit and explicit ideas within the data rather than just counting words or phrases. Because it offers a straightforward and methodical way to investigate how digital tests affect students' motivation to learn English, thematic analysis was selected for this study. Thematic analysis provides the best framework for interpreting the rich, descriptive data gathered because the goal of the study is to comprehend students' experiences, emotions, and views.

In order to answer the study objectives, this approach aids in highlighting recurrent concepts linked to student motivation, such as enjoyment, competition, and fear reduction. The researcher can have a more thorough grasp of how digital quizzes affect EFL students in an Indonesian classroom setting by employing Thematic Analysis to decipher the deeper meanings behind students' answers and behaviours.

5. FINDINGS AND DISCUSSION

5.1.Qualitative Analysis

The qualitative analysis of the data reveals significant findings on how Kahoot affects English learning motivation among EFL high school students. Based on interviews and observations, students reported feeling more comfortable learning with Kahoot, as it transformed English classes into a fun and engaging experience, making them less monotonous. Regarding active participation, students displayed heightened enthusiasm during Kahoot sessions, with many

actively answering questions. The competitive nature of Kahoot also encouraged students to focus and strive to outperform their peers, as shown in Table 1.

When it came to learning motivation, students expressed that Kahoot increased their eagerness to learn English by turning traditional lessons into interactive and enjoyable activities. In terms of self-confidence, students noted that Kahoot encouraged them to answer questions without fear of embarrassment and helped reduce anxiety about making mistakes. These findings are supported by observation data, which showed clear indicators of engagement, such as increased participation, positive body language, and active interactions during Kahoot sessions. Table 1 summarizes the quantitative survey results, highlighting the high levels of engagement, motivation, and reduced anxiety among students.

These findings align with prior research demonstrating the effectiveness of gamification tools like Kahoot in enhancing student motivation and participation in language learning (Liu et al., 2024). The interactive and competitive elements of Kahoot create a motivating and inspiring learning environment that fosters confidence and drive, as illustrated in the Figure.

5.2.Limitations

This study has several flaws, notwithstanding the encouraging results. First, the Six Interview participants' limited generalisability of the findings to a larger population is limits. Second, the study mostly depends on self-reported data from interviews; thus, social desirability bias or students' subjective impressions could affect it. Third, the brief length of the observation period could not adequately reflect Kahoot's long-term influence on learning motivation. By involving a bigger and more varied sample, including longitudinal observations, and combining qualitative data with quantitative measures to offer a more complete knowledge of Kahoot's impact on EFL learning, future research could address these constraints.

5.3.Observation Result

The survey results, presented in Table 1, provide quantitative insights into students' responses to Kahoot in four key areas: enjoyment, motivation to compete, enthusiasm, and reduced fear of making mistakes.

Table 1. Student Responses to Kahoot in EFL Learning

No.	Indicators	Qualifications		
		Yes	Sometimes	No
1.	I enjoy learning English through Kahoot	94.3%	2.9%	2.9%
2.	I am motivated to compete with my classmates through Kahoot	85.7%	5.7%	8.6%
3.	Kahoot makes me more enthusiastic about learning English	88.6%	5.7%	5.7%
4.	Kahoot games help reduce my fear of making mistakes	74.3%	14.3%	11.4%

As shown in Table 1, a significant majority of students (94.3%) enjoyed learning English through Kahoot, and 88.6% reported increased enthusiasm. Additionally, 85.7% felt motivated

by the competitive elements, while 74.3% noted reduced fear of making mistakes, supporting the qualitative findings from interviews.

5.4. Interview Results of High School Students

The interview results are organized into four key aspects: Comfort in Learning, Active Participation, Learning Motivation, and Self-Confidence. Each aspect is introduced with the corresponding interview question, followed by a thematic analysis of the students' responses and detailed quotes from each participant.

1. Comfort in Learning Aspect

Question: Do you enjoy learning English through Kahoot, find the materials more interesting, and not feel bored when using it?

Students generally expressed high levels of enjoyment and engagement when using Kahoot for English learning. They found the materials more interesting and reported feeling less bored compared to traditional learning methods.

Respondent 1 (Alika): "Yes, I enjoy learning English through Kahoot."
Respondent 2 (Pandu): "I am very happy because studying with Kahoot is not just about learning the material but also making quick and brilliant decisions."
Respondent 3 (Ratu): "I find learning English through Kahoot very enjoyable and engaging. The material presented in a game format makes it more interesting, and I don't get bored."
Respondent 4 (Dzalfa): "I like learning English using Kahoot! The material becomes more interesting and less boring. The interactive and fast form of the quiz keeps me focused."
Respondent 5 (Sephira): "Yes, I enjoy learning using Kahoot because it feels like playing a game while studying."
Respondent 6 (Agni): "I enjoyed it very much! It made learning more fun by turning lessons into a game."

2. Active Participation Aspect

Question: Do you actively answer questions, pay serious attention to the game, and feel motivated to compete with classmates through Kahoot?

Students demonstrated active participation during Kahoot sessions, paying serious attention to the game and feeling motivated to compete with their classmates.

Respondent 1 (Alika): "Yes, I prefer learning through Kahoot because I feel more challenged."

Respondent 2 (Pandu): "I feel very challenged with my friends, especially if there is a ranking. I want to always be first."

Respondent 3 (Ratu): "I actively answer questions and stay focused during the game. The element of competition makes the learning experience more exciting."

Respondent 4 (Dzalfa): "I'm active in answering questions on Kahoot. The atmosphere is exciting and competitive, so I'm motivated to get the best score."

Respondent 5 (Sephira): "I actively answer questions and try to answer them correctly. I am also motivated to stay focused and compete with my classmates."

Respondent 6 (Agni): "I actively participated in answering questions and paid close attention to the game. I was highly motivated to get my name to the top of the leaderboard."

3. Learning Motivation Aspect

Question: Does using Kahoot make you more motivated and more enthusiastic about learning English?

Using Kahoot significantly increased students' motivation and enthusiasm for learning English. The gamified approach made learning more enjoyable and less monotonous.

Respondent 1 (Alika): "Yes, because several modes in the game make me not want to lose a single point."

Respondent 2 (Pandu): "I am motivated to continue learning because answering questions in Kahoot is more time-limited compared to direct tests."

Respondent 3 (Ratu): "Kahoot makes me more motivated and enthusiastic about learning English. The game gives me the drive to learn the material better to achieve higher scores."

Respondent 4 (Dzalfa): "Kahoot really makes me more motivated to learn English! Studying is not monotonous, and I become more enthusiastic."

Respondent 5 (Sephira): "I feel more motivated to learn English because Kahoot makes learning feel like a game, so I don't get bored easily."

Respondent 6 (Agni): "Kahoot challenged me to keep learning so I could beat my friends' scores."

4. Self-Confidence Aspect

Question: Do you feel confident when answering questions, feel that Kahoot helps reduce your fear of making mistakes, and not feel embarrassed to try answering questions in Kahoot?

Students reported feeling more confident when answering questions on Kahoot. The platform helped reduce their fear of making mistakes and encouraged them to participate without embarrassment.

Respondent 1 (Alika): "Yes, because when we answer incorrectly and points are reduced, that's what makes the game more exciting and challenging."

Respondent 2 (Pandu): "I have always been confident in my own choices, even if they are not entirely correct. Fear exists, but lingering in fear will not change anything."

Respondent 3 (Ratu): "I feel more confident when answering questions in Kahoot. The fun and low-pressure atmosphere reduce my fear of making mistakes."

Respondent 4 (Dzalfa): "At first, I was nervous about answering questions, but over time I felt more confident. Kahoot helps reduce the fear of making mistakes because there is no penalty for answering incorrectly."

Respondent 5 (Sephira): "I feel more confident in answering questions and am not afraid of making mistakes, as I can learn from them."

Respondent 6 (Agni): "Kahoot helped me feel more confident. The engaging visuals created a more enjoyable and less stressful learning environment."

5.5. Analysis

This study explored the influence of Kahoot, a gamified quiz platform, on the learning experiences of Indonesian EFL students. Through thematic analysis of data collected via surveys (N=35), semi-structured interviews (n=6), and classroom observations, four major themes emerged: increased engagement and enjoyment, motivation through competition, lower anxiety and increased confidence, and technical and instructional challenges. These themes are visually summarized in Figure 1.

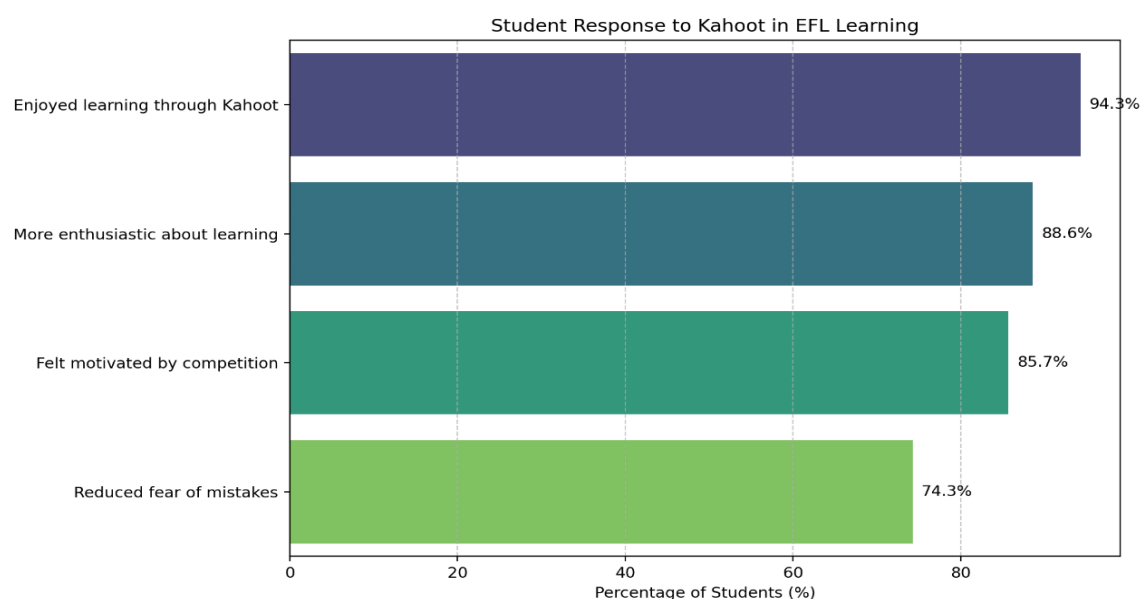


Figure 1. Student Responses to Kahoot in EFL Learning

Note: Survey data highlights high engagement (94.3%), increased enjoyment (88.6%), motivation through competition (85.7%), and reduced fear of mistakes (74.3%).

As illustrated in Figure 1, the majority of students reported positive experiences with Kahoot, with 94.3% (n=33) expressing enjoyment and 88.6% (n=31) noting increased enthusiasm. The competitive features, such as leaderboards and countdown timers, motivated 85.7% (n=30) of students, while 74.3% (n=26) agreed that Kahoot reduced their fear of making mistakes. Qualitative insights further support these findings:

1. Increased Engagement and Enjoyment

Quantitative Findings:

A majority of students (94.3%, n=33) expressed enjoyment in learning English with Kahoot, while only 2.9% (n=1) reported occasional enjoyment. Furthermore, 88.6% (n=31) agreed that Kahoot made learning more enjoyable and less monotonous.

Qualitative Insights:

Students consistently described Kahoot as “fun” and “interactive,” in contrast to traditional classroom methods. Sample responses include:

“Studying with Kahoot feels like playing a game while learning. I don’t get bored anymore.”

— *Sephira*

“The interactive quiz keeps me focused and excited to see what comes next.” — *Dzalfa*

Classroom Observations:

Students showed visible signs of engagement, such as laughing at meme-based feedback and cheering during score updates.

2. Motivation through Competition

Quantitative Findings:

85.7% (n=30) reported being motivated by competitive features such as leaderboards and countdown timers. In contrast, 8.6% (n=3) did not find these elements motivating.

Qualitative Insights:

Students noted that competition enhanced their participation:

“I want to always be first on the leaderboard. It pushes me to answer faster and study harder.”

— *Pandu*

“The ranking system turns learning into a challenge, not a chore.” — *Ratu*

Classroom Observations:

Students were seen leaning forward attentively during quizzes and reacted strongly to technical interruptions, indicating high levels of involvement.

3. Lower Anxiety and Increased Confidence

Quantitative Findings:

74.3% (n=26) agreed that Kahoot helped reduce their fear of making mistakes. However, 11.4% (n=4) did not report such benefits.

Qualitative Insights:

Students appreciated Kahoot’s pressure-free environment:

“I’m not afraid to answer wrong because there’s no penalty. It feels safe to try.” — *Sephira*

“The fun atmosphere makes mistakes less scary. I learn from them instead of feeling embarrassed.” — *Ratu*

Classroom Observations:

Students who typically remained silent in traditional activities appeared more willing to participate during Kahoot sessions.

4. Technical and Instructional Challenges

Minority Responses:

A small portion of students (8.6%, n=3) were not motivated by the competitive format, while 14.3% (n=5) only occasionally felt reduced anxiety.

Observational Notes:

Some technical issues, such as lag and unstable internet connections, were noted, though not measured quantitatively.

Transition to Discussion

These results, as shown in Table 1 and Figure 1, indicate Kahoot’s potential to enhance EFL learning by fostering engagement and reducing anxiety. However, technical limitations and diverse learner needs warrant further exploration. The Discussion section will analyze these outcomes in the context of self-determination theory, digital accessibility, and blended learning practices.

6. CONCLUSION

This study examined the impact of digital quizzes, specifically Kahoot!, on English learning motivation among EFL high school students in Indonesia. The results demonstrate that Kahoot! Significantly enhances student motivation by fostering active engagement, creating an enjoyable learning atmosphere, encouraging friendly competition, and reducing anxiety related to making mistakes. These findings are consistent with the principles of Self-Determination Theory and Gamification Theory, highlighting how digital quizzes fulfill students' needs for autonomy, competence, and relatedness while leveraging game-like features to enrich the learning experience.

The study suggests that digital quizzes, when thoughtfully integrated, can be powerful tools for increasing student motivation in EFL contexts. Teachers are advised to use Kahoot! Strategically, particularly for vocabulary review, formative assessment, and comprehension checks, where its interactive and fast-paced format is most effective. However, it may be less suitable for teaching complex grammar structures or tasks requiring extended explanations.

In conclusion, incorporating interactive platforms like Kahoot! can help teachers create more dynamic, student-centered classrooms that support motivation and language acquisition. Future research should explore its long-term effects and broader applications across diverse educational settings.

This study found that the use of Kahoot! in EFL classrooms can positively influence students' motivation by promoting engagement, enjoyment, and a sense of competition. These motivational benefits are closely linked to the fulfillment of students' needs for autonomy, competence, and relatedness as explained by Self-Determination Theory.

However, the results also suggest that the effectiveness of Kahoot! Depends on how it is integrated into the learning process. Teachers are encouraged to use Kahoot! Primarily for vocabulary review and comprehension checks, where its gamified format is most effective. It is less suitable for more complex tasks such as grammar instruction, which may require deeper processing and teacher guidance.

To maximize motivational impact, Kahoot! should be used regularly but strategically incorporated into lesson plans as a supplementary tool, not as the main instructional method. This ensures that its novelty and engagement value are maintained without reducing instructional depth.

5. Future Research

This study offers significant insights into the capacity of digital quizzes, specifically Kahoot!, to augment student motivation in an EFL context; however, various limitations present avenues for future investigation.

The limited sample size consisting of six interviewees and observations of 35 students, restricts the generalisability of the findings. Subsequent research ought to encompass a larger and more varied sample, incorporating participants from various grade levels, geographic regions, and

types of educational institutions, to more accurately reflect the wider student demographic.

The present study was conducted over a brief observation period. Consequently, it is advisable for future research to implement a longitudinal approach to investigate whether the motivational impacts of digital quizzes are maintained over time, rather than solely fostering transient engagement.

Furthermore, subsequent research may utilise mixed-methods designs or experimental methodologies to investigate the particular motivational factors affected by gamified tools such as Kahoot!. Such methodologies could yield a more thorough comprehension of the correlation between digital quizzes and motivation in language acquisition. By focusing on these areas, subsequent studies can enhance and reinforce the conclusions of the current research.

REFERENCES

- Ali, H. (2022). Effect of using Kahoot! as a digital game-based formative assessment tool in enhancing nursing students' knowledge and learning motivation. *Egyptian Journal of Health Care*, 13(4), 1907–1921. <https://doi.org/10.21608/ejhc.2022.338035>
- Al-Obaydi, L., Pikhart, M., & Klímová, B. (2023). Verifying efl autonomous learning by digital gaming: definitions and concepts. *International Journal of Emerging Technologies in Learning (Ijet)*, 18(05), 253-260. <https://doi.org/10.3991/ijet.v18i05.36617>
- Anggraini, B., Nurdin, N., & Pujiati, P. (2021). Use of kahoot media and variations of questions on learning achievement with motivation as moderation. *International Journal of Educational Studies in Social Sciences (Ijesss)*, 1(1), 16-27. <https://doi.org/10.53402/ijesss.v1i1.3>
- Asanza, T., Asanza, M., Martínez, M., & García, F. (2024). Gamification as a didactic motivator in low-resource public english as a foreign language (efl) classrooms in ecuador. *Ciencia Latina Revista Científica Multidisciplinar*, 8(2), 5391-5402. https://doi.org/10.37811/cl_rcm.v8i2.10951
- Burgos, M. and Anthony, J. (2024). Digital literacy and language learning: the role of information technology in enhancing english proficiency. *American Journal of Education and Technology*, 3(4), 86-91. <https://doi.org/10.54536/ajet.v3i4.3808>
- Cameron, K. and Bizo, L. (2019). Use of the game-based learning platform kahoot! to facilitate learner engagement in animal science students. *Research in Learning Technology*, 27(0). <https://doi.org/10.25304/rlt.v27.2225>
- Cao, C., Song, H., & Yang, S. (2023). A review of research on the effect of digital learning on foreign language learning motivation. *Lecture Notes in Education Psychology and Public Media*, 29(1), 176-180. <https://doi.org/10.54254/2753-7048/29/20231448>
- Castillo-Cuesta, L., Cabrera-Solano, P., & Ochoa-Cueva, C. (2024). Using genially and kahoot for implementing clil in efl higher education. *International Journal of Learning Teaching and Educational Research*, 23(7), 250-270. <https://doi.org/10.26803/ijlter.23.7.13>
- Chicaiza-Chicaiza, R., Rivera, J., Castillo, L., Mendoza, E., & Chicaiza, A. (2024). Enhancing efl -english as a foreign language, education in virtual environments using kahoot.

- Darwis, N. and Amal, N. I. (2023). An analysis of students' perception using kahoot game in vocabulary learning process. *International Journal of Research on English Teaching and Applied Linguistics*, 4(1), 1-11. <https://doi.org/10.30863/ijretal.v4i1.5006>
- Desnaranti, L., Putra, F., & Utama, W. (2022). The analysis of digital english dictionary used by non-english major undergraduate students. *Acitya Journal of Teaching & Education*, 4(1), 215-228. <https://doi.org/10.30650/ajte.v4i1.3217>
- Dewi, L., Utami, I., & Santosa, M. (2024). The importance of digital literacy skills in the context of learning english for specific purposes: a systematic review. *Jurnal Indonesia Sosial Teknologi*, 5(8), 3006-3015. <https://doi.org/10.59141/jist.v5i8.1291>
- Donkin, R., & Rasmussen, R. (2021). Student perception and the effectiveness of Kahoot!: A scoping review in histology, anatomy, and medical education. *Anatomical Sciences Education*, 14(5), 572–585. <https://doi.org/10.1002/ase.2094>
- Fauziah, F. and Novita, D. (2023). Exploring students' informal digital learning of english (idle) and self-regulated language learning from a sociocultural perspective. *Indonesian Tesol Journal*, 5(2), 197-214. <https://doi.org/10.24256/itj.v5i2.4225>
- Gagić, A., Gajić, T., Gavranović, V., Maenza, N., & Michos, M. (2023). Digital tools for language learning: exploring teachers' innovative and engaging practices., 281-287. <https://doi.org/10.15308/sinteza-2023-281-287>
- Garza, M., Oliván, S., Monleón, E., Cisneros, A., García-Barrios, A., Ochoa, I., ... & Lamíquiz-Moneo, I. (2023). Performance in Kahoot! activities as predictive of exam performance. *BMC Medical Education*, 23(1). <https://doi.org/10.1186/s12909-023-04379-x>
- Hadi, P., Roseandree, B., Fatoni, Z., Hendriwanto, H., & Rahayu, Y. (2024). A systematic analysis of kahoot's potential as a tool for improving efl instruction. *Journal of World Englishes and Educational Practices*, 6(2), 01-17. <https://doi.org/10.32996/jweep.2024.6.2.1>
- Huang, A. (2023). The effect of digital game-based learning on motivation for efl. *Journal of Education Humanities and Social Sciences*, 23, 18-22. <https://doi.org/10.54097/ehss.v23i.12726>
- Huang, Q., Muhamad, M., Nawi, N., & Li, W. (2023). A study on the impact of critical thinking skills and foreign language enjoyment on foreign language performance. *International Journal of Academic Research in Progressive Education and Development*, 12(3). <https://doi.org/10.6007/ijarped/v12-i3/18077>
- Indriani, C., Muth'im, A., & Febriyanti, E. (2024). English language learning through the use of digital technology: a literature review. *Linguistic English Education and Art (Leea) Journal*, 7(2), 283-290. <https://doi.org/10.31539/leea.v7i2.9268>
- Isnaniah, I. and Ningsih, R. (2022). Digital literacy level and english language proficiency of college students in banjarmasin to support independent learning campus in the

- technological era 4.0. *Let Linguistics Literature and English Teaching Journal*, 12(2), 286. <https://doi.org/10.18592/let.v12i2.7261>
- Jiang, P., Namaziandost, E., Azizi, Z., & Razmi, M. (2022). Exploring the effects of online learning on efl learners' motivation, anxiety, and attitudes during the covid-19 pandemic: a focus on iran. *Current Psychology*, 42(3), 2310-2324. <https://doi.org/10.1007/s12144-022-04013-x>
- Khatoon, S. (2023). Exploring the impact of gamification on language learning performance among intermediate college students: the role of motivation, engagement, and self-reliance. *Pakistan Languages and Humanities Review*, 7(II). [https://doi.org/10.47205/plhr.2023\(7-ii\)24](https://doi.org/10.47205/plhr.2023(7-ii)24)
- Klímová, B., Al-Obaydi, L., Tawafak, R., & Pikhart, M. (2023). The design features of digital games and their impact on language learning for efl college students.. <https://doi.org/10.21203/rs.3.rs-3078695/v1>
- Kurniawan, A., Unsiah, F., & Razali, K. (2024). Students' perception on utilizing kahoot! as a game-based student response system for efl students. *Journal of Languages and Language Teaching*, 12(2), 1068. <https://doi.org/10.33394/jollt.v12i2.10333>
- Lee, J. and Baek, M. (2023). Effects of gamification on students' english language proficiency: a meta-analysis on research in south korea. *Sustainability*, 15(14), 11325. <https://doi.org/10.3390/su151411325>
- Liu, G., Fathi, J., & Rahimi, M. (2024). Using digital gamification to improve language achievement, foreign language enjoyment, and ideal l2 self: a case of english as a foreign language learners. *Journal of Computer Assisted Learning*, 40(4), 1347-1364. <https://doi.org/10.1111/jcal.12954>
- Mila, H. and Mahbub, M. (2022). An alternative board game to promote efl learners grammatical skill. *Enjourme (English Journal of Merdeka)*, 7(1), 78-87. <https://doi.org/10.26905/enjourme.v7i1.7043>
- Muna, H. (2023). A game-based assessment as a formative test in academic performance: Teachers' perspectives on Kahoot!. *International Journal of Education, Language, and Religion*, 5(2), 180. <https://doi.org/10.35308/ijelr.v5i2.8661>
- Mustagis, R., Hijayadi, R., Rufiani, R., Mubarak, M., Jamilah, J., & Pratiwi, D. (2024). Benefits of kahoot in improving 7th grade junior highschool english vocabulary: classroom action research in smp hamong putera ngaglik. *English Education and Literature Journal (E-Jou)*, 4(02), 69-78. <https://doi.org/10.53863/ejou.v4i02.1014>
- Neerupa, C., Kumar, R. N., Pavithra, R., & William, A. J. (2024). Game on for learning: a holistic exploration of gamification's impact on student engagement and academic performance in educational environments. *Management Matters*, 21(1), 38-53. <https://doi.org/10.1108/manm-01-2024-0001>
- O'Neill, K., Lopes, N., Nesbit, J., Reinhardt, S., & Jayasundera, K. (2021). Modeling undergraduates' selection of course modality: a large sample, multi-discipline study. *The*

- ÖDEN, M., Bolat, Y., & Göksu, İ. (2021). Kahoot! as a gamification tool in vocational education: more positive attitude, motivation and less anxiety in efl. *Journal of Computer and Education Research*, 9(18), 682-701. <https://doi.org/10.18009/jcer.924882>
- Özdemir, O. (2024). Kahoot! game-based digital learning platform: a comprehensive meta-analysis. *Journal of Computer Assisted Learning*, 41(1). <https://doi.org/10.1111/jcal.13084>
- Petrusly, P., Kollo, F., Bani, M., Mahfud, T., & Zulkarnain, Z. (2024). The effect of gamification using kahoot on students' critical thinking abilities: the role of mediating learning engagement and motivation. *Kuey*. <https://doi.org/10.53555/kuey.v30i5.1524>
- Pratiwi, D. and Waluyo, B. (2023). Autonomous learning and the use of digital technologies in online english classrooms in higher education. *Contemporary Educational Technology*, 15(2), ep423. <https://doi.org/10.30935/cedtech/13094>
- Puspitasari, I. and Arifin, S. (2023). Implementation of gamification on learning motivation: a meta-analysis study. *International Journal of Progressive Sciences and Technologies*, 40(1), 356. <https://doi.org/10.52155/ijpsat.v40.1.5596>
- Rojabi, A. R., Setiawan, S., Munir, A., Purwati, O., Safriyani, R., Hayuningtyas, N., ... & Amumpuni, R. S. (2022). Kahoot, is it fun or unfun? gamifying vocabulary learning to boost exam scores, engagement, and motivation. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.939884>
- Rusliana, N., Sufyadi, S., & Qomario, Q. (2024). Kahoot utilization! to support game-based learning. *Jurnal Indonesia Sosial Teknologi*, 5(10), 4286-4297. <https://doi.org/10.59141/jist.v5i10.7021>
- Rusmardiana, A., Sjachro, D., Yanti, D., Daryanti, F., & Iskandar, A. (2022). Students' perception on the use of kahoot as a learning media. *Al-Ishlah Jurnal Pendidikan*, 14(2), 2205-2212. <https://doi.org/10.35445/alishlah.v14i2.2139>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Shra'ah, M. (2021). The effect of kahoot on developing efl saudi students' vocabulary acquisition, reading comprehension, and their attitudes towards such a strategy. *مجلة الجامعة الإسلامية للدراسات التربوية والنفسية*, 29(1). <https://doi.org/10.33976/iugjeps.29.1/2021/27>
- TAITANO, E. and VUONG, K. (2017). Analyzing the efficacy of the testing effect using kahoottm on student performance. *Turkish Online Journal of Distance Education*, 80-80. <https://doi.org/10.17718/tojde.306561>

- Temel, T. and Cesur, K. (2024). The effect of gamification with web 2.0 tools on efl learners' motivation and academic achievement in online learning environments. Sage Open, 14(2). <https://doi.org/10.1177/21582440241247928>
- Villanueva, L. B., Sinampaga, J., Flordeliza, S. M., Valera, J. K., & Tamayo, S. (2022). Kahoot! app: an interactive tool to enhance the english participation of grade 7 students. American Journal of Arts and Human Science, 1(2), 25-32. <https://doi.org/10.54536/ajahs.v1i2.315>
- Yaşar, H., Kılıcı, M., & Karataş, A. (2020). The views and adoption levels of primary school teachers on gamification, problems and possible solutions. Participatory Educational Research, 7(3), 265-279. <https://doi.org/10.17275/per.20.46.7.3>
- Zhang, Z. and Crawford, J. (2023). Efl learners' motivation in a gamified formative assessment: the case of quizizz. Education and Information Technologies, 29(5), 6217-6239. <https://doi.org/10.1007/s10639-023-12034-7>
- Zou, D., Zhang, R., Xie, H., & Wang, F. (2021). Digital game-based learning of information literacy: effects of gameplay modes on university students' learning performance, motivation, self-efficacy and flow experiences. Australasian Journal of Educational Technology, 37(2), 152-170. <https://doi.org/10.14742/ajet.6682>

About the Authors

Muhammad Arif Rafi *is an undergraduate student at Universitas Swadaya Gunung Jati, majoring in English Education. His research interests include EFL (English as a Foreign Language) learning, gamification, and student motivation.*

Hilda Aulia *is an undergraduate student at Universitas Swadaya Gunung Jati. Her academic interests include digital learning, instructional technology, and classroom-based research in EFL contexts.*

Regina Putri Permatasari *is an undergraduate student at Universitas Swadaya Gunung Jati. She is interested in English education, student-centered learning, and teaching methodology.*

Jaufillaili *is a lecturer at Universitas Swadaya Gunung Jati. His research focuses on English language teaching, curriculum development, and teacher professional development.*

Apandi *is a lecturer in the English Education Study Program at Universitas Swadaya Gunung Jati. His main interests include EFL instruction, learning assessment, and educational innovation.*