



Increasing The Student's Mastery on Simple Future Tense by Using Kahoot at Junior High School

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Abstract

The purpose of this study was to improve students' mastery of the simple future tense in the MTs YPKP Sentani VIII class. Because practice in the learning process is still limited, Kahoot is one example of an exercise that can be used. This study used a quantitative approach with an experimental procedure "pre-test and post-test design." The study was carried out at MTs YPKP Sentani in Jayapura, Papua. The sample is taken using a standard random sampling technique, with the idea that the placement of students in the class is determined at random, regardless of grade level, gender, or student groups, resulting in a random distribution of students within the class. The scores of the final result of mastery on simple future tense using kahoot are the data of this study. Using kahoot, the test results were compared using the t-test formula to measure the increase in student mastery of the simple future tense. It was increasing because $t^{\text{count}} > t^{\text{table}}$ ($4.400 > 2.201$) at a significant level of 0.05. It means that employing kahoot in the MTs' VIII class improved the students' mastery on the simple future tense. It is recommended to use Kahoot to help them learn grammar.

Keywords: mastery of simple future tense, kahoot, junior high school

A. INTRODUCTION

Mastery of international languages is something that needs to be developed at this time, to be able to compete at the international level. English language consists of four Macro-Skills namely speaking, listening, reading and writing. To master the four language skills, there are language elements that must be mastered by students, namely grammar, vocabulary, content, and pronunciation. Grammar is the structure of sentence. It is necessary to understand and master grammatical rules. Newson (2007:2) notes, "Grammar is a (finite) set of rules which tells us how to recognize the infinite number of expressions that constitute the language that we speak". By learning and understanding grammar, we can communicate our message clearly and precisely. With the presence of covid-19, face-to-face learning (offline) is done online (Muthmainnah, M., 2023). These changes had a profound impact on learning systems and forms, including English language learning. At times like this, it is very important for teachers to master technology as a medium of learning and teaching. One application that can be utilized by teachers in teaching English is kahoot application. In addition, the use of kahoot applications in tenses lessons can provide motivation to students. Through several quiz features owned by kahoot application, students can increase students' mastery of tenses.



Grammar is not formally taught in senior high school, according to Indonesian curriculum. Grammar, on the other hand, is important to master since it allows you to create phrases to explain your thoughts. However, because the grammatical standards of the Indonesian language differ from those of English, the majority of Indonesian students have difficulty mastering grammar or structure. Teachers must be able to establish a favorable environment in the teaching and learning process in order to make it easier for students to learn and apply English in order to lessen students' mistakes in learning English, especially in grammar. So, the students are still lacking in learning about the use of the simple future tense. Students do not understand the material because they have not been able to use the right future tenses according to the situation. This is proven when the researcher gives a situation and students are asked to make sentences according to the correct future tenses. They have not been able to apply the right future tenses to make these sentences. Grammar is one aspect of language that is taught to every language learner. It has an important role in understanding English. (Stannard Allen, 1988) puts it in the structure of living English states: "English has three main divisions, past, present and future ...". Of course, verbs in English are affected by "time", when it happened or will happen (past, present, or future). So the verb must match or relate to time. Narrowing to the focus of this research, which is, increasing mastery on grammar, most Indonesian students in Sugeng's study (Sugeng, 2015) have not possessed consciousness of grammar usage both in spoken and written mode. With this in mind, students should be taught grammar using Kahoot's feature to assist them improve their grammatical mastery. Many studies on using kahoot to improve student learning have been published (T.-H. Wang, 2008), (Sheard & Chambers, 2014), (A. I. Wang & Tahir, 2020b). The outcomes were similar in that the application tool boosted students' learning and achievement significantly. These studies looked on the effectiveness of using kahoot as a learning tool. However, in Indonesia, the practice of conducting online quizzes in EFL contexts is still being researched (Afrilyasanti et al., 2017). The importance of doing a specific investigation on the practice of using kahoot in connection to the efficiency of its function as a learning aid becomes clear. As a result, the goal of this research is to give a realistic method for mastering simple future tense using Kahoot's feedback and review feature. This research also intends to see if students' grammar comprehension improves after they have completed the course. This study also aims to find out students' increase on grammar understanding after using the kahoot.

The purpose of this work is to address the flaws in prior research that failed to account for the variety of problem dimensions associated with basic future tense learning among students. The purpose of this study is



to go deeper into the phenomena that students encounter when learning English, particularly in the simple future tense material. The question was formed as a result of this is a simple future tense learning procedure and effect among students utilizing the Kahoot application. The answer to the the question provide an overview and explanation of how the Kahoot tool helped you understand the simple future tense topic.

This paper departs from the argument that one of the main points of emphasis in modern linguistic analysis is that all language has grammar. Grammar is the science of linguistics that focuses on the mental systems that enable humans form and interpret words and sentences from various languages which is used. One of the things in grammar is the use of tenses. Tense is a form of a verb or a series of words commonly used to indicate the relationship of time. Tense is a special verb or that accompanies an auxiliary verb that indicates the time of an event. In direct conversation or conversation informal, tenses are not paid much attention, while in written language and formal spoken language, grammatical rules must be observed. Thus, tenses are very important to learn because learners can easily understand the language. By using Kahoot application in grammar test, it will be fun and easy to understand.

B. LITERATURE REVIEW

1. Mastery on simple future tense

To completely comprehend the results of this research. As a result, a solid grasp of the concept of mastery in the simple future tense is necessary. Communication is built on the foundation of grammar. According to (Dąbrowska, 2015) without the use of grammar, everyone can communicate. Grammar is an important aspect of language that must be considered in order for it to exist. Students have a lot of trouble understanding language, especially the simple future tense.

The method we arrange words to form good sentences is called grammar. Verbs and tenses, nouns, adverbs, and ets are all covered at the word level. In grammar, there are sixteen tenses. Tense is a form of the verb that indicates the moment of the action and the level of perfection achieved when the action is completed. The concept of time, which is separated into past, present, and future, is one that all humans are familiar with. Things, conditions, issues, the existence, and works that are genuinely described by the verb form in the future are discussed in future teense. According to (Brown, 2001) many studies have been published on gamified quizzes to improve students'



learning. The simple future tense is a grammatical tense used to discuss anything that will happen or exist in the future. The simple future tense is used to represent occurrences that are expected to take place in the future.

2. Kahoot!

Kahoot! is a game-based student response system (GSRS) that turns the classroom into a game show with the teacher as the host and the students as contestants (Wang, 2015). The platform is the result of the Lecture Quiz research project, which began in 2006 at the Norwegian University of Science and Technology and involved the development and evaluation of many prototypes over the course of several years (Wang, fsdal, & Mrch-Storstein, 2007). Lecture Quiz boosted student interest, engagement, and perceived learning through fun social learning activities, according to experiments with early prototypes (Wang, fsdal, & Mrch-Storstein, 2008; Wu, Wang, Brresen, & Tidemann, 2011). To be specific, students took the test by following the stages: doing the first quiz – receiving feedback – reviewing – replaying the quiz – doing the next quiz. This hierarchical process was suggested by (T.-H. Wang, 2008) and (Moqbel, 2018).

Based on Lecture Quiz, a start-up firm entitled Kahoot! was created in the fall of 2012 to design a new game-based learning platform from the ground up. In September 2013, Kahoot!, a game-based learning platform, was unveiled. (A. I. Wang & Tahir, 2020a), (Flores, 2015) the platform has to be simple for teachers to produce their own content, play quizzes, and assess their students, as well as for students to join without having to register, play without humiliation (Novtri Anasti, 2020), have fun, compete, and learn (Wang, 2015). (A. I. Wang & Tahir, 2020a) appendices B, C, and D, respectively, contain more information on how to build a kahoot, play a kahoot, and other uses of a GSRP (Kohnke et al., 2021). According to (Matthies & Azar, 1992) the study of grammar is and should be fun and engaging. It means that the teacher can make class more relaxing and arise student's motivation by using kahoot. A game, according to (Klauer, 1998), is fundamentally a game with rules. Gambling is an activity in which participants follow predetermined rules that depart from reality in order to achieve a difficult goal. The researcher chose Kahoot as a strategy to teach grammar because he wanted to transform traditional grammar instruction into something more meaningful, communicative, fun, and enjoyable, and because most teachers have never used



instructional media like Kahoot or other online platforms in their classrooms. According to the findings of (Irawati, 2018) research, learning using Kahootmedia has positive effects on student learning outcomes. The learning process never had to employ instructional media such as kahoot or other online platforms after being explored and interviewed by various English teachers at this institution, so Kahoot is one of the online media in the form of quizzes that may be used to teach grammar.

3. Junior High School

A junior is a student in their third year of study (generally referring to high school or college/university study) as coming immediately before their senior year. Juniors are considered upperclassmen. Several prior research have used Kahoot! for gamification. The teacher's originality or the teacher's ability to capture students' attention and interest in learning is referred to as gamification. It has been proved that students in the experimental class achieve higher levels of success. Every two weeks of learning, it is conducted with two samples: a traditional control class and a practical class utilizing Kahoot. The study was also conducted on pre-service teachers with three randomly assigned groups, two for the experimental class and one for the control class, and was conducted for six weeks using the mixed research method. Although not significant, Kahoot-enabled activities have an impact on academic attainment and student engagement when compared to the control class group. (Prawira & Mukhaiyar, 2020).

Furthermore, according to earlier research, Kahoot, which was first introduced in 2013, has seen a spike in popularity since 2015 and is utilized as a learning tool. In subjects, Kahoot can be used as a formative assessment tool. One of the classroom response systems is Kahoot (CSR). That works well in class. After all, it has the potential to create a more pleasant learning atmosphere for pupils and raise their interest in studying. Because it can be accessible via the internet from a variety of devices, including PCs, cellphones, and tablets, Kahoot provides a suitable interface. (Fitrianingsih & Musdalifah, 2015) When it comes to education, Kahoot allows teachers to easily construct four different sorts of games: quizzes, conversations, surveys, and combinations, all of which include audio and visual features. Mobile language learning, according to (Montoya & Vandehey, 2009) , combines a number of features: it is a direct descendant of e-learning, which includes any type of



learning supported by online tools and resources, and m-learning, which uses digital resources that are objectively accessed via mobile devices. Mobile learning allows students to increase their classroom learning by providing a flexible learning environment that can enhance the classroom experience. M-learning, according to (Sharples et al., 2005), is a collaborative learning process in which students build knowledge alongside their peers and teachers. (Crompton, 2013) offers a more up-to-date definition of mobile language learning, defining it as "learning in numerous situations through social and content electronic devices."

C. METHOD

The design of this research is experimental research. Experimental research is a study designed to test usefulness and efficiency of teaching and learning practices, processes, strategies or media whereas, if the results are good, they can be used in classroom teaching (Shirath et al., 2016). Pre-Experimental Design with One-Group Pretest-Posttest Design was selected as the research design. Because there is a pretest before therapy, the results of the treatment can be known with greater accuracy because they can be compared to the condition before treatment.

The research was conducted at MTs YPKP Sentani, which is located on YPKP Sentani street in Jayapura, Papua. Sample is carried out using a basic random sampling technique, with the understanding that the position of students in the class is applied directly random, regardless of grade rating, gender, or student groups, so that students are already random spread inside the class.

All pupils in class VIII A, a total of 20 individuals, are included in this study. Furthermore, the number of pupils in the same class, material based on the same curriculum, and lesson duration are all the same. According to (Gay & Airasian, 2000), simple random sampling is used to select a sample from huge population whenever a well-defined population has the same rights and the same capacity. Then, in study, based on the technique of simple random sampling, The sample study was picked from class VIII A.

The exam is the data collection technique employed. On which the test was performed This study uses the Kahoot application to provide a formative test in the form of multiple choice questions to assess cognitive characteristics (pretest and posttest).



The normality test (to determine whether the data obtained are normally distributed or not), gain test (to determine the amount of increase between pre-test and post-test result data), and effectiveness test (to determine the level of effectiveness of the treatment (treatment)) are the data analysis techniques used.

D. FINDINGS

The data in this study comes from the results of a teaching simple future tense test given to students in a sample class. There are 10 multiple choice questions and 5 fill-in questions in the objective test. The data gathered from the experimental class after the test.

In the experimental class pre-test, Kahoot was used to teach basic future tense to class VIII A MTs YPKP Sentani. A class of 13 experimental students followed the simple future skill test. The details of the pretest results of the experimental class pupils can be viewed in the following table after the assessment and evaluation have been completed.

Table 1. Mean score and standard deviation of pre-test and post-test:

Test	Experimental Group	
	Mean	Standard Deviation
Pre Test	39,23	20.5
Post Test	77.69	18.78

According to the table 1, shows the mean score and standard deviation of experimental in pre-test and post-test. The mean score was 39.23 and standard deviation was 20.5 in pre-test. In post-test, there is significant improvement of the mean score was (77.69) and standard deviation was (18.78).

Table 2. T-Test Value of Student's

Group	T-test	T-table
N-Gain	4.400	2.201



According to the table 2, the t-test value was 4.400 and t-table value was 2.201. It shows that t-test value was higher than t-table value ($4.400 > 2.201$). It means that there was significant improvement on experiment. The results showed that using a holistic approach improved the students' ability to learn simple future tense greatly. As a result, the null hypothesis (H_0) is discarded, whereas the alternative hypothesis (H_1) is accepted. According to the alternative hypothesis, pupils' simple future tense improved significantly after applying the systemic approach.

E. DISCUSSIONS

Our findings are analyzed in comparison results of the pre-test and post-test. It was showed that the increasing scores from the pre-test proved that all interventions carried out were effective, which also adheres to the aim of this paper. The outcomes of using kahoot as an intervention can be considered positive. It may also be demonstrated that kahoot increases grammar to the point where post-test participants no longer receive an under grade. The findings of a study by (Saleem et al., 2013) also show that when students learn through the use of games, their achievement in terms of vocabulary acquisition increases surprisingly. The motivating intervention is the reason for the improvement. Students learn better when they are engaged in the technology-based teaching technique utilized by the teacher, according to (Ghavifekr & Rosdy, 2015).

Because online language games accommodate 21st-century learning (Muthmainnah, et al., 2022), many students can enhance their grammar in ESL with the help of online language quizz ((Idris et al., 2020); (Poondej & Lerdpornkulrat, 2016). The use of technology in the classroom caters to the needs of tech-savvy students (Lukosch et al., 2016). Learners can improve themselves because of the nature of gamified learning.

Based on the results of the analysis about the increasing of student's mastery on simple future tense, it was found the increased from pre-test to post-test. In general, the final score after giving treatment by using kahoot in the experimental class obtained an mean pre-test is 39.23 with standard deviation 20.5. While the mean of post-test is 77.69 and standard deviation is 18.78. So, the data of this study are the scores of the final result of mastery on simple future tense using kahoot. The test score were compared using the t-test formula to determine the increase of student's mastery on simple future tense by using kahoot. Based on the results of the t-test, it was increasing because $t^{\text{count}} > t^{\text{table}}$ ($4.400 > 2.201$) at a significant level of 0.05. This conclusion is consistent with related studies, which claims that Kahoot has a learning effect. The ability of



teachers to construct learning models aimed toward enhancing the intensity of effective student involvement in the learning process was also intricately related to the achievement of the learning process. The goal of developing an appropriate model is to provide learning settings that allow students to learn actively and enjoyably in order to attain optimal learning outcomes and achievements. Several studies have approved that kahoot can improve student's motivation and mastering the grammar. Based on (Prawira & Mukhaiyar, 2020) result ($t^{\text{count}} > t^{\text{table}} = 4.75 > 1.68$). It means that using kahoot at second year of SMA Pembangunan Laboratorium UNP was effective. Therefore this study used kahoot as a medium to increase the simple future tense at VIII class MTs YPKP Sentani which gave good result $t^{\text{count}} > t^{\text{table}}$ ($4.400 > 2.201$).

The following statement is in line with (Uno, 2012) descriptive learning theory, which states: "If the contents of the field of study (conditions) are arranged utilizing the elaboration model, there will be increased learning results." In practice, this learning method is able to promote student cooperation, learning motivation, and teamwork, resulting in a more dynamic learning environment. Their learning outcomes may improve under these active learning situations.

Motivation is a key aspect in learning, according to (Fathurrohman, 2012) since motivation can motivate a youngster in his learning activities. If a pupil has the desire to learn, he will achieve. Students who are motivated to learn will demonstrate their commitment to the learning process by engaging in activities such as discussion, exploration, analysis, and conclusion of lessons, as well as evaluating in accordance with the needs of learning. External elements, such as the character of the educator (researcher) and the condition of the class, were also discovered to have an impact on the learning process. The use of the Kahoot method by researchers has a significant impact on students' motivation to enhance their learning outcomes. This is because students are excited and eager about participating in learning activities during the learning process.

F. CONCLUSION

Based on the results of the study, it was concluded that the score of the final result after the implementation of kahoot to increase the student's mastery on simple future tense, obtained the mean result of post-test after pre-test is 77.69 with standard deviation is 18.78. From the analysis of the data showed that $t^{\text{count}} > t^{\text{table}}$ ($4.400 > 2.201$) at a significant level of 0.05. It means there was a significant and hypotheses were proposed by the authors and be accepted that the using of kahoot in increasing student's mastery on simple future tense for VIII class at MTs YPKP Sentani are better.



As a reference, this research could be used as a supplement for English teachers at MTs YPKP Sentani. It is recommended that students use Kahoot to help them learn grammar. Furthermore, this strategy encourages students to be more engaged and driven. This study may inspire other researchers to perform studies using the same method and approach in additional aspects of English to determine whether or not systematic methods can help students master other aspects of English or subjects.

The writer makes some recommendations based on the findings of the study. Kahoot! is suggested for teaching simple future tense because it allows students to easily understand the content by offering them quiz questions. It is recommended for the instructor to have a good preparation in order to have a better result when teaching simple future tense using Kahoot! Determine that all students have access to a smartphone or laptop computer. Also, check to see if the school has a reliable internet connection. The Kahoot application should be suited to the elementary skill level and abilities.

Based on the study's next knowledge of the research method in this situation, there are some restrictions that have been experienced and can be a number of aspects that should be paid more attention to by future researchers in further enhancing his research because this research contains flaws that must be addressed in future research. Some of the study's shortcomings include the small number of students (only 20), the fact that the research solely focuses on the use of kahoot in the simple future tense, and the lack of specified themes.



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