

# **LEARNING ENGLISH IS FUN VIA KAHOOT: STUDENTS' ATTITUDE, MOTIVATION AND PERCEPTIONS**

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## **ABSTRACT**

This study is aimed to investigate primary level students' attitude and motivation and perceptions in learning English using Kahoot game. According to current development in Malaysian education field, 21st century learning style is more focused and given importance. Thus, Kahoot, game-based learning platform has been used to stimulate students' from a rural area in southern Malaysia to learn English as their second language more effectively, actively and interestingly. The research design for this study is action research. Nine students were chosen as the target group for this study. The Kahoot game was conducted for three different topics in English after they completed the lesson each day. The data was collected using Attitude and Motivation Test Battery questionnaires consisting of 10 items, interview session with 5 semi-structured questions for three selected students and results of each Kahoot game played by the students. The data was analysed using descriptive analysis. The results of the questionnaires, interview session and results of the game were shown in figures and tables. Findings of the study show that all the nine students were able to engage actively in the game and they were able to master the target language effectively. They enjoy learning English using games and wish to have more games in future.

Keywords: Kahoot, AMTB, games, action research, education

## **INTRODUCTION**

Malaysia provides an interesting socio-linguistic background for a study on language learning beliefs. First of all, Malaysia is a multi-lingual and multi-cultural country. English and the official language of Malaysia, Bahasa Malaysia, both play a vital role in binding together a multicultural nation made up largely of three separate and distinct races-the Malay, the Chinese and the Indians. The importance of the English language as a global lingua franca has always been a major motivating factor in the learning and use of the language in Malaysia, especially as a vehicle to gain information on.

In general, location and background play an important part in determining students' attitudes towards English. Urban pupils have more exposure to the language as well as more opportunities to use it. In fact, there are a growing number of children whose first language is English and who may be termed native speakers since their parents have chosen to use only English in the home instead of their ethnic languages. Many rural school students have difficulty understanding English, and few are able to use English in simple conversation.

The importance of motivation in enhancing second language learning is undeniable. Lifrieri (2005, p.4) points out that when asked about the factors which influence individual levels of success in any activity such as language learning, most people would certainly mention motivation among them.

Brown (2000, p.160) states that it is easy in second language learning to claim that a learner will be successful with the proper motivation. With similar views, Gardner (2006, p.241) posits that students with higher levels of motivation will do better than students with lower levels. He further adds that if one is motivated, he or she has reasons that motives for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities and etc (Gardner, 2006, p.243).

Karahan (2007, p. 84) avers that positive language attitudes help learner to have positive orientation towards learning in English. Likewise such, attitudes might assume an exceptionally vital part in language learning as they might show up with impact students' success or failures. Previously, students with positive attitudes in learning English will utilize it more often generally because they are using it to meet their necessities instead of only to satisfy a prerequisite. Understudies for low enthusiasm toward second languages will face a higher level of class anxiety; particularly since those unique who perceive learning in a second language as an uncomfortable circumstance which may be assumed to have more tension.

Today's teachers revel in a total mixture for different gaming innovations to fabricate pedagogical results. Previously, an ordinary business diversion might comprise just of a weapon. What's more a focus - abandoning instructors' minimal space for inserting instructive enhancements. Fortunately, as designers need aid compelled with thought of additional innovative game elements, advances helpful to instructive designers will characteristically make their manner under stimulation networking (Squire, 2003). This demonstrates that diversions convert the learning methodology from constantly a latent assignment to one in which people captivate in the encounter about learning in. Machine diversions supply true situations to learning, finish with plentiful chances for people will create. Furthermore test their learning. It is an demonstration that educators, scientists Furthermore understudies would be hosting a certain discernment towards learning in through games in this century.

Researcher was able to identify this kind of problems in her English classroom as well. Her students seem to be very low interest in second language learning and use to be very passive and quiet. Some are not even paying attention and tend to do their own work. There will be always an anxiety in their face and gestures which sometimes make the researcher to rethink on whether she is going on in the right track. Even though the advanced level students perform well in their exercises and exams, yet their passiveness makes her feel discomfort.

Many times the students were asked on what they are expectation towards English classroom yet no answers thus it has become a big question mark. But, as researcher keep on observing them and finally came to know one thing that these students are so interested in playing computer games and sometimes even internet games after school hours in the school ICT room. Thus, a conclusion was made that existing teaching style needed to be changed and some interventions are really needed and those must be from ICT side and confirm with interesting games platform.

In this tremendously growing information era, "technology" has become a magic word in education which was pronounced in every corner of the world. In the globalised 21st century, the need to create high-quality human capital is more important than ever. In Malaysia, the Ministry has defined a set of skills and competencies that are aligned with the National Education Philosophy and will give Malaysian students an internationally competitive edge. According to Malaysian Educational Blueprint 2013-2025, Ministry wants to ensure that it prepares students with the skills required to meet the challenges of a world that is being transformed by the applications of science, technology, engineering and Mathematics (steM). Measures undertaken will include such as raising student interest through new learning approaches and an enhanced curriculum, incorporating higher-order thinking skills by increasing use of practical teaching tools and making the content relevant to everyday life to increase interest and moulding in talents and strategies of teachers, training teachers in primary and secondary schools to teach the revised curriculum, building public and student awareness by increasing parents and students' steM awareness through national campaigns. The new curriculum emphasise higher-order thinking skills such as analysing, critical thinking, hypothesising and decision making. It will also encourage project-based and inquiry-based learning, for instance, through the increased use of laboratory work, student-directed inquiry and ICT games-based instructional materials.

Based on this statement from National Education Blueprint, several researches on few web2.0 tools in internet were done then finally Kahoot platform was chosen. It is a very interesting platform whereby students can play it online and can compete among themselves. It is a fun game base learning platform in which quizzes, survey questionnaires and also online discussions can be conducted. The teacher can create own quizzes using targeted language and can play it online whereby the questions will be screened on LCD and students have to click their answers on their mobiles or desktops.

Rankin, Morrison, McNeal, Gooch and Shute (2009) define gameplay as an activity of social interaction with other players in virtual environments. They argue that these kinds of social interactions between gamers foster and promote learning. Using simulations in language classrooms promotes positive affective factors such as increased motivation and engagement. Simulations and games involve students, even those who are normally quiet, also will become active participators (Saliés, 2002). Macedonia (2005) states that language games are used to practice or strengthen declarative knowledge with entertainment as a positive side effect.

According to Melor Md Yunus (2011), students tend to have positive attitude and higher motivation in learning English when they are provided with supportive environmental factors such as parents, teachers and peers. Though they basically had the intrinsic motivation and positive attitude and perceptions towards English language, yet these supporting factors sometimes might distract their interest in learning better the language. For example, if a student is not being given chance to communicate in English in house or the teacher is always making harsh comments on his communication and his peers too making fun of his way of speech, thus it can diminish the learner's interest to learn the language more.

Siti Maziah Mustapa et al (2010) has stated in her study that learners mentioned engaging class contents such as interesting topics and fun activities as the third most important factor which influence their active participation in language learning. From this, we can understand that learners are looking for active classroom session to be engaged in such as games, role plays and collaborative activities which can make them to communicate and socialize more rather than sitting and doing writing task alone.

Peterson (2010) contends to as much paper, those sort of investment that is needed to intelligent media games heads would learners turning into completely drenched. Those game- clients for these sorts about diversions are totally inundated in the games, What's more in place to win alternately attain sure objectives those players need should have the capacity should convey and team up with co-players. There are contrasts the middle of the lifestyle the learners get input clinched alongside accepted learning manifestations and to intelligent media games, over universal learning polishes would learners frequently get reaction through to moment honing or on an composed form, however previously, games input turned through action, something happens, you bite the dust or you lose. In turn perspective should perspective crazy concerning mistakes and disappointment in intuitive diversions contrasted with different sorts about learning, may be that clinched alongside game players regularly need to or are actually spurred toward the game with neglect what's more settle on mistakes, those purpose behind this being that the outcomes of the disappointment are regularly fascinating and worth those trek. Furthermore this is contended should encourage learning in (Prensky, 2001, p. 159).

What we can understand from all these is games has many aspects such as ordained rules that has to be followed, enhancing cooperation together making learning a fun activity. In short, we can say that games are enjoying factors. Competition, which is equally yoked with games, plays an important part as the characteristics of a game requires. Learners will be excited by competing in which the question of who will win or lose remains unanswered until the game is over. Similarly, games enhance learning to occur easily in an enjoyable way full of fun which often leads to a objective achieved learning. In most of the games, learners are required to work together in groups to achieve their target and learners enjoy this kind of interactions and cooperation very much. It is believed that when cooperation and interaction are combined with fun, successful learning becomes more possible. To conclude, no matter how differently games are described, one cannot underestimate their pedagogical value both in teaching and learning a second language.

According to McCallum (1980), games stimulate automatically learners with higher level of interest and motivation and also known as higher motivation technique. Students' motivation level stirred up with games' competitive component. Another preference connected with games is that students' tension and anxiety towards language learning decreases as different kind of games were utilized. In language learning classrooms, learners feel so stressed and depressed because they have to master the target language that is required of them. Games are beneficiary in this part of the point in which they are able to decrease their anxiety level and increase certain positive emotions thus furthermore enhance self-confident. On account, learners follow the rules and discipline alternately while playing the games in order to get the feedback and at the same time working to master the target language too (Crookal, 1990, p. 112). To conclude, no matter

how differently games are described, one cannot underestimate their pedagogical value both in teaching and learning a second language. The aim of this paper is to investigate primary school students' attitude, motivation and perceptions on learning English language using Kahoot games. Thus, there are two objectives being focused on the research:

1. identify that Kahoot game base learning bring positive attitude and high level of motivation among learners to engage in learning English language.
2. identify the perceptions and expectations of learners towards English language classroom with Kahoot game base learning platform.

## METHODOLOGY

This study involves of nine participants from a primary school in a rural area in Southern Malaysia. Five of the participants were male and the rest four were female. All of them are from Standard 5. Only nine participants were engaged in the study because the primary school is a SKM school and the total number of the students in the class also is nine. Thus, all the nine students were engaged in the study. All the participants engaged in the study were from an estate community whereby English is their second language and they only learn the language during the lesson hours. Other than that, they never use the language anywhere and not even in their communication or speaking as well. All the participants can be grouped into three categories as advanced, intermediate and beginners. The participants were categorized into this three level based on their English exam marks. Advanced level students marking range is 80 and above meanwhile the intermediates' marking range is from 50 to 79. Beginners level students marking range is below 49. The participants and their categories are shown in Table 1.

Table 1: Categories of participants according to gender

Categories of participants and their range of marks	Participants	
	Name of participants	Gender
Advanced (80 and above)	A,B & C	Male
	D & E	Female
Intermediate (50-79)	F	Male
	G & H	Female
Beginner (49 and below)	I	Male
	-	Female

All this participants were observed to be very inactive and quiet during every English class. They are very passive and seldom open their mouth to speak out during the lesson hours. The instruments used to collect the data for the study is a questionnaire consists of 10 items. The items of the questionnaires were chosen from Gardner's Attitude and Motivation Test Battery and adapted according to the need of the study. The questionnaires were ranged using three different emoticons and participants were required to colour the emoticons they choose for each item. This method of colouring emoticons were chosen because answering a 5-Likert scale questionnaire for primary level students was quiet hard to be done especially for the one from rural areas. Thus, colouring emoticons is the best way to be used because it is a strategy that is very close to primary students. The items in questionnaires were translated orally by the researcher for the participants who finds it very hard for them to understand. Second instrument that was used is an interview session for three participants chosen from three categories. The interview session was done by asking 5 semi-structured questions to the participants and their answers were jotted down immediately by the researcher including with their reactions too. Thirdly, the results of the Kahoot game that was played for three different topics by the participants also was downloaded in the form Microsoft Excel from the game platform as well and has been used to analysed to identify the mastery level of the participants on the

targeted language for each lesson. The research design of the study is action research and the procedure of the study is shown in Figure 1. The action chosen is using Kahoot game being played online at the end of each lesson. According to Kurt Lewin Model in the Figure 1, the main problem was identified during the English lesson that is the students' were so passive and not interested in engaging in the English lessons.

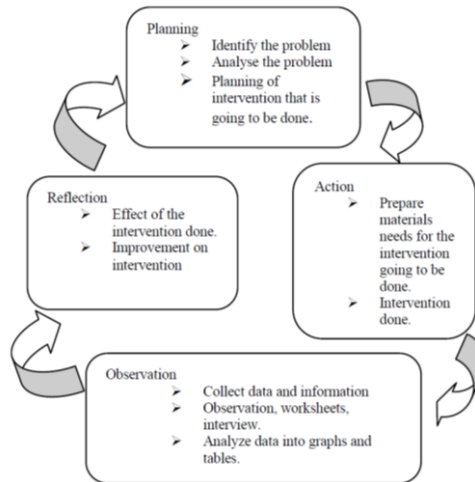


Fig 1. The Intervention Cycle according to Kurt Lewin Model.

Next the analysis on the problem was done and intervention to be done was chosen and some studies and searchings were done regarding the technique chosen. Then, the intervention done according to planning and data was collected and analysed descriptively. Next, the procedures of intervention were briefly described in Figure 2 below.

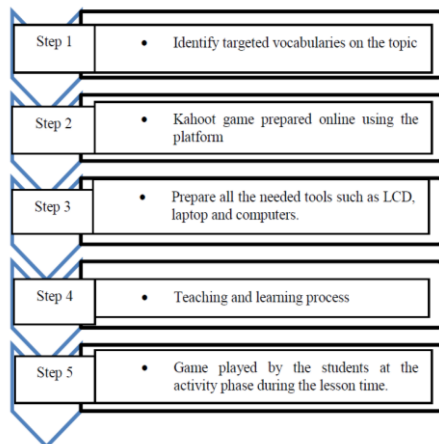


Fig 2. Intervention Procedures.

The Kahoot game was played for three different topics such as occupations, colours and nouns. The print screen figures of the Kahoot game prepared and played by the participants can be seen below.

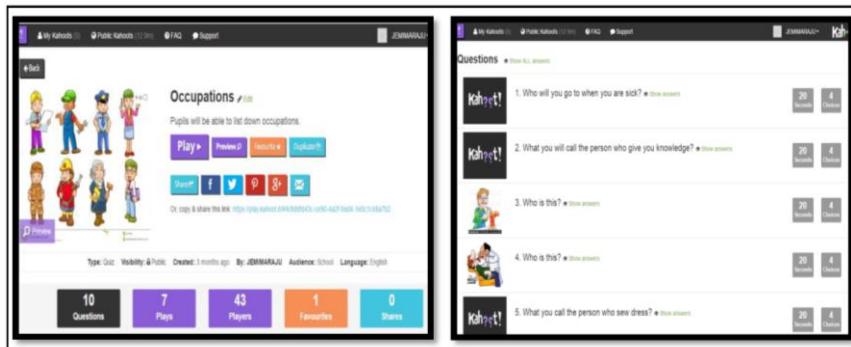


Fig 3: Print screen of Kahoot game on Topic of Occupation

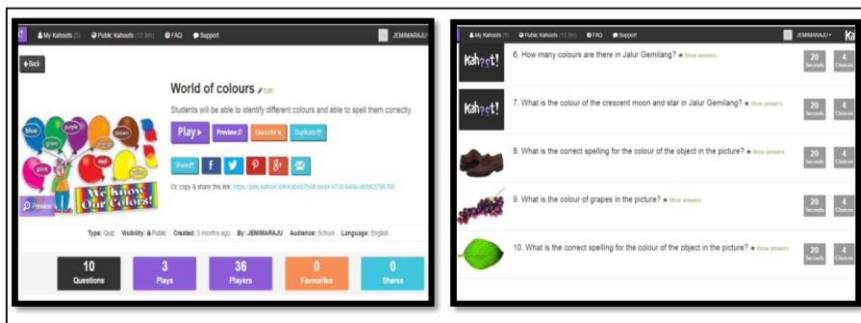


Fig 4: Print screen of Kahoot game on Topic of Colours

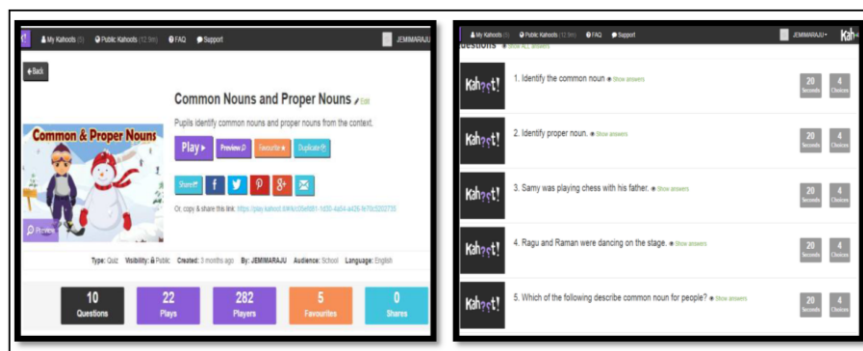





Fig 5: Print screen of Kahoot game on Topic of Nouns

## RESULT

### AMTB Questionnaire Result

The 10 items in the questionnaire is based on students' attitude and motivation towards learning English using Kahoot game. The result for each item answered by each participant has been shown in Table 2. Item 1 till item 5 is about the perceptions and attitude of the students towards learning English using Kahoot game. Item 6 and 7 is on English class is boring and students showing less interest to learn English. Item 8 till 10 is on students' motivation level and expectations towards English classroom.

Table 2: Responds of participants for each items in questionnaires

Num of items	Questions	Emoticons, descriptions and number of participants		
		 Enjoy / Happy / Like a lot	 Confused / do not understand	 Unhappy / do not like / No fun
1.	Learning English is really great.	9		
2.	I would rather spend more time in my English class and less in other classes.	9		
3.	I really enjoy learning English using games such as Kahoot.	9		
4.	I enjoy this kind of game activities of our English class much more than those of my other classes.	9		
5.	I want to learn English so well that it will become natural to me.	8	1 (participant I)	
6.	I think my English class with games are boring.			9
7.	I really have no interest in English languages.		2 (participant G & I)	7
8.	When I have a problem understanding something in my English class, I always ask my teacher for help.	8	1 (Participant I)	
9.	I plan to learn as much English as possible using this Kahoot game.	9		
10.	I like my English class so much. I look forward to studying more English in the future.	9		

Based on Table 2, it is observed that for item 1 till 4, all the nine participants coloured the happy face which shows they have a positive attitude and having good perceptions towards learning English using Kahoot. All of them stated that learning English is great and they would rather spend more time in English classes and less in other classes. Moreover, they also really enjoy learning English using games such as Kahoot and happy to be engaged in this kind of game activities in their English classes compare to those that are in other classes. Meanwhile for item 5, eight participants were happy to learn English to be more natural to them. But, the beginner level participant shows a confusing face which means he is not so sure whether he can learn English that well or no. This shows slightly a bit of negative attitude towards learning English. Next, for item 6, it is observed that all the nine participants showed unhappy face which means they do not agree with the statement that their English class with games are boring. In item 7, seven participants showed unhappy face to the statement that they really have no interest in English languages. On the other hand, the beginner level student and an intermediate level student shows confusing face which means they are not sure of their interest level in learning English. This shows that they are still having less motivation to be engaged in English classroom. Next, in item 8, the beginner level student showed confusing face again whereby again he is not so motivated to ask his teacher for help if he is unable to understand something in his English class. All the other eight participants showed happy face which means they are ready to ask their teacher for guidance at any time. For item 9 and 10, all the nine participants showed happy face whereby all of them has the expectations to learn as much as English as possible using Kahoot game and looking forward to study more on English in the future. Over all, it is observed that all eight participants are showing a very positive attitude towards learning English using Kahoot games and they are having good perceptions too about the learning style used in classroom. They too having a very high level of motivation to be engaged in the learning of language and expecting more language base games. The beginner level student only shows a slightly negative attitude and a bit of low motivation level in learning the language using games. This might be due to his low self-esteem and fear of communicating in classroom and fear of being ill treated by his friends if he does he is to be corrected by the teacher.

#### Semi-structured interview Session

This interview session was done on three participants from three different categories that is advanced, intermediate and beginner level. This session was done after the third Kahoot game class was conducted. For advance level, participant A has been chosen. For intermediate level, participant G has been chosen

and finally the beginner level participant too was interviewed. There were five questions asked by the researcher and the answers and gestures of the participants were jotted down immediately. The semi-structured questions, key words in answers by the participants and their gestures too are recorder and shown in Table 3.

Table 3: Interview Session Result

Questions	Participants					
	A		G		I	
	Answers	Gestures	Answers	Gestures	Answers	Gestures
1. How do you feel for today's English class?	Awesome. Amazing. I really enjoy it. Happening.	Bright smile on face. Showing hooray!	I am so happy today. Very interesting.	Bright smile on face.	I am very happy. I enjoy that.	Laughing. Could not sit calmly. Showing excitement.
2. What are the interesting activities being done in your English class today?	Kahoot	Showing thumbs up	Kahoot	Laughing and smiling non stop	Kahoot	Bright smile on face and eyes were sparkling.
3. Are you able to master the target language being focused in today's English class? How many?	Hmm. No. So sad Only 7. I can't believe I have lost the game.	Slight regret in face. Head down.	No teacher. I am so upset. I am the last person in the game. Only 6 correct.	Showing upset face and looking for answers from teacher.	Yes teacher. I get 10 correct. I was able to defeat 6 people behind me.	Showing thumbs up. Happiness overloaded in face.
4. How was your class environment today? Do you wish for such environment in upcoming classes too?	Really happening. Of course. We want more games. I want to be the winner next time.	Thumbs up again. Bright smile on face. Confidently nodding his head.	Wauuu. Really fantastic. Not like normal days. Really enjoyed. Next class also we play Kahoot teacher.	Laughing and holding teacher's hand.	So loud. Everybody wants to win. Yes. I want more Kahoot in next class please.	Jumping on his seat.
5. What are the activities do you wish to have in your future English classes? Why?	Games. More internet games teacher. Then only class is fun. Can be so happening like today. Can have competition. Can see who the winner is and who is clever.	Expectations in face with big laugh.	Games and role play teacher. But games more fun. More Kahoot teacher. Then only. I can be the winner of the game. Class will be very happening and active.	Laughing.	Kahoot teacher. I want more Kahoot games. I want to win. I must become number 1. I want win prize too	Laughing and shows excited face.

Based on Table 3, it can be concluded that all the three level students were enjoying the Kahoot game. They find English lesson with games are more fun, amazing and excited to be engaged in rather than chalk and talk method. Moreover, from the interview session a conclusion can be made that all the three students want to win in the game and beat their friends who were leading in the previous games. This shows that there is a healthy competition among the participant which initiates a good communication among them. In addition, they were all excited to see who the best among them is and who is clever to become the champion too. There was a slight disappointment in both advanced an intermediate level student when they were unable to score all correct. This is because they always use to get good scores in other activities and worksheets given during English lessons in their classes. In contrary, the beginner level student seems to be so happy and excited with his score in the game. This is because in normal class activities and worksheet he rare to get correct answers and used to sit quiet and passive only. So, for him this score was a great achievement and he was satisfied with that. This proves that Kahoot game in language classroom able to result in good output in which participants try their level best to get correct answers in order to win the game and become champion. On the other hand, it is stated there by the participants that the only interesting activity being done on that in that language lesson was playing the game. Though it was an half an hour lesson and few other activities were arranged too, yet the online game only seems to be very interesting and mind blowing for the participants. This proves in that students in this new era focused more towards ICT tools based education rather than chalk and talk method. They too give much preeminence to game base learning styles. Finally, all the participants were hoping to have more games in their future language



classrooms. This shows in that they want a fun and enjoyable environment to study rather than brick and mortar education. Even though they were making a lot of sounds and noises throughout the games, yet there is a result showing in that they are learning at the same time.

Results of Kahoot games in Microsoft Excel.

There were three Kahoot games were played by the participants during three different periods of lesson with different topics as occupation, colours and nouns. The results for each game can be viewed and downloaded and printed out in Excel form. This is an easy way for teachers to evaluate their students' progress and can be recorder too. Moreover, the results too can be pasted on classroom as an appreciation and motivator for the students to perform better in following games. The results consist of the students' score and who is in the leader board which is very important to initiate a healthy competition among the participants. The results for the three different topics' Kahoot games result are shown Figure 4.

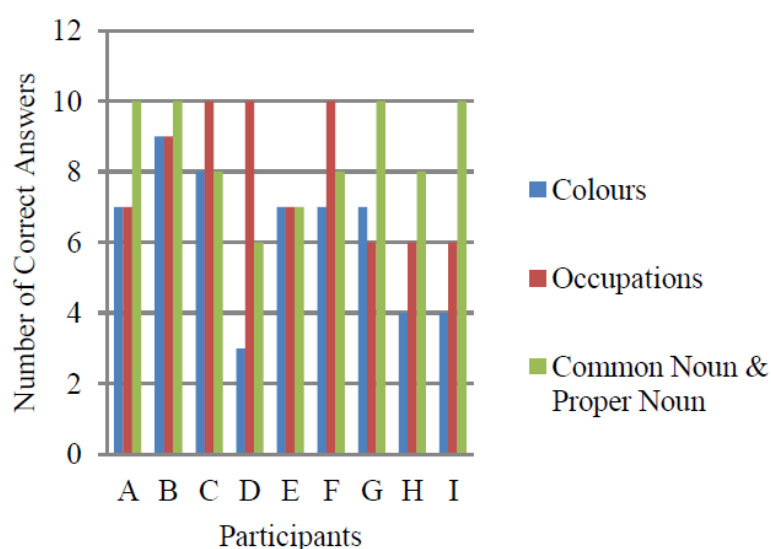


Fig 6: Number of Correct Answers for each Kahoot game played by participants

Figure 4 describe well each participant's achievement in each game. It also shows their mastery in the targeted language in each topic. Firstly, in topic colours, it is observed that none of the able to get all correct answers. Advanced level students also able to score less than nine only and one of them are the least with only 3 correct. This shows that the participants are not well prepared to play the game because this was their first time playing the game so they are still not familiar with what they are supposed to do. Moreover, some of the participants are even busy looking at their friends answers which makes them miss the time and get incorrect answers. In the second game on the topic of Occupation, it is observed one of the intermediate level students able to score all correct and leading the rest two advanced level students who were only able to score 7 and 9 correct answers respectively. This shows that intermediate level students can even beat advanced level students if proper teaching strategy and method is being used. On the third game on Nouns, it is observed that beginner level student and an intermediate level student able to score all correct and push other advanced level students to back. This is a great achievement for both the students and there was a great joy and happiness found in their face. They were able to come to the top three lists in the leader board. This is probably because they tried their level best to master all the target language given in order to become the champions of the game. This proves that beginner level students too can perform well in language classroom when they are highly motivated and having positive attitude towards their learning environment. Moreover, it is shown clearly that the entire participants were able to master the targeted language very well. Only in the first game, participants less mastered the targeted language due to their slackness and unawareness. Other than that, it is obvious that all the participants were having scores more than 6 out of ten questions which are a good improvement and achievement too. It is drastic change that was observed from previous chalk and talk classrooms whereby some of these participants were not

able to score one correct also and some will not complete their tasks even. So, it is proven that Kahoot does not only promote a fun learning environment, but also an easy and suitable way for learners to master the targeted languages.

## **DISCUSSION**

Based on the data received and analysed, the first objective of this study has been achieved whereby students' were able to cultivate positive attitude and show higher level of motivation towards learning language using Kahoot game platform. It is shown that eight out of nine participants has fully positive attitude in learning language because Kahoot game has been assimilated in their learning. There are many changes in their behaviour and responding in classes. Only one participant is slightly not positive and motivated because of some low self-esteem and fear of anxiety due to low acquisition in language. This can be changed fully in another two weeks if he is exposed to more game based learning. The participants also showing very high motivation in learning the language after they were engaged in Kahoot games which means they want to perform better and seek for guidance from teacher if necessary in order to improve their language. Thus, it can be concluded that integration of Kahoot games in English language classroom able to enhance positive attitude and high motivation among learners to perform well in the language.

Next, the second objective of the study also has been achieved whereby students have good perceptions and expectations towards game based language learning classroom. It is observed that all the nine students agreed that they like English class with games better than other classes and they are looking forward for more Kahoot games in their future English classes. Thus, a total conclusion can be made that students are more towards to 21st century learning style which assimilate ICT in their learning rather than involving traditional method learning. Students prefer to learn more by exploring and involving in virtual world which can enhance them to think on their own and having good social communication with their social members.

Findings of the interview session show that all the participants were so excited about the competition that arose among them during the game was played. Each of them wants to be the winner somehow rather and thus tried very harder by putting full attention towards the main screen and their desktops. There were loud noises every time they saw their names on the leader board. This creates in a very active and enjoyable learning environment and at the same time healthy competition among them too. They were even motivating each other and some were even betting to be the winner. This is an very pleasant learning environment that every new era teacher dreams of.

Results of the Kahoot game played shows that seven out of nine participants were able to master the full target language. The other two master half of the target languages because they were focused more on looking at their friends' scores and answers. The participants tried very harder to master all the target language because that is the key factor for them to win the game and be the champion in the leader board.

Thus, it can be concluded that Kahoot game in English language classroom help to cultivate positive attitudes, increase motivation level of participants, stimulate better perceptions and expectation of learners towards future English classrooms, healthy competition, fun and enjoyable learning environment and actively communicating learners by mastering the required targeted language.

Games has the capacity should perused images, for example, such that portraits and furthermore diagrams. To be sure pictures would habitually a greater amount vital over expressions. Previously, a lot of people workstation diversions. In a culturally diverse contemplate conveyed out in Rome and Los Angeles, Greenfield and colleagues (1996) discovered that playing a workstation games moved representational methodology styles starting with verbal with iconoclasm. Greenfield (1996) investigated those impacts of feature diversion smoothness around methodologies to separated visual consideration around school understudies. Isolated consideration might have been evaluated toward measuring participants' reaction time from two occasions for fluctuating probabilities in two areas for a workstation screen. Members who were master workstation game players required speedier reaction times over novices. Generally speaking they consider indicated that that's only the tip of the iceberg talented feature games players would do well to produced consideration abilities over less skilled talented players..

According to Squire (2005) videogames create experiences in which learners are immersed in situations in which they think with tools and resources with the aim of complex problem solving. In fact, when games become more complex, they begin to use intelligent tutors, scaffolding, etc.

There are some improvement can be done in future to make this integration of Kahoot game base learning in English classroom. This game can be done as a formative assessment for students after they complete two or three topics. Thus, students will be more excited to know who the best among them is. Next, teacher also can require students to create their own Kahoot games based on the topics they have learnt and conduct it as a competition in classroom. This is a way for students to become facilitator and cultivate leadership characteristics among themselves thus guiding their friends too. Moreover, other online game platforms too can be assimilated in language learning classroom besides Kahoot so that there will be varieties and students will be more excite and positive minded and highly motivated to learn more English.

## **CONCLUSION**

As a conclusion, it is proved that Kahoot game base learning platform able to bring in positive attitude and good perception among the participants in learning English language. All the nine participants feel happy to learn English with games more than any other lessons. In addition, this game too able to raise motivation among participants to score better results in order to win the game and be champion in the leader board. It initiates a healthy competition and positive communication among the participants while they were playing the games. On the other hand, the participants also giving more attention and important in mastering the targeted language in order to get correct answers and remain in the leader board. Moreover, English language classroom with games are more active, energetic, enjoyable, student-centred and fun too. Kahoot game platform is also a good way to be used as an assessment tool whereby all the results, scores and percentages of the questions can be recorded online and downloaded manually too. All level of students can be benefited by get involving in game based learning. The games created in the Kahoot platform too can be kept for following years and teacher can reuse the games for other classes and upcoming years too. So, it will be better if teachers able to add in more games in their teaching and learning process in order to make it more effective and valuable and usable to learners.

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